

Resolution to Encourage Prioritization of NAEP Linking Studies

Whereas, the National Assessment of Educational Progress (NAEP) is authorized by Congress and is the largest nationally representative and continuing assessment of what our nation's elementary and secondary school students know and can do;

Whereas, since 1969, NAEP has been the nation's foremost resource for measuring student progress and identifying differences in student achievement across various student subgroups;

Whereas, the National Assessment Governing Board (the Governing Board) was established by Congress to "formulate policy guidelines for the National Assessment" (20 USC §9621(a));

Whereas, the Governing Board is charged with providing advice to the Commissioner for Education Statistics in carrying out the National Assessment (20 USC §9622(a));

Whereas, NAEP provides an independent, objective measure of educational achievement and progress to understand and compare student achievement across the nation, states, select large urban districts, and various student subgroups to support effective policy, research, and resource allocation;

Whereas, NAEP is a valuable tool for researchers internal and external to the NAEP program who would like to understand or investigate variables related to student achievement in the United States;

Whereas, when external data sources are linked to NAEP data they may provide additional context for understanding student achievement to help support effective policy, research, and resource allocation through what is referred to as a linking study.

Whereas, the National Academies for Sciences, Engineering, and Medicine recommended the Governing Board investigate linking studies as a tool for increasing the utility of NAEP data;

Whereas, the Governing Board convened a Linking Studies Working Group to develop recommendations for increasing the utility and relevance of NAEP data through linking studies;

Whereas, the Department of Education has collected longitudinal student data and is contemplating collecting more, linking them to NAEP data offers the possibility of improving the usefulness of both NAEP and these longitudinal data sets;

Therefore, the National Assessment Governing Board affirms the value of linking studies to leverage the value of NAEP with the strength of other datasets to benefit policy and research. The Governing Board encourages the National Center for Education Statistics to link NAEP assessment data with data from other federal data sources in collaboration with the Board, sharing linked datasets with researchers in adherence with privacy and confidentiality protections, and disseminating information learned from linking studies to the public.