

Understanding and Using NAEP 2022 Results

The 2022 results from the National Assessments of Educational Progress (NAEP) – both the Long-Term Trend (LTT) and the main NAEP assessments – garnered attention at the beginning of September and at the end of October.

On September 1, the Governing Board and the National Center for Education Statistics (NCES) released findings from the LTT for 9-year-olds. The LTT assessment was administered immediately prior to COVID-induced school closures in winter 2020 and administered again in winter 2022 to compare learning before and after pandemic-related school disruptions. These results elicited widespread and long-lasting coverage in the media. This assessment, which has measured fundamental reading and mathematics skills among nationally representative age-based cohorts since the 1970s, typically attracts less attention than main NAEP. But the dearth of national data on student performance and the gradual release of state and district assessment data over the 2022 summer meant stakeholders sought a definitive, trusted answer to the compelling question: What happened to student achievement during the pandemic?

On October 24, the Governing Board and NCES released results from the 2022 Nation's Report Card, also known as the main NAEP assessments, in reading and mathematics for grades 4 and 8. These results include data for 53 states/jurisdictions and 26 urban districts, which the earlier release of LTT data did not. Again, these results landed with a substantial impact, as stakeholders learned what happened to student achievement since 2019, not just across the nation but in their specific states and districts. No one in education could ignore the relevance, use, and value of these data to understanding where the greatest challenges lie in accelerating learning not just for America's students, but for *their* students.

The impact of NAEP results hit hard on release day. The LTT release—the first national results in three years—featured on the *New York Times*' front page, above the fold, with other major papers and editorial boards commenting on the results for subsequent weeks. On NAEP Day—when the main NAEP results became public—hundreds of traditional and social media outlets, in print and broadcast media covered the results. In the following days, the hubbub subsided. For example, on NAEP Day, the *Washington Post* featured the results on page A2, and on October 25, the results quietly shifted to the front page of the metro section, highlighting local leaders' responses to the results. By October 26, NAEP was out of the paper, with discussion and analysis continuing primarily on social media and in the education sector.

The onus to continue illuminating the power and value of NAEP data to decision-making that can improve students' educational outcomes falls to the Governing Board, to NCES, and to the Board's collaborative and strategic partners. The Board's communications team, comprising staff and contractors, are invigorating efforts to sustain, advance, and amplify the conversation about NAEP results. In this session, the team seeks insights from Board members about what to do next, where to focus energy and resources, and how they wish to contribute.

This session is not about the findings, nor is it a debrief of the communications strategies and ensuing media coverage. Instead, this session focuses on how the Board can help stakeholders understand and use the 2022 NAEP data and what specific efforts and resources seem most potentially effective. The Board staff will share a strategy document with upcoming activities; the staff need your feedback on the planned efforts, what is missing, and where and how you want to participate.

This session will be divided into three parts:

1. At 12p, the leaders of the Reporting and Dissemination Committee will explain the purpose of the session and share questions the small groups should address and discuss.
2. At 12:30p, Board members will break into small groups organized by affinity / affiliation. Please note groups were balanced for number, in case your listed affinity is not the truest reflection of your heart. Board staff assigned to your group will ask questions to inspire lively discussion about prioritizing next steps. These questions follow below.
 - a. Policy: Haley Barbour, Frank Edelblut, Gary Herbert, Reginald McGregor, Alice Peisch, Bev Perdue, Ron Reynolds, Mark White, Carey Wright
 - i. *Staff: Laura LoGerfo, Matt Stern*
 - b. Practice: Alberto Carvalho, Patrick Kelly, Anna King, Viola Garcia, Jon Pickinpaugh, Michael Pope, Nardi Routten
 - i. *Staff: Lisa Stooksberry, Stephaan Harris*
 - c. Research: Tyler Cramer, Christine Cunningham, Rick Hanushek, Suzanne Lane, Scott Marion, Marty West, Russ Whitehurst
 - i. *Staff: Becky Dvorak, Sharyn Rosenberg*
3. At 2:00p, the Board will reconvene to share highlights from their conversations and organize priorities for the Board's next steps in communicating and disseminating NAEP data and results.

Questions for the small groups to address follow:

- Policy: How should the Board engage different, often polarized, education leaders in using NAEP data to make informed decisions that benefit students?
 - The Board wants NAEP data to inform policy and practice, but what does that look like in today's political climate and pandemic-era environment?
 - In what ways can the Board successfully encourage data-informed decision-making to improve student outcomes?
 - How can the Board capitalize on the post-election months to build momentum around the use of NAEP results?
 - What efforts do you want to see the Board undertake to help you advance the Board's mission to make NAEP relevant, useful, and valuable for the constituencies you represent?

- Given the upcoming activities, what is missing and where and how do you want to participate?
- Practitioner: How do we engage teachers, parents, and schools in grasping the magnitude of the challenge reflected in the NAEP results?
 - How can we make NAEP results relevant for this audience when NAEP does not provide student- or school-level information?
 - How do you explain NAEP and its value to your colleagues and parents?
 - What efforts do you want to see the Board undertake to help you advance the Board's mission to make NAEP relevant, useful, and valuable for the constituencies you represent?
 - Given the upcoming activities, what is missing and where and how do you want to participate?
- Research: How can the Board support secondary analyses?
 - What key questions should researchers analyze?
 - What challenges do analysts face in using NAEP data effectively and expediently?
 - What is the Board's role in facilitating secondary analyses? In stimulating such work? In disseminating results?
 - What efforts do you want to see the Board undertake to help you advance the Board's mission to make NAEP relevant, useful, and valuable for the constituencies you represent?
 - Given the upcoming activities, what is missing and where and how do you want to participate?