

National Assessment Governing Board

Executive Committee

Report of May 15, 2014

Members Attending: David Driscoll, Chair, Andrés Alonso, Lou Fabrizio, Shannon Garrison, Terry Mazany, Tonya Miles, Fielding Rolston, Cary Sneider. Other Board Members: Lucille Davy, Rebecca Gagnon, James Geringer, Doris Hicks, Andrew Ho, Hector Ibarra, James Popham. Governing Board Staff: Cornelia Orr, Mary Crovo, Michelle Blair, Stephaan Harris, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg. IES: John Q. Easton. NCES Staff: Peggy Carr, Jamie Deaton, Arnold Goldstein, Dan McGrath, Holly Spurlock. ETS: Jay Campbell, Amy Drescher. HumRRO: Monica Gribben. AIR: Kim Gattis, Fran Stancavage. Hager Sharp: David Hoff. Reingold: Amy Buckley. Fulcrum IT: Saira Brenner. Westat: Chris Averett, Keith Rust, Dianne Walsh. CRP: Carolyn Rudd, Edward Wofford.

1. Call to Order and Announcements

Chair David Driscoll called the meeting to order at 4:30 p.m. Mr. Driscoll started the meeting by welcoming everyone to Boston. He extended a special welcome to the newest Board members: former Governor James Geringer (Wyoming) and former Governor Ronnie Musgrove (Mississippi).

Mr. Driscoll then acknowledged the recent passing of former Board member Alan Friedman. Mr. Driscoll noted that a memorial service for Mr. Friedman will be held at the New York Hall of Science on June 14, 2014. In honor of Mr. Friedman's exemplary service to the Board and NAEP, Mr. Driscoll proposed a draft resolution noting Mr. Friedman's contributions and legacy at the Governing Board. (See the draft motion appended as Attachment A.) Mr. Driscoll asked for a motion to bring this resolution for action by the full Board. The motion was moved and seconded.

Mr. Driscoll announced that he had appointed Board member Jim Popham to chair the Assessment Literacy Work Group. At the March 2014 Board meeting, Mr. Driscoll participated in the meeting of this Work Group and charged the group to focus on increased levels of understanding of target audiences for NAEP. Mr. Driscoll asked the Work Group to develop and finalize a plan by May 2015. The next steps will be for staff and contractors to implement.

Finally, Mr. Driscoll commented on the outstanding grade 12 academic preparedness release event on May 14, 2014, organized by the Governing Board, and held at Revere High School.

Cornelia Orr provided an overview of the May Board meeting plenary sessions. She noted that all of the sessions were open to the public (i.e., there were no closed sessions), and she also highlighted that there were more opportunities for Board discussion, relative to the March 2014 Board meeting topics. Some of the discussion items include:

- NAEP Technology and Engineering Literacy (TEL) assessment
- Strategies for extending public discussion on NAEP reports, which includes the Chair's goals in this area and the Governing Board communication plan

- Priorities for the NAEP Schedule of Assessments
- NAEP's future role – building on the Governing Board's recent 25th Anniversary Symposium

In addition, two informational briefings will be conducted:

- 2012 PISA Report on Creative Problem Solving
- NAEP Mathematics Assessment in Puerto Rico: history and context

2. Board Membership Updates: 2014 – 2015 Vice Chair Election and New Committee Assignments

Mr. Driscoll summarized the annual process for election of the Board's Vice Chair. He announced that for the election of the 2014-2015 Vice Chair, Lou Fabrizio will lead the discussion and nomination process. Therefore, Mr. Fabrizio will be seeking input from Board members individually. At the August 2014 Board meeting, a nomination will be presented, and action will be taken to propose the nominated candidate to the full Board.

In terms of new Committee assignments, Mr. Driscoll stated that Governor Geringer will serve on the Committee on Standards, Design and Methodology (COSDAM), while Governor Musgrove will serve on the Reporting and Dissemination Committee (R&D). The Nominations Committee was also in need of additional members, in light of the upcoming 2015 cycle to fill a large number of positions. Therefore, Lucille Davy and Andrew Ho have been added to the Nominations Committee.

3. Committee Topics: Issues and Challenges

Assessment Development Committee (ADC)

ADC Chair Shannon Garrison noted that at the Committee meeting, the agenda includes an update on the NAEP TEL assessment as well as an update from NCES on the timeline, process, and issues related to a major milestone for NAEP: the transition to technology based assessments (TBA). Current paper and pencil assessments in Reading and Mathematics are planned for transition to TBA by 2017. Other ADC topics include: continuing discussions on the NAEP Read Aloud Study; considering options for future NAEP assessments in U.S. History, Civics, and Geography; and implementing new guidelines for NAEP contextual variables across subject areas.

Additionally, in the session completed Thursday afternoon, the ADC received a briefing on a comparison study between the Next Generation Science Standards (NGSS) relative to the NAEP Science, TEL, and Mathematics Frameworks. ADC Vice Chair Cary Schneider also shared with the Executive Committee an overview of the issues and proposed study methodology, noting that this comparison study will lay a foundation for answering important questions such as: How can NAEP reporting complement NGSS assessment efforts?

Committee on Standards, Design and Methodology (COSDAM)

COSDAM Chair Lou Fabrizio noted that one of the major challenges that the Board has faced in recent years is the implementation of the March 2010 Governing Board policy on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL). The policy was intended to reduce exclusion rates and provide more consistency across jurisdictions, to promote sound reporting of comparisons and trends. Prior to 2010, schools excluded students with IEPs that called for accommodations on state tests that NAEP does not allow, primarily the read-aloud accommodation on the Reading assessment. Mr. Fabrizio noted that the current policy limits the grounds on which schools can exclude students to two categories: for SD, only those with the most significant cognitive disabilities; and for ELL, only those who have been in U.S. schools for less than a year. Although schools cannot limit student participation on any other grounds, individual participation in NAEP is voluntary by law and parents may withdraw their children for any reason.

Under NAEP data analysis procedures, Mr. Fabrizio stated that scores are estimated for students who refuse to take the assessment but not for students who are excluded from the assessment. Contrary to the Board policy, Mr. Fabrizio noted that NCES has continued to permit schools to exclude students whose IEPs called for accommodations that NAEP does not allow. NCES asserts that it is technically incorrect to apply a weight class adjustment that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons.

There have been large increases in inclusion rates over the past several years, and the Board's first inclusion rate goal—95 percent of all students in each sample—was met in almost all states in 2013. However, 11 states and 8 urban districts failed to meet the Board's second goal of testing at least 85 percent of students identified as SD or ELL. After several joint sessions with the Reporting and Dissemination Committee on this issue, COSDAM will focus on alternative methods for estimating scores for students who are excluded for reasons not allowed under the current Board policy. The goal of the Committee's discussion is to account for the lack of participation of this important student group, so they can be considered appropriately when calculating NAEP scores. In a presentation from NCES, the alternative estimation methods will be summarized.

Mr. Fabrizio noted that the COSDAM agenda also includes a discussion of TBA and Trends, an update on academic preparedness research, and an update on the development of TEL Achievement Levels Descriptions.

Reporting and Dissemination Committee (R & D)

R & D Chair Andrés Alonso outlined three major issues before the Committee. The first issue relates to the communications plan that the Committee hopes to approve at the August 2014 Board meeting. Committee discussion will focus on selecting key audiences for the Board's efforts, and how the Board should pursue outreach activities to make NAEP actionable and relevant.

The second topic before the Committee addresses contextual variables. Mr. Alonso said the Committee will discuss the research that led to the development of contextual variables and the

recommendation of five potential modules: Economic Status, Technology Use, School Climate, Grit, and Desire for Learning. The Committee is looking forward to reviewing questionnaires for these models at the August 2014 Board meeting.

Lastly, Mr. Alonso noted that the Committee will discuss the Board's media embargo policy on NAEP reports, including a review of staff research on how the leading media and journalism organizations define media. This will inform the Committee's deliberations on how to modify the Board's current policy to consider online and non-traditional media organizations as potential entities who can receive embargoed NAEP reports. Mr. Driscoll commented that the embargo policy relates to the Board's ongoing discussion of strategies for extending public discussion on NAEP reports.

Nominations Committee

Nominations Committee Chair Tonya Miles started her overview of issues by reminding members of the Board action taken on the 2014 finalists at the March 2014 Board meeting.

These finalists were in the following categories:

- 4th grade teacher
- 8th grade teacher
- Secondary school principal
- Chief state school officer
- General public representative

Finalist letters and resumes were delivered to Secretary Duncan in early April 2014. The announcement of 2014 appointments is anticipated in late summer or early fall. These newly appointed members will begin their Board service on October 1, 2014.

Ms. Miles noted that for the 2015 nominations cycle, the Committee has a larger than usual workload given that there are 8 anticipated Board member vacancies. In response to the 2015 workload, Chair Driscoll has added two new members to the Nominations Committee: Lucille Davy and Andrew Ho. The open categories for which the Board will be seeking nominations in 2015 include:

- Curriculum specialist (2 positions)
- 12th grade teacher
- State school board member
- Chief state school officer
- Testing and measurement specialist
- Business representative
- Local school superintendent

The recruitment process will kick off in early August with the Board's annual call for nominations.

4. Updates: NAEP Budget and NAEP Reauthorization

Regarding the NAEP budget, Ms. Orr reported that since the March 2014 Board meeting, the President's budget request for fiscal year 2015 has been released, which includes an allocation

of \$124.6 million for NAEP. A House Bill addressing reauthorization of NAEP and the National Assessment Governing Board was put forward for a vote—Bill 4366 “Strengthening Education through Research Act.” The Bill includes a non-binding recommendation of \$132.0 million for NAEP. The Bill passed the House on May 8, 2014, with large bipartisan support. However, the Bill has not yet passed the Senate. Future closed session discussions about the NAEP budget will be needed by the Board, as it examines the proposed NAEP Assessment Schedule to be discussed by the Board on Saturday.

5. Future topic suggestions

In discussing potential future topics for the Executive Committee, Mr. Driscoll noted the dual mission for NAEP as an increasingly compelling topic. He noted that at the recent outreach event held Boston, a common theme was related to concern about how to address a sense of apathy across the country regarding several education topics, including the achievement gap. There are potentially competing issues for the Board to address:

- How can the Board continue its important work in setting policy for NAEP?
- How can the Board also spur action on various achievement concerns that NAEP report cards and NAEP data highlight?

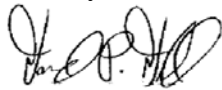
This important dual mission was a major theme in the Governing Board’s 25th Anniversary Symposium as well, as captured in the minutes, where the following recommendations for the Board emerged from the discussions:

- Expand the reach and impact of NAEP
- Maintain NAEP as the gold standard of assessment
- Ensure the integrity of NAEP as the truth teller
- Focus on the Board’s role as an independent body
- Stay true to the Board’s core mission but look for ways to push the envelope on issues
- Promote NAEP as a tool in promoting academic achievement
- Make NAEP more accessible to a wider audience

These calls to action should be carefully deliberated by the Board.

Mr. Driscoll adjourned the Executive Committee meeting at 5:20 p.m.

I certify the accuracy of these minutes.



David P. Driscoll, Chair

June 16, 2014

Date