

National Assessment Governing Board

Meeting of May 14 – 15, 2026

The Bethesdan Hotel

8120 Wisconsin Avenue

Bethesda, MD 20814

& Virtual

Official Summary of Quarterly Governing Board Meeting

Complete Transcript Available

Initial draft of minutes was generated using a large language model, which Governing Board staff then fact-checked, reviewed, and revised. Note: An * denotes which Board members attended virtually.

Participant List

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

Danielle Gonzales

Angélica Infante-Green

Patrick Kelly

Anna King

Suzanne Lane

Scott Marion

Reginald McGregor

Michael Pope

Julia Rafal-Baer

Ron Reynolds

Michael Sidebotham

Guillermo Solano-Flores

Jared Solomon

Darein Spann

National Assessment Governing Board Members Absent

Jhone Ebert

Nardi Routten

National Assessment Governing Board Staff

Lesley Muldoon, *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*

Jing Chen

Brian Cramer

Enis Dogan

Janel Gill

Nadia McLaughlin

Alex McMillan

Gina Ruehl

Ebony Walton

Yan Wang

American Institutes for Research

Brittany Boyd

Christina Davis

Courney Gross

Council of the Great City Schools (CGCS)

Brian Garcia

Ray Hart

Chester Holland

Akisha Osei-Sarfo

US Department of Education

James Forester

Carter Volz

Educational Testing Service (ETS)

Debbie Almonte

Peter Ciemins

Amy Drescher Hauger

Robert Finnegan

Mat Kandathil

Ranu Palta-Upreti

Rupal Patel

Shannon Richards

Lerner Communications

Michelle Lerner

Ashley Zanchelli

Nancy Zuckerbrod

Management Strategies

Brandon Dart

Rachel Koether

Zachary Rosensteel

Manhattan Strategy Group

Charlie Butler

Melissa Cristler

Monica Johnson

Joanne Lim

Pearson

Scott Becker

Llana Williams

Westat

Lauren Byrne

Jay Clark

Marcie Hickman

Lloyd Hicks

Zully Hilton

Tom Krenzke
Jason Nicholas
Lisa Rodriguez
Desrene Sesay
Leslie Wallace
Catrina Williams
Rima Zobayan

Other

Andrea Allen, Sanametrix
Angela Battaglia, Utah State Board of Education
Drewana Bey, District of Columbia Public Schools
Anne Bowles, Council of Chief State School Officers
Latosha Branch, Virginia Department of Education
Tamika Brinson, Florida Department of Education
Jacqueline Branco, Rhode Island Department of Education
Katie Carroll, PIE Network
Tyler Cramer, Remarc Associates LLC
Gillian Dixon, Education Counsel
William Donkersgoed, Wyoming Department of Education
Jeremy Ellis, Missouri Department of Education and Secondary Education
Kathleen Flaherty, National Education Association
Alison Gerrior, Massachusetts Department of Elementary and Secondary Education
Matt Grady, Bose Public Affairs Group
Tracey Hembry, HumRRO
Linda Jacobson, The 74
Abe Krist, Connecticut Department of Education
Beth LaDuca, Oregon Department of Education
Brian Lloyd, Michigan Department of Education
Rebecca Logan, Oklahoma Department of Education
Luke McDermott, Penn Hill Group
Raina Moulán, Alaska Department of Education & Early Development
Shantel Niederstadt, Montana Office of Public Instruction
James Norris, Illinois State Board of Education (ISBE)
Dani Sauter, WDOMS (RTI)
Renee Savoie, Connecticut State Department of Education
Jonathan Sedberry, South Carolina Department of Education
Stephen Sawchuk, Education Week
Sarah Sparks, Education Week
Maura Spiegelman, Agora Education Research

Terry Stoops, Defending Education
Christy Talbot, American Educational Research Association

The National Assessment Governing Board Quarterly Meeting convened in open session on May 14, 2026.

Session Summaries – Day 1

Welcome and Chair's Remarks, Approval of May 2026 Agenda, Approval of March 2026 Minutes

The session opened at 9:11 a.m. with Chair Mark White welcoming members. The Board first addressed two administrative actions: (1) approval of the meeting agenda and (2) approval of the March 2026 minutes. A motion to approve the agenda was introduced by Michelle Cantú-Wilson and seconded by Reginald McGregor, passing unanimously. The March 2026 minutes were then considered, with Scott Marion moving approval and Anna King seconding. With no further discussion, the minutes were also approved unanimously. The Chair thanked members for attending and briefly reflected on the successful March meeting held in Houston.

The Chair then provided remarks regarding recent outreach efforts. The Chair, along with Lesley Muldoon, Jared Solomon, and Vice Chair Marty West, met with minority and majority members of both the Senate and House, describing the discussions as highly supportive of NAEP and aligned with the Board's priorities. The Chair then introduced Muldoon's update on the Governing Board's efforts since the last quarterly meeting.

Executive Director's Update

The Executive Director began by reviewing logistical procedures for Board participation at the hollow square and reminding members about the content at the March meeting. That quarterly meeting featured sessions on the NAEP budget and NAEP contracts as well as on the 2026 NAEP administration, which ended March 20. Muldoon shared that scoring was nearly complete and that data analysis, including the planned bridge studies supporting the device transition, would begin soon.

Muldoon reviewed the expected timeline for the release of the 2026 NAEP results, scheduled for early 2027, and national U.S. history and civics results to follow later that spring. She recapped the Board's March deliberations on the NAEP assessment schedule and described the staff's subsequent outreach to states regarding voluntary state assessment options. Early feedback from states, including through the Trends in Urban Districts Assessment (TUDA) task force, the state policy task force, and an April 23 call attended by representatives from more than forty states, reflected strong interest, particularly in proposed grade 8 civics and science assessments.

The Executive Director also explained that she, Board leadership, and staff had met with congressional committee staff from the majority and minority in both chambers to ensure awareness of and support for the Board's planned actions. She reported positive bipartisan engagement and reaffirmed congressional interest in NAEP's continued work.

Muldoon previewed upcoming deliberations on the assessment schedule, including additional discussions later that day and Friday morning. She then noted that, in addition to the earlier briefing on the 2025 Long Term Trend administration, the Board would receive an embargoed briefing on the results at this meeting, with a projected public release on June 10 pending the Board's approval of a release plan on Friday.

In addition, the Assessment Development Committee continued work on the civics framework update, and the Executive Committee advanced proposed updates to the TUDA policy and eligibility criteria intended to broaden geographic representation among participating districts. She also revisited the Board's ongoing exploration of Next Generation NAEP, an initiative to modernize assessment design, reporting, operations, and data use. She explained that, following internal scope setting work, staff had identified four clusters of activity, with initial efforts focusing on reporting and data visualization through a human-centered design approach. Planning was underway for a mid-June design workshop, with the goal of presenting prototype reporting concepts at the August Board meeting.

The remaining clusters focus on internal modernization of processes and technology, reductions in school and student burden amid potential expansion of state level assessments, and possibilities for linking NAEP data with other datasets. Muldoon acknowledged feedback urging attention to interdependencies across clusters, particularly between reporting needs and data collection considerations. She also reported that NCES gathered extensive feedback from states and field staff on the 2026 NAEP assessment experience to inform future burden reduction efforts.

Near the conclusion of her update, the Executive Director highlighted the importance of the Board's post meeting surveys, noting that staff review all feedback carefully and use it to plan future meetings. She encouraged members to provide additional suggestions and recognized the Board's data scientist who invaluablely supports survey design and analysis.

She then congratulated Michael Pope on his induction into the National Teacher Hall of Fame. Following remarks from Mr. Pope, the Chair underscored the scale and success of the 2026 NAEP administration, praising field staff and applauding the smooth transition to school based devices. The session concluded with a brief exchange regarding the role of artificial intelligence in future NAEP modernization efforts, before turning the floor over to Matt Soldner for his update.

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

The Acting Commissioner opened the session by expressing appreciation for the presence of numerous NCES team members who support NAEP operations. He outlined the session's content, beginning with an update on international assessments previously discussed at the March meeting. The Commissioner reviewed the upcoming release of PISA 2025 results, scheduled for September 8, describing the structure of the assessment, including subject areas, the innovative domain on learning in a digital world, and the accompanying contextual questionnaires. He noted that the United States has historically performed slightly below the international average in mathematics and above the average in reading and science.

He then turned to early planning efforts for PISA 2029, highlighting that reading will serve as the focal domain and that the innovative domain will examine media and artificial intelligence literacy. The preparation timeline includes international coordination, instrument translation, field testing, and full administration, with results expected in 2030. The Commissioner recognized Enis Dogan as the U.S. lead for PISA 2029 and encouraged Board members to direct questions accordingly.

Soldner next reported findings from TALIS 2024's inaugural Teacher Knowledge Survey, in which eight countries, including the United States, participated. He explained that the survey assessed teachers' general pedagogical knowledge (GPK), which encompasses classroom management, instructional strategies, learning theories, and assessment practices. Sample items illustrated how GPK is operationalized, including examples related to positive behavior supports and analysis of pre- and post-test data.

The Commissioner reported that preliminary TALIS analyses suggested a striking correlation—.93—between participating countries' average GPK scores and their PISA 2022 mathematics performance, while cautioning that correlation does not imply causation. He also described the U.S. distribution of GPK scores as more instructive than the mean, noting that American teachers included both the highest performing group among all participants and a sizeable share at the lowest performance levels. About half of U.S. teachers scored at an advanced GPK level, the highest proportion among participating countries, but a fifth scored at the lowest level.

Julia Rafal-Baer asked how the TALIS sample was selected and who constituted the sample, prompting the Commissioner to clarify that the sample was selected systematically rather than through convenience sampling.

Kymyona Burk inquired whether teacher demographic data included state or regional information, to which the Acting Commissioner responded that while demographic variables such as teacher experience and certification were included, geographic classifications were not, though NCES staff would check this answer.

Vice Chair Marty West questioned the interpretation of the OECD average used in the GPK comparison figure, noting that only four OECD countries participated and that the comparison group was therefore limited. The Acting Commissioner confirmed this and reiterated that attention should focus on distributional findings rather than the average.

Soldner then provided updates on NCES hiring, announcing several open positions related to the Integrated Postsecondary Education Data System (IPEDS) and annual statistical reporting. He encouraged Board members to share these opportunities through professional networks and explained how applicants could locate postings via USAJobs.gov. He also noted three active procurements: one for the National Postsecondary Student Aid Study (NPSAS 2027–28), one for the redesign of the restricted use data enclave supporting research access, and one for peer review services supporting IES research centers and publications. These procurements aim to modernize infrastructure and strengthen NCES’s capacity to meet statutory and research obligations.

The session concluded with the Chair inviting final questions. With no further inquiries, the Chair thanked the Acting Commissioner for his comprehensive update and shifted to the next agenda item.

CCSSO and TUDA Task Force Updates

The session opened with the Chair welcoming representatives from the Council of Chief State School Officers (CCSSO) and the Trends in Urban Districts Assessment (TUDA) Task Force. Anne Bowles, Senior Director of Programs at CCSSO, briefly described CCSSO’s mission as a nonprofit, nonpartisan organization supporting state education agencies across states and territories. She highlighted CCSSO’s peer-to-peer collaboratives and state networks focused on balanced assessment systems, accountability, reporting, and data infrastructure, and introduced Abe Krisst, Bureau Chief of Assessment at the Connecticut State Department of Education and chair of the State Policy Task Force, to present state perspectives on NAEP-related policies and activities.

Abe Krisst reported that the State Policy Task Force comprises leaders across assessment, accountability, and communications, along with deputy superintendents from 12 state agencies. He summarized recent briefing topics—NAEP administration, NAEP Report Cards, Board activities, Next Generation NAEP, and the NAEP assessment schedule—and conveyed task force feedback on the 2026 administration,

particularly the transition to school-based devices. General sentiment was positive, but states noted increased burden on district technology staff's time and effort and welcomed the upcoming use of Mac and iOS devices. The task force recommended reviving a previously dissolved advisory committee focused on technology implementation in schools.

States reported mixed experiences with student participation and opt-outs, with concerns concentrated in the grade 8 administration. Two principal drivers were identified: (1) mental-health and over-testing pressures and (2) exclusions affecting students with disabilities due to misalignment between accommodations routinely provided in state or local assessments and those available in NAEP. The task force recommended aligning accommodations, including consideration of text-to-speech, simplified directions, and multiplication charts for grade 4, as well as expanding supports for English learner/multilingual learners. This effort could be guided by a standing oversight group analogous to consortium committees which continually refine accessibility policies.

The Chair asked Krisst to clarify the nature of the "burden," and Krisst confirmed it primarily involves school staff time required to prepare technology for NAEP administration. In subsequent questioning, Jared Solomon requested more detail on opt-outs, and Krisst reiterated the two categories—mental-health/over-testing and accommodations misalignment—and noted variation across states. Scott Marion probed whether the accommodation mismatch was driven by read-aloud or text-to-speech policies, and Krisst affirmed those areas as significant contributors. Suzanne Lane asked whether text-to-speech and read-aloud concerns principally affect ELA and wanted a sense of state prevalence; Krisst confirmed the ELA focus and described Connecticut's policy distinctions, while noting he lacked broader state percentages.

Staff provided additional context on accommodations. Lesley Muldoon explained that NAEP's reading assessment does not permit read-aloud by framework design, acknowledged divergent state policies, and indicated plans to explore trends in state accommodation policies and participation data in a later session. Gina Ruehl described work with NAEP state coordinators and field staff to understand state policies, train personnel, and monitor participation and exclusion rates during the window. She noted plans to poll coordinators for more detailed cross-state information and to clarify interpretations as needed.

Julia Rafal-Baer flagged emerging issues from AI tools that may over-recommend accommodations, thereby increasing district requests. Willy Solano-Flores urged collecting information across multiple organizational levels (e.g., leadership, teachers, principals) to assess policy implementation. Shari Camhi emphasized that IEPs are legal documents and warned that unmet accommodations can undermine validity and

intensify opt-outs, urging integrated treatment of these issues. Michael Sidebotham asked how opt-out or exclusion rates affect data validity; Muldoon noted NCES participation thresholds and preliminary indications that participation in this administration did not raise substantial flags.

Representatives from the Council of the Great City Schools (CGCS) then presented TUDA task force updates. Ray Hart, Executive Director of CGCS, reviewed TUDA's origins, growth from initial district participation to twenty-six districts in 2024, and the voluntary nature of district involvement. Akisha Osei Sarfo, Director of Research at CGCS, described the TUDA task force's composition (superintendents, research and assessment directors, chief academic officers, and communications officers) and its dual role in providing feedback to NCES/NAGB and receiving operational and interpretive guidance. Topics discussed among task force members include NAEP administration challenges, the use of NAEP results for literacy initiatives and professional development, and the need for clear district messaging. The task force's wish list includes a communication guide to support releases and explain differences between NAEP results and state/local assessments. Osei Sarfo noted consensus among task force members to retain the TUDA eligibility criterion of at least 250,000 city center residents.

CGCS highlighted its report "NAEP's Hidden Power: Understanding Achievement at the Intersections," illustrating how NAEP's cross-tabulation capabilities help districts examine student performance across intersecting subgroups (e.g., SES by race; EL status with disability). CGCS introduced the District of Columbia Public Schools (DCPS) as a case example, summarizing sustained growth across grades and subjects, closing gaps with national performance, and insights gleaned by controlling for contextual changes over time. These analyses have informed supports and best practices shared with peer urban districts.

Dr. Drewana Bey, Deputy Chancellor of DCPS, presented key strategies underpinning DCPS progress. She emphasized high-impact tutoring (HIT) in literacy and numeracy, underscoring the importance of dosage—at least 90 minutes per week—based on observed performance differences in NAEP-related trends and other assessments (e.g., i-Ready reading). DCPS has prioritized early mathematics, promoting a district-wide "we are all math people" culture, investing in early-grade curriculum (Building Blocks in pre-K-3 and pre-K-4), and establishing a DCPS Math Center parallel to an existing Reading Clinic to provide tutoring, targeted interventions, and teacher coaching. Bey described NAEP as an "apples-to-apples" national benchmark that validates DCPS strategies and investments.

In the discussion following the DCPS presentation, Danielle Gonzales observed the centrality of communication across CCSSO and TUDA updates and asked how NAGB

and partners can support orientation and training for new leaders amid anticipated state-level transitions. Bowles outlined CCSSO's proactive outreach plans, relationship-building with new chiefs and key roles, and ongoing collaboratives and conferences that convene 40-plus states; Hart acknowledged a need to better inform district boards and described CGCS monthly convenings and communication supports; Osei Sarfo referenced a communication guide, district profiles at each release, and monthly research director meetings to situate NAEP within balanced assessment systems. Krisst added that assessment literacy remains a chronic challenge across districts and urged continued Board support.

As time was concluding, final questions were taken briefly. Darein Spann asked Bey about strategies to build students' urgency and sense of belonging and safety; Bey described DCPS's use of the Panorama survey administered twice yearly and the formulation of strategies by student support teams based on student feedback. Michael Pope commended the focus on engagement "beyond the test" and requested follow-up with DCPS on educator-facing applications of NAEP insights. The Chair thanked all presenters for their comprehensive updates and perspectives. The session ended with a brief transition to closed session.

The National Assessment Governing Board Quarterly Meeting convened closed sessions on May 14, 2026.

NAEP Budget and Assessment Schedule Update and Discussion, Embargoed Briefing on 2025 Long-Term Trend Results (CLOSED)

The Governing Board convened in closed session from 11:37 a.m. to 1:57 p.m. to receive an update on the NAEP budget and assessment schedule and an embargoed briefing on the 2025 Long-Term Trend Results. The discussions included confidential budget, procurement, and unreleased assessment information. Public disclosure of this information would reveal proprietary contract costs of the current NAEP contractors, independent government cost estimates for future assessments, and unreleased assessment content, and would have significantly impede the implementation of future assessments if conducted in open session. These matters are protected from public disclosure under exemption 9(B) of the Government Sunshine Act, 5 U.S.C. 552b.

Discussion and ACTION: TUDA Eligibility Criteria

The session opened at 2:15 p.m. with the Chair introducing the action item concerning proposed updates to the Board's policy of the eligibility criteria for inclusion in the TUDA program. The Executive Committee had reviewed the proposed revisions earlier that morning and advanced them to the full Board for consideration. Marty West, Vice Chair, presented the proposal, explaining that recent turnover among TUDA districts created an opportunity to invite additional participants for the 2028 assessment and prompted a

broader review of the existing policy. He emphasized that the fundamental aims of TUDA, its voluntary nature, and the mechanics of the application and selection process remain unchanged.

West outlined several substantive updates. First, the program would shift from “Trial Urban District Assessment” to “Trends in Urban Districts Assessment,” reflecting its decades-long history and continued relevance. The criteria were also clarified to ensure that eligible districts encompass a central urban core with at least 250,000 residents, consistent with feedback from earlier task force discussions. Minor adjustments were made to enrollment thresholds to match operational realities, the current minimum enrollment requirements are designed for three simultaneous assessments; however, in practice, NCES tends to administer only two assessments. Demographic criteria were refined to ensure alignment with program goals, and language was added highlighting the Board’s intent to enhance geographic representativeness when selecting districts. West also clarified procedures for districts seeking to rejoin TUDA after withdrawing, explaining that these districts would be placed back in the pool with other districts for consideration. This should incentivize continuous involvement and recognizes the value of consistent, long-term participation for trend reporting.

Kymyona Burk asked whether the Board had considered mechanisms to secure longer-term commitments from participating districts, such as involving school boards or establishing minimum participation periods. West responded that formal minimums could unintentionally signal a maximum and that TUDA has seen stable engagement without such requirements. Angélica Infante-Green cautioned against involving school boards due to their political volatility, and Scott Marion observed that any mandatory commitment would likely require legislation, which he advised against. Additional comments from members, including Julia Rafal-Baer, noted broader challenges in public attitudes toward assessment and raised ideas about expanding access to NAEP-linked comparisons for non-TUDA districts through released items or future Next Gen NAEP innovations.

Further questions concerned sample comparability and operational considerations. Willy Solano-Flores asked whether turnover among participating districts complicates longitudinal comparisons. Enis Dogan of NCES clarified that TUDA trend reporting is conducted at the individual district level and that recruitment occurs at the district—not school—level, preserving consistency for reporting. Ron Reynolds inquired about the number of districts potentially meeting the eligibility criteria; staff estimated that up to about 100 districts might qualify based on enrollment, though demographic and geographic factors would reduce that number. Reynolds also asked whether the Board aims to expand participation toward universal eligibility; West noted this as an open strategic question, influenced by budget constraints and potential efficiencies from Next Gen NAEP. Members also underscored the program’s value for urban districts, with

Danielle Gonzales describing TUDA as essential for large districts like hers to make meaningful comparisons and debunk misconceptions about student learning across regions.

With discussion concluded, Danielle Gonzales moved to adopt the proposed updates to TUDA policy and eligibility criteria. Lisa Ashe seconded the motion. The Board voted, and the motion passed unanimously. The Chair thanked West for his leadership and the Board for its engagement, formally approving the updated TUDA policy and eligibility criteria.

Member Discussion

The Board began its open member discussion at 2:40 p.m. The Chair invited members to raise issues of interest for collective reflection. Danielle Gonzales opened the discussion by requesting additional information on special education accommodations, noting earlier conversations about misalignment between state policies and NAEP accommodations. She expressed interest in background materials or a dedicated session to better understand these challenges. Kymyona Burk echoed the request, citing recent public discussion concerning the proportion of NAEP test-takers receiving accommodations and potential effects on results.

Shari Camhi proposed that the Board consider a presentation on news, media, and AI literacy, referencing work underway at Stony Brook University's Center for News and Media Literacy. She highlighted its relevance to civics education and emphasized that adults as well as students frequently lack the skills needed to assess the credibility of presented information. Reginald McGregor raised concerns about limited time available for member questions during presentations and encouraged exploring ways to streamline presentations so more time could be dedicated to Board interaction. He later proposed bringing in industry representatives to discuss preparedness of 12th-grade students for workforce pathways, including employment, college, and military service.

Further discussion addressed the usefulness of case examples showing how education leaders actively use NAEP data. Scott Marion suggested that understanding real-world applications and barriers could strengthen the Board's ongoing efforts to increase NAEP's utility. Staff responded positively, noting potential relevance for the Next Generation NAEP initiative.

Day 1 of the National Assessment Governing Board Quarterly Meeting recessed at 2:52 p.m. EDT.

Session Summaries – Day 2

The National Assessment Governing Board Quarterly Meeting convened in open session on May 15, 2026.

ACTION: Charge to NAEP Civics Framework Panel: Discussion

The meeting opened with introductory remarks from the Chair before Patrick Kelly began the session on the proposed charge to the Civics Framework Development Panel. Kelly provided a comprehensive overview of the purpose and scope of the upcoming civics framework update, emphasizing that it would constitute a substantive revision rather than a minor update due to the anticipated scale of changes, the time required, and the high level of stakeholder interest reflected in recent public comments. However, there are many aspects of the framework still relevant, so a complete overhaul is not needed. He explained that adoption of the charge would formally launch the multi-year framework development process, with the goal of completing the update by August 2027 to allow sufficient time for NCES implementation and to avoid handing off an incomplete framework to a different set of Board members following potential changes to Board membership in October 2027.

Kelly reviewed the NAEP framework development process, noting that frameworks define what is assessed and how—not standards or curriculum—and must operate within legal and technical constraints. He described the revised 2025 assessment framework development policy, which requires a formal board charge, establishment of a civics-specific content advisory group, and selection of a 20-member framework development panel through a federally compliant procurement and nomination process. He also emphasized the importance of maintaining trend where possible, while acknowledging that technical factors—especially at grades 4 and 12, which have not been assessed since 2010 and were last administered on paper—may limit the feasibility of doing so.

During discussion, Scott Marion raised concerns about potential political pressures surrounding civics content and asked whether Board members could attend panel meetings as observers; Kelly confirmed they could. Julia Rafal-Baer commended the clarity and transparency of the public comment process, noting that despite some disagreements, much of the feedback revealed areas of consensus. Kelly reiterated that several contentious comments reflected curricular disagreements beyond NAEP's statutory scope and emphasized the Board's role in focusing strictly on assessment.

Marty West noted that past framework debates often centered more on contextual information and reporting guidance than on the assessment itself and encouraged keeping attention on areas of consensus. He also asked about ensuring confidence in the composition of the development panel; Kelly outlined plans for a transparent nomination process drawing from a broad range of organizations and perspectives. Additional discussion reaffirmed the importance of broad representation, geographic balance, and stakeholder confidence.

With no further questions, the Chair invited a motion. Kelly formally moved to adopt the Board charge to the Civics Framework Development Panel, and Jared Solomon seconded. The Board voted unanimously to approve the charge, thereby initiating the full framework update process for the 2032 NAEP Civics Assessment Framework.

ACTION: Long-Term Trend Release Plan

The Chair opened the session and introduced Julia Rafal-Baer, Chair of the Reporting & Dissemination (R&D) Committee, to present the proposed release plan for the Long-Term Trend (LTT) results. Rafal-Baer reminded members that discussion must focus strictly on the release plan, not on results. She reviewed key goals of the plan: maximizing stakeholder awareness, ensuring appropriate interpretation of the results, and clearly distinguishing LTT from Main NAEP. She emphasized that the release—scheduled for June 10 at 12:01 a.m.—will include only national reading and mathematics data reflecting nearly 60 years of trend lines. Communications will center on two major themes: the importance of foundational knowledge and skills in student success, and the value of LTT in illuminating long-term changes in achievement and learning context.

Rafal-Baer described the communications strategy, noting plans for a short, 90-second video designed to deliver key messages effectively. She explained that prior analysis of video engagement showed most viewers watch only about 30 seconds, reinforcing the need for concise messaging. The release plan also includes pre-release media training for interested Board members, embargoed briefings for major education stakeholders, and targeted outreach to organizations such as the Secretary's office, congressional staff, NGA, and CCSSO. Members who can reach additional audiences—including Spanish-language outlets and professional groups—were invited to participate. After the release, dissemination will continue through webinars, social media posts, and coordinated communication across partner channels.

During discussion, Jared Solomon offered to coordinate a webinar for the National Conference of State Legislators (NCSL), which was warmly received. Marty West highlighted the need to complement short-form videos with more substantive content for audiences seeking deeper engagement. Patrick Kelly supported this approach and recommended embedding links in video posts to direct interested viewers to more detailed analyses. Rafal-Baer confirmed the team would implement this strategy, ensuring easy access to extended materials on the NAEP website.

Before concluding, Scott Marion asked whether the materials would clearly explain differences between LTT and Main NAEP and preview the forthcoming Main NAEP release; Rafal-Baer confirmed that these distinctions are central to the plan. With no further discussion, she moved to approve the release plan, and the motion was

seconded by Christine Cunningham. The Board voted unanimously in favor of adopting the Long-Term Trend release plan (see appendix).

Discussion and ACTION: NAEP Assessment Schedule

The Board opened its discussion on the proposed NAEP Assessment Schedule with Marty West noting that this agenda item constituted the most consequential decision before the Board at this meeting. West contextualized the proposal by explaining that the Board had previously cut several optional assessments last year due to uncertainty in available resources but could now restore and expand much of what had been removed.

West outlined the major proposed additions: reinstating and expanding voluntary state-level and TUDA assessments in civics (grade 8, 2028) and science (Grade 8, 2029), creating a recurring four-year cycle for these subjects parallel to state-level math and reading; offering optional state-level grade 12 reading and math assessments in 2028; restoring grade 12 science in 2033; and making adjustments to accommodate upcoming civics and U.S. history framework updates. He emphasized that no changes were proposed for Long-Term Trend assessments, as prior conversations on that topic were ongoing.

West then summarized the results of recent outreach to states and congressional staff. He reported strong enthusiasm for optional state-level civics and science assessments, reinforced by high engagement in a recent webinar attended by representatives from forty states. Interest in grade 12 reading and math was more mixed: congressional advocates and some policy groups strongly supported collecting state-level grade 12 data, but states raised operational concerns, particularly about lower high school senior-year attendance and engagement as well as logistical constraints. West argued that placing these opportunities on the schedule now would allow the Board to gauge genuine state interest and, if necessary, use evidence of limited participation to bolster future requests for congressional authorization to assess students at other high school grade levels, such as grades 10 or 11.

A substantive discussion followed. Julia Rafal-Baer, representing the minority view expressed in Executive Committee, voiced concerns regarding the sequencing of decisions and the lack of demonstrated state interest in grade 12. She argued that grade 12 state-level assessments have historically attracted low participation and recommended soliciting formal letters of interest from states before updating the schedule. She also warned that public skepticism toward assessments—exacerbated by concerns over screens, AI, and student data—was growing, especially heading into an election year and an era of heightened policy volatility.

Several members sought clarification or offered alternative perspectives. Darein Spann affirmed Rafal-Baer's view specific to grade 12, while West suggested that actual opportunities produce more reliable indicators of interest than informal surveys. Scott Marion supported moving forward conditionally but urged establishing a higher threshold than ten states before proceeding operationally. He also emphasized the importance of maintaining trend lines and avoiding premature conclusions. Ron Reynolds cautioned against allowing anticipated political dynamics to drive decisions about the assessment schedule itself, suggesting that such considerations were more appropriate for communications planning.

Further exchanges addressed feasibility and potential implications. Patrick Kelly expressed concern that offering grade 12 state-level assessments without sufficient uptake could create an unfavorable narrative, though he acknowledged the strategic value of demonstrating demand—or lack thereof—to Congress. Members asked procedural questions about framework transitions, reporting nuances, and timelines, with NCES staff explaining forthcoming messaging around the new reading and math frameworks and clarifying operational deadlines. Christine Cunningham inquired about the timeline for potentially assessing other high school grades, prompting West to explain the multi-year process that would follow any future congressional authorization.

Additional comments reflected the wide range of viewpoints. Jared Solomon asked whether foregoing grade 12 might free resources for expanding TUDA, though staff noted that such discussions were better suited for closed session. Danielle Gonzales emphasized the importance of leaving the choice to states without withholding the opportunity. Reginald McGregor highlighted industry perspectives on workforce readiness and the significance of 12th-grade assessments for evaluating students' transitions beyond high school. Anna King raised concerns about parental opt-outs, and members clarified that opt-outs would remain permissible, with implications for reportability depending on participation levels.

As discussion continued, the Board revisited whether to delay voting on the grade 12 component until August. Staff explained that NCES needs clarity on the 2028 schedule by early 2027 to begin sampling preparations. Support coalesced around proceeding with the full schedule while retaining the ability to reverse course if insufficient state interest materialized. Rafal-Baer signaled that she could support the schedule minus the grade 12 state-level option and asked to be formally recorded in opposition to that specific component.

Following robust discussion, the Chair called for a motion to approve the updates to the NAEP Assessment Schedule as approved by the Executive Committee on May 14. The motion was introduced by Danielle Gonzales and seconded by Scott Marion to adopt the full proposed NAEP Assessment Schedule as presented. After final clarifications,

the Board voted. Three members—Rafal-Baer, Spann, and King—voted “no”; the other 16 members present voted “aye,” and the motion carried. At the request of members, the minutes were ordered to reflect that Rafal-Baer and King supported all components of the assessment schedule except grade 12 state-level.

The Chair thanked members for the rigor and substance of the discussion, noting the Board’s leadership role in setting a national vision for assessment while preserving state choice and flexibility.

Committee Reports

The Board received reports from each of its standing committees. Marty West, Vice Chair, delivered the Executive Committee report, noting that the committee’s recent work primarily involved preparation for board actions taken during the meeting, including the updated TUDA eligibility criteria and the NAEP assessment schedule. He expressed appreciation for staff support throughout these deliberations.

Patrick Kelly reported on behalf of the Assessment Development Committee (ADC), highlighting that the committee reviewed 338 science items in preparation for implementation of the updated science framework. ADC also continued work related to the civics framework update, and, following the Board’s approval of the charge, will now move toward launching the nomination process for the Civics Framework Development Panel and associated content advisory group.

Suzanne Lane presented the COSDAM report, describing discussions on revising achievement level descriptors for reading and math in grades 4 and 8 to align with new subscales and updated frameworks. COSDAM also received updates on automated scoring research, multistage testing studies, and the establishment of a new validity panel. Members further engaged in extended discussion about exclusion policies related to student accommodations and issues arising from assessments administered in virtual learning environments, with plans to revisit these topics in future sessions.

Reginald McGregor summarized the Nominations Committee’s work, including an update on the 2026 slate under review by the Secretary of Education and the launch of efforts to recruit candidates for nine Board seats opening in 2027. He noted the need for broad outreach across regions and expertise areas and shared that staff transitions were underway, with interim support secured for the committee’s processes.

Finally, Julia Rafal-Baer delivered the R&D Committee report, focusing on recent communications impact metrics, preparation for the Long-Term Trend release, a briefing from Professor Tom Kane on the Education Recovery Scorecard, and ongoing discussions related to the evolution of the Nation’s Report Card website. Members

asked clarifying questions, including one from Jared Solomon about materials from the Scorecard briefing, which Rafal-Baer addressed by directing members to the publicly available website.

The Chair concluded by acknowledging the upcoming August meeting, staff transitions, ongoing agenda planning—including a session on assessment accommodations—and the posting of a new Member Relations Manager position for the Board. The meeting adjourned at 11:33 a.m.

Day 2 of the National Assessment Governing Board Quarterly Meeting concluded at 11:33 a.m. EST.



DRAFT RELEASE PLAN FOR THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

2025 Long-Term Trend – Ages 9 and 13

The national results of the 2025 National Assessment of Educational Progress (NAEP) Long-Term Trend (LTT) assessment for 9-year-olds and for 13-year-olds will be released to the public June 10, 2026.

GOALS

The goals of the release are: (1) to maximize the number of stakeholders who learn about the results and (2) to ensure that the results are interpreted and used appropriately.

BACKGROUND

Beginning in the 1970s, the NAEP program has monitored student performance in mathematics and reading through the Long-Term Trend (LTT) assessments. This assessment program within NAEP represents the nation's only continuous source of data on student achievement for more than 50 years. Nationally representative age-based cohorts of students participate in LTT, which is administered through pencil and paper. The 13-year-old cohort takes the assessments in fall of a school year and the 9-year-old cohort takes LTT in the winter of the same school year, which is why this assessment administration is called the 2025 Long-Term Trend. The LTT assessment to 13-year-olds was fielded in the fall of 2019, in the fall of 2022, and most recently in the fall of 2024. The 9-year-old LTT assessment was administered in winter 2022 and most recently in winter 2025.

CENTRAL MESSAGES

Like prior LTT releases, the 2025 LTT release will provide only national data, in reading and math, on trend lines that stretch for more than five decades, with limited contextual data captured by student questionnaires.

Activities for the release will promote two primary messages, spotlighting NAEP's relevance and impact over time. First, LTT measures students' knowledge and skills in content fundamental to success in high school and beyond, re-emphasizing how urgently everyone in education should be investing in learning acceleration. Second, LTT provides valuable insights into changes in students' achievement and learning contexts over time.

DATE AND LOCATION

The Chair of the Reporting and Dissemination Committee has set the release date, June 10, in accordance with Governing Board policy, in collaboration with the National Center for Education Statistics, and following Committee acceptance of the report.

ACTIVITIES BEFORE THE RELEASE

Activities planned and completed prior to the release are essential to effective dissemination. The Board and NCES will host embargoed briefings for various stakeholders, e.g., Congress, to offer a comprehensive overview of the results and to facilitate greater understanding of the results. One day immediately preceding the release, NCES will convene journalists for a chance to ask questions about the results.

REPORT RELEASE

The National Center for Education Statistics will release the data on the [NAEP website](#)—at 12:01am on June 10. A short video – roughly 3 minutes -- will present distilled highlights from the results, grounding the findings in a historical perspective, showing how the education landscape has changed over the course of the 55-year LTT trendlines.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications team will coordinate additional post-release communications efforts to target communities and audiences, such as webinars and op-eds. The findings will be disseminated through a press release, email announcements, a media toolkit for Board members, social media channels, op-eds, and the monthly newsletter.

National Assessment Governing Board Executive Committee

OPEN SESSION Report of May 14, 2026

Executive Committee Members Attending: Mark White (Chair), Marty West (Vice Chair), Christine Cunningham, Suzanne Lane, Scott Marion, Reginald McGregor, Julia Rafal-Baer

Executive Committee Members Absent: Michelle Cantú-Wilson, Patrick Kelly

Board Members: Lisa Ashe, Kymyona Burk, Shari Camhi, Danielle Gonzales, Angélica Infante-Green, Ron Reynolds, Guillermo Solano-Flores

NAGB Staff: Lesley Muldoon (Executive Director), Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Joshua Warzecha

National Center for Education Statistics: Matt Soldner (Acting Commissioner), Enis Dogan, Nadia McLaughlin, Gina Ruehl

Other Attendees: ETS: Debby Almente, Amy Drescher; Lerner Communications: Michelle Lerner, Ashley Zanchelli; Pearson: Scott Becker; Westat: Lauren Byrne, Marcie Hickman, Lloyd Hicks, Zully Hilton, Tom Krenzke

Call to Order

The Executive Committee met in open session on Thursday, May 14, 2026. Mark White (Chair) called the meeting to order at 8:30 am EDT.

Chair Mark White welcomed members and reminded the committee that its actions are intended to advance proposals to the full Board for consideration.

Trial Urban District Assessment (TUDA) Policy and Eligibility Criteria

Vice Chair Marty West introduced proposed updates to the TUDA Policy and eligibility criteria, including:

- Renaming TUDA to "Trends in Urban Districts Assessment"
- Articulating that participating districts should have a central urban core
- Refining enrollment size and composition to be less restrictive
- Prioritizing regional representation to ensure national scope
- Specifying procedures for district withdrawal and return

These updates were discussed in a prior working session, and between that meeting and this, staff had addressed questions raised then. West emphasized that these are minimum criteria, with the Board retaining discretion to select districts.

Reginald McGregor called attention to Principle 6 in the policy, which states that “increasing the total number of districts participating in TUDA shall be contingent on available funding from Congress” – and that, furthermore, funding to maintain the TUDA program is contingent on appropriations.

A motion was called by Chair White. Suzanne Lane made the motion; Julia Rafal-Baer seconded it. Executive Committee members voted unanimously to advance the updated TUDA Policy to the full Board for discussion and action later that day.

NAEP Assessment Schedule

The committee then reviewed the proposed changes to the assessment schedule, which included:

- Expansion of voluntary state and TUDA assessments
- Restoration of full science assessment coverage
- Plans to update NAEP frameworks in Civics and U.S. History

West noted that the schedule does not reflect the Board’s request to Congress to shift main NAEP reading and math assessments to odd years. An alternative schedule exists should Congress grant such a waiver. He further noted that initial outreach indicates strong interest in state-level civics and science, though states have raised operational concerns about state-level grade 12.

Rafal-Baer expressed apprehension that the field’s growing backlash about schooltime screen use, AI, and testing, may inadvertently hurt NAEP; more NAEP may be perceived as more schooltime screen time. She also highlighted policy changes at the federal level that may further fuel scrutiny of NAEP results. Given these factors and the operational questions raised by states about grade 12, Rafal-Baer proposed holding off on restoring state-level NAEP assessment options in reading, math, and civics at grade 12.

West suggested that, as NAEP has begun allowing the use of school devices for data collection, changes to school policies/availability of devices may reduce the devices available, requiring NCES to consider operational impacts. He proposed that, by approving changes to the NAEP Assessment Schedule, the Board can gauge state interest. Rafal-Baer recommended clarifying that additional assessments are optional and contingent on commitment from a sufficient number of states.

McGregor noted the importance of understanding how student experiences in the 12th grade are changing to meet the demands of a changing workforce and questioned whether the Board should consider novel ideas for meeting the legislative mandate for high school assessment. He recognized that NAEP is required to conduct 12th grade assessments in reading and mathematics at the national level and noted that state-level data for interested states could make the results more meaningful.

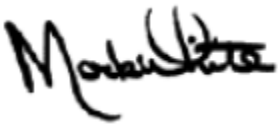
Scott Marion asked whether it was possible for NAEP to explore assessments earlier in high school, such as in grade 10 or 11. Muldoon clarified that the NAEP statute authorizes assessments only in grades 4, 8, and 12; therefore, exploring a pilot for earlier grades would require discussions with Congress.

Marion made a motion to move the updated NAEP Assessment Schedule, as presented to the Committee in advance of the meeting, to the full Board for approval. Cunningham seconded the motion. The Chair called for a vote. Rafal-Baer voted “no”; the other 6 members present voted “aye,” and the motion carried.

Adjournment

Chair White thanked members and staff for their work. The meeting was adjourned at 9:00 am EDT.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read "Mark White".

Mark White, Chair

July 22, 2026

Date

National Assessment Governing Board
Assessment Development Committee
Report of May 14, 2026

CLOSED SESSION

Assessment Development Committee (ADC) Members: Christine Cunningham (Vice Chair), Lisa Ashe, Kymyona Burk, Shari Camhi, Anna King, Jared Solomon.

ADC Members Absent: Patrick Kelly, Nardi Routten.

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

National Center for Education Statistics (NCES): Nadia McLaughlin.

Other attendees:

American Institutes for Research (AIR): Christina Davis. Educational Testing Service (ETS): Jeff Ackley, Debby Almonte, Mitchell Price, Carolina Safar. Pearson: Scott Becker.

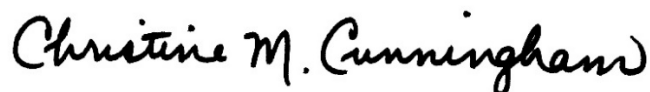
The Assessment Development Committee (ADC) met in closed session on Thursday, May 14, from 3:30 – 5:15 pm EDT. Vice Chair Christine Cunningham called the meeting to order at 3:30 pm EDT.

Review of Assessment Items for 2027 NAEP Science Pilot at Grade 8

Cunningham reminded ADC members that the review materials were posted on a secure platform in advance of the meeting. Comments were sent to Sharyn Rosenberg in advance for discussion at this meeting. ADC members engaged in discussion of the comments and assessment items and determined what changes to request from NCES. ADC comments were submitted to NCES and ETS staff shortly after the meeting concluded.

The meeting adjourned at 5:15 pm EDT.

I certify the accuracy of these minutes.



Christine Cunningham, Vice Chair

June 16, 2026
Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of May 14, 2026

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

COSDAM Members Absent: Jhone Ebert.

National Assessment Governing Board Staff: Rebecca Dvorak, Lesley Muldoon.

National Center for Education Statistics (NCES): Jing Chen, Brian Cramer, Enis Dogan, Alex McMillan, Ebony Walton.

Other attendees: AIR: Young Yee Kim; ETS: Amy Dresher, Robert Finnegan; Westat: Lauren Byrne, Marcie Hickman, Zully Hilton, Tom Krenzke.

The Committee on Standards, Design and Methodology (COSDAM) met in open session on Thursday, May 14, 2026. Suzanne Lane (Chair) called the meeting to order at 3:16 pm EDT.

Lane welcomed COSDAM members to the meeting and provided an overview of the agenda. The agenda topics included achievement level and methodology updates from Rebecca Dvorak, Assistant Director for Psychometrics, and Enis Dogan, Chief Psychometrician of the National Center for Education Sciences (NCES), followed by open discussion time.

Standards, Design and Methodology Updates

Dvorak reminded committee members that the effort to revise the Reporting Achievement Level Descriptions (ALDs) for grades 4 and 8 in reading and mathematics would begin in June, pending contract award. COSDAM members should expect an update on the work in August. In addition, the NAEP Achievement Levels communications documents will be updated in advance of the 2026 release.

Dvorak reported that Pearson successfully used automated scoring for 137 constructed-response reading items, scoring over 1.5 million student responses. Given this success, Pearson plans to expand the use of automated scoring, with efforts underway for NAEP mathematics and science. NCES evaluated the success of the automated approach for math through a shadow scoring study in 2022. Models will be developed and refined using 2026 data beginning in late 2026. For NAEP science, in 2026 contractors will

begin identifying item types suited for automated scoring using 2024 data. Models will later be developed using 2027 pilot data.

Dvorak also shared progress on using multistage testing (MST) on NAEP. MST involves students taking an initial routing block, their performance determines the difficulty of subsequent item blocks. MST is intended to improve precision at the low and high ends of the achievement scale and to improve students' testing experience by making it less likely they experience items that are too challenging or too easy. NAEP selected MST over item-level computer adaptive testing (CAT) to maintain framework coverage and to require fewer items. NCES intends to resume MST work in 2026 and will provide future updates to COSDAM.

Dogan introduced the new NAEP Validity Panel, established under the AIR technical services contract. The panel consists of eight experts in areas such as psychometrics and sampling who will support quality assurance and conduct independent checks of NAEP operations. Dogan summarized eight validity evaluations planned for 2026.

COSDAM members asked more about the validity panel. Scott Marion inquired about the feasibility of the group conducting eight evaluations – Dogan explained that each evaluation typically involves two panelists: (1) the panel chair and (2) contractor staff support. Guillermo Solano-Flores inquired about the number of items included in the content alignment evaluation. Dogan explained that the evaluation is primarily focused on procedural validity and will involve reviewing documentation, with a small subset of items reviewed for classifications. To address the concern of only a small number of items being included in this evaluation, Dvorak noted that the large-scale study to update the Reporting ALDs planned by COSDAM to coincide with the 2028 release will include an alignment element incorporating all items from an administration.

Marion recalled the previous iteration of the NAEP Validity Studies (NVS) panel and noted differences in purposes. He inquired whether there would be space for studies similar to those conducted by the old panel. Dogan expressed that the scope of this contract is different and more focused on validity of ongoing operations. However, off years (e.g., 2027) may provide time to address topics comparable to the prior NVS.

Lane noted that the report summarizing the various NVS evaluation studies could be framed as a validity argument and could include potential next steps for future evaluations. Danielle Gonzales expressed that this work is helpful and reassuring and stressed the importance of including a “comic book version”, something simple and brief, to reach broader audiences.

Discussion: Topics on a Changing Educational Landscape

The committee discussed two issues with potential policy implications: (1) accommodations and exclusions, and (2) administration of NAEP to students in virtual schools.

Lane reviewed the Governing Board's policy that NAEP should assess as many students as possible, including students with disabilities. NAEP offers accommodations and universal design features to support accessibility, and states maintain their own policies for accommodations and exclusions, typically defined in IEPs and 504 plans. Michael Sidebotham began the discussion, asking at what point does the percentage of accommodated or opt-out students impact the validity of the data. Marion noted that the issue is not number of students, but whether the students are missing at random. When data are missing nonrandomly, it threatens validity. Dogan reported that one way to understand if missing data are of concern is through calculating full population estimates (FPE) and comparing them to the reported data. The FPE estimates are what the NAEP scores would have been for the entire population, including excluded students, had they all participated.

Lane asked the typical differences shown by FPE compared to reported scores. Brian Cramer of NCES responded that it is typically about 1 point, though for select TUDAs, the difference may be 2-3 points when there is high exclusion. Pope expressed interest in reviewing the FPEs, and Dogan noted they are publicly available for prior administrations.

Lane raised the readaloud accommodation on reading assessments and inquired if other members were aware of how many states provide this. Sidebotham estimated that about 10% of students with disabilities are offered text-to-speech on the reading assessment at his school in Virginia, with a smaller percentage receiving human readaloud support. Pope noted that this accommodation also appears among English learners in his district. Marion added that families may opt out of NAEP if familiar accommodations are not available.

On the topic of opt-outs, Pope expressed a general issue with test refusal culture. Sidebotham noted that in his state, parent refusals impact state accountability.

Members also discussed English learner (EL) classifications. Sidebotham noted changes over time in how long students remain classified as English learners and emphasized that EL populations have increased significantly since 1980. Gonzales pointed out that language data may not always be accurate, because some districts may overestimate numbers for funding purposes. On the other hand, Pope noted that some families choose not to report a home language other than English, because they worry it will impact the quality of education their child receives. Solano-Flores added that home language data is not always an indicator of proficiency.

The next discussion focused on assessing students enrolled in virtual-only schools. Pope advised that any standardized testing should be done in a controlled environment to ensure results are trustworthy. He noted that Department of War virtual students can be assessed in a classroom with high participation rates, because students tend to live on base and thus close to schools where assessments occur. Lane noted that requiring students to travel to a testing location could be challenging for rural students.

Marion noted that assessing virtual students was a topic at a recent conference he attended, and noted that Utah, Hawaii, West Virginia and some other states provide fully virtual assessments with virtual proctoring. Assessing virtually is generally restricted to students who are 100 percent virtual. These states typically require two cameras to view the full testing area. Marion noted that these measures would likely be too invasive for NAEP.

Solano-Flores and Sidebotham requested information on the percentage and demographics of virtual students at the state level. Having this information could help the Board determine whether it is worth investigating the feasibility of NAEP assessing students enrolled in virtual schools.

COSDAM Member Open Discussion

Lane asked COSDAM members if there were any topics they would like to discuss at future meetings.

Marion recommended COSDAM continue to follow developments in MST, automated scoring, and uses of AI. Regarding AI, Dogan inquired whether COSDAM would want to follow up with Hawaii regarding their plans to use AI to conduct pilot study simulations. Marion reported that Hawaii has not moved beyond local assessments for these studies, and the models are not yet ready for state assessments. Lane inquired as to whether NAEP was using AI to develop assessment stimuli (e.g., items, tasks) – and Amy Hauger of ETS reported that they are in the early stages of exploring this use.

The meeting concluded at 4:56pm EDT.



Suzanne Lane, Chair

07/02/2026

Date

National Assessment Governing Board
Reporting and Dissemination Committee
Report of May 14, 2026

Reporting and Dissemination Committee (R&D) Members: Julia Rafal-Baer (Chair), Michelle Cantú-Wilson (Vice Chair), Governor Phil Bryant, Angélica Infante-Green, Reginald McGregor, Ron Reynolds, Darein Spann, Marty West.

Reporting and Dissemination Committee Members Absent: Governor Phil Bryant.

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

National Center for Education Statistics (NCES) Staff: Brian Cramer, Gina Ruehl, Matthew Soldner, Ebony Walton.

U.S. Department of Education Staff: James Forester.

Other attendees: American Institutes for Research (AIR): Markus Broer. Educational Testing Service (ETS): Robert Finnegan. Lerner Communications: Michelle Lerner, Ashley Zanchelli, Nancy Zuckerbrod. Westat: Lisa Rodriguez.

Chair Julia Rafal-Baer called the Reporting and Dissemination Committee meeting to order at 3:31 pm. She welcomed the members and shared the agenda. The first item of business fell to Laura LoGerfo, the Governing Board's Assistant Director for Reporting and Analysis, who provided an update on communications activities since the last committee meeting.

Strategic Communications Update

LoGerfo presented a summary of the Board's outreach and communications over the last three months. The Board launched the NAEP Civics assessment framework update process, which elicited nearly 40 comments from the public. This robust number reflected a proactive approach to encouraging stakeholders and the general public to contribute to the conversation around the civics framework update. Beyond civics, Governing Board Executive Director Lesley Muldoon joined a LinkedIn live webinar hosted by Andrew Rotherham of Bellwether to discuss how state and federal assessment programs intersect. This garnered more than 820 views.

Much of the work since March focused on preparing for the release of the 2025 Long-Term Trend (LTT) data in reading and math for students ages 9 and 13. The results, which the Board members had learned during a closed plenary session earlier in the day, were made public on June 10,

Chair Rafal-Baer invited questions and reactions to LoGerfo's presentation from committee members. Rafal-Baer started by suggesting that the LinkedIn webinar could be easily turned into a LinkedIn newsletter. Artificial Intelligence (AI) can summarize the webinar, then post that on LinkedIn, to amplify messaging. Angélica Infante-Green expanded on this suggestion by urging the Board's communications team to add state and local voices from both the education and business communities to any newsletter for more views and deeper engagement.

Board Vice Chair Marty West looked past the upcoming release of LTT results toward the winter 2027 release of the 2026 Main NAEP results. He began brainstorming a campaign to whet audience's interest for the Main NAEP results. The campaign would center on short videos with representatives of various stakeholder groups, each of whom would complete the sentence: "I use NAEP results for..." Governors can end the sentence with "improving 4th graders' preparation for middle school reading comprehension." Business leaders may finish that thought with "convincing people to move to my state."

Cantú-Wilson suggested building data literacy among policy, business, and school leaders by engaging with them about how to use the data, so they become more vocal supporters of the NAEP program. With every release, the Board should offer tips and tools to explore contextual data and to find and share best practices from states and districts.

These best practices need not inform only schools, districts, and state education agencies, cautioned Cantú-Wilson. Indeed, economic development councils and chambers of commerce are invested in how well students are prepared for college and career success. If students miss fundamental math skills or have not worked past basic literacy, these skill gaps erode workforce preparedness and disadvantage employers. Reginald McGregor agreed, explaining that when employers seek to expand their footprint, they choose their new location based on workforce preparedness and the pipeline from which they recruit employees. Those employers examine NAEP results for their state(s) and/or their target states to discern if they should build up in one state versus another. Business may not know what NAEP means, but they do know to tap NAEP as an indicator of a state's education system.

Cantú-Wilson and McGregor proposed an upcoming plenary session to spotlight businesses that use NAEP in smart ways and corporate policies which connect NAEP

data directly to workforce needs. Such a session could reveal what incentives drive corporate investment in secondary and postsecondary education, how the workforce is changing, and how business emphasizes skills not assessed by NAEP, such as integrity, communication, and character education.

Cantú-Wilson asked how the committee members could make NAEP more inclusive? Rafal-Baer countered with exemplary approaches taken by Learning Heroes and the National PTA to broaden their audiences. To which the existential question was raised: should the Governing Board be outward facing, i.e., conducting outreach to broader audiences, or inward facilitating, i.e., helping others generate broader audiences?

Infante-Green remarked that in addition to collaborating with workforce organizations and business, the student voice must be heard. McGregor agreed and suggested asking students what they plan to do after high school, because grade 8 reading and math skills bear relevance for all postsecondary pathways.

Long-Term Trend Release Plan: CLOSED

The Reporting and Dissemination Committee entered closed session to discuss the draft plan to release results from the Long-Term Trend assessments. The conversation included revelations of the results, which were embargoed until June 10, 2026. The results are now accessible online, however, to protect the integrity of the closed session status, only a high-level summary of the discussion follows.

The release plan follows the same strategy employed last September for the release of the grade 12 reading and math results and the grade 8 science results. That means a short video that distills key findings from the assessment. Committee members debated the specific definition of short, i.e., 30 seconds would be ideal for capturing modern attention spans but not ideal for conveying the headlines. The committee's debate concluded with the recommendation of 90 seconds.

Chair Rafal-Baer explained her keen interest in the contextual questions asked on the Long-Term Trend assessment. These include how much time students spend on homework, how often students talk with someone in their families about schoolwork, and how often they read for fun. She noted that her interest is shared by others. This inspired a suggestion to survey teachers about their awareness and/or perceptions about NAEP. If teachers know about NAEP, where have they learned about it, and what is their direct experience with NAEP?

Infante-Green and Cantú-Wilson both encouraged the Board to include Spanish and Vietnamese media in communication efforts. Marty West concurred and suggested that podcasts with these audiences could be a powerful avenue for outreach.

Multiple committee members wondered how to disseminate Ebony Walton's illuminating slide presentation to wider audiences once the embargo lifts. Rafal-Baer asked if NCES can provide those visualizations to the media.

Rafal-Baer then brought forward a motion to move the release plan for review and approval by the full board. Ron Reynolds so moved, and Darein Spann seconded. The committee passed the motion unanimously.

At this point, the Reporting and Dissemination (R&D) Committee welcomed the Committee on Standards, Design and Methodology (COSDAM), who joined R&D for the final session of the agenda--a guest appearance by Professor Tom Kane of the Education Scorecard.

Reporting and Dissemination Committee (R&D) Members: Julia Rafal-Baer (Chair), Michelle Cantú-Wilson (Vice Chair), Angélica Infante-Green, Reginald McGregor, Ron Reynolds, Darein Spann, Marty West.

Reporting and Dissemination Committee Members Absent: Governor Phil Bryant

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

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

National Center for Education Statistics (NCES) Staff: Brian Cramer.

Other attendees: American Institutes for Research (AIR): Markus Broer. Council of the Great City Schools: Akisha Osei Sarfo. Educational Testing Service (ETS): Amy Dresher, Robert Finnegan. Lerner Communications: Michelle Lerner, Ashley Zanchelli, Nancy Zuckerbrod. Pearson: Pat Stearns. Westat: Lisa Rodriguez.

Discussion of the Latest Education Recovery Scorecard

Chair Julia Rafal introduced Thomas Kane, Walter H. Gale Professor of Education at the Harvard Graduate School of Education. Kane in turn introduced the Educational Opportunity Project, of which the Education Scorecard is a part. He noted that the Education Recovery Scorecard underwent a name change to shift focus from pandemic recovery to understanding student learning more generally. Kane then presented the latest findings from the scorecard.

Tom Kane leads a research team who compares scores on state assessments using NAEP trends over time, from 2009 to 2025. Because every state sets different proficiency thresholds, which change regularly, NAEP serves as the common thread, or as Kane termed it, the “Rosetta Stone.” There was no 2025 NAEP administration, so the most recent analysis is limited to states with no changes to their proficiency thresholds since 2024. That amounts to 38 states in reading and 35 states in math, comprising 5,000 districts total. Some states could not be included, because their opt-out rates exceeded 6%, and the analysis assumes the population taking the state assessment are the same as the students participating in NAEP.

The results led Kane and his colleagues to declare a ‘learning recession’ starting in 2013. The rate of learning loss in reading is the same before and after COVID disrupted schooling, with reading continuing to decline in most states post-pandemic. The achievement losses were largest in the highest poverty districts.

Kane declined to guess why the losses may be persisting, though he mused if social media were having an impact, that effect would be seen at the bottom tail of the distribution, where losses are indeed occurring. Scott Marion asked how test-based accountability plays into the results. Kane replied that the increases from the early 2000s to 2013 coincide with the use of test-based accountability, but if the declines were due to the dissolution of accountability across the U.S., then the widening of achievement gaps in Canada defy explanation. Kane turned next to chronic absenteeism, which did point to at least a partial explanation: Achievement now would be higher if absenteeism returned to pre-pandemic levels.

Rafal-Baer thanked Kane for his presentation and invited the committee members to ask questions or make comments. Marty West noted that the Trial Urban District Assessment data (TUDA), now known as Trends in Urban Districts Assessment (TUDA), serve as a check on whether Kane’s methodology works. Analysts can compare TUDA estimates with Education Opportunity estimates for the same districts; such analyses show a strong positive correlation ($r \cong 0.95$).

The meeting ended with Rafal-Baer thanking Kane for his time and insights, and she adjourned the meeting at 5:34 pm.

I certify the accuracy of these minutes.

Julia Rafal-Baer

6/12/26

Julia Rafal-Baer, Chair

Date

National Assessment Governing Board

Nominations Committee (OPEN SESSION)

Report of May 15, 2026

Attendees: Reginald McGregor (Chair), Lisa Ashe, Angélica Infante-Green, Patrick Kelly Suzanne Lane, Scott Marion, Ron Reynolds.

Staff: Lesley Muldoon (Executive Director), Stephaan Harris.

Board Members: Mark White (Board Chair), Michelle Cantu-Wilson, Guillermo Solano-Flores.

Nominations Committee Chair, Reginald McGregor, called the meeting to order and welcomed Committee members and thanked them for their work over the winter to produce a strong slate of finalists for consideration by the Secretary for 2026 appointments. He recognized Board Chair Mark White and thanked him for attending the Nominations Committee meeting.

Chair McGregor highlighted conversations he had with Lesley Muldoon to strategically be prepared for the upcoming campaign and cycle. They discussed the following:

1. The potential for asking for Board member assistance given there are nine open categories that can bring many applications;
2. Given the retirement of former Deputy Executive Director Elizabeth Sneider, the creation of a new position—Members Relations Manager—to support the Nominations Committee;
3. Former Board staffer Tessa Regis may join the Board as a consultant to assist the Nominations Committee and the onboarding of the new Member Relations Manager.

Muldoon then provided the committee with updates on the 2026 cycle. She submitted to the Secretary's office the slate of finalists for the five open positions to be appointed this year. Muldoon said she has developed a good relationship with the Secretary's staff and will be setting up an appointment to talk about the type of expertise the Board seeks for those roles. She also said that the Democratic Governor position is still vacant and suggested having Chair White become involved to escalate an eventual appointment. Muldoon added that the Member Relations Manager position has been posted and she promoted the opportunity on her LinkedIn page.

Chair McGregor then discussed 2027 appointments, reminding the committee there are nine open categories, with four incumbents and at least a few categories that may be challenging in terms of securing a lot of quality nominees that reflect the diversity and balance called for in the legislation. He then asked Assistant Director of Communications Stephaan Harris to present proposed outreach strategies for committee reaction and feedback.

Harris listed the nine categories open for outreach: business representative, chief state school officer (two open positions), curriculum specialist, general public representative, grade 12

teacher, local school superintendent, state school board member, and testing and measurement expert. He pointed out Chair McGregor, Vice Chair Marty West and ADC Chair and Nominations Committee member Patrick Kelly will all term off next year, leaving significant loss of leadership and institutional knowledge, making finding qualified nominees especially important.

Harris then discussed challenges from last year's campaign, which included a paucity of grade 4 and grade 8 teacher nominees, several national organizations who were not responsive to assisting with outreach, and the lack of personalized touch points via the Board's automated application system. He suggested steps to address those including reaching out to individuals associated with initiatives that involve educator involvement in local and national policy work and reaching out directly to affiliates and state chapters of national organizations.

Harris said the timeline of the 2027 campaign would be September 8-November 15, 2026, and provided steps for general outreach, including social media, e-mail and newsletter campaigns, personalized outreach to key groups, and appropriate involvement of potential nominees and partners through existing Board efforts, including Next Gen NAEP, NAEP Civics Framework panelist recruitment, and outreach to states on voluntary assessments. He also listed examples of outreach individualized for each open category, including relevant groups, content, and networks that would be used to attract potential nominees. Harris also provided suggested messaging about the Governing Board to better describe its work and emphasize the opportunities the role would have for prospective members. He then opened it up to discussion and reaction from members.

In reference to the grade 12 teacher position, Patrick Kelly pointed out the importance of seeking educators that have policy backgrounds, recommending groups such as Teach Plus in addition to reaching out to state offices of education and state-level teacher and administrative groups, especially in states consistently not represented on the Board. In reference to the business representative position, Chair McGregor said outreach should target local business boards and chambers of commerce, along with advisory boards of career and technology education programs. Suzanne Lane suggested exploring digital ads and ensuring previous applicants for past member solicitations and framework panels, along with contributors of public comment for the Civics Framework, should be encouraged to apply. Scott Marion expressed concern about the Board receiving enough qualified candidates for the testing and measurement expert position and emphasized clarity around the Board's role and work would be crucial in the campaign.

Muldoon said the Board has built a relationship with the Secretary's office, starting with the prior administration, that has allowed a shift to make the case for incumbent members to get reappointed by laying out their accomplishments and contributions and how those connect to the Board's policy priorities. Pointing to the loss of senior leadership in 2027, she said that perhaps the executive Committee can discuss how the Board promotes continuity through that transition.

Chair McGregor thanked members and staff for their work. The meeting was adjourned at 9:20 am.

I certify the accuracy of these minutes.

Reginald McGregor

Reginald McGregor

7/20/26

Date