

National Assessment Governing Board

Meeting of May 16–17, 2024
Hotel AKA
625 First Street
Alexandria, VA 22314
& Virtual

Official Summary of Quarterly Governing Board Meeting

Complete Transcript Available

Participant List

National Assessment Governing Board Members Present

Beverly “Bev” Perdue, *Chair*

Alice Peisch, *Vice Chair*

Lisa Ashe

Shari Camhi

Tyler Cramer

Christine Cunningham

Jhone Ebert

Viola Garcia

Angélica Infante-Green

Patrick Kelly

Anna King

Suzanne Lane

Scott Marion

Reginald McGregor

Michael Pope

Julia Rafal-Baer

Ron Reynolds

Nardi Routten

Guillermo “Willy” Solano-Flores

Darein Spann

Jane Swift

Dilhani Uswatte

Martin West

Mark White

Matthew Soldner (*Ex-Officio*)

National Assessment Governing Board Members Not Present on May 16, 2024

Shari Camhi

Michelle Cantú-Wilson

National Assessment Governing Board Members Not Present on May 17, 2024

Michelle Cantú-Wilson
Angélica Infante-Green
Patrick Kelly
Suzanne Lane
Jane Swift

National Assessment Governing Board Staff

Lesley Muldoon, *Executive Director*
Elizabeth Schneider, *Deputy Executive Director*
Rebecca Dvorak
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Tessa Regis
Sharyn Rosenberg
Angela Scott
Vanessa Tesoriero

National Center for Education Statistics (NCES)

Peggy Carr, *Commissioner*
Tammie Adams
Gina Broxterman
Samantha Burg
Jing Chen
Brian Cramer
James Deaton
Alison Deigan
Enis Dogan
Veda Edwards
Janel Gill
Eunice Greer
Dana Kelly
Shawn Kline
Tina Love
Jill McCarroll
Daniel McGrath
Nadia McLaughlin
Gabrielle Merken
Eddie Rivers
Emmanuel Sikali
Holly Spurlock
Ebony Walton
Yan Wang

William Ward
Grady Wilburn

American Institutes for Research (AIR)

Yifan Bai
Brittany Boyd
Markus Broer
Christina Davis
Kim Gattis
Cadelle Hemphill
Jenna Tracy
Kerry Vieth
Young Yee Kim
Jizhi Zhang
Xiaying Zheng

Council of Chief State School Officers (CCSSO)

Fen Chou

Council of the Great City Schools (CGCS)

Brian Garcia
Akisha Osei Sarfo

CRP, Inc.

Monica Duda
David Hoff
Renee Palmer
Edward Wofford

United States Department of Education

Maureen Dowling
James Forester
Carter Volz
Josh Warzecha

Educational Testing Service (ETS)

Debby Almonte
Jonas Bertling
Terran Brown
Jay Campbell
Peter Ciemins
Amy Drescher
Kadriye Ercikan
Katie Faherty

Robert Finnegan
Hongwen Guo
Helena Yue Jia
Matthew Johnson
Ranu Palta-Upreti
Mateo Pastore
Rupal Patel
Hilary Persky
Shannon Richards
Luis Saldivia
Lisa Ward
Nancy Waters
Karen Wixson
Sarah Wood

The Hatcher Group

Jenny Beard
Sophia Handel
David Loewenberg
Nandini Singh
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Lerner Communications

Michelle Lerner
Nancy Zuckerbrod

Management Strategies

Micajah Anderson
Brandon Dart
Rachel Koether
Zachary Rosensteel

Manhattan Strategy Group

Courtney Leigh Beisel
Adrian Larbi-Cherif
Melissa Cristler
Joanne Lim
Lori Meyer
Anne Reeder
Cecilia Roe
Debra Silimeo
Ying Zhang

Pearson

Scott Becker
Sal Brienik
Paula Rios
Pat Stearns
Llana Williams
Edward Wolfe

Research Triangle Institute (RTI) International

David Birchfield
Shauna Upchurch
Erin Velez

Westat

Margaret Bartz
Greg Binzer
Lauren Byrne
Michael Fassbach
Marcie Hickman
Jacquie Hogan
Tom Krenzke
Kavemuii Murangi
Lisa Rodriguez
Desrene Sesay
Leslie Wallace

WestEd

Mark Loveland

Other Attendees

Vickie Baker, *West Virginia Department of Education*
Myra Best, *digiLEARN*
Jackie Branco, *Rhode Island Department of Education*
Rebecca Carballo, *Politico*
Betsy Chapman, *State of South Dakota*
Julie Cramer, *Wayfind Education*
Lisa Ehrlich, *Assessment Consultant*
Jeremy Ellis, *Missouri Department of Education*
Andrea Faulkner, *North Carolina Department of Instruction*
Beth LaDuca, *Oregon Department of Education*
Regina Lewis, *Maine Department of Education*
Brian Lloyd, *Michigan Department of Education*
Rebecca Logan, *Oklahoma Department of Education*
Jim McCann, *Cambium Assessments*
Rochelle Michel, *SmarterBalanced*

Raina Moulian, *Alaska Department of Education & Early Development*
James Norris, *Illinois State Board of Education*
Abigail Potts, *National Association of State Boards of Education (NASBE)*
Dan Pratt, *Research Triangle Institute*
Renee Savoie, *Connecticut State Department of Education*
Michael Slattery, *HII Director*
Colleen Spagnardi, *RTI International*
Christy Talbot, *American Educational Research Association*
Julie Williams, *California Department of Education*

The National Assessment Governing Board Quarterly Meeting convened open sessions on May 16, 2024.

Session Summaries – Day 1

Welcome; Approval of May 2024 Agenda and March 2024 Minutes; Chair’s Remarks

The Honorable Beverly Perdue, Chair, called the meeting to order at 9:00 a.m. EDT and welcomed attendees to the quarterly meeting of the National Assessment Governing Board (Board or Governing Board).

Perdue requested a motion to approve the May 2024 meeting agenda. Jane Swift moved to approve the agenda, and another member seconded the motion, which passed unanimously. Perdue then requested a motion to approve the March 2024 meeting minutes. Christine Cunningham moved to approve the minutes. Scott Marion seconded the motion, receiving unanimous approval.

Perdue expressed enthusiasm about the work of the Ad Hoc Committee on Artificial Intelligence (AI) and the upcoming presentation by Andreas Schleicher on the Programme for International Student Assessment’s (PISA) use of AI. She praised the staff for their support and thanked the Board members for their willingness to blend new ideas with experienced perspectives. Perdue reiterated the Board’s commitment to innovation, emphasizing the importance of making data relevant and accessible to stakeholders.

Executive Director’s Remarks

Lesley Muldoon, Executive Director, welcomed Matthew Soldner, the new Acting Director for the Institute of Education Sciences (IES). She explained that the goal of her update is to connect the current and previous meetings and report on staff progress in implementing Board priorities.

Muldoon summarized activities since the March meeting:

- The Ad Hoc Committee on AI will be officially launched at this meeting, and a plenary session will feature Schleicher from PISA discussing AI in international assessments.

- Perdue tasked the Board with reviewing its legislative mandate, which will be discussed at the current meeting.
- Activities for the 2030 Strategic Vision included interviews with 20 Board members, which resulted in a draft Strategic Vision under review at this meeting.
- The National Center for Education Statistics (NCES) received an evaluation report on the National Assessment of Educational Progress (NAEP) program cost structure, findings from which will be explained in a plenary session on Friday morning.
- The Nominations Committee approved a set of finalists for 2024 Board appointments, which will be approved and presented to the Secretary.

Muldoon highlighted the importance of identifying NAEP's audiences, stressing the need to disseminate results on the Nation's Report Card widely to inform policy leaders about academic performance. The 2025 Strategic Vision draft positions NAEP as a catalyst for action and emphasizes its role in informing stakeholders at all levels in all roles of the education system.

She shared an infographic from the Data Quality Campaign clarifying the types of data needed by different stakeholders. NAEP uses aggregate data to support educational improvements by releasing performance data for student groups at national, state, and urban district levels and allowing comparisons across education systems and jurisdictions. NAEP also serves as a tool to prevent curriculum narrowing by assessing a broad range of subjects beyond reading and math, including history, civics, and science. In addition, NAEP tracks K–12 academic achievement and highlights educational trends, including post-COVID progress and long-term inequalities. The debut of NAEP's new socioeconomic status index with the 2024 results will provide further insights into these disparities. Muldoon emphasized NAEP's role in promoting educational equity and excellence, as outlined in the Strategic Vision.

Perdue opened the floor to questions.

Martin West appreciated the connection made between the current and March meetings. He remarked on NAEP's role in auditing state testing programs and how research using NAEP data can inform policy decisions without parents needing to be aware of NAEP's involvement.

Marion agreed, highlighting NAEP's importance in enhancing the credibility of state assessments. He stressed the need for clear theory-of-action connections to define NAEP's focus, cautioning against trying to cater to all needs and for prioritizing specific use cases.

Tyler Cramer also appreciated the summary slide and the need to anticipate future NAEP audiences. He cited a McKinsey study from 1980 that underestimated future mobile phone usage, underscoring the importance of being bold when estimating future needs and audiences.

Perdue expressed concern about the impact of school vouchers and education savings accounts, which are drawing students away from public schools and risking under-resourcing them. Perdue recommended rethinking strategies to recruit and incentivize NAEP participation by private and religious schools.

Peggy Carr responded to that suggestion by noting that her update at this meeting includes data on virtual schools and homeschooling, noting that NCES and other organizations monitor enrollment changes closely.

Patrick Kelly highlighted the challenge posed by the rise of education savings accounts, which introduce non-schooling environments for K–12 education. As more children engage in alternative education that meets state attendance requirements but does not resemble traditional schooling, it becomes harder to gauge education quality. This issue affects NAEP’s accuracy as a measure of national student achievement and presents a significant challenge for the NAEP program and the broader education system.

Board Learning Session: Review of Governing Board Legislative Authority

To learn more about the Governing Board’s legislative authority, please refer to the meeting materials from this session on the [May Quarterly Board Meeting website](#).

Perdue began the session by addressing the need for clarity on the Board’s specific roles and responsibilities under the NAEP legislation. She previously tasked Muldoon and her team with reviewing these roles, resulting in a comprehensive document outlining the Board’s duties and legal limitations for new members. Muldoon highlighted key points from the NAEP law, part of Title III of the Education Sciences Reform Act (ESRA), which defines the roles of the Governing Board and NAEP, administered by the NCES Commissioner.

The Board was established in 1988, and the NAEP legislation was last updated in 2002. The Senate Committee on Health, Education, Labor and Pensions (HELP) is attempting reauthorization, with draft text released in November 2023 with relatively few changes for NAEP. However, no action has been taken in the House, making further progress unlikely this year despite an active bill in the Senate.

Muldoon explained that four congressional committees govern the NAEP program. In the House, these are the Committee on Education and the Workforce and the Committee on Appropriations. In the Senate, they are the HELP Committee and the Committee on Appropriations. The Board prioritizes bipartisan and bicameral outreach, focusing on authorizers over appropriators to avoid the perception of lobbying. Key documents governing this work are available on the Board’s member site, including:

- A Memorandum of Understanding between the Secretary’s office and the Governing Board.
- A Memorandum of Understanding allowing the Governing Board to handle its own contracting.
- The Governing Board’s bylaws, last updated in 2010.
- Statistical directives from the Office of Management and Budget (OMB) and the Chief Statistician of the United States.
- The Evidence Act, impacting NCES’s work.

Muldoon detailed the nine areas of the NAEP law, divided into Section 302, which authorizes the Governing Board, and Section 303, which covers NAEP's and NCES's roles. She emphasized the collaborative relationship between NCES and the Governing Board, noting some gray areas in their responsibilities. This presentation outlined the following nine areas of the NAEP law with responsibilities for both the Governing Board and NCES and described how the organizations collaborate to implement their legislative mandates:

- The NAEP Assessment Schedule
- The Roles of Budgeting and Contracting
- Achievement Levels for NAEP
- Design and Methodology
- Review and Evaluation of NAEP
- Assessment Development
- Contextual Questionnaires
- Reporting and Use of NAEP Results
- The Release of Data and Items

In conclusion, Muldoon stated that the legislative analysis session aimed to evaluate the Board's fulfillment of its mandated roles and responsibilities. Key conclusions are:

- The Board is effectively meeting its mandates, with opportunities for new initiatives aligned with the Strategic Vision and other priorities.
- The analysis highlights robust processes developed by the Board to implement the law, such as the Assessment Development Committee's (ADC) content advisory groups for framework development and the Committee on Standards, Design and Methodology's (COSDAM) efforts on setting and communicating (in collaboration with the Board's Reporting and Dissemination Committee) NAEP achievement levels.
- These efforts require ongoing collaboration between the Board and NCES.
- This analysis serves as a valuable resource for new member orientation and committee leaders, guiding annual planning and addressing emerging issues like AI by clarifying the roles of the Board and NAEP.
- The Board's advisory role to the Commissioner and policy-setting function for NAEP emphasize the importance of the Board's understanding NAEP budget and contracting sessions despite the Board not managing NCES funds.

Perdue asked for feedback on the value and usefulness of this legislative analysis. Several Board members praised the clarity and utility of the comprehensive document and suggested that it would be a helpful resource for new Board members and others working on Governing Board projects. Julia Rafal-Baer suggested adding a supplement that details the historical context and contributions of ad hoc committees.

Action: Chair's Charge to the Ad Hoc Committee on Artificial Intelligence and Discussion of Next Steps

Perdue shared that the Board began focusing on AI over a year ago, recognizing its significance

for testing and assessment. This led to the formation of an ad hoc committee, which now requires formal recognition. The committee's charge is to recommend ways to enhance NAEP's quality, utility, efficiency, privacy, intellectual property protection, and bias prevention. A motion to approve the Ad Hoc Committee on AI was made by Anna King and seconded by Mark White.

Perdue invited discussion, and West inquired whether the committee's focus is solely on integrating AI into existing processes or if it also includes rethinking educational goals and curricula. Ron Reynolds, Chair of the Ad Hoc Committee, confirmed that the committee's focus includes both integrating AI into current processes and rethinking educational goals and curricula.

The motion to approve the Ad Hoc Committee on AI was passed unanimously.

Perdue invited Reynolds to discuss the committee's activities. Reynolds explained that staff recommended keeping the committee small for efficiency and including representation across the Board's standing committees. He assured all Board members will remain informed on issues related to NAEP and AI through the members-only section of the Governing Board website where materials and recordings of presentations will be housed.

Reynolds outlined AI's expected impact on four key work streams: (1) creating policy guidelines for AI use focusing on privacy, security, intellectual property, and ethical concerns; (2) improving NAEP assessment quality and efficiency; (3) enhancing NAEP accessibility and data reporting; and (4) addressing AI's impact on classroom practices to guide ADC on NAEP framework development and updates.

The committee will connect with AI experts, encouraging Board members to share contacts. They plan to draft an ethical framework for AI integration and outline key considerations for standing committees, aligning with AI use and rules for NAEP and mitigating risks. Reynolds emphasized optimizing NAEP's effectiveness while upholding ethical standards and privacy amidst AI's evolution and expressed all Board members will be welcome to provide feedback.

Perdue introduced Schleicher from the Organization for Economic Co-operation and Development to discuss integrating AI into PISA assessments. However, due to a scheduling conflict, Schleicher's presentation was rescheduled for the following day.

Strategic Vision 2030: A Synthesis of Board Member Perspectives

Perdue emphasized the importance of the Board's Strategic Vision review and refresh. This updated Strategic Vision will guide the work for the next five years and provide a road map to address potential and future challenges. At the last two meetings, the Board met in small groups to discuss the Strategic Vision and any emergent, possible challenges for NAEP, followed by full Board debriefs. Terry Mazany, an independent consultant, conducted individual phone interviews with 20 Board members to gather input, which he integrated into the new Strategic Vision draft.

The goal is to finalize and approve the Strategic Vision by August. Successful implementation will require close collaboration with NCES, who have already provided preliminary feedback. Feedback from Board members at this meeting will be incorporated into the next draft. Input from key partners may be sought to refine the draft before the August meeting, where the aim is Board adoption. In November, with new members joining the Board, the Strategic Vision will guide priorities for the upcoming year, support new member orientation, and drive a detailed work plan. The vision is intended to be high level, focusing on long-term goals through 2030 and serves as a signal to the broader public and NAEP watchers.

Mazany organized findings from his interviews with Board members about the Strategic Vision around three A's—affirmation, ambition, and action. Mazany suggested that the current Strategic Vision might be unique due to the context. He observed a consensus among Board members on post-COVID challenges like learning loss, absenteeism, and declining public school enrollments. He also noted impacts on student mental health, upcoming fiscal cliffs, anti-assessment perceptions, and concerns over academic rigor and grading.

Mazany stressed the importance of clarifying use cases and personae to make NAEP applications more accessible to different stakeholders and emphasizing NAEP's value to researchers and the Board's role as convenor.

Focusing on innovation should be NAEP's top priority, according to Mazany, to adapt to rapid AI advancements and maintain relevance amid growing AI interest. He emphasized that NAEP must remain actionable and maintain its gold standard of reliability and validity.

Muldoon thanked Mazany and the Board members for their input and investment into the Strategic Vision work. She highlighted key points from the draft Strategic Vision. The preamble language of the Strategic Vision was streamlined to fit everything on one page, retaining key language from the previous version and adding new language reflecting current priorities.

Muldoon discussed the "Innovate" pillar of the Strategic Vision, which focuses on leveraging innovative processes and technologies, including AI, to enhance the NAEP program. The Board should set policies guiding the ethical use of AI and identify appropriate AI use cases within NAEP, considering its design, mandate, and risks. The Innovate pillar also includes addressing the sustainability of maintaining trend lines in NAEP assessments, exploring alternative models

to ensure NAEP's value persists, and prioritizing efficiency and adaptability to changes in school enrollment patterns and AI advancements. All of these principles reinforce the Board's responsibility to improve NAEP's form, content, use, and reporting continually.

In the draft Strategic Vision, staff recommended merging the "Inform" and "Engage" pillars. The Engage pillar, introduced in the last Strategic Vision to emphasize proactive stakeholder engagement, now seems artificially distinct, prompting a suggestion to streamline them into a single pillar. The new pillar language is streamlined, but Kelly noted some missing aspects of the Inform function, and King pointed out a reduction in stakeholder diversity. The focus has shifted from emphasizing NAEP resources to action and use cases, aiming to support stakeholders in using results rather than just highlighting documents. The pillar has four key priorities for the Board: (1) linking NAEP data with other data, (2) continuously improving the achievement levels' clarity and affirming their reliability and validity, (3) facilitating research using NAEP, and (4) reimagining grade 12 NAEP.

Muldoon emphasized the importance of including twelfth-grade assessments in the Strategic Vision, highlighting their role in measuring students' academic preparedness for postsecondary education. The vision aims to explore the value of these assessments to the nation and to states and proposes enhancing the assessments' value through alternative approaches. Muldoon asked a few questions to stoke discussion, including what needs to change in the draft, what requires further discussion, and whether to update the Strategic Vision to reflect the current or future landscape for NAEP.

Perdue invited questions or comments.

Swift suggested emphasizing opportunity as well as achievement in the Strategic Vision, particularly for the twelfth-grade assessment, to resonate with stakeholders like parents.

Rafal-Baer stressed the growing importance of civics, especially in the context of AI and issues on college campuses, and the role the Board can play in these discussions. She highlighted the need to address AI-related issues like deep fakes and the importance of students distinguishing reality from AI.

Michael Pope commented about the impact of twelfth-grade testing and suggested framing test results from both educators' and industry perspectives (i.e., how schools are preparing students for transition into industry).

Cramer emphasized the need for NAEP to focus on understanding causation and improving education, suggesting both major and minor changes within the statutory framework. He criticized the Strategic Vision for lacking a bold approach and failing to address current and future user needs.

Muldoon agreed with the frustration over NAEP's legislative constraints and suggested improving the use of NAEP data by other organizations and informing Congress about potential

legislative changes that could enhance NAEP's functionality.

Marion emphasized the Board's role in convening experts for small group discussions and critiqued the vague use of "innovation" in NAEP's strategic goals, suggesting a focus on specific, actionable improvements. West also expressed discomfort with the unclear, undefined term "innovation," and Guillermo Solano-Flores called for a clear definition of "innovation."

Swift raised the need for understanding why students leave public schools and the value of disaggregated data by school type to attempt to boost participation.

Muldoon and Carr explained that while private school data cannot be reported individually, results for charter schools and Catholic schools are. West discussed challenges in sampling private schools for NAEP. He highlighted NAEP's history of significant innovations and proposed looking to the business practice of creating separate units within an organization to foster experimentation to balance innovation with maintaining its gold standard reputation. Suzanne Lane highlighted past NAEP innovations in methodology, content, and reporting, advocating for continued advancements in these areas to enhance NAEP's impact. Solano-Flores emphasized the social aspect of innovation, noting that some tasks might be perceived as engaging but are psychologically challenging. Reynolds suggested adding "cultivate" in Mazany's summary to stress the responsible use of NAEP data. Reginald McGregor underscored engaging proactively with congressional leaders to address needed changes to the NAEP statute and focusing on preparing the future workforce and maintaining national security through education. Perdue asked about baseline data on public school enrollment trends. Carr confirmed she would present data on enrollment and school characteristics the next day, and Soldner noted that Carr and her team have excellent resources to help Board members access and navigate this information.

Small Group Debrief and Discussion

In reporting out on his small group's discussion, Marion shared insights from a research-focused discussion on using NAEP data. The participants urged the Board to collaborate with researchers to find meaningful results for users, including state and district stakeholders. The group discussed the Stanford Education Data Archive as a case study, noting how early data access allowed quick report production. This raised questions about criteria for granting early and equitable access to NAEP data. Marion suggested a "global entry pass" system, which would expedite data access to vetted researchers. Facilitating researchers' use of NAEP data must be balanced with guiding researchers on what questions can be addressed with NAEP data.

The group discussed the twelfth-grade assessment issue, emphasizing the need for a clear value proposition and engaging with state education leaders to gauge interest. They suggested presenting a compelling reason for states to adopt the twelfth-grade assessment. White's small group suggested that offering a \$100 Target gift card might incentivize twelfth-graders to take the test.

Marion also shared concerns about the turnover in high-level leadership in states and state education agencies. Rafal-Baer explained that 36 new governors are expected in January 2026, and the importance of educating these new leaders on NAEP's value.

The members discussed reimagining NAEP's role in defining education standards, addressing absenteeism with new questionnaire items, proposing a new assessment schedule prioritizing civics and history, expanding NAEP's role beyond K–12, aligning initiatives with Strategic Vision 2030, and evaluating changes in high school structures. They emphasized the importance of maintaining NAEP's relevance as the gold standard in education through innovative thinking and strategic planning.

West discussed two approaches for the Strategic Vision: working within the current legislative mandate or envisioning changes to it. The challenge resides in balancing these perspectives, as current constraints differ from potential future possibilities. Board members expressed interest in exploring changes to the assessment schedule if legislative restrictions were modified. West mentioned the slow progress in reauthorizing the ESRA law, which governs NAEP, and suggested that proposing a compelling vision with significant changes might be more effective in prompting congressional action than minor adjustments.

Pope emphasized the importance of actions over words, suggesting action verbs to lead to tangible outcomes. He stressed including AI in the Strategic Vision and appreciating the evolving educational landscape. The discussion also focused on reimagining the twelfth-grade NAEP, exploring its utility for career readiness and civic engagement, and enhancing the value of national versus state data. Pope addressed leveraging AI, engaging NAEP state coordinators, and improving data dissemination to maintain NAEP's gold standard. The committee explored incentivizing state participation and better connecting classroom practitioners with useful data.

Muldoon recapped the discussions, highlighting key themes and questions, such as whether to see the legislative mandate as fixed or consider alternatives. Another major topic was the nature of innovation within the Strategic Vision—whether it involves creating new processes within NAEP or aiming for broader impact. The unresolved issues around twelfth-grade assessments were noted, with the possible next step of building a coalition of states interested in using grade 12 data. Muldoon pointed out that staff need more specific guidance from these discussions to proceed effectively. Perdue concurred and acknowledged the need for a consistent theme or direction to emerge from the committee's conversations.

Perdue opened the floor to additional comments.

Marion noted that reimagining twelfth-grade NAEP assessments ill fit the current strategic plan and should be addressed in more detail later. He suggested the strategic plan should serve as a guide, with specific actions emerging in future discussions. Marion proposed replacing the mention of twelfth-grade assessments with a broader goal of responding to emerging needs of

key users, such as states and districts.

White questioned whether the committee should discuss reimagining NAEP with Congress. Muldoon confirmed they cannot operate outside current law but can start a conversation about the Board's recommendations. Perdue and Kelly emphasized thinking beyond existing constraints, with Kelly noting the value in discussing broader changes that might require legislative changes.

Kelly also mentioned concerns about assessments that only provide national results and proposed focusing the Strategic Vision on less emphasized parts of the NAEP portfolio, like long-term trend. He highlighted the need to maintain NAEP's gold standard while adapting to new challenges.

Cramer suggested a "both/and" approach, outlining what NAEP could achieve with and without legislative constraints. West agreed, recommending a general statement in the Strategic Vision about reconsidering the assessment schedule and addressing value within and outside constraints. Marion supported this, aligning it with his earlier recommendation. Swift suggested the Strategic Vision should acknowledge the current context and legislative mandate and adapt to a rapidly changing educational landscape. She encouraged measuring and understanding educational pathways and opportunities.

Muldoon noted a recommendation to consider what NAEP might achieve with a different legislative mandate, reflecting a desire for innovative thinking. Swift highlighted the current educational disruptions and the difficulty in predicting future needs, proposing a focus on core proficiencies in reading and math. She suggested if states could establish equivalency in math and English, NAEP could reduce broad sampling, saving resources to add a possible civics test to address the need for understanding civics amid societal changes.

Viola Garcia highlighted changes in twelfth-graders since the 1980s, such as early college students, suggesting Congress consider these shifts for more flexibility in NAEP's operations. Perdue asked for further thoughts, and Muldoon suggested engaging key stakeholders about potential legislative changes before the August meeting.

Lane supported reaching out to user groups with structured guidance, as states vary in their capability to utilize NAEP data. Perdue agreed, stressing careful communication to avoid raising unnecessary concerns. Angélica Infante-Green added the Board should establish a clear vision of desired changes before engaging stakeholders.

Jhone Ebert asked for clarification regarding if the Board should continue under the current legislative framework or advocate for broader changes. Muldoon showed interest in exploring both options. Perdue inquired about state-specific views on transformative changes by congressional and state delegations. Ebert noted Nevada's readiness to innovate in education to meet workforce changes and global competition. Infante-Green echoed this for Rhode Island, emphasizing the need for clear plans. White mentioned that Tennessee is open to innovation,

particularly in civics education. Swift suggested that changes in Congress are difficult but possible with bipartisan support. Perdue agreed but urged checking with stakeholders and policymakers to gauge receptivity to changes.

Lisa Ashe highlighted the appetite for innovative pathways in education but acknowledged politically charged situations where stakeholders prefer focusing on math and reading basics. Reynolds emphasized the Board's commitment to maintaining the gold standard in assessing students' knowledge and skills despite educational disruptions, ensuring assessments remain valid, reliable, and relevant.

Day 1 of the National Assessment Governing Board Quarterly Meeting went off record at 2:59 p.m, EDT to reconvene at 9:00 a.m., Friday, May 17, 2024.

Session Summaries – Day 2

The National Assessment Governing Board Quarterly Meeting reconvened open sessions on May 17, 2024; the meeting was called to order at 9:01 a.m. EDT.

Student Perspectives on Learning and Assessment

Perdue opened Day 2 by highlighting the importance of including students in NAEP assessment discussions. The session featured a panel of student members from various state boards of education, a crucial stakeholder group.

Dilhani Uswatte, a principal, facilitated the student panel on learning and assessment, noting the ideal timing following the Board's Strategic Vision discussions. She explained that the National Association of State Boards of Education helped identify the high school students and then invited them to introduce themselves. Abisola Ayoola, a senior from Columbia, Maryland, previously served on the Howard County Board of Education and was appointed by the governor to the Maryland State Board of Education. She has been involved with the Educational Policy Committee, charged with selecting a new state superintendent. Ryan Hafener, a senior from Eastern Maine, was appointed by the governor in 2022. He serves on both his state and district boards of education and facilitates the Maine Department of Education's student cabinet, providing input on educational policy. Claire Chi, a senior and Pennsylvania's student representative to the State Board of Education, directs a statewide student advisory council of 160 students and was recently reappointed by the governor to serve on his advisory commission for next-generation engagement for another two-year term.

Uswatte posed the following questions to the student panelists. A summary of their responses follows each question.

Question: If you asked your peers how they would describe this school year, what would they say? How would that compare to the last three to four years that included COVID?

Chi said experiences vary greatly depending on whether students are from rural, suburban, or urban districts. The pandemic significantly impacted career and college readiness. Hafener added seniors who began ninth grade during the pandemic lack a sense of pre-pandemic “normal.” They struggle with socialization, mental health, increased screen time, and academic performance, calling for discussions on improving education. Ayoola said the pandemic led students to reflect on their learning experiences and school structure, making them more mindful of their time and interactions. There should be an emphasis on community and purposeful learning, including students’ adaptability and awareness.

Question: How are you and your peers that are seniors preparing for the next chapter of your lives? Is it a race out the door? Is it that you want to travel? What are your next steps?

Hafener said many peers are heading to four-year institutions, and that Maine’s free community college system has made higher education more accessible. Career and technical education (CTE) is growing, preparing students for fields like clean energy and medicine. Dual enrollment courses help students earn college credits in high school, making transitions smoother and more affordable. Chi added in Pennsylvania, many students follow the traditional path to four-year colleges. Efforts to expand access to higher education include a 10-year strategic plan and the governor’s initiatives. There are diverse educational pathways, including nontraditional students returning for further degrees, trade schools, and CTE.

Question: In the past, if students did not go to a four-year university or college, they were not reaching for the “North Star.” Now there seems to be a greater push to look at doing CTE. Is that the same in your states?

Hafener said Maine has seen a shift toward CTE due to the financial burden of four-year colleges, with students opting for associate degrees or direct workforce entry to avoid student debt. Chi added private school tuition can be exorbitant. In Pennsylvania, CTE addresses the teacher shortage by offering courses for aspiring teachers, encouraging more students to consider this career path. Ayoola highlighted Maryland’s strong CTE programs, though they face staffing and facility challenges. The focus has shifted to helping students find their purpose through various paths, including trade school, the workforce, a service year, or college. Maryland offers a service year option with financial assistance and mentorship for those interested in public service.

Question: Has the increased push for CTE resulted in an increase in graduation rates?

Ayoola shared Maryland has seen an increase in graduation rates, though it is unclear how much is due to CTE. CTE programs motivate students to attend school and even stay an extra year, boosting attendance and school pride. Chi said in Pennsylvania, different graduation pathways were introduced during the pandemic, making it hard to attribute increased graduation rates solely to CTE. Hafener concluded by adding Maine did not see an increase in graduation rates last year. The impact of CTE programs is hard to determine due to overlapping factors and a lack of clear data on CTE’s direct influence.

Question: Do assessments in general, and how people talk about their results, affect how you consider your education?

Ayoola shared many colleges went test-optional during the pandemic, though some are now reverting. Rather than assessments, there are other ways to show proficiency, especially given common test anxiety. Maryland is shifting away from using test scores as the primary success measure, instead using them to identify students needing support. Test scores should not define a student's abilities or potential. Hafener added over-assessment is a concern. While standardized tests have value, excessive reliance can narrow education and marginalize students with strengths in arts, trades, or technology. Assessments should be part of a broader evaluation framework. Chi said policymakers often focus on quantitative measures like test scores and graduation rates, whereas students prioritize socio-emotional impacts. Assessments do affect students' views of education, but this often reduces education to numbers, overlooking the broader context and humanity behind the statistics. A holistic approach should consider both quantitative data and socio-emotional aspects.

Question: Is there a way to leverage assessments to make positive change in education?

Chi said delayed assessment results are an issue, but Pennsylvania is moving to all-digital testing to enable quicker results. This allows families to review progress and teachers to promptly identify areas for improvement. Ayoola highlighted that data is crucial for driving educational change. Maryland's revised college and career readiness standards now include a 3.0 GPA and a passing grade in algebra, along with assessment scores. Assessment data can reveal significant disparities, such as higher suspension rates for Black students, which is crucial for addressing inequities. Hafener said beyond standardized test data, measures of student belonging and involvement should be included to provide a broader understanding of student success.

Question: Will AI take over the world?

Hafener shared while many have tried ChatGPT, its current limitations include accuracy issues. AI is not yet a major disruptor in education but has potential in data analysis and technology enhancement. Education should focus on critical-thinking activities. Chi added AI has already impacted the world, with tools like ChatGPT and Grammarly assisting with writing. AI could bring positive changes to education if used correctly. Ayoola concluded by saying AI has been around for over a decade, starting with Siri. Peers use ChatGPT for essays, which are easily detectable by teachers. It is seen as a supportive tool for teachers and enhancing learning, with the potential to alleviate teacher pressures and improve learning experiences.

Uswatte then opened the discussion up to the full Board.

Rafal-Baer asked the students for advice for the next generation and the Board, drawing on lessons from their experiences. Hafener responded by highlighting the negative impact of social

media on children and suggested delaying phones, which cause distractions and exacerbate mental health issues. He recommended schools consider becoming phone-free zones. He also suggested using grayscale mode to make phones less appealing.

Pope discussed the importance of twelfth-grade NAEP assessments and sought suggestions on how to encourage student participation to gather valuable data. Ayoola highlighted the challenge of adding another assessment for over-assessed students, especially near graduation. She suggested mindful timing and collaboration with districts to find workable solutions.

Marion noted the Board's challenge in collecting twelfth-grade assessment data and engaging a national sample of students. Chi acknowledged the difficulty of engaging seniors and emphasized that adding more tests at the end of the senior year may not yield meaningful results. She stressed the importance of timing in administering these assessments.

White noted the Tennessee legislature's debate on restricting phone use in classrooms statewide versus leaving it to individual schools and asked for thoughts. Hafener shared that state governance varies. He emphasized the educational benefits of phones, like augmented reality in science classes, and advocated for a flexible, district-level approach over a state mandate. Ayoola shared phone usage is not just a teenage issue. She noted that students respect teachers and subjects they care about and suggested that teachers and administrators should model limited phone use. She emphasized parental involvement in managing phone use and called for collaborative efforts between parents and teachers.

Darein Spann, a high school principal, asked for advice for incoming ninth graders. Hafener advises new students to stay curious, emphasizing the importance of asking questions and exploring new subjects. He also encouraged them to embrace their curiosity for opportunities and growth.

Nardi Routten, a fourth-grade teacher, asked the panel what led them to their roles in education policy and if they plan to enter politics to further education. Ayoola was inspired by her teachers and principal to pursue leadership roles, starting as a student member on her local school board. Later, she was appointed to the state board by the governor. She values the service aspect and believes diverse voices are crucial in decision-making. Chi had no initial interest in political science or law but was driven by witnessing education inequities in Mississippi. Moving to Pennsylvania inspired her to enhance education for students. She stressed the importance of government accessibility for young people and mentorship.

Solano-Flores asked the students about their dislikes with current test administration methods. Hafener highlighted the discomfort of handwriting, especially for writing-intensive exams. He noted the benefits of digital tests.

Shari Camhi asked the students what skills they think should be assessed. Chi emphasized the importance of assessing public speaking skills for self-advocacy, community advocacy, workplace communication, and building confidence in expressing ideas clearly.

Reynolds asked the panel about the future of education delivery systems and whether they will remain school-centric. Hafener affirmed that schools will remain central, emphasizing the importance of community and social skill development that in-person schooling provides. He noted that valuable life skills are best taught in a school setting. Ayoola stressed that education should extend beyond graduation. She emphasized the need for schools to teach independent thinking and lifelong learning.

Uswatte revisited the topic of twelfth-grade assessments for additional input. Ayoola suggested administering the assessments in phases throughout the school year to reduce the burden on students and emphasized careful scheduling to minimize disruption. Chi highlighted the importance of designing tests to focus on essential data and avoid fatigue.

The session concluded with a request for the students to share 10-second sound bites of advice. Hafener stressed involving students in discussions and suggested broader stakeholder engagement. Chi recommended inviting students to meetings and exploring opportunities for student Board membership, using social media for wider student engagement. Ayoola encouraged direct engagement with students, emphasizing the importance of understanding their perspectives through observation and conversation.

Committee Reports

Executive Committee: Alice Peisch summarized the Executive Committee meeting on May 1, noting valuable discussions on the Strategic Vision, budget, contracting information, and the formation of the Finance Working Group.

Assessment Development Committee: Cunningham noted that ADC reflected on the implementation of the March 2022 changes to the assessment framework development policy as applied to the recent update of the 2028 NAEP Science Assessment Framework. Key improvements included an initial comment period, more specificity in the Board charge to the panels, and increased engagement with the full Board. The committee is working on recommendations for further revising the current policy to move toward smaller, more frequent updates to frameworks using a formal monitoring process and a content advisory group. Staff will provide a tracked-changes version of the current policy for discussion at the next ADC meeting.

During the ADC meeting, Sharyn Rosenberg reported that the Social Studies Content Advisory Committee has formed, which serves as a proof of concept for the new framework process and will inform Board recommendations on potential updates to the NAEP U.S. History and Civics Frameworks.

Nomination Committee: McGregor reported on the Nomination Committee’s virtual meeting on May 6, 2024, which focused on three areas: (1) *Clarifying Language:* Approved changes to the website and promotional materials to clarify Board member categories, ensuring compliance with NAEP law. These changes, to be implemented in the 2025 cycle, include clarifying that nonpublic policymaker or administrator applicants must have K–12 education experience and requiring general public representative nominees to have community- or policy-based expertise in K–12 education and not be eligible to apply for other specific categories. Applicants for all categories should anticipate having standing in that category for the full four-year term for which they are applying; (2) *Application Changes:* The Board membership application now requires applicants to include their NAEP experience in their letter of interest and updates the race/ethnicity question to align with the new OMB directive. Recommendations for rating guidance will be addressed in the August meeting; (3) *Outreach Plan:* The 2025 nomination cycle includes five categories: elementary school principal, general public representative, testing and measurement expert, Republican governor, and Democrat governor. The outreach plan called for messaging emphasizing the Board’s work and goals, individualized outreach to key groups, social media promotion, email and newsletter distribution, and a Join the Board website. Perdue inquired about evaluating social media for applicants. McGregor confirmed and stated that it would be further discussed in August.

Committee on Standards, Design and Methodology: Marion explained that the NAEP Achievement Level Validity report under development involves defining performance-level interpretations, gathering supporting evidence, and examining counterevidence. This technical approach, led by contractors and COSDAM experts, aims to improve the clarity of information conveyed through achievement levels. The committee discussed enhancing communication around NAEP Achievement Levels by using NAEP’s item maps and released items to show what students know and can do at various levels. Marion stressed the importance of presenting information in an understandable way. The meeting also covered effect sizes, which compare score differences in a standardized manner to provide more nuanced information beyond binary statistical significance. However, effectively communicating effect sizes remains a challenge.

Research and Development Committee: West reported that the committee discussed updates on strategic communications, highlighting increased efforts since the last meeting, including three roundtables for researchers, partner organizations, and NCES colleagues to inform the 2024 NAEP data release. Laura LoGerfo is preparing a formal report, and it was suggested that all Board members be allowed to listen to future roundtables. The discussion also focused on private school participation in NAEP. Since 2013–14, private schools have not met the 70 percent participation rate required for separate reporting. NCES the committee discussed challenges in encouraging participation and efforts to combat lack of participation.

Finally, the session included a joint discussion with COSDAM on developing an interpretive guide to improve public understanding of NAEP results for the 2024 release. They identified key topics such as understanding score changes and statistical significance. The guide aims to help media and education leaders accurately interpret and communicate NAEP results.

National Center for Education Statistics Commissioner Update

Perdue introduced Carr to deliver her update on NCES activities and releases. Carr outlined Statistical Policy Directive No. 15, an OMB requirement for collecting race and ethnicity data, which was updated in 2024 to address data quality and outdated terminology. Changes include recognizing Middle Eastern and Northern African identities separately from white, refining Hispanic/Latino categories, and removing dated terms.

Carr explained the OMB's requirement for immediate implementation, with a transition plan due by September 25, 2025. The new format shifts from two questions to one, allowing respondents to select multiple racial and ethnic identities, improving data accuracy. Full implementation is required by March 28, 2029, despite challenges with third-party data collections (i.e., data collection from schools, postsecondary institutions, hospitals, policing agencies).

Carr also highlighted recent NCES data releases, including High School & Beyond baseline data, CTE data, and a report on K–12 school funding.

The Centers for Disease Control and Prevention and other agencies collaborated on data collection, including questions on brain injuries. Only 15 percent of schools reported excelling at college preparation, 32 percent of parents were concerned about bullying and cyberbullying, and less than 50 percent of schools felt they provided effective mental health services. Detailed results are available online. Upcoming modules include transportation, school emergency preparedness, and a follow-up on tutoring in May to assess changes within the school year. June will see repeats of 2022 modules to establish trendlines.

Carr also reported on K–12 school revenues and expenditures, highlighting federal, state, and local funding sources. Federal funding increased significantly due to COVID-19, while local and state funding slightly declined. NCES is collecting data for the next fiscal year to observe state and local responses as federal funds decrease. Per-pupil expenditure varies, with significant increases in states like North Carolina, Louisiana, and California. These data factor into Title I funding and other grant-based programs supporting low-income students and specific education initiatives.

Carr discussed the Condition of Education, NCES's annual compilation of U.S. education data, produced since 1867 and due to Congress every June 1. The Condition of Education will also feature CTE data, showing its growth and outcomes for K–12 and postsecondary students. She also highlighted the National Household Education Survey (NHES), which collects unique data on student and adult education, including homeschooling.

NCES collects various data beyond assessments, including the Common Core of Data for public schools; ED*Facts* data on Title I, Title II, the Individuals with Disabilities Education Act, and English language learners; and the Integrated Postsecondary Education Data System.

Carr concluded by presenting the latest dashboard from the Digest of Education Statistics, a compendium of thousands of tables spanning decades. The dashboard allows exploration of public and private school enrollment by state and drilling into data collections, including reading and math assessments and graduation rates. Users can view graduation rates by student characteristics, such as race, ethnicity, and socioeconomic status, and examine trends over time. This tool provides comprehensive, state-specific educational data, accessible through detailed tables and visualizations.

Perdue opened the floor to questions for Carr. Uswatte inquired about the new race categories, specifically why a “select all” option was chosen over a single mixed-race category. She questioned whether a student selecting multiple races would be counted in multiple categories. Carr confirmed that students would indeed be counted in each selected category.

AI and Large-Scale Assessment: Perspectives from the Programme for International Student Assessment

Perdue introduced Schleicher to present PISA’s use of AI. Schleicher expressed gratitude and highlighted three main topics to be covered in his presentation: (1) adapting assessments to capture new areas relevant in the AI age, (2) reflections on what learning in the AI age entails, and (3) current developments in PISA using AI to enhance assessments.

Schleicher discussed AI’s limitations in education, particularly in PISA assessments that need to consider students from across the globe. Using Japan as an example, he highlighted that Japanese students excel in math, science, and reading but struggle with psychological well-being and social-emotional skills, contrasting with the United States, which performs well in reading but poorly in math. U.S. students show good interest and agency compared to Japan, but low happiness. Denmark was noted for excelling both academically and in student well-being and agency.

The upcoming PISA assessment will emphasize AI literacy, focusing on cognitive, emotional, and social skills to assess, analyze, evaluate, create, reflect, and engage with online media. Students will use tools like tailored browsers, email, chat applications, and social media to simulate real-world tasks, such as compiling information or evaluating chatbot responses.

Schleicher noted AI’s role in learning, acknowledging ongoing issues like transparency in information sources but suggested these can be addressed. AI tools like ChatGPT will improve in providing human-like responses. Long-term considerations include AI’s potential to influence human bias, which must be factored into designing learning and assessment tools.

Schleicher highlighted AI’s potential to personalize learning by adapting to individual styles, making education more relevant and interactive. Virtual reality can enhance engagement through immersive scenarios, and blended reality can transform assessments by integrating real-time content, reducing extensive pre-reading. Learning analytics planned for 2025 will provide insights into learning strategies by analyzing students’ processes.

He emphasized technology's potential to reintegrate learning and assessment, offering immediate feedback. While AI offers opportunities for personalized learning and reducing inequalities, it also poses challenges around ethics and equity. Effective personalization must be scalable with technology, compelling the development and implementation of standards, guidelines, and awareness of responsible AI use in education.

Schleicher shared plans for the 2025 PISA assessment to enhance student experiences with innovative tasks. Students will analyze data, conduct experiments, and develop computational artifacts, while the assessment evaluates their persistence, motivation, task engagement, self-reflection, and progress monitoring. Initial feedback has been positive. If successful at the 2025 PISA administration, these innovations may expand in future assessments.

The new PISA component being piloted introduces interactive tasks to engage students in learning new concepts. It includes 50 minutes of tasks and ends with a reflection period. This approach is more engaging and interactive than traditional tasks, by evaluating students' ability to engage in computational and scientific inquiry, problem analysis and solving, pattern recognition, and tool use. The students conduct experiments, analyze data, and develop computational artifacts, with a focus on practical application, reflection, and adaptation.

The PISA assessment uses intelligent tools, allowing students to demonstrate underlying thinking skills through authentic learning experiences. Tasks are open-ended, challenging, and cater to a range of abilities, focusing on the process rather than just correct answers. Post-assessment analysis will refine the assessment process based on student reflections on their motivation and feelings about the tasks.

A pilot study was conducted in March 2022, and all nine units were piloted in five countries last year. This year, the nine units will be scaled and administered in all participating countries. If successful, data collection will continue in 2025, with results of the study released in 2026. Following this, the AI assessment would go operational after this larger-scale study.

Peisch opened the floor to questions.

Rafal-Baer asked about addressing AI access, quality, and literacy practices among the 81 participating countries. Schleicher acknowledged challenges from variable students' abilities and experiences. Some countries still use paper-based tests, but AI could simplify access issues by leveraging existing school infrastructure and adapting to each country's technological context.

Marion inquired about the validity evidence for incorporating AI literacy into traditional assessments. Schleicher confirmed that trials and a main study are underway, with comprehensive analysis expected by the end of 2026 to determine feasibility and understand variability across countries.

Solano-Flores asked about a formal framework for using AI in assessments. Schleicher confirmed a collaborative AI framework was developed with input from participating countries, overseen by the PISA Governing Board. The AI assessment is planned for 2029, with ample time for refinement.

Cramer asked about assessing the ability to distinguish between fake and real information. Schleicher explained that their assessments test students' awareness of potentially incorrect information and their intuition to verify it, emphasizing critical content consumption.

West inquired about AI integration in PISA's item development and scoring. Schleicher noted AI's proven benefits for certain questions but said further exploration is needed to determine its full implementation in item development across countries.

Reynolds asked about the risks and benefits of using AI for cost savings in assessment development. Schleicher highlighted AI's benefits, especially in scoring, where it can mitigate human biases. He expressed confidence in AI's ability to provide less biased and more advanced information, though he stressed the need for careful monitoring of AI outputs.¹

Solano-Flores inquired about the political impact of incorporating AI into PISA assessments. Schleicher explained measures to separate the AI component from the rest of PISA to avoid misinterpretations or controversies. He emphasized monitoring and communication to manage potential concerns, noting the importance of navigating political sensitivities to foster constructive debates on AI in assessments.

Looking Ahead to the August Board Meeting in Boston, MA

Peisch announced the upcoming quarterly meeting of the Board in Boston, scheduled for August 7–9 at the Colonnade Hotel. She discussed preliminary plans to ensure a productive meeting and a pleasant visit to Boston, including arrangements for accommodations and social events. Peisch will provide additional information and updates as planning progresses, inviting questions from anyone needing assistance.

Revisiting the Presentation on the Strategic Vision

Perdue invited members to share additional thoughts and questions regarding the Strategic Vision.

¹ Schleicher's response to the Board was not consistent with NCES's experiences with automated scoring. NCES has investigated this issue since late 2021, beginning with the Automated Scoring Challenge for Reading.

Automated scoring systems can inadvertently reproduce human biases if they are trained on a dataset that contains biased human scores. Additionally, if the training samples for the automated scoring engines do not represent the full range of student abilities and backgrounds, the system may be biased toward the groups overrepresented in the training data. This may be particularly true for automated scoring models that use generative AI in their training process.

Rafal-Baer advised focusing on the most critical aspects to maximize potential without overwhelming them. She highlighted Schleicher's insights on AI's evolving impact on tasks and workload, urging strategic directions to ease responsibilities over time. Solano-Flores emphasized gathering top-tier data on student learning content, noting discrepancies in instruction that impact score validity. He advocated for prioritizing data collection for accurate score interpretation.

Marion differentiated between a Strategic Vision and a strategic plan, emphasizing the need for actionable steps, progress monitoring, and resource allocation. He stressed clarity and specificity in the Strategic Vision, balanced with flexibility in implementation.

West called for refining existing material coherently rather than discarding it, suggesting aligning the Strategic Vision with organizational authority for realistic goals. Cramer suggested considering how NAEP could adapt beyond current areas of authority, emphasizing future relevance and use, which might require adjustments.

Perdue clarified that the intent was not a complete restart but to share ideas, suggesting a second section in the Strategic Vision for aspirations beyond statutory authority. McGregor highlighted the importance of capturing discussion ideas for strategic review, suggesting immediate implementation of some ideas alongside longer-term initiatives.

Update and Discussion on Administration of NAEP 2024

Perdue introduced Carr to lead the update and discussion on the administration of NAEP 2024. Carr explained that the 2024 NAEP administration faced scheduling challenges but successfully conducted assessments in reading and math (fourth and eighth grade) at the national and state levels, in addition to for the Trial Urban District Assessments. The twelfth-grade reading and math assessments and the eighth-grade science assessment were administered at the national level. Pilot tests for the updated math and reading frameworks were integrated with operational assessments.

A school-based equipment proof of concept was conducted, with NAEP transitioning successfully to an online format. The eNAEP platform's effectiveness garnered PISA's interest as it plans to go online in 2025. NAEP implemented automated scoring for cognitive items.

Daniel McGrath reported positive outcomes from the data collection, noting significant advancements with online administration and Chromebooks, which saved costs and streamlined field staffing. Automated scoring saw its first large-scale trial. In addition, NAEP successfully connected to school Wi-Fi in 71 percent of schools (using NAEP-provided routers in the remaining schools) and attained a 97 percent success rate in online administration.

McGrath explained that NAEP analysis will start in June, running longer due to the switch from Surface Pros to Chromebooks, with reports of results expected in January 2025.

The school-based equipment proof of concept involved 50 schools and 2,250 students, testing the use of school devices for NAEP administration. This initiative, involving five jurisdictions, provided valuable data for future improvements. Key findings from the proof of concept showed the eNAEP version successfully operating on both Windows and Chrome devices, overcoming a crucial hurdle. The app installation process on school devices focused on automation for efficiency by showing the potential for administering assessments to larger groups online, suggesting a shift from traditional methods to more streamlined online administration.

Plans for future NAEP administrations include a significant field test next year, utilizing school devices and Wi-Fi, with operational use slated for 2026. Surveys are assessing schools' technological readiness, particularly with touch-based devices, with changes in funding potentially affecting technology access in schools.


Carr addressed concerns about measuring U.S. student performance, especially with perceptions of a shift from public to private schools. Since 2015, most private schools have not met the 70 percent NAEP participation rate. Although Catholic schools also fell short in 2022, a nonresponse bias analysis confirmed the validity and quality of the data for the Catholic schools. Carr discussed the implications of low private school participation, citing reasons such as perceived lack of value, resource constraints, and religious or philosophical objections, including opposition to technology use.

She explored whether students leaving public schools were transitioning to private schools, noting that while private school proportions increased slightly, they did not fully compensate for the public school enrollment decline. Evidence suggests an uptick in enrollment in nontraditional institutions such as home schools and virtual schools, which NAEP does not assess, though some information is captured through surveys such as NHES.

Carr presented data on broader population changes in the United States, indicating a decline in certain age cohorts since around 2007 due to decreasing birth rates. Monitoring virtual schools and awaiting NHES data will provide additional insights into student enrollment trends.

Day 2 of the National Assessment Governing Board Quarterly Meeting went off record at 12:58 p.m, EDT.

I certify the accuracy of these minutes.



7/19/2024

National Assessment Governing Board
Assessment Development Committee
Report of May 16, 2024

OPEN SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Viola Garcia, Reginald McGregor, Nardi Routten, Dil Uswatte.

Assessment Development Committee Members Absent: Shari Camhi.

National Assessment Governing Board Staff: Sharyn Rosenberg.

National Center for Education Statistics (NCES): Eunice Greer, Dana Kelly.

Other attendees:

Educational Testing Service (ETS): Terran Brown; **Manhattan Strategies Group (MSG):** Melissa Spade Cristler; **U.S. Department of Education:** Maureen Dowling; **WestEd:** Mark Loveland; **Westat:** Jacquie Hogan.

Welcome

The Assessment Development Committee met in open session on Thursday, May 16, from 3:30 – 5:10 pm (EDT). Chair Patrick Kelly called the meeting to order at 3:30 pm EDT. He noted that most of the meeting was focused on discussions about assessments frameworks, and that time was reserved at the end of the meeting for any other comments from members.

Lessons Learned from Update of 2028 NAEP Science Assessment Framework

Kelly began the first session by noting that the Board adopted an updated assessment framework development policy in March 2022, and the new policy was implemented for the first time with the recent update of the 2028 NAEP Science Assessment Framework. The purpose of this session was to reflect on how well the policy changes worked in practice, and whether additional changes to the policy and procedures should be considered.

Assistant Director for Assessment Development Sharyn Rosenberg stated that from her perspective, the following changes to the policy worked well in practice: (1) conducting initial public comment on whether and how the current framework should be changed; (2) providing greater specificity in the Board charge to framework panels; (3) conducting an open call for panelist nominations hosted by the Governing Board; and (4) engaging in more frequent discussion with the full Board throughout the framework development

process. In terms of the addition of the Educator Advisory Committee (EAC), Rosenberg noted that this was a positive change but she felt that the group was somewhat underutilized. In terms of the Steering Panel, Rosenberg stated that the name change (from Visioning Panel) was useful but she felt that the overall role of this group was somewhat unclear and may need to be reconceptualized.

Rosenberg then described several other changes that were made to the assessment framework development procedures although not explicitly called for by the policy: (1) having a Panel Leadership Team rather than a single Panel Chair; (2) focusing the panel efforts on a framework outline rather than wordsmithing the narrative text; (3) conducting public comment on a working draft earlier in the process; (4) using a structured feedback form to collect public comment; (5) placing greater emphasis on the role of the Governing Board throughout the process; (6) seeking input from strategic communications experts; (7) including ADC leadership in framework panel meetings; and (8) relying on a consensus document (i.e., the NRC Framework for K-12 Science Education) as a foundation for the framework update. Rosenberg noted that all of these procedural changes were very helpful, although the last two may not always be feasible.

Rosenberg noted that feedback from stakeholders was generally very positive, although more time was requested for providing panelist nominations and public comment. Rosenberg reminded ADC members of how long the process was already, beginning with public comment on the previous framework in August 2021 and culminating with adoption of the Assessment and Item Specifications in January 2024. Some stakeholders also requested clearer definition of roles among the many different framework participants.

Rosenberg wrapped up the presentation with the following staff recommendations: (1) consider making the Panel Leadership Team an explicit part of the policy statement; (2) reconsider the role of the Steering Panel in light of ongoing discussions about incorporating a role for a Content Advisory Group; (3) describe other process changes in a forthcoming procedures manual rather than the policy statement; and (4) articulate a clearer role (in a procedures manual and future procurements) for the Educator Advisory Committee.

ADC members were supportive of the staff recommendations and attributed much of the success of the science framework update to the policy and procedural changes. They noted that the Panel Leadership Team members complemented each other well, and this was a very successful aspect of the work. They also suggested that staff ask the science EAC members to reflect on their experience as a means of refining the role for that group in future projects.

Considerations for Assessment Framework Development Policy and Procedures

Next, Kelly explained that the Committee was going to take a step back and revisit discussions that had begun the previous year. There is a desire to develop a nimbler

process for updating NAEP assessment frameworks in order to make smaller changes more frequently rather than waiting 10 years or more to make large changes.

Rosenberg noted that in order to move towards a nimbler process for framework updates, three major things are needed: (1) a process for conducting ongoing monitoring of a field and potential implications for NAEP frameworks; (2) a clear distinction between “minor changes” and “moderate or major changes” to frameworks; and (3) an abbreviated process for carrying out minor changes to frameworks. Content advisory groups have been proposed as a means for conducting ongoing monitoring, such as by meeting 1-2 times per year to advise the Board on the current status of a field. The possibility of relying on content advisory groups to carry out minor changes to frameworks has also been put forth as a potential suggestion.

In terms of defining the distinction between minor changes and moderate or major changes, Rosenberg offered some potential examples of each as a means of working towards a more general definition. For example, minor changes might include eliminating concept maps from the 2009 NAEP Science Framework (because the item type was not feasible to implement) and removing a small number of data analysis and probability objectives from grade 4 in the 2009 NAEP Mathematics Framework to align with current instructional practices. On the other hand, introducing mathematical practices in the 2026 NAEP Mathematics Frameworks and requiring contexts and phenomena for the 2028 NAEP Science Framework would be examples of moderate or major changes. Rosenberg noted that these examples were developed from the perspective of the framework update process, and that NCES would need to be consulted about whether the operational impacts of framework changes were likely to be minor or major (in terms of implications for item development and maintenance of trend lines).

In terms of next steps, Rosenberg proposed to develop a tracked changes version of the current assessment framework policy statement for ADC discussion at the August meeting. She also noted that the pilot of the Social Studies Content Advisory Group should contribute to the refinement of the role of content advisory groups generally.

ADC members reflected on the appropriate composition of content advisory groups including the role of educators versus other subject-matter experts; they noted that it may vary by subject and some flexibility is needed. They also discussed how specific the policy should be about the selection process for content advisory group members, and about decisions such as how many content advisory group members may be eligible to serve on framework development panels for moderate or major updates. Content advisory groups would make framework recommendations to ADC, which would then decide whether and how to take those recommendations forward to the full Board, but more thought is needed on the specifics of this process including how ADC engages with the content advisory groups on an ongoing basis.

In terms of developing a distinction between minor updates and moderate or major updates to frameworks, Kelly suggested that a moderate or major update either: (1)

poses a significant threat to current trendlines; (2) reacts to a major change in the field (such as the role of calculators in mathematics or the role of artificial intelligence in writing); or (3) is likely to have a major budgetary impact in terms of the number of new items that would need to be developed to operationalize the changes to the framework.

Additional considerations raised during the discussion include considering how to prioritize work if several content advisory groups recommend major framework updates at the same time. Furthermore, if several years go by with content advisory groups recommending no changes, should the Board consider seeking broader public comment on whether updates are needed? How often should the membership of content advisory groups be changed to balance stability with new perspectives?

Update on Social Studies Content Advisory Group

Kelly reminded ADC members that the Social Studies Content Advisory Group is intended to serve two purposes: (1) to pilot the concept of content advisory groups generally, in a limited way; and (2) to help synthesize the “pre-work” stage of the framework development process for the next planned updates to the 2030 NAEP U.S. History and Civics Assessment Frameworks, that is, the beginning phase of the work that precedes the Board adoption of an official charge to framework panels.

Rosenberg reported that it had taken a bit longer than anticipated to establish this group, but she was pleased that the work was finally beginning. She reviewed the group members (also included in the advance materials) and noted that the first activity would be an orientation session to be held virtually in mid-June. The group is contracted to participate in four half-day virtual meetings beginning this summer/fall and to consult with Board staff and ADC members as needed.

ADC members expressed excitement and support for the planned work and indicated that they look forward to the group’s recommendations.

Member Discussion

Finally, Kelly noted that he had requested time on the ADC agenda for members to raise any other questions or comments, similar to the Board Chair’s use of this practice in the plenary session. There was a request for archival materials on recurring ADC topics, such as a folder for past ADC materials and minutes on the member site.

The meeting adjourned at 5:10 pm EDT.

I certify the accuracy of these minutes.



Patrick Kelly, Chair

July 8, 2024

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of May 16, 2024

OPEN SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Alice Peisch (Vice Chair), Michelle Cantu-Willson, Jhone Ebert, Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

National Center for Education Statistics (NCES): Daniel McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Enis Dogan.

Other attendees:

American Institutes for Research (AIR): Yifan Bai. Educational Testing Service (ETS): Jay Campbell. Lerner Communications: Nancy Zuckerbrod. Manhattan Strategy Group (MSG): Joanne Lim. Westat: Kavemuii Murangi.

The Committee on Standards, Design and Methodology (COSDAM) met in open session on Thursday, May 16, 2024. Chair Suzanne Lane (Chair) called the meeting to order at 3:30 pm EDT.

Lane welcomed the group and provided an overview of the agenda. The first hour of the meeting would be COSDAM only, and the second hour a joint meeting with the Reporting and Dissemination (R&D) committee. One of the goals of the COSDAM-only portion of the meeting was to summarize prior discussions of achievement levels communications, effect sizes, and statistical significance to prepare for the discussion with R&D. A second purpose was to provide an update on the development of the NAEP Achievement Levels Validity Argument and offer an opportunity for general COSDAM feedback.

NAEP Achievement Levels Activities: Interpretations and Intended Audiences

Lane reminded COSDAM members that the National Academies of Sciences, Engineering, and Medicine (NASEM) included recommendations in their 2017 evaluation of NAEP achievement levels to better document and communicate the NAEP Achievement Levels. The Board has identified two types of documents to achieve these goals. First, the NAEP Achievement Levels Validity Argument is under development to provide technical documentation to synthesize existing validity evidence and provide appropriate and inappropriate uses and interpretations. Lane explained that the validity argument is the primary responsibility of COSDAM and is under development by the Board's technical services contractor.

Second, there is a need to better communicate interpretations of NAEP Achievement Levels with a wide audience. COSDAM and R&D members have had prior discussions about the likely audiences for such communications, and discussed the need to be clear and concise, avoiding technical jargon. Lane presented an example of a communications document developed for the 2023 release of NAEP U.S. History and Civics data as an example. Developing a communications strategy around achievement levels is a joint responsibility of COSDAM and R&D, and would be discussed further at the joint meeting.

Jane Swift expressed that as a parent and layperson, she finds presentation of items and the percent correct on the items as the easiest way to understand student abilities for the purpose of communications strategies. Lane Cautioned that when doing so, it is important to relay the limitations of a single item, and this information could be included in addition to other achievement information (e.g., the Reporting ALDs), and may be presented to show progression across levels. Swift agreed with showing progression and suggested selecting one strand to present across the levels.

Swift next inquired about whether it possible to extrapolate real world situations to the achievement levels – for example, students care about job security. This could help more stakeholders understand why having a gold standard is important. Scott Marion and Lane noted the complications of making such extrapolations, and Lane reported that even job-specific certification exams have limitations to making these extrapolations for their fields. She expressed that example items are likely the best option for enhancing meaning for the purpose of achievement levels communications for a wide audience. Marion agreed, noting teachers understand items well. Guillermo Solano-Flores expressed that The Programme for International Student Assessment (PISA) measures the types of skills that might be more in line with this type of extrapolation, but still likely beyond what is possible.

Swift offered that it may be beneficial to go to the National Governor’s Association (NGA) to better understand what would be most helpful to them. Particularly working with their staff – as it is the staff who work through information and identify what to pass along to the governors.

Lane next focused in on the Validity Argument. She reported that a final draft will be ready for COSDAM review in June, and a contract will soon be finalized to allow two external experts to conduct a review as well. She noted that at the same time as this review, the draft will also be sent to the National Center of Education Statistics (NCES), and they may choose to extend their review to their NAEP Validity Studies (NVS) panel members.

Lane shared that the Board’s technical services contractor is currently working to finalize a draft of the final section of the report, which includes appropriate and inappropriate uses of NAEP Achievement Levels based on the evaluation evidence presented in the earlier chapters. She presented a high-level overview of the

appropriate and inappropriate uses that were to be incorporated into the draft, and offered the opportunity for COSDAM members to weigh in.

Marion expressed that the Validity Argument will be valuable to pass along to Dr. Peggy Carr to present what evidence is available, and for her to consider what else is needed. Solanos-Flores suggested adding a narrative to express our justification for selecting the validity argument and the types of evidence we have collected over time. He noted the presentation should make it easy to identify where we have strong evidence, and where there may be gaps. COSDAM members agreed with this suggestion.

Marion expressed that we should ensure the documentation is clear that it is inappropriate to attach any achievement level to grade level.

COSDAM Discussion of Effect Sizes and Practical Significance

Lane next provided background on statistical significance, and computing effect sizes as a measure of practical significance.

Lane described that when NCES reports NAEP score differences or changes they also include whether the difference is statistically significant. Statistical significance indicates whether a change observed in a sample represents a real change in the population using a set confidence level. NAEP uses a 95% confidence level, which is widely accepted in education contexts. Statistical significance is a dichotomous measure and does not provide information on the size of the change or difference. It is sensitive to sample size, which can sometimes be confusing. For example, at the national level differences between NAEP scores from one administration to the next are found significant with only a one-point change, whereas some state-level changes, with much smaller samples, a 3-point change are not.

COSDAM has had prior discussions regarding whether it would be helpful to incorporate effect sizes, or at least present score variability (e.g., standard deviations) to help define the size of the score differences. Lane explained that effect sizes are computed based on the size of the difference between two scores and incorporate the standard deviations of the two compared samples. A large difference with small standard deviations will have a larger effect size than smaller differences with large standard deviations. The effect size indicates how many standard deviations apart the two scores are.

Unlike statistical significance, there is no consensus regarding what threshold constitutes a meaningful effect size in an assessment like NAEP. The R&D committee and NCES have recommended against reporting effect sizes along with NAEP data in general as they are likely not interpretable outside the research community.

Lane shared examples of what it could look like if effect sizes were presented along with NAEP data. The data shown were at the national level and all differences were

statistically significant, but the size of differences varied, and the effect sizes were widely different.

Lane wrapped up the presentation rehashing prior COSDAM discussions and conclusions. COSDAM has recognized that it can be difficult to have the full picture of what score differences mean using statistical significance alone. COSDAM members had expressed in the past that incorporating effect sizes, or at least standard deviations, along with differences within reporting could help aid interpretations. However, COSDAM recognizes incorporating effect sizes would require developing guidance and identifying thresholds appropriate to NAEP. They have acknowledged effect sizes may be best included in some sort of supplement for researchers.

When COSDAM joins R&D the discussion will consider how some of these concerns might be addressed in an interpretive guide; however, the target audience will not be researchers and so this may not be the space to incorporate effect sizes specifically, but rather focus on the interpretability of statistical significance.

Enis Dogan of NCES noted concern about effect size interpretations and expressed that sensitivity to sample size (for statistical significance testing) is not a bad thing, as increased samples increase our confidence in results. Lane understood his point, however, stated that NAEP uses careful sampling and does not report out when the sample sizes do not reach a predefined threshold; thus, reducing the chance for errors. Dogan suggested if effect sizes were to be reported it may be best to include confidence intervals around the effect sizes to clarify there is uncertainty of the exact correct effect. He also expressed concern with reporting effect sizes for non-statistically significant results, noting it would be meaningful to speak of the magnitude of change only when the difference is statistically significant. Marion chimed in that the statistical significance threshold is also arbitrary, and dichotomous. He agreed that starting out with only reporting effect sizes for statistically significant results as a compromise. Solanos-Flores added that COSDAM should think about why it may be misleading to rely on only one measure.

Dogan reported that he had recently put in a draft proposal to include a measure of variability when reporting out NAEP scale scores; however, there are many reviews before the final version is accepted. COSDAM members expressed hope that these would be incorporated, and Marion suggested box and whisker plots could be beneficial.

**National Assessment Governing Board
Joint Meeting of the Reporting and Dissemination Committee
and the Committee on Standards, Design and Methodology
Report of May 16, 2024**

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Alice Peisch (Vice Chair), Michelle Cantu-Willson, Jhone Ebert, Scott Marion, Michael Pope, Guillermo Solano-Flores.

Reporting and Dissemination Committee (R&D) Members: Marty West (Chair), Julia Rafal-Baer (Vice Chair), Tyler Cramer, Angélica Infante-Green, Anna King, Ron Reynolds, Darein Spann, Mark White.

National Assessment Governing Board Staff: Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Lesley Muldoon, Elizabeth Schneider.

National Center for Education Statistics (NCES) Staff: Gina Broxterman, Enis Dogan, Daniel McGrath, Vanessa Tesoriero, Ebony Walton, William Ward, Grady Wilburn.

Institute of Education Sciences: Matthew Soldner.

U.S. Department of Education: Maureen Dowling

Other attendees: American Institutes for Research (AIR): Yifan Bow, Cadille Hemphill. Educational Testing Service (ETS): Jay Campbell, Robert Finnegan. Lerner Communications: Michelle Lerner, Nancy Zuckerbrod. Manhattan Strategy Group (MSG): David Hoff, Joanne Lim, Ying Zhang. Westat: Lauren Byrne, Michael Fassbach, Marcie Hickman, Tom Krenzke, Kavemuii Muwangi, Lisa Rodriguez.

Joint Meeting with Committee on Standards, Design and Methodology (COSDAM): Considering an Interpretive Guide

R&D Chair Marty West and COSDAM Chair Suzanne Lane called the joint meeting of their two committees to order at 4:32 pm EDT. The purpose of this meeting was to develop an outline, scope, and approach to an interpretive guide for the 2024 NAEP results, to be produced by the Governing Board, in collaboration with NCES.

West explained this rationale for the joint meeting and outlined what the R&D Committee has discussed and accomplished on this topic over the last year. Guest presenters at R&D include Andrew Ho who advocated for measuring change on NAEP by units of time and Brian Gill who explained his preference for a Bayesian approach to measuring the magnitude of score changes. The committee also learned insights from Ebony Walton of NCES about constraints that NCES as a federal statistical agency must manage when reporting NAEP results. West pointed out that the interpretive guide available on NCES' website is exceptionally thorough and clear, but not readily accessible by a reporter or layperson. Generally, the committee has focused on improving the interpretation of NAEP results and helping stakeholders understand what changes in scores over time mean.

Lane then discussed COSDAM's work on improving the interpretation and use of achievement levels, distinguishing *NAEP Basic* and *NAEP Proficient* and what those labels mean for setting appropriate academic expectations. COSDAM members appreciate the need to connect achievement levels to actual skills, and to elevate the discussion from specific NAEP items to higher-level skills such as comprehension, etc. COSDAM deems two types of information useful to communications: (1) proper/improper interpretations, which will be explicated in a validity argument document prepared by the Board's contractor MSG and (2) a document that describes achievement levels in terms of knowledge and skills, tapping NAEP item maps.

In addition, COSDAM members have deliberated on statistical significance and have considered whether additional information should be reported with score differences to add context. They believe that NAEP should publish sample sizes and standard deviations, which would provide variability data and allow researchers to compute effect sizes.

To kick off the discussion, Cramer asked if NAEP is purposefully leaning in the direction of explaining results in terms of years and months of learning. Cramer confessed to loving those approaches, because nearly everyone uses and grasps those units instinctively. West admitted that he used that same language in interviews, because time is easy for people to understand the meaning of a change or difference. Since people interpret the results in those units of time by default, perhaps real value emerges in taking a proactive approach. David Thissen, who contributes to the NAEP Validity Studies panel, illustrated when such reporting is more and less appropriate.

Scott Marion of COSDAM observed that learning is not linear, so months of learning may not be the most comprehensible unit of measurement. He urged the Board to convene a focus group to determine what metrics may be most useful with desired audiences, whether effect sizes or a color system of red/green/yellow to match how dire results are. Marion also encouraged NAEP to engage in a continuous review and improvement process, monitoring whether people start using NAEP data differently due to this change. Julia Rafal-Baer asked Marion if NAEP did start reporting effect sizes, what would mark its success?

Then she broadened the question to ask what evidence the Board should seek to determine if the interpretive guide yields any impact. In response to Rafal-Baer, Lane suggested asking journalists how they interpret the results and then the Board and NCES can determine if misinterpretations abate after the introduction of the guide. West elaborated on this point by proposing focus groups with media, with district and state leaders, and with national groups to learn how best to present this information.

Michael Pope asked a general question about the eventual goal of the interpretive guide. NCES Commissioner Peggy Carr explained that such a guide would benefit stakeholders but observed that producing an effective one requires immense effort. Indeed, NAEP never equates a 10-point change with a grade level or in terms of time, but they also never stop others from using that same language. A guide could help to

reconcile these two stances. Reynolds wondered if the Board could use artificial intelligence to draft the guide before vetting by stakeholders.

The plan is to disseminate the guide through webinars with organizations and stakeholders, similar to the approach taken with preparatory activities for the 2022 NAEP release. Infante-Green considers this work as a means to communicate with the community at large, to think about education as a national issue, to connect with other assessment systems, and to consider how NAEP aligns—or does not align—with state assessment results. She also counseled the Board to view reporters as useful but also risky, in that if they do not understand results, their articles and posts may counter the Board’s intentions. Marion agreed and noted that local reporters change jobs and desks very often, so they pose a unique challenge in learning the ways of NAEP.

Willie Solano-Flores inquired whether NCES or the Board has ever trained a select group of reporters on how to use NAEP data and interpret results. Perhaps journalists would be incentivized to participate in such a training if they received a certificate or early access to data releases.

To conclude the discussion, West summarized the aspects of the interpretive guide on which the two committees agreed. The scope of the guide should cover (1) magnitude - bringing meaning to the size of score differences; (2) issues of statistical significance - helping distinguish between a difference which does not achieve statistical significance and a finding of no difference; (3) achievement levels - linking levels to skills and knowledge; (4) highlighting purposes of NAEP relative to state assessments and where the two intersect; and (5) perhaps providing sample sizes and standard deviations so specific audiences can calculate effect sizes. The general audiences targeted by this guide will be journalists/media and system leaders of states and school districts that participate in NAEP and must talk about results responsibly.

West thanked the presenters and adjourned the meeting at 5:30 pm EDT.

I certify the accuracy of these minutes.



Suzanne Lane, Chair

07/10/2024

Date

National Assessment Governing Board

Executive Committee Meeting

Report of May 1, 2024

OPEN SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Suzanne Lane, Reginald McGregor, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Lisa Ashe, Michelle Cantu-Wilson, Viola Garcia, Angelica Infante-Green, Anna King, Scott Marion, Michael Pope, Matthew Soldner, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Sharyn Rosenberg, Angela Scott.

National Center for Education Statistics (NCES) Staff: Peggy Carr (Commissioner), Dan McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Tammie Adams, Gina Broxterman, Jing Chen, Brian Cramer, Jamie Deaton, Alison Deigan, Enis Dogan, Pat Etienne, Dana Kelly, Shawn Kline, Nadia McLaughlin, Gabrielle Merken, Emmanuel Sikali, Holly Spurlock, Ebony Walton, Yan Wang.

Other attendees:

American Institutes for Research (AIR): Markus Broer, Kim Gattis, Young Yee Kim; CRP, Inc.: Renee Palmer; digiLEARN: Myra Best; Educational Testing Service (ETS): Terran Brown, Jay Campbell, Peter Ciemins, Amy Dresher; Hager Sharp: James Elias, Kathleen Manzo; Lerner Communications: Michelle Lerner; Manhattan Strategy Group (MSG): Adrian Larbi-Cherif; Pearson: Scott Becker, Pat Stearns; The Silimeo Group: Debra Silimeo; Westat: Greg Binzer, Jacqui Hogan, Kavemuii Murangi, Lisa Rodriguez.

The Executive Committee met virtually (via Zoom) from 2:00 – 4:00 pm ET. The session was called to order by Governor Beverly Perdue, Chair, at 2:00 pm ET.

Perdue provided welcoming remarks, thanking Mark White for hosting such an exceptional meeting in March, and thanking Board members for participating since the March meeting in individual interviews with former Board member and consultant Terry Mazany about the strategic vision refresh.

Lesley Muldoon outlined the agenda for the May Board Meeting. She noted that the Ad Hoc Committee on Artificial Intelligence will have 11 members, 10 Board members and the NCES Commissioner as an Ex Officio member. She thanked Ron Reynolds and

Suzanne Lane for taking on responsibility as Chair and Vice Chair, respectively, of the committee, and she reviewed the charge for the committee.

Muldoon provided an update on several roundtable conversations that Board staff have held recently with various stakeholders in preparation for the 2024 Report Card release. She noted that Board staff and NCES met in January to prepare and consider lessons learned and lost messages from the 2022 release, the identification of which led to several media stories. In February, a roundtable was held with representatives from the Council of Chief State School Officers, the Council of Great City Schools, and the Education Commission of the States, to discuss state and district leader needs related to the upcoming release as well as lost messages from the last release. In March, a roundtable took place with researcher and policy leaders. She noted that the Reporting and Dissemination Committee will discuss these ideas as well as some emerging from the strategic visioning process at their May meeting. She thanked Laura LoGerfo for her leadership on the roundtables. Tyler Cramer asked that information from the roundtables be shared with all Board members and it was noted that they would be.

Muldoon reviewed the timeline for the refresh of the Board's strategic vision, noting that Mazany has already met with more than half of Board members for one-on-one discussions about the strategic vision and that staff are working to incorporate ideas from those conversations as well as from the small group discussions at the March meeting into a revised draft. She thanked NCEES for their review and input. She asked that members with any substantive feedback on the new draft, which will be sent to Board members the following week, be shared ahead of the meeting so that the conversation can be best structured.

Mazany noted several themes from the interview thus far: that the pillars of inform, engage and innovate still seem like the right areas of focus; that the context of education has changed significantly since the last vision was drafted in 2019-2020; and the importance of NAEP remaining the gold standard in assessment. He noted that a summary of the interviews would also be shared with Board members ahead of the Board meeting.

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Suzanne Lane, Reginald McGregor, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Lisa Ashe, Michelle Cantu-Wilson, Viola Garcia, Angelica Infante-Green, Anna King, Scott Marion, Michael Pope, Matthew Soldner, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Sharyn Rosenberg, Angela Scott.

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Other attendees: Myra Best.

From 2:30-3:30 pm ET, the Executive Committee met in closed session for updates from Peggy Carr, NCES Commissioner, and Dan McGrath, Delegated Authority of Associate Commissioner for NCES, on the NAEP program budget, the cost structure review of the NAEP program and related recommendations, and the contracting process for NAEP assessments to be administered between 2024 and 2029.

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.

The Executive Committee met in closed session from 2:30-2:30 pm ET for an update from Peggy Carr, NCES Commissioner, and Dan McGrath, Delegated Authority of Associate Commissioner for NCES,

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CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Suzanne Lane, Reginald McGregor, Julia Rafal-Baer, Marty West.

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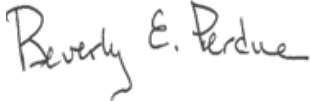
Other attendees: Myra Best.

From 3:30-4:00 pm ET, the Executive Committee met in closed session for an update from Muldoon on the Governing Board's budget.

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.

At 4:00 pm ET Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.



Beverly Perdue, Chair

7/12/2024

Date

National Assessment Governing Board
Reporting and Dissemination Committee
Report of May 16, 2024

Reporting and Dissemination Committee (R&D) Members: Marty West (Chair), Julia Rafal-Baer (Vice Chair), Tyler Cramer, Angélica Infante-Green, Anna King, Ron Reynolds, Darein Spann, Mark White.

National Assessment Governing Board Staff: Laura LoGerfo, Stephaan Harris.

National Center for Education Statistics (NCES) Staff: Gina Broxterman, Ebony Walton, William Ward, Grady Wilburn.

Institute of Education Sciences: Matthew Soldner.

Other attendees: American Institutes for Research (AIR): Cadille Hemphill. Educational Testing Service (ETS): Robert Finnegan. Lerner Communications: Michelle Lerner. Manhattan Strategy Group (MSG): David Hoff, Ying Zhang. Westat: Lauren Byrne, Michael Fassbach, Marcie Hickman, Tom Krenzke, Lisa Rodriguez.

The Reporting and Dissemination Committee convened on May 16, 2024, at the AKA Hotel in Alexandria, Virginia. Chair Marty West called the meeting to order at 3:32 pm EDT.

Strategic Communications Update

The first session focused on efforts underway to expand, fortify, and sustain the Board's communications prior to the next release of NAEP results in January 2025. Assistant Director for Reporting and Analysis Laura LoGerfo updated the committee on three essential activities in progress: (1) stakeholder roundtables; (2) the Powered by NAEP campaign; and (3) ongoing drafting and pitching of op-eds.

LoGerfo provided an overview of who attended each of the three roundtable discussions and highlights from each conversation, which were subsequently shared with the full Board two weeks after the May quarterly meeting.

West shared that the conversations elicited important insights, including a perspective on NAEP as an assessment of learning produced by school systems vs. society considered broadly. Neither the Board nor stakeholders should interpret NAEP results as narrowly as a school performance measure; interpretations of NAEP data must account for context beyond school doors.

These roundtables also generated questions about how to help audiences address the implicit, ubiquitous question: “Have we recovered from COVID?” That is, were the 2022 NAEP results a one-time step back in learning, or have learning trajectories deviated so much that any real recovery will require many iterations of NAEP to appear? If students’ rates of learning return to pre-COVID rates, scores would not improve just two years out from school disruptions. How does the Board and NAEP prepare audiences for what may be at best a mixed picture of national, state, and district results?

Considering this question, Angélica Infante-Green shared that when Rhode Island releases state assessment data, the agency includes hypothetical data visualizations about what different scenarios of score increases or decreases might show. Infante-Green also described her state education agency’s efforts to combat common myths about assessments that need to be debunked, e.g., that tests are designed to create or responsible for inequalities they reveal.

West praised this work but cautioned against NAGB undertaking similar efforts. For decades, NAEP has remained immune from such concerns about standardized testing. If the Board takes an aggressive approach, the Board may appear defensive or raise concerns when those concerns initially did not exist.

Next steps include distributing a summary of the roundtable conversations (completed by June 1st, 2024) and planning how to incorporate lessons from these roundtables into messaging and outreach.

Private School Participation in NAEP

West shifted the meeting focus to R&D Committee member, Ron Reynolds, who serves as the Governing Board’s private school representative. The NAEP program encounters difficulty in recruiting private schools to participate in NAEP. If fewer than 70% of originally sampled private schools participate in NAEP, then results cannot be reported for the private school sector—a sector growing in size, roughly 8-10% of the school-age population, up from 6%. Note: the Governing Board sets the 70% threshold.¹

¹ If response rates drop below 85%, NAEP must conduct non-response bias analyses, and if those prove acceptable, then the results may be reported.

Reynolds works with NCES to remedy this problem and devoted this session to explaining private school recruitment strategies. Reynolds introduced Bill Ward of NCES to describe the recruitment process and to present statistics on public and private school enrollments. Ward began by showing the NAEP 2024 private school recruitment timeline. NCES contractors first draw a sample of private schools and Catholic schools, then for the latter, Westat (the NCES contractor for NAEP field administration) contacts the relevant Catholic diocese to notify them of sampled schools. Most private, non-Catholic schools do not work within such administrative hierarchies.

About 230 private schools were selected for the NAEP grade 4 sample. Westat trains staff to secure cooperation from private schools, designating a special category of employee—Gaining Cooperation Recruiter (GCR)—for just this purpose. The GCRs tailor recruitment messages for individual schools, knowing that no law mandates private school participation (unlike public schools for which Title I funds depend on NAEP participation) so more creative arguments for participation must be deployed.

The last year the overall private school sector met the 70% participation threshold was in 2013. Unfortunately, in 2022, less than 40% of sampled private schools participated. They are included within national results but cannot be reported as a separate sector. Also, in 2022, only 60% of sampled Catholic schools participated at grade 8 and 68% at grade 4.

Although many private schools simply outright refuse to participate, others offer myriad reasons for not participating, such as not perceiving the value of NAEP to their school, lacking resources to support administration, and expressing no interest in sacrificing instructional time. Some schools claim religious or philosophical objections or disavow testing altogether. Some even forswear the use of technology for any reason, including assessment.

NAEP contractors pursue multi-pronged strategies to boost participation, e.g., endorsement letters from trusted stakeholders, customized materials for recruiting individual schools, modified timelines for response, presentations at national private school conferences, and collaboration with the Department of Education's Office of Non-Public Education (led by the legendary Maureen Dowling). Even Memoranda of Understanding with national private school associations prove ineffective, yielding no noticeable improvement in school participation.

When recruitment efforts fall short, NCES turns to reconsidering reporting strategies. These ideas encompass the relatively easy, such as emphasizing how valuable Catholic school sector reporting can be, and the relatively untested, such as a proposal to combine data across years. The latter of which provoked queries from committee members about how that works.

This discussion on reporting strategies also prompted committee members to brainstorm alternative recruitment approaches centered on reporting. Private schools use assessments, perhaps launching an assessment literacy campaign directed at them to distinguish different types of assessments and the inherent value in each could succeed. A few members suggested incentivizing private schools by offering to provide individual reports of NAEP data, e.g., “schools in the same sector as yours perform X on this measure.” Additionally, providing a space for private schools to collaborate and to consider their efforts compared to public schools may spark good will and investment in NAEP.

Reynolds cautioned that private schools may associate NAEP with the No Child Left Behind Act, which attached high stakes to testing programs. This pro-assessment perspective infiltrated the private sector and generated widespread negativity about testing. Yet Congress expects private schools to participate. No better case exists for pluralism than NAEP, which assesses a nationally representative sample of private schools, reflecting the tremendous diversity within private education. West remarked that given this heterogeneity, NAEP remains the only means to draw fair, valuable comparisons.

A committee member asked which clusters of schools seem particularly reluctant to join the assessment program. That question went unanswered as the conversation turned to the political ramifications of private school participation. Infante-Green recommended consulting with governors, since they represent all constituents in a given state—those who send their children to public, private, and Catholic schools. Mark White agreed and extended that thought; perhaps connecting votes on school voucher programs to participation in NAEP could persuade reluctant private schools. That is, if such schools want taxpayer funds, they need to participate in the national assessment.

Finally, the discussion shifted to a questioning of what incentives could prove useful. The assessment is voluntary; whom does transparency (via assessment) benefit? West admitted that all the good ideas he thought to offer prior to the committee meeting, NCES has already tried.

NCES Commissioner Peggy Carr noted that NCES has explored remote proctoring, which could reduce the administrative burden and time commitment for each private school and envelop into field administration for home schools and micro-schools, which also are growing in popularity. Another approach could be linking NAEP to grade 8 tests private schools use for high school admission, such as the High School Placement Test.

West concluded the session by thanking Reynolds for his leadership on the Board and at this committee meeting and by thanking NCES for pursuing traditional and innovative means to recruit and report private schools in NAEP.

National Assessment Governing Board
Joint Meeting of the Reporting and Dissemination Committee
and the Committee on Standards, Design and Methodology
Report of May 16, 2024

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R&D Chair Marty West and COSDAM Chair Suzanne Lane called the joint meeting of their two committees to order at 4:32 pm EDT. The purpose of this meeting was to develop an outline, scope, and approach to an interpretive guide for the 2024 NAEP results, to be produced by the Governing Board, in collaboration with NCES.

West explained this rationale for the joint meeting and outlined what the R&D Committee has discussed and accomplished on this topic over the last year. Guest presenters at R&D include Andrew Ho who advocated for measuring change on NAEP by units of time and Brian Gill who explained his preference for a Bayesian approach to measuring the magnitude of score changes. The committee also learned insights from Ebony Walton of NCES about constraints that NCES as a federal statistical agency must manage when reporting NAEP results. West pointed out that the interpretive guide available on NCES' website is exceptionally thorough and clear, but not readily accessible by a reporter or layperson. Generally, the committee has focused on improving the interpretation of NAEP results and helping stakeholders understand what changes in scores over time mean.

Lane then discussed COSDAM's work on improving the interpretation and use of achievement levels, distinguishing *NAEP Basic* and *NAEP Proficient* and what those labels mean for setting appropriate academic expectations. COSDAM members appreciate the need to connect achievement levels to actual skills, and to elevate the discussion from specific NAEP items to higher-level skills such as decoding, comprehension, etc. COSDAM deems two types of information useful to communications: (1) proper/improper interpretations, which will be explicated in a validity argument document prepared by the Board's contractor MSG and (2) a document that describes achievement levels in terms of knowledge and skills, tapping NAEP item maps.

In addition, COSDAM members have deliberated on statistical significance and have considered whether additional information should be reported with score differences to add context. They believe that NAEP should publish sample sizes and standard deviations, which would provide variability data and allow researchers to compute effect sizes.

To kick off the discussion, Cramer asked if NAEP is purposefully leaning in the direction of explaining results in terms of years and months of learning. Cramer confessed to loving those approaches, because nearly everyone uses and grasps those units instinctively. West admitted that he used that same language in interviews, because time is easy for people to understand the meaning of a change or difference. Since people interpret the results in those units of time by default, perhaps real value emerges in taking a proactive approach. David Thissen, who contributes to the NAEP Validity Studies panel, illustrated when such reporting is more and less appropriate.

Scott Marion of COSDAM observed that learning is not linear, so using months of learning as a reporting metric could create misunderstandings. He urged the Board to convene a focus group to determine what metrics may be most useful with desired audiences, whether effect sizes or a color system of red/green/yellow to match how dire results are. Marion also encouraged NAEP to engage in a continuous review and improvement process, monitoring whether people start using NAEP data differently due to this change. Julia Rafal-Baer asked Marion if NAEP did start reporting effect sizes, what would mark its success?

Then she broadened the question to ask what evidence the Board should seek to determine if the interpretive guide yields any impact. In response to Rafal-Baer, Lane suggested asking journalists how they interpret the results and then the Board and NCES can determine if misinterpretations abate after the introduction of the guide. West elaborated on this point by proposing focus groups with media, with district and state leaders, and with national groups to learn how best to present this information.

Michael Pope asked a general question about the eventual goal of the interpretive guide. NCES Commissioner Peggy Carr explained that such a guide would benefit stakeholders but observed that producing an effective one requires immense effort. Indeed, NAEP never equates a 10-point change with a grade level or in terms of time, but they also never stop others from using that same language. A guide could help to reconcile these two stances. Reynolds wondered if the Board could use artificial intelligence to draft the guide before vetting by stakeholders.

The plan is to disseminate the guide through webinars with organizations and stakeholders, similar to the approach taken with preparatory activities for the 2022 NAEP release. Infante-Green considers this work as a means to communicate with the community at large, to think about education as a national issue, to connect with other assessment systems, and to consider how NAEP aligns—or does not align—with state assessment results. She also counseled the Board to view reporters as useful but also risky, in that if they do not understand results, their articles and posts may counter the Board's intentions. Marion agreed and noted that local reporters change jobs and desks very often, so they pose a unique challenge in learning the ways of NAEP.

Willie Solano-Flores inquired whether NCES or the Board has ever trained a select group of reporters on how to use NAEP data and interpret results. Perhaps journalists would be incentivized to participate in such a training if they received a certificate or early access to data releases.

To conclude the discussion, West summarized the aspects of the interpretive guide on which the two committees agreed. The scope of the guide should cover (1) magnitude - bringing meaning to the size of score differences; (2) issues of statistical significance - helping distinguish between a difference which does not achieve statistical significance and a finding of no difference; (3) achievement levels - linking levels to skills and knowledge; (4) highlighting purposes of NAEP relative to state assessments and where the two intersect; and (5) perhaps providing sample sizes and standard deviations so specific audiences can calculate effect sizes. The general audiences targeted by this guide will be journalists/media and system leaders of states and school districts that participate in NAEP and must talk about results responsibly.

West thanked the presenters and adjourned the meeting at 5:30 pm EDT.

I hereby certify the accuracy of these minutes.

Marty West

Chair

June 26, 2024

Date

National Assessment Governing Board

Nominations Committee

Report of May 6, 2024

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

Nominations Committee Member Absent: Viola Garcia.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Stephaan Harris, Tessa Regis.

Nominations Committee chair, Reginald McGregor, called the meeting to order at 5:00 p.m. He welcomed members and noted member Viola Garcia's absence. McGregor reminded the committee this meeting is a follow up from the previous meeting in March. During the last couple of nominations cycles, questions have come up from applicants and committee members about eligibility in various categories. Staff was charged with providing guidance and recommendations for discussion at this meeting. Since the March meeting, staff reviewed the language in the NAEP law describing the categories of membership during the 2024 cycle and the upcoming 2025 cycle. They also reviewed the language used recently on the website to develop recommended changes and consulted with the Office of General Counsel (OGC) before presenting these suggested changes to the committee. He reported that these changes will strengthen the Board process for 2025 application process.

These items were discussed:

- Changes to Descriptions of Board Member Categories
- Recommended Changes to Board Application
- Recommended Changes to Rating of Applications
- Discussion n Outreach Strategy for 2025 Categories

Elizabeth Schneider, Deputy Director briefed the committee on the changes to descriptions of Board member categories. She stated that the Nominations staff first looked at the language currently used on the website and promotional materials to describe Board member categories. The staff consulted with the OGC on their suggested changes to the language before presenting them to the Board. For example, General Public Representative (GRP) parent leader language was tweaked to clarify that prospective applicants are sought who have demonstrated parent advocacy leadership in the education world. Clarification was added to the Local School Board Member category that applicants must be a current local school board member. In the Non-Public School Administrator/Policy Maker category, language was added to clarify that applicants must work within the K12 system. . State Legislators are encouraged to sit on K12 education committees.

Committee member Susan Lane raised a concern regarding the current language for Testing & Measurement Expert category. After a brief committee discussion, the members decided the

change should be, ‘a nominee shall have training and extensive experience in the field of psychometrics and testing in education’.

Stephaan Harris, Assistant Directors of Communications briefed the committee on the changes to the application process. He noted that ethnicity will be changed to be consistent with federal guidelines and the recent OMB directive; instead of multicultural applicants would have two or more racial background to choose from. The guidelines for personal statements will be tweaked to ensure that applicants note any experience they may have with NAEP. They will also be asked to make sure that their resume include positions and experience that qualify them for eligibility in the Board member category for which they are applying. It will be noted that letters of support should be professional references.

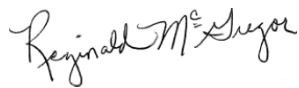
Schneider informed the committee that the rating will be discussed in more detail at the August meeting.

Lastly, Harris informed the committee of the 2025 vacancies, Elementary School Principal, GRP (parent leader), and both Governors positions, and Testing and Measurement Expert. He reminded the committee that the governors’ positions come through the National Governor’s Association. He also briefed the committee on the outreach strategy for the 2025 nominations campaign. He also discussed a timeline for the campaign that will be executed in two phases. The announcement of open categories for nominations will be made in mid-June 2024, and applications will be accepted beginning on September 3, 2024.

McGregor recapped the nomination committee’s work based on the legislative authorities. He stated there were incumbents in two of the five open categories for the 2025 campaign. Staff will bring forward findings in those categories in the August the 2025 applications.

McGregor thanked all members and adjourned the meeting at 6:25 p.m.

I certify the accuracy of these minutes.



Reginald McGregor, Chair

June 4, 2024
Date