

Reporting and Dissemination Committee

Monday, May 8, 2023

12:30 – 2:30 pm EDT

[Zoom](#)



AGENDA

12:30 – 12:45 pm **Debrief on the Release of the 2022 NAEP Civics and NAEP U.S. History Assessments**

Laura LoGerfo, Assistant Director for Reporting and Analysis

12:45 – 1:15 pm **Release Plan for 2023 Long-Term Trend – Age 13: Discussion and ACTION**

Alberto Carvalho, Chair

Attachment A

1:15 – 2:30 pm **Alternative Approaches to Issues of Statistical Significance**

Marty West, Vice Chair

Brian Gill, Mathematica Policy Research



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

2023 Long-Term Trend – Age 13

The national results of the 2023 National Assessment of Educational Progress (NAEP) Long-Term Trend (LTT) assessment for 13-year-olds will be released to the public in June 2023.

BACKGROUND

Beginning in the 1970s, the NAEP program has monitored student performance in mathematics and reading through the Long-Term Trend (LTT) assessments. This assessment program within NAEP represents the nation's only continuous source of data on student achievement through a half-century. Nationally representative age-based cohorts of students participate in this assessment, which is administered through pencil and paper. The LTT assessment to 13-year-olds was fielded in the fall of 2019 and in the fall of 2022, which, as part of the 2022-2023 school year, is why this assessment is called the 2023 Long-Term Trend.

Originally, the Governing Board expected that NCES would administer the LTT to 17-year-olds in spring 2022, to resume assessing the 17-year-old cohort who could not participate when assessment operations prematurely ceased in response to the pandemic in March 2020. However, at the August 2021 quarterly meeting of the National Assessment Governing Board, the Board amended the assessment schedule instead to administer the 9-year-old LTT assessment in the 2021-2022 school year and the 13-year-old LTT assessment in the 2022-2023 school year.

By assessing these students prior to school closures in 2020 and again when nearly all schools reopened with traditional full-time schedules, NAEP captures student performance at two timepoints critical to observing potential pandemic-related impacts.

This LTT administration is unique in that typically the sample of schools for NAEP are independent across administrations. However, for the age 9 and age 13 LTT assessments, in order to facilitate the comparison of student group performance between 2020 and 2022-2023, schools selected for 2022-2023 mostly overlapped with the 2020 school sample. About 92% of the schools sampled for 2020 LTT had also been sampled for 2023 LTT.

Comparing and contrasting scores before and after the pandemic, given caveats about lack of causal inference, etc., will offer invaluable insights into how COVID-19 shaped student learning.

RELEASE PLAN

Similar to prior releases, the 2023 LTT release will offer only national data, from a reading test and a mathematics test of essentially basic skills, on trend lines that stretch for more than four decades, with limited contextual data. These contextual data include information gleaned from questionnaires about students' educational experiences during COVID and about schools' means of educating students in the COVID era.

This release is the final assessment within the suite of NAEP assessments administered directly after schooling resumed post-pandemic. This LTT will provide the last set of results from the years temporally closest to the COVID pandemic experience. These results must be accompanied by caveats in interpretation to prevent or minimize unwarranted conclusions about student learning in this time period. Thus, the release will focus first on the 2023 LTT results, then widen the scope to add lessons learned from the LTT for age 9, NAEP Reading, NAEP Mathematics, NAEP Civics, and NAEP U.S. History.

The Governing Board plans to host the release event in a public high school in the District of Columbia. This event will occur at the end of the school year. The students who took the 2023 LTT assessment will be in high school next year. The nature and scope of the event will be future-focused; thus, a high school setting seems apt. The event will be livestreamed as well.

A member of the Governing Board will introduce the event and the importance of reporting assessment results during this unprecedented era of learning. Next, Dr. Peggy Carr, Commissioner of the National Center for Education Statistics, will summarize the 2023 LTT data and spotlight findings of particular interest and relevance. After this data presentation, Dr. Carr will field questions from both the online and in-person audiences. Once the Q&A session ends, a panel of three high school students (finishing grade 9 or 10) and three teachers (English/Language Arts, Mathematics, Social Studies) will discuss what they want or need from their districts, schools, and families to accelerate their learning. For this panel discussion, the Board will invite a journalist to facilitate, ideally Alia Wong, who moderated the release of the LTT Age 9 results in September 2022, the first release of COVID-era NAEP assessment data.

CENTRAL MESSAGES

Activities for the release will promote three primary messages, spotlighting NAEP's relevance and power, both for data from this specific release of LTT Age 13 and for data across multiple NAEP assessments released in the last nine months. First, the Governing Board and NCES nimbly pivoted the assessment schedule and administration, respectively, to capitalize on an

opportunity to collect and release important achievement data in a timely fashion. That was the first message from the LTT Age 9 release in September 2022 and will be revived this time as well, to remind stakeholders of NAEP's unique value. Second, the 2023 LTT measures students' knowledge and skills in content fundamental to success in high school and beyond, re-emphasizing how urgently everyone in education should be investing in learning acceleration. There is no time or resource to waste. Third, for the last nine months, NAEP has provided invaluable, vitally important data that stakeholders across the country cite and use to galvanize efforts to accelerate learning, to find learning gaps that must be closed, and to invest fleeting funds in best practices. This is the last release of new assessment data from NCES for at least a year. Stepping back and out to synthesize lessons from across the suite of assessments is a necessary endeavor for all in education.

ACTIVITIES FOR THE RELEASE

The findings and the event will be disseminated through a press release, email announcements, a media toolkit for Board members, social media channels, op-eds, and the monthly newsletter.