

Reporting and Dissemination Committee

July 21, 2023

1:00 – 3:00pm EDT

[Zoom](#)



AGENDA

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| 1:00 – 1:15 pm | Debrief on the Release of the 2023 Long-Term Trend Results | <i>Attachment A</i> |
| | <i>Laura LoGerfo, Assistant Director for Reporting and Analysis</i> | |
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| 1:15 – 2:00 pm | Review of Grade 12 Contextual Items | |
| | <i>James Deaton, National Center for Education Statistics</i> | |
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| 2:00 – 3:00 pm | User Experience Exercise with The Nation’s Report Card | |
| | <i>Tim Shaw, Forum One</i> | |
| | <i>Ebony Walton, National Center for Education Statistics</i> | |
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June 2023

2023 NAEP Long-Term Trend Release Event Debrief Report

The 2023 National Assessment of Educational Progress (NAEP) Long-Term Trend release event, “From Reckoning to Recovery: Student Learning During the COVID-19 Pandemic” was held on June 21 from 1 pm to 2:30 pm at Frederick County Public Schools’ Oakdale High School in Ijamsville, Maryland. The hybrid release event focused on math and reading assessment results for 13-year-olds, and it featured a presentation from Dr. Peggy Carr and a panel conversation with students and teachers moderated by Marty West.

ATTENDANCE AND OUTREACH

In-person registrants: 53

In-person attendees: 47

In-person capacity: 70

Virtual registrants: 689

Virtual audience: 320

689 people registered to attend virtually and 320 people attended virtually on the day of the event, translating to a 46% conversion rate. This conversion rate is typical for events of this nature.

We primarily used email to drive event registration, sending five rounds of email invitations through Salesforce between June 5 and June 21. The email invitations included links to both in-person registration and virtual registration and were sent to all contacts in the Governing Board’s database—about 24,000 contacts.

Because the event was not easily accessible from D.C., Hatcher also identified education stakeholders in Frederick County or who held statewide Maryland positions and invited them to the event. The 83-contact outreach list included state and local affiliates of national K–12 groups such as AASA and PTA, Maryland Department of Education contacts, local policymakers including state legislators, local and state school board members, the Frederick County Chamber of Commerce, and education department leads at local universities. We sent tailored invitations to this outreach list through Outlook that highlighted the local teachers and students who were taking the national stage at the release event.

We also used email to send day-of logistic information and reminders to registrants. Registrants automatically received a confirmation email with high-level event information when they registered for the event. We followed up with a reminder email and additional details for in-person registrants (such as check-in instructions) five days before the event and the morning of the event. These emails were sent through Salesforce. After the first reminder email send, we emailed everyone who didn’t open the reminder email through Outlook to ensure they received the event information.

To help ensure high-priority contacts received event communications, we identified 93 such contacts (including Governing Board members) and sent them an event invitation and logistics/reminder email directly through Outlook in addition to the emails they received through Salesforce.

The Governing Board posted across all social media channels to promote the event. In the lead-up to the event, we posted 38 times, earning 120 engagements and an average potential reach of 7,705 per post. The following accounts tagged the Governing Board or engaged with Governing Board tweets in the weeks preceding the release event:

Governing Board Members

- Alberto Carvalho
- Carol Jago (former)
- Julia Rafal-Baer

Organizations

- AERA
- New America Ed
- PIE Network

Other Individuals

- Gale Morrison, parent advocate
- Heather Moore-Sánchez, executive director of schools, Bellevue School District
- Kurt Russell, 2022 Ohio Teacher of the Year/2022 National Teacher of the Year

In addition to outreach related to the release event, Hatcher supported the Governing Board with extending embargoed briefings to select congressional staff and disseminating the press release.

Observations and Recommendations

The email communications approach for this release event appeared to work well and resolve the issues we experienced with email communications during U.S. history and civics release event outreach. We recommend continuing to share logistics information with registrants early—through an auto-confirmation email when they register and again in an email about a week before the event—and reaching out to high-priority contacts directly through Outlook to ensure they receive event communications.

Frederick County School District (FCPS) did not promote the event, which made it harder to reach local education stakeholders with the in-person event invitation. The release fell during a “quiet week” for FCPS when they limit communications to staff. Even without amplification from FCPS, however, 53 of the 70 seats in the room were filled. Conversations about event promotion with local partners must occur early to understand how much we can rely on them for local event outreach.

VENUE AND LOGISTICS

The Media Center at Oakdale High School was an appropriate venue for discussing the latest math and reading trends and for hosting conversations involving students and teachers at the very tables and

chairs in which they spend their school days. The venue met a specific set of criteria the Governing Board sought for this event, at no cost. Oakdale High School principal Bill Caulfield was on-site for both the initial walkthrough and the day-of event. He was extremely helpful in addressing requests and was excited to have his school and his students involved. We made use of the school Wi-Fi, media center chairs and tables, school podium, and school-owned monitors, and we supplemented those with external audiovisual (AV) microphones, lighting, speakers, cameras, cables, crew, etc., to execute a successful hybrid event. Our external AV partner provided necessary equipment, event setup, execution, and breakdown and participated in the walkthrough a week prior, which was pivotal to determine what supplemental items were needed and what items we could use in a school setting that was unfamiliar to most involved in planning the event.

In-person attendees were required to provide government-issued identification at the Oakdale High School front office before proceeding to the event in the media center on the second floor. Rather than distributing paper materials, we encouraged attendees to scan QR codes found on signage outside the media center, as well as inside on tabletops, that linked directly to the event program and speaker biographies. This reduction in paper reduced the environmental footprint of the event and printing costs. Virtual attendees could join the event 25 minutes prior to the first speaker and saw a welcome slide loop displaying the event title, featured speaker headshots and titles, panelist headshots and titles, and the event logos. Both in-person and virtual attendees asked questions throughout the event with virtual questions received through Zoom, transferred to a Google doc by Hatcher staff, and then vetted by NAGB and NCES staff before being read aloud.

Observations and Recommendations

This event elicited 31 questions and a few comments submitted via Zoom and three questions asked in-person.

We recommend continuing to allow Q&A submission to take place in a way that is convenient for the attendees, both in the room and on Zoom.

The Google doc Hatcher used to share questions from the livestream and Twitter with the Governing Board lagged because of a weak Wi-Fi signal. As a result, the Governing Board could not see all the questions as Hatcher posted them. In the future, Hatcher will explore providing a hotspot at all events with a virtual component.

PROGRAM

The event opened with a welcome from Frederick Country Public Schools (FCPS) superintendent Cheryl Dyson before Board member Marty West took to the podium to tee up the subject matter and introduce the featured speaker, NCES commissioner Dr. Peggy Carr.

Dr. Carr presented the 2023 long-term math and reading trend assessments of 13-year-olds at the podium with the use of slides as a visual aid. At the close of her presentation, Dr. Carr answered questions from the hybrid audience before handing the podium over to Marty West, who provided a transition to the next segment: a seated panel conversation with three teachers and three students.

The panelists provided interesting, honest, and impassioned dialogue that covered how teachers are reaching students and boosting engagement in the post-pandemic age, what students want from their schools and their teachers after learning from home during COVID-19, and the role of technology in the teaching and learning experience. The panel conversation came across as very organic, with students and teachers building off each other's responses and challenging each other. The panelists were high-energy and openly shared their strong points of view, making for an engaging conversation. Marty West deftly moderated the discussion, moving the conversation away from political topics, creating space for the less-vocal students to participate, and even making some good jokes!

After about 40 minutes, the panel conversation shifted to address attendee questions and ended with a final question posed by Marty West to each panel member: "What, if anything, gives you hope about the progress that American students and schools can make in the years ahead?" Marty West provided a quick wrap-up reminding attendees where to find additional information on the results, and a thank-you slide was shown in-person and virtually as attendees departed.

Observations and Recommendations

At the start of Dr. Peggy Carr's presentation, the virtual audience saw a quick click-through of the first three slides in her presentation featuring the title, images of children in school settings, and a monthly school survey graphic, before seeing it reset to hold logo slides and the presentation begin again. This was not seen on the monitor in the room, which was correctly frozen on hold logos. The order of technical operations is to screen-share presentations to the virtual audience first and then to share presentations to the screen or monitor in the room. This order allows for a polished transition, reducing the likelihood of visual disruptions while changing presentation sources. This hiccup occurred only once and passed quickly, causing only a momentary interruption.

It was a delight to have such candid, passionate, and funny students and teachers front and center for this release event, and we would like to incorporate those voices more often. NAEP results often seem so abstract; the student and teacher panel humanized the data and offered an authentic dynamic that brought fresh energy to the event. Selecting participants with clear points of view who come ready to share them is a key factor to a panel's success.

NCES presentations are rich with data. Governing Board hosts help NCES clarify what the audience should take away from the data. This event did not include a Q&A or discussion between the Governing Board host and Dr. Carr, which past events have included. We recommend building in time for Q&A between Dr. Carr and the host in future events after the data presentation to reinforce core messages.

SOCIAL CONVERSATION

Events like the LTT release are excellent opportunities to strategically reach the Board's target audiences. In a continuation of the strategy implemented for the civics and U.S. history release, we focused on fewer, more impactful tweets paired with slides from the NCES presentation. This was an effective way to reduce the frequency of tweets while increasing the quality of information per tweet.

During the event, Hatcher and Governing Board staff collaborated to live-tweet from the Governing Board's account, sending 24 tweets. These tweets were a mix of updates on the event, quote cards pulled from the panel discussion, data recaps featuring slides from NCES, photos from the event, and text quotations from panelists.

Live-tweeting earned 92 engagements and an average potential reach of 4,252 per post. Once again, these posts required our teams to quickly turn around graphic quote cards from select moments of the event to maximize engagement and encourage sharing, and we included tags of relevant individuals and organizations where appropriate to alert individuals and organizations about the content. The branded hashtag, #NAEPLTT, was used in all Governing Board tweets and in a tweet by former Governing Board member Andrew Ho.



Additionally, the Frederick County Public Schools Twitter account tweeted a collection of photos highlighting the event.



The following accounts tagged the Governing Board or engaged with Governing Board tweets during the event:

Board Members

- Andrew Dean Ho (former)

Other Individuals

- Devin Waldrop, South Carolina Department of Education
- Gale Morrison, North American sales manager, John Catt*
- Kurt Russell, 2022 Ohio Teacher of the Year/2022 National Teacher of the Year

*In addition to tweeting about the event, Gale Morrison live-tweeted her experience watching the event, providing her own commentary and insights.

HIGHLIGHTS AND LESSONS

- **Event plan.** With a compressed planning period and tight timeline, an efficient event plan was developed and programming goals identified quickly through weekly events calls, with the run of show as our consistent roadmap for smooth planning of content details and logistics.
- **Attendance.** Hatcher aligned outreach strategies for the event with attendance expectations from Governing Board staff. Ultimate attendance metrics matched the goal to focus primarily on virtual attendance.
- **Multigeneration panel.** The candid conversations between students and teachers discussing what affects them and what they'd like and need looking forward was energetic, extremely engaging, and entertaining, and they presented relatable material for attendees of all ages. The informal structure of the panel contrasted with the formality of Dr. Carr's presentation, creating a well-balanced, dynamic event.
- **Venue.** Moving this event from a more typical and formal large auditorium into a unique and approachable school media center helped provide a deeper connection to the content. The familiar space created a relaxed atmosphere where ideas and information were freely shared—and very personal. Although Oakdale High School was more than an hour's drive from D.C. and not very accessible to those working in the city and without transportation, the venue was nearly at its capacity and offered a meaningful space where, ultimately, gaining the robust discussion from fresh voices was worth the additional driving time.

CONCLUSION

The 2023 NAEP Long-Term Trend release was an engaging culminating event in a series of three data presentations. Taking the event out of D.C. and into a school offered meaningful connection and immediate context to the content in a compelling and uniquely intimate way. The succinct data presentation and dynamic panel provided a satisfying bookend to pandemic-era conversations about student achievement.

Media Report: 2023 NAEP Long-Term Trend Release

Coverage Window: June 22-July 6, 2023

This report includes post-release day media coverage of the 2023 NAEP Long-Term Trend Release. Release day coverage was provided in a separate document.

National Broadcast/Video/Radio

WBUR, [What to do after national test scores plunge](#)

National Print/Online

The Christian Science Monitor, [Test results reveal failing teen scores. What's the solution?](#)

State/Local

The Boston Globe, [What the Nation's Report Card results mean for N.H.](#)

Delaware Public Media, [Nation's Report Card student test scores reflect pandemic-related learning loss](#)

Houston Chronicle, [National test shows steep declines in teen math, reading performance](#)

Los Angeles Daily News, [Education report card: The nation and California's latest scores continue to fall](#)

Editorial Boards

Bloomberg, [Bigger Salaries Aren't Enough to Solve the US Education Crisis](#)

The Gazette (Colorado Springs), ['Nation's Report Card' confirms kids aren't all right](#)

Las Vegas Review-Journal, [Where are 'green shoots' of academic recovery?](#)

The Philadelphia Inquirer, [Reserving pandemic-related learning loss must be a top priority](#)

Star Tribune, [Bad marks on the 'nation's report card'](#)

Tampa Bay Times, [Why accountability matters so much to Florida’s schools and vouchers](#)

The Washington Post, [The best response to plummeting test scores would be hard to implement](#)

The Wall Street Journal, [Another NAEP Test Score Disappointment](#)

Washington Examiner, [While public schools closed on fear and politics, Catholic schools opened on love and science](#)

Opinion/Commentary

The 74, Patrick Kelly, [More Disturbing NAEP Findings: Teens Don’t Read for Fun and Are Often Absent](#)

The 74, Vladimir Kogan, [New NAEP Scores Reveal the Failure of Pandemic Academic Recovery Efforts](#)

Albuquerque Journal, Danielle Gonzales, [Recent reports show now is no time for education complacency](#)

The Atlanta Journal-Constitution, Maureen Downey, [Pandemic eroded basic skills but teachers, parents can aid recovery](#)

The Boston Globe, Martin West, [Pandemic learning loss: Why is it so hard to get kids caught up?](#)

Chattanooga Times Free Press, Clint Cooper, [New middle-school reading, math test scores continue decade-long education learning loss trend](#)

Education Week, Larry Ferlazzo, [‘School Leaders Have 99 Problems, But NAEP Scores Ain’t One’](#)

Fort Worth Star-Telegram, Robert Rogers, [How bad are reading skills for Fort Worth kids? Mississippi might be model to fix it](#)

Fortune, Hanna Skandera, [America’s education system is failing—but a growing school choice movement believes it has the solution](#)

Fox News, Michael Hartney, [What the shocking Nation's Report Card scores reveal about Catholic schools](#)

National Review, Guy Ciarrocchi, [Test Scores Say Students Are Failing, but We Are Failing Them](#)

New York Post, [When will America put out the three-alarm fire in its public schools?](#)

Newsmax, Karol Markowicz, [Not Good News for 13-Year-Olds on Nation's Report Card](#)

Richmond Times-Dispatch, Cheryl Robinson, [To close math learning gap, first help teachers](#)

Townhall, S.T. Karnick, [Education Spending is Up, Achievement is Down](#)

Townhall, Leah Barkoukis, [First Lady Claims Biden Is the 'Education President.' There's Just One Problem With That.](#)

Washington Examiner, Max Eden, [Biden administration puts LGBT in front of ABCs](#)

The Washington Post, Jennifer Rubin, [Democrats have a schools problem. The good news: They can address it.](#)

The Washington Post, George F. Will, [Why K-12 education's alarming decline could be a dominant 2024 issue](#)

The Washington Post, Marc A. Thiessen, [Affirmative action can't fix racial disparities in education. This can.](#)

Other

The Federalist, [Evidence Of Catastrophic Learning Loss From School Lockdowns Piles Up](#)

Manhattan Institute, [What the Shocking Nation's Report Card Scores Reveal about Catholic Schools](#)

Psychology Today, [Kids' Math and Reading Scores Drop, but Is It Significant?](#)

Real Clear Policy, [Five Facts on the State of Education in the US](#)