

National Assessment Governing Board

Meeting of November 20-21, 2025

Hilton Arlington National Landing

2399 Richmond Highway

Arlington, VA 22202

& 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.

National Assessment Governing Board Members Present

Mark White, *Chair*

Marty West, *Vice Chair*

Lisa Ashe

Phil Bryant

Kymyona Burk

Shari Camhi

Michelle Cantú-Wilson

Christine Cunningham

Jhone Ebert

Danielle Gonzales

Angélica Infante-Green

Patrick Kelly

Anna King

Suzanne Lane

Scott Marion

Reginald McGregor

Michael Pope

Ron Reynolds

Nardi Routten

Michael Sidebotham

Guillermo Solano-Flores

Darein Spann

National Assessment Governing Board Members Absent

Julia-Rafal-Baer

Jared Soloman

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
Joshua Warzecha
Anthony White

National Center for Education Statistics (NCES)

Matthew Soldner, *Acting Commissioner*
Enis Dogan
Gina Ruehl

American Institutes for Research

Brittany Boyd
Markus Broer
Christina Davis
Marty Hooper
Young Yee Kim

Council of the Great City Schools (CGCS)

Akisha Osei-Sarfo

US Department of Education

Nicholas Kent, *Under Secretary of Education*
Amber Northern, *Special Advisor*
Andrew Brake
Steven Carr
Maureen Dowling
James Forester
Jenay Morrissey
Sarah Ursprung
Carter Volz

Educational Testing Service (ETS)

Debby Almonte
Terran Brown
Katherine Castellano
Peter Ciemins
Amy Drescher Hauger
Kadriye Ercikan
Robert Finnegan
Helena Jia
Mathew Kandathil, Jr.
Emily Kerzabi
Ranu Palta-Upreti
Rupal Patel
Hilary Persky
Meng Wu

Lerner Communications

Michelle Lerner
Ashley Zanchelli
Nancy Zuckerbrod

Management Strategies

Brandon Dart
Rachel Koether
Harrison Moore

Manhattan Strategy Group

Melissa Cristler
Monica Johnson
Joanne Lim
Ariadne Manikas

Office of Management and Budget

Bev Pratt
Katy Rother
Mi-Mi Saunders

Pearson

Scott Becker
Matt Brunscheen
Rachel Koether
Paula Rios

Pat Stearns

Westat

Lauren Byrne
Kristin Flanagan
Marcie Hickman
Zully Hilton
Jacquie Hogan
Tom Krenzke
Jason Nicholas
Lisa Rodriguez
Jason Schuknecht
Rima Zobayan

Other

Rolf Blank, STEM K-12 Research
Jodi Bossio, Maine Department of Education
Jacqueline Branco, Rhode Island Dept of Education
Amitai Cammy, Lewis-Burke Associates
Elysa Cash, EducationCounsel
Jennifer Castagna, EducationCounsel
Betsy Chapman, South Dakota Department of Education
Tyler Cramer, Remarc Associates, LLC.
William Donkersgoed, Wyoming Department of Education
Christine Don Francesco, National Education Association
Angela Dugas, Wisconsin Department of Public Instruction
Jeremy Ellis, Missouri Department of Elementary and Secondary Education
Ben Erwin, Council of Chief State School Officers
Morenike Fajana, NAACP Legal Defense & Educational Fund
Kathleen Flaherty, National Education Association
Emma Francis, Teach Plus
Alison Gerrior, Massachusetts Dept of Elementary and Secondary Education
Doug Gerverdt, Researcher
Hannah Guevara, WestEd
Matthew Gushta, MetaMetrics, Inc.
Andrew Ho, Harvard
Kameron Johnston, NAACP Legal Defense & Educational Fund
Otto Katt, Alliance for Learning Innovation
Alicia Kielmovitch, WestEd
Rachel Koether, NAEP Coalition Contractor - PSM
Andrew Kolstad, P20 Strategies LLC
Beth LaDuca, Oregon Department of Education
Mark Laisch, United States Senate Committee on Appropriations
Melissa Lazarin, Gates Foundation

Regina Lewis, Maine Department of Education
Raina Moulian, Alaska Department of Education & Early Development
Holly Morado, Division of Elementary and Secondary Education - Public School
Accountability
Raina Moulian, Alaska Department of Education & Early Development
Jeffery Neal III, Champion Reserve
Rich Patz, National Council on Measurement in Education
Stacey Pelika, National Education Association
Tessa Regis, Former Board Staff (ret.)
Laura Rodriguez, California State Board of Education
William Rost, EducationCounsel
Octavio Salcedo, Pinellas County Schools
Renee Savoie, Connecticut State Department of Education
Sheila Schultz, HumRRO
Jonathan Sedberry, South Carolina Department of Education
Debra Silimeo, Silimeo Group
Rebecca Sidebotham, Stafford County Public Schools
Helena Sidebotham
Maura Spiegelman, Agora Education Research
Belinda Spinosi, Disability Advocate
Christy Talbot, American Educational Research Association
Barry Topol, Assessment Solutions Group
Mikaela Turner, Lewis-Burke Associates
Wesley Wei, Learning Policy Institute
Kathryn Young, Gates Foundation

Welcome and Chair's Remarks, Approval of November 2025 Agenda and the August 2025 Minutes

The November 2025 quarterly meeting of the National Assessment Governing Board was opened on November 20 July at 9:45 am EST by Chair Mark White, who welcomed attendees, noting that most members were present in person with a few joining online. White expressed appreciation for the contributions of former chair, Governor Beverly Perdue, and reflected on his five years of service on the Board. White explained how he frequently shares the importance and value of the National Assessment of Educational Progress (NAEP) with his constituents and fellow policymakers.

White's remarks highlighted three priorities for his tenure as chair: (1) proactively seeking and integrating innovations such as AI into NAEP to avoid becoming Blockbuster in an age of streaming and whatever comes next; (2) ensuring nonpartisanship and a collaborative culture among Board members; and (3) bolstering support for NAEP by communicating its value.

Then White presented the meeting agenda for approval. A motion was made by Scott Marion and seconded by Shari Camhi. With no discussion, the motion carried unanimously by voice vote.

The minutes from the August 2025 meeting were submitted for approval. Marion moved to approve, and Anna King seconded. The motion passed unanimously without discussion.

New Members' Oath of Office and Under Secretary Remarks

Chair White introduced Under Secretary Nicholas Kent, who joined the meeting to administer the oath of office to new Board members and a reappointed member. The Chair expressed gratitude for Under Secretary Kent's participation, noting the Secretary of Education was traveling. The Under Secretary administered the oath to new members Kymyona Burk, Michael Sidebotham, and Phil Bryant, and to reappointed member Scott Marion.

Under Secretary Kent then delivered remarks on behalf of the Secretary, congratulating the new members and acknowledging the importance of their expertise in guiding the Board during a critical period for American education. Kent highlighted the role of the National Assessment of Educational Progress (NAEP) as an objective and reliable benchmark for student achievement, noting its value in shaping state assessment systems, tutoring programs, and resource allocation. He stressed that NAEP data has long served as a cornerstone for understanding student performance and driving education improvement efforts.

The Under Secretary addressed troubling trends in recent NAEP results, citing declines across subjects. He reported that eighth-grade science scores fell four points since 2019, with only 31 percent of students at or above *NAEP Proficient* and 38 percent below *NAEP Basic*. Twelfth-grade mathematics scores showed no improvement over two decades, with just 22 percent of students *NAEP Proficient* and nearly half below *NAEP Basic*. Reading scores for twelfth graders were particularly concerning, dropping ten points since 1992, leaving less than one-third of seniors prepared for college-level work. Kent warned that these declines have serious implications for workforce readiness and national competitiveness.

Kent urged parents, teachers, administrators, and policymakers to treat these results as a wake-up call, recommitting to high expectations and bold reforms. He criticized decades of federal oversight for failing to improve outcomes and advocated for returning authority to states and localities. He acknowledged the Department of Education's limitations, but underscored NAEP's continued role in providing accurate, timely data to inform state-level decisions. He encouraged the Board to prioritize NAEP's capacity to deliver meaningful insights during the upcoming 2026 testing cycle, framing this work as

essential to ensuring that students graduate with the skills needed for success in college, work, and civic life.

Welcome to New Members, New and Reappointed Member Remarks

Chair White thanked Under Secretary Kent for his remarks and reaffirmed the Board's commitment to NAEP's mission. The meeting then transitioned to introductions and reflections from new and reappointed members, beginning with Governor Phil Bryant. Bryant described Mississippi's dramatic improvement in outcomes on NAEP, rising from 49th to 9th nationally. He attributed this progress to bold policies such as the Literacy-Based Promotion Act, targeted interventions, and investments in teacher quality, which collectively produced the "Mississippi Miracle." Bryant called for continued collaboration among governors and education leaders to replicate these gains across states.

Chair White commended Bryant's leadership and noted Tennessee's adoption of similar retention policies inspired by Mississippi's model. Bryant expressed his commitment to contributing actively to the Board's work despite competing obligations preventing his in-person participation at this meeting.

Kymyona Burk followed with remarks reflecting her experience implementing Mississippi's literacy law. She highlighted NAEP's role in providing the comparative data that spurred statewide reforms and celebrated the progress of historically underserved student groups, including African American, Hispanic, and low-income students. Burk emphasized that these achievements underscore the importance of maintaining rigorous standards and using NAEP data to inform policy. She expressed enthusiasm for contributing to the Board's efforts to improve student learning outcomes nationally.

Marion, a reappointed member, shared his perspective as a testing and measurement expert. He described NAEP as the "gold standard" in educational assessment and emphasized the need to make the results more actionable for policymakers. Marion noted that while overall declines are concerning, the widening achievement gap for the lowest-performing students is particularly urgent. He promised to help advance innovations, including the use of AI or not, to enhance NAEP's relevance and utility without compromising its reputation, credibility, or integrity.

Michael Sidebotham concluded the introductions by expressing gratitude for the opportunity to serve. Drawing on his experience as a principal and educator in Virginia, he discussed efforts to align state assessments with NAEP standards and implement evidence-based literacy instruction. He praised the dedication of Governing Board and NCES staff and affirmed his belief in public education as a foundation for opportunity. Sidebotham conveyed his eagerness to collaborate with fellow Board members to address persistent academic challenges and improve outcomes for all students.

Chair White closed the session by welcoming the new members and acknowledging the depth of expertise they bring to the Board. He invited all seated at the hollow square to introduce themselves briefly. The introductions reflected a diverse range of roles and perspectives, including educators, policymakers, and researchers. Chair White reiterated the Board's tradition of open dialogue and encouraged members to engage actively in upcoming discussions. The meeting then shifted to the Executive Director's report.

Executive Director Report

Executive Director Lesley Muldoon opened the November quarterly meeting by extending congratulations and appreciation to new members, highlighting the strong orientation discussions and reaffirming that the Board's strength lies in the collective wisdom and perspectives of members who represent a variety of stakeholders. She underscored the Board's ongoing commitment to NAEP's role as an independent, nonpartisan gold-standard measure of student achievement.

Muldoon announced leadership updates, noting Secretary McMahon's appointment of Mark White as Chair, and welcomed Scott Marion as Vice Chair of the Committee on Standards, Design, and Methodology (COSDAM) and Michelle Cantú-Wilson as Vice Chair of the Reporting and Dissemination Committee. She thanked them for accepting these responsibilities and confirmed that both would serve on the Executive Committee, expressing confidence that their service would strengthen the program.

Muldoon reported substantial progress since the August board meeting, stating that, with support from NCES colleagues, coalition contractors, and Board staff serving on detail, preparations for NAEP 2026 remain on track. Muldoon said that for this meeting, the Board will devote closed session time to review the current budget and potential contractual implications, with a brief status update on readiness for the forthcoming assessment.

Muldoon recapped the September 9 release of three national report cards—2024 NAEP eighth-grade science, twelfth-grade reading, and twelfth-grade mathematics—executed under a release plan approved at the August meeting. With support from the Reporting and Dissemination Committee and NCES, the program employed several new approaches that yielded strong media coverage and reinforced key messages. She acknowledged that national-only data can be challenging to communicate compared to state-level results and offered kudos to staff and contractors, including Laura LoGerfo, Stephaan Harris, and NCES colleagues, commending Acting NCES Commissioner Matt Soldner for a successful first release in his role.

Muldoon also noted the Board's August approval of a resolution requesting Congressional action to return NAEP to odd-year administration. A prior request to

move the 2026 administration to 2027 was not acted upon; consequently, the Board renewed its request to begin odd-year administrations in 2029. Initial discussions with Congressional offices have taken place, and continued engagement is anticipated in the new year. Related considerations for the assessment schedule will be introduced at this meeting and addressed further in closed sessions on the budget and NAEP Long-Term Trend.

Alluding to the introduction at the previous quarterly meeting of the proposed Next Generation NAEP project (NextGen NAEP), Muldoon noted that additional discussion would take place at this meeting about the core assumptions and outcomes of the proposed project. She also noted on the agenda a session with Brian Reiter, Assessment Director for the State of Hawaii about AI-enabled innovations in assessment systems and a discussion with Amber Northern, Senior Advisor in the Office of the Secretary, about her ongoing work on the future of the Institute of Education Sciences (IES) and NAEP's place within that future.

Muldoon previewed a working lunch focused on NAEP's sampling methodology in the context of changing enrollment patterns across sectors, including private schooling, homeschooling, and micro-schools. She clarified that state-reported NAEP results sample only public school students, adding that changing enrollment patterns are not just about sampling but also about reporting and interpreting NAEP data for states.

Muldoon emphasized operational readiness for the 2026 assessments as the Board's top priority, even as the imperative remains to innovate NAEP so that it remains strong and useful. She noted that multi-year appropriations for the Board and NCES enabled uninterrupted work during the government shutdown and that contractors likewise continued critical tasks. The opening of the testing window is scheduled for January 26, and staff are closely coordinating to ensure states, districts, and schools are prepared.

She expressed appreciation to staff working across organizations—specifically recognizing Gina Ruehl, Enis Dogan, Laura LoGerfo, Sharyn Rosenberg, Becky Dvorak, Josh Warzecha, and Stephaan Harris—for their efforts. In closing her report, she congratulated Ruehl on her recent marriage. The Chair invited questions, but with none raised, the meeting transitioned to the next agenda item.

National Center for Education Statistics (NCES) Acting Commissioner's Report

Acting Commissioner Soldner began his report by welcoming new Board members and explaining the purpose of his update, which is to provide insight into NCES activities beyond NAEP. He explained that while the upcoming NAEP administration is a major focus, NCES continues its broader portfolio of data collections and releases which underpin the nation's education statistics.

Soldner described the core data collections that support NAEP sampling, including the Common Core of Data (CCD) and the Private School Survey, both of which are ongoing. These collections provide the foundation for identifying schools and students for NAEP assessments. He also noted that postsecondary data collection through the Integrated Postsecondary Education Data System (IPEDS) is proceeding as planned, with the fall cycle completed and the winter cycle set to open in December. In addition to these active collections, NCES is processing data from several major studies, such as the National Postsecondary Student Aid Study, the Beginning Postsecondary Students Longitudinal Study, the National Teacher and Principal Survey, and the Early Childhood Longitudinal Study. These datasets are being readied for public release alongside related reports and products.

He highlighted recent dissemination efforts, including two new guides from the National Forum on Education Statistics focused on college and career readiness and educator workforce data. He emphasized that these resources aim to strengthen state and district capacity to use longitudinal data effectively. NCES also continues to release school finance data and has completed the final installment of the 2024–2025 School Pulse Panel, ensuring stakeholders have timely information on K–12 and postsecondary trends.

Soldner discussed new initiatives, including the development of a virtual restricted-use data enclave to replace the longstanding CD-ROM distribution model. This modernization effort, piloted during the pandemic, received positive feedback and will allow researchers secure online access to NCES data. A formal procurement process for this service is expected in the first half of 2026. He expressed enthusiasm for this transition, noting that it reflects NCES’s commitment to innovation and responsiveness to user needs.

Soldner also reported progress in NCES staffing, announcing that the first new NAEP team member will join on December 1, with additional hires expected by mid-January. He projected that the team will grow significantly during and after the 2026 data collection. He thanked NCES and Board staff for their support in navigating the federal hiring process and expressed confidence in the quality of incoming candidates.

In response to a question posed by Board member Scott Marion on the status of survey studies, Soldner explained that NCES is prioritizing core cross-sectional studies that form the basis of other data collections while evaluating the future mix of longitudinal work as part of the broader IES strategic vision. He also addressed Marion’s request to clarify the relationship between ED Facts and the Common Core of Data (CCD). Soldner noted that ED Facts is an architecture that encompasses more than four dozen data collections that span programs across the Department of Education beyond what NCES

is immediately responsible for, such as shares of students graduating from high school. And CCD is merely one component that provides essential school and district data.

Soldner concluded by previewing future procurements and reaffirming NCES's commitment to growth, innovation, and high-quality data dissemination. He noted that Dr. Amber Northern would later share updates on efforts to reimagine IES's mission and invited continued feedback from the Board on priorities for NCES's work. With no further questions, Chair White thanked Soldner for his leadership and contributions, and the meeting adjourned for a scheduled break before transitioning to a closed session on budget and administration.

NAEP Budget and 2026 Administration Update (CLOSED)

The Governing Board convened in closed session from 11:15 am to 12:15 pm EST to receive an update on NCES's financial projections for the NAEP program and discuss the status of planning for the NAEP 2026 administration. The session was closed to the public pursuant to Exemption 9(B) of the Government Sunshine Act (5 U.S.C. 552b(c)(9)(B), as it included confidential budget and procurement information not yet available to the public and disclosure of this confidential information would have an adverse financial effect on the NAEP program by providing detailed proprietary contract costs of the current NAEP contractors to the public and disclose independent government cost estimates for future NAEP assessments if conducted in open session.

Measuring Change in a Changing World: Impact of Changes in K-12 Education for the NAEP Sample

The working lunch session convened at 12:30 p.m. focused on how changing school options and enrollment patterns are affecting NAEP sampling and the interpretation of results. Vice Chair West framed the conversation as a long-term, existential issue for the program and invited Acting NCES Commissioner Soldner to orient members to NAEP's statutory mandate and practical challenges.

Soldner noted that the statutory mandate outlined in Section 303 of the NAEP law requires national assessments of public and private schools at least every two years in grades 4 and 8 reading and mathematics and explicitly does not require participation by homeschooled children. The law does not mention virtual schools, micro-schools, pods, and other non-traditional settings that were not as prevalent when the law was written.

Soldner summarized how current reporting is constructed: national results include public and private schools, (with Department of Defense Education Agency (DoDEA) and Bureau of Indian Education (BIE) included in national totals but excluded from "national public"; Puerto Rico is not included in national results; state reporting is based on public schools only; private schools are included in national reporting, but low participation means that, in practice, only Catholic schools are reportable as a separate group.

The discussion highlighted categories currently outside NAEP's scope or included only in nuanced ways, including homeschooling, special-education-only schools, ungraded settings, justice-system schools, fully virtual schools, and micro-schools (which may be eligible depending on school-by-school level evaluation). Students enrolled partially in a brick-and-mortar school and partially virtually can be included when their brick-and-mortar school is sampled; fully virtual schools present feasibility barriers under current NAEP administration practices. Soldner underscored that student movement across sectors is intentional rather than random and may be associated with achievement, creating compositional changes that can bias inferences if not addressed.

Several challenges and potential responses were identified. Smaller sample sizes increase sampling error and reduce the ability to detect meaningful change, one relatively simple solution for consideration is to increase sample sizes beginning in 2028. Persistently low private school participation is another concern that impacts reporting; ideas discussed included expanding the number of "replacement" private schools to improve participation rates when initial schools decline. Soldner also noted that state results reflect only public schools, which may diverge from statewide achievement when sector composition is shifting; analytical procedures to differentiate "statewide" versus "state public" results and options to include more private schools at the state level were raised, recognizing substantial cost and feasibility constraints.

Soldner presented four questions for a Board discussion, to be led by West. First, to what extent are the enrollment changes a problem to be solved? Second, are there things NAEP can do to increase participation among the non-traditional schools? Third, if non-public schools continue to participate at low levels, are there other ways to gain information about these schools to better understand their academic achievement? And finally, as enrollment continues to change, what are the next steps NAEP should be taking?

West began by asking for clarification on how NAEP approaches virtual schools – asking if they are not part of NAEP's target population because it is not feasible to assess them. Soldner noted that it is a feasibility issue, and NAEP has been able to include virtual schools with a brick-and-mortar component. Ruehl confirmed that when a brick-and-mortar option is available for virtual students, NCES has assessed these students. Jhone Ebert shared that in Nevada they have found ways to assess online students on the state-level assessments – so it seems there should be a way to accomplish this for NAEP. White added that this is true in Tennessee as well. Patrick Kelly indicated his support for finding a way to assess these students, because they are a rapidly growing sector. Soldner acknowledged that there is not a remote proctoring solution for NAEP right now, but this is something that should be discussed as part of NextGen NAEP.

Danielle Gonzales inquired about alternative data sources available for student groups in non-traditional settings; West noted that recent feasibility analyses suggest little capacity to measure learning in microschooled and homeschooled environments under current laws, though there are some efforts underway to try to change that.

To address the recent changes to populations, Marion proposed stress-testing trends with matched or comparable groups to ensure apples-to-apples comparisons over time. Lane recommended increasing sample sizes to better detect statistical significance and complementing statistical significance with more meaningful interpretive thresholds. Marketing and recognition strategies were proposed to encourage private school participation. Additional contextual survey items were suggested to capture the prevalence of synchronous and asynchronous virtual course work among students enrolled in brick-and-mortar schools, and exploration of a limited district survey to track movement of students receiving equitable services.

Policy levers and pilot opportunities were discussed. Angélica Infante-Green proposed engaging governors to encourage broader participation, and Ron Reynolds suggested considering whether the board should think about proposing updates to future legislation that would require private school participation to receive federal funds.

Ebert reported positive feedback she heard when discussing NAEP participation with private schools at the state level, suggesting NAEP might have success with one-on-one conversations. Kelly noted the need to consider how NAEP is being marketed to these schools, so that they better understand the benefits of NAEP, and that these are not school-level results. The Board may also want to consider new incentives for private school participation and/or pilot enhanced sampling and engagement in one or more states at the leading edge of choice expansion to better understand impacts and approaches, with Florida and Texas cited as possible candidates. Reginald McGregor emphasized political sensitivities and the need to maintain NAEP's nonpartisan stance as changes are explored.

Enis Dogan of NCES described a study NCES is pursuing with AIR to leverage auxiliary information about sampled but non-participating private schools (e.g., results from widely used interim assessments or publicly available ratings and school information) to estimate what private-sector results might have been at the national level had they participated. In addition, Soldner indicated interest in learning from commercial assessment providers about insights into populations NAEP does not observe directly.

Consensus in the discussion was that enrollment changes constitute a problem to be addressed, not merely context to be explained, given the inferences policymakers and the public seek from NAEP. Members supported exploring technical, operational, and policy options to protect trend comparability and interpretive credibility, beginning with feasible pathways for virtual schools, enhanced private school engagement, improved

contextual data, and targeted pilots in interested states. West suggested forming a small Board working group to assist staff and NCES in developing options and next steps on this topic.

As the session concluded, members connected these issues to emerging alternative structures in high school that may affect 12th-grade enrollment and sampling, presenting similar interpretive challenges. White thanked participants for a substantive discussion and, noting the importance of the topic for states, called a brief break before the next agenda item with Dr. Amber Northern.

Future Federal Role in Education Research

The session began with an introduction of Dr. Amber Northern, who is serving as a special advisor to the Secretary of Education on re-envisioning the federal role in education research. Dr. Northern outlined the scope of her work, which has involved conversations with over 300 stakeholders, including researchers, practitioners, state chiefs, and policymakers, to gather feedback on the Institute of Education Sciences (IES) and its centers and programs, including NCES and NAEP. She emphasized that there is broad consensus across the field on the importance of the federal government's collection of educational statistics and NAEP. Northern reaffirmed that NAEP remains a trusted barometer of student achievement and is not at risk of elimination.

Northern identified three overarching themes emerging from her review: (1) functionality; (2) efficiency; and (3) data integration. She noted that NAEP's platform requires modernization to ensure assessments function seamlessly across all devices, operating systems, and input methods, including accessibility features. This upgrade is critical to maintaining NAEP's reliability and usability. She also shared concerns about efficiency, citing the lengthy timeline—up to six years—for revising frameworks and implementing assessments. She suggested exploring the use of AI to accelerate item development, alignment to frameworks, and identification of content gaps, while acknowledging the need for caution and rigorous validation to ensure quality and security. For some tasks, AI may not work, e.g., determining an item's difficulty level.

As to data integration, Northern stressed the need to make NAEP data more accessible and useful for audiences. She pointed to limitations of the current NAEP Data Explorer, which is seen as outdated and overly complex for policymakers and the public, while lacking advanced functionality for researchers. Recommendations included modernizing the tool, potentially creating separate versions for different user groups, and optimizing it for AI-driven search capabilities. She also noted interest in presenting NAEP results alongside state assessment data to increase visibility and relevance and underscored the importance of improving infrastructure to support interoperability and privacy safeguards across federal data systems.

Turning to NCES, Northern praised its historical role and the widespread use of its core data collections, such as CCD and IPEDS, but observed that data releases are often slow and fragmented. She called for a comprehensive review of all NCES data collections—administrative, survey, and longitudinal—to assess their current utility, eliminate redundancies, and address gaps, particularly in areas such as workforce outcomes and non-degree credentials. She emphasized the need to transition from a fragmented system to a more coordinated system marked by continuous evaluation and improvement, supported by modern privacy-enhancing technologies and shared interfaces that allow researchers to access related data across multiple sources securely.

Northern also raised the issue of efficiency and cost-benefit tradeoffs, noting significant differences in expenditures between longitudinal studies and core collections, and urged consideration of resource allocation given evolving priorities. She highlighted growing calls for automation in data validation and for making government data machine-readable to support AI applications, as well as federal efforts to develop secure data services enabling cross-agency integration by 2027. These initiatives aim to streamline access, improve reliability, and enhance the utility of federal education data for research and policy.

In the discussion that followed, Board members expressed appreciation for Northern's work and raised questions about maintaining equity-focused data collections, the importance of preserving longitudinal studies, and strategies for ensuring NAEP remains adaptable and relevant. Members acknowledged the tension between expanding subject coverage and preserving NAEP's critical audit function in reading and mathematics, cautioning against major structural changes that could reduce the frequency of core assessments. Suggestions included adopting more flexible, modular approaches to modernization, leveraging AI for efficiency gains, and implementing performance-based contracting to allow for more nimble program updates, allowing NAEP to adapt to currently unknown beneficial developments which may emerge in the future.

Northern then invited feedback on proposals she is considering such as extending the main NAEP cycle from two to four years to allow greater coverage of additional subjects and better utilizing NAEP's rich process data. Members noted the potential value of partnerships to unlock insights from metadata and stressed the importance of improving access to restricted-use data for policy-relevant studies. Soldner suggested that the current restricted-use analysis process inhibits exploratory research, so perhaps IES could loosen the restrictions and host competitions to encourage new uses of these data. Dogan added that NAEP contractors are already drafting a guidance document for users who wish to analyze process data. The session concluded with agreement on the need for greater transparency in contracting and a shared commitment to ensuring that

modernization efforts enhance usability, maintain rigor, and support informed decision-making across the education sector.

The November 20, 2025, meeting adjourned at 3:03 p.m. EST.

Committee Reports

The Governing Board convened in open session at 8:45 am EST on November 21, 2025. Chair White welcomed members and noted the goal of concluding by 12:30 p.m. to accommodate travel schedules. He invited committee chairs to provide reports from the previous day's meetings, starting with the Executive Committee.

Vice Chair West summarized two major discussion items for the Executive Committee. The first concerned TUDA participation for 2026, confirming that 25 districts will participate, following Duval County's decision to withdraw. This leaves capacity for one or two new districts in 2028, prompting a review of eligibility criteria last updated in 2012. The committee explored options such as lowering minimum enrollment requirements and relaxing the stipulation that districts be centered in cities of at least 250,000 residents. Members agreed to have staff examine these possibilities and consult with the Council of the Great City Schools. The committee also discussed renaming TUDA to reflect its established status, suggesting "Trends in Urban District Achievement" as a potential alternative which keeps the acronym intact.

The second agenda item focused on strengthening NAEP's engagement with states and districts. Members expressed interest in hearing directly from NAEP ambassadors and state coordinators at a future meeting.

Governor Bryant raised a question about flexibility in TUDA eligibility for smaller cities such as Jackson, Mississippi. Vice Chair West confirmed that the committee is considering adjustments to allow broader participation while maintaining minimum enrollment thresholds. The exchange underscored the importance of balancing inclusivity with operational feasibility.

Patrick Kelly, Chair of the Assessment Development Committee (ADC), described a productive meeting which welcomed two new members and featured two agenda items. ETS provided an in-depth overview of the item development process, offering valuable context for both new and experienced members given ADC's responsibility for item review. The committee also received an update from Sharyn Rosenberg on implementing the revised framework development policy adopted in March, which introduces content advisory groups (CAGs) to enable more incremental updates to frameworks. The committee discussed a goal of launching CAGs in reading and mathematics within 12 to 18 months. Kelly mentioned that while this meeting did not include item review, members should anticipate reviewing approximately 350 grade 8

science items in May. In response to a question from Reynolds, Kelly agreed to explore sharing the ETS presentation with the full Board via webinar.

Suzanne Lane, Chair of the Committee on Standards, Design and Methodology (COSDAM) began her report with membership updates: Scott Marion is now vice chair, Michelle Cantú-Wilson moved to the Reporting and Dissemination (R&D) committee, and Mike Sidebotham joined COSDAM. Lane described a recent virtual meeting with Westat on school-level sampling design, which showed the rigor and representativeness of NAEP's sampling approach. A follow-up session on student-level sampling is planned after the holidays. The committee's primary focus was the bridge study, which examines comparability between NAEP devices and school devices to evaluate preserving trend validity. Lane praised the study's design and expressed confidence in its methodology.

Reginald McGregor, Chair of the Nominations Committee, which met early Friday morning commended staff for their dedication during the recent government shutdown, noting their efforts to sustain outreach despite restrictions on email and social media posts. McGregor highlighted lessons learned and strategies for improving recruitment, including better communication of benefits such as NAGB's coverage of substitute costs for teachers serving on the Board. Despite challenges, candidate pools appear strong across categories: curriculum specialists, eighth-grade teachers, fourth-grade teachers, parent leaders, and secondary principals. Application reviews will begin in November, with a slate of nominees expected for discussion at the March meeting in Houston. Scott Marion added that new outreach methods developed during the shutdown could enhance future recruitment efforts.

Laura LoGerfo concluded with the Reporting and Dissemination (R&D) Committee update. The committee welcomed Reginald McGregor and confirmed Michelle Cantú-Wilson's new role as vice chair. Members debriefed on the September release of grade 8 science and grade 12 reading and math results, discussing lessons learned about communication strategies and planning future initiatives such as the next "Powered by NAEP" and a redesign of the Board's website. Robert Finnegan from ETS provided a detailed walkthrough of the reporting process, prompting discussion about optimizing NAEP's online tools for various audiences and adapting to the influence of generative AI. The committee will revisit priorities for upcoming meetings when the full membership convenes in March.

Member Discussion

The member discussion began with Chair White explaining that this segment was designed to provide an open forum for Board members to raise topics of interest beyond the structured agenda. Cantú-Wilson opened by commending the new Board members for their immediate engagement and valuable contributions, noting how their

perspectives enriched the previous day's discussions. Chair White echoed this sentiment, sharing his own experience as a new member and emphasizing the learning curve involved in understanding NAEP and NAGB's work.

Marion introduced a thought-provoking idea inspired by the book Subtract: The Untapped Science of Less by Leidy Klotz. He urged the Board to consider subtraction rather than addition when planning future initiatives, focusing on the essence of NAEP's mission rather than expanding unnecessarily. Marion cautioned against filling gaps simply because they exist and encouraged focusing on what NAEP does uniquely well. Chair White and other members responded positively, linking this concept to broader strategic thinking.

Kelly elaborated on Marion's comments by encouraging boldness in decision-making. He noted that recent developments have shown that long-standing assumptions can be revisited and challenged. Kelly stressed that the Board should not shy away from exploring changes—such as addressing shifts in student populations—if they serve the goal of keeping NAEP relevant and authoritative. He praised NCES and staff for their extraordinary efforts in preparing for the 2026 administration, underscoring the importance of sustaining NAEP's high standards.

Burk shifted the discussion to adolescent literacy and the implications of recent NAEP reading results. She highlighted growing public and policy interest in improving reading outcomes, particularly at the eighth-grade level, and asked about the Board's strategy for communicating results and supporting states after the 2026 release. Vice Chair West responded by outlining the Board's role in informing conversations without prescribing policy solutions, emphasizing the importance of authoritative communication while respecting diverse approaches.

Nardi Routten raised concerns about limited awareness of NAEP and NAGB among educators, particularly elementary teachers. She suggested outreach through professional journals, conferences, and teacher networks to build understanding and encourage participation. Michael Pope and Sidebotham supported these ideas, proposing targeted engagement with teacher associations and recognition programs such as Teacher of the Year to attract strong candidates. Burk added that proactive strategies like "Save the Date" notices and social media campaigns could personalize recruitment and demystify Board service.

Infante-Green introduced a critical issue regarding discrepancies between state assessment results and NAEP scores, noting that divergent messages can mislead parents and policymakers. Vice Chair West and Dogan agreed this is a timely concern, citing trends toward reduced alignment between state standards and NAEP benchmarks. Members suggested revisiting the state mapping study and the High School Transcript Study to provide clarity on proficiency definitions, grade inflation, and

college readiness. Lisa Ashe and Routten emphasized the need to explain why both state tests and NAEP are essential, while King noted that parents often do not understand NAEP's role.

Christine Cunningham closed the discussion by urging the Board not to overlook science and social studies in national conversations dominated by math and reading. She stressed that declining science instruction and public trust in science pose significant challenges and called for NAEP to assume a leadership role in highlighting these subjects to ensure students are prepared for future careers and civic life.

The session concluded with Chair White thanking members for their thoughtful contributions and reiterating the value of open dialogue. He noted the importance of continuing to seek opportunities for student engagement in future meetings and invited Cantú-Wilson to share details about the upcoming March meeting in Houston.

March 2026 Meeting Preview

Cantú-Wilson expressed enthusiasm about hosting the March Board meeting in Houston and explained the city's unique position as a hub for education-to-workforce initiatives. Houston offers an ideal setting to connect NAEP's national insights to K–12 education, community colleges, and workforce programs. Houston ISD, a TUDA district, is currently implementing significant reforms to improve student achievement, making it a focal point for discussions on educational innovation.

Cantú-Wilson outlined several key features of the upcoming meeting. Special events planned for the meeting include a panel discussion with Superintendent Mike Miles of Houston Independent School District (HISD), Juliet Stipeche from the Gulf Coast Workforce Board, and Chancellor Brenda Hellyer of San Jacinto College. Board members will visit an HISD elementary school to observe the district's new education approach in action. A tour of San Jacinto College will provide insights into the college's collaboration with industry through its strong dual credit and early college high school programs.

Cantú-Wilson stressed that the goal of these activities is to deepen understanding of how NAEP data inform decisions that impact students from kindergarten through career. By situating the meeting in Houston, the Board can explore how national assessments intersect with local efforts to prepare students for success in higher education and the labor market.

Cunningham raised a logistical question about the meeting schedule, asking whether it would follow the three-day format used in previous off-site meetings. Muldoon clarified that the meeting will begin with a Wednesday evening panel and reception from 5:00 to 7:00 p.m. Central Time, followed by full-day sessions on Thursday, and concluding midday Friday.

Chair White thanked Cantú-Wilson for her detailed preview and expressed excitement about the program's focus on demonstrating NAEP's relevance to education and workforce outcomes. He noted that Superintendent Miles had recently visited Nashville to share insights on Houston's reforms, underscoring the timeliness of these discussions.

The National Assessment Governing Board Quarterly Meeting convened closed session on November 21, 2025.

NAEP Long-Term Trend Assessment Content (CLOSED)

The Governing Board convened in closed session from 9:55 am to 11:10 am EST to discuss the content of the NAEP Long-Term Trend Assessment. The session was closed because the presentation included secure assessment items that cannot be publicly released without compromising their future use. Public disclosure of this confidential information would significantly impede implementation of the assessment program. Such matters are protected by exemption 9(B) of the Government Sunshine Act, [5 U.S.C. 552b](#). [5 U.S.C. 552b\(c\)\(9\)\(B\)](#)

Kelly introduced the session by noting that Board members had expressed a desire to better understand the content of the NAEP Long-Term Trend (LTT) assessments. Kelly delivered a presentation summarizing key issues and considerations and showed several examples from the secure item pools of both reading and mathematics at ages 9, 13, and 17. Board members asked questions and discussed the information presented. The Board adjourned for a scheduled break from 11:10-11:15 am to transition to open session.

Next Generation NAEP

Lesley Muldoon began by emphasizing the importance of the proposed Next Generation NAEP effort to the future of the program. She framed the discussion around the need for NAEP to adapt to a rapidly changing educational and technological landscape, drawing on the analogy of Blockbuster's failure to innovate compared to Netflix's success. Muldoon stressed that while the immediate priority remains ensuring the successful administration of NAEP 2026, the Board also must look ahead to maintain NAEP's relevance and credibility.

Muldoon outlined the goals for the NextGen NAEP initiative, which include modernizing tools and processes to make NAEP more agile, efficient, and actionable. She highlighted the need to reduce timelines for delivering assessments, improve cost efficiency, and update NAEP's technological infrastructure, which is currently based on systems developed nearly a decade ago. Incorporating artificial intelligence responsibly is a key strategy for enhancing item development, data analysis, and reporting. Another

major focus is improving the usability of NAEP data for policymakers and education leaders.

This initiative will follow a structured process rooted in design thinking, beginning with identifying the right problems, engaging diverse stakeholders, and testing the feasibility of proposed solutions. Muldoon emphasized the importance of creating space for collaboration among Board members, external experts, and end users, including state and district leaders. She explained that brainstorming should be bold and unconstrained initially, but practical considerations such as statutory requirements and resource limitations must ultimately shape implementation.

Two core assumptions were presented as foundational to the work. First, state-level NAEP results have the potential to influence policy and improve educational outcomes, which underscores the need to expand state-level assessments beyond reading and mathematics. Achieving this will require incentives for states to participate, reducing burden on schools, making results more accessible, and ensuring timely release of results. Second, NAEP's long-standing trend lines in reading and math are uniquely valuable and must be preserved, even as innovation occurs. Muldoon acknowledged that maintaining trends has historically constrained change but urged exploration of novel approaches to balance continuity with modernization.

Muldoon asked Board members to share their goals and concerns for this effort. Gonzales called for equity, accountability, and transparency to be explicit core assumptions and advocated for integrating student voice throughout the design process. Ebert suggested strengthening the role of NAEP state coordinators to better articulate the value of participation. Marion emphasized clarifying intended users and designing tools that support actionable decision-making, while Sidebotham urged making NAEP data more useful for educators by providing insights beyond overall performance. Kelly highlighted the importance of contextual variables and cautioned that external design groups must understand statutory constraints from the outset.

Additional ideas included collecting data on enacted curriculum to improve interpretation of results, as suggested by Willy Solano-Flores, and leveraging AI to develop interactive dashboards that link NAEP outcomes to state standards. Members agreed that NAEP should aim high in its ambitions while remaining mindful of legislative and policy realities. Soldner expressed excitement about the effort and added that he does not want to be too constrained at the outset by what is possible now, because there may be a really transformational idea that could be made viable. In response to a question from McGregor, Muldoon confirmed that preliminary engagement with the Department of Education and congressional staff has occurred, and that broader outreach will be essential as the process moves forward.

The discussion concluded with strong consensus on the need for innovation to ensure NAEP remains the gold standard in assessment. Members reiterated the importance of aligning modernization efforts with NAEP's mission of providing reliable, actionable data to improve educational opportunities for all students. Chair White commended the forward-thinking approach and underscored the urgency of preparing NAEP for the challenges and opportunities ahead.

State Exploration of AI for Large-Scale Assessment

The session featured a presentation by Brian Reiter from the Hawaii State Department of Education, who shared innovative approaches his team is exploring to integrate generative AI into large-scale assessment systems. Reiter explained that Hawaii has moved from theoretical discussions to practical applications of AI in areas such as test development, administration, scoring, and reporting. While some initiatives remain exploratory, others are already operational, aimed at improving efficiency and reducing burdens on students and educators without replacing human oversight.

Reiter described the Virtual Stakeholder Project, which is exploring use of AI models to simulate students, teachers, and parents during test development. These virtual entities help predict item difficulty, provide feedback on reports, and streamline processes, reducing the need for extensive field testing with real stakeholders. He emphasized that human input remains essential, but AI offers opportunities to flag problematic items early and improve quality control. Initial studies using large language models to predict item difficulty have shown promising results, outperforming traditional statistical models in some cases.

Another area of exploration involves training AI to generate simulated student responses to test items. These responses lack the complexity of real student work but provide valuable insights for refining items and scoring systems. Combined with difficulty prediction, this approach could significantly reduce the scale of field testing required. Reiter also addressed the growing challenge of AI-assisted cheating, noting that Hawaii has implemented post-test detection protocols and an appeals process to maintain integrity.

Reiter highlighted additional applications of AI, including developing training content and certification assessments for test coordinators and administrators. AI tools are being used to draft realistic scenarios and interactive modules, improving professional development efficiency. Hawaii is also launching an AI-powered chatbot on its testing website to assist parents, students, and educators with navigation and resources. Plans include multilingual support and accessibility features to ensure equitable access.

Looking ahead, Reiter outlined ambitious possibilities such as creating AI-simulated student populations for large-scale item validation, on-demand test builders for

teachers, and AI-powered tutoring systems to provide immediate feedback to students. He also discussed the potential for culturally responsive item design and real-time integrity monitoring. These innovations aim to make assessments more adaptive, inclusive, and aligned with evolving classroom practices.

Following the presentation, Pope asked if use of AI was restricted to the state department, or if teachers are applying applications at the classroom-level. Reiter noted that Hawaii's unique structure as a single state education agency (SEA) allows the state to work directly with schools and teachers to facilitate innovation.

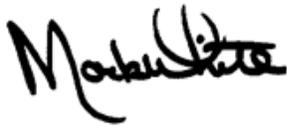
Kelly inquired about use of AI for remote proctoring alternatives, noting NAEP's challenges in assessing students in non-traditional educational environments. Reiter expressed that he thinks there may be potential for AI to provide a secure remote testing environment that does not require cameras – though Hawaii is not there yet. Vice Chair West asked how Hawaii has freed up the resources to engage in AI innovations while running an active testing program. Reiter responded that Hawaii has redirected cost savings from AI scoring and virtual meetings to fund these initiatives.

The session concluded with appreciation for Reiter's insights and recognition of Hawaii's leadership in leveraging AI for assessment innovation. Marion acknowledged that Hawaii is leaps ahead of other states on AI innovation. Members expressed interest in how these approaches could inform NAEP's future strategies, particularly in balancing technological advancement with fairness, validity, and accessibility.

Chair White closed the meeting by thanking staff and participants, reminding members of the upcoming March meeting in Houston, and encouraging continued reflection on NAEP's role in a rapidly changing educational landscape.

The meeting adjourned at 12:32 pm EST.

I certify the accuracy of these minutes.



02/06/2026

Mark White (Chair)

Date

National Assessment Governing Board
Assessment Development Committee
Report of November 20, 2025

CLOSED SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Kymyona Burk, Shari Camhi, Anna King, Nardi Routten.

ADC Members Absent: Jared Solomon.

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

National Center for Education Statistics (NCES): Matthew Soldner.

Other attendees:

American Institutes for Research (AIR): Christina Davis. **Educational Testing Service (ETS):** Terran Brown, Hilary Persky.

The Assessment Development Committee (ADC) met in open session on Thursday, November 20, from 3:15 – 4:40 pm EST. Chair Patrick Kelly called the meeting to order at 3:15 pm EST and welcomed new Board member Kymyona Burk and new ADC member Anna King to the Committee.

Overview of the NAEP Item Development Process

Kelly introduced Terran Brown and Hilary Persky of Educational Testing Service and noted that the first agenda item was intended to provide general background on the item development process and timelines, including reviews by ADC and other groups. He noted that no decisions were intended to be made based on the presentation, but rather the goal was for ADC to better understand the current process.

Persky began explaining the development cycle through data collection. The first step in the process (approximately 2-4 months) is design and development planning, including a trend pool review to determine any gaps in coverage of the framework and ensure that existing items remain appropriate for re-administration.

The next step (approximately 6-8 months) is to identify and review reading passages (for the reading assessment) and draft and review concept sketches (for scenario-based tasks). These reviews include ETS internal reviews (for framework alignment, grade-level appropriateness, fairness, accuracy, clarity of task purpose, and engagement); NCES confirmatory reviews (similar to the ETS review purposes with the addition of

broader perspective that collectively represents multiple stakeholders); and Governing Board (ADC) reviews (generally focused on framework alignment, grade-level appropriateness, fairness and bias).

The next stage in the process is item and block development and reviews (approximately 14-16 months), including ETS internal reviews (for measuring targeted skills; appropriateness of item types, stimuli, and rubrics; difficulty; contexts and perspectives; and clarity of task purpose and flow, where appropriate), standing committee reviews (for confirming framework measurement targets, accuracy, accessibility, engagement, and relevance); pretesting (when in scope) (to elicit targeted knowledge and skills, identify sources of confusion, and engagement), state and TUDA reviews (when in scope) (for relevance, potential bias, and grade level appropriateness), NCES confirmatory reviews, and Governing Board (ADC) clearance prior to pilot testing.

Brown then noted that the pilot administration and final preparations take approximately 5 months, followed by post-pilot activities (approximately 12 months) consisting of psychometric analyses and timing results (i.e., item difficulty, item discrimination, differential item functioning, completion and omit rates, timing data, and IRT scaling). For trend content, there are additional analyses for content accuracy, datedness, and fairness. In preparation for the operational administration, there are also standing committee reviews, NCES reviews, and Governing Board (ADC) clearance reviews, which may result in items being dropped from the operational administration and/or revised for a future pilot administration.

Following the operational administration, data analyses include internal reviews (item difficulty, item discrimination, completion and omit rates, differential item functioning, timing data, student responses, and IRT scaling), NCES reviews, and collaboration with the data analysis and reporting contractor. The item development and review cycle then begins again in preparation for the next assessment administration.

Committee members found it very informative to better understand the different phases of item development and how the ADC reviews fit into the broader picture. Members asked clarification questions throughout the presentation, including how student engagement is evaluated and what happens at the end of the item development cycle.

Next Steps for Content Advisory Groups

Assistant Director for Assessment Development Sharyn Rosenberg began by noting that the purpose of this session was for the Committee to discuss how and when to constitute Content Advisory Groups (CAGs) following adoption of the revised Assessment Framework Development policy in March 2025. She reminded ADC members that the policy was updated for two primary reasons: to keep up with important issues and trends in the NAEP content areas (ongoing monitoring); and to

delineate an abbreviated process for implementing minor updates when the Board decides this is warranted. CAGs play a key role in addressing both of these issues.

According to the Board policy, CAGs consist of ten content and policy experts in each subject area who meet at least once every two years to discuss current developments and potential implications for NAEP. The CAGs are intended to make initial recommendations to the Board and to oversee and synthesize the “pre-work” process when updates to assessment frameworks are needed. The CAGs may carry out minor framework updates themselves, and they will provide direction for substantive updates (replacing the previous role of the Steering Panel).

In their role of providing ongoing monitoring, CAGs would periodically check in with Board staff to provide high level information about developments in their field, in addition to the formal meetings at least once every two years. Potential outcomes following CAG meetings include: 1) no action; 2) conduct additional research (formally or informally) to better understand emerging issues; or 3) launch a pre-work process to consider proceeding with minor or substantive updates.

Rosenberg reminded ADC members that minor updates could include the following: 1) “catching up” with changes already implemented in an operational assessment (e.g., digital transition) and preventing the framework from falling behind the assessment in the future; 2) removing or revising elements found to be infeasible when implementing operational assessments (e.g., concept maps in the 2009 NAEP Science Framework); and 3) adding, revising, or deleting something expected to impact only a small proportion of items (e.g., an item type or a few content objectives).

In terms of the current status of NAEP assessment frameworks and operational assessments, the updated reading and mathematics frameworks will be reflected in operational assessments (at grades 4 and 8) for the first time in 2026 (and for grade 12 in 2028). The updated science framework will be reflected in the pilot assessment in 2027 and the operational assessment in 2028. For U.S. history and civics, a Social Studies CAG was convened from June 2024 to January 2025 as a pilot activity; no additional work has been conducted this year pending a decision of when to update these frameworks.

Rosenberg recommended that Reading and Math CAGs be established first, beginning in summer 2026, with a Science CAG to begin in spring 2027. She noted that further discussion was needed (at a future meeting) regarding the optimal timing for re-establishing the Social Studies CAG. A procurement would be needed to let a contract for providing procedural support and content expertise appropriate for the specific CAGs. In accordance with the Board policy, ADC would provide input on CAG members and select the Chair and Vice Chair of a CAG following contract award.

ADC members noted that summer 2026 may be too ambitious for establishing Reading and Math CAGs and stated that they did not feel any particular urgency to do this prior to late 2026 or early 2027, given that results from the operational assessments would

not be available prior to this time period. They also felt that a longer on-ramp could be appropriate for the Science CAG given the current state of implementation of that framework. For all subject areas, ADC members noted that CAGs could provide input into how NAEP frameworks compare to state standards; they also suggested that initial content alignment analyses may be conducted leveraging artificial intelligence.

The meeting adjourned at 4:40 pm EST.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read 'Patrick Kelly', with a large, stylized flourish at the end.

Patrick Kelly, Chair

December 4, 2025

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of November 20, 2025

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

COSDAM Members Absent: Jhone Ebert.

National Assessment Governing Board Staff: Becky Norman Dvorak, Elizabeth Schneider.

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

Other attendees: AIR: Markus Broer ETS: Amy Dresher, Helena Jia; P20 Strategies: Andrew Kolstad; Westat: Tom Krenzke, Lisa Rodriguez.

The Committee on Standards, Design and Methodology (COSDAM) met in open session on Thursday, November 20, 2025. Suzanne Lane (Chair) called the meeting to order at 3:18 pm EST. Lane welcomed new committee member Michael Sidebotham and introduced Scott Marion as the new COSDAM Vice Chair.

Lane next described a recent informational meeting some COSDAM members (Lane, Marion, Solano-Flores) and other Board members attended to learn about the NAEP school-level sampling procedures, specifically how schools are selected to ensure a representative sample. Lane was reassured by the rigor and quality control put into the effort, and Marion and Solano-Flores agreed. Lane reported that a follow-up informational meeting will occur sometime in early 2026 to learn about the student-level sampling.

Lane then provided updates to upcoming NAEP Achievement Levels work – reminding members that the math and reading Reporting Achievement Level Descriptions (ALDs) at grades 4 and 8 would see minor revisions in 2026, with a larger study planned for 2028 allowing more time for items to be created related to the updated framework, and when all grades (4, 8, and 12) would be assessed.

Lane introduced Enis Dogan of NCES and Helena Jia of ETS to present plans for a bridge study to examine the comparability of NAEP administration on school-provided devices compared to NAEP-provided devices. She reminded COSDAM members of a similar study that examined comparability of NAEP-provided Chromebooks to NAEP-provided Surface Pros in 2024 – noting that there were no significant or practical differences between the two.

NAEP School Device Bridge Study

Dogan provided an overview of bridge studies – noting their importance to determine whether trend can be maintained when major changes occur in assessment administration. He summarized studies that have been completed to address changes to device mode since 2022. Marion asked if statistical adjustment has ever been required based on bridge study findings. Jia reported that yes, a 2017 bridge study found some writing items were more difficult when administered on computer than paper, requiring some adjustment.

Jia next walked through the design plans for the 2026 bridge study. She noted schools have already been randomly assigned into two modes. Approximately 25% of schools were assigned to a NAEP-device mode. Students sampled to take the assessment from these schools will take the assessment on NAEP-provided devices, regardless of the technology available at their schools. The remaining 75% of schools were assigned to a mixed-device mode. A school technology survey was administered to all sampled schools – and schools within the mixed-device mode group with devices that met specified minimum requirements were assigned to take the assessment on school-provided devices. Those that did not meet minimum requirements were assigned to NAEP-provided devices. Jia shared results from the school technology survey that found 85% of sampled schools met eligibility requirements to use school-provided devices. This exceeds the percentage required to ensure a successful bridge study according to the planned design.

Jia described two different possible linking scenarios depending on the comparability of item statistics between the two modes. If there are no differences between administration on school-provided and NAEP-provided devices it will allow common item linking. This means that the same item response theory (IRT) item parameters can be applied to item responses from both administration modes. This is the most desirable outcome. However, if data show differences in item statistics between the two modes, the sampling design permits common population linking due to the random assignment of schools into different mode types. This method considers the non-randomness of those within the mixed-device mode.

Sidebotham asked if studies have examined MacBook users, and their interaction with the assessment. Jia noted that MacBook users are part of the NAEP-device group, which is the mode consistent with previous administrations. However, Dogan expressed that investigations into MacBook use are likely in the future.

COSDAM members asked for clarification on planned analyses for exploring item-level differences between the two assessment modes. Solano-Flores suggested oversampling schools ineligible for the school-based device group to better understand them, and Lane inquired as to whether there were plans to study differences in characteristics between schools of the two different modes. Jia confirmed item-level

National Assessment Governing Board

Executive Committee Meeting

Report of November 20, 2025

OPEN SESSION

Executive Committee Members: Mark White (Chair), Marty West (Vice Chair), Christine Cunningham, Patrick Kelly, Suzanne Lane, Scott Marion, Reginald McGregor.

Executive Committee Members Absent: Julia Rafal-Baer.

National Assessment Governing Board Members: Lisa Ashe, Shari Camhi, Danielle Gonzales, Angélica Infante-Green, Michael Pope, Ron Reynolds, Nardi Routten, Guillermo Solano-Flores.

National Assessment Governing Board Members (virtual): Michelle Cantú-Wilson, Jhone Ebert.

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

National Center for Education Statistics (NCES): Matthew Soldner (Acting Commissioner), Gina Ruehl.

Other attendees: Educational Testing Service (ETS): Amy Drescher; Lerner Communications: Michelle Lerner, Nancy Zuckerbrod; Management Strategies: Brandon Dart; Westat: Tom Krenzke.

Introduction and Welcome

The Executive Committee met in open session from 8:30 – 9:30 am EST. The session was called to order by Chair Mark White at 8:30 am EST. White welcomed members, including new Executive Committee member Scott Marion, and thanked all who were in attendance. He noted two items on the meeting agenda and invited Executive Director Lesley Muldoon to begin with an update on TUDA participation for 2026 NAEP and the early stages of preparation for TUDA participation for 2028.

Trial Urban District Participation Update and Discussion

Muldoon noted that since [its inception in 2002](#), the Trial Urban District Assessment (TUDA) program grew from six districts to more than 25 in 2022. Muldoon presented a map of which districts participated in the 2024 NAEP and which had agreed to participate in 2026 NAEP.

Shelby County, Tennessee withdrew in 2024 and expressed interest in returning in 2026 though too late for them to do so. Duval County, Florida, decided not to participate in 2026, leaving 25 TUDAs across 19 states for the 2026 NAEP administration.

Scott Marion observed that the U.S. northwest region has no TUDA participation.

Muldoon explained that the Board, in collaboration with NCES and the Council of the Great City Schools (CGCS), identifies eligible districts and invites them to volunteer to participate in TUDA. Based on past practice, the Board can invite two eligible districts for 2028. She recommended that Shelby County be added back, and CGCS has indicated that other districts may be interested.

Muldoon reviewed the current eligibility criteria for TUDA participation, which were last updated in 2012. Eligibility depends on the NAEP sample that can be drawn from a district, which is a function of a district's enrollment size and demographic composition, specifically percentages of Black or Hispanic students and percentages of students identified as economically disadvantaged. The current eligibility criteria are based on much larger sample sizes than NAEP currently uses and even what the Board has set as target sample sizes. The criteria assume that to participate districts must have student enrollment large enough to support NAEP administration in three subjects in each grade assessed (with a minimum of 1,500 students enrolled per grade).

Five TUDASs (Atlanta, Boston, Cleveland, Washington, DC, and Detroit) do not meet the current 4,500 student threshold but were grandfathered in based on past participation. At the current 4,500 threshold per grade, Virginia is the only new state with a district (Virginia Beach) eligible to participate. The Hawaii Department of Education technically qualifies but participates as a state.

Muldoon shared a chart showing how many districts would be eligible under different minimum enrollment criteria. If the criteria were adjusted to require a minimum enrollment of 3,000 students per grade, additional districts would become eligible in states already well represented in TUDA (such as California, Florida, North Carolina

and Texas) along with five “new” states: Alaska, Arizona, Kansas, Nebraska, and Washington.

If the minimum enrollment criteria lowered to 2,000 students per grade, additional districts in Texas and California would be eligible, along with districts in four additional “new” states: Indiana, Minnesota, New Jersey, and Oklahoma.

Vice Chair Marty West observed that the current criteria also require cities to have more than 250,000 people overall in population and that there are large countywide districts like Montgomery County, Maryland and Fairfax County, Virginia which exceed that threshold by vast numbers.

Marion asked when NAEP had last administered three assessments at the TUDA level. Muldoon observed that the current schedule does not call for that. Gina Ruehl from NCES reported that the last time was in 2009 when science was administered in addition to reading and math at the TUDA level.

Christine Cunningham asked why NAEP only tests one subject per student and whether that limits TUDA assessment of subjects such as science.

West noted another development since the policy was last updated: the [Education Recovery Scorecard](#), which produces district-level estimates in reading and math based on an analysis of NAEP and other data. TUDA data helps these researchers conduct validity checks, but the scorecard does not have results for science so TUDA participation in science could yield additional information.

Suzanne Lane suggested determining the interest level in the program if the criteria were reduced to 3,000 and reducing it further if interest was not sufficient. West suggested considering broader criteria to include semi-urban/suburban districts, by eliminating the requirement that the city center have more than 250,000 in population.

Patrick Kelly concurred that this would be another way to think about expanding the program, pointing out that both Charleston and Greenville, South Carolina are smaller cities than their metro areas. Kelly also suggested that if the Board makes changes to the criteria, it should consider using the new socioeconomic (SES) index rather than the current free/reduced price lunch criteria.

West suggested next steps for staff: (1) review eligibility under various criteria; (2) talk with CGCS to explore district interest in TUDA participation and in assessing science, possibly in 2028; and (3) at the March quarterly meeting, present updated policy options with the goal of increasing the number of new states with districts eligible to participate.

In closing the discussion, West suggested changing the name of the program to Trends in Urban District Achievement, which would retain the program's acronym and 'brand' but reflect its established nature.

Mechanisms for Garnering Feedback on NAEP from States and Districts

Executive Director Lesley Muldoon reviewed the mechanisms the NAEP program uses for communicating and engaging with state and district leaders.

The NAEP Ambassadors are under contract with NCES, liaise with state and TUDA district leaders, and provide important information about state and local contexts to NCES. NAEP State and District Coordinators, also under contract with NCEs, support school recruitment, communicate with district and school staff and parents, and ensure quality control for operational activities.

State and TUDA Policy Task Forces are supported by contracts with the Board. These task forces each comprise 10-12 members who represent assessment and communications leadership in state education agencies and district offices. Task force meetings include state and district updates, feedback on NAEP priorities, and updates from NCES and the Governing Board on efforts underway. The Board itself also serves as a conduit for cooperation with states and districts; the Board's membership includes state and local school board members, state policymakers, and a superintendent.

Muldoon noted that these formal avenues of engaging state and local leaders are supplemented by informal relationships with groups such as the National Governors Association, National Council of State Legislators, and the Education Commission of the States. She observed that there is room to strengthen state and local engagement for NAEP.

West indicated he had not realized that the NAEP program includes both ambassadors and coordinators. He suggested inviting some of them to a future Board meeting to learn more about their roles and ideas.

Suzanne Lane concurred that it would be useful to invite some state coordinators to a Board meeting, saying that she has heard from them at some state Technical Advisory Committee (TAC) meetings. She asked if they can travel and Ruehl reported their contacts do not currently have funds for them to travel for trainings and workshops.

Angélica Infante-Green suggested that the state coordinator role varies considerably from state to state and that there may be room to expand what some of them do.

Marion noted that often newer staff members are selected for the role and that communication is often conducted through the assessment director, not the chief.

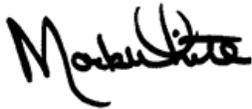
Danielle Gonzales wondered if engagement with other entities that serve districts such as the Council of Urban Board of Education and the National Association of State Board of Education could be helpful. Muldoon responded that the Board works with some of them and can continue and expand that effort.

Reginald McGregor suggested it would be helpful for the Board to see a list of the roles and responsibilities of the four entities discussed.

Marion suggested it could be helpful to share best practices for the coordinators to make communication more effective. Kelly noted that there may be additional ways to deploy Board members as NAEP 2026 preparation continues and then again when the results are released; West agreed.

At 9:30 am EST, Chair White adjourned the meeting.

I certify the accuracy of these minutes.



02/09/2026

Mark White (Chair)

Date

National Assessment Governing Board

Nominations Committee Meeting

Report of November 21, 2025

CLOSED SESSION

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

National Assessment Governing Board Members: Guillermo Solano-Flores.

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

Welcome and Agenda Overview

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 November 21, 2025, from 7:30 – 8:30 am. EST. Chair McGregor called the meeting to order at 7:30 am EST and noted a full agenda, with the following topics:

- Outreach activities and challenges
- Report on nominees for 2026 cycle
- Rating process and online rating system
- Rating assignments, timeline and next steps
- Questions and comments

After welcoming members, McGregor invited Stephaan Harris, Assistant Director for Communications, to give an update on the outreach efforts undertaken to solicit as large and qualified an applicant pool as possible for the 2026 cycle. Harris noted that through September 30, the Board engaged in a full range of outreach activities, including mass emails, the Board's newsletter, social media posts, individualized outreach to a variety of organizations, and one-on-one calls and meetings with organizations and prospective nominees. He noted that this year Board staff reached out not only to national organizations such as the National Association of Secondary School Principals but also to their state chapters to broaden awareness of the opportunity to apply.

He shared that the government shutdown from October 1 to November 12 created challenges to building widespread visibility around the Board nomination opportunity by

prohibiting social media, mass emails and paid LinkedIn ads. To compensate, Board staff conducted direct additional outreach to partner organizations and groups. They also reached out to prospective nominees who had initiated applications in the system to find out whether they had any questions. Application deadlines were also extended until November 16 for educator categories. McGregor commended the efforts in a challenging cycle.

McGregor then reviewed the statistics for the 2026 campaign in the five open categories:

- Curriculum Specialist
- 4th Grade Teacher
- 8th Grade Teacher
- General Public Representative (Parent Leader)
- Secondary School Principal

McGregor reminded members that the incumbents in the Curriculum Specialist and 4th Grade Educator categories have completed two terms on the Board and are not eligible for reappointment. The Secondary School Principal seat is open because the current member is no longer serving in that professional role so is no longer eligible.

Incumbents are seeking reappointment in the 8th Grade Teacher and General Public Representative (Parent Leader) category.

McGregor reviewed guidance on the rating process and online rating system. He noted that the committee should put forward no more than six finalists, including incumbents, in any category. Recommendations for the final slate of candidates will be presented to the full Board for action at the March 2026 Board meeting.

Elizabeth Schneider, Deputy Executive Director, shared the ratings assignments and the timeline for reviewing and rating the applications. She offered to help subgroups schedule their meetings to discuss their ratings of candidates.

McGregor thanked the staff for their work and thanked members for their contributions to the outreach plan and for the work they will soon begin reviewing applications.

I certify the accuracy of these minutes.



02/09/26

Reginald McGregor (Chair)

Date

National Assessment Governing Board
Reporting and Dissemination Committee
Report of November 20, 2025

Reporting and Dissemination Committee (R&D) Members: Angélica Infante-Green, Reginald McGregor, Ron Reynolds, Darein Spann, Marty West.

Reporting and Dissemination Committee (R&D) Members Absent: Julia Rafal-Baer (Chair), Michelle Cantú-Wilson (Vice Chair), Governor Phil Bryant.

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

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

U.S. Department of Education Staff: Office of Legislative and Congressional Affairs: James Forrester

Other attendees: Educational Testing Service (ETS): Robert Finnegan. Lerner Communications: Michelle Lerner, Nancy Zuckerbrod.

In the absence of both Reporting and Dissemination (R&D) Committee Chair, Julia Rafal-Baer, and Vice Chair, Michelle Cantú-Wilson, Laura LoGerfo, Assistant Director for Reporting and Analysis, called the meeting to order at 3:06 pm EST. She began by acknowledging changes in committee membership and leadership. LoGerfo welcomed Reginald McGregor to the committee; McGregor swapped committee membership with Anna King, who now sits on the Assessment Development Committee. Committee membership changes occasionally to infuse fresh voices into committee conversations.

LoGerfo provided an overview of the committee meeting agenda then dove into the agenda's first item.

Strategic Communications Update and NAEP Release Debrief

LoGerfo explained how stakeholders reacted to the September 9th release of results from the 2024 National Assessment of Educational Progress (NAEP) science assessment for grade 8 and from the 2024 NAEP reading and mathematics assessments for grade 12.

The R&D Committee approved the release plan on behalf of the Board in August 2025, aiming to accomplish three primary goals: (1) release the results smoothly and clearly to show NAEP's continuity; (2) elicit strong, broad, accurate media coverage; and (3) reduce the scope and magnitude of the release event, shifting away from an in-person event to short, distilled explanatory videos. The first goal was accomplished by effectively executing goals (2) and (3).

This release was the first since personnel and organizational changes at the U.S. Department of Education. These changes not only compelled a different approach from previous years' releases - e.g., the first time that results from two different grades and three different subjects were released together - but also coincided with changes long-requested by Board members, such as not hosting a release event at the National Press Club.

To facilitate accurate reporting, the Board and the National Center for Education Statistics (NCES) hosted a call for media granted early embargoed access to the results. For prior releases, NCES extended offers of embargoed access to a few dozen reporters. This time, the invite list expanded to about 320 reporters, including national education reporters, national broadcast reporters, and at least one state-based education reporter in every state's major newspapers. All these reporters met the same eligibility criteria as in past years, e.g., reporters working on deadline for news outlets.

Additionally, for previous releases, the embargoed media call was an audio-only conference call. Results were presented and explained with no supporting visuals. A telephone operator would indicate which reporters could ask the next question. With this release, the embargoed call took place on Zoom, a visual medium. Matthew Soldner, acting NCES commissioner, and Lesley Muldoon, executive director of the Governing Board, presented slides with key points, after which, Gina Broxterman from NCES moderated the questions and answers session. Ample preparation and several rehearsals allowed this change to transpire flawlessly.

Rather than hosting an elaborate and expensive release event hours after the results appear in the media, the release plan called for an approach more in line with how people consume messaging: videos. The Board produced two 3-minute videos, presenting distilled highlights from the report cards' vast set of results. The grade 12 video elicited more views than the science video (715 vs. 411), but both garnered much more attention than videos of in-person release events.

LoGerfo shared op-eds written by Governing Board members in response to the results and spotlighted important stories about the NAEP findings in national, state, and local media. LoGerfo also presented data on how many hits the NAEP and Nation's Report Card websites received on release day. The September 9th release drew 1/8th the

viewership as the January release, unsurprising given the earlier release included state and district results.

The conversation then pivoted to discussing ongoing and upcoming work, such as the next installment of the Powered by NAEP analyses and redesigning and optimizing the board's website.

At this point, LoGerfo fielded questions and comments from the committee members. Ron Reynolds complimented the videos and was pleased to hear the media call proved so successful. He asked about the quality of media reporting; LoGerfo reported minimal instances of mis-NAEPery, thus reflecting strength and accuracy in the reporting.

Marty West observed that even with the most successful release, the *New York Times* and other news outlets far outstrip the viewership of nagb.gov and naep.nces.ed.gov. Millions of people will learn about the results indirectly, through their media outlets of choice, and not through the government's websites. This is not a problem to solve; it is a fact to acknowledge.

There is no need for the government to compete with the *Wall Street Journal*, but there is a need to optimize the NAEP and Board websites for generative artificial intelligence (AI). With the warning that a good job optimizing for AI translates to fewer views of the NAEP or nagb.gov websites. If the AI-fueled search returns useful summaries of the results, there is no need to leave the search sites. Unfortunately, AI does not track site sourcing. The committee should consider what goals and outcomes the website work should prioritize.

In addition to that recommendation, LoGerfo also suggested that the R&D Committee request website analytics data after every release to understand how the Nation's Report Card is being engaged and identify areas for improvement. To glean more meaning from these data, the R&D Committee also should be provided with historical data to learn how comparable releases converge or diverge across metrics over time. On that, LoGerfo thanked everyone who worked on the release and introduced Robert Finnegan from ETS for the next session.

Reporting Process 101

Robert Finnegan, who leads the Design, Analysis, and Reporting contract (DAR) for NAEP, provided a comprehensive, detailed walkthrough of the NAEP reporting process and timelines. Finnegan explained who does what and when to get the report card from data analysis to results dissemination, grounding the conversation in the preparation for the January 2025 release of the 2024 NAEP reading and math results for grades 4 and 8.

The “who” refers to NCES, the Governing Board, and the constellation of NAEP Alliance contractors: ETS, MSG, Sanametrix, and Forum One (an ETS sub-contractor). They work together on the report cards, all the time, not just when a release of data is imminent.

Before students were even sampled for the 2024 NAEP, the reporting team was already planning in what Finnegan called the **discovery** process. At this stage, the reporting team gathers feedback from staff and data users, including the Governing Board, about the report card site. Armed with this feedback, the team determines how to help users understand what scores actually mean, i.e., present sample items at different achievement levels to show relevant skills assessed and display the entire performance distribution.

Completing the discovery process initiates the **design** process, when the team develops the report card’s site map and proposes data visualizations for the results such as charts and graphs. The design stage represents the best time to impact the report card’s structure, organization, navigation, and features. The **production** stage follows, when the report card site, data dashboards, NAEP Data Explorer, and graphics library are built out over 4-6 weeks.

In the weeks directly prior to the **release**, all staff and contractors from the aforementioned “who” collaborate to review materials, brief the necessary audiences, and draft and review messaging and communications. The quality review process now includes automated data checks: not AI, but an automated crawler bot that compares data points presented on the report card with the raw data file. Briefings for the Governing Board, the Office of the Secretary, state and local officials, the media, Congress, and partner organizations like the Council of the Great City Schools require intense team coordination to meet deadlines and stay on track with milestones.

The process to release NAEP 2026 will follow these same steps; the discovery stage is currently underway. October 2026 will kick off the review process, given the bridge studies for using school devices and the new assessment frameworks for reading and math. In 2028, that work should be complete by August and reporting the results can return to October of an assessment year.

Finnegan concluded his presentation and invited questions from the committee. West asked about the timeline for releasing the 2026 NAEP results. ETS had originally proposed a conservative date range for release as Spring 2027 but now expects the data to be released in Winter 2027, barring any unforeseen issues. The report card site itself is not changing dramatically, which means fewer new features requiring input from stakeholders. Any new decisions add iterations, reviews, and deliberations, all of which add time.

West asked a follow-up question about whether the Governing Board is allowed to offer feedback during the design phase. Finnegan responded in the affirmative, noting that comments then especially would help ETS.

Angélica Infante-Green expressed interest in seeing the item map, wireframe, design, and proposed visualizations. Gina Broxterman of NCES cautioned the committee to remember the boundary between the Governing Board's and NCES' roles and responsibilities. Finnegan noted that the designers use a common wireframe software package, with tailoring based on User Experience (UX) feedback. The wireframe mimics the website and formulates what the report card should communicate, just without data. The team considers what various audiences, such as state testing directors, want to see on the report card.

Michelle Lerner, communications contractor for the Governing Board, inquired: Are some users weighted more than others when considering NAEP's target audiences? Does NCES reach out to people unfamiliar with NAEP, and if not, should NAEP do so? The question thus becomes if there should be more people viewing the report card or fewer of the most relevant people to spend higher quality time exploring the website.

A question arose about the distinction between the Nation's Report Card website and NAEP's. From the website analytics, the NAEP site seems more visible than the Nation's Report Card site. The NAEP brand is trusted, and the NAEP acronym is used more often than the phrase, the Nation's Report Card.

The discussion concluded after West cautioned the committee to think about how to release Long-Term Trend (LTT) in spring 2026, making sure to differentiate LTT from Main NAEP.

The committee and LoGerfo thanked Finnegan for an enlightening presentation. The committee adjourned at 4:45 pm.

I hereby certify the accuracy of these minutes.

Julia Rafal-Baer

January 8, 2026