

National Assessment Governing Board

Meeting of November 17–18, 2022

The Mayflower Hotel
1127 Connecticut Ave NW
Washington, DC 20036
&
Virtual

OFFICIAL SUMMARY OF GOVERNING BOARD PROCEEDINGS

Complete Transcript Available

National Assessment Governing Board Members

Beverly Perdue, Chair
Alice Peisch, Vice Chair
Alberto Carvalho
Tyler Cramer
Christine Cunningham
Frank Edelblut
Viola García
Eric Hanushek
Patrick Kelly
Suzanne Lane
Scott Marion
Reginald McGregor
Jon Pickinpaugh
Michael Pope
Ron Reynolds
Nardi Routten
Dilhani Uswatte
Martin West
Mark White
Carey Wright

National Assessment Governing Board Members Absent

Haley Barbour
Gary Herbert
Anna King
Julia Rafal-Baer
Russ Whitehurst
Mark Schneider, Ex-officio

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director
Lisa Stooksberry, Deputy Executive Director
Rebecca Dvorak
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Matt Stern
Anthony White

National Center for Education Statistics (NCES)

Peggy Carr, Commissioner
Daniel McGrath, Acting Commissioner (delegated authority)
Tammie Adams
Gina Broxterman
Samantha Burg
Jing Chen
Brian Cramer
James Deaton
Alison Deigan
Enis Dogan
Veda Edwards
Patricia Etienne
Eunice Greer
Dana Kelly
Shawn Kline
Tina Love
Nadia McLaughlin
Holly Spurlock
William Tirre
Ebony Walton
Grady Wilburn
Bobbi Woods

American Institutes for Research (AIR)

Alka Arora
Brittany Boyd
Markus Broer
Grace Cheng
Kim Gattis
Cadelle Hemphill
Young Yee Kim

Sami Kitmitto
Gabrielle Merken
Bobbi Newman
Kerry Vieth
Yan Wang

Council of Chief State School Officers (CCSSO)

Fen Chou
Scott Norton

Council of the Great City Schools (CGCS)

Brian Garcia
Chester Holland
Akisha Osei Sarfo

CRP, Inc.

Shamai Carter
Monica Duda
Anthony Velez
Edward Wofford

Department of Education

Brittany Beth
James Forester

Educational Testing Service (ETS)

Jeff Ackley
Terran Brown
Jay Campbell
Peter Ciemins
Gloria Dion
Amy Dresher
Kadriye Ercikan
Robert Finnegan
Helena Yue Jia
Daniel McCaffrey
Ranu Palta-Upreti
Rupal Patel
Hilary Persky
Shannon Richards
Lisa Ward
Karen Wixson

Hager Sharp

James Elias
Joanne Lim

Kathleen Manzo
Erik Robelen
Debra Silimeo

The Hatcher Group

Jenny Beard
Emma Edick
Sami Ghani
Sophia Handel
Zoey Lichtenheld
David Loewenberg
Melissa Mellor
Isabel Rassel
Melissa Rogers
Nandini Singh
Mallory Werthamer

Management Strategies

Micajah Anderson
Rachel Koether

Manhattan Strategy Group

Tara Donahue
Lori Meyer

Optimal Solutions Group

Imer Arnautovic
Peter Simmons

Pearson

Joy Heitland
Eric Moyer
Paula Rios
Pat Stearns
Llana Williams

Westat

Greg Binzer
Lauren Byrne
Marcie Hickman
Lloyd Hicks
Tom Krenzke
Quintin Love
Kavemuii Murangi
Lisa Rodriguez
Rick Rogers

Steve Schneider
Jennifer Self
Desrene Sesay
Leslie Wallace

WestEd

Mark Loveland
Taunya Nesin
Marianne Perie
Megan Schneider
Jill Wertheim

Other Attendees

Kim Ackermann, Texas Education Agency
Matthew Adjin-Tettey, Georgia State University
Chris Afful, United States Patent Office
Natasha Anderson, Department of Defense Education Activity (DoDEA)
Vickie Baker, West Virginia Department of Education
Myra Best, digiLEARN
Jackie Branco, Rhode Island Department of Education
Tamika Brinson, Florida Department of Education
Amanda Bruno, Lewis Burke Associates
Erica Carter, Umoⁿhoⁿ Nation Public School
Thomas Deeter, Iowa Department of Education
Andrea Devereux, Social Worker
Queen Divine, Neal Gross
Will Donkersgoed, Wyoming Department of Education
Marcitia Ekeh, Department of Defense Education Activity (DoDEA)
Tiffany Fada, Omaha Nation Public School
Andrea Faulkner, North Carolina Department of Public Instruction
Laura Goadrich, Arkansas Department of Education
Rachel Guilfoye, Daegu Elementary School in South Korea
Stacie Hardy, Umoⁿhoⁿ Nation Public School
Jordon Hermelbracht, Umoⁿhoⁿ Nation Public School
Beth LaDuca, Oregon Department of Education
Zachary Lampman, Management Strategies
Michelle Lerner, Lerner Communications
Regina Lewis, Maine Department of Education
Tamara Lewis, Maryland Department of Education
Jai Lilly
Brian Lloyd, Michigan Department of Education
Johnny Lumpkin, Lumpkin Travel
Rebecca Logan, Oklahoma Department of Education
Sharon Maloney, ETS Client Manager
Naaz Modan, K-12 Dive
Raina Moulian, Alaska Department of Education & Early Development

Lisa Musgrove, Sullivan Elementary School, Department of Defense Education Activity
(DoDEA)
Chigozie Onyeka, Oliver Wyman Consulting
Anita Ostrovsky, Management Strategies
Sandy Pearson, Umoⁿhoⁿ Nation Public School
Warren Peters, Deputy Clerk
Bridget Pickinpaugh, Omaha Nation
Jill Pickinpaugh, Wayne State College
Tim Pickinpaugh
Ian Pope, U.S. Air Force
Renee Savoie, Connecticut State Department of Education
Melissa Sadorf, Stanfield Elementary School District 24
Kathleen Scalise, Huntington Ingalls Industries
Kim Scott, Creekside Elementary
Michael Slattery, Hunter Ingalls Industries
Susann Smedberg
Christy Talbot, American Educational Research Association
Hana Tase
Immanuel Taylor, Phi Beta Sigma
Alice Weldon
Nancy Zuckerbrod, Independent Consultant

Welcome

Governing Board Chair Beverly Perdue called the plenary session to order at 9:49 a.m. and welcomed attendees to the National Assessment Governing Board (Board or Governing Board) quarterly meeting, which was held in-person and virtually.

Perdue opened the session by reminding members that in November 2021 she set several priorities to help the Board amplify the impact that the National Assessment of Educational Progress (NAEP) has on education and the future workforce. She urged Board members to translate and communicate NAEP results so state leaders can develop and implement policies to support student achievement. Perdue congratulated the Board on making progress in these areas.

NAEP Day reflected this progress. Perdue emphasized how proud she was of the NAEP release, despite the score declines. The Board has energized communications efforts, reaching out to policymakers and organization leaders who can change policy. Perdue congratulated the Governing Board staff for effectively implementing a communication and outreach plan that propels the Board's mission.

Approval of November 2022 Agenda

Perdue requested a motion for approval of the November 2022 agenda. Carey Wright moved to accept the agenda. Scott Marion seconded the motion, which passed unanimously.

Approval of August 2022 Minutes

Perdue requested a motion for approval of the August 2022 meeting minutes. A motion was made and seconded to accept the minutes. The motion passed unanimously.

New and Reappointed Members' Remarks

Perdue invited the new and reappointed Governing Board members, who completed New Member Orientation on November 16, 2022, to offer remarks.

Nardi Routten, a reappointed member, introduced herself as a fourth-grade teacher at Creekside Elementary School in New Bern, North Carolina and declared that serving on the Board is a highlight of her career. After four years on the Board, Routten said that as a classroom teacher, she has learned much about NAEP and the data it provides. She has learned that NAEP reveals what is happening in education and how policymakers can and do use that data to make decisions. Routten emphasized that the Board comprises down-to-earth professionals, and she is excited to serve another four years.

Michael Pope is an eighth-grade teacher for the Department of Defense Education Activity (DoDEA) in Japan. Pope believes in the power of public education to change the lives of children. His goal as a Board member is to give a voice to the unknown and unseen military-connected teachers and students, both stateside and abroad, while advocating for all students.

Jon Pickinpaugh is principal at UmoⁿHoⁿ Nation High School in Macy, Nebraska and director of the Career Academy, an alternative education school. After starting his career in business, Pickinpaugh realized he was unhappy and switched to education. He is dedicated to transforming the lives of children for the better. He is concerned that current education practices do not meet

the learning needs of students and observed that some of the assessment frameworks have not been updated in decades. Given how much technology has changed the lives of students over the past two decades, Pickinpaugh posed three questions to consider: (1) How do kids learn today? (2) What attracts students to learning? and (3) How do educators need to shift their focus to meet the needs of today's students?

Dilhani Uswatte is an elementary principal in Hoover, Alabama. As a child, she complained to her mother about being different, and her mother told her to “make them see your difference as a strength and a gift.” This advice helped Uswatte become a National Distinguished Principal and a National Milken Award Educator. She has led workshops on diversity and has spoken multiple times on being an effective principal and how to address pandemic challenges in a time of uncertainty. Recently, she became an Education Fellow to help develop the Milken Center for Advancing the American Dream, which will focus on education.

Perdue acknowledged Anna King, President of the National Parent Teacher Association and new Board member, who was unable to join the meeting due to prior commitments.

Executive Director's Update

Lesley Muldoon, Executive Director, welcomed the new members and shared updates on the innovation agenda, the NAEP releases, the Science Assessment Framework update process, new member orientation, the nominations campaign, the open Deputy Executive Director position, and annual training requirements for members.

At the March 2022 quarterly meeting, Muldoon presented to the Board about the future of the NAEP program and provided preliminary ideas on how the Board and the National Center for Education Statistics (NCES) may consider reimagining NAEP. At the May 2022 quarterly meeting, Muldoon and Peggy Carr, Commissioner of NCES, outlined a more efficient administration model that could leverage technology to save financial and human resources as well as advance the utility and relevance of NAEP.

Next, Muldoon discussed the 2022 NAEP releases (Long-Term Trend [LTT] in September and main NAEP in October) and how the Board approached them differently this year, taking a more campaign-style approach to communicating the main NAEP results. First, the Board expanded outreach beyond the Council of the Great City Schools and the Council of Chief State School Officers (CCSSO) to connect with the National Governors Association (NGA), National Association of State Boards of Education (NASBE), Education Commission of the States (ECS), and the National Conference of State Legislatures (NCSL). Second, the Board engaged more directly than in the past with organizations that advocate for education policy at the national and state levels, e.g., Policy Innovators in Education (PIE) Network, the U.S. Chamber of Commerce, and the National Parent Teacher Association.

Muldoon introduced Michelle Lerner and Nancy Zuckerbrod as new consultants who have helped Board staff members push their work and implement the campaign-style tactics. Muldoon thanked the Governing Board and NCES staff as well as The Hatcher Group, Lerner, and Zuckerbrod for their work with the LTT and main NAEP releases. She specifically thanked Laura LoGerfo and Stephaan Harris for their work in managing the releases and increasing the

media outreach from previous years. Muldoon thanked several Board members for their work on the releases, including Alberto Carvalho, Carey Wright, Scott Marion, and Tonya Matthews.

Regarding funding for research and development, both Governing Board and NCES staff members have met with congressional staff to share the priorities and make the case for additional funding to be part of the fiscal year 2023 budget.

Muldoon next discussed the process to update the NAEP Science Framework. This involved the Board holding an open call for panelist nominations, followed by the Assessment Development Committee (ADC) evaluating the applications to assemble a recommended slate of panelists that balanced many factors. After the Executive Committee approved the panel members, the panelists attended the first meeting in Washington, D.C., on October 17–18, 2022. The goal is for the Board to take action on the final recommendations for the Science Framework at the November 2023 quarterly Board meeting. Many lessons from updating the NAEP Reading and NAEP Mathematics frameworks, including the need for a process that is clearly communicated to -- and easily understood by -- the public will be applied to the Science update. Staff are discussing how to update frameworks more frequently and incrementally, so the changes are more modest in each update.

Muldoon confirmed that a contractor started in the fall to conduct a financial audit of the Board. She expects the findings to be available in the first quarter of 2023, which will be shared with the Executive Committee.

Other items that are continuing into 2023 include understanding equity in large-scale assessment and developing policy priorities for NAEP modernization. The Board is convening informal roundtables this winter with experts in assessment to discuss equity in the context of NAEP. For NAEP modernization, NCES is shifting to a reduced-contact administration, but there are policy implications involved in this shift. What are the implications for NAEP administration as school staff shoulder more of the responsibility when fewer NCES contractors provide on-site support?

In addition to orienting this year's new Board members, Governing Board staff are preparing for recruiting members for the next term. Ten seats are due for appointment. The Nominations Committee closed the nominations window on October 31, 2022 and will begin to review the applications during this meeting. Muldoon noted that it is more difficult now than before the pandemic to receive nominations, so after this meeting staff will discuss whether they need to reevaluate the approach to the nominations campaign. She thanked Lisa Stooksberry and Tessa Regis for their work on nominations.

Muldoon reminded Board members that Governing Board staff are recruiting a new Deputy Executive Director to replace Stooksberry whose last day is January 27, 2023.

Finally, Muldoon reminded Board members that they need to complete their annual ethics and records management training.

Commissioner's Update

Carr began the Commissioner's update by welcoming the new cohort of Board members. Carr's presentation focused on NAEP results, an update about the Federal Statistical System, and an update on how NCES is addressing the recommendations of the National Academies of Sciences, Engineering, and Medicine (NASEM).

According to Carr, because of the outreach, many public officials and audiences heard the NAEP results. Prior to the release, an embargoed press conference was held with 88 media representatives, which is the most that have ever attended. Carr emphasized a few of the media stories that received attention. The Associated Press was particularly important because they disseminated the story to hundreds of outlets across the country. Carr also spoke about an interview she did with NPR. She said that a *Washington Post* article titled "Scores Fall Coast to Coast, Especially in Math, Under Pandemic's Toll" summed up the messaging that NCES wanted the public to hear. In total, there were over 20 interviews on the LTT and main NAEP and 186 broadcast hits. Other numbers to note about the NAEP release is that 36 radio stations picked up the story in six media markets, which Carr estimates to be approximately 10 million listeners. NAEP results also were broadcasted on NBC, CBS, CNN, PBS, Spectrum, Newsy, and Cheddar. The Daily also did a story that two million listeners have downloaded since it was released.

Next, Carr shared an update about the Federal Statistical System and Directive 15, which is about race/ethnicity questions on surveys. The goal is for all federal agencies to collect data in similar ways, so the data are comparable. Over 20 statistical agencies have met to discuss the available research and make a recommendation to the new U.S. Chief Statistician, who is overseeing this effort. Currently, NAEP survey respondents answer one question about race and one question about ethnicity. Now, the agencies are considering returning to a one-question format that asks, "What is your race/ethnicity?" Carr added that most of the agencies support the one-question format, but NCES does not primarily because they are concerned about losing trend if this change was made. NCES staff are also concerned that this blurs the line between race and ethnicity. Carr encouraged Board members to respond to the Federal Register Notice for public comment and to request a virtual listening tour to learn more about the issue.

Marion asked if NCES was bound by the decision made by the group. Carr confirmed that NCES must adhere to whatever decision is made.

Carr described the Executive Order signed by President Biden on January 20, 2022, called the "Advancing Racial Equity and Support for Underserved Communities through the Federal Government." This formed an interagency working group, for which Carr serves as co-chair of the Equitable Data subcommittee. The group has three goals: (1) identify inadequacies in existing federal data collection, (2) recommend strategies for addressing identified deficiencies, and (3) support agencies in implementing action plans on how to make this better. They are working on several major projects including how to collect data on sexual orientation/gender identity (SOGI); criminal justice statistics; partnerships across federal, local, and state government agencies; infrastructure implementation; and equitable data.

Carr shared updates on the Foundations for Evidence-Based Policymaking Act (Evidence Act), which is designed to help agencies that collect federal data be more transparent. The Advisory Committee on Data for Evidence Building drafted a report about data sharing across agencies, enabling data linkages, and enhancing data protection. Carr shared that the Evidence Act also requires every federal department to develop a [learning agenda](#), which is defined as “systemic plans for identifying and addressing priority questions relevant to the programs, policies, and regulations of an agency.” West asked if school districts will be required to report based on the federal standards, and Carr confirmed, which means NCES already will have this data and will not need to add it to the contextual questionnaire.

Carr shared that President Biden recently appointed a Governing Board to the Institute of Education Sciences, which has four centers, including NCES. Carr clarified that the IES Governing Board is responsible for oversight of all IES programs, *except* for the NAEP program. Board members should be aware that there is no conflict between them and the newly appointed IES Governing Board.

NCES is also creating a Strategic Plan based on one of the recommendations from the NASEM report. A draft will soon be released to the public for comment.

Carr ended by sharing recent Pulse Survey data. The September data collection focused on recovery. She highlighted that 99% of students are back to in-person learning. She shared other statistics related to supports students are receiving:

- 56% of the schools offer after-school programs
- 48% of the after-school programs offer high-dose tutoring
- 70% of the after-school programs offer enrichment programs and, of these, 24% offer high-dose tutoring

Marion asked if NCES will link the Pulse data with the NAEP results, and West asked if the Pulse Survey would continue to use the main NAEP sample. Carr confirmed that the survey can be linked to the NAEP results, and does use the same sample, but that can be discussed. West emphasized that this must be discussed, because it may impact the contextual surveys.

New Members’ Oath of Office and Deputy Secretary’s Remarks

Deputy Secretary Cindy Marten provided remarks before administering the Oath of Office to the new and reappointed Board members. Marten is a former teacher, principal, and superintendent from San Diego, California. She recognized all the students in the schools and districts that the new Board members represent. She emphasized that the U.S. Department of Education’s number one priority is to serve students. Since the last swearing-in ceremony, she noted that fewer than half the schools were open for in-person learning, but now most are in person.

Marten said that there is room for improvement across America’s schools, particularly around equity; NAEP is a key measure of academic progress that shows where students are learning and areas where they may need more support. Marten encouraged educators to fight against complacency with urgency. This means investments in strategies that boost literacy and math, expand mental health services, and provide more evidence-based after-school and summer

learning opportunities. To be successful, the root problems need to be solved, including addressing the inequities that are found throughout the education system.

She acknowledged the new Board members by highlighting their decades of combined experience working directly with students and families and being engaged community members. They have earned the respect of their communities and are the advocates needed to fight on behalf of children across the nation.

The session concluded with Marten administering the Oath of Office to three new and one reappointed Governing Board members.

The meeting recessed at 11:41 a.m. for a break and reconvened in open session at 11:57 a.m.

Understanding and Using NAEP 2022 Results: Charting a Path Forward (Working Lunch)

Carvalho, West, and LoGerfo introduced the goals and purposes for small group discussions about the 2022 NAEP results. Carvalho mused that the sharp declines drove media interest in the findings and may lead to deeper analyses of what the results mean. Carvalho circumscribed the role of decision-makers, researchers, educators, and policymakers as sounding the alarm and amplifying the results to inspire an unprecedented national level of action.

LoGerfo provided context for the discussion. The LTT results were released first and received intense media attention. This compelled the Governing Board to anticipate an immense amount of attention for the main NAEP release, thus necessitating a more robust communications approach. Tactics within this rethought strategy included (1) hosting a media training for Board members; (2) meeting with stakeholders such as the Education Writers Association and editorial boards to help prepare for the release by explaining NAEP and recent trends in the data; (3) drafting achievement level descriptions in plain language to facilitate their use by reporters; (4) sponsoring state communication directors to attend NCES's NAEP State Data Workshop so they could ask questions about the results before writing press releases. The sponsored attendees deemed it a valuable experience and would like to attend in the future. Board members who participated in the media training were entered into an expert or "validator" list—experts who could address questions and offer quotes—that was circulated to media before the release. This strategy worked, with many members on the list tapped for interviews.

In another departure from the norm, the Board prepared two press releases: (1) a release posted on NAEP Day itself with messaging and quotes that media could use and (2) a release issued the day after NAEP Day to publicize insights from the NAEP Day panelists who spoke about understanding NAEP results within the context of other available assessment results.

LoGerfo described the Board's post-release strategy as proactive and persistent—a shift from focusing primarily on release day to an ongoing campaign that unfolds over time. She said the Governing Board developed an editorial calendar that includes a monthly focus on NAEP results. Since the release, staff already have conducted or scheduled at least 10 briefings. The feedback from the field is positive.

West asked the Board members four questions to discuss over lunch: (1) What activities should the Board prioritize? (2) What activities should be removed? (3) What activities should be added? (4) How would you like to be involved? Board members were split into three different groups: policymakers, researchers, and practitioners.

The meeting recessed at 12:13 p.m. for a working lunch (small group discussions) and reconvened in open session at 1:46 p.m.

Small Group Debrief Discussions

After lunch, each of the three groups summarized their discussions.

Policymaker Group

Frank Edelblut reported on the policymaker group discussion. He said the group focused on how NAEP holds states accountable and how important it is for the Board to communicate results consistently to state leaders and community members. Communicating NAEP in plain language also is important to help families, parents, students, and educators understand the results.

This group suggested the Board could use NAEP to support regional convenings and other forums that focus on accelerating student learning. The Southern Regional Education Board (SREB) already hosted such an event, which could serve as a template for future efforts.

The policymaker group underscored the importance of thinking and talking about the bottom quartile of performers, which comprises diverse students, as a separate subgroup for further analyses.

Researcher Group

Christine Cunningham presented highlights from the researcher discussion. First, they brainstormed research questions about NAEP data that independent researchers could address. For example, how and why did results for certain districts in the Trial Urban District Assessment (TUDA) differ from their states' performance? How do urban results differ from rural results? What are the long-term consequences of aggregate gains and losses on NAEP? What can the nation learn from DoDEA schools? The Board could convene panels about this research at conferences, such as the American Educational Research Association and Association for Education Finance and Policy. There may be opportunities to partner with foundations that could support the research through grants.

The researcher group also considered how 90% of parents think their children are learning well, yet the results indicate otherwise. Messaging should help parents understand the seriousness of the challenge yet balance that with highlights of what schools are doing well.

The researchers also believe the NAEP Data Explorer could become more accessible and useful and urged use of the School Pulse Survey for secondary analyses.

Practitioner Group

Routten presented for the practitioner group, which addressed the question, "How do we engage practitioners and families who are often unfamiliar with NAEP while making policy changes?"

They first addressed which activities should be prioritized. Activities included contextualizing and localizing data in stories to emphasize how students are prepared to become productive citizens and members of the workforce. The practitioner group reiterated the importance of maintaining urgency through op-eds and blogs once media attention starts to fade. This group suggested identifying outliers, specifically high performers, to learn what they are doing and amplify it. Another suggestion was to engage with community and business partners.

To address the question of what should be removed or added to the list, this group focused on private and Catholic schools. Private schools have not participated in NAEP as much as required to report findings, but Catholic schools may have an interesting story to tell.

Finally, the group addressed the question of how the Board can better engage with state leaders and other stakeholders. Board-created materials can engage elected state officials and DoDEA headquarters, and members can write op-eds and participate in interviews to discuss NAEP.

Whole-Group Discussion

Perdue then called for discussion.

West referred to Edelblut's comment about using plain language instead of "edu-speak" and asked him how he thought the Board did in using plain language over the course of the release. Edelblut explained that they only spoke about language in general, not in terms of the release. Their point was that few outside of education, or sometimes in education, understand NAEP, which should be remedied.

Perdue asked Edelblut to expand on his comment about focusing on the bottom quartile. Edelblut explained that subgroups such as those eligible or not for free and reduced lunch, Black students, and Hispanic students draw attention, but the bottom quartile is diverse and should constitute its own subgroup.

Perdue concurred and added that she focuses on what happens to struggling students once NAEP is no longer a headline. If a child cannot read or write by the end of third grade, their opportunities are limited. Cunningham asked about differences between students in the 90th percentile and those in the 10th percentile. She suggested building narratives to use NAEP as an informative tool, pulling out specific examples, such as examining DoDEA schools.

Wright elaborated on Cunningham's point, recommending that states should compare students in the highest- and lowest-performing percentiles. Mississippi's accountability system, Wright said, analyzes the growth of the students in the bottom 25% across subject areas. This allows principals and teachers to understand who is in that group and decide how best to provide support.

Patrick Kelly agreed with Wright's comments and added that teachers often face a challenge is reserving time to reflect on the data. The next step is to drive people to use the data in a way that looks forward and does not dwell on the past.

Marion wanted to see where students move out of the bottom quartiles, and if so, what efforts move them up? Uswatte added that when people understand the “why” behind the results, they are more likely to care and be invested in solutions.

Ron Reynolds commented that Title I Coordinators are an advocacy group for students. He asked if the Board had ever reached out to them. Muldoon said that had not happened during her tenure.

West asked Reynolds if private schools might be interested in seeing the positive attention Catholic schools received on this last round of results to spur their interest in participating. Reynolds said he hoped so and that he was trying to convene his constituents to share the Catholic school findings to motivate more private schools to participate in NAEP.

Carr shared an NCES report, [*School Composition and the Black-White Achievement Gap*](#), that explores whether gaps can be attributed to between-school or to within-school variance. Results showed that gaps emerged within schools. Kelly stated that he believes this may be from inconsistent grading practices and teacher assignments. Marion expressed interest in exploring the extent of classroom variation with state assessment data.

Member Discussion

Having completed Thursday’s sessions early, Perdue proposed holding member discussion now instead of Friday. Board members agreed. Perdue shared that leaders from both major political parties had asked her why NAEP was released immediately before an election. She asked Carr how changes could be made to avoid this timing in the future. Carr had heard similar reactions. She noted that in 2024 NCES will conduct a bridge study with Chromebooks that will require additional time before releasing results. Therefore, the same timing issue will not occur in 2024. However, a long-term solution will need to be identified, and Congress will need to be involved.

Carr provided an overview of how release dates are set: NCES notifies the Board when the NAEP data are ready, and the Governing Board sets the release date within 30 days of the notification. Perdue reiterated the need to avoid releasing results so close to an election.

West emphasized that the Board should announce and explain any known reporting delay in the 2024 assessment schedule as soon as possible so it does not look like the Board changed the release date due to politics. Carvalho concurred and expressed a desire not to put the Board in this position again. Marion expected that returning to an odd-year schedule would require an additional appropriation and urged the Board to find a solution that avoids a three-year gap in NAEP administration.

Wright agreed that the Board should get ahead of this and asked if results could be requested under the Freedom of Information Act (FOIA) if data were available prior to their release. Carr said that no, results cannot be released by FOIA, they are embargoed until released by the Commissioner. Carr added that her concern was not about FOIA; rather, she hopes to avoid pitting NCES against the Board when it comes to when the data are available and when the Board wants them. She hopes NCES and the Board can work together to come up with a plan.

Kelly agreed with the concerns about releasing ahead of an election, though he added it would likely have been problematic to hold back results until after the election in 2022. He noted people may have criticized the program for suppressing results during a crisis. Kelly also offered his reactions to NAEP Day. He mentioned that, as a nonpartisan entity, the Board must be careful about who speaks at the event. This year, a political appointee spoke, which raised some concerns about perceptions and optics. Perdue acknowledged the concern and countered that the Board attempted to prevent participation by political appointees, but the Board is limited to some degree.

Muldoon added that the staff have been thinking about options regarding NAEP release timing and the assessment schedule. Postponing until 2025 is one option, but in her opinion that is too long between administrations. NCES is conducting a bridge study and transitioning to new devices to administer the assessment, which would delay the results anyway and avoid the problem for one year. However, she agreed with Board members that this is not a long-term fix. Muldoon expressed that there are many potential solutions that Board staff have started brainstorming, and she hopes to engage Board members in these discussions. Some ideas could then be presented at the March 2023 quarterly Board meeting. Perdue promised to appoint an ad hoc committee to look into these issues. She requested a poll be sent to members to identify interest, and ultimately four or five members will be identified to consider solutions.

Alice Peisch agreed with what had been said and shared her support for getting off the election-year schedule. Suzanne Lane expressed concern with postponing the timing of future releases to occur later in the year given the Board had discussed the desire to make the data more timely. She noted that people would be suspicious of release timing if the Governing Board were to hold off until after an election. But she supported shifting from an even-year NAEP administration.

Carr explained the NCES restrictions about data releases for a statistical agency. NCES has an obligation to release data when ready and cannot take directives to hold data back based on political justifications or otherwise. In 2024, she will tell the U.S. Department of Education that NCES is conducting a bridge study and the results will be later than usual. This justifies a later release. Perdue inquired into the possibility of changing the timing of administration, to which Carr responded this would require another large bridge study.

Mark Schneider, director of the Institute of Education Sciences, said that they need to ensure that they do not let politicians determine the release date. He added that NAEP data are about students' academic performance, not politics.

Marion mentioned that SREB had hosted a meeting for state chiefs to discuss NAEP results, and Edelblut is convening a similar meeting with the state chiefs in the northeast. Marion recommended that the Board focus on understanding data users' interests and needs, which will guide the materials the Board offers various stakeholders. He requested the Board consider incorporating regional events with future NAEP releases and learn more about how stakeholders use NAEP data.

To wrap up member discussion, Perdue asked that the Board continue to think about how NAEP might better serve rural communities. She noted that though the sample sizes are not sufficient

for replicating the TUDA, there may be other ways to reflect the needs and issues in rural schools.

The November 17, 2022, meeting adjourned at 2:43 p.m.

NAEP Budget and Assessment Schedule (Closed Session)

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, November 18, 2022, from 9:00 a.m. to 10:30 a.m. to receive a briefing from Carr and Dan McGrath, Delegated Authority of Associate Commissioner, Assessment Division, 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.

McGrath and Carr led a briefing on state sample size decreases over time and the implications for reporting on different subgroups of students. Carr and McGrath also provided an update on the modernization efforts underway and the move to a reduced-contact administration model in future NAEP administrations.

Recommendations from the 2028 NAEP Science Assessment Framework Steering Panel

Perdue called the session to order at 10:47 a.m. She provided context on the Science Assessment Framework Steering Panel by reminding Board members that the Executive Committee had approved the slate of panelists for the framework update in August 2022. The Steering Panel, which consists of 30 members, met in October 2022 to formulate initial recommendations for updates to the framework. The Steering Panel is led by Aneesha Badrinarayan, Jenny Christian, Nancy Hopkins-Evans, and Joseph Krajcik, who served as panelists for this session.

The panelists introduced themselves. Badrinarayan is the Director of Assessment at the Learning Policy Institute and supports the Council of Chief State School Officers (CCSSO) by facilitating its science collaborative. Christian is the STEM Science and Wellness Director for Dallas Independent School District and serves as the district representative for the Council of the Great City Schools. Hopkins-Evans is the Associate Director for Program Impact at BSCS Science Learning and has worked in numerous positions in K–12 education, including urban and rural schools, charter schools, and traditional public schools. Krajcik is a Professor of Science Education at Michigan State University and directs the CREATE for STEM Institute, which is a university institute dedicated to improving the teaching and learning of STEM in K–16. He also served on the panel that created the National Research Council (NRC) K–12 Science Education Framework and the group that created the Next Generation Science Standards (NGSS).

Krajcik began the discussion by explaining the NRC K–12 Science Education Framework, a document released in 2011 to guide the future of science education, which was approved by NASEM. Three science dimensions came out of this work: disciplinary core ideas, practices, and crosscutting concepts. The goal was for students to start learning these concepts as early as kindergarten and to help all students learn how to engage by asking questions and creating evidence-based explanations. To succeed, students needed to work within all three dimensions.

Since 2011, however, the field has learned that it is challenging to implement the ideas within the framework. What the framework demonstrated is that big ideas and practice must work together.

Christian described how state science standards have shifted from students understanding science at a basic foundational level to understanding scientific ideas and practices at a deeper level. She asked the Board members to think back to 2005 and what a science textbook looked like with some recall problems at the back of a chapter and vocabulary words highlighted at the beginning of a lesson. Since then, science has evolved from a prescribed series of steps and procedures to a way of developing a deeper understanding of science concepts through the application of science and engineering practices integrated with the disciplinary core ideas and crosscutting concepts. The framework panel is taking state science standards across all 50 states into consideration as they review how science has changed over the past 17 years. Christian pointed out that the 2019 NAEP Science Assessment focused on student conceptual understanding. With the addition of the science and engineering processes, students would be able to test their own developing science knowledge and apply it to practical problems.

Badrinarayan shared the initial recommendations from the Steering Panel. One recommendation is that NAEP focus on the research-based NRC K–12 Science Education Framework for science education, not the NGSS or any other specific state standards. The NRC K–12 Science Education Framework provides a strong research base to allow students to demonstrate what they have learned over various points in time. A second recommendation is to consider adding three dimensions (disciplinary core ideas, practices, and crosscutting concepts) to the assessment in some form. Overall, the panel is recommending NAEP maintain the core content areas already in the assessment (physical science, life science, and earth and space science) and integrate them with the relevant content from technology and engineering. The panel plans to include recommendations for including some items with a lower level of complexity in a way that does not focus primarily on assessing recall.

Krajcik explained that until 2011, engineering and technology had not been part of science education. The NAEP Technology and Engineering Literacy Framework contains elements that align with the NRC K–12 Science Education Framework. Krajcik explained that the panel is considering how to integrate select concepts from technology and engineering with other disciplinary ideas and crosscutting concepts.

Hopkins-Evans reiterated that the panel wants to de-emphasize the recitation of decontextualized facts and emphasize application of content knowledge, such as helping students study real-world phenomena and solve problems in context. The panel recommends that the NAEP science practices in the current framework be updated to reflect what are widely referred to as science and engineering practices. The Steering Panel also recommends that items be distributed equally across all grade levels. Finally, the panel plans to make recommendations about contextual questions that may lend more insights into what is happening in classrooms and what students are learning to increase the interpretability of scores.

Kelly then invited questions. Tyler Cramer asked the panelists to elaborate on how they would use the contextual data and how much time students need to be exposed to the content to make a difference. Badrinarayan answered by saying that a researcher or policymaker may want to know

how much time a student spent on science. How often did they receive science instruction? How much time was spent on investigations? Contextual variables such as access to resources and time spent may influence student achievement. Badrinarayan continued by stating that there is interest in knowing more about the nature of their experiences. Did students write notes from a white board or participate in an activity?

Rick Hanushek asked about foundational questions. There are only a few items that can be found at the low end of the scale, but not knowing those questions can impact the more complex questions. Badrinarayan said the panel had not dived deeply into that yet but mentioned that researchers are investigating student learning progressions and how they transition from observers of the world into deep, sophisticated thinkers.

Krajcik added that with multiple-choice questions, a student may know the answer but still be unable to answer more complex questions about the subject or topic because they do not understand how to apply the knowledge. The ultimate goal is to allow students to apply knowledge in an assessment situation.

Lane added that she liked the approach of thinking about learning progressions and assessing students at the lower end of the scale. She requested that the panel be explicit in documenting how they suggest doing this.

Hanushek asked if the panel was considering something like how the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) are handled. TIMSS is curriculum-based, and PISA is application-based. Krajcik said that as a member of the expert panel for PISA 2025, he could discuss PISA, which is also pushing for students to use their knowledge.

Kelly added that he had heard the panel discussing multiple points of access for the assessment, which is something he thinks will benefit students. He provided an example of a social studies assessment where students looked at a map of West Virginia in 2010 and 2020, which led to discussions about redistricting and reapportionment. Using the map as a tool, the students could demonstrate their knowledge about concepts related to redistricting and reapportionment.

Marion commended the decision to focus on the NRC K–12 Science Education Framework rather than NGSS and commented that designing large-scale state assessments of the NGSS is challenging. He urged the panel to make sure they were making recommendations that actually can be turned into an assessment.

Pope said that he uses NGSS, so this conversation resonated with him. He asked how the panel plans to integrate technology infusion (i.e., expand technology and engineering) into the assessment. He was concerned that students would not be able to address these concepts.

Christian said that the focus is on science and engineering practices. Students could be given a model and asked how to modify the design to make it more efficient. The focus is more on designing components and solving problems rather than adding technology. Pope followed up by

asking if it would be a closed or open-ended response, and Christian said that the panel was discussing the options.

The panel members acknowledged different challenges associated with this work. Krajcik said that assessing concepts is difficult, but students need to know how to use conceptual tools to be successful. Christian added that this type of work will allow students to think about what tools and technologies are available now – or what needs to be developed – to address a particular need.

Pickinpaugh commented that showing students something that happened and then asking them to figure out why it happened may help students get to that conceptual level more quickly.

Speaking from the perspective of an industry representative, Reginald McGregor commended the panel for addressing the question of what a student can do. He recommended that conversations take place with industry organizations, because they can provide insight and offer assistance.

Hanushek asked how the panel has accounted for cost and feasibility concerns. Sharyn Rosenberg said that Governing Board staff are monitoring feasibility issues by consulting with the Technical Advisory Committee, Educator Advisory Committee, and NCES on an ongoing basis. The goal is to create a framework that can be implemented, so the Board staff will continue to address feasibility issues as the work of the panel proceeds.

Kelly summarized the timeline for the panel. They will continue to meet until March 2023. In March 2023, they will present a substantive outline for a framework. By March 2023, the Board will be able to discuss the outline, and the outline will be posted for public comment. The comment period will close prior to the May 2023 quarterly Board meeting so that the Board can discuss the feedback that was received. The final framework must be approved at the November 2023 quarterly Board meeting if it is to be operationalized for the 2028 Science Assessment.

The meeting recessed at 11:59 a.m. for a break and reconvened in open session at 12:20 p.m.

State Policy Perspectives on 2022 NAEP Results (Working Lunch)

During the working lunch, state policy leaders shared how the 2022 NAEP results can inform state-level policy and practice. Perdue asked each of the panelists to introduce themselves, provide a brief overview of how their organization reacted to the NAEP results, and note whether they discussed how student achievement now may impact the future workforce.

Jeremy Anderson, President of the Education Commission of the States (ECS), shared that ECS held discussions prior to the release, because they knew that the results would become public close to the election and that these were the first “post-pandemic” results. He saw a major uptick in workforce policies over the last 18 months across states. Based on the NAEP results, there may be questions about the qualifications of the future workforce. Through his work with states, some states want only to move on from the NAEP results whereas others do not know how to best utilize the results. ECS is being asked by state leaders to analyze policies in states that had better outcomes on NAEP versus policies in states that had lower levels of achievement on NAEP.

Paolo DeMaria, President and CEO of the National Association of State Boards of Education (NASBE), spoke about how state boards of education reacted to the results. He said that in some cases, NAEP reflected data from state assessments. The NAEP results confirmed that leaders may want to focus (or continue to focus) on early literacy and reading in their strategic plans.

Michelle Exstrom, Education Program Director for the National Conference of State Legislatures (NCSL), agreed that state leaders were not surprised by the results. The state legislators are interested in how districts are spending federal funds. According to Exstrom, the results fostered a sense of urgency among many legislators. For some, this afforded an opportunity to re-envision, rethink, and rebuild the entire education system. Legislators are interested in research-based policies and practices, especially in reading and math, specifically the science of reading.

Seth Gerson, K–12 Education Program Director for the National Governors Association (NGA), offered perspectives from governors across the nation. Many governors were nervous prior to the release, but still surprised by the magnitude of the declines. Since NAEP Day, governors have asked what works to improve learning, e.g., what infrastructure is needed to build on past progress? How should they communicate changes to parents, families, and communities in ways that encourage collaboration?

Carissa Moffat Miller, CEO, Council of Chief State School Officers (CCSSO), began by acknowledging the work of Wright and Edelblut, who serve as Board members and state education chiefs and have led conversations among their peers. She said that state chiefs have always had conversations about NAEP, which serves as a data point for chiefs to assess their state’s progress and to discern what areas need to be improved. Miller also mentioned that literacy dominates these conversations. Although the pandemic interrupted some states’ progress, many states continue to move forward on evidence-based reading interventions, practices, and policies. CCSSO members have called for more research on math practices. Miller also noted that since NAEP was administered in early 2022, several interventions, such as summer school and high-dosage tutoring, have occurred, and they are curious about the impact of those interventions.

Perdue opened the session to questions and asked how the Board can press stakeholders to act on the results with urgency. This includes state and business leaders who are faced with labor issues if students are not academically prepared to enter the workforce.

DeMaria discussed the importance of keeping high school students engaged. Some states are producing “Portrait of a Graduate” profiles that define what graduates of their states or districts should know and collaborating with business partners to determine their workforce needs and how education can support those needs.

Exstrom discussed how legislators are thinking about the education system holistically and about what is missing in their own state systems. Their research has found that workforce development is key. Legislators are working to build robust career pathways in high schools and are talking about how students can earn credentials to ensure they can contribute to the state’s economy once they leave high school.

Miller focused on Perdue’s question about keeping attention on the NAEP results. She thanked the Governing Board and NCES for working with CCSSO to provide results early to chiefs and help them interpret the results. Because NAEP produces a large amount of data, she suggested releasing data focused on a specific assessment subject monthly and stated that NAEP coordinators could assist in these efforts.

Hanushek asked the panelists if they could reconcile the idea of urgency in education with the states and districts that are not using all of the supplemental federal funds that were made available to them. Miller said CCSSO has been tracking expenditures and most of the money has been obligated or spent. Gerson added that governors wanted to spend the money wisely and were trying to balance academic recovery with student and staff well-being and educator recruitment and retention. Governors are also interested in learning more about how to tie the data to strategies and interventions. Exstrom agreed, conveying that legislators wanted to ensure that funds were spent on effective evidence-based strategies.

Marion asked if the legislators had plans to continue funding the work long-term, because he believes that there will be outstanding issues after these one-time supplemental appropriations are used. Exstrom responded that legislators are concerned about the economy and a possible recession. They worry whether the money is being spent to target assistance for students who are lower performing and the consequences, such as lawsuits, of disseminating money to particular groups. During 2022 thus far, Anderson counted 247 K–12 funding bills passed in 46 states.

Routten commented that as a teacher she is being trained in the science of reading; she asked if the panelists were aware of any similar type of program or research that would support math. DeMaria mentioned that NASBE has an initiative called the State Mathematics Improvement Study group to review math research. Anderson added that several states enacted policies around math prior to COVID. The Alabama superintendent has focused on math for the past four or five years, for example. Part of the focus on math is due to high school graduates’ entering college but failing to test into entry-level math classes. Alabama supports math and other subjects through data coaches who work one-on-one with district and school staff, helping teachers understand and use data. Finding funding to support data coaches can be challenging.

Marion asked if any of the panelists were focused on pushing leaders in states with strong local control to “step up.” Miller responded that state context often determines how solutions get enacted. CCSSO has worked with partner organizations to understand how to work with teacher unions, principals, superintendents, and state leaders.

Wright asked the panelists what they need from NCES and the Governing Board to keep these efforts proceeding. Miller listed several Board strengths, including engaging stakeholders on framework changes and discussing results with state chiefs. There is also a need to study the math evidence-base more thoroughly. Both Miller and Gerson spoke about their concerns with the timing of the data release. Gerson added that bright spots could be highlighted to share good models and exemplars across the state. DeMaria agreed and added that he would like to see more data on students with disabilities.

Kelly raised his concern that even if the research shows high-dosage tutoring is effective, schools cannot fill teacher positions, so where will schools find tutors? He also mentioned that no one is evaluating what works. Teachers need to know what is working so they can replicate it now, not in the next decade. Given the restraints the Governing Board faces, how can the Board partner with organizations to elevate practices that work now and not 10 years from now?

Exstrom answered that curriculum and instructional practices are key, but these are influenced by working conditions, access to highly effective programs, and teacher release time to review the data. Miller added that several states are using dashboards to monitor progress. DeMaria concluded the discussion by talking about the impact culture has on a school's ability to change its practices, which is a challenge for the education system to address.

Committee Meeting Updates

Committee meetings were held on November 17, 2022. Committee members provided summaries from those meetings.

Kelly provided an update on the ADC meeting. First, they welcomed Pickinpaugh and Uswatte to the committee. The meeting was spent on various topics related to the NAEP frameworks and on item development.

ADC received an update from WestEd about the Science Framework process and what to expect next. Committee members also discussed preparations for the next potential framework update, currently slated to be Writing. NAEP Writing was last administered in 2017 and the only other administration of the current Writing Framework was in 2011. The 2017 administration does not count toward trend due to technical issues. Therefore, NAEP does not currently have a trend for Writing. The next step is to seek public comment on potential updates to the Writing Framework. The goal is for the Board to decide how to proceed with the framework by May 2023.

ADC next discussed incremental frameworks. They commissioned several papers from assessment experts to inform their thinking on the feasibility of making smaller, more frequent changes to the frameworks in the future. ADC members will develop questions for the experts to address at a panel discussion in January 2023.

The ADC meeting ended in a closed session with updates from NCES about item development for the 2026 math assessment. They focused on item development efforts at the lower end of the achievement scale and discussed piloting adaptive testing.

Lane provided an update for the Committee on Standards, Design and Methodology (COSDAM). They began by welcoming Pope as a new member. First, COSDAM received a briefing from NCES on investigations of a two-subject design with multistage adaptive testing for NAEP Reading and Mathematics. Investigations indicated psychometric issues with the two-subject design. NCES decided not to move forward with the two-subject design for Reading and Mathematics but will continue to investigate multistage adaptive testing for these subjects. However, a multi-subject design for other NAEP subjects in the future has not been ruled out.

Next, COSDAM members continued a discussion started in August 2022 to communicate achievement levels and the data associated with them with various stakeholders. They also discussed validity evidence to support the achievement levels and what additional validity evidence is needed as well as appropriate and inappropriate interpretations. COSDAM plans to work with the R&D Committee to discuss best practices for communicating achievement level data.

Lastly, Pearson briefed COSDAM on the recently completed pilot Achievement Level Descriptions (ALD) study for U.S. History, Civics, and Science. The purpose of the pilot was to uncover any issues that may arise when they complete the operational ALD study.

McGregor next provided an update for the Nominations Committee. He first welcomed new committee members: Viola Garcia, Marion, Reynolds, and Routten. McGregor reported that the 2023 nominations campaign closed November 7, 2022, with 99 nominees. He thanked Harris for his hard work ensuring a strong, diverse pool. During the meeting, the committee reviewed the numbers and demographic data of those seeking appointments. Over the next eight weeks, the committee will review each application and then identify finalists in January 2023. The finalists for the eight open categories will be presented to the Board for approval at the March 2023 quarterly meeting.

McGregor finished his update by expressing gratitude towards the support offered by Stooksberry to the Nominations Committee, noting she will be missed.

Next, West reported out for the R&D Committee. To start the meeting, R&D members reflected on the latest NAEP releases and release processes. One discussion focused on the Board's role in reviewing the NAEP Report Card and the highlights document. Over the years, the highlights document has expanded and seems to have displaced the larger Report Card as the vehicle for disseminating the results. West noted that the Board officially has oversight of the Report Card and not the highlights document. West noted that the committee would like the opportunity to weigh in on the highlights document and to consider the relative balance between the two information sources. He suggested that future discussions with NCES are required.

The R&D Committee also discussed the participation of political appointees at release events. There is a strongly-held norm against it, yet the norm has been violated twice in recent years. The group discussed a blanket rule against any political appointee participating in the events but realized it would prevent all Board members from participating. The committee will continue the discussion to identify a solution in coming meetings. Similarly, questions were raised about which media organizations are allowed embargoed access to the results. NCES shared their policy for granting access, with which R&D Committee was generally comfortable. But R&D members requested more transparency about the criteria to avoid questions being raised and perceptions of unfairness.

R&D members next discussed communicating NAEP results broadly and the role of the new reporting ALDs. The R&D Committee will meet with COSDAM at the next quarterly Board meeting to discuss these issues in greater detail. The R&D members did not believe the Governing Board had achieved the most effective way to communicate the ALDs and further

work is needed. Members recommended that focus groups be conducted to learn about the readability and usability of the descriptions. Also, in conjunction with COSDAM, the R&D Committee would like to discuss their persistent interest in linking studies and the topic of release timing.

On the topic of achievement level communications, Hanushek noted that at a meeting with education leaders the previous day, two senior professionals associated the *NAEP Proficient* level with being on grade-level. West stated that this is not the inference intended, and it illustrates some of the work needed.

Peisch summarized the Executive Committee meeting. First, they discussed how NAEP is being funded at fiscal year 2022 levels due to a continuing resolution that extended funding through December 16, 2022. Muldoon also presented on the Governing Board budget, and McGrath from NCES presented on the NAEP budget to better understand how it impacts the Board work of setting the assessment schedule and updating assessment frameworks.

Committee members also discussed the TUDA program. Fresno Unified School District bowed out, but Orange County, Florida, expressed an interest to join as a TUDA district and proved eligible to do so. Peisch asked for a motion to add Orange County to the 2024 TUDA administration. Wright made the motion, which was seconded by Marion.

West expressed he was thrilled to include Orange County but lamented the small universe of districts that qualify under the current criteria. All qualifying districts were contacted and just three volunteered to apply for TUDA status. Ultimately, only Orange County was willing to participate. In the future, the Board could face a situation where no districts are interested in participating. West suggested the Board consider broadening the eligibility criteria so more districts are eligible.

After inquiring about further discussion and hearing none, Peisch asked that all in favor of adding Orange County raise their hands. The motion carried unanimously.

Perdue ended the session by thanking Carr, McGrath, and Muldoon for their expertise and leadership. She extended her gratitude to the entire Governing Board team for their work and expressed that Stooksberry would be missed. She thanked her for her service.

The meeting adjourned at 2:03 p.m.

Beverly E. Perdue
Governing Board Chair

February 9, 2023
Date

National Assessment Governing Board
Executive Committee Meeting
Report of November 17, 2022

OPEN SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Alberto Carvalho, Christine Cunningham, Patrick Kelly, Suzanne Lane, Reginald McGregor, Martin West, Carey Wright.

Executive Committee Members Absent: Haley Barbour.

National Assessment Governing Board Members: Tyler Cramer, Frank Edelblut, Viola García, Scott Marion, John Pickinpaugh, Michael Pope, Ron Reynolds, Nardi Routten, Dilhani Uswatte.

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 (Delegated Authority of Associate Commissioner, Assessment Division).

U.S. Department of Education Staff: James Forester (Office of Legislation and Congressional Affairs).

Other attendees:

Educational Testing Service (ETS)

Jay Campbell
Karen Wixson

Westat

Greg Binzer
Marcie Hickman
Rick Rogers

The Executive Committee met in open session from 8:30 a.m. to 8:45 a.m. The session was called to order by Governor Beverly Perdue, Chair, at 8:30 a.m.

Perdue provided welcoming remarks and reviewed the agenda for the Executive Committee meeting. Perdue remarked that the committee would be in open session for the first fifteen 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 until 9:30 a.m., where only Board members, Board staff, NCES staff, and other approved Department of Education staff could be present, to hear from Muldoon and Dan McGrath, Delegated Authority of Associate Commissioner, Assessment Division, National Center for Education Statistics (NCES), on the Governing Board budget and NAEP program budget, respectively.

Stern provided a policy update that included the current funding situation for Fiscal Year (FY) 2023, including the President’s budget request and congressional appropriations committee actions. Stern noted that Fiscal Year 2023 began on October 1 and none of the 12 appropriation bills for the year were enacted yet. As a result, a continuing resolution (CR) was enacted on September 30 to avoid a partial shutdown and provide temporary funding for government operations through December 16. Stern continued that, under the CR, the program is currently operating based on FY 2022 funding. Stern also discussed recent efforts to conduct outreach to congressional staff to discuss the budget request and funding needs for the program.

Perdue then asked Muldoon to provide an update on the TUDA program. Muldoon provided data on the districts that were eligible for participation in the 2024 NAEP administration. Only one district was interested in being considered for participation in the 2024 administration: Orange County, Florida. Martin West asked if there were any reasons why Wake County School District, North Carolina, and Aldine Independent School District, Texas—two districts that had previously expressed interest—decided that it was not in their best interest to participate at this time. Muldoon stated that staff had a discussion with Aldine ISD representatives who expressed local concern from parents and other community members about adding additional assessments and the increased burden associated with administering assessments. Chair Perdue asked if there was a motion to add Orange County as the newest district to participate in the TUDA program. Suzanne Lane made the motion, and Martin West seconded the motion. The Executive Committee voted unanimously in favor of the motion and the full Board will consider the motion on Friday, November 18.

At 8:45 a.m. Chair Perdue concluded the open session.

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Alberto Carvalho, Christine Cunningham, Patrick Kelly, Suzanne Lane, Reginald McGregor, Martin West, Carey Wright.

Executive Committee Members Absent: Haley Barbour.

National Assessment Governing Board Members: Tyler Cramer, Frank Edelblut, Viola García, Scott Marion, John Pickinpaugh, Michael Pope, Ron Reynolds, Nardi Routten, Dilhani Uswatte.

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 (Delegated Authority of Associate Commissioner, Assessment Division), Eunice Greer, Dana Kelly.

U.S. Department of Education Staff: James Forester (Office of Legislation and Congressional Affairs), Brittany Beth (Budget Office).

The Executive Committee met in closed session from 8:45 a.m. to 9:30 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 Muldoon and McGrath who led presentations on the NAGB Budget and NAEP Budget respectively. Muldoon provided information about the Board's current contracts and the budget needs. McGrath provided information about projected costs for the program, an update on the congressional appropriations process, projected costs for research and development, and different potential funding scenarios.

At 9:30 a.m. Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.

Beverly E. Perdue
Beverly Perdue, Chair

01/03/2023
Date

National Assessment Governing Board

Assessment Development Committee

Report of November 17, 2022

Open Session 3:00 – 4:30 pm

ADC Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Frank Edelblut, Viola Garcia, Reginald McGregor, Jon Pickinpaugh, Nardi Routten, and Dil Uswatte.

Governing Board Staff: Lesley Muldoon, Sharyn Rosenberg, and Lisa Stooksberry.

NCES Staff: Eunice Greer, Dana Kelly, Dan McGrath, Nadia McLaughlin, and Holly Spurlock.

Other Attendees: American Institutes for Research: Brittany Boyd. Educational Testing Service: Jay Campbell and Karen Wixson. Hager Sharp: Erick Robelen. The Hatcher Group: Emma Edick. Westat: Lisa Rodriguez and Rick Rogers. WestEd: Mark Loveland and Taunya Nesin.

Welcome

Patrick Kelly called the meeting to order at 3:01 p.m. and noted that he was pleased to be serving as the new ADC Chair. He welcomed new members Jon Pickinpaugh and Dil Uswatte to the Board and the ADC. Kelly asked members to briefly introduce themselves and share their favorite thing at the Thanksgiving table. He noted that the committee would be spending most of the meeting focused on various aspects of NAEP framework development, concluding with a brief update on item development.

Project Update: 2028 NAEP Science Assessment Framework

Kelly introduced WestEd project co-director Mark Loveland and science content lead Taunya Nesin to provide a general project update and preview the Steering Panel recommendations that would be shared in the plenary session the following day.

Loveland began by reminding ADC members that shortly after the August Board meeting, ADC reviewed the 120 framework panelist applications and put forward to the Executive Committee a recommended slate, which received unanimous approval. All 30 individuals who were invited to serve on the Steering and Development Panels agreed to participate.

The first Steering Panel meeting took place in Washington, D.C. on October 17-18; all 30 panelists were in attendance (most in person with a few participating virtually), in addition to two members each from the Technical Advisory Committee (TAC) and Educator Advisory Committee (EAC), Governing Board staff, WestEd staff, and NCES staff and contractors. The meeting agenda included an overview of the project and constraints by Sharyn Rosenberg; description of the Board charge by Patrick Kelly; overview of issues in science education by the WestEd content team; overview of the current NAEP science assessment by Nadia McLaughlin; and development of draft recommendations by the framework panelists. Loveland noted that the TAC and EAC have since met to provide feedback and guidance to the panel on issues raised during the Steering Panel meeting.

Shortly after the Steering Panel meeting, four panelists were asked to serve as the panel leadership team: Aneesha Badrinarayan (Learning Policy Institute), Jenny Christian (Dallas Independent School District), Nancy Hopkins-Evans (BSCS Science Learning), and Joseph Krajcik (Michigan State University). In lieu of a single panel chair, Nesin explained that the panel leadership team will share responsibility facilitating panel meetings, working towards panel consensus, and presenting to the Board. A Development Panel webinar was held on November 7 to follow up on discussions from the Steering Panel meeting and begin preparing for the upcoming Development Panel meeting in Washington, DC on December 12-13.

Nesin and Loveland then presented the Steering Panel's initial recommendations related to some of the elements in the Board charge. In terms of considering state science standards and their implementation, the panel recommended: focusing on the National Research Council's K-12 Science Framework (NRC Framework) rather than the Next Generation Science Standards (NGSS); considering three dimensions of science (disciplinary core ideas, science and engineering practices, and crosscutting concepts) in making sense of phenomena and solving problems; keeping the core content areas from the current NAEP Science Framework (Physical Science, Life Science, and Earth and Space Sciences) but integrating technology and engineering concepts and science practices.

In terms of ensuring coverage across the full range of student performance, the panel recommended that the assessment include items that measure all dimensions at lower levels of complexity, and that the quantity and richness of low cognitive complexity/low difficulty both increase. The panel also discussed the importance of item scenarios having various points of entry and a language complexity load that is accessible to more students.

In terms of considering content from the NAEP Technology and Engineering Literacy (TEL) Framework, the panel expressed interest in incorporating some limited aspects into the science assessment while recognizing that it was not feasible nor desirable to include the NAEP TEL Framework in its entirety. The panel recommended that the NAEP Science Practices should reflect and align with the relevant technology and engineering practices in the TEL Framework.

In terms of balancing content knowledge and application, the panel recommended minimizing focus on regurgitation of decontextualized facts and increasing the application of content knowledge to explain real-world phenomena and solve problems in various contexts. The panel agreed that the practices in the current NAEP Science Framework need to be updated to align more closely with what are widely referred to as scientific and engineering practices.

In terms of other recommendations, the panel noted that the achievement level descriptions and distributions of items should balance the three scientific content domains across all grade levels, giving no scientific domain more or less emphasis at any grade level. In addition, contextual variables should provide information about students' opportunities to learn to aid in interpreting scores.

ADC members asked the distinction between the NRC Framework and the Next Generation Science Standards, which are one particular instantiation of that framework. They noted that there has generally been less emphasis on elementary science instruction in recent years given the focus on COVID recovery efforts in reading and mathematics. They also discussed the disconnect between NAEP assessing science in grade 4 and most state assessments in science being administered in grade 5.

Initial Plans and Next Steps for the 2030 NAEP Writing Assessment Framework

Rosenberg began by noting that the 2030 NAEP Writing Assessment Framework was next in the queue of framework updates to consider, based on the NAEP Assessment Schedule. Initial steps in the process of updating that framework must begin now in order to prepare for beginning that work next summer or fall as the science framework development is scheduled to be winding down. The goal is for the Board to make a decision about whether and how to proceed with updating the writing framework by May 2023, and (if the work proceeds) for the Board to take action on the updated framework at the November 2024 meeting.

The current NAEP Writing Framework was adopted in 2007 and implemented in 2011; the construct is “on demand” writing on a digital device. Students respond to two 30-minute tasks representing three purposes: to persuade, to explain, and to convey experience. In 2011, the writing assessment was administered at the national level to students in grades 8 and 12, and a new trend line was started. In 2017, the writing assessment was administered at the national level to students in grades 4 and 8, but technical issues prevented the results from being released and posed significant challenges to continuing the trend lines in the future.

Rosenberg noted that under current Board policy, the typical process is to begin a framework update by seeking public comment on whether and how the current framework should be changed. In addition, Board staff commission papers and a panel discussion from content experts and collect other relevant information to inform Board decisions about whether and how to proceed with the framework update. She noted that Board staff intend to launch this public comment period shortly after the November Board meeting and asked for feedback on what information would be most important to gather to inform future Board discussions and decisions.

ADC members noted that most states assess English Language Arts rather than reading and writing separately, and that writing is often taught in conjunction with other subjects such as social studies. The committee noted that it would be helpful to receive information on: how stakeholders have used results from previous NAEP writing assessments; how states and other assessments are approaching writing; expectations of higher education and the business

community; and budget implications of maintaining a standalone writing assessment versus integrating writing with other subjects such as U.S. History and Civics.

Perspectives on Gradual, More Frequent Updates to NAEP Assessment Frameworks

Kelly noted that the next agenda item was an update on efforts to explore the feasibility of making smaller, more frequent changes to NAEP assessment frameworks in the future. Following a May ADC discussion on this topic, Board staff commissioned expert papers from 6 consultants to respond to the questions that Rosenberg had laid out in a framing paper. The papers were included in the ADC materials.

Rosenberg briefly summarized the goal of this effort. Currently, about every 10 years, the Board asks whether changes to a given assessment framework are needed. Although the range of potential answers to this question are: “No,” “Minor clarifications only,” and “Substantive changes needed,” the length of time between updates means that the default answer will be “Substantive changes needed.” In thinking about a potential new framework development process, the goal would be to ask on an *ongoing basis* whether changes to a given assessment framework are needed. In this scenario, even when substantive changes are needed, the default would likely be more limited rather than extensive changes.

Rosenberg noted that additional clarification is needed around the process and frequency for evaluating frameworks on an “ongoing basis” and an abbreviated process for recommending more limited changes to frameworks. Rosenberg explained that the consultant papers are intended to provide advice on how a more nimble framework process could be implemented. She noted that the next step is to convene the six consultants for a technical panel meeting in late January to identify areas of agreement and inform specific recommendations for ADC to consider on this topic. She asked whether ADC members have specific questions that should be posed to the consultants at this meeting.

ADC members asked whether smaller changes to frameworks have ever been made, and if so, what process was used for those updates? Rosenberg responded that there were a couple of instances when the Board made minor updates including in 2003 for the NAEP U.S. History Framework and that she would seek more information about the process used at that time. ADC members noted that the Consumer Price Index (CPI) market basket idea showed up in more than one of the consultant papers and wanted to better understand how that would work for a NAEP assessment framework. Another suggestion was to consider whether an overarching framework could be created to address components of NAEP frameworks that are not subject-specific, such as general assessment design principles (e.g., the role of equity).

Closed Session: 4:30 – 5:00 p.m.

ADC Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Frank Edelblut, Viola Garcia, Reginald McGregor, Jon Pickinpaugh, Nardi Routten, and Dil Uswatte.

Governing Board Staff: Lesley Muldoon, Sharyn Rosenberg, and Lisa Stooksberry.

NCES Staff: Eunice Greer, Dana Kelly, Dan McGrath, Nadia McLaughlin, and Holly Spurlock.

Other Attendees: American Institutes for Research: Brittany Boyd. Educational Testing Service: Jay Campbell and Karen Wixson. Westat: Lisa Rodriguez and Rick Rogers.

The final session was closed because it contained secure NAEP items that have not been released to the public.

Initial Results from Pre-testing of NAEP Mathematics Items (CLOSED)


Cunningham introduced Dana Kelly of NCES to provide an update on item development for the 2026 mathematics assessment, including efforts to develop additional items targeting the lower end of the performance distribution.

Kelly began by explaining the goals of the item pretesting: to see how well items work with students, learn more about items assessing mathematical practices, and evaluate scenario-based tasks (SBTs). She explained that both cognitive interviews and item tryouts were used with students in grades 4 and 8 to try out 4 SBTs and 42 discrete items at each grade. Kelly displayed a sample of items and described the results, including the alignment between intended and actual item difficulty. She noted that the next steps are to revise the items based on pretesting data and item reviews in preparation for a formal Governing Board review of the items in May 2023. Kelly ended by noting that NCES is working on a plan to implement multi-stage testing and briefly described the intended approach for both mathematics and reading.

ADC members discussed and asked questions about the results from the item pretesting and noted that they look forward to reviewing the items next May.

Kelly adjourned the meeting at 5:00 p.m.

I certify the accuracy of these minutes.



Patrick Kelly, Chair

December 14, 2022
Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of November 17, 2022

Open Session 3:00 – 4:00 p.m. ET

COSDAM Members: Suzanne Lane (Chair), Carey Wright (Vice Chair), Scott Marion, Alice Peisch (virtually), Michael Pope

Governing Board Staff: Rebecca Dvorak, Stephaan Harris, Matthew Stern

NCES/IES Staff: Peggy Carr, Enis Dogan

Other Attendees: AIR: Young Yee Kim; ETS: Amy Dresher; Hager Sharp: Joanne Lim; The Hatcher Group: Sophia Handel; Westat: Tom Krenzke and Kavemuii Murangi; Pearson: Jennifer Galindo and Eric Moyer

Welcome

Suzanne Lane called the meeting to order at 3:06 and welcomed members. She introduced the committee's newest member, Michael Pope. Next, Lane presented a brief overview of the three sessions planned for the meeting.

Briefing: Two-Subject Design Investigations

Enis Dogan of the National Center for Education Statistics (NCES) provided a briefing of recent efforts to investigate a two-subject design for NAEP Reading and Mathematics. This design would have involved sampled students taking Mathematics and Reading blocks of items in a single administration, instead of the current design that has each student administered only one subject area. This was explored in conjunction with multi-stage adaptive testing (MST) that would require each subject to include at least two blocks of items. The intended outcomes of a two-subject design were to provide cost-savings and to allow direct correlations between Mathematics and Reading performance using a common population.

Dogan described three different design options for coupling the two-subject design with MST. Ultimately, it was determined that the cost-savings would have been minimal given other planned administrative changes. In addition, Reading proved challenging to break into small item blocks because it was difficult to provide sufficient time for the two subjects and meet the needs of MST, where items were generally tied to reading passages.

COSDAM members did not have questions or concerns regarding the presentation or the conclusion. Lane expressed agreement with the NCES decision to continue with a single-subject design for NAEP Reading and Mathematics.

Discussion: Communicating Achievement Levels

Lane next led a discussion regarding the communication of achievement levels. This was a follow-up to the Committee's discussion at the August 2022 quarterly meeting and intended to address the communication-specific activities identified in the Achievement Levels Work Plan, adopted by the Board

in 2020. These activities were proposed in response to recommendations made by the National Academies of Sciences, Engineering, and Medicine (NAEM) in their 2016 evaluation of NAEP achievement levels.

Prior to opening the discussion, Lane presented information gathered between meetings intended to inform future decisions. She described an informal discussion she and Rebecca Dvorak held with the Council for Chief State School Officers (CCSSO) Task Force members in October 2022 to understand how they use achievement level data to help inform COSDAM activities. Key findings of this discussion included: (1) the Task Force members first focused on NAEP scale scores when reviewing data, but also noted attending to the percentage of students reaching NAEP Proficient; (2) the NAEP achievement levels data are sometimes used to inform state assessment standard settings and/or to justify rigor in state achievement levels; (3) the group had mixed feelings on the utility of the new reporting achievement level descriptions (ALDs), where some felt the existing NAEP item maps were more useful while others thought that the Reporting ALDs and item maps would be useful for different purposes and audiences; (4) when prompted by Lane, some felt increased information for students falling below *NAEP Basic* might be useful given the increased number of students falling in this range in the recent NAEP administrations; and (5) there was often confusion in interpreting NAEP achievement levels compared to state achievement levels.

Lane next highlighted various sources of evidence available to support the validity of NAEP achievement levels. These included policy and technical documentation, linking study reports, and the soon-to-be-available ALD Review study reports. Lane provided the opportunity for members to weigh in on the list and asked if there were additional sources of evidence that could support achievement level validity. COSDAM members did not specify additional sources or express concerns with what was presented.

The COSDAM discussion began with a focus on the range falling below *NAEP Basic*. Scott Marion felt state departments of education may benefit from examining the percent of their students falling below *NAEP Basic* over time and comparing this to trends on their state assessment. In thinking about how to communicate this range, Marion added, the Board might consider highlighting what it means to be *NAEP Basic* and stating the percentage of students who cannot reach even this level. Carey Wright agreed with this perspective and added that she had found it useful to share released *NAEP Basic* items to clearly explain what it means for students to perform at *NAEP Basic* or below. She found people are often surprised by just how low *NAEP Basic* items are. She recommended communications documents incorporate items with the Reporting ALDs to better communicate with certain stakeholders. At Michael Pope's request as a new member, Lane provided a summary of prior discussions of below *NAEP Basic* and informed him that the group has been considering whether having an official achievement level would add value to NAEP reporting.

The group next moved towards a broader discussion of improving achievement levels communications. Marion noted the importance that state and district leaders understand the content expectations between one level and the next. Lane, Marion, and Wright agreed that incorporating exemplar items with the new Reporting ALDs on communications documents could increase their utility. Assessment items may be more meaningful for teachers and parents for understanding achievement of students performing at each level; whereas the Reporting ALDs would provide more comprehensive information for those who would benefit from it, including district- and state-level content staff. Wright added that incorporating item examples may better illustrate the progression across achievement levels. As one option for incorporating item information, Lane and Marion expressed interest in possibly linking the existing NAEP item maps to the Reporting ALDs.

COSDAM members next spent time offering feedback to a draft Achievement Levels Communications Planning Table. This table was developed based on discussions during the August COSDAM meeting and was revised based on feedback from Lane and Wright between meetings. It is intended to organize the group's priorities regarding who to target in achievement levels communications, what information they should know, and how they should use it. The table uses color-coding to prioritize stakeholders (i.e., green = high; yellow = moderate; gray = low). COSDAM members shared ideas for revising the document. Marion suggested making journalists a higher priority as they are often the main messenger of information, and that state testing directors should be coded as yellow at minimum. He also suggested legislative staffers may need as much information as state education chiefs. Alice Peisch stated that Governors need to be added to the table at a similar priority level as legislators, and possibly could be added to the same cell. She recommended business leaders and journalists be prioritized, color-coded as green, because they have a strong influence on the priorities of policy makers.

Lane inquired about whether it would be useful to include validity evidence as part of an extended informational document about achievement levels. This document would act as a supplement to summary documents and intended for those who have the time and interest in understanding achievement levels at a deep level. Peisch supported including this information.

Dvorak reminded the group that one purpose of the table is to prepare for future collaboration with the Research and Dissemination (R&D) Committee. She requested they think about what COSDAM hopes to relay as priorities in those discussions.

Marion suggested COSDAM think about what the Board can do to help stakeholders use achievement level information. He noted a data dump is unlikely to be useful, and assessment and communications experts should help identify the right path. Lane agreed, and suggested an advisory group be convened to provide guidance. Wright recommended one or two of each stakeholder type participate in an advisory group. She suggested developing draft communications documents in advance of convening the group so they would have something to react to. She added the importance of including communications experts and suggested involving state communications directors, who regularly review documents to remove jargon and make information understandable to a large audience. Lane noted focus groups are another option for gathering information regarding how to target communications to the various stakeholders.

Lastly, the group discussed how achievement levels were interpreted in the latest NAEP data release. One member expressed concern about how the media sometimes compares NAEP and state achievement levels, despite that they are not equivalent. Marion reported having seen state proficiency drops over time directly compared to drops in *NAEP Proficient*. Peisch clarified that some comparisons between NAEP and state achievement levels can be informative, for example, comparing the data at one point in time to provide state achievement level validity information.

COSDAM members were interested in whether the Board can correct the media when they see incorrect interpretations. Stephaan Harris reported that, yes, Board staff have at times sent a note to editors to address incorrect interpretations. Prior to recent releases, the Board held proactive discussions with the media intended to increase the accuracy of reporting.

Lane concluded the session summarizing next steps. First, Dvorak and Lane will revise the Achievement Levels Communication Table based on recommendations. Next, a joint meeting with the R&D committee will be scheduled to advance efforts on achievement levels communications.

The session concluded at 4:35 pm and the group moved to closed session.

Closed Session 4:35 – 5:00 p.m. ET

COSDAM Members: Suzanne Lane (Chair), Carey Wright (Vice Chair), Scott Marion, Alice Peisch (virtually), Michael Pope

Governing Board Staff: Rebecca Dvorak, Stephaan Harris, Matthew Stern

NCES/IES Staff: Peggy Carr, Enis Dogan

Other Attendees: Pearson: Jennifer Galindo and Eric Moyer

Update: Achievement Level Description Review Pilot Study for U.S. History, Civics, and Science (CLOSED)

Under the provisions of exemption 9(B) of 552b of Title 5 U.S.C., COSDAM met in closed session because the presentation included preliminary data.

Eric Moyer and Jennifer Galindo, both of Pearson, provided an update on the ALD Review pilot study for U.S. History, Civics, and Science that was completed in September 2022. The pilot study followed the same procedures and logistics planned for the operational study, scheduled for the week of December 5, 2022. The purpose of the pilot was to identify challenges and develop solutions to ensure a successful operational study.

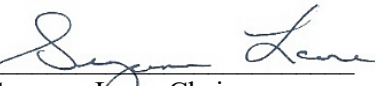
Moyer began with general background information to ensure the newest COSDAM member understood the purpose and general methodology. He next described challenges in recruitment for the pilot study and how this informed recruitment efforts for the operational meeting. Pearson received permission to oversample the groups to account for potential late dropouts and has made a concerted effort to convene diverse panels. Lane requested Pearson collect information directly from panelists regarding urbanicity and the student populations worked with to provide a better picture of the diversity of their experiences.

Moyer presented preliminary results and outlined challenges encountered during the pilot study meeting and how they planned to address them. These challenges and solutions were identified in collaboration with the project's technical advisory committee (TAC). Challenges included (1) staying on schedule, (2) preparedness of facilitators, and (3) keeping panelists on track when they sought feedback unrelated to the task.

Aside from Lane's request for collecting additional background information from panelists, COSDAM members did not have additional recommendations beyond what was identified by Pearson and their TAC for ensuring a successful operational study.

The meeting was adjourned at 5:00 pm.

I certify the accuracy of these minutes.


Suzanne Lane, Chair

1/4/2023
Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of November 17, 2022

3:00 - 5:00 pm

Reporting and Dissemination Committee Members: Chair Alberto Carvalho, Vice Chair Marty West, Tyler Cramer, Ron Reynolds, Mark White

Absent: Gary Herbert, Anna King, Julia Rafal-Baer

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

National Center for Education Statistics Staff: Daniel McGrath

Contractors: AIR: Markus Broer; ETS: Robert Finnegan; Hager Sharp: James Elias, Kathleen Manzo, Debra Silimeo; Pearson: Pat Stearns; Westat: Lauren Byrne, Marcie Hickman

Chair Alberto Carvalho called the Reporting and Dissemination (R&D) committee meeting to order at 3:02 pm. He outlined the agenda, which comprised two main topics: (1) considering the Nation’s Report Card—reviewing the pre-release and release activities as well as the report card itself; (2) making meaning from scores, specifically discussing how achievement levels facilitate understanding the data. Carvalho thanked the Governing Board for the opportunity to lead the R&D Committee in the last year of his Board term.

Considering the Nation’s Report Card

Since the last quarterly board meeting in August, the Governing Board hosted two events to release data from the National Assessment of Educational Progress (NAEP). The first of these two releases featured national-only results from the 2022 NAEP Long-Term Trend assessment for 9-year-olds. The second marked the release of the 2022 “main” NAEP data, which presented results for the nation, 53 states/jurisdictions, and 26 urban school districts in the Trial Urban District Assessment (TUDA) program. This committee session afforded an opportunity for R&D members to share their reactions to the Governing Board’s efforts to prepare board members and the education sector prior to the release as well as their reflections on the release events.

Prior to the Release

Overall, the members expressed praise for the “strong” preparations. Carvalho remarked that, as superintendent of the Los Angeles Unified School District (LAUSD), he appreciated efforts by the National Center for Education Statistics (NCES) to prepare him and his team for the district’s

unusual results. NCES analyzed the data extensively and presented their findings to Carvalho, which informed LAUSD's plans for the data release. Embargoed conversations with national and local media also proved useful and strategic, because these reporters could ask questions before their articles posted and clarify any confusions proactively.

The Board hosted several briefings with media and stakeholders prior to the main NAEP release with mostly positive results. Briefings held with state and district leaders met appreciation from attendees for the Board's thoughtful outreach and strategic engagement. West participated in a successful briefing for the Education Writers' Association, which included 80-100 journalists. This preview explained NAEP in advance of the 2022 results and highlighted findings from previous NAEP administrations, such as the [divergent trend lines](#). West also attended a briefing for newspaper editorial boards that drew a much smaller audience with questionable eventual benefit.

Committee members found the media training offered to Governing Board members useful. They especially appreciated advice on how to pivot from unwanted or unanswerable questions. However, members did not like how the media training repeatedly included the phrase "we're worried." This recurring theme ventured too far into editorializing and felt off-putting. There was no chance for Board members to reach consensus on the findings as a collective prior to the construction and delivery of this message. Thus, the messaging seemed external to the Board, not owned by the Board. The Board should drive the messaging, not be driven by others' perspectives.

West raised questions about how NCES decides who can access embargoed NAEP data. West explained how Rick Hess, a columnist for *Education Week*, asked to interview West to help interpret the NAEP results. Because Rick Hess is a columnist whose "day job" is at a think-tank, not at a media outlet, NCES rejected the request for embargo access. Dan McGrath, associate commissioner for assessment at NCES, explained that NCES' directive grants access only if that access improves the release of data, such as by clarifying results. NCES elaborated that embargo access is given only to journalists and writers whose primary job is journalism, whose work is free from editorializing, and who work on deadline. Hess' interview would benefit the understanding of results, but Hess' status as a columnist resulted in no access to the data. Committee members called for greater transparency on NCES' access protocol and criteria.

Release

Two primary questions guided R&D members' conversation about the releases, particularly the main NAEP release on October 24. First, who should represent the Governing Board at the release event? Second, why does the Board host an event hours after NCES releases the data? Once the embargo lifts at 12:01am, the media can publish their posts, which means that a mid-morning release event occurs well after the public knows the results.

To the second question, R&D Committee members concluded that NCES Commissioner Peggy Carr's presentation on NAEP Day aids in data interpretation and highlights interesting findings that may require explanation. To the first question, no extant Board policy governs who should be invited to participate in NAEP release events and what roles they should play at a release event. The committee concurred that such a policy is required.

The committee debated what this policy should look like, specifically how to select potential panelists for NAEP Day. Members registered concerns that two political appointees ([1] the Virginia Secretary of Education and [2] the Assistant Secretary for the U.S. Department of Education's Office of Planning, Evaluation, and Policy Development) served on the NAEP Day panel about understanding NAEP results amidst other assessment results. At NAEP Day 2019, Secretary DeVos offered remarks. The R&D Committee members all agreed that these appointees should not participate on NAEP Day. Their appearances set a dangerous precedent, and NAEP Day should revert to hosting an event free from any political influence. If the Board had adopted a policy dictating who can and cannot participate, such inclusion could be thwarted.

In developing principles for such a policy, committee members considered disallowing any political appointees from release events. However, that stipulation may be interpreted to prohibit all Board members from participating, because technically the Secretary appoints Governing Board members. Note: Board members do not qualify as political appointees in the way that the federal government defines appointees. And fourteen state chiefs are elected; should they not be invited to participate? What if they serve on the Board? Thus, the committee members refined their suggestion: NAEP Day should exclude politicians, except those who happen to serve on the Governing Board, such as the governors and state legislators. Adopting this general policy would protect the apolitical and bipartisan nature of NAEP and the Governing Board. In addition, the R&D Committee requested the opportunity to approve invited participants for NAEP Day as part of the review and approval of a specific assessment's release plan.

Additional reactions surfaced during the conversation. First, West deemed the media coverage for NAEP voluminous and more accurate than in the past, with less mis NAEPery, that is, fewer inaccurate, invalid conclusions from the results. Second, several committee members recommended taking a 'concierge approach,' or creating gateways on the Board website or the NCES website tailored to the needs of such audiences as policymakers, practitioners, parents, and researchers. Finally, West pointed out that the NAEP Data Explorer seems over-engineered and does not appeal to researchers. Researchers often simply need a flat data file to manipulate in the statistical programs of their choice.

Making Meaning from Scores

Committee members next turned to discuss the use of NAEP achievement levels, which the Governing Board sets. Stakeholders compare states' rates of *NAEP Proficient* and assume the *NAEP Basic* level means adequacy, but to the committee, that assumption is flawed. Carvalho considers only *NAEP Proficient* acceptable. When sharing NAEP results with LAUSD, Carvalho presents both percentages of students at *NAEP Proficient* and percentages at or below *NAEP Basic*.

The committee reviewed the Reporting Achievement Level Descriptors (ALDs) and suggested that examples of NAEP items at each level should be provided. Parents want specific questions that they can ask their child to determine whether their child can answer correctly. The ALDs should include items that a child who scores below *NAEP Basic* likely would answer incorrectly and items that a child who scores at *NAEP Proficient* likely would answer correctly.

Committee members also urged the Board to convene a focus group to ascertain whether parents and other stakeholders find the ALDs clear and comprehensible. However, West and Carvalho reminded committee members that the media coverage included accurate uses of ALDs, so this may be a solved issue begging for a question. To West, NAEP average scale scores prove more useful in understanding the data, but also prove more challenging to explain to general audiences. If NAEP or the Governing Board do not make scores more easily interpretable, users will invent interpretations, which are liable to be incorrect. Left to their own deliberations, stakeholders and media may draw equivalences between score changes on NAEP and weeks of learning or grade levels, both of which fall short of truth.

The R&D Committee plans to meet with the Committee on Standards, Design and Methodology (COSDAM) at the March quarterly meeting at which next steps with these ALDs will be on the joint meeting agenda.

Before shifting to the final agenda item, Carvalho summed the tasks for R&D derived from this discussion: (1) Governing Board staff should determine the extent to which the R&D Committee exercises the authority to provide meaningful feedback on the full Nation's Report Card (with highlights) or simply the report card without the highlights. LoGerfo followed up with NCES and discovered that R&D members may offer actionable feedback on both the report card and the highlights; (2) Draft a policy and protocols to guide NAEP release events; (3) Host a focus group about understanding and navigating the NAEP ALDs; (4) Recruit more diverse participants for NAEP Day events.

Future Meeting Topics

Carvalho invited R&D members to recommend topics for future meetings. Ron Reynolds asked why the NAEP highlights did not feature Catholic schools. NAEP does not serve as the gold

standard in assessment for only traditional public schools, but also for private schools, Catholic schools, and charter schools. Discussing results for non-public sectors should not devolve into evaluations of relative effectiveness, however, spotlighting the other sectors may benefit participation rates among those schools. LoGerfo reassured Reynolds that the communications plans include a push on Catholic schools and private schools within the next few months.

Committee members also recommended helping philanthropic organizations use NAEP data and amplify best practices both with data and interventions. A future meeting could explore how outreach and collaboration with philanthropies could work.

The R&D Committee meeting in March should cover the following topics: (1) Review core contextual items, the deadline for which coincides with the committee's next meeting; (2) Discuss plans for the release of the NAEP Civics and NAEP U.S. History assessments for grade 8; (3) Meet jointly with COSDAM to discuss next steps for the ALDs and progress made on linking NAEP to other datasets

The meeting adjourned at 4:39 pm.

I certify the accuracy of these minutes.

Alberto Carvalho / Marty West
Alberto Carvalho, Chair
Marty West, Vice Chair

1/11/23
Date

National Assessment Governing Board

Nominations Committee

Closed Session

November 18, 2022

Nominations Committee Members: Reginald McGregor (Chair), Tyler Cramer, Viola Garcia, Suzanne Lane, Scott Marion, Alice Peisch (virtual), Ron Reynolds and Nardi Routten

Board Member: Dilhani Uswatte

Board Staff: Stephaan Harris, Donnetta Kennedy, Lesley Muldoon (Executive Director), Munira Mwalimu, Tessa Regis and Lisa Stooksberry (Deputy Executive Director)

Other Attendees: Reingold Inc.: Leslie Johnson

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 Friday, November 18, 2022, from 7:30 a.m. to 8:45 a.m. Eastern Time (ET) to discuss the following agenda topics:

- Preview the 2023 nominees for open positions
- Discuss the ratings rubric and process
- Review how the NAEP legislation defines Board categories
- Identify member rating assignments
- Review the timeline for conducting the ratings

Chair McGregor called the meeting to order at 7:30 a.m. ET. After welcoming members, McGregor introduced new Committee members Viola Garcia, Scott Marion and Ron Reynolds. He also thanked new Board member Dilhani Uswatte for attending the meeting, staff for their support, and commended Stephaan Harris for his outreach work in soliciting candidates for the vacancies. He welcomed Tessa Regis back to NAGB and as staff member to Nomination Committee.

McGregor opened the meeting by reviewing the full slate of nominees in eight categories. McGregor provided demographic information, including nominees' self-identified gender and race and ethnicity, as well as representation across states.

Next, McGregor reviewed how each of the categories are defined in the NAEP legislation. McGregor reminded members that the General Public Representative category must clearly distinguish between a parent leader and a generalist. In the 2023 cycle, the vacancy is for a

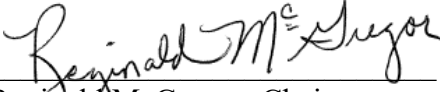
generalist. Members discussed eligibility issues when candidates' expertise and/or role mean they could be nominated in more than one category. Members also clarified their interpretation of conflict of interest to ensure they were calibrated as a group before beginning their reviews. The chair reminded the committee that there were five categories with Incumbents and Incumbents are not part of the rating process for the committee.

McGregor reviewed the rating process, after which staff member Tessa Regis outlined the timeline and deadlines for the current review cycle. Recommendations on the final slate of candidates will be presented to the Board for action in March 2023.

The Chair noted that Governing Board staff would send out a poll to gauge member availability for the proposed meeting dates for subgroups and the full committee. Staff will work with members to meet all deadlines.

On behalf of the committee McGregor thanked Lisa Stooksberry for her service to the committee. Thanked all members and adjourned the meeting at 8:35 a.m.

I certify the accuracy of these minutes.



Reginald McGregor, Chair

December 12, 2022
Date