

National Assessment Governing Board

Meeting of August 4–5, 2022

Hyatt House Charleston Historic District
560 King Street
Charleston, SC 29403
&
Virtual

OFFICIAL SUMMARY OF GOVERNING BOARD MEETING

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

Frank Edelblut

Viola Garcia

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

Mark White

Russ Whitehurst

Ex-officio Member

Mark Schneider

Board Member Absent

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

Sharyn Rosenberg

Angela Scott

Matthew Stern

Anthony White

National Center for Education Statistics (NCES)

Peggy Carr, Commissioner

Daniel McGrath, Acting Associate Commissioner, Assessment Division

Tammie Adams

Gina Broxterman

Samantha Burg

Jing Chen

Brian Cramer

James Deaton

Alison Deigan

Enis Dogan

Veda Edwards

Eunice Greer

Dana Kelly

Shawn Kline

Tina Love

Nadia McLaughlin

Holly Spurlock

William Tirre

Grady Wilburn

Angela Woodard

American Institutes for Research (AIR)

Brittany Boyd
Grace Cheng
Kim Gattis
Cadelle Hemphill
Young Kim
Sami Kitmitto
Gabrielle Merkin
Yan Wang
Xiaying Zheng

Council of Chief State School Officers (CCSSO)

Fen Chou
Scott Norton

Council of the Great City Schools (CGCS)

Akisha Osei Sarfo

CRP, Inc.

Shamai Carter
Anthony Velez
Edward Wofford

Educational Testing Service (ETS)

Jay Campbell
Srikar Chadhivae
Peter Ciemins
Gloria Dion
Hugo dos Santos
Amy Dresher
Robert Finnegan
Maurice Hauck
Helena Yue Jia
Mankit Lee
Juliette Lyons-Thomas
Daniel McCaffrey
Ranu Palta-Upreti
Rupal Patel
Hilary Persky
Shannon Richards

Lisa Ward
Karen Wixson

Hager Sharp

David Hoff
Joanne Lim
Kathleen Manzo
Debra Silimeo

The Hatcher Group

Jenny Beard
Emma Edick
Sami Ghani
Sophia Handel
Robert Johnston
Zoey Lichtenheld
David Loewenberg
Melissa Mellor

Management Strategies

Brandon Dart
Rachel Koether

Manhattan Strategy Group

Tara Donahue
Lori Meyer

Optimal Solutions Group

Imer Arnautovic
Daniel Loew
Peter Simmons

Pearson

Scott Becker
Joy Heitland
Eric Moyer
Pat Stearns

U.S. Department of Education

David Geary
Thomas Smith
Kalila Winters
Kim Zarish-Becknell

Westat

Greg Binzer
Lauren Byrne
Marcie Hickman
Lloyd Hicks
Zully Hilton
Tom Krenzke
Kavemuii Murangi
Lisa Rodriguez
Rick Rogers
Leslie Wallace

WestEd

Mark Loveland
Taunya Nesin

Speakers

Melanie Barton, Senior Education Advisor to Governor Henry McMaster
Rex Garniewicz, President and CEO, Coastal Discovery
Greg Hembree, Chair, Senate Education Committee, South Carolina Senate
Tommy Hodges, Interim Dean, College of Education, University of South Carolina
David Mathis, Deputy Superintendent, Division of College and Career Readiness, South Carolina Department of Education
Kevin Mills, President and CEO, South Carolina Aquarium
Jeff Neale, Director of Preservation and Interpretation, Middleton Place Foundation
Alvin Pressley, Superintendent, Newberry County School District
Zelda Quiller-Waymer, President and CEO, South Carolina Afterschool Alliance
Mark Stephenson, Kansas Department of Education
John Tecklenburg, Mayor of Charleston, South Carolina

Others

Monica Armenta, Albuquerque Public Schools
Violet Baker, Data Recognition Corporation
Angela Battaglia, Utah State Board of Education

Myra Best, digiLEARN
Rolf Blank, STEM K-12 Research
Devna Bose, Post and Courier
Latosha Branch, Virginia Department of Education
Tamika Brinson, Florida Department of Education
Abigail Darlington, NP Strategy
Will Donkersgoed, Wyoming Department of Education
Jeremy Ellis, Missouri Department of Education
Lauren Empson, American Enterprise Institute
Eric Farnung, Huntington Ingalls Industries
Andrea Faulkner, North Carolina Department of Public Instruction
Matthew Ferguson, SC Education Oversight Committee
Dewey Gottlieb, Hawaii Department of Education
Theresa Jones, Baltimore Public Schools
Graham Koester, Neal Gross
Andrew Kolstad, P20 Strategies LLC
Beth LaDuca, Oregon Department of Education
Jacqui Lipson, FINN Partners
Brian Lloyd, Michigan Department of Education
Rebecca Logan, Oklahoma Department of Education
Lori Meyer, Manhattan Strategy Group
Hillary Michaels, HumRRO
Jenise Mitchell, Charlotte-Mecklenburg Schools
Raina Moulian, Alaska Department of Education & Early Development
Jessica Murray, Reingold
Katie Nilges, South Carolina Department of Education
Cecilia Oakeley, Dallas Independent School District
Terry Peterson, Charles Stewart Mott Foundation, Afterschool Alliance
Tami Pyfer, UNITE
Renee Savoie, Connecticut State Department of Education
Kevin Waters, Technical Support
Laveta Wills-Hale, The Arkansas Out of School Network
Roscoe Wilson, S.C. Afterschool Alliance
Samuel Yaw, Live 5 News

Call to Order and Welcome from Governing Board Chair

Beverly Perdue, Chair, called the meeting to order at 10:18 a.m. and welcomed attendees to the August meeting of the National Assessment Governing Board (Board or Governing Board) held in-person in Charleston, South Carolina, and virtually. She acknowledged Charleston host Tonya Matthews' skills as a storyteller and thanked her for the previous day's tour of the International African American Museum. Perdue then introduced the mayor of Charleston, John Tecklenburg.

Approval of May 2022 Minutes and Approval of August 2022 Agenda

Alice Peisch moved to approve the May 2022 meeting minutes and called for a vote, which passed unanimously.

Peisch requested a motion for approval of the August 2022 meeting agenda. Suzanne Lane moved to approve the agenda, and Marty West seconded the motion, which passed unanimously.

Welcome from Mayor John Tecklenburg

Mayor Tecklenburg thanked the Board for choosing Charleston, SC, for the quarterly meeting. He emphasized how important it is to use the right metrics to improve education across the United States. According to *U.S. News and World Report* rankings, Charleston has one of the top 10 high schools in the nation, but also one of the lowest-ranked schools in America. Although the disparity often can be seen across race and economic lines, Tecklenburg shared one of Charleston's success stories. A local charter school, through the right mix of early childhood education, teacher-to-student ratios, and parent/guardian commitment, has seen positive results for its students even though it is located near one of the worst schools in the city. What happens at the school matters more than what happens around the school.

South Carolina: State of Education and Assessment

Perdue next introduced Patrick Kelly, who moderated a panel of education leaders from South Carolina. The panelists included Melanie Barton, Senior Education Advisor to Governor Henry McMaster; Senator Greg Hembree, Chair, Senate Education Committee, South Carolina Senate; Tommy Hodges, Interim Dean, College of Education, University of South Carolina; David Mathis, Deputy Superintendent, Division of College and Career Readiness, South Carolina Department of Education; and Alvin Pressley, Superintendent, Newberry County School District.

Kelly listed three aspects of the South Carolina education system that account for the state's educational success: (1) strong standards, (2) exceptional educators in both urban and rural areas, and (3) a document called *Profile of the South Carolina Graduate*. This document, developed by

educators and business community members a few years ago, lists the knowledge, skills, and characteristics that a student graduating from a South Carolina high school should have.

For this session, the goal was for the panelists to explain how the National Assessment of Educational Progress (NAEP) can be used to improve policy and inform classroom instruction. The panelists were asked to provide some remarks on the current state of K–12 education in South Carolina and the role they believe assessment can or does play in addressing the challenges and successes faced by educators in South Carolina.

The panelists had several common themes in their opening remarks, including the impact of the pandemic on the education system. Hembree commented that the pandemic has exposed weaknesses throughout the education system. Barton continued to list challenges that have become more prevalent since the pandemic, such as the need to increase mental health services and suicide prevention. She also discussed concerns about lower enrollment in preschool, which may have a generational impact if students are not prepared when they enter school. Mathis added that the pandemic exacerbated the gap between the lowest- and highest-performing students.

Another theme raised by the panelists was teacher recruitment and retention. Mathis said that 5,300 teachers left the profession in South Carolina in the 2021–2022 academic year. As a superintendent, Pressley explained the challenge as a three-part problem: (1) educator shortages, (2) teachers leaving within their first 5 years, and (3) teachers retiring. Hodges, who conducts research on teacher pipeline issues, argued for the need to create more robust systems for teacher preparation. He has used data, including the National Teacher and Principal Survey, which examines factors that are associated with whether teachers stay or leave the profession. In his research, he has included first-person teacher narratives to better understand why they choose to stay or leave. Hodges also has been part of an alternative teacher certification program that places teachers in rural areas and provides them with an induction program to increase retention. The results of this program have been positive with a 92 percent retention rate since COVID-19.

Using assessment data, including NAEP data, to improve instruction was another theme discussed by the panelists. Hembree, who serves in the state general assembly, said that he appreciates how NAEP allows policymakers to compare South Carolina students with students across the nation. He commented that many of his colleagues do not understand the intention of NAEP or how to interpret the results, so he recommended that the Governing Board do more to help policymakers who have limited time better understand the results.

Barton added the policymakers want to review data because it informs all their decisions. Specifically, South Carolina noted that there were drastic declines in the number of child abuse and neglect cases reported at the beginning of the pandemic, which influenced their decision to

reopen in-person schools. She remarked that data can create urgency and help policymakers figure out what to do next.

From the educator perspective, Pressley added that assessments serve as the measuring stick to learn where students are and to know where they need to go. Mathis explained that some districts have the capacity to understand data and to use resources to accelerate growth for all students, but some do not. To help remedy this problem, South Carolina has created a statewide learning repository called Instruction Hub. Instruction Hub has resources that every educator in South Carolina can access.

Kelly opened the session to questions and asked the panelists what the Governing Board could do to increase the usability of NAEP data for stakeholders across South Carolina. The panelists agreed that toolkits and materials to help various audiences understand the data are critical. For example, Hembree emphasized that the general assembly and policymakers need more digestible information because many of them do not know much about NAEP and do not have time to do a lot of research. Hodges recommended creating toolkits, infographics, and short summaries. Barton suggested a template that describes how the NAEP data can impact the school and/or district. She also said that breaking it down by region and subgroups (e.g., students with disabilities, living in poverty, and ethnicity) would be helpful.

Tyler Cramer asked the panelists if they could describe a time when they used NAEP data to address specific issues. Barton said that South Carolina used NAEP to set the cut score on the state assessment, so it essentially supported the creation of the whole assessment system in South Carolina. Both Mathis and Pressley explained that NAEP data are not used at the school or district level, but they review it to gain a broader perspective on how South Carolina students compare to other students nationally.

Cramer also asked if there were any contextual questions that the panelists would like addressed by NAEP to provide more information about the assessment results. Hodges said he would be interested in learning more about the interplay between student and teacher characteristics, particularly related to teacher preparation and retention.

Eric Hanushek asked the panelists why they think professional development offered post-pandemic will be more successful than previous efforts. Hodges views it as designing systems that allow educators to continue to learn and grow rather than traditional professional development. The education system needs to become a culture of improvement, and educators need more time to engage with one another. Barton added that there needs to be an urgency for educators to develop this culture of improvement.

Lane asked which primary stakeholder groups should be attending to NAEP data. She asked if that group includes legislators, superintendents, teachers, or parents. The panelists agreed that it is all of them. Hembree added that stakeholders hold NAEP as the gold standard and perceive it as “truth.” Barton agreed that NAEP is the only national comparison available. To make it more valuable to stakeholders, she suggested a snapshot of the three states that made the highest gains. Other states could ask questions to learn more about what those states did to improve. She also emphasized that more should be done to help legislators understand NAEP.

Pressley commented that because educators typically only see the state assessments, doing a comparison between state assessment cut scores and NAEP data would be beneficial for district superintendents.

Next, Scott Marion discussed the idea of using templates to present data and noted that school staff and parents see the state assessments but not NAEP data. In his work, he is thinking about ways to better integrate NAEP with state assessments. Marion said that he and Lesley Muldoon are working to pull state leaders together to assist with this, and Barton said that many states would like to work with them.

Peisch ended the session by restating that she heard the panelists need specific examples of how to use NAEP data so they can answer the “so what” question. States also could benefit from learning what other states did to drive improvements. For example, learning more about what state legislatures and executive branches did to drive improvement could help other states think about ways to do similar work.

Perdue thanked the panelists for their candor. She reminded the Governing Board that they do not have the ability to set a policy for how stakeholders use data, but the panelists provided some ideas for the Governing Board to think about as they strive to make NAEP data more relevant for state leaders and policymakers.

Briefing on 2022 NAEP Long-Term Trend Results (CLOSED)

Under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C., the Governing Board met in closed session on Thursday, August 4, 2022, from 12:00 p.m. to 1:46 p.m. to receive a briefing from Grady Wilburn, National Center for Education Statistics (NCES), on the NAEP 2022 Long-Term Trend (LTT) results.

Wilburn presented embargoed results from the 2022 NAEP LTT assessment of 9-year-olds. The session was required to be closed to the public due to the confidential and secure nature of the unreleased data.

Since its debut in the 1970s, the LTT assessment has measured fundamental reading and mathematics skills among nationally representative age-based cohorts. The pandemic closed schools in 2020 just as the 2020 NAEP LTT assessment of 9-year-olds concluded. The Governing Board, which sets the NAEP assessment schedule, and NCES, which administers NAEP, decided to give LTT in January through March 2022 to the same age group to compare learning before and after COVID-19 disrupted schools.

Wilburn discussed the results in detail and addressed questions from Governing Board members. The public release of these data occurred on September 1, 2022. Released results may be found at [the Nation's Report Card website](#). The session ended with Chair Perdue thanking Wilburn and the NCES team for their efforts in administering the assessment, analyzing the data, and presenting the results.

The meeting recessed at 1:46 p.m. for a break and reconvened in open session at 2:02 p.m.

Governing Board Executive Director Update

Muldoon, Executive Director, acknowledged Matthews' vast contributions during her 8 years of service on the Board and thanked her and Kelly for hosting the meeting in Charleston. She asked Governing Board members to consider hosting an on-the-road meeting in the future given the value of connecting with stakeholders in different parts of the country.

Next, Muldoon provided the Board members with an update on what the Board has accomplished in 2022, focusing on four key areas. First, staff have expanded outreach to and beyond state policymakers, including education advocates and parent groups. Through the Policy Innovators in Education Network, Muldoon and West met with leaders from a number of national and state education reform groups and education advocates. Governing Board staff also participated in a meeting hosted by the George W. Bush Institute.

The second area of progress is preparing for the NAEP Mathematics and Reading Report Card release in fall 2022. The Governing Board is adapting a campaign-style approach to communications and is planning to host a series of conversations or activities that will help prepare the public for the release and continue the conversation after the release. Staff are approaching this by working with strategic consultants.

Funding is the third area of progress. The Governing Board is meeting with congressional staff and policy leaders about funding needs. This is the first time in 13 years the Governing Board has requested additional funds for the Board's budget (separate from NCES's budget for NAEP operations) to implement updates to the NAEP assessment frameworks that are on the schedule and to improve communication and outreach.

Fourth, the Assessment Development Committee (ADC) has begun to work on updating the science framework and to explore a process to update assessment frameworks more incrementally and frequently.

Muldoon concluded by emphasizing that the Governing Board will continue to focus on relevance and utility for the rest of the year and prepare for the NAEP data releases. She encouraged Governing Board members to become involved with communicating the results.

Muldoon made two additional announcements. First, the Governing Board issued a Request for Proposals for an independent firm to conduct a financial audit of the Board's budget. Second, Lisa Stooksberry, Deputy Executive Director, will be retiring in January 2023.

Perdue acknowledged Stooksberry's contributions to the Governing Board and then introduced Peggy Carr, NCES Commissioner.

National Center for Education Statistics Commissioner Update

Carr provided an update on how NCES was responding to recommendations made in the National Academies of Sciences, Engineering, and Medicine (NASEM) reports. For the report focused on NCES (*A Vision and Roadmap for Education Statistics*), Carr confirmed that NCES was responding to all 15 recommendations and five conclusions. Specifically, NCES staff are reviewing its data collection portfolio to see if they are still relevant and how they might change and work with Congress to determine if the mandates are current and which ones may need to be reexamined. For the NASEM NAEP report (*A Pragmatic Future for NAEP: Containing Costs and Updating Technologies*), Carr noted that NCES was responding to about 90 percent of the recommendations.

Carr then shared results from the Pulse Survey. She reported that enrollment declined in recent years, largely driven by prekindergarten and kindergarten. Based on data from the Integrated Postsecondary Education Data System, enrollment also was down for 2-year institutions of higher education. Marion asked if the percentages were calculated from base enrollment, which Carr confirmed.

Survey results showed an increase in students with chronic absenteeism. Teacher absenteeism is also higher than before the pandemic. Schools reported increased violence and higher percentages of students seeking mental health services.

NCES will continue to collect data on community partners and after-school programs, the hiring process, COVID-19 mitigation, learning modes, technology, and digital literacy. According to Carr, NCES also has been asked to continue to investigate school safety.

Mark White said that the decrease in early childhood education enrollment may be due to people who did not return to the workforce and are now staying home with their children. He noted a lack of daycare in his state of Tennessee, particularly in rural areas. For some families, daycare has become unaffordable.

Dana Boyd thanked Carr and reiterated that these were the types of factors that practitioners must deal with every day. She encouraged members to continue to keep these issues in mind as the Board updates frameworks.

Institution Impact on Out-of-School Learning Opportunities

Perdue thanked Boyd for her service as a member of the Governing Board and then introduced Matthews, who facilitated the next panel. When Matthews joined the Governing Board, she was the CEO of the Michigan Science Center, and she hosted the first NAEP Technology and Engineering Literacy release event. Currently, Matthews is the President and CEO of the International African American Museum in Charleston, SC.

Matthews said she was committed to excellence, innovation, and inclusion across the entirety of the education ecosystem. She recognized the Governing Board for allowing people who work in these diverse spaces to become members of the Board. Matthews then asked each panelist to speak about his or her position in informal education and what they would like the Governing Board members to know about their work.

Panelists included Rex Garniewicz, President and CEO, Coastal Discovery; Kevin Mills, President and CEO, South Carolina Aquarium; Jeff Neale, Director of Preservation and Interpretation, Middleton Place Foundation; and Zelda Quiller-Waymer, President and CEO of the South Carolina Afterschool Alliance.

Quiller-Waymer provided context about after-school programming. South Carolina has approximately 1,400 after-school programs that serve 100,000 students and their families. These programs engage students and are based on evidence, quality standards, and best practices in youth development. Research has shown that after-school programs can positively impact students and give them experiences in areas such as entrepreneurship, financial literacy, and community service. Quiller-Waymer emphasized the importance of establishing partnerships between local schools and community organizations that serve students and their families. These may include museums, libraries, churches, YMCA, Boys and Girls Clubs, and mom-and-pop organizations. Her goal is to build more partnerships with schools and local organizations because the demand for students who wish to participate in after-school programming is greater than the current capacity. Also, the American Rescue Plan funds can be used to expand or launch new after-school and summer programs.

Quiller-Waymer encouraged the Governing Board members to spread the word about the value of after-school and summer programs and the importance of establishing partnerships with community organizations. She also recommended that Governing Board members engage students in their work so students have a voice in their education and agency in their future. As a final point, she suggested adding a measure to the NAEP surveys about students' access to quality and affordable after-school programming.

Although the panelists were not educators, they all discussed ways in which students benefited from engaging with the staff and activities provided at their institutions. Garniewicz, Mills, and Neale spoke about students' opportunities to interact with materials that lead to improved understanding, topics of interest and passion, and future careers. Participating in experiential learning activities at museums, aquariums, and other organizations gives students opportunities they may not have at school. For example, Garniewicz shared that students could have their art displayed through one of their programs. One of the students who saw his art on display commented that at his school, sports are the only focus, so he was proud to have this opportunity.

Informal education activities also can provide programming on-site, virtually, or by having staff or volunteers go to the schools. Garniewicz, Mills, and Neale all said that they can reach approximately 10,000 students in different ways.

Beyond students, many of these places represented by the panelists also provide teacher training or professional development opportunities. Matthews asked the panelists how they interact with teachers. Coastal Discovery has a teacher training program at the museum during the summer. One summer, teachers had an interest in learning about Gullah culture, so the museum provided Gullah-led tours and hands-on workshops. Garniewicz added that teachers were given stipends and that the sessions had to be held in the summer because teachers were not available during the school year. He added that having administrative support also is essential, especially if they want the students to go on field trips and/or have staff visit the schools.

The South Carolina Aquarium created the first education master plan in the United States. The aquarium's curriculum aligns with the state's science standards. Teachers are trained throughout the year, and the training culminates in a field trip with their students. After the field trip, teachers continue teaching through the post-visit curriculum and ask their students to complete assessments so they can ascertain what the students learned from the entire experience. Mills added that he and his staff have noted the fatigue teachers experience and a lack of confidence in being able to instruct students about some of the science subjects that are part of the state standards. However, they have a capacity issue with their training program and use a lottery system to determine who can participate in the program.

At the Middleton Place Foundation, Neale said they have a summer teacher course and have developed lesson plans using primary sources found at the foundation. Although they have not used the “Traveling Trunk” recently, they have established a curriculum where teachers could use a trunk full of materials with five or six associated lesson plans. Teachers were able to keep the trunks for up to 3 months.

Matthews asked the panelists to reflect on how they know that student engagement in these programs supports critical-thinking skills or problem-solving. How do they assess the students so they know the types of impacts they have on them?

Quiller-Waymer referenced the *Profile of the South Carolina Graduate*. She worked with two professors to create a rubric for critical thinking, problem-solving, leadership, and team building. Students earn digital badges when they have demonstrated mastery in these areas. Universities and local businesses can access the system to see what badges students have earned.

Mills referred to more traditional ways of assessing students through classroom assessments, surveys, and feedback from participants (both students and teachers). He also said staff learn a lot from observing students doing the activities.

Matthews next asked how a field trip experience or after-school program that does not explicitly provide lessons, such as algebra quizzes, has any impact on why students may do better in their classes. Quiller-Waymer and Neale agreed that these experiences allow students to find their passions and interests. Garniewicz shared that they will hear that a student said dissecting a squid at Coastal Discovery was their favorite activity from the entire school year. These programs allow students the opportunity to do things they cannot do in school or in their home lives.

Mark Miller asked how he could bring these experiences into the classroom. He said that oftentimes, there is an equity issue because some students do not have access to these types of programs. Quiller-Waymer recommended contacting one of the statewide after-school networks. Garniewicz added that it is incumbent upon the museums and other organizations to reach out to local schools but suggested that teachers can find resources in their community.

Christine Cunningham asked the panelists how they work and connect with families and community members. Mills said they have curriculum designed for homeschool programs, but it can be useful for all families. When students come to the aquarium, their families are more likely to become members. Neale had a similar story. They offer a program for students to become interpreters. Since the parents are with them, the parents often become interpreters as well. At Coastal Discovery, Garniewicz said they offer free family-friendly programs to encourage all family members to come. Quiller-Waymer again emphasized getting smaller mom-and-pop organizations involved because they understand the culture of the community and can reach out

to families and other community members.

Ron Reynolds asked Governing Board staff if NAEP collected contextual information about students participating in these types of programs. Mills suggested adding questions that asked if they could go on field trips and how many. What are opportunities they have at school to participate in after-school programming? He pointed out the challenges in having external people come to the schools because of timing with standardized testing.

Paul Gasparini thanked the panelists and said, as a principal, he understands the important role they play in enriching a child's education. He posed a question about how to balance inequities in cultural experiences so all students can participate. Kelly followed up by asking how to bridge K–12 education and enrichment given the importance of each.

Matthews and Quiller-Waymer spoke about how to build the bridge between formal schooling and informal learning. Matthews shared that when she worked at the Science Center, she created exhibits that aligned to the curriculum and assessments and a field trip was the final preparation before the assessment. She also introduced one of her board members, Terry Peterson, who explained the challenges as affordability, access, and safety.

Matthews concluded the session with four points for Governing Board members to consider: (1) go to the students and teachers, (2) commit to finding the missing students, (3) measure the impact of the ecosystem, and (4) assess barriers to access.

The meeting recessed at 4:00 p.m. and reconvened at 4:04 p.m.

Member Discussion

Perdue introduced the member discussion session as an opportunity for Governing Board members to share comments and feedback. She thanked the Governing Board staff for arranging the meeting in Charleston and acknowledged the efforts of Laura LoGerfo and Munira Mwalimu.

Hanushek remarked that the focus of the meetings should be on discussing issues and providing input on topics about which the Governing Board needs to make decisions. Perdue responded that meetings outside of Washington, D.C., typically provide chances to learn from local and state leaders, to appreciate the local culture, and to allow Board members to see things through a different perspective. She also noted that Governing Board and NCES staff were documenting ideas and suggestions that panelists had raised.

Other members shared ideas that they gleaned from the day's presentations. Lane said that linking state assessments to NAEP, a suggestion from a panelist, would represent an excellent

step forward. Marion appreciated that the NAEP releases would be treated like campaigns. As part of this approach, he suggested developing use cases, i.e., how would a chair of a state education committee or a state chief use NAEP data? Kelly said that even if NAEP is the gold standard, the data are meaningless if people do not understand or cannot interpret the data.

Haley Barbour cautioned the Governing Board to keep its focus on the NAEP assessment.

Miller recommended including students and parents in the release event. The Governing Board featured students in the debut release of the NAEP Technology and Engineering Literacy assessment, which set a useful precedent.

Perdue concluded the session by letting the Governing Board members know that they all received a copy of *Assessing the Nation's Report Card: Challenges and Choice for NAEP* by Chester Finn, the Board's first chair.

Committee Meeting Previews

Miller provided an overview of recent, current, and upcoming ADC activities. One of the major forthcoming Board activities overseen by ADC is the update of the 2028 NAEP Science Assessment Framework. The Board awarded a contract to communications firm Widmeyer/FINN Partners to focus on strategic communications for the science framework, and ADC received a briefing on plans for this work at the May committee meeting. In accordance with the updated policy on assessment framework development, the Board held an open call for nominations of panelists to serve on the Steering and Development Panels for the science framework. The committee will discuss the process for developing a panelist slate in preparation for review and approval by the Executive Committee. WestEd staff, who are supporting the development of the science framework recommendations, will provide a brief overview of the work that is planned under their contract.

Miller noted that the Board had expressed interest in exploring the feasibility of making smaller, more gradual changes to NAEP frameworks in the future. Board staff have arranged for external experts in assessment to write reactions to a paper written by the Board's Assistant Director for Assessment Development, Sharyn Rosenberg, about changing the NAEP frameworks. ADC will consider those papers at the November 2022 quarterly Board meeting. During the August committee meeting, ADC members also will review secure materials for the 2026 NAEP reading assessment and will hear from NCES on their efforts to develop additional items at the lower end of the scale for mathematics and reading at Grades 4 and 8.

Lane offered a preview of the next day's meeting of the Committee on Standards, Design and

Methodology (COSDAM). The committee planned to receive updates from NCES about the feasibility of two-stage adaptive-testing, automated scoring, and two-subject design. COSDAM members also will deliberate whether to add a new achievement level below NAEP Basic. COSDAM members will receive an update from Pearson regarding plans for an achievement level descriptor (ALD) study for the NAEP U.S. history, civics, and science assessments. Last, the members will discuss next steps for completing additional activities outlined in the Achievement Levels Work Plan.

Peisch said that the Executive Committee had met that morning and discussed the status of the FY23 budget. Acting Associate Commissioner for Assessment Dan McGrath and NCES Commissioner Carr explained the progress of the innovations work. Committee members also discussed three prospective districts (i.e., Aldine in Texas, Orange in Florida, and Wake County in North Carolina) that have expressed interest in becoming a Trial Urban District Assessment (TUDA) district. The Governing Board will vote in November 2022 to select one district to join the program.

Gasparini reported on the Nominations Committee. He thanked Stooksberry and Mwalimu for their work and support. The Nominations Committee has 11 seats to fill, eight of which include eligible incumbents. He said that the committee continues to seek a diverse pool of nominees across all categories. Updates have been made to the online submission system, which will help committee members conduct comprehensive reviews of the nominees.

Matthews gave the Reporting and Dissemination Committee update. The members are discussing the 2022 release plans for the NAEP LTT and main NAEP results as well as the communications and outreach strategies currently underway and planned. To close the session, Muldoon informed everyone that the farewell reception for Matthews would begin at 5:00 p.m. in the foyer.

The August 4, 2022, meeting adjourned at 4:30 p.m.

The August 5, 2022, meeting was called to order at 10:42 a.m.

TUDA Perspectives on Opportunities for NAEP to Innovate

Perdue noted this session responds to requests for Board members to hear how education leaders use NAEP data to inform policy and practice. She then introduced Alberto Carvalho, who moderated the session.

Carvalho explained that the panelists were selected because they understand, utilize, and put the data into practice. They were asked to assist the Governing Board members in enhancing and revealing the utility, value, and relevance in NAEP data.

The panelists included Monica Armenta, Albuquerque Public Schools, Chief Achievement and Accountability Officer; Theresa Jones, Baltimore Public Schools, Chief Achievement and Accountability Officer; Cecilia Oakeley, Dallas Independent School District, Assistant Superintendent of Assessment and Evaluation; and Akisha Osei Sarfo, Director of Research, Council of the Great City Schools.

Osei Sarfo, Director of Research at the Council of the Great City Schools and former Chief Performance Officer in Guilford County Schools, started the session by explaining that the mission of the Council of the Great City Schools is to educate the nation's most diverse student body to the highest academic standards and to prepare them to contribute to our democracy and the global economy. It serves eight million inner-city children attending schools in 76 of the nation's urban districts. Osei Sarfo also explained that TUDA has grown from six pilot districts in 2002 to 27 districts in 2022. TUDA provides a consistent measure of student performance from which participating districts can assess progress and evaluate efforts to improve student achievement. Osei Sarfo also described the TUDA Task Force, which is the entity that provides feedback and recommendations to the Governing Board on areas of policy, research, and communications related to the TUDA program. Two of the panelists are current TUDA Task Force members and one is a former member.

The panelists focused on how NAEP data results should be messaged and the importance of context when explaining the results. Armenta spoke about the lack of engagement in public education, which may be due to the lack of empathy, urgency, relevancy, and simplicity when speaking about public education. She emphasized that how NAEP and TUDA results are delivered will carry more weight than ever before, and the results will carry political weight. She said that NAEP and TUDA results are another tool that can be used to support improvement for all students, but the public needs to understand the contextual factors, such as COVID-19, that impacted the results.

How NAEP data are used to compare districts with other TUDA districts was another theme the panelists discussed. All panelists reported that NAEP data are used with other assessments, such as state assessments, to monitor achievement gaps. They also spoke about how they use TUDA data to compare their districts to other districts. By comparing themselves to other districts, Jones said they can analyze which districts performed better and then connect with that district to learn how they improved and which strategies they used. The recent *Mirrors or Windows* report released by the Council of the Great City Schools helped districts understand how other districts were addressing these issues. Jones said that the report helped Baltimore City Public Schools look at what other similar school districts were doing to learn from them.

Oakeley emphasized the importance of analyzing demographic information because the

challenges are different for districts, in part because of differences in student demographics. For example, before adjusting TUDA data for poverty and other demographics, Dallas Independent School District was ranked 20 out of 27 districts. After adjusting for poverty and other demographics, they were third. Oakeley recommended that these types of comparisons be included as part of the public release.

Carvalho next asked the panelists how they think NAEP post-COVID will be relevant and useful for them as district leaders and for education practitioners. He asked how the data may be used to inform the acceleration that they expected to see in their districts.

The panelists agreed that the 2022 NAEP results need to be viewed as a new baseline. Districts also will need to be aware of other contextual factors, such as which students had been remote during the pandemic and who had access to technology. Oakeley and Jones also noted that Omicron was an issue with their districts right before NAEP was administered so many teachers and students were out of school prior to the test administration, which needs to be considered.

Next, Carvalho asked what message the Governing Board should provide when the data are released. Armenta suggested that state profiles be included so the public understands that poverty in New Mexico looks different from poverty in Maine. Interviews could be scheduled so experts can explain how regions differ from one another. She also recommended that teachers and students be included as much as possible. Jones recommended the Governing Board put out a call for community-wide action. Working through recovery will take the collaboration of everyone involved.

The session was opened to questions from Governing Board members.

Cramer asked if a student needs to be in the district for a certain period of time for the assessment results to be valid. Has the student been in the district long enough for district inputs to have made an impact? His follow-up question asked the panelists if they had interest in linking NAEP data with contextual variables, such as student continuity or mobility rates.

Oakeley said that mobility was part of their accountability and value-added measures. Since they do not receive student-level NAEP data, they had not looked at mobility. Understanding the level of English proficiency for students is a bigger issue in their schools. According to Jones, Baltimore City Public Schools takes mobility into consideration for state data. They also use contextual variables in the context of their recovery plan implementation.

Next, Gasparini asked the panelists to reflect on how to overcome the challenges of making the broad NAEP survey more relevant for practitioners in their district.

The panelists answered this question by talking about how they compare NAEP to other districts with similar student populations. Districts also compare NAEP to other district performance measures. Armenta said they also connect with districts that are doing better than them to learn how they strived to improve.

Because the panelists wanted to both simplify the NAEP messaging while increasing the amount of context that accompanies the results, Reynolds asked how they could do both.

Armenta responded that language is key. It is not in the volume of what is said but how the information is presented. She referenced TUDA videos as being good at showing the whole story without being overwhelmed by the numbers.

Julia Rafal-Baer asked how communication could be stronger to families in the community.

Jones suggested a layered approach that could be tailored to meet the needs of a specific audience. For families, she recommended working with community partners who can share the message alongside district leaders. Jones also said that performance information should be coupled with strategies and plans that are being implemented to demonstrate improvement.

For an audience of parents, Oakeley recommended making it relatable to them so they understand that the data are not about their child only but about the whole district. The language needs to be appropriate for them.

From the logistics perspective of NAEP, Miller asked what the districts' capacity was to help administer NAEP in the future. Although access to technology did not seem to be an issue for the district leaders, all of them had concerns about staffing. Because they do not want teachers out of the classroom, most responded that they would likely have to hire someone to do this work.

Marion asked which data the panelists found the most valuable. Oakeley said scale scores and average scale scores among different student groups and different populations. Jones agreed and added that she looks at the scale score and percentage of students at different performance levels.

Carvalho ended the session by summarizing that the panelists wanted data released in tandem with strategies that lead to the possibility of case studies to inform actual practice, which may be beneficial to other districts in the country. Districts need to be mindful of the context surrounding the data and the impact it has on other people.

The session recessed at 11:48 a.m. and reconvened in closed session at 12:02 p.m.

NAEP Budget and Assessment Schedule (CLOSED)

Under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C., the Governing Board met in closed session on Friday, August 5, 2022, from 11:45 a.m. to 12:30 p.m. to receive a briefing from Carr, Commissioner, NCES, and McGrath, Acting Associate Commissioner, NCES, on the NAEP Budget and Assessment Schedule.

Perdue 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 were to be kept confidential.

Carr and McGrath led a briefing on the NAEP budget, which included a review of the contracting processes and operational costs for the program. The presentation included information on the major cost drivers for NAEP, the costs cycle from one administration to the next, and how the setting of assessments on the assessment schedule can impact costs for the program. The presentation concluded with Carr and McGrath providing an update on the cost-saving modernizations that NCES is focused on, which include automated scoring and developing an assessment platform that is online, reduced-contact, and device-agnostic.

The budget workshop concluded, and Board members were assigned to small groups to discuss the NAEP Budget and Assessment Schedule.

Small Group Discussions/Budget Debrief Discussions (CLOSED)

Under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C., the Governing Board met in closed session on Friday, August 5, 2022, from 12:30 p.m. to 1:30 p.m. to discuss the NAEP Budget and Assessment Schedule after hearing from Carr and McGrath. From 1:30 p.m. to 2:00 p.m., the full Board convened to report back on the small group discussions.

Perdue 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 were to be kept confidential.

McGrath shared the following guiding questions for Board members to consider in their small group discussions. First, what recommendations do Board members have for NCES on how to improve their understanding of budget information? Second, what issues do Board members need to focus on related to the budget (but that require more policy information as background and context)? Third, what policy decisions can be made to get the biggest cost savings for the program?

The small groups concluded, and Board members reconvened in general session to discuss their answers to the three guiding questions.

Reporting Achievement Level Descriptors: Discussion and ACTION

Perdue reminded the Governing Board members that the Board had been briefed on a study on ALDs for mathematics and reading at the May quarterly Board meeting. She introduced Lane to lead the discussion for Board action on the resulting ALDs to use in NAEP reporting.

Lane began by thanking Becky Dvorak from the Governing Board staff and Eric Moyer from Pearson for their work on the ALD study. The study had two outcomes. First, ALDs were developed for mathematics and reading that describe what students can likely do based on their 2019 assessment data. These reporting ALDs are to be included with the NAEP Mathematics and Reading Report Cards, beginning in 2022, to provide contextual information to help increase the utility of NAEP data, particularly to increase the interpretability and use of achievement levels. Board policy requires reporting ALDs to be developed every three administrations or 10 years, as well as after each framework update. This will help maintain an accurate reflection of student performance.

The second outcome was alignment judgment ratings. First, alignment of developed reporting ALDs to existing Board achievement level policy definitions. Second, alignment with the content ALDs included in the NAEP frameworks. COSDAM will consider implications of these findings in the future and update the Board accordingly.

Pearson will complete the technical report summarizing the full study in fall 2022.

After the May quarterly Board meeting, the draft reporting ALDs underwent two phases of review: (1) internal review by NCES staff and contractors with NAEP mathematics and reading expertise, and (2) a targeted external review to check for clarity. Muldoon used excerpts of Grade 8 reporting ALDs as part of a presentation to education reform leaders in June 2022 to demonstrate differences between performance at NAEP Basic and NAEP Advanced, which was well received.

Lane asked for a motion to approve the reporting ALDs. Marion made the motion to approve, and Miller seconded it. The motion passed.

Committee Actions

Matthews described the release plans for the NAEP LTT results and for the main NAEP 2022 results. Perdue asked for a motion to approve the LTT release plan. Gasparini made the motion and Barbour seconded it. The motion passed. Perdue asked for a motion to approve the release plan for main NAEP. Lane made the motion and Cunningham seconded it. The motion passed. Finally, Matthews made a motion to elect Peisch Governing Board Vice Chair for 2022–2023. Cramer seconded the motion, which passed. Peisch thanked everyone.

Farewell Remarks

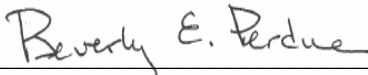
Perdue shifted to Matthews’ farewell remarks. She first thanked Matthews for her service as Governing Board Vice Chair, as Chair of the Reporting and Dissemination Committee, and as a member of the Nominations Committee, as well as for her contributions to developing the strategic plans.

Matthews thanked the Governing Board staff and other Board members. She framed her remarks around five lessons:

1. Read the room. It is not about what we say, but how we say it, which can make all the difference.
2. Always ask why we are still doing this and then answer with scrutiny and discernment.
3. Deliberately deconstruct the ivory tower. It is invaluable to listen to others.
4. Bias is real, and we are not immune. Continue to reflect on who we want to be.
5. Use alumni to support the work of the Board.

Boyd was unavailable to provide remarks during the meeting. Gasparini suggested Boyd share her remarks with the Board so they could be disseminated later. He also thanked Matthews and Kelly for hosting the meeting.

Perdue thanked everyone for coming. Peisch moved to adjourn, and Barbour seconded it. The meeting adjourned at 2:37 p.m.


Beverly Perdue, Chair
National Assessment Governing Board

10/28/2022
Date