

National Assessment Governing Board

Meeting of March 6, 2025

Hotel AKA

625 First Street

Alexandria, VA 22314

& Virtual

Official Summary of Quarterly Governing Board Meeting

Complete Transcript Available

Initial draft of minutes generated by large language model artificial intelligence, which was then fact-checked, reviewed, and revised by Governing Board staff.

Participant List

National Assessment Governing Board Members Present

Beverly Perdue, Chair

Martin West, Vice Chair

Lisa Ashe

Shari Camhi

Michelle Cantú-Wilson

Tyler W. Cramer

Christine Cunningham

Jhone Ebert

Danielle Gonzales

Angélica Infante-Green

Patrick L. Kelly

Anna King

Suzanne Lane

Scott Marion

Reginald McGregor

Michael A. Pope

Julia Rafal-Baer

Ron Reynolds

Nardi Routten

Guillermo Solano-Flores

Darein Spann

Jane Swift

Mark White

Matthew Soldner, Ex-officio Member

National Assessment Governing Board Members Absent

Jared Solomon
Dil Uswatte

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
Joshua Warzecha
Anthony White

National Center for Education Statistics (NCES)

Chris Chapman, Acting Commissioner
Daniel McGrath, Associate Commissioner
Gina Broxterman
Jing Chen
Brian Cramer
Enis Dogan
Jamie Deaton
Veda Edwards
Patricia Etienne
Janel Gill
Dana Kelly
Nadia McLaughlin
Gabrielle Merken
Eddie Rivers
Emmanuel Sikali
Ebony Walton
Bobbi Woods

American Institutes for Research (AIR)

Young Yee Kim

Council of the Great City Schools (CGCS)

Brian Garcia

CRP, Inc.

Monica Duda
Renee Palmer
Edward Wofford

U.S. Department of Education

Andrew Brake
James Forester (OLCA)
Ron Petracca
Carter Volz (OPEPD)

Educational Testing Service (ETS)

Jan Marie Alegre
Terran Brown
Jay Campbell
Amy Drescher
Kadriye Ercikan
Daniel McCaffrey
Hillary Persky

HumRRO

Hillary Michaels

Lerner Communications

Michelle Lerner
Nancy Zuckerberg
Ashley Zanchelli

Management Strategies

Micajah Anderson
Brandon Dart
Rachel Koether

Manhattan Strategy Group (MSG)

Marquita Brown
Charlie Butler
Melissa Cristler
David Hoff
Monica Johnson
Joanne Lim
Ariadne Manikas

Paul Negrón
Ying Zhang

Pearson
Tim O'Neil

RTI International (RTI)
Danielle Sauter
Noor Shehzad

Sanametrix
Andrea Allen
Allyson Armistead

The Hatcher Group
Jenny Beard
Sophia Handel
Mallory Werthamer

Westat
Marcie Hickman
Zully Hilton
Tom Krenzke
Lisa Rodriguez
Desrene Sesay

Other
Kim Ackermann, Texas Education Agency
Vickie Baker, West Virginia Department of Education
Cameron Benham, ILO Group
Myra Best, digiLEARN
Latosha Branch, Virginia Department of Education
Will Donkersgoed, Wyoming Department of Education
Angela Dugas, Wisconsin Department of Public Instruction
Alison Gerrior, Massachusetts Department of Elementary and Secondary Education
Tanya Hettler, Caesar Rodney Institute
Christy Hovanetz, ExcelinEd
Linda Jacobson, The 74
Elizabeth Lewis, Ohio Department of Education and Workforce
Brian Lloyd, Michigan Department of Education
Raina Moulian, Department of Education Alaska
Farrah Nicholson, Mississippi Department of Education

Shantel Niederstadt, Montana Office of Public Instruction
Fran Purnell, Delaware Department of Education
Renee Savoie, Connecticut State Department of Education
Jonathan Sedberry, South Carolina Department of Education
Christy Talbot, American Educational Research Association (AERA)

The National Assessment Governing Board Quarterly Meeting convened open sessions on March 6, 2025.

Welcome Remarks, Approval of March 2025 Agenda, Approval of November 2024 Minutes

The meeting was called to order at 8:00 a.m. EST by the Honorable Beverly Perdue, Chair, who welcomed attendees to the early start of this condensed one-day meeting. She reminded participants of standard meeting protocols, e.g., raising name tents to ask questions, avoiding cell phone use at the board table, and maintaining a distraction-free environment. Perdue reiterated the nonpartisan nature of the Board, affirming its dedication to educational improvement apart from political discourse.

Perdue expressed her deep appreciation for the Board members and staff, recognizing their hard work, adaptability, and commitment since the previous meeting in November. She specifically commended their efforts during recent changes. Special praise was given to Lesley, Elizabeth, and their team for exemplary performance and consistent excellence. Their contributions were acknowledged with a round of applause.

Perdue commended January's successful release of the 2024 Nation's Report Card. Perdue lauded the increased engagement in the results among the public, noting widespread media attention and public discussion as well as anecdotal evidence of everyday conversations sparked by the results. She emphasized that the data generated from these assessments are vital to informing educational policy at all levels of government and serve as a foundation for strategic decision-making.

Perdue reiterated the Board's mission to use data as an objective measure of educational progress in the United States. She emphasized the importance of disseminating these findings to policymakers, educators, and the public. Furthermore, she highlighted the Board's continued efforts to engage stakeholders, promote innovation, and maintain efficiency—particularly in leveraging artificial intelligence and planning budgets.

A motion to approve the meeting agenda was initiated by Scott Marion and seconded by Anna King, passing unanimously by voice vote. Subsequently, the minutes from the November meeting were presented for approval. Scott Marion moved for their adoption, seconded again by Anna King, and the motion carried without objection.

Perdue introduced Marty West, who recently assumed the role of Vice Chair. She commended his willingness to serve and his strong performance, likening his diligence to that of the former Vice Chair, Alice Peisch. West thanked the Chair and reflected on the recent accomplishments of the Board, especially the well-coordinated release of the 2024 Nation's Report Card amidst a change in presidential administrations.

West highlighted the importance of the Board's role in framing the release of the Report Card. He noted the success in collaborating with both outgoing and incoming administrations, and in ensuring that media messaging was accurate, balanced, and impactful. He stressed that the data revealed not only pandemic-related learning loss but also longer-term trends in achievement inequality, particularly between high- and low-achieving students.

In closing his remarks, West acknowledged the uncertain political and administrative landscape and praised both the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB) staff for their professionalism.

Executive Director's Remarks

Executive Director Lesley Muldoon delivered a comprehensive report highlighting the Board's progress, current activities, and future priorities. She welcomed all members, acknowledging those who had traveled from various parts of the country and those participating virtually from earlier time zones. Special acknowledgment was given to Acting Commissioner of the National Center for Education Statistics (NCES) Chris Chapman, and Commissioner Peggy Carr, who was honored for her 30 years of dedicated service to the NAEP program.

Ms. Muldoon underscored the continuing role of the Governing Board as a nonpartisan and independent body responsible for overseeing the Nation's Report Card. She emphasized the Board's responsibility to ensure that NAEP remains representative of local and state educational contexts and noted that the Board had improved operational efficiency by streamlining contracts, enhancing contractor support services without increasing costs, and modernizing financial oversight systems.

Muldoon focused on the successful release of the 2024 Nation's Report Card on January 29, 2025. She reflected on the ambitious strategic release plan that had been approved by the Board at the November 2024 meeting and praised the collaborative efforts between Governing Board staff and NCES. Special thanks were extended to Laura LoGerfo for leading the release strategy, as well as to Stephaan Harris, Josh Warzecha, and external contractors from Lerner for their critical roles.

The release took place in a rapidly shifting media environment and, by all accounts, garnered broad national attention and engagement. The release generated significant media coverage and public discussion, with the results of the Nation's Report Card becoming a

prominent topic in education circles and in more general public discussions. The report card highlighted trends, such as declines in student performance that predated the COVID-19 pandemic and the growing achievement gap between higher- and lower-performing students. Muldoon noted that Board members played an essential role in this outreach, with many participating in interviews, drafting op-eds, and providing briefings to national organizations. These activities are expected to continue in the coming months.

The Board's strategic communications efforts were also commended for their effectiveness in preparing new state and federal leaders for the report release. In the lead-up to NAEP Day, Governing Board and NCES staff conducted briefings and outreach with new governors, state chiefs, and state education agency communications directors. According to feedback from Board members and partners such as the Education Commission of the States, this preparation helped raise awareness and understanding of NAEP's value among state-level stakeholders. Additional engagement was directed toward incoming congressional staff and new leadership at the U.S. Department of Education.

Muldoon reviewed the four main objectives of the report card release strategy. These included increasing public awareness of NAEP results, ensuring accurate and widespread media coverage, reinforcing the role of NCES as the authoritative federal statistical agency for education, and empowering stakeholders to use the data effectively. She noted that one of the most encouraging developments was how other educational organizations were also prepared to support the release by hosting their own events and briefings shortly after NAEP Day. This collective effort ensured NAEP's findings remain central to national conversations on education policy and student achievement.

In addition to communications efforts, Muldoon discussed several major initiatives undertaken since the November meeting, including the awarding of new NAEP contracts at the end of 2024. With these contracts in place, the Board is now better positioned to assess their budgetary implications and evaluate the NAEP assessment schedule, which is the Board's responsibility as mandated by federal statute. Updates on this matter were scheduled to be discussed in a closed session later in the meeting, with presentations from Chris Chapman and Gina Broxterman.

Progress was also reported on the revision of the Assessment Framework Development Policy. The revised policy, which reflects the Board's aim to make framework updates more efficient and flexible, was developed after extensive discussions within the Assessment Development Committee (ADC). The policy was ready for consideration and action later that day.

Artificial intelligence (AI) remained a significant topic of interest. Both the Board and NCES have explored the potential for AI to enhance the NAEP program through improved efficiency. A draft set of policy guidelines was reviewed at the last quarterly board meeting, but no action

was planned during this session due to recent federal executive orders regarding AI use in government. Ms. Muldoon emphasized that the Board would continue working with NCES to ensure future guidelines are aligned with current federal standards.

Two standing committees also reported progress. The Committee on Standards, Design, and Methodology (COSDAM), under the leadership of Suzanne Lane and Rebecca Dvorak, completed the NAEP Achievement Levels Validity Argument. This document, which was recommended by the National Academies, compiles the evidence supporting the validity of NAEP achievement levels. Meanwhile, the Nominations Committee, led by Reginald McGregor, Tessa Regis, and Elizabeth Schneider, concluded its review of applications for new Board members. The Committee's recommendations for appointments beginning October 1, 2025, were to be presented during a closed session at the meeting.

Ms. Muldoon paid tribute to Tessa Regis, who was retiring after 27 years of service to the Board. Regis was celebrated not only for her institutional knowledge and professionalism but also for her unwavering kindness and leadership. She was described as the "heartbeat" of the Board staff and will be greatly missed. Her contributions were acknowledged with deep appreciation and affection.

In closing, Muldoon thanked all members of the Board staff individually, recognizing their commitment to public service and the mission of the Board. Chair Perdue expressed appreciation for the comprehensive update and invited questions from the floor. Hearing none, she called for a short break before the Board entered a closed session. The meeting then went off the record for a closed working session at 8:35 a.m.

The National Assessment Governing Board Quarterly Meeting convened closed sessions on March 6, 2025.

NAEP Budget and Contracting Update and Discussion Assessment Schedule Discussion (Closed Session)

The Governing Board convened in closed session from 8:35 a.m. to 10:35 a.m. EST to receive an update from NCES on the status of the NAEP budget and contracts and to discuss the NAEP Assessment Schedule. The session was closed to the public due to the confidential nature of budgets and contracts, as stated under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C. Chris Chapman and Gina Broxterman explained to the Board what cuts were made to which contracts and presented ways to address potential challenges that may arise from those cuts. Board members asked questions and discussed how these budget issues may impact the assessment schedule. The closed session concluded at 10:35 am.

Discussion on 2025 Slate of Governing Board Nominees (Closed Session)

The Governing Board convened in closed session from 10:35 a.m. – 11:05 a.m. EST to discuss the 2025 slate of finalists to submit to the Secretary of Education for Governing Board membership terms beginning October 1, 2025. The session was closed to the public due to the confidential nature of the information, as stated under the provisions of exemption 6 of §552b(c) of Title 5 U.S.C.

The meeting went off the record at 11:05 a.m. and resumed at 1:40 p.m.

Member Discussion

Following committee meetings, the Governing Board reconvened in open session at 1:40 p.m. Chair Perdue opened the floor for Board members to reflect on their work, share concerns, suggest improvements, and contemplate how the Board might innovate moving forward. She emphasized the importance of this reflective time, as it provides space for deeper thinking and strategic input from members.

Jane Swift initiated the discussion with thoughts from COSDAM's recent conversation, particularly focusing on increasing the relevance of high standards and testing for parents. She noted a concerning trend, especially seen in Massachusetts, where parents appear to be disengaging from the conversation about academic standards and accountability. Swift stressed the importance of creating alignment and sharing information in ways that resonate with parents and pointed to organizations like Learning Heroes as valuable partners in this effort. She also acknowledged the challenges faced by staff during times of financial constraint, commending their efforts to find opportunity amid difficulty.

Perdue acknowledged Swift's comments and encouraged others to speak. Reginald McGregor shifted focus to commend the NCES staff and contractors for their work on the upcoming 2026 reading and math assessments. He expressed enthusiasm for the pilot data and emphasized the importance of tapping into the wealth of contextual NAEP data that could inform practices around instructional strategies and student development if effectively used.

Julia Rafal-Baer joined in the praise for the staff, particularly applauding the Reporting and Dissemination Committee's work. She shared her experience as a mother of a fourth grader, noting how helpful it was to see real test items and understand the implications for student learning. She credited the Board's improved graphics and communications strategy for making such information more accessible and understandable to the public.

Mark White reflected on the Board's collaborative spirit, drawing from his background in conflict resolution. He praised members for genuinely listening to one another and contrasted it with experiences in political spaces where people often speak past one another. His appreciation underscored the importance of maintaining a culture of respectful dialogue and deep listening.

Michael Pope echoed White's sentiments, commending the professionalism of the Board and staff. He emphasized his commitment to the Board's mission, particularly its impact on American children not only within the U.S. but abroad. Despite uncertainties, he expressed hope for the future and appreciation for the Board's unified focus on student success.

Ron Reynolds raised a logistical point, advocating for a return to two-day meetings. He stressed that the informal interactions outside of formal sessions are vital to building trust and fostering meaningful conversations. Cutting down on meeting time, he suggested, may inadvertently reduce the Board's effectiveness.

Finally, Scott Marion emphasized the importance of not just producing visually appealing data displays but ensuring that the information is actionable for various stakeholders. He urged the Board to challenge itself to create more useful tools and resources and reiterated the need to continue supporting and advocating for the staff, particularly during times of uncertainty.

Perdue closed the session by thanking all Board members for their dedication, hard work, and support of the staff. She reminded them to take pride in their contributions and the collective progress the Board has made.

Discussion and ACTION: Assessment Framework Development Policy

At 1:55 p.m., Assessment Development Committee (ADC) Chair Patrick Kelly introduced an action item that had been in development for some time: the update to the Assessment Framework Development Policy. He reminded attendees that the Board last approved an update to this policy in 2022 and that this current revision is part of an ongoing effort to refine the policy. He emphasized that assessment frameworks are a core legislative responsibility of the Board, delegated to the ADC and brought forward for Board approval. He clarified that these assessment frameworks are not curricula or standards; rather, they are built through a unique national process, as there is no single set of national or state standards to draw from.

Given this context, Kelly explained that the goal of the updated policy is to make the process for updating frameworks more efficient, especially for minor changes. He described the two primary improvements to the policy: first, the establishment of ongoing monitoring of each NAEP content area through new Content Advisory Groups; and second, the development of an abbreviated process for implementing minor updates when necessary.

These Content Advisory Groups, which would be new to the framework process, are envisioned as small groups—no more than ten individuals per subject area—that will help monitor developments in the fields assessed by NAEP. Importantly, these groups will not serve as Framework Development Panels, nor will they replace the Board’s statutory authority; they are advisory in nature and their purpose is to help the Board remain informed and nimble.

Kelly also reviewed the key changes made to the policy since the November meeting, based on Board feedback. The most significant change was the simplification of the categorization system for updates. Instead of three tiers—minor, moderate, and major—the policy now distinguishes only between “minor” and “substantive” updates. Additionally, the new version includes four specific criteria that must be met for an update to qualify as minor. The policy also clarifies the role of the advisory groups and specifies that their meetings must occur at least every other year, rather than annually, and may be held virtually.

Kelly credited Sharyn Rosenberg for her exceptional work in incorporating Board feedback and producing a clearer, more responsive policy document for Board consideration. He then invited comments or questions from the Board members before moving to a vote.

In response, Rafal-Baer expressed sincere gratitude to Rosenberg and the team for their responsiveness and the clarity of the revised policy. She noted that the thorough revisions made her feel confident in supporting the update.

When no other questions or concerns were raised, Kelly called for a motion to approve the updated policy as presented in the Board materials. West moved, King seconded, and the motion passed unanimously. Cramer offered congratulations, and the Board celebrated the successful adoption with applause. Perdue concluded by thanking the Assessment Development Committee and commending the clear, accessible language used in the final document.

ACTION: 2025 Slate of Governing Board Nominees

At 2:05 p.m., Perdue turned the floor over to McGregor to lead the Board through action on the slate of finalists for the upcoming vacancies on the National Assessment Governing Board, with new terms set to begin on October 1, 2025. McGregor reminded everyone that they were in an open session and, therefore, could not refer to the names of the finalists previously discussed in closed session. He also clarified that votes would be taken separately for each candidate category, following the Board's bylaws requiring a majority vote with a quorum present.

The first category considered was the Elementary School Principal position, for which there was no incumbent. Christine Cunningham moved to accept the proposed finalists, and West seconded the motion. The motion passed unanimously with no opposition or abstentions.

Next, the Board turned to the General Public Representative category. Marion moved to approve the finalists, with a second by Swift. Again, the motion carried with unanimous approval and no abstentions.

The final category addressed was the Testing and Measurement Expert position. Marion, the incumbent in this category, recused himself and abstained from voting. Cramer moved to approve the proposed finalists, and Lane seconded the motion. Before the vote, Lane expressed the importance of reappointing incumbents, noting the value of their institutional knowledge and the time it takes to learn the role. Guillermo Solano-Flores echoed her sentiments, joking that it would be hard to find someone else with Marion's unique skillset. Marion humorously noted he should have left the room during the discussion. Mr. McGregor also abstained from voting, having previously spoken with one of the candidates. Despite the two abstentions, the motion carried.

McGregor concluded the session by thanking the Board for their participation and reminding members to refer any inquiries about the process to staff. He announced that the committee and staff would move forward with sending the slates of finalists to the Secretary of Education for consideration.

Perdue thanked McGregor for his leadership and dedication, especially for his early morning committee work, and led the Board in a round of applause. Marion added a special thanks to staff member Tessa Regis, which Perdue echoed, recognizing the contributions of all the staff involved in the process.

Discussion on AI in Large-Scale Assessment

At 2:07 p.m., Perdue introduced Ron Reynolds, chair of the Board's Ad Hoc Committee on AI, to lead the session on the use of AI in large-scale assessment.

Reynolds thanked staff for their support and offered a brief overview of the status of AI in international and state assessments, noting more information was available in the background materials. The remainder of the session was focused on hearing from Board members – Reynolds asked that members speak to their experiences of using AI tools, or hearing of use, that they believe could be applied to educational assessment and lead to faster, more efficient, and/or higher quality large scale assessments. He asked Lane, Vice Chair of the committee, to begin the discussion.

Lane shared information on Texas' use of natural language processing to conduct automated scoring of constructed response items. Cramer questioned whether automated scoring had systematic errors skewed toward low or high scores. Lane clarified that error rates were not systematic, with errors occurring across the score distribution. Thus, there was no evidence of systemic bias in the scoring.

Swift discussed her nonprofit's challenges in identifying effective soft skills training tools and mentioned Google's AI accelerator, which claims to efficiently build both curriculum and assessments using AI. She suggested the Board monitor developments from major players like Google to understand potential applications in educational assessments, including item development.

Kelly emphasized two areas from international assessment practices (e.g., PISA) that may be relevant to NAEP: First, the emphasis on AI literacy among students. This information might be relevant when the Board updates the NAEP Writing Framework. Second, the potential being explored in Hawaii to eliminate some of the burdensome field testing by simulating students and teachers through AI to pilot test items. He noted this could accelerate framework implementation and improve responsiveness to changes. Marion first responded to Kelly's mention of research into using AI for pilot testing in Hawaii. He expressed that it is going slowly but should provide some great lessons. He then shared that the College Board has shifted toward stage-adaptive testing with cloned items generated on the fly, improving efficiency while addressing item security.

Marion reiterated the potential for AI to support score interpretation and data utility, helping teachers and policymakers make sense of multiple measures—an area historically difficult due to a lack of training and capacity.

Rafal-Baer urged caution around assuming we can accurately assess AI literacy when defining digital literacy proved difficult. She also supported using AI for item generation and suggested developing AI tools to mine the Board's own research, enhancing communication and dissemination of findings through customized AI models targeting specific audiences (e.g., students, parents).

Nardi Routten shared her positive classroom experiences with AI tools like ChatGPT, which help generate math assessments, reading passages, and lesson plans tailored to specific content areas or standards. She recommended that the Board should find ways to leverage similar tools in NAEP's operations, emphasizing the significant time and efficiencies she experienced as a teacher.

Solano-Flores stressed that AI's potential should not be wasted on simply producing more multiple-choice items. He advocated for incorporating more sophisticated constructed-

response tasks into assessment frameworks, enabled by AI’s capabilities. He urged openness to evolving NAEP frameworks accordingly.

West discussed a more personalized approach to item generation, proposing the use of AI to adapt assessment content to students' background knowledge and interests. This personalization could address the challenge of ensuring equal access to the knowledge required for demonstrating assessed competencies, improving both fairness and measurement validity.

After confirming there were no additional comments, Reynolds expressed gratitude for all the information shared and stated that the committee will further explore these ideas moving forward.

Perdue closed the meeting by thanking the committee for its leadership and participation. She highlighted the rapid progress made since initial discussions began 18 months ago and expressed optimism for the Board’s future efforts in AI integration.

The March 6, 2025 session of the National Assessment Governing Board Quarterly Meeting adjourned at 2:35 p.m. EST.

I certify the accuracy of these minutes.

Beverly E. Perdue

5/1/2025

National Assessment Governing Board

Meeting of April 21, 2025

Virtual (Closed Session)

Official Summary of Governing Board Meeting

Complete Transcript Available

Participant List

National Assessment Governing Board Members Present

Beverly Perdue, Chair
Martin West, Vice Chair
Lisa Ashe
Shari Camhi
Michelle Cantú-Wilson
Tyler Cramer
Christine Cunningham
Jhone Ebert
Danielle Gonzales
Angélica Infante-Green
Patrick Kelly
Anna King
Suzanne Lane
Scott Marion
Reginald McGregor
Michael Pope
Julia Rafal-Baer
Ron Reynolds
Guillermo Solano-Flores
Jared Solomon
Darein Spann
Jane Swift
Dilhani Uswatte
Matthew Soldner, Ex Officio (Acting)

National Assessment Governing Board Members Absent

Nardi Routten
Mark White

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director
Elizabeth Schneider, Deputy Executive Director
Becky Dvorak
Sharyn Rosenberg

Angela Scott
Josh Warzecha

National Center for Education Statistics
Gina Broxterman
Enis Dogan

U.S. Department of Education
Andrew Brake, Budget Service
Steven Carr, Budget Service
James Forester, Office of Legislation and Congressional Affairs
Carter Volz, Budget Service

Lerner Communications, LLC
Michelle Lerner
Ashley Zanchelli
Nancy Zuckerbrod

Other Attendee
Myra Best, Digilearn

NAEP Assessment Schedule (Closed Session)

Under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C., the Governing Board met virtually in closed session on Monday, April 21, 2025, from 10:00 a.m. to 11:20 a.m. to discuss the NAEP Schedule of Assessments. The Honorable Beverly Perdue, Chair, announced that the session was closed to the public due to the confidential nature of the discussions. She remarked on the importance of the Board's role in setting policy priorities for the Schedule of Assessments.

Lesley Muldoon, Governing Board Executive Director, stated the objective of the meeting is to determine the Board's priorities for the assessment schedule and recommend cost savings and efficiencies while maintaining the reliability, validity and quality of the NAEP program. Marty West, Governing Board Vice Chair, led the Board's discussion of proposed reductions to the assessment schedule.

National Assessment Governing Board

Meeting of April 21, 2025
Virtual (Open Session)

Official Summary of Governing Board Meeting

Complete Transcript Available

Participant List

National Assessment Governing Board Members Present

Beverly Perdue, Chair
Martin West, Vice Chair
Lisa Ashe
Shari Camhi
Michelle Cantú-Wilson
Tyler Cramer
Christine Cunningham
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Angélica Infante-Green
Patrick Kelly
Anna King
Suzanne Lane
Scott Marion
Reginald McGregor
Michael Pope
Julia Rafal-Baer
Ron Reynolds
Guillermo Solano-Flores
Jared Solomon
Darein Spann
Jane Swift
Dilhani Uswatte

National Assessment Governing Board Members Absent

Nardi Routten
Mark White

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Lesley Muldoon, Executive Director
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Sharyn Rosenberg
Angela Scott
Josh Warzecha

National Center for Education Statistics

Gina Broxterman
Enis Dogan

U.S. Department of Education

Andrew Brake, Budget Service
Steven Carr, Budget Service
James Forester, Office of Legislation and Congressional Affairs
Carter Volz, Budget Service

American Institutes for Research

David Bamat
Marty Hooper
Xiaying James Zheng

Educational Testing Service

Terran Brown
Peter Ciemins
Amy Dresher
Daniel McCaffrey
Ranu Palta-Upreti
Luis Saldivia

Lerner Communications LLC

Michelle Lerner
Ashley Zanchelli
Nancy Zuckerbrod

Management Strategies

Micajah Anderson
Brandon Dart
Rachel Koether
Zachary Rosensteel

Pearson

Matt Brunscheen
Tim O'Neil

Westat

Lauren Byrne
Marcie Hickman
Zully Hilton
Jacquie Hogan
Jason Nicholas
Lisa Rodriguez
Jason Schuknecht
Victoria Vickers
Rima Zobayan

WestEd

Menya Cole
Hannah Guevara
Jenell Krishnan
Andy Latham
Mariann Lemke
Sarah Quesen

Other Attendees

Vickie Baker, West Virginia Department of Education
Michelle Barrett, Edmentum
Jill Barshay, The Hechinger Report
Angela Battaglia, Utah State Board of Education
Kathy Bendheim, National Student Support Accelerator
Myra Best, Digilearn
Michael Bock, Watershed Advisors
George Bohrnstedt, Education Researcher
Polly Bowhay, Nebraska Department of Education
Jinghong Cai, National School Boards Association
Lori Crouch, Education Writers Association
Tom Deeter, Iowa Department of Education
Gloria Dion, Public
Karena Escalante, The Education Trust
Lawrence Feinberg, Former Governing Board Employee
Alison Gerrior, Massachusetts Department of Elementary and Secondary Education
Christy Hovanetz, ExcelinEd
Carol Jago, University of California, Los Angeles
Andy Kolstad, P20 Strategies LLC
Reginald Lewis, Maine Department of Education
Brian Lloyd, Michigan Department of Education
Gwyn Marback, North Dakota Department of Public Instruction
Ivy Morgan, The Education Trust
Raina Moulian, Alaska Department of Education and Early Development
Syndia Nazario-Cardona, Universidad Ana G. Méndez
Paul Negrón, Manhattan Strategy Group
Shantel Neiderstadt, Montana Office of Public Instruction
Darin Nielsen, Utah State Board of Education
Jim Norris, Illinois State Board of Education
Phil Olsen, Wisconsin Department of Public Instruction
Akisha Osei Sarfo, Council of The Great City Schools
Nicole Rodriguez Leach, Grantmakers for Education
Patrick Sims, Pie Network
Cary Sneider, Portland State University
Sadeq Sohrabie, Massachusetts Department of Elementary And Secondary Education
Maura Spiegelman, Former NCES Employee
Christy Talbot, American Educational Research Association
Greg Toppo, The 74 Million
Sarah Torian, Campaign for Grade-Level Reading
Dianna Townsend, University of Nevada, Reno
Neil Tulabing, New Mexico Public Education Department
Julie Williams, California Department of Education
Jizhi Zhang, Researcher

ACTION: NAEP Assessment Schedule (Open Session)

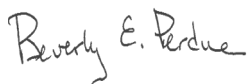
The meeting was called to order at 11:22 a.m. by the Honorable Beverly Perdue, Chair, who expressed gratitude to Marty West, Vice Chair; Lesley Muldoon, Executive Director; the Board Members; and the NAGB staff for their thoughtful and diligent work leading up to the final motion. She emphasized that the decisions being made regarding the NAEP assessment schedule were taken with great deliberation and a sense of responsibility to maintain the integrity of the Nation's Report Card.

West introduced a motion to adopt a revised assessment schedule for the NAEP program through the year 2033, referencing a schedule displayed on the screen. The motion was seconded by Jane Swift. A vote was then called, and the motion was approved unanimously by the Board members present. Chair Perdue confirmed that the motion passed and instructed staff to proceed with the necessary next steps regarding the newly adopted schedule.

Perdue reflected on the importance and success of the meeting, acknowledging the difficulty of the decisions and the unprecedented efficiency of the Board's work given the normally protracted nature of such deliberations. She praised the members for their flexibility, diligence, and shared understanding of the challenges facing the Board before closing the meeting.

The April 21, 2025, National Assessment Governing Board Meeting went off record at 11:25 a.m. EDT.

I certify the accuracy of these minutes.



5/9/2025

National Assessment Governing Board
Assessment Development Committee
Report of March 6, 2025

CLOSED SESSION

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

Assessment Development Committee Members Absent: Shari Camhi, Jared Solomon, Dil Uswatte.

National Assessment Governing Board Staff: Sharyn Rosenberg, Lesley Muldoon.

National Center for Education Statistics (NCES): Gina Broxterman, Jamie Deaton, Dana Kelly.

Other attendees:

Educational Testing Service (ETS): Jan Alegre, Hilary Persky; **Manhattan Strategy Group (MSG):** Ariadne Manikas.

The Assessment Development Committee met in closed session on Thursday, March 6, from 11:20 am – 12:10 pm (EST). This session was closed because it contained secure data from NAEP items that have not been released to the public. Chair Patrick Kelly called the meeting to order at 11:20 am EST.

Findings from 2024 NAEP Reading and Mathematics Pilot Assessments

Dana Kelly of NCES presented a summary of 2024 pilot testing results from new items developed for grades 4 and 8 to implement the 2026 NAEP Mathematics and Reading Assessment Frameworks. She explained that a subset of the items that were piloted in 2024 would move forward to the operational assessments in 2026.

For mathematics, many of the new items were focused on the mathematical practices, which are a new addition to the 2026 framework. For reading, new item development was focused largely on the disciplinary contexts of science and social studies, the two broad purposes called for in the 2026 framework (reading for understanding and reading to solve a problem), and the new purpose of Use and Apply.

Kelly noted that the pilot testing was considered very successful and that the new items met the statistical requirements for NAEP. In particular, the pilot results did not indicate any concerns for maintaining trends between results based on the 2024 and 2026

reading and mathematics frameworks. In addition, the piloted items contributed to improvements in the measurement across the full range of student performance.

ADC members asked questions and discussed the results. The closed session ended at 12:10 pm EST.

OPEN SESSION

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

Assessment Development Committee Members Absent: Shari Camhi, Jared Solomon, Dil Uswatte.

National Assessment Governing Board Staff: Sharyn Rosenberg.

National Center for Education Statistics (NCES): Gina Broxterman, Jamie Deaton, Dana Kelly.

Other attendees:

Educational Testing Service (ETS): Jan Alegre, Hilary Persky; **Manhattan Strategy Group (MSG):** Ariadne Manikas.

Review of Subject-Specific Contextual Variables for 2028 NAEP Reading, Mathematics, and Science Assessments

The Assessment Development Committee met in open session on Thursday, March 6, from 12:20 – 1:20 pm (EST). Kelly reminded ADC members that the contextual variable review materials were posted on the NAEP item review platform in advance of the meeting. Comments were sent to Sharyn Rosenberg in advance for discussion at this meeting. ADC members engaged in discussion of the comments and questionnaires and determined what changes to request from NCES. ADC comments were submitted to NCES and ETS staff shortly after the meeting concluded.

The meeting adjourned at 1:20 pm EST.

I certify the accuracy of these minutes.



Patrick Kelly, Chair

March 19, 2025

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of March 6, 2025

CLOSED SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

National Assessment Governing Board Staff: Elizabeth Schneider (Deputy Director).

National Center for Education Statistics (NCES): Chris Chapman (Acting Commissioner), Enis Dogan, Emmanuel Sikali.

Other attendees:

Manhattan Strategy Group (MSG): Ying Zhang.

The Committee on Standards, Design and Methodology (COSDAM) met in closed session on Thursday, March 6, 2025. Chair Suzanne Lane (Chair) called the meeting to order at 11:20 am EST.

The first session was closed because findings were shared that have not been released to the public. Public disclosure of this confidential information would significantly impede implementation of the NAEP assessment program if conducted in open session. Such matters are protected by exemption 9(B) of the Government in the Sunshine Act, 5 U.S.C. § 552b.

Progress Towards Enhanced Item Distribution

Enis Dogan of the National Center for Education Statistics (NCES) presented on recent studies to examine: (1) efforts to increase the number of items to better cover the full range of student performance and (2) the potential to maintain trend for mathematics and reading when the new NAEP frameworks are implemented in 2026. Dogan and Emmanuel Sikali (NCES) responded to clarification questions from COSDAM members throughout.

Lane and Scott Marion recommended NCES examine the slopes resulting from the item response theory (IRT) model to understand the distribution of item discrimination (i.e., the a parameter) in addition to difficulty (i.e., the b parameter). Jane Swift expressed the need to effectively communicate that these efforts are intended to provide greater precision every student.

OPEN SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

National Assessment Governing Board Staff: Elizabeth Schneider (Deputy Director).

National Center for Education Statistics (NCES): Enis Dogan, Emmanuel Sikali.

Other attendees:

Former National Assessment Governing Board Staff: Lawrence Feinberg; **Manhattan Strategy Group (MSG):** Ying Zhang.

Discussion of 2025 COSDAM Priorities – Achievement Levels and Practical Significance

The COSDAM meeting moved to open session at 12:30 pm EST. Lane began by summarizing future tasks related to the NAEP Achievement Levels and in describing results in terms of practical significance. She noted near- and long-term tasks and requested input from COSDAM members for accomplishing the near-term tasks. These near-term tasks included: (1) updating the Reporting Achievement Level Descriptions (ALDs) for reading and math for the 2026 administration; (2) continuing efforts to improve communications around achievement levels; and (3) developing documentation on statistical significance and effect size.

Lane noted COSDAM and the Research and Dissemination (R&D) committee had previously discussed producing an interpretive guide for use with the recent NAEP data releases. One idea was to include information on correct interpretation of statistical significance, and possibly include information about how to compute and interpret effect sizes as a means of adding a measure of practical significance. However, it was determined that this information was too technical for the purpose of the release, and it would be best for COSDAM to develop separate documentation for a more research-oriented population. COSDAM members agreed with Lane that this would be a worthwhile endeavor, and something Board staff would have the capacity to lead.

Swift suggested COSDAM consider how to focus information about achievement levels and practical significance towards parent groups and the public—potentially through a public-private partnership with groups that work in these areas. COSDAM could identify projects and then partner with academic or philanthropic groups who could take on the work. In an academic situation this could be mutually beneficial as it would offer real world work experience for students. Marion cautioned that students may require a high amount of instruction and guidance along the way.

Regarding communicating NAEP Achievement Levels information, Marion expressed that an effective way to illustrate what they mean is to tie them to items. It can be more impactful to illustrate examples of what students performing at below *NAEP Basic* can respond to correctly and incorrectly compared to using the label and definition alone.

Guillermo Solano-Flores recommended that focus groups could help us understand how information is being interpreted, including to identify common misconceptions.

Swift suggested parent groups have a difficult time understanding why proficiency is different in their state compared to NAEP, and inquired as to whether there are ways COSDAM could improve communications around achievement levels for laypeople. Becky Dvorak (Assistant Director for Psychometrics) noted that the *Mapping State Proficiency Standards Onto NAEP Scales* reports developed by NCES link state standards and NAEP to allow comparison.

Lane noted the following activities for Board staff to prioritize in the near-term:

- Develop an initial plan for updating methodology for developing Reporting ALDs in an efficient manner for COSDAM input. Identify if/how external input can be collected.
- Draft a brief document on statistical significance and effect size for COSDAM input.

Lane concluded the meeting at 11:20 am EST.



Suzanne Lane, Chair

03/19/2025
Date

**National Assessment Governing Board
Nominations Committee Virtual Meeting
Report of February 13, 2025**

CLOSED SESSION

Nominations Committee Members: Reginald McGregor (Chair), Lisa Ashe, Tyler Cramer, Angélica Infante-Green, Patrick Kelly, Suzanne Lane, Scott Marion, Ron Reynolds.

Nominations Committee Members Absent: Nardi Routten.

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

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the Nominations Committee met in closed session on Thursday, February 13, 2025, from 5:30 to 6:30 p.m. (EST). Chair McGregor called the meeting to order at 5:30 p.m. to discuss the following agenda topics:

- Review Slates of Finalists
- Preparation for Closed Session with the Full Board to Present and Vote on the 2025 Slate of Governing Board Nominees
- Confirm Next Steps

After welcoming members, McGregor noted Nardi Routten's absence. He noted that the Elementary School Principal seat is open because that member is no longer serving in the professional role required for Board membership. He also noted an open seat in the General Public Representative category, as the current member will have completed a second term on the Board on September 30, 2025, and is thus ineligible for reappointment. The incumbent in the Testing and Measurement Expert category will abstain from voting in that category.

McGregor opened the conversation for the subgroup leaders to provide summaries of each nominee on their slates and share how they arrived at their decisions.

- Lisa Ashe provided an overview of the finalists in the Elementary School Principal category.
- Scott Marion provided an overview of the finalists in the General Public Representative category. Lesley Muldoon provided explanation and clarification on the General Public Representative categories - two parents who are not employed by local, state, or federal educational agency; two additional members

who are representatives of the general public, but who are not employed by local, state, or federal educational agency. This year the Board will fill the 'generalist' seat.

- Suzanne Lane provided an overview of the finalists in the Testing and Measurement Expert category.

The Committee concurred with McGregor to take immediate action on the slates of finalists to be presented to the Board on March 6, 2025, rather than holding a second meeting in March for the purpose of voting on the slates.

- The Elementary School Principal slate was moved by Lisa Ashe and seconded by Scott Marion. That motion was carried.
- The General Public Representative slate was moved by Scott Marion and seconded by Angélica Infante-Green. McGregor was an abstention, and that motion was carried.
- The Testing and Measurement Expert category was moved by Suzanne Lane and seconded by Tyler Cramer. Scott Marion was an abstention, and that motion was carried.

McGregor reminded members that the Board will take action on March 6th. At that meeting, each subcommittee leader will report out on their slate of finalists. He thanked the staff and all members for their work. The meeting was adjourned at 6:30 p.m. (EST).

I certify the accuracy of these minutes.



5/7/2025

Reginald McGregor, Chair

Date

National Assessment Governing Board
Reporting and Dissemination Committee
Report of March 6, 2025

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

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

National Center for Education Statistics (NCES) Staff: Jamie Deaton, Ebony Walton

Other attendees: Educational Testing Service (ETS): Jan Allegra. Lerner Communications: Michelle Lerner, Ashley Zanchelli, Nancy Zuckerbrod. Manhattan Strategy Group (MSG): David Hoff. National Assessment Governing Board Former Staff: Larry Feinberg. Sanametricx: Ally Armistead, Dani Sauter.

Reporting and Dissemination Committee Chair, Julia Rafal-Baer, called the committee meeting to order at 11:20 am EST.

Rafal-Baer opened the meeting by remarking on the widespread respect for the National Assessment of Educational Progress (NAEP) program and the staff who work daily to ensure it remains the gold standard in measurement.

Review of Core Contextual Questionnaire Items

Rafal-Baer introduced Jamie Deaton of NCES to provide an overview of what content the contextual questionnaires cover and what latitude for changes is granted the Reporting and Dissemination (R&D) Committee members for this review.

Deaton explained the questionnaire development process through the analogy of film development. In early stages of screenwriting, new subplots and characters can be added if they fit within the general framework of the movie. Similarly, the current development stage for the grade 12 contextual questionnaire -- prior to the pilot test -- allows for additions and amendments, if they fit within the general framework of the questionnaire, i.e., relating to achievement.

However, at this point, the grades 4 and 8 questionnaires are mostly locked, since those questionnaire items already underwent piloting. For these questionnaires, committee members can suggest only deleting items or adding only items that have been validated on other federal surveys. Beyond those two options, any additional comments must be saved for future rounds of early questionnaire development.

Marty West asked if any of the items from the School Pulse Panel (SPP) surveys could be considered for addition, even on the grades 4 and 8 pre-operational questionnaires. Deaton ceded that point, and Ebony Walton elaborated that the SPP modules are available online, and already vetted, so a Board member could pore through those for potential items.

With the overview complete, Jan Allegra of ETS scrolled through the 2028 Grade 12 Student Questionnaire Review Package. As Allegra moved through the survey items, R&D Committee members offered feedback and asked questions.

LoGerfo inquired whether the grade 4 and grade 12 questions about parents' highest educational attainment differ, because NCES finds that younger students cannot respond with valid or accurate answers beyond that their parents attended college. The team agreed but is currently piloting an option for grade 4 that is equivalent to the grade 8 item, which includes "obtained a graduate degree" to the highest education attained variable.

The committee members noted a new sub-item this year about siblings in the household. This variable will stay on the survey for at least two administrations to determine how well it works, in both distribution and relationship to achievement.

Cramer expressed great appreciation for the grade 12 student question, "Where did you attend each of the following grades (i.e., grades 9, 10, 11)?" He requested supplementary information to this item, such as whether a student was enrolled in the same state or district if they attended a different school. Cramer also recommended extending the query earlier than grade 9, such as grades 5, 6, and 7.

Ron Reynolds, who chairs the Governing Board's ad hoc committee on artificial intelligence (AI), urged the NAEP team to modify the question about generative AI to include examples of popular generative AI applications to convey the intent of the item. However, predicting what generative AI applications will exist four years from now will inevitably fail; there is no way to know. Rafal-Baer noted that even the name ChatGPT

refers to a specific brand, like Kleenex or Xerox, so should not be considered a global name for all generative AI.

Rafal-Baer inquired about another AI-related question, wondering about the framing of the question as “how familiar are you” with a given AI program instead of the more empirical, “how often are you using” a given AI program. The use phrasing seemed more valuable and informative to the committee than the familiarity query. Additionally, the list of potential uses for AI struck the committee members as odd. For example, few twelfth-graders likely use AI to organize schedules, but probably do use AI for preparing presentations, which is not asked.

Anna King questioned why NAEP still asks students about the number of physical books in their home, which West explained as having too strong of a relationship to learning to drop. In response, King praised the inclusion of a question about e-books and e-readers, which Deaton noted will be examined closely for its performance in the operational administration.

Finally, R&D committee members deliberated on the question about students’ effort and motivation to complete NAEP. Rafal-Baer asked about this question’s results. LoGerfo discussed the 2016 report commissioned by the Board, which debunked the myths that 12th graders do not take NAEP seriously and do not invest effort into their NAEP participation. Reynolds asked if the NCES team could experiment with where that effort question appears, whether at the end of the testing block and before the questionnaire, or at the end of the questionnaire block.

Cramer and LoGerfo checked whether anyone tracks the use of questionnaire items in analyses and reporting. Deaton replied in the negative but implied that this could be considered.

Conversation then shifted to the School Administrator questionnaire, which is also part of grade 12 NAEP. Rafal-Baer recommended dropping the phrase “social-emotional supports” and substituting the actual activity in question, e.g., counseling. West agreed with this recommendation. Deaton promised to check the cognitive lab findings for this question to determine if respondents assumed this referred to counseling.

The school administrator questionnaire includes a question about the reliability of the school’s internet connection. Yet, the question does not specify whether “connection” alludes to the wireless capability throughout the school or internet accessibility in a computer lab, for example. A clearer item might ask “how reliably can staff and students access the internet during the school day?”

Again, a question about AI raised additional questions. The item “does your school have policies in place regarding use of generative AI tools by staff and students?” may not produce optimally useful information. The policies could prohibit the use of generative AI or allow its use thoughtfully; different policies could be associated with different outcomes.

Committee members expressed interest in learning more about hybrid home-school and traditional school approaches, but agreed that NAEP is not the right instrument to capture variation in school structures which are not yet prominent. West inquired why NAEP asks school administrators directly about school governance and sector when NAEP already collects administrative records data to determine how schools classify themselves officially.

Additional comments centered on updating and clarifying phrases, e.g., Limited English Proficient is an outdated phrase for English Learners or Emerging Bilingual students, and private schools do not receive Title I funds, but their students may receive Title I services. In both these cases, NCES dismissed the recommendations, because those inaccurately worded items represent many years of trend. Changing phrasing now might risk trend data.

LoGerfo concluded the discussion by asking committee members to email her any additional feedback within five business days. She then will share their suggestions with NCES, who will reply within a week with how they plan to address the recommendations. Those responses are then given to committee members for understanding and any possible appeal.

LoGerfo then shifted the conversation to the next agenda topic--strategic communications.

Communications Update and Debrief of 2024 NAEP Release

LoGerfo began by reminding committee members of the release plan for the 2024 Nation's Report Card, which the committee helped develop and the full Board approved at the November 2024 quarterly meeting. The plan marked a shift from the traditional NAEP Day approach, with the goal of expanding reach and engagement through a modernized, multimedia strategy.

On the evening of NAEP Day, however, a tragic plane crash became the top national news story. This required immediate adjustments to the Board's communications plan and limited the visibility of several planned elements. Despite these challenges, key

components of the plan were implemented and yielded meaningful engagement across audiences.

Under the revised approach, the Board replaced its usual in-person event at the National Press Club with video recordings of the data presentation, released online alongside the press release. These videos were intended to be easily shareable and embeddable for media and partner use. However, due to logistical constraints, the videos were not released and only one was shown during the afternoon town hall event.

That town hall, moderated by NPR's Cory Turner and featuring NCES Commissioner Dr. Peggy Carr and Governing Board Vice Chair Marty West, drew 58 in-person attendees and 1,023 virtual participants. It served as a venue for discussion of the results and real-time audience engagement, including a response to a question about Florida's data.

Following the town hall, the Council of Chief State School Officers, the Council of the Great City Schools, and the National Governors Association co-hosted a policy-focused discussion on the implications of the NAEP results. Dr. Carr and West offered opening remarks, and Angélica Infante-Green joined a panel discussion. The strong turnout reflected the Board's deep partnerships with national education policy organizations.

One central element of the plan—bipartisan participation by governors on national morning news programs—was largely curtailed due to the crash coverage. Governor Jared Polis (D-CO) appeared on PBS NewsHour, while other planned interviews were canceled or overshadowed. Marty West's scheduled appearance on Morning Joe the following day was preempted by coverage of the incident.

Still, the communications team successfully placed six of seven prepared op-eds in prominent general and education-focused media outlets. The Board also conducted proactive outreach to opinion writers, including *The New York Times*' Jessica Grose and Nick Kristof (whose meeting was ultimately canceled due to news demands), and *The Chicago Tribune*'s Hilary Gowens.

Looking beyond NAEP Day itself, the release strategy included a six-week sprint of follow-up events. The Board hosted two sessions—one on reading, with 285 attendees, and another on high- and low-performing students. Additionally, Board members and staff participated in nearly 20 partner-led events during that same period.

Though the 2022 NAEP results attracted significant attention as the first post-pandemic release, the 2024 results received comparable media coverage and engagement.

Committee members noted that this reflected the impact of a more proactive and strategic outreach effort.

A committee member asked how traffic to the Governing Board's website compared to NCES's Nation's Report Card site. While data for the latter were not available at the meeting, the Board's newly redesigned site received over 9,300 views—an eightfold increase over 2022. The Board's materials intentionally direct users to the NCES site for full data access, underscoring a complementary relationship between the two platforms.

Email engagement also exceeded benchmarks. Each of the three emails sent around the release significantly outperformed the 2024 average open rate (13.2%) and click rate (1.7%). In response to a question, staff confirmed that the list had been reviewed and cleaned following the 2022 release, with security measures added to protect list integrity.

Rafal-Baer shared that her own team used AI tools to transcribe and analyze all presentations, events, articles, and media mentions related to the 2024 NAEP release. The review revealed consistent messaging across platforms—even when the Board was not directly involved. This likely reflected strong topline messaging, the impact of coordinated outreach efforts, and high engagement across social media. Notably, nearly one-third of NAEP Day web traffic came from LinkedIn, where the Governing Board's posts generated nearly 9,500 impressions.

Several committee members praised the Board's use of released NAEP items in presentation slides to illustrate achievement levels. These examples make the data more accessible to non-technical audiences. The committee recommended developing similar materials for the grade 12 release and creating an interpretive guide to help contextualize where this cohort was when the pandemic disrupted their learning.

The committee also discussed how to define success for releases featuring only national-level data, such as the 2024 Science assessment and 12th grade Reading and Math. Members recommended more direct engagement with students, higher education, and the business community to understand how these results can inform transitions to postsecondary life. Reynolds emphasized the importance of including student perspectives at the next release. West, while supportive of integrating student voices, expressed concern about putting students in a performative role and suggested creating a student advisory panel to provide sustained input.

Finally, committee members emphasized the importance of protecting the long-term credibility of the NAEP program by remaining grounded in what the data can accurately

convey. They encouraged the Board to partner with national science organizations for the science release and to contact former Governing Board member Rick Hanushek to explore the economic implications of the grade 12 results.

Rafal-Baer thanked everyone for their participation and adjourned the meeting at 1:15 pm EST.

I certify the accuracy of these minutes.

Julia Rafal-Baer

4/3/25

Julia Rafal-Baer (Chair)

Date