

COMMITTEE ON STANDARDS, DESIGN AND METHODOLOGY AGENDA



May 14, 2026

3:30 – 5:00 pm EST

Cordell

3:30 – 3:35 pm

Welcome and Session Overview

Suzanne Lane, Chair

3:35 – 3:55 pm

Standards, Design and Methodology Updates

Becky Dvorak, Assistant Director for Psychometrics

Enis Dogan, Chief Psychometrician, NCES

3:55 – 4:30 pm

**Discussion: Topics on a Changing Educational
Landscape**

Suzanne Lane

Scott Marion, Vice Chair

Attachment A

4:30 – 5:00 pm

COSDAM Member Open Discussion

Suzanne Lane

Scott Marion

Discussion: Topics on a Changing Educational Landscape

Goal

NAGB and NCES staff have been monitoring shifts in the educational landscape that may have implications for future NAEP design and methodology. This session provides an opportunity for COSDAM members to reflect on the changes they are observing in their own roles and contexts. The discussion is intended to help surface emerging issues, implications, and considerations that the Board and NCES should keep in mind as they plan for future methodological and design work.

Overview

Suzanne Lane, COSDAM Chair, will facilitate a discussion with COSDAM members regarding two main topics that may have future implications for NAEP design and methodology: a) changes to the testing accommodations and exclusions landscape, and b) virtual learning. COSDAM members should review the background information in this document to prepare for the discussion.

Background

Trends in Accommodations and Exclusions for Students with Disabilities

The Governing Board's policy on [NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#) states that NAEP should assess as many students as possible in the student sample, including those with disabilities. This policy seeks to ensure that the samples reported are representative of the student population at the national, state, and TUDA level.

To enhance accessibility and ensure strong participation, NAEP offers various accommodations for students with disabilities who have an IEP or 504 plan (e.g., extended time, one-on-one), and the digital platform allows for universal design features accessible to all students (e.g., zoom, text-to-speech for select content).

Though there are many commonalities between accommodations offered by NAEP and by states for state testing, each state has their own policies and may not exactly match what is permitted by NAEP (e.g., text to speech on a reading assessment, or a graphic organizer). The National Center on Education Outcomes collects information on [state policies for students with disabilities](#) for those interested in learning more. When a state offers accommodations that NAEP does not, NAEP State Coordinators are tasked with working with school-level staff to encourage student participation even when NAEP does not provide the specific accommodation as the state, when possible.

For the purpose of the COSDAM discussion, members should reflect on what they are seeing in their respective professional contexts regarding accommodations and exclusions – specifically:

- What trends are you seeing in your classroom/school/district, or with states you work with, regarding accommodations (including types/frequency) and exclusions of students – particularly students with disabilities?
 - If you have encountered changes to accommodation rates/offerings and/or exclusions, what implications do you think this may have for NAEP?
 - How do the states/districts/schools you work with enforce their policies? And what, if anything, might NAEP learn from their enforcement?

Virtual Learning

In recent years, there has been an increase in the number of students attending virtual schools – though the percentage of virtual students is still low (estimated at approximately 1% of all K-12 students at the national level). NAEP does not currently include these schools in its sampling frame for various reasons (e.g., challenges with identifying a testing location and gaining participation). Board members have expressed that we may want to consider if and how NAEP might assess these students in the future.

- How are students in virtual schools assessed on state or other large-scale assessments in your state/district and/or in states/districts with which you work?
- What concerns do you have about NAEP assessing, or not assessing, students attending virtual schools in the future?
- What information would you like Board staff to investigate that would allow the Board to make informed decisions about any changes to Board policy or recommendations to NCES on guidelines surrounding virtual school participation?