

National Assessment Governing Board

Meeting of May 18-19, 2012

San Antonio, TX

OFFICIAL SUMMARY OF BOARD ACTIONS
Complete Transcript Available

National Assessment Governing Board Members Present

David Driscoll, Chairman
Mary Frances Taymans, Vice Chair
Andrés Alonso
David Alukonis
Lou Fabrizio
Anitere Flores
Alan Friedman
Shannon Garrison
Doris Hicks
Terry Holliday
Brent Houston
Hector Ibarra
Tom Luna
Dale Nowlin
Sonny Perdue
Susan Pimentel
James Popham
Fielding Rolston
Cary Sneider
Leticia Van de Putte
Eileen Weiser

John Easton (ex-officio)

National Assessment Governing Board Members Absent

Tonya Miles
Andrew Porter
Blair Taylor
Jack Markell

National Assessment Governing Board Staff

Cornelia Orr, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair
Dora Drumgold
Lawrence Feinberg
Ray Fields
Stephaan Harris
Susan Loomis
Munira Mwalimu
Tessa Regis
Angela Scott

National Center for Education Statistics (NCES) Staff

Jack Buckley, Commissioner
Peggy Carr, Associate Commissioner
Arnold Goldstein
Holly Spurlock
Suzanne Triplett
Brenda Wolff

American Institutes for Research (AIR) Staff

George Bohrnstedt
Kim Gattis
Cadelle Hemphill
Fran Stancavage

Educational Testing Service (ETS) Staff

Donnell Butler
Jay Campbell
Gloria Dion
John Mazzeo
Andreas Oranje
Hilary Persky
Lonnie Smith
Greg Vafis

Hager Sharp

Lisa Jacques
Debra Silimeo

Human Resources Research Organization (HumRRO)

Laress Wise
Steve Sellman

Pearson Educational Measurement

Brad Thayer

Reingold

Amy Buckley
Valerie Marrapodi

Westat

Keith Rust
Dianne Walsh

Widmeyer Communications

Jason Smith

Attending Speakers

Luz Bay, Assistant Vice President, Measured Progress
George Bohrnstedt, Chair, NAEP Validity Studies Panel, AIR
Linda Jacobsen, Vice President for Domestic Programs, Population Reference Bureau
Steve Murdock, Professor of Sociology, Rice University
Governor Ronnie Musgrove, NAEP 12th Grade Preparedness Commission Chair, Former
Governing Board Member
Robert Scott, Commissioner of Education, Texas Education Agency

Others

Saira Brenner, Fulcrum IT
Jenny Caputo, Texas Association of School Administrators
Shamai Carter, CRP Inc.
Theresa Clift, Express News
Monica Duda, CRP Inc.
Amy Hausenfluck, Office of Senator Leticia Van de Putte
J.D. Pedraza, Office of Senator Leticia Van de Putte
Liza Cordeiro, West Virginia Department of Education, Member NAGB/CCSSO Policy Task Force
Steve Gorman, Vangent General Dynamics Information Technology
Heather Koons, MetaMetrics
Mark Partridge, Optimal Solutions Group

Kimberly Reeves, Quorum Report
Johnny Shannon, KTSA Radio
Michael Soto, Texas State Board of Education
Darvin Winick, Winick & Associates

Call to Order

The May 18, 2012 session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:34 a.m.

Approval of the Agenda and the March 2012 Board Meeting Minutes

Chairman David Driscoll reviewed the agenda and requested a motion for approval of the agenda. Eileen Weiser moved for Board approval of the agenda. The motion was seconded by Vice Chair Mary Frances Taymans and passed unanimously.

Mr. Driscoll noted that the March 2012 Board meeting minutes were circulated to members for review. He requested a motion for approval of the minutes. Vice Chair Mary Frances Taymans moved for approval of the minutes. The motion was seconded by Eileen Weiser and passed unanimously.

Chairman's Remarks

Mr. Driscoll remarked that the coming year will be a significant time for the Governing Board. Two events that are likely to have an immediate impact are the upcoming presidential election in the fall, and the departure of four of the Board's veteran members at the expiration of their terms on September 30, 2012. In addition, the Board will begin preparations for its 25th anniversary events and will conduct a review of current Board policies as it looks to set the direction for the future.

Mr. Driscoll reported that the outreach event convened on Wednesday, May 16 was well attended, and the diverse group of participants shared their opinions on NAEP. Mr. Driscoll thanked Board member Senator Van de Putte for her hospitality in hosting the May Board meeting. He noted that he was impressed with how she connected with the students at Fox Technical High School during the Board's visit, and commended her for her reputation as a caring and hardworking leader for the state.

Welcome Remarks

Ms. Van de Putte welcomed the Governing Board to San Antonio. She noted that San Antonio is known as the Alamo City which is a 300-year old settlement, and is the seventh largest city in the U.S. with a population of approximately 1.8 million people. There are 17 school districts and Ms.

Van de Putte represents the Northside Independent School District, and the Edgewood Independent School District with 99.9% of the schools receiving Title I funds.

Ms. Van de Putte reported that the state is experiencing rapid growth and has added four new congressional seats. Texas' severe budget shortfall over the past few years has placed a great strain on school districts. Ms. Van de Putte thanked her staff members J.D. Pedraza and Amber Hausenfluck for helping to prepare for the Board's visit.

Ms. Van de Putte introduced Texas Commissioner of Education Robert Scott and noted that Commissioner Scott began his career as an education policy expert on the Senate staff for Congressman Green. Mr. Scott managed many projects during his tenure as Texas Education Commissioner, including the massive overhaul of the Texas Education Agency (TEA). In addition, he provided educational services to students who were relocated to the San Antonio area following Hurricane Katrina and Hurricane Ike. Mr. Scott has been a strong advocate for early childhood education and pre-kindergarten programs, and has led the effort to implement college preparedness programs, on-line learning communities, and teacher incentive programs. He previously served as senior advisor to Governor Rick Perry in 2003.

Mr. Scott thanked Ms. Van de Putte for her introduction and also welcomed the Governing Board to Texas. He stated that he is one of the few commissioners who had been confirmed twice, and he is the longest serving commissioner since former commissioner William Kirby.

Mr. Scott remarked on the importance of the Board's work and noted that NAEP assessments are a critical resource for states because they provide state comparisons of student achievement. He understands that NAEP's role is uncertain because of the two new national testing consortia, but he hopes that NAEP continues to be a trusted source of data, especially trend data for states like Texas that will not participate in the Common Core State Standards because there is no legal authority in the Texas state statute to do so.

Mr. Scott emphasized the need for a better understanding of the appropriate role of assessments. Instead of using assessments as a tool, some teachers are now teaching to the tests. Mr. Scott expressed dismay at the recent overuse of formative assessments and benchmarks in place of quality instruction.

The strength of Texas public schools was tested when 46,000 students were relocated to the state after Hurricane Katrina. Many students were three to four years behind but were able to catch up or surpass their Texas cohorts within a few years. Texas demonstrated the proper use of instructional practice, monitoring, and intervention.

Mr. Scott indicated his support for the Common Core State Standards but objected to the U.S. Department of Education's requirement to adopt the standards as a condition to receiving funding from Race to the Top and Title I grants, due to the fact that three separate federal laws prohibit federal involvement in state curriculum matters.

Mr. Scott concluded his remarks by stating that Texas will continue its work on developing end of course exams and a new assessment and accountability system. He expressed hope about continuing to have NAEP as a valid National Assessment on which states can make appropriate comparisons.

Executive Director's Report

Cornelia Orr, Executive Director of the Governing Board, reported on the following activities:

- On April 25, 2012, a webinar was held on the NAEP Trial Urban District Assessment (TUDA) and the Common Core State Standards as a follow up to the release of the mathematics and reading results. Over 250 people participated in discussions that focused on how the NAEP TUDA results are being used to inform instruction particularly in relation to the Common Core State Standards. Participants included TUDA district representatives, Governing Board member Terry Holliday, and former Board member Robin Hall.
- The 2011 Grade 8 Science Report Card was released on May 10, 2012 via a webinar. Board member Hector Ibarra, NCES Commissioner Jack Buckley, and Siemens Foundation President Jennifer Harper-Taylor participated on the panel. The webinar format attracted over 200 participants. Ms. Orr noted that an overview of the results would be provided at the Saturday morning Board session.
- A webinar on the Board's preparedness research was conducted for the Smarter Balanced Assessment Consortium on March 14, 2012. The briefing provided a summary of the ongoing research conducted by the Governing Board on academic preparedness for entry into college credit-bearing courses and job training programs.
- Two 12th Grade NAEP Preparedness symposia were conducted since the last Board meeting—April 10, 2012 in Jackson, MS and April 18, 2012 in Tallahassee, FL. Future symposia are being planned in Illinois, West Virginia and Washington, DC.
- On March 7, 2012, Board member Tonya Miles made a presentation at the PTA Legislative Conference on NAEP data and how parents can use the data to inform decisions at the school, district, and state levels.
- Two town hall webinars were convened on May 1 and May 3, 2012 to solicit public comment on the set of recommendations in the Expert Panel Report on NAEP Background Questions.
- The final slate of approved nominees for 2012-2013 appointments to the Governing Board was approved by the Board at the March 2012 meeting and submitted to Secretary Arne Duncan shortly thereafter. Mr. Driscoll met with the Secretary's chief of staff and expects the selection process to be completed before the August Board meeting.
- Cornelia Orr and Deputy Executive Director Mary Crovo attended the Educational Testing Service (ETS) Invitational Symposium on Technology Enhanced Assessments on May 7-8,

2012 in Washington, DC. Ms. Orr remarked that the symposium featured current and emerging assessment technologies and found the sessions to be very informative especially since the Board is looking to deliver NAEP assessments on-line in the future.

- Several Governing Board members and staff attended the Technologies in Education Forum sponsored by The Atlantic on May 22, 2012.
- Mary Crovo presented at a May 22, 2012 conference focused on “How NAEP Can Inform an Action Agenda for Grade Level Reading” hosted by the Baltimore Coalition for Grade Level Reading and the Campaign for Grade Level Reading, in conjunction with the Annie E. Casey Foundation.
- The NAEP Science Hands-on Tasks and Interactive Computer Tasks (HOTs/ICTs) Report Card release is scheduled for June 19, 2012 in Washington, DC.

Ms. Orr recognized Lisa Cordeiro, Executive Director, Office of Public Communications, West Virginia Department of Education, who serves on the Governing Board/CCSSO Policy Task Force. Ms. Orr noted that a Task Force member attends all Governing Board meetings.

National Center for Education Statistics (NCES) Update

Jack Buckley, NCES Commissioner, provided an update on the following NAEP activities and releases:

- The 2011 Grade 8 Science Report Card was released on May 10, 2012. The event attracted wide media coverage which the Commissioner attributed to the Next Generation Science Standards, which were recently released for state review.
- The White Paper prepared by an expert panel—“NAEP: Looking Ahead, Leading Assessment into the Future” was released online. Mr. Buckley summarized the panel’s recommendations:
 - The panel emphasized the need for caution if changes are to be made to NAEP. The recommendation was to conduct preliminary studies prior to implementation of any changes.
 - An “Innovations Laboratory” can provide a central source for the many research and development activities that are a part of the NAEP program.
 - Subject Matter Committees can provide meaningful interpretation of the trends in a particular content area and provide ongoing updates to content frameworks.
 - There is a need to explore the use of new technologies in conducting NAEP assessments.
 - NAEP reporting metrics and use of NAEP data needs to be improved to make information more useful and accessible.

Mr. Buckley reported on the following NCES activities:

- NCES is leading the effort to create common education data standards for our K-12 and P-20 data systems. The goal is to have a data system with a common language and with data elements defined in the same way to allow information to travel seamlessly across data systems. NCES is working to create an assessment interoperability framework to support the data that should be shared across states, including data from the Common Core State Standards and Assessments.
- The Program for International Student Assessment (PISA) 2012 will be administered in fall 2012 and will focus on mathematics literacy. The ED administration is very interested in developing pathways for states to obtain assessment scores on PISA at the state level. Currently, three states are covering the costs on their own. The President's budget has proposed a cost-sharing mechanism with states to expand participation. As the year moves forward and in the event that the budget has not been passed, other options are being explored.

Mr. Buckley reported that the Organization for Economic and Co-operative Development (OECD) is piloting an initiative to provide a PISA-based test which can be used by individual schools. The assessment will provide participating schools with results that can be benchmarked to the results of the main PISA. Mr. Buckley stated he recognizes the high demand for the data but expressed concerns about jeopardizing national participation in main PISA.

Mr. Buckley stated that when NAEP data are released he is often asked how to compare NAEP and PISA, and how to measure growth points on NAEP. In response, he has asked NCES staff to develop a design to determine how many scale score points represent a year of growth between 8th and 12th grade, and also analyze data from 15-year olds to develop a population concordance or linking across the two assessments.

Mr. Buckley responded to questions from Board members.

Institute of Education Sciences (IES) Update

John Easton, Director of the Institute for Education Sciences (IES), provided an update on the “Reading for Understanding” grant program.

Mr. Easton reported that the grant program of \$100 million is a five-year project, and is the single largest investment ever made by IES in a single research topic. The purpose of the program is to help children develop better comprehension skills. Over the last two decades, reading assessment scores have been flat, and evidence suggests that students demonstrate basic skills in reading such as decoding, phonics and phonemic awareness; but they do not always understand what they read. The “Reading for Understanding” initiative will take a comprehensive, integrated and developmental look at how to promote better reading comprehension from pre-school to grade 12.

Grants were awarded to six teams comprised of 130 top researchers in the field who will work closely with practitioners. Five of the teams are working on developing and researching interventions. The sixth team is developing assessments which are innovative and will influence future assessment development. The assessment component has a big research strand which allows IES to gain an understanding of various skills and processes that are needed for developing reading comprehension from pre-school through 12th grade. The research will address the question of how to create an effective measure of reading comprehension that will include useful applications in the classroom for teachers and instruction, and provide summative information at the end of the year.

Mr. Easton noted that the process will include developing an assessment framework, and conducting longitudinal studies to determine how various skills relate to each other over time. The framework will explore variables that mediate student ability to learn how to comprehend text, which includes background knowledge and motivation. There is also a section that describes the rationale for a variety of different item types and scoring, and their psychometric properties. In addition to measuring comprehension, the assessments will measure complementary and prerequisite skills, such as vocabulary.

Mr. Easton noted that at the end of the process there will be a number of assessment prototypes that will set the stage for further development. One assessment is the Global Integrated Scenario-based Assessment (GISA), where scenarios are developed to assess how much background knowledge a student has on the topic at hand, and what reading strategies a student uses in approaching a specific task. The assessment will be computer based and is consistent with the Common Core State Standards.

Mr. Easton described the development of scenarios and provided examples. He noted that the timeline is very aggressive and a few prototypes are currently being piloted. It is expected that large-scale field trials will take place next year.

Board members engaged in a question and answer session on the initiative.

Recess for Committee Meetings

The first session of the May 18, 2012 Board meeting recessed for committee meetings from 10:03 a.m. to 12:54 p.m.

Meeting Reconvened
Closed Session

NAEP 2011 NAEP Writing Assessment and Writing Achievement Levels

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on May 18, 2012 from 12:54 p.m. to 2:01 p.m. to receive a briefing on the following items:

- 2011 NAEP Writing Assessment
- Demonstration of Computer-Based Writing Assessment
- Writing Achievement Levels for Grades 8 and 12

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Computer-Based Assessment.

Demonstration of Computer Based Writing Assessment

Holly Spurlock of NCES provided a demonstration of the computer-based writing assessment. She described the three purposes of writing as outlined in the 2011 NAEP Writing Framework:

- (1) To persuade the reader;
- (2) To explain by expanding the reader's understanding; and
- (3) To convey experience, real or imagined.

Ms. Spurlock described the design of the assessment and reported on the time allocations for assessment administration. She provided the distribution of the four types of prompts—text, visual, audio, and video, and highlighted the components of the writing assessment. Ms. Spurlock then demonstrated a writing prompt that used animation and described various elements of the assessment administration.

Hilary Persky of ETS provided a briefing on secure NAEP writing tasks and student responses. She noted that the tasks provided opportunities for writing to various audiences, and incorporated video and audio technology. Ms. Persky illustrated example questions and responses at grade 8 (writing to persuade) and provided two examples at grade 12 (writing to convey and to explain).

Board members engaged in a question and answer session on the briefing.

Writing Achievement Levels at Grades 8 and 12

Susan Loomis, Governing Board staff, and Luz Bay, of Measured Progress, provided a briefing on the writing achievement levels-setting (ALS) process. Ms. Loomis provided an overview of the achievement level setting process at grades 8 and 12, and Ms. Bay provided information about the completely computerized Body of Work standard setting process designed and implemented for the writing NAEP ALS. The two presenters explained the various components

of the ALS process and noted specific features of the computerized ALS process that were especially effective in increasing the efficiency of the process.

Meeting Recess

The Board recessed for a break on May 18, 2012 at 2:01 p.m.

Open Session

The third session of the May 18, 2012 Board meeting convened in open session at 2:19 p.m.

Update on NAEP 12th Grade Preparedness Commission

Governor Ronnie Musgrove, Chair of the NAEP 12th Grade Preparedness Commission and former Governing Board member, provided an update on the work of the Commission during 2011-12.

Mr. Musgrove said that serving on the Commission was very gratifying. He remarked that the Governing Board was visionary (1) in recognizing that 12th grade academic preparedness for college and job training is an important public policy issue for the United States, and (2) in deciding to see if NAEP—uniquely positioned as a measure of 12th grade achievement—could be even more useful as a preparedness indicator.

The Board's charge to the commission is to 1) increase awareness of the importance of preparing students academically for post-secondary education or training for employment after high school, as measured by NAEP; and 2) communicate effectively with the public, policy makers, educators and potential employers about the results and findings of the NAEP preparedness research.

The commission is comprised of eight members appointed by the Governing Board. The commission members come from the K-12, higher education, business, civil rights, and legislative policy communities, some of whom are current or former Governing Board members. These are the key stakeholder communities that affect and are affected by the academic preparedness of 12th graders and, thus, the sectors the commission has targeted as the audience for its work. Former Board Chairmen Mark Musick and Darvin Winick serve as advisors to the commission.

Mr. Musgrove outlined the commission's outreach activities, which include a mix of meetings, group and individual presentations, and a series of regional symposia. He stated that initially, the commission focused on announcing and describing the plan for the Board's preparedness research program. More recently, the focus has been on presenting the research results and engaging the public and stakeholders in discussing their views on the value and utility of this research and of NAEP as an indicator of 12th grade academic preparedness.

Mr. Musgrove stated that the commission's outreach to media occurred through desk-side briefings and op-eds which focused on the importance of 12th grade academic preparedness. Radio, television and print media coverage drew attention to the research and provided coverage of symposia events. Mr. Musgrove's presentation included examples of the media coverage.

Mr. Musgrove outlined the following commission activities:

Commission Presentations

April 25, 2011, Michigan

- Met with Governor Rick Snyder
- Presentation to Michigan Governors Education Summit
- Presentation to members of the Michigan State Board of Education

May 11, 2011, California

- Presentation to the California State Board of Education

Regional Symposia

Mr. Musgrove explained that the regional symposia were designed to achieve two objectives. The first objective is to convey to a broad audience of interested stakeholders the comprehensive design of the Board's preparedness research program and the research results. The second is to provide a forum to receive feedback from state and local leaders on the value and utility of the research to their state and to identify additional research and potential research partners for the Governing Board to consider.

The commission has held five regional symposia:

- Sacramento, CA, June 20, 2011
- Boston, MA, October 24, 2011
- Nashville, TN, November 18, 2011
- Jackson, MS, April 10, 2012
- Tallahassee, FL, April 18, 2012

Mr. Musgrove emphasized the importance of local support for the success of the commission's activities, whether for op-eds or in planning for the symposia. He thanked Board members David Alukonis, David Driscoll, Anitere Flores, Susan Pimentel, Fielding Rolston, Blair Taylor, Leticia Van de Putte, and Eileen Weiser for their contributions in symposium planning and/or writing op-eds about 12th grade academic preparedness and the Board's research program for NAEP.

He said "Through our meetings, presentations and symposia, we have reached more than 400 leaders in education, business, civil rights, and legislation. It is not an overstatement to say the symposia panel discussions provide a unique forum for state leaders. When otherwise would commissioners of elementary and secondary education, university chancellors, state legislators, and business leaders sit down together to talk about the role and meaning of NAEP as they view it, let alone to do so in front of a public audience?"

Mr. Musgrove highlighted the major "take-aways" from the symposia:

- NAEP is widely supported.
- There is consistent support for the NAEP preparedness initiative among K-12, higher education, the business community, and political leaders.

- There is a widespread concern and attention to the preparedness of 12th graders for college and job training among state leaders and policymakers.
- Two consistent concerns were shared:
 - 1) the need to achieve a proper balance of attention to preparedness for college and for job training, without advancing one to the detriment of the other; and
 - 2) the need to address concerns about the motivation of 12th grade students who take NAEP.

The commission's next steps include planning symposia in Springfield, Illinois and Charleston, West Virginia. The final preparedness research report will be released by the Board later this year at a culminating commission symposium in Washington, DC. With this culminating symposium on the horizon, but with the prospect of a second wave of preparedness research in connection with the 2013 assessments, Governor Musgrove concluded by asking the Governing Board for guidance on whether it will view the commission's charge being fulfilled at the conclusion of the symposium in Washington, DC or whether it wishes the commission to continue.

Reporting NAEP 12th Grade Academic Preparedness

Cornelia Orr, Executive Director, provided an update on the research the Governing Board is conducting to examine whether it is feasible to use NAEP as an indicator of academic preparedness for college and job training. Ms. Orr noted that two of the Governing Board's standing committees— Committee on Standards, Design and Methodology (COSDAM) and Reporting and Dissemination met jointly earlier in the day to discuss and review the research.

Ms. Orr described the preparedness information provided in the Board briefing materials including an introduction and three attachments. These materials included a timeline, an overview of the research, and a summary of the reporting recommendations.

Ms. Orr noted that 12th grade is a major point of transition to higher education, training for employment, and entrance into the military. More information is needed about the achievement and progress of U.S. students. NAEP is a trusted source and currently the only source of nationally representative data on student achievement for 12th grade students, and it is uniquely positioned to provide this information.

Ms. Orr presented an overview of the research and key findings, and she outlined the recommendations of the Governing Board staff for reporting. She indicated there are two key questions about the research:

- 1) Can NAEP be used to inform the national discussion about the academic preparedness of U.S. students?
- 2) Will more than one academic preparedness reference point on the NAEP scales be reported?

Ms. Orr stated that the answer is yes to both questions but the research data indicate that there are certain limitations. For example, in terms of academic preparedness for job training, the research

program has yielded little or no information that can be used to propose reference points on the NAEP scales, although the content alignment study between NAEP and WorkKeys has been useful in examining the degree of overlap between NAEP and this widely recognized assessment related to the workplace. In addition, statistical linking studies using national samples were limited to the SAT and NAEP; while the state-based research results from the Florida study were confirming, more national-level studies are needed.

Ms. Orr highlighted the following recommendations for reporting:

- Mathematics—the Board recommends reporting two reference point scores in mathematics: 176 or likely to be successful in college, and 155 or likely to need remediation in college.
- Reading—the Board recommends reporting reference points 302 for likely to be successful in college and 208 as likely to need remediation.

Board members engaged in a discussion on the recommendations and expressed concerns about the staff recommendations. Members voiced concerns on the broad language used to describe the findings and questioned if the score levels recommended would be perceived as justification of the proficient level without additional supporting evidence. Members suggested releasing the research findings in a technical report, or as work in progress so that the public is not confused about the findings.

Despite the limitations associated with the results for the preparedness for job training research, some Board members stated that it would be appropriate to move forward with the release of the college readiness research. It was also noted that the limitations and challenges the Board is experiencing in the job training area is important information in itself, will be of interest to the field and should be reported. Cary Sneider remarked that the NAEP Technology and Engineering Literacy (TEL) assessment are closely related to work readiness, and suggested that the Board think of possible uses of TEL in the future related to preparedness.

Sister Mary Frances Taymans remarked that there is too much variation in what is reported as student readiness. She stated that the report is too broad for public use. The results provide information that assists policy makers in looking at the issues in different ways.

Terry Holliday remarked that many states have submitted waivers for No Child Left Behind (NCLB) and many of those waivers include measures of college/career readiness. Mr. Holliday expressed concern that the state measures will not be rigorous enough and suggested moving toward determining external validity of state measures.

Mr. Driscoll commented that the focus should be on whether or not a student is able to enter college with or without needing remediation. The Board can demystify what it means to be college ready by describing the content that students need to know and by defining proficient. He added that the achievement levels set by the Board years ago have been an accurate measure. Students who scored proficient on NAEP parallel the percentage of students who go on to college, which does lend support to the NAEP proficient level.

Ms. Orr summarized the Board discussions, which recommended displaying a range of reference points on the NAEP scale, but against assigning meaning to any single reference point or asserting that any single reference point represents “academic preparedness.” She noted that the complete study results will be presented both for technical audiences and for policy audiences. She added that the results will be valuable for the research community to better understand the implications for college preparedness and the challenges in estimating preparedness for job training programs. She also mentioned the potential for the research to be informative for the two Common Core assessment consortia and states as they work to set college and career readiness standards.

Mr. Driscoll concluded the discussion by noting that the language used in the technical and public reports needs to be clear and has to be reviewed and accepted by the Board before the reports are released.

Meeting Recess and Reconvened

The fourth session of the May 18, 2012 Board meeting recessed for a break at 3:41 p.m. and reconvened at 3:51 p.m.

Changing Demographics in the U.S. Student Population: Implications for NAEP

Steve Murdock, Professor of Sociology, Rice University; Linda Jacobsen, Vice President for Domestic Programs, Population Reference Bureau; and George Bohrnstedt, Chair, NAEP Validity Studies Panel and Senior Vice President (Emeritus), American Institutes for Research, participated on a panel to discuss changing demographics of the U.S. and implications for NAEP policy and reporting trends.

Mr. Murdock discussed current and future population changes by race and ethnicity, age group and geographical region. He stated that in 2010 the U.S. experienced the second lowest rate of population growth in its history at 9.7 percent. At the turn of the century, 62 percent of all people in the U.S. lived in the northeast and midwest and 38 percent lived in the south and west. By 2000, the numbers reversed with 60% of the population living in the south and west, and 40 percent were living in the northeast and midwest.

Mr. Murdock stated that there has been a dramatic growth in population in certain states, but the biggest change in population over the last several decades is related to racial and ethnic composition. In 2010, the non-Hispanic white population grew by 8.3 percent and the Hispanic population grew by 55 percent.

In the United States from 2000 to 2010, population growth has been increasingly dependent on minority groups. Forty percent of the population of 18 year olds and older are Hispanic. If it were not for the increase in the number of Hispanic births, the U.S. would have one of the largest declines in the number of children. Population growth is not only limited to border states such as California, Texas, and Florida—a pervasive pattern can be seen all across the U.S. The population of non-Hispanic whites is decreasing. A two to one growth and decline in the black

population has been noted in the same area, but in Dallas and Atlanta there has been a phenomenal growth in this population.

Mr. Murdock remarked that these demographic factors are important because they are tied to socioeconomic characteristics which impact academic achievement. As the population changes, socioeconomic factors must also change to have a positive impact on the American economy.

Mr. Murdock reported that from 1999 to 2009, poverty rates for Blacks and Hispanics were three times higher compared to the non-Hispanic white population. There have also been significant declines in income between 1999 and 2009 for all racial/ethnic groups except Asians. Thirty-nine percent of the Hispanic population did not complete high school, compared to 19 percent of blacks, and 10 percent of non-Hispanic whites.

U.S. Census Bureau projections indicate that in 2023, over 50 percent of all children in the U.S. will be minority, and in 2042 over 50 percent of all people will be minority. This diversification has been taking place for a long period of time. The future of the U.S. is tied to its minority populations and how well they do economically and educationally.

Linda Jacobsen remarked that changing socio-demographic characteristics of the U.S. are important because they greatly impact academic performance and educational outcomes. Ms. Jacobsen highlighted and discussed the implications of trends such as living arrangements, economic well-being, health insurance coverage, growth in immigrant families, and school enrollment.

Ms. Jacobsen reported that in the last four decades the family structure has undergone enormous change. There are delays and declines in the number of couples who marry and give birth, while the number of couples who cohabit and have children in non-marital situations has increased. All of these factors have had a large impact on children's living arrangements.

Ms. Jacobsen stated that the number of children raised in two-parent households has declined from 85 percent in 1970 to 69 percent in 2010. One quarter of U.S. children now live in households headed by a single female. The breakdown in the family structure can have lasting consequences such as low student achievement, behavioral issues, poor health, reduced earnings, and higher risks of dropping out of high school.

Between 1960 and 1990 poverty rates increased, then dropped sharply until early 2000. Poverty rates have risen rapidly since 2006, with 22 percent of all children living in poverty today. The poverty rates for Hispanic and black children are disproportionately higher than the rates for non-Hispanic whites.

Ms. Jacobsen stated that research shows that in the last 20 years, there has been an increase in the number of children living in immigrant families. In 2012, it is estimated that one-fourth of all children have immigrant parents. She stated that the majority of young children in the U.S. are not enrolled in pre-school, with enrollment rates noticeably lower among Hispanic and black children. Children who participate in early childhood learning increase their chances for school

readiness. Approximately 65 percent of three and four-year old Hispanic children are not enrolled in a pre-school program.

Ms. Jacobsen reviewed trends in educational outcomes, and more specifically, how socioeconomic characteristics are related to children's academic performance. For example, she stated that high school dropout rates have declined markedly since the 1970's; however, the percentage of black and Hispanic students who drop out is higher compared with non-Hispanic whites. The number of adults 25 years and older that have completed a bachelor's degree has increased among all racial and ethnic groups in the U.S., but the numbers are higher among non-Hispanic whites and Asian Americans. Ms. Jacobsen stated that these statistics are of great concern since the Hispanic population is the fastest growing population, and a post-secondary education is becoming increasingly more important in the U.S. as the nation transitions to a knowledge based economy.

Ms. Jacobsen discussed the impact of student's demographic and socioeconomic characteristics on academic performance. She highlighted results from analyses performed by the Annie E. Casey Foundation. In one analysis, NAEP 2009 reading data were used to compare 4th graders' scores by race/ethnicity and income. The findings show that 60 percent or fewer white and Asian and Pacific Islander students scored below proficient, and 80 percent or higher black, Hispanic and Native American students scored below proficient. She stated that a sizable performance gap, almost 15 percent, between the two groups emerged when comparing students by family income. She added that students who live in the suburbs and rural areas score higher than students who live in cities and towns.

Ms. Jacobsen stated that it is important for the country's demographic and socioeconomic trends to change or educators and policymakers will face an uphill battle in improving student achievement and educational attainment.

George Bohrnstedt discussed the effect of demographic changes on NAEP scores. He reported that over the past five years, two studies were performed as a part of the NAEP Validity Studies Panel to examine the impact of changes on NAEP trends based on racial/ethnic distributions. The studies were headed by Al Beaton and Jim Chromey. The first study examined long-term trend NAEP data for 13 year-olds. The second study examined main NAEP at grades 4 and 8.

The analysis was carried out using demographic standardization techniques. They began by defining a standard population composed of the sub-population based on race and ethnicity. The research question focused on what the average NAEP score in reading or math would look like if there were no change in the proportion of the sub-population over time. In the analysis of the Long Term Trend (LTT) NAEP, the standard population was defined as that for which NAEP first reported on Hispanic students – 1975 for reading and 1978 for math. The main NAEP trend began in 1990 for math and 1992 for reading. The long-term trend assessment is age-based, whereas, main NAEP is a grade based assessment.

Mr. Bohrnstedt stated that the scores on the long-term trend assessment indicate that scores for the total population have increased slightly from 1975 to 2008. He remarked that performance by various sub-populations show greater gains than for total populations (Simpson's Paradox).

White 13 year-old students improved 6 points, black 13 year-olds improved 21 points, and 13 year-old Hispanic students improved 9 points. He stated that gains for 13 year-olds in mathematics are more impressive than reading with an overall 18 point gain. Overall the subpopulation gained more than the total population except for white 13 year-olds, where gains were flat.

Mr. Bohrnstedt stated that the research team was better able to understand the contributions of performance versus demographic changes on the actual changes that occurred through another demographic technique called partitioning. The actual gains that occurred between the mid 1970's and 2008 were partitioned into three components: 1) an effect due to change in NAEP achievement, 2) an effect that is due to demographic changes; and 3) an effect comprised of both achievement and demographic changes.

Large shifts in the population have not resulted in increases in the demographically standardized results because the partitioning analyses show that the negative effects of population changes have been more than offset by performance gains as a result of all subpopulations having shown gains in performance.

The analysis for math shows that most of these effects were due to performance gains rather than to losses in performance because of population trends. Mr. Bohrnstedt remarked that in examining the effects of demographic changes on main NAEP trends, the decline in the percentage of black students was noted.

Mr. Bohrnstedt summarized the effects for grades 4 and 8 reading and math. He noted that slight gains would have been made if the scores were demographically standardized. He added that while substantial changes in the racial/ethnic distribution have been observed in both the long term and main NAEP trends, the effects of these changes on trends have been modest.

Board members engaged in a question and answer session on the panel briefing.

Meeting Recess

The May 18, 2012 session of the National Assessment Governing Board concluded at 5:00 p.m.

Meeting Reconvened

The Saturday, May 19, 2012 session reconvened at 8:36 a.m.

Briefing on NAEP 2011 Science Report at Grade 8

Arnold Goldstein, National Center of Education Statistics (NCES) provided a briefing on the NAEP 2011 Science Report at grade 8.

Mr. Goldstein reported that 122,000 students were assessed in science at grade 8. There are national results for public and private school students, along with results for students in all 50 states, the District of Columbia, and the Department of Defense schools. Mr. Goldstein noted

that this was a voluntary assessment, and that states were not required to participate. The 2011 assessment was a paper and pencil test. The 2009 assessment included interactive computer tasks and hands-on tasks which are going to be reported separately in June 2012.

Mr. Goldstein explained that NAEP science assessments are typically four years apart but the Board decided to schedule science two years after the 2009 NAEP assessment to coincide with the Trends in International Mathematics and Science Study (TIMSS) assessment in science so that NCES could link the results. The NAEP/TIMSS linking results will be available at the end of the year.

Mr. Goldstein stated that students are assessed in three content areas: 1) physical science; 2) life science; and 3) Earth and space sciences. There are also four science practices: 1) identifying science principles; 2) using science principles; 3) using scientific inquiry; and 4) using technological design.

Mr. Goldstein remarked that science performance increased from 2009 to 2011. In 2009, the average score was set at 150 as a benchmark for future assessments. There was broad-based improvement in science between the two years. Scores increased one or two points in all content areas.

Mr. Goldstein reported results on scale scores and achievement levels, by racial/ethnic groups, gender, income, and type of school.

Achievement Levels: Sixty-five percent of students performed at or above Basic. Thirty-two percent scored at or above proficient, and 2 percent of students scored at Advanced.

Racial/Ethnic Gaps: White students scored an average of 163 and Asian students an average of 161. The five remaining racial/ethnic groups scored lower. In 2011, a new group was added for reporting—multi-racial.

Score Gaps: The gap between White and Black students narrowed slightly from 36 to 35 points. The performance of both groups increased; Blacks slightly more than Whites which resulted in a closing of the gap. The gap in performance between White students and Hispanic students narrowed from 30 to 27 points. There was no significant change in the scores of Asian Pacific Islander or American Indian/Alaska native student over the two years.

Gender: Scores for male and female students increased, though males continue to score higher than females in all three science content areas. In 2011, males scored five points higher. The gap between males and females in Earth sciences was six points, two points in life sciences, and the largest gap was noted in physical science with an eight-point gap.

Income: Students are considered low income if they are eligible for the federal Free and Reduced-Price Lunch Program. The percentage of students who are eligible rose from 40 to 45 percent in 2011. Scores for both lower and higher income groups rose from 2009 to 2011. Students who are eligible for the Free or Reduced Price Lunch Program scored lower than students who were not eligible. There was no significant change in the gap over the years between the two income groups.

Type of School: Students who attend private schools continue to score higher than students who attend public schools. Public school students improved their performance and private school students scored about the same. The report included results for private school students as a whole and the sub-set of private school students who attend Catholic schools, which represents about half of private school students.

Mr. Goldstein provided an overview of state results. Sixteen states improved their scores, and no state experienced a decline in scores. He reviewed states whose average scores were above and below the average score for the nation as a whole for public students. States that scored the same as the national average were also highlighted.

Results from the background data indicated that students who participated in hands-on projects in class, performed better on the assessment. Students also performed better when they participate in science-related activities outside of school.

Mr. Goldstein reviewed sample questions from the three science content areas on the assessment. He noted that students tend not to perform as well on constructed response questions as compared to multiple choice questions.

Mr. Goldstein stated that the Nation's Report Card website has many web tools if members want to explore various kinds of information related to test questions on the assessments.

Board members engaged in a question and answer session on the report.

Board Member Discussion/Action

David Driscoll reported that Ad Hoc Committee member Doris Hicks provided the final recommendations of the Ad Hoc Committee on NAEP Parent Engagement at the Executive Committee meeting on Thursday, May 17, 2012. He said that Ms. Hicks proposed a resolution for presentation to and adoption by the full Board. The resolution provides an overview of the establishment of the Ad Hoc Committee, the Committee's mission, and the Committee's recommendations. The Committee's recommendations asked the Governing Board to:

- Specify national, state, and local parent leaders and parent organizations as the target audience
- Establish relationships with recognized parent and community-based organizations
- Develop presentations and materials targeted to parents for use by Governing board members and others
- Develop parent pages on the Governing board and NAEP websites
- Conduct a Parent Education Summit in late Summer/Early Fall 2012

The action section of the resolution provides that "...the National Assessment Governing Board hereby

1. adopts the recommendations of the Ad Hoc Committee on NAEP Parent Engagement presented on March 2, 2012;
2. approves the use of appropriate staff and financial resources to implement the recommendations; and
3. authorizes the assignment of oversight of these activities to Governing Board standing committees.”

Susan Pimentel moved for Board approval of the resolution of the Ad Hoc Committee on NAEP Parent Engagement. The motion was seconded by Shannon Garrison and passed unanimously.

NAEP and the Common Core State Standards and Assessments

Mr. Driscoll stated that the purpose of this discussion was to seek Board member input on how to move forward on working with the Common Core State Standards assessment consortia. Mr. Driscoll remarked that the Governing Board shares a good relationship with the two assessment consortia and others who are developing the Common Core State Standards in other subject areas. He invited Board members to offer their perspectives and to contribute ideas on activities and actions that the Board should engage in that would be helpful to the effort.

Board member Shannon Garrison suggested that when the initial results of the Common Core State Standards are released, the Board should follow up with a comparison with NAEP scores. She stated that this action will help NAEP maintain its reputation as the gold standard of reporting on student achievement.

Jim Popham said that there are going to be differences between the Common Core and NAEP, and that the Board should explore engaging in a rigorous scrutiny of the tests developed by the two consortia and the elements that are congruent with the Common Core State Standards.

Terry Holliday stated that it is important to work with all states that are participating in the Common Core State assessments, not just the two consortia. Mr. Holliday stated that his interest at the state level is to become more aligned with NAEP standards, but there is still much work to be done in communicating to parents and the media that Proficient is a more rigorous standard with an emphasis on college/career readiness.

Anitere Flores remarked that the Board should continue to communicate that NAEP is the gold standard for the nation. She added that the first round of assessment results from the consortia may not be attractive. It will be necessary to show results across the country, not just within the two consortia, and it will be important to help communicate what the results really mean. Ms. Flores stated that there may be increased pressure placed on the Board as the work of the consortia moves forward.

Mr. Driscoll asked Jack Buckley to expand on the overall plan to pilot and produce the assessments. Mr. Buckley responded that the Common Core State assessments are designed differently from the traditional assessments currently used in most states. The assessments will

be 100 percent computer administered. There are a host of innovative item types but there are differences between the two consortia about the extent to which the assessments will be adaptive.

Mr. Buckley stated that a survey is being conducted to inventory schools on the type of equipment they have to administer the computer-based Common Core assessments. In the long term, both assessment consortia are planning a full scale field test in 2013 and 2014, with a scheduled operational assessment in 2015.

Alan Friedman commented that a real serious issue for the Board is to make the case that the Common Core assessment and NAEP are complementary. He said it is not enough to say that we need NAEP to keep us honest, or to provide long-term trend. Mr. Friedman suggested a contest to develop a one-page statement which clearly articulates the role of NAEP in the era of common core state standards and assessments and offered a remote controlled helicopter as the prize.

Susan Pimentel suggested that the Board consider moving into more innovative items in reading and writing. She remarked that the Common Core State Assessments are designed to meet a psychometric challenge in terms of scoring both reading and writing together, which is something that the NAEP writing assessment does not do. Ms. Pimentel stated that this new construct is beginning to catch on around the nation and the Board should consider how NAEP can move into this area.

Lou Fabrizio commented that the Board should acknowledge that what the assessment consortia are attempting to do is a very complex endeavor. He stated that the process of setting the standards is critical. He cautioned against using the term “what the truth is” when reporting results because it will vary among the assessment consortia, the states, and NAEP. Mr. Fabrizio stressed the importance of the Board going slowly and staying flexible throughout the process. He stated that the key to everything is going to be the classroom instruction students receive.

Leticia Van de Putte stated that the Board needs to stay focused on producing a snapshot of student achievement across the nation so that states and parents know what students know and can do. She commented that the Common Core claims to identify essential skills and not a national curriculum, but she finds it confusing because they called for the development of instructional materials aligned to the standards.

Jack Buckley commented that he understands Ms. Van de Putte’s concerns. He commented that the Common Core State Standards Initiative is a bipartisan response led by the states to provide a consistent standard of what students should learn nationwide, and to improve performance internationally.

Andrés Alonso remarked that it is important to better understand what the states are going to do, and what the performance standards will mean. He commented that the road ahead for the Common Core will be challenging but the Board has the ability to generate information and communicate it in ways that will prove to be incredibly useful. He suggested that the Trial Urban District Assessment (TUDA) may not be necessary for the future. He added that this

process is still about the standards and part of the Board's responsibility is to keep its eye on that element.

Cary Sneider commented that the Board should be prepared to understand how NAEP does and does not support the Common Core State Standards. He suggested that the Board produce addendums or updates to the current frameworks and develop messages about what NAEP assesses. Mr. Sneider stated that one of the biggest advantages of the Common Core State Standards is that all stakeholders have the same targets, so there is an opportunity for the Board to support that effort by being explicit about what constitutes strong performance and what students are expected to do.

Terry Holliday commented that the Board should work to maintain its independence as the Nation's Report Card because he is concerned about the states' ability to afford the technology required to administer the new Common Core assessments. He stated that many states will continue to use NAEP for national and state comparisons.

Dale Nowlin remarked that he agrees with Mr. Sneider with regard to the frameworks. The Board should look at how NAEP aligns to the Common Core State Standards and Assessments and determine if additional connections can be made. He added that NAEP background questions are important and the Board should consider how to bring those to the Common Core.

Eileen Weiser stated that Michigan is adopting the Common Core State Standards because of the technology and improvement in school practices that will result. Ms. Weiser proposed that the background questions include asking students whether they are using technology in school. NAEP should have some measure of instructional changes rather than waiting years for a technology survey.

Mr. Driscoll thanked everyone for their participation in the discussion and noted the Board has more work to do in this area, but that it is off to a good start.

Meeting Recess and Reconvened

The May 19, 2012 session of the Governing Board meeting recessed at 10:17 a.m. and reconvened at 10:34 a.m.

Committee Reports and Board Actions

The Board heard reports from its standing committees and took action on recommendations made by the Committee on Standards, Design and Methodology and the Reporting and Dissemination Committee as noted below. The full text of the action items are provided in the full Committee reports appended to these minutes.

- Setting achievement levels for the NAEP 2011 Writing assessment in grades 8 and 12.

- Recommendations of the Ad Hoc Committee on NAEP Parent Engagement.
- Approval of the release plan for the NAEP 2011 Writing Report Card, which will be released during August 2012.
- Approval of the following cognitive and background questions.
 - Technology and Engineering Literacy (TEL) computer-based tasks in grade 8 for the 2014 assessment.
 - Core background questions for schools and the charter school supplement for the NAEP 2013 assessments.

The committee reports are appended to these minutes.

Meeting Adjourned

The May 19, 2012 session of the Board meeting adjourned at 11:05 a.m.



I certify the accuracy of these minutes.
David Driscoll, Chairman

7/24/2012
Date

National Assessment Governing Board

Executive Committee

Report of May 17, 2012

Attendees: David Driscoll, Chair, Mary Frances Taymans, Vice Chair, David Alukonis, Lou Fabrizio, Alan Friedman, Susan Pimentel, Eileen Weiser. Other Board Members: Andrés A. Alonso, Shannon Garrison, Doris R. Hicks, Jim Popham, Fielding Rolston. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Susan Loomis, Stephaan Harris, Munira Mwalimu, Tessa Regis, Angela Scott. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Brenda Wolff, Holly Spurlock. ETS: Jay Campbell, John Mazzeo, Greg Vafis, Andres Oranje. HumRRO: Laress Wise, Steve Sellman. Westat: Keith Rust, Dianne Walsh. Measured Progress: Luz Bay. AIR: Kim Gattis. Optimal Solutions Group: Mark Partridge, Erin Twamley. Fulcrum IT: Saira Brenner. Hager Sharp: Debra Silimeo, Lisa Jacques. Pearson: Brad Thayer. Vangent: Steve Gorman.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. He mentioned the Board members' visit earlier on May 17 to Fox Tech High School for Health and Law Professions. He expressed appreciation for the support of Governing Board member Leticia Van de Putte, the Board's San Antonio host who arranged the school visit, and for the inspiring work of the students and faculty at Fox Tech High School.

Nominations Process for Election of the Board Vice Chair

Chairman Driscoll said that the Secretary of Education appoints the Board Chair and the Governing Board elects its Vice Chair. The election of the Vice Chair occurs each August for the coming term—October 1 through the following September 30. David Alukonis has agreed to handle the process of identifying a nominee for Vice Chair and will be following up with Board members between the May and August 2012 meetings. Mr. Alukonis will present a candidate to the Executive Committee in August for nomination to and action by the full Board at the August 2012 meeting. Current Vice Chair Sr. Mary Frances Tayman is coming to the end of her second term on the Board on September 30, 2012 and, therefore, will not be eligible.

Planning for Governing Board 25th Anniversary

The Executive Committee had an initial discussion on planning for the Governing Board's 25th anniversary, which coincides with the December 2013 meeting. The 10th and 20th anniversary commemorations were opportunities to take stock of past work and consider the future of NAEP and the Governing Board. These involved commissioned papers and presentations. As an illustration, Executive Committee members were directed to the agenda for the 20th anniversary

at Attachment B of the Executive Committee tab. The 10th and 20th anniversary commemorations were planned, respectively, by committees composed of then-current and former Board members. The Executive Committee will propose a planning process for the 25th anniversary commemoration, probably at the August Board meeting.

2. Committee Issues and Challenges

Chair Driscoll invited the Chairs of the Board's standing committees to describe the issues and challenges their committees will be addressing at the May 2012 meeting.

Committee on Standards, Design and Methodology (COSDAM)

Lou Fabrizio, COSDAM Chair, said the Committee will address two main topics at the May 2012 meeting. The first topic, to be conducted in a joint session with the Reporting and Dissemination Committee, will be the reporting of the NAEP 12th grade preparedness research. The second topic is an action item for the full Governing Board at the May 2012 meeting—setting the achievement levels for the 2011 writing assessment.

Assessment Development Committee (ADC)

Alan Friedman, ADC Chair, said the Committee met in closed session on May 17, 2012 from noon to about 4:15 p.m. to begin the review of tasks for the 2014 Technology and Engineering Literacy (TEL) assessment at grade 8, which will continue in closed session on May 18. He said that the TEL tasks are elegant, engaging, and rigorous, and some have a touch of whimsy as well. In addition to continuing the review of TEL items on May 18, also in closed session will be a briefing on two special studies related to mathematics assessment: the Mathematics Computer-based Study (MCBS), designed to improve measurement accuracy, and the Knowledge and Skills Appropriate (KaSA) study, designed to improve the accuracy of measurement of low performing students. In open session, the Committee will discuss the report of the Expert Panel on Background Questions.

Reporting and Dissemination Committee (R & D)

Eileen Weiser, R & D Chair, noted the plan for a joint meeting with COSDAM to discuss plans for reporting the NAEP 12th grade preparedness research results. Two action items are planned: approval of the release plan for the NAEP 2011 Writing Report Card and of the 2013 NAEP core background questions for schools and the charter school supplement. In addition, the Committee will discuss the report of the Expert Panel on Background Questions; receive briefings on the release of the 2011 Science report and the projected schedule of NAEP reports; and discuss potential topics for focused NAEP reports.

Nominations Committee

David Alukonis, Chair of the Nominations Committee, said that the Secretary's office expressed appreciation for the high quality of the recommendations for the slates of candidates, approved by the Board in March 2012, for appointments to begin on October 1, 2012. Mr. Alukonis stated that the cycle for nominations for terms beginning October 1, 2013 is about to start. The five openings are in the following Board categories:

- General Public Representative (2)
- Elementary School Principal
- Testing and Measurement Specialist
- State Legislator (Democrat)

Mr. Alukonis noted that the terms of 4 of the 9 Nominations Committee members, including his, end on September 30, 2012. As a step to foster a smooth transition, he suggested that the Board Chair identify incoming Nominations Committee members in time for them to observe the August 2012 Nominations Committee meeting.

3. Updating Board Policy Statement: “Redesigning the National Assessment of Educational Progress”

Chairman Driscoll said that, with Common Core Standards and Assessments on the horizon, interest in international assessments, the Board’s initiative to make a difference—especially with outreach to parents—underway, and Title I reauthorization looming in the future, NAEP and the Governing Board are in the midst of a perfect storm, perhaps a positive perfect storm. It is an opportune time for reviewing the Board’s core policies, which were last updated in 1996. The Executive Committee members were directed to the policy document, found at Attachment C of the Executive Committee tab, entitled “Redesigning the National Assessment of Educational Progress.”

This document contains a number of foundational Board policies, including, among others, the goal for 6-month reporting of NAEP results, identifying the general public as the audience for NAEP reports, and establishing a predictable, long-range, schedule for NAEP assessments to aid state planning for participation and planning for NAEP contracts and operations. These policies have served NAEP well, but were adopted before the era of No Child Left Behind, the linking of NAEP to international tests, the preparedness initiative, and common core standards. The Executive Committee began a discussion on a structure and process for proceeding and will provide an update at the August Board meeting.

4. Committee Discussion: NAEP and Common Core State Standards and Assessments

Executive Director Cornelia Orr provided background for the Committee discussion on NAEP and Common Core State Standards and Assessments, which was to be a prelude to the full Governing Board discussion on May 19. Ms. Orr said the National Assessment of Educational Progress has been instrumental in the development of the state-led Common Core State Standards Initiative. For example, the reports by the National Center for Education Statistics mapping state standards to the NAEP scale and in relation to achievement levels have demonstrated empirically the variability in state performance standards developed for state tests under the No Child Left Behind Act. The Council of Chief State School Officers and the National Governors Association carefully considered this information from NAEP in deciding to begin the Common Core State Standards Initiative. In addition, NAEP reading, writing and mathematics assessment frameworks were used in developing the Common Core State

Standards. As the Standards were being developed and as the two assessment consortia have proceeded with their work, there has been continuing communication with the Governing Board. Still, the question continues to be asked—What is the role of NAEP in an era of Common Core State Standards and Assessments?

Among the ideas expressed by Committee members were:

- NAEP will be a constant as the two assessment consortia and the non-participating states move forward.
- NAEP is complementary to the Common Core, for example, providing trends and covering subjects not covered by the Common Core State Standards and Assessments.
- NAEP is viewed as useful by the assessment consortia in setting their performance levels.
- The Governing Board should consider performing an alignment study between NAEP and the Common Core Assessments when they are prepared.

ACTION ITEM

5. Ad Hoc Committee Report on NAEP Parent Engagement

Chairman Driscoll recognized Board member Doris Hicks to present a resolution (attached) for Board adoption of the recommendations in the report of the Ad Hoc Committee on NAEP Parent Engagement. The Ad Hoc Committee report was presented at the March 2012 Board meeting. Ms. Hicks reviewed the content of the resolution. She then moved Executive Committee approval of her presenting the resolution for action by the full Board at the May 19, 2012 plenary session. The motion to present the resolution to the full Board was seconded and passed unanimously.

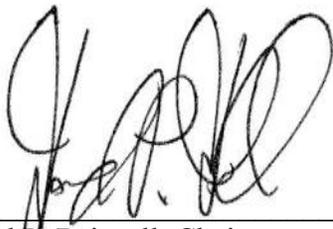
CLOSED SESSION

6. Personnel Matter

The Executive Committee met in closed session from 5:30 p.m. to 6:00 p.m. to discuss Governing Board staff performance evaluations.

This portion of the meeting was conducted in closed session because public discussion of this information would disclose information of a personal nature where disclosure would constitute an unwarranted invasion of personal privacy. As such, the discussions are protected by exemptions 2 and 6 of section 552b(c) of Title 5 of the United States Code.

I certify the accuracy of these minutes.



David P. Driscoll, Chair

May 22, 2012

Date

DRAFT RESOLUTION

Report of the Ad Hoc Committee on NAEP Parent Engagement

Whereas, the National Assessment Governing Board is implementing an initiative to make a difference in fostering the improvement of student achievement in the United States and of closing achievement gaps by race, ethnicity, and income levels using NAEP data and resources; and

Whereas, the National Assessment Governing Board established the Ad Hoc Committee on NAEP Parent Engagement in March 2011 to

“present recommendations...the Governing Board and representatives of the NAEP program can take directly, and/or support the efforts of others to increase parent awareness about the urgency to improve the levels of student achievement in the U.S. and the urgency to reduce the size of achievement gaps by race, ethnicity, and income levels, using NAEP data and resources”; and

Whereas, the Ad Hoc Committee on NAEP Parent Engagement presented its recommendations to the National Assessment Governing Board on March 2, 2012; and

Whereas, the Ad Hoc Committee on NAEP Parent Engagement recommended that the National Assessment Governing Board

- Specify National, State, and Local Parent Leaders and Parent Organizations as the Target Audience
- Establish Relationships with Recognized Parent and Community-based Organizations
- Develop Presentations and Materials Targeted to Parents for Use by Governing Board Members and Others
- Develop Parent Pages on the Governing Board and NAEP Websites
- Conduct a Parent Education Summit in Late Summer/Early Fall 2012; and

Whereas, adoption of the Ad Hoc Committee recommendations will be valuable, feasible, and consistent with the Governing Board’s authority to “develop guidelines for reporting and disseminating results” and “...improve the form, content, use, and reporting of [NAEP} results...”; and

Whereas, implementation of the Ad Hoc Committee recommendations will require staff and financial resources and oversight by one or more standing committees of the National Assessment Governing Board;

Therefore, the National Assessment Governing Board hereby

1. adopts the recommendations of the Ad Hoc Committee on NAEP Parent Engagement presented on March 2, 2012;
2. approves the use of appropriate staff and financial resources to implement the recommendations; and
3. authorizes the assignment of oversight of these activities to Governing Board standing committees.

National Assessment Governing Board

Assessment Development Committee

Report of May 17 - 18, 2012

May 17, 2012 Closed Session Noon – 4:00 p.m.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on May 17, 2012 from Noon to 4:00 p.m..

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; AIR – Kim Gattis; ETS – Greg Vafis, Lonnie Smith; HumRRO – Steve Sellman; Optimal Solutions – Mark Patridge, Erin Twamley; Fulcrum – Saira Brenner.

Review of Secure NAEP TEL Tasks and Items

The Assessment Development Committee (ADC) met in closed session to review 21 computer-based tasks and items for the NAEP Technology and Engineering Literacy (TEL) pilot test in 2013. The pilot test will be conducted in grade 8 in preparation for the 2014 national TEL assessment in that same grade.

Overall ADC members were extremely pleased with the TEL tasks and task-based items. The Committee spoke of the tasks as: “amazing,” “very engaging,” and “exceeding expectations.” Members noted that the TEL Framework is very challenging and that National Center for Education Statistics (NCES) staff and NAEP contractors have done outstanding work to develop tasks that measure TEL content and practices. Many ADC members stated that they learned a great deal about technology and engineering from reviewing the tasks.

These engaging TEL tasks represent important advances in assessment, including development of dynamic computer-based scenarios and the ability to measure 21st Century Skills such as collaboration. Members also commented that the TEL tasks will be of great interest to the Common Core State assessment consortia in their development work related to computer-based assessments. Released TEL tasks and the assessment results will also be informative to subject area experts in science, engineering, and technology since the TEL content is highly related to the Next Generation Science Standards.

May 18, 2012

Closed Session

10:00 – 10:30 a.m.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on May 18, 2012 from 10:00 a.m. to Noon.

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Suzanne Triplett, Holly Spurlock; AIR – Kim Gattis, Fran Stancavage; ETS – Jay Campbell, Greg Vafis, Lonnie Smith, Hilary Persky, Gloria Dion; Optimal Solutions Erin Twamley; Fulcrum – Saira Brenner; Pearson – Brad Thayer

Continued Review of Secure NAEP TEL Tasks and Items

The Assessment Development Committee completed its discussion of the secure TEL materials. There were a number of comments to improve the TEL computer-based tasks and items. Committee members discussed ease of navigation, consistency in directions, and other task-specific changes. The Committee's comments will be communicated in writing to NCES for revisions to the tasks and items. The ADC will take action on the computer-based TEL tasks and items at their August 2012 meeting, prior to the 2013 TEL pilot test.

ADC members also provided feedback on the computer-based item review process for TEL, citing specific issues with certain TEL tasks. Some of the difficulties mentioned by ADC members related to reviewing the tasks on their various computers with different operating systems. NCES and NAEP contractors will work on these issues prior to the ADC TEL review at the August 2012 Board meeting. It was noted that NAEP will be bringing laptops into the sampled schools for the 2013 TEL pilot and 2014 operational assessment. Students will have common hardware and software to use for the assessment, which greatly facilitates the NAEP administration as was demonstrated in the 2011 NAEP computer-based writing assessment.

Briefing on the NAEP Mathematics Computer-Based Study (MCBS)

Gloria Dion of ETS provided a detailed briefing on the NAEP Mathematics Computer-Based Study or MCBS. The purpose of this study, conducted in 2012 at the eighth grade, was to investigate the feasibility of a two-stage computer adaptive test. Specifically the study was intended to increase the measurement precision at both the upper and lower portions of the achievement scale. Ms. Dion noted that the study was not designed to test out new math item types. Existing items from the NAEP Mathematics assessment were used, and the MCBS items represented a subset of the entire NAEP math item pool. Because of the study design, need for automated scoring, and computer-based administration Ms. Dion explained that some existing NAEP items were not able to be used for the special study. However, the distribution of MCBS items across the five

content areas was aligned with the percentages specified in the NAEP Mathematics Framework.

Ms. Dion explained both phases of the two-stage adaptive study design and provided a graphic depiction of the stage one routing items, which then determined the second stage set of items: easy, medium or hard depending on a student's performance on the initial routing set. Following the study description, Ms. Dion presented numerous charts and graphs showing performance on the items overall and by demographic subgroup. ADC members commented on the MCBS data showing increased measurement precision, particularly for students who tend to score at the lower end of the achievement scale. Members also were interested in how computer-adaptive testing may become part of the operational NAEP assessment in the near future.

Due to time constraints, the ADC decided to defer the Knowledge and Skills Appropriate Study (KaSA) presentation to their August 2012 meeting.

May 18, 2012

Open Session

Noon – 12:30 p.m.

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; AIR – Kim Gattis, Fran Stancavage; ETS – Jay Campbell, Greg Vafis, Gloria Dion; Pearson – Brad Thayer

Discussion of Expert Panel Report on NAEP Background Variables

In open session the ADC discussed the extensive feedback received on the recent report of the Expert Panel on NAEP Background Variables. The Board had convened this panel and commissioned a report to examine ways to increase the use of NAEP background variables and to recommend changes in the background variables that are collected from students, teachers, and schools.

The expert panel presented its report to the Governing Board at their March 2012 meeting. Since that time, the report has been posted on the NAGB website for feedback. Additional outreach was initiated via online webinars and contacts with policymakers and testing experts to provide feedback on the major recommendations made by the expert panel.

ADC members commented on the large quantity and diverse nature of the feedback received on the report. A number of individuals expressed very strong views on the recommendations including which variables to collect, the amount of time for collecting student background variables, and other factors. The ADC consensus was to hold a teleconference meeting of the Committee prior to the August 2012 Board meeting to discuss the following issues:

1. How the Board Committees review the background variables
2. The time devoted to background variable collection, including the possibility of spiraling background questions among students to reduce the time required
3. Whether the Board should develop an expanded background variables framework
4. The types of studies conducted by the Board, NCES, or others using NAEP background variables.

ADC members will review the feedback again prior to the mid-summer teleconference, and also suggested a joint meeting of the ADC and the Reporting and Dissemination Committee at the August 2012 Board meeting.

I certify the accuracy of these minutes.



Alan Friedman, Chair

06/08/2012

Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

May 18, 2012

Joint Session of the Committee on Standards, Design and Methodology (COSDAM) and the Reporting and Dissemination Committee R&D)

COSDAM Attendees: Lou Fabrizio (Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Leticia Van de Putte, and Fielding Rolston.

R&D Attendees: Eileen Weiser (Chair), Tom Luna (Vice Chair), Andrés Alonso, David Alukonis, Anitere Flores, Sonny Perdue, and Mary Frances Taymans.

Governing Board Staff: Cornelia Orr, Susan Loomis, Larry Feinberg, Stephaan Harris, Ray Fields, and Michelle Blair.

Other Attendees: NCES: Brenda Wolff. AIR: Cadelle Hemphill. ETS: John Mazzeo. Andreas Oranje and Donnell Butler. HumRRO: Steve Sellman and Laress Wise. Hager Sharp: Debra Silimeo and Lisa Jacques. MetaMetrics: Heather Koons. Optimal Solutions: Mark Partridge. Reingold: Amy Buckley and Valerie Marrapodi. San Antonio Express-News: Theresa Clift. Westat: Keith Rust and Dianne Walsh. Widmeyer: Jason Smith. West Virginia Department of Education (Policy Task Force Representative) Liza Cordiero.

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:10 a.m. and welcomed members and guests. Mr. Fabrizio stated that the joint committee session was for the purpose of discussing staff recommendations for reporting results of preparedness research studies that had been underway for over three years. While COSDAM has had updates at each meeting, the R&D Committee members have not had the opportunity for this level of detailed information. There will be a full briefing to the Board later in the day. Eileen Weiser, Chair of the Reporting and Dissemination Committee, had no additional remarks to add before the presentation of the report by Cornelia Orr, Executive Director of the Governing Board.

Ms. Orr noted that the briefing had been made available to members a few days in advance of the meeting. She had a Power Point presentation to show the key points, starting with questions that staff had identified as important questions about the research findings. Staff answers to the questions and the rationale, based on evidence from research findings, were presented for four sets of questions:

1. Can NAEP be used to inform the national discussion about the academic preparedness of U.S. students?
2. Will more than one preparedness reference point on each of the NAEP scales (reading and mathematics) be established?
3. What process was used to determine the recommended reference points and which findings to report?

4. What statements can be made about preparedness for job training?

Ms. Orr noted the following:

- Much more is known about preparedness for college course work than about preparedness for job training.
- The information about college preparedness is very general, referring to “typical” institutions and not to institutions that are differentiated according to admissions criteria.
- A reference point for the “just prepared” or “minimal academic preparedness” level has not yet been identified, but staff feel that the reference points recommended for “likely to succeed in the college freshman year” and “likely to need remediation” are supported.
 - The Board adopted a working definition of prepared to be the minimal level of academic preparedness required for placement in a credit-bearing college course of the sort that fulfills a general education requirement” or the “minimal level of academic preparedness required for entry in a job training program requiring at least three months of training but less than a bachelor’s degree. (Other criteria were used to identify the specific occupations for research with the training programs.)
- Charts showing reference points were presented and information regarding each point was provided to explain any caveats regarding the data to be reported.

The recommendation is to report two reference points: (1) likely to be successful in freshman year in college and (2) likely to need remediation. These reference points are largely based on the statistical linking studies for NAEP with the SAT. The staff recommendation was to use the Proficient cut score for each subject as the reference point for preparedness for “college success.” The Proficient cut score for mathematics grade 12 NAEP is associated with an 80% probability of scoring 500 on the mathematics SAT assessment, and the College Board has established 500 as the benchmark score having a .67 probability of earning a B- freshman year grade point average. For reading, for which there is a lower correlation between the NAEP and SAT, the probability of scoring 500 on the critical reading SAT assessment is .5 at the NAEP Proficient cut score.

Jim Popham asked about the implications of these recommendations for individuals—do they provide any indication for how to help students be prepared? He wondered what impact these data will have and suggested that the data would have a very short “shelf life” because interest in these results would be short lived. Ms. Orr noted that there is great interest in the question of what is prepared, and this research provides an answer. There will be other answers, and this will contribute to the national conversation in a positive way. For example, this information will be helpful to states that are setting cut scores for high school students to indicate academic preparedness for post-secondary activities.

Mr. Fabrizio noted that only 11 states participated in the grade 12 assessments, and only those states will have data regarding the preparedness of students, although the Proficient cut score for the nation is the grade 12 indicator of preparedness. For the 11 pilot states in 2009, these data will be very important.

Terry Holliday said that state policy issues are critical in Kentucky, but Kentucky does not assess at grade 12. Preparedness for college and the opportunity to attend are important issues in the

country, particularly for teachers and parents. He said that states that were not included in the grade 12 assessment will still make comparisons of their own data on student performance on the ACT and SAT to NAEP. Comparisons are the key for states and these data will be very important as states move to the Common Core State Standards (CCSS). States currently have a large discrepancy between their own “proficient” level and the NAEP Proficient level. The CCSS levels will be much closer to NAEP.

John Easton noted that the controversy about NAEP achievement levels still simmers, although the NAEP achievement levels are designed, implemented, and reviewed fully and carefully. He wondered if the preparedness reference points were developed with the same scrutiny. Given concerns for the integrity of data reported, he recommended that the findings be subjected to external review before release.

Susan Loomis responded that the Technical Advisors had monitored the developments throughout the research process. She then named the technical advisors (Reckase, Campbell, Cohen, Bazemore, and Kolen), and identified the technical expertise of each in relation to this NAEP research for preparedness reporting. Each contract had technical guidance by COSDAM, the Contracting Officer’s Representative (COR), and a principal investigator for the contractor; and the judgmental standard setting studies were under the technical guidance of a technical advisory committee with considerable expertise in standard setting, including service on the NAEP Technical Advisory Committee for Standard Setting (Haertel, Forsyth and Hambleton). Finally, experts in standard setting were brought in to observe the judgmental standard setting studies and provide additional technical guidance. The plan has been to vet the statements about preparedness and the evidence in support of those statements widely prior to reporting them. The technical community will be enlisted for this review, as well as a much wider audience of stakeholders.

Ms. Orr reported that the goal is not to set cut scores. Rather, the goal is to report research on academic preparedness. The percentage of higher education institutions that use the SAT for placement is too low for much assurance regarding the “needs remediation” cut score. But, the data from the national survey are very closely replicated by the data from Florida regarding the average NAEP score of students who were placed in remedial courses. The recommendations for discussion are about reporting findings—not about setting a preparedness cut score and not about policy on preparedness, per se.

Leticia van de Putte noted that it is extremely important for students to leave high school prepared for post-secondary activities. She stated that the data currently available on what students need to be prepared are irrefutable. The NAEP findings seem consistent with that information. The amount of training needed is huge; resources for K-12 and higher education have been reduced drastically. It is important for the Governing Board to emphasize that these are *findings* for preparedness and not a sort of “stamp of approval” from the Board regarding a specific score on NAEP that signals preparedness. More research is needed, but these data provide further confirmation of the need for more students to be better prepared. The results for NAEP look pretty similar to the picture for Texas. It is important that the reporting be worded carefully.

Mary Frances Taymans agreed that the language in the public release will be important, especially for the higher education community. We need to make sure that our language for reporting these data based on SAT score linkages can appropriately resonate with the higher education community given that a sizable portion of that community does not use the SAT or ACT to inform their admissions or placement decisions. The decisions for admission and for course placement in most institutions are based on more than a test score.

Andrés Alonso noted that the correlations for NAEP scores with SAT scores are different for reading and math, with a lower correlation for reading. That cannot be changed; it is what it is. But, using one probability for reading and one for mathematics seems to be aimed at using the Proficient cut score as the indicator for preparedness. It “feels” odd to do that—as if we are trying to find support for the Proficient cut score. Why look at 50% and 80% probabilities? What happens if we look at 65% or 75%--or any other way we might slice the data? What are the implications of changing the percentages on the results we have to report?

Mr. Fabrizio reminded the members that the overarching goal of this preparedness research work is to determine if 12th grade NAEP can be used for reporting preparedness of students for post-secondary activities in college or the workplace. The finding is that we can say something about preparedness, but that does not represent an endorsement of the Proficient cut score or any other score point on the NAEP scale.

David Alukonis stated that he was very concerned about the lack of data to report on career preparedness. This seems to indicate that career preparedness is a “dead end” issue for now. He wanted to know about next steps that would add information for reporting on career preparedness.

Ms. Weiser agreed with the concerns expressed by Mr. Alukonis regarding the lack of data for reporting on career preparedness, but she asked that Ms. Orr complete her presentation by moving to findings for reading next.

Ms. Orr reiterated that a 50% probability of scoring 500 on the SAT was chosen for representing “college success” as a point on the NAEP scale for reading. She explained that the decision was to be more conservative with reporting for reading, due to the lower correlation between SAT and NAEP reading scores. Staff recommended the 50% probability to reduce the likelihood of an under estimate of students prepared for college success and a corresponding over estimate of the need for remediation. The greater uncertainty in the relationship between NAEP and SAT leads to a greater difference in the scale scores for 50% and 80% probabilities.

Mr Popham address his next question to Ms. Weiser. He noted that Ms. Orr had referred to these as “staff recommendations,” but he needed clarification regarding the purpose of the recommendations. It seemed a “funny game” to make recommendations to the Board about reference points while stating that the Board is not being asked to set standards.

Ms. Orr responded that COSDAM had asked staff to provide recommendations for preparedness research reporting. Staff had asked for COSDAM advice regarding the statements to make and their judgment regarding the extent to which findings provide compelling evidence in support of the statements. In response, COSDAM had asked staff to provide recommendations for their

review. This presentation of recommendations was developed in direct response to that request by COSDAM.

Mr. Alonso reiterated his concerns that using different probabilities to reference college preparedness for math and reading is problematic. It seems to elicit doubt and suspicion regarding the role of the Proficient cut score in reporting preparedness.

Ms. Orr agreed that this may seem that we are trying to support the Proficient cut score. She added that the Technical Advisors saw no problem with using different probabilities for reporting preparedness in math and reading.

Mr. Fabrizio reminded the group that the big question was “What can we say about preparedness?” and this report is presenting what we can say. We know full well that there is a need to do more research and to be able to say more about preparedness. He stated that he felt neither worried nor surprised to find that the level of preparedness for reading and math were different.

Ms. Orr then asked the members if there were any points that they would consider to be “show stoppers”—issues that would mean we should not report findings for the 2009 NAEP.

Mr. Fabrizio noted that while not a “show stopper,” he was concerned about the plan to release the technical report a month later than the public report. He recommended that the two reports be released at the same time to provide the technical information that would be needed for the level of scrutiny that would ensue regarding the findings. It would be prudent to have the technical report available at the same time as the public report. (There was general agreement with this point.)

Jack Buckley urged the committees to think about two points. First, the Governing Board really needs to share the findings from the research on preparedness for job training programs. The difficulty of producing conclusive information on the job training preparedness is an important finding that needs to be shared with the research community. In addition, he recommended that more attention be given to describing and explaining the “indeterminate” region on the scale between “likely to need remediation” and “likely to succeed in college.” People will think of these reference points as cut scores. The indeterminate zone is the zone of minimal academic preparedness that the Board aims to identify, and more needs to be said about that portion of the NAEP scale. There is implied approbation on the part of the Board regarding these findings. The Board guards zealously against error in NAEP achievement levels setting. So, the Board must make it very clear that the technical and public reports are being accepted by the Board but that the findings reported as reference points do not represent cut scores in the same sense as achievement levels cut scores.

Ms. Weiser noted that she is very interested in knowing more about the “soft skills” that NAEP cannot measure. And, she would like to know more about the actual role of algebra II as a pre-requisite for career preparedness. There is current controversy in the state of Michigan regarding this requirement for students in high school.

Mr. Alonso summarized his concerns by contrasting reporting *judgments* versus reporting *correlations*. If we are reporting judgments, then he feels that the Governing Board needs much

more deliberation on the issues. If we are reporting correlations only, then there is much less for the Board to discuss. It seems to him that the Board is reporting a judgment because of the recommendation to use different probabilities for reading and mathematics. This concerns him. It does not seem reasonable to report that more 12th graders are prepared for success in college based on their reading score than based on their math score.

Mr. Holliday affirmed the importance of soft skills to employers. He noted that Kentucky uses WorkKeys and industry certification data for career preparedness indicators. But, there are still no good measures of soft skills. He also noted that when he talked about the NAEP results to the other Chief State School Officers, not many seemed interested in having another measure of academic preparedness.

Anitere Flores stated that she did not know if we needed a new measure, but she did find it reassuring to note that the Florida data were consistent with the national data. The NAEP preparedness findings seemed to match reality and she thought it was positive to find such alignment of results.

Mr. Alukonis stated that he would send a report to Ms. Orr to be distributed to all members. The report is from the Federal Reserve Bank of Boston and it is relevant to the issues discussed today.

Mr. Fabrizio noted that the joint session had already lasted longer than scheduled, and he suggested that the joint session be adjourned so that the two committees could resume deliberations separately.

The joint meeting of COSDAM and the R&D Committee ended at 11:10 AM.

COSDAM Session

COSDAM Attendees: Lou Fabrizio (Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Leticia Van de Putte, and Fielding Rolston.

Governing Board Staff: Cornelia Orr, Susan Loomis, and Ray Fields

Other Attendees: ETS: Andreas Oranje. HumRRO: Laress Wise. Measured Progress: Luz Bay. Senator Van de Puttee's Office: Amber Hausenfluck. Westat: Keith Rust.

Trial Urban District Assessment Policy: Ray Fields had prepared a document with suggested changes to the Trial Urban District Assessment (TUDA) policy for clarification of the eligibility criteria and procedures for applying for participation in the program. The recommendations were generally to add more detail to the procedures for districts to apply for participation to represent more accurately the actual procedures being followed. The modification to eligibility requirements adds two districts to the eligible list. Mr. Fields noted that these changes would not impact the assessments at all. And, he noted that the impact of adding districts, should the eligibility for participation be modified, would not impact actual participation until the 2015 NAEP assessment cycle.

John Eason thanked Mr. Fields for bringing this issue to the attention of the Governing Board. He asked about the provision for perpetual inclusion of districts, once they are eligible and opt to

participate in TUDA. What happens if the district enrollments drop to levels that do not support assessments in three subjects? Why is that an important criterion?

Mr. Fields noted that it is more cost efficient to be able to assess students in the three subjects that are administered in a single assessment cycle. Cornelia Orr explained that the booklets are packaged to be distributed to students in a classroom setting such that the three assessments are “spiraled” across students in the class. Having to package assessments differently and administer them differently requires more resources and more costs.

Susan Loomis noted that there was concern for maintaining flexibility when the policies were first developed by COSDAM. The committee wanted to assure that there be flexibility to avoid “expelling” districts due to short-term fluctuations in student enrollments or demographic composition. If the changes are long term, however, then perhaps some other action would be needed.

Mr. Fields noted that if long-term changes were the case, NCES would probably address the issue directly with the district. He also stated that the policy could be modified further to provide some specific rules regarding this potential. Leticia van de Putte stated that the eligibility requirements are quite clear and seem to cover the issue well. She recommended against further specificity regarding potential changes that would lead to ineligibility. Jim Popham agreed with that recommendation.

There was no need for action on the TUDA policy at this meeting. The proposed changes will be brought back to COSDAM and the Governing Board again at the August 2012 meeting for further consideration and action.

Future Topics for COSDAM

Mr. Fabrizio then asked COSDAM for recommendations regarding issues or topics that they would like to have presented for discussion at future meetings.

Mr. Popham again recommended that sensitivity to instruction on the part of the NAEP be an issue for COSDAM discussion.

Ms. van de Putte stated that she hoped the presentation to the Board (later in the day) on demographics and education would be of interest to everyone, and that related issues might be discussed by COSDAM in the future.

CLOSED SESSION 11:25 a.m. – 12:25 p.m.

COSDAM Attendees: Lou Fabrizio (Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Leticia Van de Putte, and Fielding Rolston.

Governing Board Staff: Susan Loomis

Other Attendees: AIR: George Bohrnstedt. ETS: Andreas Oranje. HumRRO: Laress Wise. Measured Progress: Luz Bay. Westat: Keith Rust.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Committee on Standards, Design and Methodology met in closed session on May 18, 2012 from

11:25 a.m. to 12:25 p.m. in order to review and discuss reports including secure data and results of research conducted to expand the measurement precision of NAEP and research conducted to set achievement levels cut scores for the National Assessment of Educational Progress in writing.

Studies to Expand NAEP Measurement Precision

Andreas Oranje of ETS provided a presentation on two research programs to expand NAEP measurement precision. First, he reported on the Mathematics Computer Based Study (MCBS) which is a multi-stage computer adaptive assessment of grade 8 mathematics. Next he reported on the Knowledge and Skills Appropriate (KASA) study that was developed to address the precision of measurement—especially at the lower ranges of the scale.

The MCBS used an experimental design. The results of the MCBS showed that there was no bias introduced in average scores and that measurement precision was generally increased from a minimum of 10% to over 30% at the individual level. Measurement error is generally lower with adaptive tests, especially at the higher and lower ends of the distribution tails. The adaptive test results in an overall better measure.

Mr. Oranje noted that the items used in this study were taken directly from current NAEP items and not designed for an adaptive test. The results of the study would likely have been even more positive had the items been developed specifically for the purpose.

Jim Popham asked about the number of items in the two stages and how that was determined. He asked for clarification on how the adaptive blocks were made to be representative of the framework. John Easton noted that this issue related not only to the content areas but to the representation of constructed response and multiple choice items.

Mr. Oranje responded that the content was proportionally represented across the blocks administered to individual students. However, in order to have immediate scoring of responses to the router blocks, it was necessary to have only multiple choice items included in that first stage of the adaptive testing. In the future, it will be necessary to use artificial intelligence scoring engines so that constructed response items can be included in the first stage/router blocks.

Leticia van de Putte noted that Texas had brought in gaming experts to advise the state on development of adaptive tests. The experts provided valuable information about the minimal number of items, time, and so forth that would be needed for reliable measures. Mr. Oranje confirmed that gaming expertise is an important part of the design of adaptive tests.

The multi-stage routing seemed to work well. Future research will need to focus on analysis of the student data to gather more information about engagement and performance in the adaptive setting. And, future research will focus on statistical targets, especially those related to performance at the lower end of the NAEP scale.

This discussion provided a perfect segue to the next research report on the KASA study, which was specifically designed to provide reliable measures of lower performance. For the KASA study, the distribution of item complexity was modified. The operational mathematics NAEP includes 25% high complexity, 50% medium complexity, and 25% low complexity items. For

KASA, there were no high complexity items, 30% medium complexity, and 70% low complexity.

Overall, the study results seemed positive. The KASA items yielded higher average performance and lower non-response rates for students; the data fit the scaling mode; and measurement precision was improved for students in the Puerto Rico sample.

Mr. Orange cautioned, however, that the results using KASA items need to be evaluated over time. Replication of the study in 2013 is recommended so that evaluation of data in comparison to 2011 results can be completed before 2011 results are reported.

The Committee was very impressed with the research and asked Mr. Oranje to provide more information about these research studies at a future meeting.

Achievement Levels for 2011 Writing NAEP at Grades 8 and 12

The Committee has been briefed at each meeting since the writing achievement levels setting contract was awarded to Measured Progress in September 2010. Luz Bay had provided a complete review of the results of studies at the March 2012 meeting, and she provided a brief review of the process and results to the Committee at this May 18, 2012 session. Committee members had an opportunity to ask questions in preparation for their action on the achievement levels for writing.

The closed session adjourned at 12:25 PM.

OPEN SESSION 12:25 – 12:30 PM

ACTION

The COSDAM meeting was opened at 12:25 p.m. at which time Mr. Fabrizio asked for a motion to approve the achievement levels cut scores, descriptions of each level, and exemplar performances for reporting the 2011 writing NAEP for grades 8 and 12.

Rolston Fielding moved, and Leticia van de Putte seconded, the following motion:

The Committee on Standards, Design, and Methodology approves the achievement levels descriptions, cut scores and exemplar performance at each level for reporting the results of the writing NAEP for grades 8 and 12 starting with the Nation's Report Card for 2011.

The Committee unanimously approved the motion, and will recommend approval to the full Board on Saturday, May 19, 2012.

The May 2012 meeting of COSDAM was adjourned at 12:30 PM.

I certify the accuracy of this report.

Louis M. Fabrizio

6/11/2012

Lou Fabrizio, Chair

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of May 18, 2012

Attendees: Committee Members – Chair Eileen Weiser, Andres Alonso, David Alukonis, Anitere Flores, Tom Luna, Sonny Perdue, and Mary Frances Taymans;; Governing Board Staff – Executive Director Cornelia Orr, Larry Feinberg, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Arnold Goldstein, Holly Spurlock, and Brenda Wolff; CCSSO-NAGB Task Force – Lisa Cordeiro (WV); ETS – Donnell Butler and John Mazzeo; Reingold – Amy Buckley and Valerie Marrapoeli; HagerSharp – Lisa Jacques and Debra Silimeo; HUMRRO – Steve Sellman; AIR – Cadelle Hemphill; Westat – Dianne Walsh; Optimal Solutions – Mark Partridge; Widmeyer Communications – Jason Smith; Vangent – Steve Gorman; MetaMetrics – Heather Koons

1. Reporting on 12th Grade Preparedness

The Reporting and Dissemination Committee met jointly with the Committee on Standards, Design, and Methodology (COSDAM) to discuss staff recommendations for reference points on the NAEP scale for reporting the college and job training preparedness of 12th graders. A summary of the joint meeting is included in the COSDAM report.

2. Review of Recent NAEP Release: Science 2011

Stephaan Harris, of the Governing Board staff, summarized the May 10 webinar release NAEP 2011 Science Report Card. Panelists were Board member Hector Ibarra, NCES Commissioner Jack Buckley, and Siemens Foundation president Jennifer Harper-Taylor. About 215 people participated online, nearly double the in-person and webcast audience for the Science 2009 TUDA release.

Amy Buckley, of Reingold Communications, reported that there had been considerable coverage in both traditional and social media even though the report included results only for eighth grade and with only one previous data point, 2009. More than 40 stories appeared in more than 700 outlets nationwide. On the day of release there were 754 mentions in social media, the highest since the 2011 NAEP Math and Reading release. Fifty reporters signed up for embargoed access to the report; 25 reporters took part in the May 9 pre-release media call.

3. Projected Schedule for Future NAEP Reports

Arnold Goldstein, of the NCES staff, provided the Committee with a list of NAEP reports scheduled for 2012 release. They include the 2009 Science Hands-on Tasks (HOTs) and Interactive Computer Tasks (ICTs) and 2011 National Indian Education

Study in June; 2005 Math Course Content Analysis in June or July; 2011 Writing Report Card in August; 2011 Reading Vocabulary in September; Mega-States with 2011 data in October; and the Linking Study of Trends in Mathematics and Science (TIMSS) 2011 and NAEP Grade 8 Math and Science in December.

The Committee discussed releasing same-subject reports together even if they are for different years or topics, such as the NAEP Science 2011 and the HOTS/ICTs reports, to minimize the number of releases in busy years and to relate the findings for better public understanding. This will be considered for the future, including, for example, release of the TIMSS-NAEP linking study on the same day as the international TIMSS results.

Peggy Carr, of NCES, said the Mega-States report for the five most populous states will have 2011 data for reading and mathematics, but would not include science.

4. Release Plan for NAEP 2011 Writing Report Card

Stephaan Harris reviewed the release plan for the 2011 NAEP Writing Report Card scheduled for August 2012. It will be released via webinar with a Congressional briefing or mailing of the report in advance; embargoed access for media and CCSSO and NGA; and a post-release stakeholder event. The NAGB web site will have an interactive release page with statements, the press release, other explanatory materials, and audio/visual components.

ACTION: The Committee voted unanimously to recommend approval by the Governing Board of the release plan for the 2011 NAEP Writing Report Card, as appended in Attachment A to this report.

5. Follow-up on Expert Panel Report on NAEP Background Questions

The Governing Board convened an Expert Panel last fall to recommend improvements in the NAEP background questions and to make better use of existing questions in reports on education issues of interest to policy-makers and the public.

The panel was headed by Marshall (Mike) Smith, former U.S. Under Secretary of Education and former dean of the Stanford University School of Education. Smith presented the panel report, *NAEP Background Questions: An Underused National Resource*, at the Board meeting in New Orleans in March. Its key recommendation was that NAEP should make much greater use of background data in its reports, and should provide information on the context for achievement rather than only achievement results.

Staff solicited public comment on the report from interested individuals, education groups, and policy makers through e-mail notices and two national webinars. The briefing materials for the meeting include the 24 written comments received. The webinars elicited only limited participation and response. Comments were divided. They ranged from cautions on misusing NAEP to show causal relationships or the appearance

of giving PISA-like policy advice, to support for special NAEP reports on issues and topics of public interest. The responses have not been fully analyzed by staff.

Holly Spurlock reviewed the detailed written response from NCES. The center expressed support for many of the proposed technical changes to improve validity and reliability but cautioned against putting NAEP in the middle of policy disputes. NCES is also concerned that extending the time for student responses might decrease participation, and that splitting samples and rotating questions over time could reduce the amount of reportable data.

NCES staff said the student questionnaire planned for the new assessment of technology and engineering literacy (TEL) in 2014 contains a number of questions on activities outside of school that may contribute to student achievement. The Committee asked that these be analyzed as a possible model for background questions in other subjects.

The Committee also discussed the expert panel's recommendation that the Governing Board establish a new standing committee specifically for background questions and related issues instead of the current division of responsibilities between the Assessment Development Committee and the Reporting and Dissemination Committee. Members questioned how a new committee would fit into the Board's structure and workload, and whether members would have sufficient time and expertise for the work.

By early July, the Committee wishes to receive staff recommendations on which parts of the expert panel report should be accepted, modified, or rejected so that the Board may move ahead with action at its meeting in August 2013.

6. Focused NAEP Reports

The Committee discussed topics and plans for focused NAEP reports. These could center on background variables, such as school resources or learning outside-of-school, or achievement results for one particular group of schools or students with supporting background data. More than a dozen such reports were issued in the 1990s, but they have been curtailed in recent years. The Committee felt focused reports could provide a cost-effective way to increase the useful dissemination of the data NAEP already collects.

The Committee received a list from NCES of seven focused reports planned over the next two years, including three added since the March meeting. They include: gender gaps in different NAEP subjects across the curriculum (similar to the reports issued earlier on black-white achievement gaps and the gaps between white and Hispanic students); black male students; and an update of the 2003 private school report.

The staff will seek additional input on topics and priorities for focused NAEP reports. The Committee will discuss these issues and make recommendations to the Board in August.

7. Review of NAEP 2013 Core Background Questions for Schools and Charter School Supplement

The Committee continued its two-year review of background questions for the 2013 National Assessment, including core questions for all schools in NAEP’s national, state, and urban district samples and a supplement for charter schools. Student and teacher core background questions in the 2013 NAEP were approved at a teleconference on April 26, 2013; a memorandum on this review is included in the briefing materials. At this point, the only action the Committee can take is deletion of questions, not revision, because there is no time for needed field testing before the operational assessment.

The Committee recommended future revision of the question for students on household composition, adding grandmother to the choices presented of persons in the student’s home and possibly dropping “legal guardian” for better student understanding. The Committee also asked for more clarity in future questions about the legal status of charter schools

After further discussion, the Committee voted unanimously to recommend Governing Board approval of all the proposed core background questions for schools and the charter school supplement for administration in the 2013 NAEP.

I certify the accuracy of these minutes.



Eileen Weiser, Chair

6-13-12

Date

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP WRITING 2011 REPORT**

The Nation's Report Card in Writing 2011

The Nation's Report Card in Writing 2011 will be released to the general public during August 2012. Following review and approval of the report's results, the release will be conducted as an online webinar. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board and a writer or writing educator. Full accompanying data will be posted on the Internet at the scheduled time of release.

This Report Card is the first National Assessment of Educational Progress (NAEP) assessment to be completely computer-based and presents results from a representative sample of about 24,100 8th graders and 28,100 12th graders at the national level. Results will be reported in terms of scale scores and percentages of students at or above newly-developed NAEP achievement levels. In addition to overall results for students nationwide, the report will include data for various demographic groups and public and private schools. Information about the new Writing Framework will be included, along with examples of questions and student responses. Because the framework and testing method have changed, no trend data will be available

DATE OF RELEASE

The release event for the media and the public will occur in August 2012. The exact date will be determined by the Chair of the Reporting and Dissemination Committee in accordance with Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a member of the National Assessment Governing Board
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member and a writer or writing educator.
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings or mailings to U.S. Congressional staff in Washington, DC. Representatives of governors, state education agencies, and appropriate media will have access to a special website with embargoed data after signing the Governing Board's embargo agreement.

REPORT RELEASE

The Commissioner of Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, the Governing Board press release, publications and related materials will be posted on the Board's web site at www.nagb.org. The Board site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor, Reingold-Ogilvy, will work with Board staff to coordinate an in-person or online event designed to extend the life of the NAEP Writing results by featuring current topics that would be of great interest and relevance to stakeholders. The event would be designed for organizations, officials, and individuals in the fields of education and policy who have an interest in student writing and assessment.

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of May 19, 2012

Attendees: David Alukonis (Chair), Alan Friedman, Doris Hicks, Hector Ibarra, Susan Pimentel, Mary Frances Taymans, Eileen Weiser; Board Staff – Mary Crovo, Cornelia Orr.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on May 19, 2012 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Chair, David Alukonis, called the meeting to order and reviewed the agenda.

Deputy Executive Director, Mary Crovo, reported that letters and resumes of finalists for five Board positions were delivered to the Secretary's senior staff in April 2012, following Board action at the March 2012 meeting. In addition, a letter was delivered from the National Governors Association on the organization's recommendation for the Governor (Republican) position. The six Board openings for terms beginning on October 1, 2012 are as follows:

1. General Public Representative
2. Local School Board Member
3. Non-Public School Administrator or Policymaker
4. State Legislator (Republican)
5. Testing and Measurement Expert
6. Governor (Republican)

It is anticipated that Secretary Duncan will make a public announcement of new Board members in late summer or early fall of 2012.

The Committee then discussed plans to seek nominations for terms beginning in October 2013. The process will begin in mid-August 2012. The five Board openings for next year are: testing and measurement expert, elementary school principal, state legislator (Democrat), and two general public representatives. Nominations Committee members recommended additional groups to add to the mailing list to increase outreach, particularly for the general public positions. The Committee also recommended that new members of the Nominations Committee be appointed in August 2012 to allow time for those individuals to become familiar with the nominations process early in the cycle, since four long-term Nominations Committee members will be leaving the Board at the end of September 2012.

I certify the accuracy of these minutes.



5/31/2012

David Alukonis, Chair

Date

National Assessment Governing Board

Partially Closed Session

Report of May 18, 2012

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on May 18, 2012 from 12:30 p.m. to 2:00 p.m. to receive a briefing on the following items:

- 2011 NAEP Writing Assessment
- Demonstration of Computer-Based Writing Assessment
- Writing Achievement Levels for Grades 8 and 12

2011 NAEP Writing Assessment

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Computer-Based Assessment.

Demonstration of Computer Based Writing Assessment

Ms. Holly Spurlock provided demonstration of the computer-based writing assessment. She described the three purposes of writing:

- (1) To persuade the reader;
- (2) To explain by expanding the reader's understanding; and
- (3) To convey experience, real or imagined.

Ms. Spurlock described the design of the assessment and reported on the time allocations for assessment administration. She provided the distribution of the four types of prompts—text, visual, audio, and video, and highlighted the components of the writing assessment. Ms. Spurlock demonstrated a prompt via animation of a student experience. She described the various elements of the assessment administration.

Hilary Persky, ETS, provided a briefing on secure NAEP writing tasks and student responses. She noted that the tasks provided opportunities for writing to various audiences and took advantage of video and audio technology. Ms. Persky illustrated example questions and responses at Grade 8 (to persuade) and provided two examples at Grade 12 (to convey and to explain).

Board members engaged in a question and answer session on the briefing.

2011 NAEP Writing Achievement Levels at Grades 8 and 12

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Achievement Levels and discussed the timeline which began in September 2010. He noted that the Board will be requested to take final action of the writing achievement levels at the Saturday, May 19, 2012 session of the Board meeting.

Susan Loomis, Governing Board staff provided an overview of the achievement level setting process at grades 8 and 12. She explained the various components of the ALS process and noted that for the first time, the process was totally computerized. This greatly increased the efficiency of the ALS process.

Ms. Luz Bay, Measured Progress demonstrated the software used by panelists in the achievement level setting process.

I certify the accuracy of these minutes.



David Driscoll, Chairman

May 18, 2012

Date