

# National Assessment Governing Board

## Executive Committee Meeting

Report of August 4, 2022

### OPEN SESSION

**Executive Committee Members:** Beverly Perdue (Chair), Alice Peisch (Vice Chair), Haley Barbour, Paul Gasparini, Suzanne Lane, Tonya Matthews, Mark Miller.

**Executive Committee Members Absent:** Dana Boyd, Martin West, Carey Wright.

**National Assessment Governing Board Members:** Tyler Cramer, Frank Edelblut, Viola García, Patrick Kelly, Scott Marion, Reginald McGregor, Ron Reynolds.

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

**National Center for Education Statistics (NCES):** Peggy Carr (Commissioner), Daniel McGrath (Acting Associate Commissioner).

**U.S. Department of Education Staff:** None.

### **Other attendees:**

#### **Council of Great City Schools (CGCS)**

Akisha Osei-Sarfo

#### **Educational Testing Service (ETS)**

Jay Campbell

#### **Hager Sharp**

David Hoff

Kathleen Manzo

Debra Silimeo

#### **Management Strategies**

Brandon Dart

## **Pearson**

Scott Becker  
Pat Stearns

## **Westat**

Greg Binzer  
Lauren Byrne  
Marcie Hickman  
Tom Krenzke  
Kavemuii Murangi  
Lisa Rodriguez

The Executive Committee met in open session on August 4, 2022 from 8:30 a.m. to 9:00 a.m. The session was called to order by Governor Beverly Perdue, Chair, at 8:30 a.m.

Perdue provided welcoming remarks, expressed gratitude to Tonya Mathews and Patrick Kelly for hosting a wonderful outreach reception on Wednesday night, and reviewed the agenda for the Executive Committee meeting. Perdue remarked 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 potential innovations for the program that would require additional research and development funding.

Introducing the first order of business, Perdue called for Vice Chair nominations for the 2022-2023 term and noted the Executive Committee's responsibility to bring forward a recommendation for full Board action. Paul Gasparini nominated Alice Peisch for a second term as Vice Chair. Suzanne Lane seconded the motion, and it passed unanimously.

Stern's policy update began with the current funding situation for Fiscal Year (FY) 2023, including the President's budget request and congressional appropriations committee actions. Stern noted that the \$5.1 million increase in the budget request was also included in the draft Senate and House bills. Stern provided an overview of the explanatory statement report language included in the Senate draft bill.

Perdue then asked Muldoon to provide an update on the TUDA program. Muldoon provided data on the three eligible districts interested in participating in the 2024 NAEP administration. The discussion amongst Board Members was kicked off by Perdue. Lane asked which of the three interested districts was most urban. Muldoon answered that Aldine is most urban since it is adjacent to Houston. Peisch asked whether any of the districts are primarily comprised of rural or suburban students. Dan McGrath, Acting Associate Commissioner of NCES, replied that the data to determine eligibility is based on how many students are economically disadvantaged

(using Free and Reduced-Price Lunch program data). Haley Barbour asked whether the entire Aldine school district is adjacent to Houston, and Muldoon replied that there is one school within Houston and the rest of the district is adjacent to the city. Tonya Matthews stated that she was fascinated that Wake County qualified for TUDA participation because there is a narrative that high-need districts are traditionally urban, black, and poor. Matthews continued that Wake County is more affluent and that selecting Wake County for participation may help the Board bring attention to more types of students in need of academic intervention. Lane asked which of the three interested districts provides NAEP with a different subgroup of students within the Hispanic population (i.e., Cuban or Puerto Rican), and Carr said she would follow up with that answer. Peisch asked if Orange County is adjacent to the three already-participating districts in Florida. Matthews replied that adjacency does not necessarily indicate that districts would be similar. Mark Miller stated that there is a higher percentage of students with disabilities in North Carolina, which he views as an opportunity to collect more data to help that subgroup of students if Wake County is selected. Gasparini reiterated concern that Fresno stepped away from TUDA participation. Gasparini asked Carr whether she believes other districts may step away in 2026 and also asked why we could not expand the program to allow for participation by all three interested districts. Carr said that Ray Hart from the Council of Great City Schools would know best about district intentions for 2026 participation. Carr also noted that the NAEP program does not currently have the available budget to add all three districts. Lane noted that districts in particular regions of Texas are experiencing a large percentage increase in Asian population, Peisch ended the conversation by saying she supports establishing a rural program like TUDA, if possible within constraints such a population size. Muldoon concluded with the timeline of next steps between August and the November 2022 Board meeting to vote on a replacement TUDA district.

At 9:00 a.m. Chair Perdue concluded 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:** Dana Boyd, Martin West, Carey Wright.

**National Assessment Governing Board Members:** Tyler Cramer, Frank Edelbut, Viola García, Patrick Kelly, Scott Marion, Reginald McGregor, Ron Reynolds.

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

**National Center for Education Statistics (NCES):** Peggy Carr (Commissioner), Daniel McGrath (Acting Associate Commissioner).

The Executive Committee met in closed session from 9:00 a.m. to 10:00 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. Carr provided information about projected costs for the program, an update on the congressional appropriations process, and projected costs for research and development.

At 10:00 a.m. Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.

Beverly E. Perdue  
Beverly Perdue, Chair

09/30/2022  
Date

# **National Assessment Governing Board**

## **Assessment Development Committee**

### **Report of August 5, 2022**

#### **Open Session 8:30 – 9:00 a.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:** Sharyn Rosenberg and Matthew Stern.

**NCES Staff:** Holly Spurlock.

**Other Attendees:** Educational Testing Service: Jay Campbell. The Hatcher Group: Emma Edlick. Pearson: Westat: Rick Rodgers and Lisa Rodriguez. WestEd: Mark Loveland and Taunya Nesin. Widmeyer/FINN Partners: Lauren Empson and Jacqui Lipson.

#### **Welcome**

Vice Chair Mark Miller called the meeting to order at 8:30 a.m. ET, welcomed ADC members, and noted that he was chairing the meeting since Dana Boyd was participating remotely.

Miller noted that the recent news of Dana Boyd stepping down from the Board as of September 30 was a tremendous loss to the Assessment Development Committee in particular.

#### **Overview of Contract to Develop Recommendations for the 2028 NAEP Science Assessment Framework**

Miller noted that the Board had recently awarded a contract to WestEd to convene panels to develop recommendations for updating the 2028 NAEP Science Assessment Framework. He introduced Project Co-Director Mark Loveland and Science Content Lead Taunya Nesin to provide an overview of that work.

Loveland briefly described the key project staff and subcontractors to WestEd. He noted that the scope of work includes: a Design Document to describe each task and activity to be performed under the contract; Steering and Development Panels to provide recommendations for updates to the framework and item and assessment specifications; a Technical Advisory Committee (TAC) to provide input and advice on technical issues; an Educator Advisory Committee (EAC) to provide input and advice from additional practitioners; ongoing

engagement with ADC and the full Governing Board; and periodic engagement with stakeholders, including but not limited to a formal public comment period.

In terms of the Steering and Development Panels, Loveland noted that the Board had conducted an open call for panelist nominations and that the current status of evaluating those applications would be discussed during the following agenda topic. Consistent with the updated Board policy, the Steering Panel will consist of 30 members, 20 of whom will continue to the Development Panel. The first Steering Panel meeting will take place on October 17-18, 2022.

Rosenberg described one key change to the work of the framework panelists that staff included in the statement of work for this contract: the panelists will focus primarily on developing a substantive outline of the framework (i.e., what is to be assessed, the design of the assessment, what information should be collected and reported to contextualize achievement, and the achievement level descriptions) with brief rationales provided in bullet form rather than writing a long narrative as a full group. WestEd staff and consultant Cary Sneider then will turn the substantive outline into full text, and framework panelists will review and edit the document rather than serving as primary authors. The rationale for this change is to reduce the burden on framework panelists and ensure that their efforts are focused primarily on what should be assessed.

Loveland described the expertise of TAC members as including measurement, research, and evaluation methodologies and being at the intersection of cognition, technology, and assessment. Two TAC members are expected to attend each panel meeting, and TAC meetings will focus on technical questions that arise during panel meetings, public comments, and Board feedback.

Nesin noted that the EAC has not yet been seated; members will be recruited primarily from framework panel nominees who are not included on the final slate. The EAC will consist of teachers and school administrators with expertise in science. This group is expected to discuss and respond to issues related to classroom practice; review outlines of the framework document and assessment and item specifications; and provide input at key junctures throughout the process. It is anticipated that two EAC members will attend each panel meeting, subject to interest and availability.

Loveland briefly described planned project updates to the Governing Board, beginning with a report and discussion of the Steering Panel recommendations at the November Board meeting. He noted that public comment on the framework outline currently is scheduled for spring 2023, and that additional outreach will be going. WestEd will work with Governing Board staff and the science framework communications contractor Widmeyer/FINN Partners on other activities related to stakeholder engagement.

Miller thanked Loveland and Nesin. ADC members asked a few clarification questions and expressed support for having framework panelists focus primarily on developing a substantive outline and using that outline to conduct the primary public comment period.

**Closed session: 9:00 – 9:30 a.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:** Sharyn Rosenberg and Matthew Stern.

**NCES Staff:** Holly Spurlock.

**Other Attendees:** The Hatcher Group: Emma Edlick. WestEd: Mark Loveland and Taunya Nesin. Widmeyer/FINN Partners: Lauren Empson and Jacqui Lipson.

### **Update on Panelist Nominations for 2028 NAEP Science Assessment Framework (CLOSED)**

This session was closed because it included personal information on the science panelist nominees. Rosenberg began by describing the extensive stakeholder outreach that was conducted in advance of and during the open call for panelist nominations. A comprehensive plan for soliciting nominations from a wide range of stakeholders with expertise or interest in science education was developed and informed by partners at the Hatcher Group and Widmeyer/Finn Partners. The resulting list identified nearly 700 organizations and individuals with potential interest in the Board’s work to update the science framework. A special website was created to facilitate the submission and review of panelist nomination materials (similar to the site used by the Nominations Committee for the annual Board nominations campaign). Between mid-June and mid-July, 120 applications were received.

Since the nominations window closed, Rosenberg sent follow up communications to the applicants to share the dates of the first Steering and Development Panel meetings and to determine interest and availability for serving on the Steering Panel only versus continuing to the Development Panel (the latter is a much larger commitment).

Rosenberg described staff recommendations for optimizing the panelist slating process to balance many factors, including: role, expertise and experience, organizational representation, demographic characteristics, type of state standards, and diverse and balanced perspectives (to the extent that can be understood from the information provided). ADC members provided input on slating panelists to include as many different voices as possible and stressed the importance of providing transparent information to the full Board and to the public.

Miller thanked Rosenberg and noted that ADC members would soon receive additional information on the panel applicants, including the individual applications and resumes, for an upcoming ADC planning meeting on August 23. Per the new Board policy, ADC will recommend a slate of panelists for Executive Committee approval at the end of August.

**Closed session: 9:30 – 10:30 a.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:** Sharyn Rosenberg.

**NCES Staff:** Nadia McLaughlin, Dana Springer, and Holly Spurlock.

**Other Attendees:** American Institutes for Research: Kim Gattis. Educational Testing Service: Hilary Persky. Hager Sharp: Joanne Lim. The Hatcher Group: Emma Edlick.

The final sessions were closed because they contained secure NAEP assessment materials.

### **Item Review: Additional Reading Concept Sketch Materials (CLOSED)**

A few of the concept sketches that ADC previously approved for the 2026 NAEP Reading assessment contained materials for which Educational Testing Services (ETS) was unable to contain copyright permissions. Miller reminded ADC members that Rosenberg had sent a link the previous week with alternative materials for use with these concept sketches.

Miller asked Committee members for feedback on each of the new materials. Staff from ETS and NCES responded to ADC member questions. Comments were submitted to NCES at the conclusion of the meeting.

### **Update on Item Development for 2026 NAEP Reading and Mathematics Assessments at Grades 4 and 8 (CLOSED)**

Miller introduced Nadia McLaughlin, Holly Spurlock, and Dana Springer of NCES, who presented the final agenda topic: an update on item development for the new reading and mathematics frameworks, including efforts to develop additional items targeting the lower end of the performance distribution.

Spurlock began with a brief overview of the general item development process and key milestones. Springer then discussed specific efforts for mathematics item development, including two approaches for developing more items at the lower end of the performance distribution: anchor sets (identifying characteristics of exemplar easy and very easy items to inform item writing) and lower-bound content clarifications (clarifying content objectives in ways that simplify writing items for lower performing students). Springer shared data that NCES had collected from students to evaluate how well these approaches were working and showed some sample items. She noted that planned next steps include revising items based on research on the mathematical practices, pretesting (including in Puerto Rico), and reviews by the NAEP Mathematics Standing Committee and states and districts.

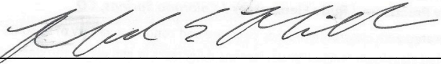


McLaughlin discussed specific efforts for reading item development, including efforts to select more easy passages based on length, presence of text features, complexity of organization, and abstractness of big ideas. She shared sample passage excerpts and specific examples of strategies being used to construct more accessible items based on these passages. She noted that planned next steps include revising items based on pretesting and reviews by the NAEP Reading Standing Committee and states and districts.

ADC members praised NCES for the systematic, thoughtful manner in which they were approaching item development for the new frameworks. They asked some clarification questions and noted that they looked forward to seeing what is learned from revising and piloting the new items.

Miller adjourned the meeting at 10:30 a.m. ET.

I certify the accuracy of these minutes.

  
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Mark Miller, Vice Chair

September 16, 2022  
Date

# National Assessment Governing Board

## Committee on Standards, Design, and Methodology

### Report of August 5, 2022

#### Open Session 8:30 – 10:30 a.m. ET

**COSDAM Members:** Suzanne Lane (Chair), Rick Hanushek, Scott Marion, Alice Peisch, Julia Rafal-Baer

**Governing Board Staff:** Lisa Stooksberry (Deputy Executive Director), Rebecca Dvorak

**NCES/IES Staff:** Peggy Carr

**Other Attendees:** The Hatcher Group: Jenny Beard and Sophia Handel; Westat: Lauren Byrne and Tom Krenzke; Pearson – Eric Moyer

#### Welcome and Updates

Suzanne Lane began the meeting at 8:33 by welcoming the group and providing updates on activities occurring after the May 2022 COSDAM meeting.

First, Lane described ongoing efforts to increase the number of items falling at the low-end of the NAEP achievement scale. In May, COSDAM members expressed concern regarding the mismatch between the number of items at the low-end of the scale compared to the number of students falling in this range – particularly for grade 4 Reading. Committee members also expressed interest in understanding guidance provided to item development contractors to ensure they produced what the frameworks intended. To address these concerns, COSDAM leadership and Board staff held discussions with NCES staff and Assessment Development Committee (ADC) leadership to understand ongoing activities intended to increase the number of items at the low-end of the scale. Lane shared information learned through these discussions, including (1) NCES continues efforts to develop items at the low-end of the scale for Mathematics and Reading working within the current frameworks with promising results, (2) NCES oversees the full item development process and maintains a clarification document to guide contractors in interpreting the frameworks, (3) NCES and ADC are in regular communication to ensure the NAEP frameworks are interpreted according to intent, and (4) ADC continues to hold discussions with NCES to ensure NCES has the support they need to increase the development of low-end items.

Rick Hanushek and Scott Marion inquired about the role of the item development process and guiding documentation in the resulting mismatch between items and students at the low-end of the scale. Marion expressed interest in understanding what is included on the guidance documentation – for example, does it include task models and/or exemplar items at the low-end of the scale? Alice Peisch reported that in her six years as a COSDAM member the issue of few items at the low-end of the scale has only come up recently as more students have fallen below *NAEP Basic*. Marion pointed to the divergent trend lines that show a decrease in performance for the lowest performing students, supporting Peisch's point. Lane

suggested COSDAM leadership continue to hold discussions with ADC leadership to stay informed on this issue.

COSDAM's recent discussions of the low-end of the achievement scale have been tied to considerations for adding a new official achievement level falling below *NAEP Basic*. Lane reminded the group that some Committee members question whether this would add value to NAEP. Thus, the next steps include collecting additional information regarding the utility of a new achievement level and discuss again in the future. For example, COSDAM hopes to begin with informal discussions with the CCSSO and/or TUDA task force groups to collect general information regarding how they currently use NAEP data and NAEP achievement levels. Lane highlighted recent discussions held the prior day during the August Board meeting regarding states' uses of NAEP achievement levels, primarily the *NAEP Proficient* level, to examine the appropriateness of their own cutoffs. Hanushek pointed out some of the data show state proficiency cut point fall below the *NAEP Basic* cut points; Marion noted this has changed as many states have stepped up their rigor, in part because of NAEP achievement level data.

Next, Lane provided an update on the Achievement Level Description Review study. COSDAM members were briefed on the findings from the ALD study for Mathematics and Reading in April and the full Board received a briefing in May. Since then, the Reporting ALDs developed through the study have undergone internal reviews by NCES and contractors highly familiar with the NAEP frameworks, and external reviews by state and district education staff. Lane noted that more information about the reviews would be provided in a full Board session that afternoon, and the Board will be asked to take action on adopting them. Lane noted that a similar study is starting up for grade 8 U.S. History, Civics, and Science. COSDAM approved these additional subjects in 2020 at the same time they approved the Mathematics and Reading study.

Lastly, Lane updated on the latest meeting of the Linking Studies Working Group, involving three COSDAM member participants (Rick Hanushek as Chair, Scott Marion, and Julia Rafal-Baer). During the June 13 meeting, the group expressed the need to better understand the NAEP legislation, the Family Educational Rights and Privacy Act (FERPA), and the new Evidence Act and their implications for collecting and reporting linking studies data. In addition, Hanushek encouraged members to consider the Board's role in advancing linking studies. He expressed his belief that the Board should take the lead on encouraging linking studies using exact (e.g., student-level) matching to provide a wealth of information to validate NAEP scores and add longitudinal information.

#### **Update: Achievement Level Description Review Study for U.S. History, Civics, and Science**

Eric Moyer (Pearson, Project Director) provided an update on the recently started ALD Review Study for grade 8 U.S. History, Civics, and Science. Moyer outlined the timeline of activities beginning with the original contract award in 2020. He described the two intended outcomes of the study as the development of draft Reporting ALDs and alignment judgments. Moyer then walked through the process for conducting ALD study workshops for data collection for the new subjects. He highlighted distinctions between the study for the additional subjects compared to the recently completed study for Mathematics and Reading; specifically, (1) the Science ALDs include science practices that need to be incorporated, (2) the studies will be completed in-person rather than virtual, (3) new content lead and facilitation staff will be involved, and (4) it is possible the new content areas may introduce new challenges. Moyer wrapped up his presentation with the study schedule and highlighted key points when COSDAM members will be briefed and asked to offer feedback.

Hanushek inquired about the utility of the alignment aspect of the study and how shifts in educational foci might impact the achievement levels. Moyer responded that the alignment ratings provide validity evidence, and the Reporting ALDs help ensure the descriptions of what students know and can do remain an accurate depiction of recent student performance. Lane expressed her hope that these studies make NAEP data more useful to stakeholders.

COSDAM members provided the following recommendations for the study: (1) consider increasing the target number of non-White participants, (2) consider future studies to examine the impacts of assigning items based on student performance at the top and/or lower bounds of the Achievement Levels (ALs) to examine the impact compared to the current methodology of considering the full range, (3) because the Board policy calls for new studies to address new frameworks and changing item pools, consider how to streamline the process to reduce costs in the future, and (4) think about how the Reporting ALDs and alignment judgment data may help increase transparency and better communicate NAEP results.

### **Discussion: Achievement Levels Work Plan**

The final session of the August COSDAM meeting was focused on the Achievement Levels Work Plan that was adopted by the Board in 2020. The activities outlined in the Work Plan represent the Board's response to seven recommendations by the National Academies of Sciences, Engineering, and Medicine (NASEM) through its 2016 evaluation of NAEP achievement levels. Lane provided an update on the status of Work Plan activities. Many of the activities associated with the first four recommendations falling under the Board's purview are currently ongoing or complete. Lane noted the purpose of this session was to discuss how to approach activities pertaining to recommendations five and six. These recommendations are focused on interpretations and communications of NAEP achievement levels, and the need to obtain additional validity evidence for the ALs.

COSDAM members were asked to consider the following discussion questions:

1. What expertise/background should we seek for an advisory group on best practices/materials for communicating NAEP achievement levels (ALs)? Who should be the audience(s) for these communications?
2. What stakeholder groups do you feel need to be represented when considering how they interpret and use results, including proper and improper uses of AL data?
3. Should we include the use of AL data in popular media/research for the validity reviews? If so, are you aware of media/research that uses AL data?
4. What other considerations should be made when preparing to develop an interpretive guide to ALs?

Members began with a high-level brainstorm of the type of interpretations they hope to communicate. For example, Hanushek inquired whether one goal is to better communicate that proficiency on NAEP does not correspond to grade level expectations. Lane expressed the importance to understand how states are using and interpreting ALDs relevant to their work. COSDAM members agreed that different types of communications are needed for different stakeholder groups, and that the discussion should first focus on identifying these groups. For example, a high-level one-pager may be appropriate to some stakeholders, whereas others would benefit from greater detail.

Peisch recommended chief state school officers be a high priority for communications documentation because this group uses results most intently. Lane agreed, and Marion added that there are differences between state chiefs – some are highly familiar with NAEP, and others less so. He mentioned that state

legislators on education committees and governors are other stakeholders to consider. Julia Rafal-Baer recommended state boards of education members as another key stakeholder group.

COSDAM members and Peggy Carr (NCES Commissioner) identified various other groups that may be considered – for example, the general public, media, state testing directors and other state staff involved with accountability, test developers, content standards developers, business leaders, and advocacy groups.

Peisch expressed a need to be succinct when considering documentation for state legislators such as a short one-pager. Legislative staff should receive more detailed information. She suggested state board of education members may similarly need detailed information.


Rafal-Baer suggested it may be useful to first identify what it is we want each stakeholder group to understand about achievement levels and what we want them to do with the information. Lane agreed and recommended as a next step she would work with Becky Dvorak (COSDAM liaison) to produce a draft list of priority stakeholders and the communication goals for each to share with COSDAM members before the November meeting.

Next, members discussed ideas for convening an advisory group to assist with communications plans and documentation. Various ideas were raised about how to staff this group. Peisch suggested a business leader be included, and Rafal-Baer recommended representatives of the U.S. Chamber of Commerce with experience in educational policy. Hanushek suggested members of think tanks and advocacy groups, and Marion recommended education reporters, and psychometricians and/or assessment professionals with strong communication and reporting skills. He inquired as to whether marketing professionals might be considered. Rafal-Baer stressed, and Lane agreed, the need to identify the intended stakeholders and communication goals before convening this group.

Lane summarized next steps as: (1) Dvorak will identify documentation for communicating achievement levels that already exist, (2) Lane and Dvorak will draft a chart that identifies stakeholder groups and what information should be conveyed to each to present to COSDAM members for input before the November COSDAM meeting.

The meeting was adjourned at 10:30 am.

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Suzanne Lane, Chair

9/19/2022  
Date

# National Assessment Governing Board

## Reporting and Dissemination Committee

Report of August 5, 2022

8:30 - 10:30 am

**Reporting and Dissemination Committee Members:** Chair Tonya Matthews, Vice Chair Marty West, Alberto Carvalho, Tyler Cramer, Paul Gasparini, Ron Reynolds, Mark White

**Governing Board Members:** Bev Perdue

**Governing Board Staff:** Laura LoGerfo, Stephaan Harris, Lesley Muldoon

**National Center for Education Statistics Staff:** Daniel McGrath

**Contractors:** ETS: Robert Finnegan; Hager Sharp: David Hoff, Kathleen Manzo, Debra Silimeo; The Hatcher Group: Robert Johnston; Management Strategies: Brandon Dart; Pearson: Scott Beeker, Pat Stearns; Westat: Greg Binzer, Marcie Hickman, Kawemui Murangi

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Chair Tonya Matthews called the Reporting and Dissemination (R&D) committee meeting to order at 8:30 am. She offered a brief overview of the agenda, the first topic of which was discussion and approval of the release plans for the 2022 NAEP Long-Term Trend results and for the results from the main NAEP 2022 Reading and Mathematics assessments in grades 4 and 8. The second topic focused on the outreach activities Board staff and Board members have undertaken since the start of 2022. With preamble complete, Matthews turned to the committee staff lead, Laura LoGerfo, to share the release plans.

### **NAEP Release Plans**

The Chair opened the conversation by reminding committee members that though they learned the NAEP Long-Term Trend (LTT) results the previous day, they cannot disclose any of the results publicly until September 1st, the day of the official release. Matthews remarked that as the LTT release will reveal findings from the first large-scale national assessment since the COVID-19 pandemic began, the release will attract an outpouring of attention. During the closed briefing on the results, the Board recommended the release not focus on masking and social distancing protocols, since evaluating COVID-19 practices should not become part of the overall conversation on academic progress.

LoGerfo sketched the plans for the release event, highlighting the value of the video featuring students from Board member Nardi Routten’s fourth-grade class. The students proved not only photogenic and funny but also insightful and honest. Their honesty in sharing the dire challenges and unexpected joys of learning during the pandemic contextualizes the LTT data and builds a compelling picture of school during that time. Matthews urged the Board staff to use the video in multiple ways and media channels after the release.

Paul Gasparini encouraged the committee to consider the dissemination of these results beyond just this one release, a discussion which should occur among the committee members in mid-September as part of a post-release debrief. Tyler Cramer agreed and added a caution, quoting Board member Haley Barbour, to “keep the main thing the main thing.” Cramer praised the plans for the release and emphasized that the content need not reach beyond the inherently complex ideas within those results. He emphasized that NAEP data do not imply causation but do indicate where the nation is on a given measure. He appreciated how the South Carolina education leaders at the plenary session the previous day took the next step, that is, from knowing where South Carolina is on a specific assessment to determining how to improve outcomes.

West concurred that everyone should exercise caution about implying causation whenever using and discussing NAEP data. Results on main NAEP can indicate overall trends and which communities produced higher levels of achievement, but not what specific policy proved effective. Understanding which communities succeed with which populations can lead to conversations about what works well. Cramer praised Marty West’s expertise at communicating and interpreting complex data and thanked Marty for agreeing to participate in the LTT event.

West asked how the event could include voices in addition to his own and Peggy Carr’s. Past NAEP release events invited stakeholders to submit questions prior to the event for panelists to answer during the event. West suggested the same approach for the LTT release. Carr and he could address pre-recorded questions from key stakeholders at the release, which then could be excerpted and promoted on social media after the release. The committee liked this idea; LoGerfo made a note to incorporate this strategy into the release event.

Ron Reynolds expanded the focus to the overall NAEP release calendar this fall. He asked if the LTT release will diminish the impact of main NAEP—the *Nation’s Report Cards* in reading and mathematics for grades 4 and 8. Matthews shared her belief that LTT tees up the release of main NAEP and actually will amplify the importance of the main Nation’s Report Cards. West trusts that the LTT release will stoke interest in the main NAEP release and include questions that can be best addressed by main NAEP.

This comment shifted the focus of the discussion to the main NAEP release later this fall, the specific date of which will be announced by mid-September. Matthews evoked precedent by

reminding the committee that the 2019 release involved multiple panels at the National Press Club. Carr presented the state and national results first, then the event paused, after which, Carr presented results from the Trial Urban District Assessment (TUDA). A panel followed each data presentation. Similar to past release events, the committee proposed dividing the release into two sessions.

This division works well, given the quantity of data released and the explanations required to release such results responsibly. The event's structure ideally should entice all audience members to attend both parts, which may be difficult if a mostly national-focused audience attends the first session but finds the district session less relevant to their needs. The committee brainstormed other divisions by content, rather than by sampling unit, e.g. grade 4 vs. grade 8, math vs. reading. Or, host a conversation on the 'big picture' first then delve into select findings in the second half? The committee reached no conclusion about specific breakdown but did insist that dividing the event into two halves made good sense.

West noted that the main NAEP release will encompass an immense amount of data and could require a release over multiple days. Matthews suggested hosting post-release events in regions to present their specific data. Gasparini noted that many audiences the Board wants to reach with NAEP data remain unfamiliar with NAEP. Thus, the Board should provide information that gives people the capacity to consider what questions NAEP can answer and to converse meaningfully about how NAEP can translate to policy.

Reynolds endorsed Gasparini's comments and noted that the eight-week gap between releases grants the Board time to educate stakeholders about NAEP. This may help prevent unsupported conclusions and false claims about the results. Mark White wondered whether the results seem predictable and obvious, and if so, Board staff can build templates now for how to understand and interpret NAEP. Board members represent diverse stakeholder bases and can evaluate whether the templates address their groups' needs and interests. Matthews warned against publishing a lengthy template that no one wishes to read or use but one tailored and streamlined could work.

Attention returned to the release event. West observed that hundreds of people will learn the results through media such as the New York Times, not from the release event itself. Thus, plans for the event must not only entice people to attend but also provide unique value and benefit. West made a motion to move the 2022 NAEP Long-Term Trend Release Plan to the full Board for approval, which Cramer seconded and the committee approved unanimously.

For the 2022 main NAEP release plan, LoGerfo promised to apprise the committee of any updates to the plans, but the plan as currently worded is sufficiently wide-ranging to cover all possible scenarios. West made a motion to move the 2022 NAEP Reading and Mathematics



Release Plan to the full Board for approval, which White seconded and the committee approved unanimously.

### **Outreach Activities**

The meeting then turned to a discussion about outreach activities, both planned and underway, led jointly by Stephaan Harris, Assistant Director for Communications, and Lesley Muldoon, Executive Director. [They presented the strategy](#) for the Board's communications and outreach, to share what activities have transpired as part of this strategy, and to address any questions and suggestions.

This effort aims to disseminate the message that NAEP data bear relevance and to prepare the field for the upcoming NAEP releases responsibly and effectively. A cornerstone to the strategy identifies stakeholders' needs and refines strategies necessary to address those needs. The pattern of divergent trend lines, or the growing gap between higher-performing students on NAEP and their lower-performing peers over the last ten years, opened an opportunity to share important results with stakeholders and served as a means to engage groups who otherwise may consider NAEP only when a release draws attention.

The pandemic and its impact on learning underscore the importance of communicating results clearly, responsibly, and widely. In 2020, education became more politicized, which challenges communications efforts. The communications approach transcends politics with proactive outreach to diverse organizations as a means to share not only the latest NAEP results but also extant trends which these stakeholders may not know.

The communications plan prioritizes audiences of policymakers, education leaders, advocates for equity, which also reflects principles in the Board's Strategic Vision. These audiences include the National Conference of State Legislatures, the Education Commission of the States, the Southern Regional Education Board, the National Governors Association, along with the Council of Chief State School Officers and the Council of the Great City Schools.

Stakeholders have responded positively. Most professed no awareness of the trends in the data pre-pandemic and asked for help in communicating to their members what NAEP is, why NAEP matters, what the results, including the divergent trend lines, mean, and what to do with the results. To help, the Board staff must communicate more clearly, succinctly, and regularly about what NAEP reveals about student achievement and progress. If NAEP can be more widely understood, education leaders may more readily use NAEP to make data-informed decisions. The question about what to do with the results lies beyond the Board's purview, but the Board can create the necessary understanding so that state and local leaders can ask the right questions to find the right solutions for them.

The Reporting and Dissemination Committee’s mandate from Congress is to improve the form and use of NAEP. In previous years, the Board has enacted this mandate by extending the life of the report beyond the initial release. Now, the Board instead will promote the sustained use of NAEP data. Stakeholder meetings elicit tangible advice on how to implement this mandate. In addition, the Board hired a consultant to assist in developing and implementing a thoughtful strategic campaign to disseminate the NAEP results.

Muldoon and Harris invited questions and reactions. West appreciated that the Board is undertaking more of this work and urged the Board to persist with this effective approach. He cautioned staff not to conduct a lot of outreach between the releases of LTT data and Main NAEP, because too many unanswerable questions will arise.

Matthews liked how the Board is making data more useful in what a panelist the previous day declared “an unprecedented time of parental interest” in education. At this moment, the public does not perceive assessments as problematic, so the Board should capitalize on the current zeitgeist. She explained two ways for the Board to position itself in the public relations space:

1. Institutional marketing: focused on the Board’s identity and purpose in a time of need when the public is already thinking about tests and learning broadly
2. Programmatic marketing: focused on a specific moment or a specific data release

Cramer found this distinction helpful and suggested the Board convene those who influence the electorate, such as local PBS reporters. Gasparini added that all politics is local, but as Harris and Muldoon explained, the Board needs to transcend the political angles others will impose on NAEP results.

Alberto Carvalho shared survey data that he commissioned from the general public about education issues. The public knows the data about learning, because they hear the same story repeatedly, but they do not care. Americans care little about testing student achievement but do believe that schools should focus on teaching core subjects such as reading and math. They also express concerns about school security and whether students can pursue career and technical education. Less than 10% care about assessment as a relevant topic, though women care more than men. Most of the respondents receive their news from social media, then television, and finally trusted online newspapers.

Matthews asked if these responses reflect a general lack of trust in the achievement data. Perhaps these parents do not perceive the reason for a specific assessment. West suggested discussing NAEP in ways that speak to a fundamental literacy and numeracy, which may be seen by the public as a primary purpose for schooling. Carvalho cautioned that people subscribe superficially to a concept like ‘core education’ but may not know all its definitions. The Board, thus, should diversify the way information is disseminated.

Bev Perdue asked Carvalho if he had any data on how to involve the business community in NAEP discussions, beyond convincing business that if a workforce lacks competence in relevant skills, problems arise. Cramer noted that Board member Rick Hanushek published research showing a \$25 trillion loss of this generation's earnings due to pandemic-related disruptions. Carvalho described his Superintendent's Business Advisory Council as an avid consumer of assessment data. In addition to the business sector, the higher education sector also is invested in assessment as a means to predict student preparation.

Muldoon asked the Board members to share what information and resources they need to feel prepared to undertake a more campaign-like approach to disseminating NAEP results. Gasparini asked his fellow Board members with experience talking to local media to share their best practices. Gasparini also observed that repeating the same message to different audiences may strike the presenter as delivering static information, but the audiences change, so what may feel tired is actually novel.

Matthews expressed a need for just three key messages from the results, accompanied with compelling visuals, then a slew of meetings in which Board members can convey these messages and visuals.

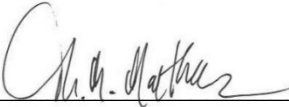
Reynolds concluded the discussion by mentioning that the Governing Board as constituted - diverse voices, experiences, skills, positions, perspectives, seems like it should not function effectively, but it does. Is that a message to communicate?

### **Chair's Farewell Address**

In the final moments of her last Reporting and Dissemination Committee meeting, Tonya Matthews reflected on her tenure with the committee—all eight years of her two terms spent with R&D. She observed a perennial tension between a focus only on data and a focus on the humans who use the data, nimbly balancing among multiple audiences with multiple agendas. She expressed thanks to staff and to her colleagues on the committee for their contributions.

The meeting adjourned at 10:16 am.

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Tonya Matthews, Chair

9/28/2022  
Date

# National Assessment Governing Board

## Nominations Committee

### Closed Session

August 3, 2022

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

**Board Staff:** Stephaan Harris, Donnetta Kennedy, Lesley Muldoon, 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 Wednesday, August 3, 2022, from 11:15 a.m. to 12:15 p.m. ET.

Chair Paul Gasparini called the meeting to order at 11:15 a.m. ET. Gasparini previewed the agenda, noting that the Committee would not discuss further changes to the Procedures Manual. He requested members submit comments or questions to staff.

Gasparini reminded members of the 2023 vacancies and the recent updates made by staff and contractors to the online submission system. Next, Gasparini asked Stephaan Harris, Assistant Director for Communications, to provide an update on outreach efforts.

Harris described efforts to reach a wide, diverse audience for 2023 nominations. New this year in nominations outreach is conveying the deep commitment required to be a member, especially amid current challenges in education. The website, social media, and targeted email campaign emphasize the Board's major areas of work, including the innovation agenda, partnership building, and updating Assessment Frameworks. Member profiles illuminate the Board's mission, and toolkits will be targeted to current and alumni members for their use in conducting outreach. Harris added that given last year's high rate of LinkedIn sharing, the platform will be used again in 2023.

Next, Munira Mwalimu, Executive Officer, provided an overview of the Committee's ideas for managing the review process in anticipation of a large volume of applicants in the 2023 cycle. Following discussion, members agreed that it will be difficult to gauge the volume despite the historical record shared on applications received by category. The committee agreed to schedule a virtual meeting after the nominations window closes to discuss how the ratings workload would be distributed. Gasparini shared the timeline of activities that will take place over the next six months. He then led a discussion seeking ideas and recommendations from members about filling the elementary school principal vacancy.

Gasparini provided farewell remarks to acknowledge the service of two members—Tonya Matthews and Dana Boyd, whose terms end on September 30, 2022.

Gasparini reflected upon his introduction to Matthews at his first Board meeting in 2018, realizing quickly that she was “the smartest person in the room,” and noting she has proven that out time and again over the years. He commended her understanding of policy, practice, technical matters, strategy, and budget, noting that her strengths are unmatched. He added that he admired Matthews’ ability to get straight to the point of any issue. Gasparini thanked Matthews for her leadership and her unfailing and unflinching dedication to the mission of NAEP.

Next, Gasparini turned to Dana Boyd, noting that he has resonated with her ability to speak about the practical realities of schools and the goal of having NAEP address those concerns. Recalling the 2020 meeting in El Paso, Gasparini remarked that within a minute of visiting East Point Elementary it was clear that school reflected Dana’s ideals and mission. Gasparini championed Dana’s leadership of the Assessment Development Committee and reflected on her poise and dignity in weathering the storms inherent in framework updates, especially when the update process took place during a pandemic. In concluding, Gasparini declared that “we are a better Board because of Dana’s leadership.”

The meeting adjourned at 12:15 p.m.

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Paul Gasparini, Chair

August 30, 2022  
Date