

National Assessment Governing Board

Meeting of May 15, 2025

Lyndon Baines Johnson (LBJ) U.S. Department of Education Building

400 Maryland Avenue SW

Washington, DC 20202

& 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 Cramer

Christine Cunningham

Danielle Gonzales

Angélica Infante-Green

Patrick Kelly

Anna King

Scott Marion

Reginald McGregor

Michael Pope

Julia Rafal-Baer

Ron Reynolds

Guillermo Solano-Flores

Jared Solomon

Jane Swift

Mark White

Matthew Soldner, *Ex-officio Member*

National Assessment Governing Board Members Absent

Jhone Ebert
Suzanne Lane
Nardi Routten
Darein Spann
Dil Uswatte

National Assessment Governing Board Staff

Lesley Muldoon, *Executive Director*
Elizabeth Schneider, *Deputy Executive Director*
Rebecca Dvorak
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Sharyn Rosenberg
Angela Scott
Josh Warzecha
Anthony White

National Center for Education Statistics (NCES)

Gina Broxterman
Enis Dogan

American Institutes for Research (AIR)

David Bamat
Martin Hooper
Young Kim
Xiaying Zheng

Council of the Great City Schools (CGCS)

Michael Casserly
Ray Hart
Akisha Osei-Sarfo

U.S. Department of Education

James Forester (OLCA)
Carter Volz (OPEPD)

Educational Testing Service (ETS)

Marc Berger
Terran Brown
Mercy Byrne

Jay Campbell
Peter Ciemins
Amy Drescher
Mathew Kandathil, Jr.
Daniel McCaffrey
Ranu Palta-Upreti
Rupal Patel
Hilary Persky
Shannon Richards
Luis Saldivia

The Hatcher Group

Jenny Beard
Sophia Handel
Mallory Werthamer

Lerner Communications

Michelle Lerner
Ashley Zanchelli
Nancy Zuckerberg

Management Strategies

Micajah Anderson
Brandon Dart
Rachel Koether
Zachary Rosensteel

Pearson

Matt Brunscheen
Paula Rios

RTI International (RTI)

Lisa Kessler

Sanametrix

Andrea Allen
Allyson Armistead

Westat

Lauren Byrne
Marcie Hickman
Zully Hilton

Tom Krenzke
Jason Nicholas
Lisa Rodriguez
Leslie Wallace
Rima Zobayan

Other Attendees/Speakers

Jill Barshay, Hechinger Report
Myra Best, digiLEARN
Collin Binkley, Associated Press
Anne Bowles, Council of Chief State School Officers (CCSSO)
Latosha Branch, Virginia Department of Education
Betsy Chapman, South Dakota Department of Education
William Donkersgoed, Wyoming Department of Education
Alison Gerrior, Massachusetts Department of Education
Peter Halpin, University of North Carolina (UNC)
Andrew Ho, Harvard University
Linda Jacobson, The 74
Abe Krisst, Connecticut Department of Education, State Policy Task Force
Regina Lewis, Maine Department of Education
Brian Lloyd, Michigan Department of Education
Raina Moulian, Alaska Department of Education & Early Development
Shantel Niederstadt, Montana Office of Public Instruction
Susanne Nobles, ReadWorks
Renee Savoie, Connecticut State Department of Education
Debra Silimeo, Silimeo Group
Christy Talbot, American Educational Research Association
Dianna Townsend, University of Nevada, Reno
Edward Wofford, Self-Employed

Welcome and Remarks, Approval of May 2025 Agenda, Approval of March 2025 Minutes,
Approval of April 2025 Minutes

Chair Beverly Perdue welcomed both in-person and virtual attendees to the meeting at the U.S. Department of Education's Lyndon Baines Johnson Building. Chair Perdue noted that although the day's agenda would be demanding, it presented a valuable opportunity for meaningful discussion and reflection on the statutory responsibilities of the Board.

Perdue expressed appreciation for the efforts of Executive Director Lesley Muldoon and her team in coordinating the meeting and preparing materials despite recent challenges and rapid changes. In particular, she thanked Governing Board and NCES staff for their collaborative

work and steady leadership. Chair Perdue stressed the spirit of shared problem-solving that characterizes the Board's work.

The Board proceeded to administrative approvals, beginning with a motion by Scott Marion to approve the May 2025 meeting agenda. Anna King seconded the motion, which was unanimously approved. The minutes from the March 2025 meeting were then presented for approval. Anna King moved to approve the minutes; Michael Pope seconded the motion and it carried with no opposition. The April 2025 meeting minutes were approved following a motion by Scott Marion and a second by Christine Cunningham, with unanimous support and no objections.

In closing remarks, Chair Perdue reflected on the volatile and uncertain educational climate over the previous three months. She acknowledged the difficulties and “stacking changes” faced by the education community but emphasized that these have also created opportunities. She reiterated her appreciation for the commitment and insight of Vice Chair Marty West, whose experience and leadership have played a key role in guiding the Board's work during this period. The meeting then transitioned to the Executive Director's report, with Chair Perdue encouraging Board members to ask meaningful questions and offer strategic guidance about the future direction of NAEP.

Executive Director Update

Executive Director Lesley Muldoon began her update by extending a warm welcome to the attendees, particularly those joining virtually due to travel or personal commitments. She outlined the goals of the meeting, which included understanding how recent developments impact the NAEP program. Much of the discussion would occur in closed session, e.g., discussions on the NAEP budget and contractual matters that are necessarily kept strictly confidential to protect the integrity of the federal procurement process.

One open session on the agenda would feature state and district leaders from the task forces the Board funds – both the State Policy Task Force with the Council of Chief State School Officers (CCSSO) and the Trial Urban District Assessment (TUDA) Task Force with the Council of the Great City Schools (CGCS). Representatives from these task forces typically present updates on their accomplishments and discussions to the Governing Board every 12 to 18 months. Muldoon explained that this session would mark the Board's first update from the task forces since the release of the 2024 reading and math results.

Another critical agenda item would be an embargoed briefing on the 2024 NAEP science results, the first grade 8 science results since the pandemic disrupted schooling. After this session, the Board would have the opportunity to approve the release plan for those results. Muldoon discussed other upcoming data releases, including the 12th-grade results in reading and mathematics later in the summer, marking the first comprehensive look at high school students' academic achievement since 2019.

Muldoon updated the Board members on progress toward the 2026 NAEP administration, noting that several key milestones had been met in recent weeks. These included the official notification sent to states and districts about the plans for the 2026 data collection. Furthermore, there have been ongoing efforts to implement a more efficient administration model, such as utilizing school devices and reducing the number of field staff deployed to administer the assessments. Muldoon also referred to the recent decision made by the Board in April to scale back plans for expanding state-level assessments, a significant step in maintaining the efficiency and focus of the program. Despite these adjustments, she emphasized that critical activities related to the NAEP program remained on track. In today's closed session, the Board would hear further updates from Gina Broxterman regarding the status of contracts in place for the program.

Muldoon reminded the Board that the appointments for three open Board positions—elementary school principal, general public representative, and testing and measurement expert—had been submitted to the Secretary's office for consideration, with terms set to begin on October 1, 2025.

Turning to the ongoing work related to assessment frameworks, Muldoon noted that the development of content advisory groups for each subject area, a key part of the new assessment framework policy, was currently on hold. She indicated that while the process was not yet moving forward, it would be revisited soon, potentially ahead of the August meeting. This would allow the Board to evaluate the appropriate timing for resuming this important initiative.

Furthermore, Muldoon mentioned the exploration of artificial intelligence (AI) in large-scale assessment, a topic that had been a focus of the Board for over a year. Due to the prioritization of mission-critical activities related to the 2026 administration, work on this initiative had been paused. However, she reiterated her belief in the importance of considering how AI can enhance the NAEP program and expressed hope that the Board would resume this conversation when capacity allows.

Finally, Muldoon concluded her update by expressing profound gratitude to Gina Broxterman and Enis Dogan for their dedication to the NAEP program. She commended them for managing the heavy workload involved in ensuring the program's continued success. She also recognized the Board staff for their commitment and hard work in preparing for the meeting and supporting the NAEP program.

Chair Perdue commended Muldoon for providing a thorough yet concise update and encouraged the Board members to ask any questions or provide feedback. With no further

comments or questions, the Chair thanked Muldoon for her presentation and expressed appreciation for her brevity.

CCSSO and TUDA Task Force Updates and Discussion

Chair Perdue opened the session by highlighting the importance of the ongoing work with the Council of Chief State School Officers (CCSSO) and the Council of Great City Schools (CGCS). She thanked Anne Bowles, Abe Krisst, Ray Hart, and Akisha Osei-Sarfo for their leadership in the two task forces and invited Bowles and Krisst to present on the work of the State Policy Task Force.

Anne Bowles, Senior Director of Programs at CCSSO, provided a brief overview of CCSSO's mission, which involves promoting best practices and ensuring equitable access to educational resources across states. She emphasized the organization's commitment to supporting state education leaders and its close partnership with the Governing Board in gathering state feedback on NAEP.

Abe Krisst, Assessment Bureau Chief at the Connecticut State Department of Education and chair of the State Policy Task Force, presented a comprehensive update on the task force's activities and priorities. Krisst reported that the State Policy Task Force members highly valued the pre-release NAEP data workshops for assessment coordinators and communication directors. These workshops fostered collaboration between state education agency staff, communications experts, and NAEP staff, allowing for shared insights and strategies. The Task Force also recommended that NAEP continue to provide graphics and press release kits to assist states in the clear and accurate presentation of assessment results.

The Task Force had expressed concerns about the additional burdens that NAEP modernization in 2024 might impose on schools, especially shifting responsibility from NAEP to districts and schools (i.e., using school-based equipment and reducing the number of field staff, thus requiring schools to provide staff, technology, and training). Despite these concerns, Krisst shared that the 2024 NAEP administration proceeded better than anticipated. Improved communications between NAEP and state education agencies helped to address concerns and to provide adequate resources which allowed schools to handle the changes without too much strain.

Krisst stressed continued open communication about changes to NAEP. As the number of on-site staff administering NAEP decreases, what happens to the capacity to tackle unforeseen complications during the assessment window? Additionally, the extension of testing windows for 2026 NAEP elicited worries that overlapping testing schedules could create conflicts for districts, students, and staff. The shift in the Assessment Management System (AMS) to a different contractor provoked concerns about the potential impact on the assessment administration. Task force members want clear communication and early

planning to minimize disruptions during transitions. Task force members recommended that proactive communication methods, such as webinars, keep all states updated on ongoing changes to NAEP policies and procedures.

Krisst noted that the task force is delving into how artificial intelligence (AI) may shape future assessments. The State Policy Task Force members express cautious optimism about the potential of AI to streamline item development, reduce costs, improve quality control, and expand accessibility features for diverse student populations. Despite these potential benefits, the task force members foresee challenges with AI implementation, such as developing policy guardrails for AI and setting the necessary support systems to ensure effective, responsible use in assessments. Several states had already created committees or hired specialists to explore the opportunities and challenges presented by AI in educational assessments.

Finally, the State Policy Task Force has discussed the importance of enhancing accessibility for English Learners (ELs), Multilingual Learners (MLs), and students with Individualized Education Programs (IEPs) in future NAEP assessments. States had made significant strides in providing robust accessibility supports in their own state assessments, particularly through both non-embedded and embedded tools. The Task Force urged NAEP to ensure that it remains aligned with these developments and continues to modernize its accessibility features to meet the needs of all students, especially as technological advancements in assessments continue to evolve. In closing, Krisst reiterated the State Policy Task Force's commitment to continuing the dialogue on NAEP modernization and the associated challenges.

Perdue thanked the presenters for their contributions and acknowledged the valuable insights shared during the session, emphasizing the importance of ongoing collaboration and communication. She then welcomed Dr. Ray Hart and Dr. Akisha Osei Sarfo to present updates from the Trial Urban District Assessment (TUDA) Task Force.

Ray Hart began his presentation by providing a brief history of the TUDA program. He explained that the program started in 2001, when the Council of the Great City Schools requested the opportunity for their districts to participate in NAEP. Six districts participated in 2002; currently, 26 districts participate. Participation in TUDA is voluntary, and the districts provide the necessary funding for their involvement, including staff support. He highlighted his own early experience with NAEP in a district, recalling how it was integrated into the broader district assessments and greatly contributed to data-driven decision-making.

Hart shared an example of districts using NAEP data to drive decisions. After the 2022 NAEP data showed significant declines in fourth-grade mathematics, several district superintendents traveled to Washington, D.C., to discuss how to address these challenges and improve their math curricula. That collaboration had a profound impact, and districts

continue to use NAEP as a tool for continuous improvement. He also pointed to Guilford County (NC), which used NAEP data to identify weaknesses in the performance of English language learners (ELLs). By collaborating with other districts, Guilford County implemented strategies that led to significant growth in their ELL students' performance on NAEP.

Hart highlighted the progress urban districts have made in closing the achievement gap between themselves and the nation. Over the past two decades, urban districts have significantly narrowed that gap in fourth and eighth grade reading and mathematics. Notably, there was a 61% reduction in the gap for fourth-grade reading, 65% for eighth-grade reading, 55% for eighth-grade mathematics, and nearly 40% for fourth-grade mathematics. He also pointed out that between 2022 and 2024, urban districts demonstrated substantial growth in fourth-grade mathematics, with over half of the participating districts showing significant improvement. Indeed, several TUDA districts, including Dallas, Los Angeles, New York City, and Philadelphia, have surpassed or matched their pre-pandemic performance in all four tested subjects

Osei Sarfo then explained the TUDA Task Force, which convenes twice annually to provide feedback on NAEP policy, research, and communication. Task force members are selected based on their expertise in NAEP and include district superintendents, deputy superintendents for accountability and for assessment, and communications directors. The TUDA Task Force plays a crucial role in shaping NAEP decisions by providing real-world perspectives from district leaders. Recent discussions have centered on participation in optional assessments, learning recovery post-pandemic, the use of district devices in administering NAEP, and effective communication strategies for school board members and parents.

Osei Sarfo highlighted several key products from the task force's work, such as 2022's TUDA Communication Guidebook, created in response to feedback from task force members. The guidebook was released alongside the 2022 NAEP data and continues to be a valuable resource for district leaders. CGCS also developed interactive TUDA dashboards, which allow users to explore each district's NAEP results, and District Profiles, which provide a quick and comprehensive snapshot of each district's performance on NAEP. These profiles allow district leaders to interpret their results, identify trends, and compare their performance to state and national averages. The dashboards are available to the public and used by district leaders to track trends over time, further supporting data-driven decision-making.

Hart briefly outlined additional Council reports the TUDA Task Force members requested to help understand how districts are improving and growing. One such report focused on "educational torque," which looked at how large city schools produced greater educational growth for their students compared to the nation. These reports are used to identify best practices in districts that outperform their peers and share those strategies with others.

Perdue thanked both Hart and Osei Sarfo for their insightful presentations then invited questions from board members.

Danielle Gonzales asked about the percentage of the nation's students who are represented in the TUDA results. Hart explained that the NAEP large city results typically reflect about 17 percent of the nation's student population, with 26 TUDA districts included in the large city category. In total, there are 81 districts across the nation that are members of the Council, most of which have students in the large city variable. This means that approximately one in six students across the country are represented in the TUDA results.

Gonzales raised a technical question regarding how districts use TUDA data to advance their educational goals, improve student outcomes, and close achievement gaps. Hart elaborated that many districts recognize the importance of both their state data and TUDA data. For instance, districts use pre-released NAEP items to break down student performance on complex tasks, such as extended response items. This helps district Chief Academic Officers understand how well students are prepared for tasks like writing, including in areas such as mathematics where writing a mathematical response may not be intuitive. By leveraging NAEP data, districts gain a national perspective that helps them gauge their students' performance not only relative to their state peers but also to other districts across the country. Hart further emphasized that comparing large urban districts, such as his experience in Atlanta, with other urban districts around the country (e.g., Houston or Denver) is valuable for sharing best practices.

The discussion turned to a question from Tyler MarCramer about student mobility in TUDA districts, because educational inputs like school take time to show results and TUDA districts are especially affected by student mobility. He inquired whether any progress had been made in linking attendance data with NAEP data to understand the relationship between mobility and educational outcomes. Hart acknowledged that linking attendance data with NAEP data would be beneficial, but that this was not something the current system could accomplish. Cramer suggested that it would be valuable for districts to have access to these more integrated data to evaluate policies and interventions.

West asked about the unique contributions of TUDA to the districts, particularly in relation to other assessments such as state assessments. Hart replied that NAEP allows comparisons of performance data by demographic variables, such as socioeconomic status. Hart explained that this level of detail allows districts to understand what support systems might be needed for students to improve academic outcomes.

West followed up with a question about whether districts not participating in TUDA use other tools to make cross-state comparisons. He specifically referenced the Educational Recovery Scorecard, which uses NAEP as a benchmark for mapping state tests. Hart acknowledged that the Council uses the Education Recovery Scorecard, but this method can produce

inconsistent results. Despite using NAEP as a base, the methodology of the scorecard sometimes yields unreliable comparisons, making it difficult to draw consistent conclusions across states. In contrast, Hart emphasized that the NAEP data has remained consistently reliable and tracks trends over time, particularly for districts that have experienced changes in state assessments.

Osei Sarfo added that not all TUDA districts receive data from the Education Recovery Scorecard every time it is released, further contributing to inconsistencies in the data. Ultimately, the consistency and reliability of NAEP data were highlighted as major strengths. This stability allows districts to confidently tell their story, make meaningful comparisons, and identify areas where further support or intervention is needed.

Marion asked about the reduction in achievement gaps between large cities and the nation, seeking clarification on how the gaps were measured. Hart clarified that the reduction in achievement gaps was based on scale scores and observed across different grades and subjects.

Marion then inquired about challenges in recruiting districts to volunteer for TUDA. Hart responded by stating that, over the past two decades, only two districts had opted to stop participating in the TUDA program: one district opted out in 2024 but wants to rejoin, and another, Milwaukee, had opted out in 2013 but eventually returned. He added that there were more districts interested in joining the TUDA program, but some could not be accommodated due to funding constraints or because they did not meet the eligibility requirements for population size.

Anna King wondered about the communication strategies used by districts to inform parents, families, and communities about NAEP. She acknowledged that reaching parents in urban districts could be challenging and wanted to know how effectively districts communicated NAEP results. Hart explained that the TUDA Task Force had worked with Communications Directors from various districts to develop strategies for communicating NAEP, such as data tools and helpful language, but the effectiveness of these efforts had not been formally measured. He suggested that it would be valuable to assess the effectiveness of these communication tools by polling districts during the next round of NAEP assessments. Hart recognized the importance of clear and effective communication, especially in communities where understanding national assessments can be difficult for parents who may not be familiar with the process.

Jared Solomon asked about the impact of digital assessments on education. He asked whether the increased use of online assessments could potentially lead to a more comprehensive shift toward digital learning, or if schools would continue using paper-based methods alongside digital assessments. Krisst responded, explaining that in Connecticut, digital assessments are the norm. He acknowledged that many assessments are now online,

but the question of whether all instruction must also be digital remains. He also mentioned an assessment audit they conduct, which explores the types of assessments districts use beyond the state-mandated assessments.

Next, Ron Reynolds brought up a question about the "T" in TUDA, specifically asking whether the "Trial" status of the program still mattered. He wanted to know if the status should be changed and whether the program's identity could be shifted. Hart explained that while the program had been called a "trial" for many years, that allows urban districts to voluntarily participate. Hart emphasized that the title could be changed, but the key aspect is the program's voluntary nature and the accountability the participating districts embrace.

West added an interesting historical perspective, drawing a parallel between the TUDA program and international assessments, such as the TIMSS (Trends in International Mathematics and Science Study). These programs had evolved in name over time and suggested that the "trial" designation could be revised, but the core function of the assessment would remain.

Perdue concluded the session by thanking everyone for their presentations and discussions. She expressed appreciation for the clear and accessible way the presenters had communicated their work and emphasized that their efforts were making a meaningful difference. The meeting ended with a round of applause for the presenters.

The meeting went off the record at 10:31 a.m. and resumed in closed session at 10:47 a.m.

NAEP Budget and Contracting Update and Discussion (CLOSED)

The Governing Board convened in closed session from 10:47 a.m. - 3:08 p.m. EST to receive an update from NCES and discuss the status of the NAEP budget and contracts. 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. Board members engaged in discussion and asked questions on the information provided.

Embargoed Briefing on 2024 NAEP Science Results (CLOSED)

The Governing Board convened in closed session at 3:30 p.m. EST to receive a briefing on the 2024 Nation's Report Card in Science for Grade 8. These embargoed data are not public yet, so the session was closed to the public due to the confidential and secure nature of the unreleased national data, as stated under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C.

The meeting resumed in open session at 5:17 p.m.

Discussion and ACTION: Release Plan for 2024 NAEP

Perdue introduced Julia Rafal-Baer, the Chair of the Reporting and Dissemination (R&D) Committee, to present the proposed plan for the release of the 2024 NAEP Science results. Rafal-Baer emphasized that while the results had been shared in a closed session earlier, this discussion was open to the public and any conversation veering into specific results would be cut off. She noted that the R&D Committee had already approved the draft release plan during a virtual meeting the previous Friday, and the board had received the plan for review on Monday. The focus of the release would be on the first science data available since the pandemic, as well as that this is the last release before the new science assessment framework, which is being developed for 2028.

Rafal-Baer detailed that the release plan would take a three-part approach: (1) pre-release activities; (2) the release itself; and (3) post-release activities. For the pre-release phase, the focus would be on creating an interpretive guide to help the public better understand achievement levels on the NAEP science assessment. This approach, which worked well for the NAEP reading and math assessments, would use real NAEP Science items to make achievement levels more tangible. Stakeholder engagement was also emphasized, informing the science education community about the upcoming release and the value of NAEP data. Several embargoed briefings and videos would be released to share the results, and Rafal-Baer encouraged members to suggest additional organizations to include in outreach efforts.

Rafal-Baer explained that the focus of the science release would be on the extensive work behind preparing the NAEP science report card and an emphasis on making the release accessible, especially for organizations which work with parents and families. Board members were also encouraged to provide their perspectives and contribute content, such as op-eds, to help disseminate the results widely. Rafal-Baer clarified that although the exact date of the release was still pending approval of the report card by the R&D Committee, discussions about the release plan were underway.

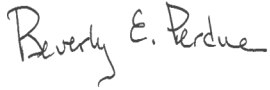
Perdue asked if there were any questions, to which Christine Cunningham inquired about the expected season of the release, with some stakeholders requesting a rough estimate. Rafal-Baer affirmed that the release would occur sometime this summer.

After the discussion, Perdue moved to proceed with a vote on approving the science release plan. Scott Marion moved to approve the plan, and Cunningham seconded the motion. There were no further discussions, and the plan was unanimously approved by a voice vote. Perdue expressed excitement about the release and commended Rafal-Baer and the team for their work.

The meeting transitioned to concluding remarks, where Perdue thanked everyone for their participation throughout the day, including those joining remotely. She praised the productive discussions and the progress made in helping Lesley and her team plan for future NAEP

activities. Cunningham made the motion to adjourn, which was seconded by Marion. The meeting adjourned at 5:26 p.m.

I certify the accuracy of these minutes.



Beverly E. Perdue, Chair

07/24/25

Date

National Assessment Governing Board
Assessment Development Committee
Report of May 16, 2025

CLOSED SESSION

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

Assessment Development Committee Members Absent: Nardi Routten, Jared Solomon, Dil Uswatte.

National Assessment Governing Board Staff: Sharyn Rosenberg, Josh Warzecha.

National Center for Education Statistics (NCES): Gina Broxterman.

Other attendees:

Educational Testing Service (ETS): Karen Parker, Hilary Persky, Sarah Rodgers.

The Assessment Development Committee met in closed session on Friday, May 16, from 9:00 am – 10:15 am (EST). The meeting was closed because it was a review of secure NAEP items that have not been released to the public. Vice Chair Christine Cunningham called the meeting to order at 9:00 am EST.

Review of 2026 Mathematics and Reading Items for Grades 4, 8, and 12

Cunningham noted that she was facilitating the meeting since she was in person and Chair Patrick Kelly was joining by zoom. She reminded ADC members that the review materials were posted on the secure NAEP item review platform in advance of the meeting. Comments were sent to Sharyn Rosenberg in advance. ADC members engaged in discussion 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 10:15 am EST.

I certify the accuracy of these minutes.



Patrick Kelly, Chair

July 8, 2025

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of May 16, 2025

CLOSED SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Michelle Cantu-Wilson (Vice Chair), Danielle Gonzalez, Scott Marion, Michael Pope, Guillermo Solano-Flores.

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

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

Other attendees: ETS: Amy Dresher, Helena Jia. Westat: Tom Krenzke, Leslie Wallace.

The Committee on Standards, Design and Methodology (COSDAM) met in closed session on Friday, May 16, 2025. Rebecca Dvorak (Assistant Director for Psychometrics) facilitated the session in the absence of Suzanne Lane (Chair) and called the meeting to order at 9:00 am EDT.

The first session was closed because it included findings 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.

NAEP Device Bridge Studies: Grade 8 Science and Grade 12 Reading and Mathematics

Enis Dogan of the National Center for Education Statistics (NCES) presented findings from bridge studies examining the comparability between administering NAEP assessments on NAEP-provided Chromebooks and Surface Pros for grade 8 science and grade 12 reading and math. This study is important for examining the impact of changing devices on trend as NAEP moves towards use of Chromebooks to save money and to use devices that are more commonly used by students across the country. These findings mirror what was presented to COSDAM for grades 4 and 8 reading and math in November of 2024.

Dogan began with an overview of key findings and a description of the different options for maintaining trend through linking depending on the comparability of results. Dogan next presented findings to illustrate the comparability between device types at the scale-

subscale-and item-level for each of the three assessments. These findings are currently embargoed.

Guillermo Solano-Flores inquired about the functionality of the drawing tool on the touchscreen devices, and whether markings made from a stylus or finger on the screen were included in scores. Dogan noted that the drawing tool was available for students to work out problems but were not incorporated in scoring.

COSDAM members agreed with the NCES key findings and next steps based on the data presented.

OPEN SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Michelle Cantu-Wilson (Vice Chair), Danielle Gonzalez, Scott Marion, Michael Pope, Guillermo Solano-Flores.

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

National Center for Education Statistics (NCES): Gina Broxterman, Enis Dogan.

Other attendees:

Oregon Department of Education: Beth LaDuca. **Westat:** Tom Krenzke.

Updates and Feedback: Updating Reporting Achievement Level Descriptions

The COSDAM meeting moved to open session at 10:00 am EDT. The goal of the session was to gather input from COSDAM members regarding the procedures for revising the Reporting achievement level descriptions (ALDs) for the 2026 administration of the new reading and math frameworks. This was identified as a next step in achievement levels activities by Lane at the conclusion of the March 2025 COSDAM meeting.

Dvorak began the session by reminding of the purpose and utility of Reporting ALDs, and presenting excerpts of the existing reading ALDs and of communications documents that have been developed incorporating pieces of them. These Reporting ALDs offer insight into what students performing at each achievement level likely know and can do based on assessment data. Dvorak then noted the Board policy that indicates a need to update the Reporting ALDs over time and when new frameworks are introduced. Assessments based on updated reading and math frameworks will be administered for the first time in 2026 for grades 4 and 8; therefore, efforts are needed to ensure the Reporting ALDs remain accurate depictions of student performance.

Dvorak requested feedback from COSDAM members to help guide the work to revise the reporting ALDs. She began by asking for input to ensure successful virtual meetings for developing new statements for the Reporting ALDs. COSDAM members had multiple recommendations based on their experiences, including:

- COSDAM members agreed that it can be tough to focus for long periods in a virtual meeting setting. To reduce the time, Michael Pope suggested assigning prework to be completed in advance. This prework could begin to familiarize panelists with the content and process so that less training is required on day one.
- Danielle Gonzalez suggested reemphasizing the purpose and procedures throughout the workshop to keep panelists on track. This could be done before starting each new activity.
- Michelle Cantu-Wilson noted the importance of considering accessibility needs for conducting a virtual workshop, to allow all qualified people the opportunity to participate.
- Solano-Flores noted the importance of having facilitators who ensure all voices are heard. Similarly, Scott Marion suggested including written activities prior to verbal discussion, as one way to make sure all panelists' ideas are considered.
- Include a designated timekeeper and make sure panelists are aware of how much time before they must complete each activity.

Dvorak next requested input on a Board staff recommendation to conduct a small-scale study for the 2026 administration, followed by a larger scale study in 2028. There are a couple reasons for this: (1) many of the items included in the 2026 administration will overlap with items included on recent administrations, and so it is likely, many of the statements included in the current Reporting ALDs can remain and panelists would be able to focus on new items only. More item development will have occurred specific to the new framework for the 2028 administration. (2) Grade 12 will not be assessed until 2028; holding off on a larger study until 2028 would allow all three grade levels to be considered together.

The COSDAM members in attendance agreed with the recommendation for a small-scale study in 2026 followed by a larger scale study in 2028. Marion noted the importance of conducting the large-scale study when all three grades are to be assessed, to ensure coherency across grades. Marion also questioned whether the item bank is similar enough to hold off on a study completely until 2028; though once he was reminded of the changes that occurred in the frameworks, he felt a revision focused on these changes in 2026 was important.

Thinking ahead to a 2028 ALD study, Dvorak inquired about thoughts on exploring the potential to describe students falling below the *NAEP Basic* threshold. The Governing Board has expressed interest in prioritizing efforts to understand students performing below *NAEP Basic* given the increasing percentage of students falling into this range in recent years. To address this goal, the Board emphasized the need to increase item development at the low end of the scale in recent framework updates, and NCES has begun to address this in recent assessment development activities. Therefore, the item

bank may have sufficient information in the coming years to generate Reporting ALDs to help describe what some of the students performing in this range know and can do.

Gonzales expressed that exploring the potential to develop Reporting ALDs for a range of students falling below *NAEP Basic* would be a worthwhile endeavor, as it would be helpful to stakeholders to better understand the knowledge and skills of these students. Cantu-Wilson agreed, noting that in a higher education setting when students need remediation it is helpful to understand not only what they don't know, but also what they do know as a starting point to target curriculum. She expects this information would be useful for K-12 policy makers for similar reasons.

COSDAM members also offered recommendations regarding the usability of the Reporting ALDs in general. Solano-Flores expressed the need to be clear about interpretations, noting that readers may think of the Reporting ALDs as conjunctive, that a student must demonstrate all of the knowledge and skills in a given level. Pope agreed, stating teachers may be inclined to read through the statements included for each achievement level and assume that students would need to have mastered all listed knowledge and skills to perform at that level. COSDAM members also expressed the need to continue to focus on syntax and understandability as Reporting ALDs are developed and revised.

The meeting concluded at 11:02 am EDT.



Michelle Cantu-Wilson, Vice Chair

06/16//2025
Date

National Assessment Governing Board

Executive Committee Meeting

Report of May 15, 2025

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Mary West (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Reginald McGregor, Julia Rafal-Baer, Matt Soldner (Ex Officio), Mark White.

Executive Committee Members (Absent): Michelle Cantú-Wilson, Suzanne Lane.

National Assessment Governing Board Members: Lisa Ashe, Shari Camhi, Danielle Gonzales, Angélica Infante-Green, Anna King, Scott Marion, Michael Pope, Ron Reynolds, Guillermo Solano-Flores,

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

Other attendees: digiLEARN: Myra Best.

Welcome and Remarks

The Executive Committee met in closed session with members in attendance in person and virtually from 8:00 – 9:00 am EDT, to receive updates on ongoing work. The session was called to order by Governor Beverly Perdue (Chair), at 8:00 am. Perdue welcomed members to the meeting. She noted the fast pace of recent action at the federal level in education and the opportunity for innovation during times of change. She thanked the staff for keeping members up-to-date on key developments, and noted the statute authorizing the Board as its touchstone. She invited Lesley Muldoon, Executive Director, to provide an update.

Executive Director Update

Muldoon acknowledged the tremendous workload and professionalism of current NCES staff who have stepped in to support the program as needed in recent months, thanked Board members and staff for their work to do the same, and provided an update on NAEP 2026.

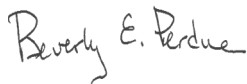
Discussion

Following the presentation, members engaged in a question-and-answer session with Muldoon and Board staff. Members also discussed Board priorities for supporting the NAEP program in preparation for the 2026 administration and beyond.

These discussions were conducted in closed session because the disclosure of budget and spending plans would significantly impede implementation of agency actions as it relates to contract actions. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

At 9:00 am EDT, Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.



6/25/2025

Beverly Perdue (Chair)

Date

National Assessment Governing Board
Nominations Committee
Report of May 8, 2025

OPEN SESSION

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

Nominations Committee Member Absent: Patrick Kelly.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Stephaan Harris (Assistant Director for Communications).

Welcome and Agenda Overview

The Nominations Committee met in open session on Thursday, May 8, from 4:00 pm – 5:00 pm (EDT). Chair Reginald McGregor called the meeting to order at 4:00 pm (EDT).

He welcomed members and noted that the May committee meeting serves two purposes, to provide an update on the current nominations cycle and to start the next cycle. He observed that the next cycle will have six categories up for appointment and suggested all committee members would be needed to support recruitment. He thanked Executive Director Lesley Muldoon for building a relationship with the Secretary's office, which would soon be reviewing finalists recommended by the Board. He then invited Deputy Director Elizabeth Schneider to provide an update on the current cycle of nominations.

Update on 2025 Nominations Cycle

Schneider reported that one of the individuals chosen as a finalist in the General Public Representative (GPR) category declined to move forward for consideration due to her transition from a leadership role in her organization and need to focus on that rather than take on new duties. She noted that the Board had selected an alternate in that category and that the alternate was pleased to be selected. As a result, the Board will be recommending six finalists in the GPR as well as the open categories of Elementary School Principal and Testing and Measurement Expert. She noted that Board leadership and staff would continue the historical practice of advocating for reappointment of members for leadership continuity; in this case, Scott Marion in the Testing and Measurement category. She said that the materials would be sent to the

Office of the Secretary (OS) early the following week and that staff would hope to hear about decisions regarding reappointment by early July. She also noted that the National Governors Association has been in touch with OS about the two gubernatorial openings on the Board.

Suzanne Lane asked if there had been any preliminary indication from OS about the appointments. Muldoon said that she meets with the office weekly and that she expects they will appreciate the hard work the Board has done to find qualified finalists and appreciate the importance of highly qualified individuals being named to the positions.

Discussion: Outreach for 2026 Categories

Chair McGregor thanked Schneider and Muldoon and invited Stephaan Harris to report on outreach for the 2026 nominations cycle. Harris noted that members in four out of the six open categories would not be eligible for reappointment in 2026. He stated that Christine Cunningham (Curriculum Specialist), Nardi Routten (4th Grade Teacher) and Marty West (State School Board Member) will have concluded their second terms of service. He also noted that Darien Spann (Secondary School Principal) is in a new position thus ineligible in his current category. He pointed out that Anna King (General Public Representative, Parent Leader) and Michael Pope (8th Grade Teacher) will both be eligible for reappointment.

Harris observed that the outreach plan has been refined over time so there is no need to reinvent the wheel. That said, he noted that there are always additions and improvements to be made. He described the general outreach and the specific outreach around individual categories. He noted that Board staff would work with its contractor, Lerner Communications, to fine tune the outreach messaging, noting key activities in which Board members have been involved, such as release events, the Powered by NAEP series and op-eds to help promote NAEP results and their utility and relevance. He said that recent pictures from meetings would also be used online and noted that social media, particularly paid advertising on LinkedIn, had really paid off in the past. He said that he will work with Lerner to develop social media, newsletter, and e-mail content for select Board members, staff and alumni to promote the open categories of membership.

He said that the first announcement about the nominations campaign would come in June or July, timed so as not to conflict with the release of the NAEP Science results. Over the summer, he said that he would seek input from the Nominations Committee and other Board members about groups and individuals to approach. Meetings with stakeholders will start then as well. Actual solicitation and application of nominees will run from Tuesday, September 2, to Monday, November 3. During that time, the staff will double down on social media, content for alumni and partners, and meetings with a variety of organizations.

Harris then turned to discussion of the open categories in the 2026 cycle. He noted that the Board has had good success in recruiting qualified applicants when working with partners such as the National Association of State Boards of Education and the Education Commission of States. He closed by stating that he looked forward to getting additional input from Board members individually to fold into the final outreach plan the committee will consider in August. He asked if there were any comments, suggestions or advice in the meantime.

Tyler Cramer asked how a sense of the future of NAEP might impact nominations. Muldoon answered that there are some individuals right now who would like to see the Board play a stronger oversight role to support the program and set direction for it but that it is too early to tell what the Administration might have in mind. She emphasized the importance of recruiting strong prospective members who can help think about the program's future. Lisa Ashe suggested that since the Board categories are in statute and thus likely to remain stable, it would be beneficial to provide a fuller description of some categories such as Curriculum Specialist. Harris noted that some categories had been further defined in recent years and that the staff would like to work with Ashe and the other member in the Curriculum Specialist category, to strengthen the language. Scott Marion noted that the process has yielded an ample set of qualified candidates in the past and suggested few changes to the system.

Ron Reynolds agreed about the strong process and his trust of the staff. He also noted an area of concern for the coming cycle around the opening in the General Public Representative (Parent Leader) category. He noted that in the current climate it would be important for the Board to be deliberate and careful regarding this category. Ashe noted the importance of ensuring that candidates recognize that whatever their political views, the work of the Board is strictly nonpartisan and this should be emphasized in the Board's outreach. It was noted that organizations more focused on representing parents rather than fundraising and recruiting political candidates would be important.

McGregor noted the importance of the Board being more intentional about telling its story and that of NAEP given that the Department might not be around after 2026.

Angélica Infante-Green requested a reminder about the timeline for appointments for the term beginning on October 1, 2025. Muldoon indicated that the binder would be sent over before the next Board meeting, but that the Administration typically needs time to review appointments for conflicts of interest. As the Administration considers appointments in the 2025 cycle, Suzanne Lane noted that they will have the opportunity to appoint four new members in the 2026 cycle.

Marion and Cramer thanked Harris for his presentation and work.

McGregor reminded members of the importance of sending any questions they get directly to staff. He wished all mothers a Happy Mother's Day and indicated he looked forward to seeding members the following week at the May Board meeting.

Next Steps and Adjourn

The meeting adjourned the meeting at 5:00 p.m. (EDT).

I certify the accuracy of these minutes.



Reginald McGregor, Chair

June 16, 20225
Date

National Assessment Governing Board
Reporting and Dissemination Committee
Report of May 9, 2025

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

Reporting and Dissemination Committee Members (Absent): Mark White (Vice Chair), Darein Spann.

National Assessment Governing Board Members: Marty West.

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

National Center for Education Statistics (NCES) Staff: Enis Dogan.

Other attendees: American Institutes for Research: Young Kim. Education Commission of the States: Jamie Kasper. Educational Testing Service (ETS): Marc Berger, Robert Finnegan. Lerner Communications: Michelle Lerner, Ashley Zanchelli, Nancy Zuckerbrod. Pearson: Pat Stearns. RTI: Colleen Spagnardi.

Reporting and Dissemination Committee Chair, Julia Rafal-Baer, called the meeting to order at 2:47 pm EDT.

Communications Update

Laura LoGerfo, the Governing Board's Assistant Director for Reporting and Analysis, provided an update on the implementation of the Board's communications strategy. She began by reviewing recent press coverage of the National Assessment of Educational Progress (NAEP). Since the January 29 release of the 2024 NAEP reading and mathematics results, the pace of new articles has slowed, but not stopped. Stories have appeared not only in education-focused publications such as the *Hechinger Report* and *Education Week* but also in more general audience media. In *The New York Times*, Sarah Mervosh wrote an [extensive article entitled "The Pandemic Is Not the Only Reason US Students Are Losing Ground"](#). Cory Turner of NPR, who moderated the panel discussion on the reading and math results in January, vowed then to visit

Alabama to learn more about their progress on the NAEP mathematics assessment. He fulfilled that promise and [wrote a compelling piece featured on Morning Edition](#).

The Board continues to email the monthly newsletter and to update the website. The Board's changes to the NAEP assessment schedule drew more traffic to the Governing Board's homepage (an increase of 24%) and more than 800 views of the press release.

Work currently underway includes preparing for the release of the 2024 NAEP Science results, drafting and revising a forthcoming *Powered by NAEP* on describing higher- and lower-performing students, and resuming a brisker pace in social media posts and op-ed pitches.

Review of Release Plan for 2024 NAEP Science Results

Reporting and Dissemination Committee Chair Julia Rafal-Baer then turned to the proposed plan for releasing results from the 2024 NAEP Science assessment.

A few caveats framed the conversation. The Committee members needed to consider the release plan without knowing the results; they were to review and vote on simply the approach to the release. Awkward timing led to this constraint. The May 2025 quarterly meeting would be the last meeting of the full Board prior to the release of the science data. However, the full Board must consider and vote on the release plan. Before the Board can review the plan, the Reporting and Dissemination Committee must have drafted, reviewed, and approved the release plan. Thus, timing compelled the committee to discuss the release plan in general terms, without specific results. Committee members learned the results at the following week's embargoed briefing.

Further, the release plan had no specific date or even window of time associated with it. Only an NCES Commissioner may release the NAEP results officially, but, currently, there is no NCES Commissioner.

Under these constraints, committee members discussed the release plan and the resources available to support the release. LoGerfo described the proposed approach for releasing the 2024 Nation's Report Card in science. Rather than a presentation and panel discussion, video recordings of the data presentation will be posted with the press release on release day. One video will be short, featuring highlights from the report card, which can be easily shared with media and embedded in presentations. Another video will present the complete release slide deck with voiceover.

The Board will encourage organizations related to science education to host policy-focused and/or practice-focused discussions of the results on release day or close to it. The communications team is already meeting with board members to draft op-eds about science instruction, science experiences at home with families, and policies to bolster science learning. Staff are also working on an interpretive guide that connects achievement levels on the report card, e.g., *NAEP Basic* and *NAEP Proficient*, to actual science assessment items. This tactic for previous releases has been very well-received and highly praised by Board members and external stakeholders.

Ron Reynolds asked if the NAEP Data Explorer would be populated with data on the morning of the release, so those who wish to delve more deeply into the results can. Indeed, both the NAEP Data Explorer and the Achievement Gap Dashboard will be populated with data on release day.

Rafal-Baer inquired more broadly about what lessons from the January release could inform this upcoming release. She wondered how the public will respond if the data bear bad news. Members noted that if the science results are not good, this may reflect a more holistic issue of learning declines across all subjects, including reading and math.

A committee member asked about this science assessment's framework (i.e., blueprint), given that the Board just approved and adopted a new NAEP science assessment framework. LoGerfo explained that this is the last NAEP administration with the 2009 NAEP Science assessment framework, but the first since the pandemic. It is especially important to use the same assessment and framework as in 2019 to compare performance before and after Covid disrupted schooling.

Committee members asked to chat further once they learned the results at the quarterly meeting. They also suggested that Board staff consult with Christine Cunningham, the Board's science expert, and former Board member and science guru, Cary Snider.

Rafal-Baer thanked all for their participation and adjourned the meeting at 3:35 pm EDT.

I certify the accuracy of these minutes.

Julia Rafal-Baer

June 5, 2025

Julia Rafal-Baer (Chair)

Date