

National Assessment Governing Board

Meeting of March 1 – March 2, 2013

Washington, DC

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

David Driscoll, Chairman
Susan Pimentel, Vice Chair
Andrés Alonso
Lou Fabrizio
Alan Friedman
Rebecca Gagnon
Shannon Garrison
Doris Hicks
Andrew Ho
Terry Holliday
Brent Houston
Hector Ibarra
Terry Mazany
Tonya Miles
Dale Nowlin
Joseph O’Keefe
James Popham
Fielding Rolston
Cary Sneider
Blair Taylor
Leticia Van de Putte

John Easton (ex-officio)

National Assessment Governing Board Members Absent

Anitere Flores
Tom Luna

National Assessment Governing Board Staff

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

National Center for Education Statistics (NCES) Staff

Jack Buckley, Commissioner
Peggy Carr, Associate Commissioner
Janis Brown
Gina Broxterman
Samantha Burg
Jing Chen
Jamie Deaton
Angela Glymph
Arnold Goldstein
Elvira Germino Hausken
Andy Kolstad
Kashka Kubzdela
Taslima Rahman
Bill Tirre
Suzanne Triplett
Ebony Walton
Bill Ward
Gray Wilburn
Bobbi Woods

American Institutes for Research (AIR) Staff

Kim Gattis
Cadelle Hemphill
Fran Stancavage
Yan Wang

CRP, Inc.

Shaunece Bailey
Shamai Carter

Sondra Gaines
Carolyn Rudd
Kathy Smoot
Edward Wofford

Educational Testing Service (ETS) Staff

Jonas Bertling
Jay Campbell
Shu-Kang Chen
Amy Drescher
Madeline Keehner
Andy Latham
Steve Lazer
Andreas Oranje
Greg Vafis

Fulcrum IT

Saira Brenner
Jud Cole
Scott Ferguson

Hager Sharp

David Hoff
Debra Silimeo
Melissa Spade

Human Resources Research Organization (HumRRO)

Steve Sellman
Caroline Wiley
Laurens Wise

Pearson Educational Measurement

Connie Smith
Brad Thayer

Reingold

Amy Buckley
Valerie Marrapodi

Westat

Chris Averett
Nancy Caldwell
Marcia Hickman
Keith Rust
Dianne Walsh

Widmeyer Communications

Neby Ejigu
Jason Smith

Attending Speakers

Jack Dale, Superintendent, Fairfax County Public Schools
Shelly Loving-Ryder, Virginia Department of Education

Others/Attendees

Gloria Cabrera, Office of Senator Van de Putte
David Conley, Educational Policy Improvement Center (EPIC)
Kenneth Heydrick, National Alliance of State Science and Mathematics Coalitions
Heather Koons, MetaMetrics
Robin Marion, Optimal Solutions Group
Mark Partridge, Optimal Solutions Group
Christina Samuels, Education Week
Mary Seburn, (EPIC)
Kirsten Taylor, Council of Chief State School Officers (CCSSO)
Joyce Zurkowski, Colorado Department of Education

Call to Order

The March 1, 2013 session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:33 a.m.

Welcome Remarks

Jack Dale, Fairfax County Public School Superintendent, welcomed the Board and provided a briefing on Fairfax County Public Schools.

Superintendent Dale reported that he began his career in education in the state of Washington over 25 years ago. Prior to joining Fairfax County Public Schools in 2004, he served as superintendent of Frederick County Public Schools in Maryland.

Mr. Dale noted that Fairfax County Public Schools is the eleventh largest school district in the U.S. and serves over 180,000 students. The student population is one of the most diverse in the country.

Mr. Dale reported that local redevelopment in Fairfax County has had a significant impact on the area's demographics, and that he predicts that student enrollment will continue to increase in the coming years. Approximately 2,000 to 4,000 new students enroll in Fairfax county schools per year. With the economic downturn, more families are staying within the central area of the county, instead of moving to the suburbs. Over the last five to seven years, the district has seen an increase in the number of students from impoverished backgrounds.

Mr. Dale stated that Fairfax County Public Schools tries to maintain excellence, and parents are committed to high standards for their students and many parents are very involved with their local schools.

Mr. Dale outlined the district's funding model. Seventy-five percent of the school budget comes from the local county government, 20 percent is from the state, and 5 percent is from the federal government. The district uses various studies to inform decisions on adequate funding levels. Recently, the district took an in-depth look at how much it costs to educate certain subgroups of students. It takes 50% more to educate English language learners and low income students compared to students who do not require special services. Mr. Dale stated that the district is committed to ensuring that equitable resources are provided to all schools and student subgroups.

Mr. Dale attributes the success of Fairfax County Schools to a supportive county government, the selection and development of human capital, and collaborative learning communities. The county offers high-quality training programs for long-term staff development. Staff is also encouraged to work in teams to raise the bar for all students and close the achievement gap for students who are not performing well.

Mr. Dale recognized that even with solid measures in place, occasionally schools in the district do not meet performance standards. If a school is identified as a low performing school, the issue is addressed by implementing a Priority School Initiative. The entire leadership team and central office administrators review allocated resources, and measures are put into place to help low performing schools close the gap and raise the bar for their students.

Mr. Dale reported that the district recently participated in the Program for International Student Assessment (PISA) and received favorable results. He added that along with the performance data, schools received a supplemental document that included data from responses to the student and teacher questionnaires. Teachers and administrators in his district have found the information on student/teacher relationships and international benchmarking to be interesting and of great value. The data will be used to implement strategies to improve programs for students that may potentially impact performance, as well as to inform policy decisions.

Mr. Dale stated that he is working with a coalition of 15 superintendents from large, suburban school systems from across the nation to analyze what makes their schools successful and translate the research to inform national policy. The group recently focused on issues related to

human capital and will begin working on assessment and accountability.

Mr. Dale announced that he plans to retire in June 2013.

Following Mr. Dale's presentation, Board members engaged in a question and answer session.

Approval of February-March 2013 Agenda and the November-December 2012 Board Meeting Minutes

Chairman David Driscoll reviewed the February-March 2013 agenda and requested a motion for approval. Shannon Garrison moved for Board approval. The motion was seconded by Fielding Rolston and passed unanimously.

Mr. Driscoll noted that the November-December 2012 Board meeting minutes were circulated to members for review. He requested a motion for approval of the minutes. A motion was made by Lou Fabrizio to approve the meeting minutes. The motion was seconded by Father Joseph O'Keefe and passed unanimously.

Chairman's Remarks

Chairman Driscoll remarked that the composition of the Board has changed recently and the majority of current members are serving their first terms. In an effort to capture the diverse interests of Board members and to focus on individual involvement, Mr. Driscoll proposed setting aside time on future Saturday morning agendas for members to present ideas for discussion and implementation. He announced that Jim Popham and Hector Ibarra will kick off the first session at the May 2013 Board meeting. Mr. Popham will present ideas on assessment literacy and Hector Ibarra will discuss a proposal for outreach to principals.

Mr. Driscoll noted that the Governing Board has spent more than a decade on 12th grade NAEP preparedness, and with the recent release of the online technical preparedness research and the work of the Committee on Standards, Design and Methodology, the Board should make a statement based on research results. He proposed that the Board consider advancing the idea of preparedness to add meaning to the proficient standard. He recalled that when he was a member of the 12th Grade Commission in 2003 there was not too much interest in extending NAEP to 12th grade, but recommendations were made to improve its usefulness in the future. One of the key issues at the time was student motivation, but evidence shows that 12th grade students are motivated and we have assessment results that are consistent from year to year. NAEP is the only assessment given to representative samples of 12th grade students, and states participating in the 12th grade pilot have found the results to be valuable.

Mr. Driscoll reported that he has solicited feedback on the preparedness research findings from the Chief State School Officers, the National Governors Association, members of various policy groups in Washington D.C., the Secretary's staff, and former Board members. He suggested Board members do the same.

Mr. Driscoll thanked Board member Andrew Ho for his suggestion to co-author an op-ed article on preparedness and proficient.

Executive Director's Report

Cornelia Orr, Executive Director of the Governing Board, thanked everyone for their kind expressions of sympathy on the passing of her husband, Richard Orr.

Ms. Orr reported on the following activities:

- Results on the vocabulary assessment from the 2009 and 2011 NAEP Reading Assessments were released via a webinar on December 6, 2012. The report included results on students' understanding of words and reading comprehension.
- NCES held a workshop to discuss the Future of NAEP in January 2013. Several Governing Board members facilitated breakout sessions or served as panelists.
- The CCSSO Policy Task Force and the NAEP Business Policy Task Force met jointly on January 8, 2013 in Washington, DC. The two task forces discussed November Board meeting issues, grade 12 NAEP preparedness research, and release activities for NAEP reports, among other topics.
- On February 21, 2013, the Mega-States report, *An Analysis of Student Performance in Five Most Heavily Populated States in the Nation*, was released. The report is an analysis of student performance in California, Florida, Illinois, New York and Texas and included trend data from NAEP assessments in reading, mathematics, and science.
- The Board's website on 12th grade preparedness reporting is now operational.
- The Mathematics Curriculum Study will be released on March 12, 2013. The study explores the relationship between mathematics course content and student achievement. Board member Dale Nowlin will participate in the release as a member of the panel.
- The NAEP Economics Report Card will be released in April 2013. Results will indicate how well U.S. students at grade 12 understand economics and have knowledge of the workings of domestic and international economics.
- The "NAEP 101" sessions will resume on Saturday mornings at the Board meetings when time is available to provide an in-depth look at the inner workings of NAEP.
- The Governing Board's vacancy for Contract Specialist has been filled— the candidate will start in March 2013. A targeted search is still underway to fill the position of Assistant Director for Psychometrics.

National Center for Education Statistics (NCES) Update

Jack Buckley, NCES Commissioner of Education Statistics, provided the following updates:

- The Mega-States Report Card, a special report on student performance in the five largest states—California, Florida, Illinois, New York and Texas was released on February 14, 2013. Former Governing Board member David Gordon served as a panelist.
- The Vocabulary and Reading Comprehension Report Card was released on February 21, 2013. This report focused on how well students are able to use words to gain meaning from the passages they read. Results are from the 2009 and 2011 NAEP Reading Assessments and provide data on state and national level vocabulary results for 4th and 8th grade, and results from 2009 for 12th graders. The results show a persistent gender gap—girls continue to outscore boys in both reading and the vocabulary subdomain of English language arts.
- The NAEP Mathematics Curriculum Study will be released on March 12, 2013. The study explores the relationship between course taking and achievement by investigating the content and rigor of algebra I and geometry courses. Results are from the 2005 High School Transcript Study. Panelists for the March 12 release event will include Board member Dale Nowlin, NCES Commissioner Jack Buckley, Freeman Hrabowski, President of the University of Maryland Baltimore County (UMBC) and member of President Obama's Advisory Commission on Educational Excellence for African Americans; Linda Rosen, CEO, Change the Equation; and Joan Ferrini-Mundy, Assistant Director, National Science Foundation for Education and Human Resources.
- A NAEP-State Partnership meeting was held in the Washington D.C. area January 29-30, 2013. Representatives from states and districts discussed several areas of assessment. The meeting was a part of a series hosted by NCES to analyze the future of NAEP.
- NAEP field operations are currently underway for national, state, and Trial Urban District Assessment (TUDA) for data collection in mathematics and reading at grades 4, 8 and 12.
- The Technology and Engineering Literacy (TEL) pilot assessment was administered a few weeks ago to grade 8 students. The assessment will report on how well students apply their understanding of technology principles to real-life situations. The assessment will be fully operational in 2014.
- A report titled *Public School Graduates and Dropouts from the Common Core of Data: School Year 2009–10*, was released on January 22, 2013. The report presented findings on the percentage of students who graduate from high school on time in four years with a regular diploma.
- NCES released the final report from the 2012 Testing Integrity Symposium which examined issues and best practices in assessment integrity.

- Improvements are being made to the Integrated Post-Secondary Electronic Data System (IPEDS) with respect to data collection methods on student participation in distance education. These data are gathered as part of the mandatory U.S. Census data collection of post-secondary institutions eligible for federal financial aid. There are also changes proposed for IPEDS to measure cohorts of veterans and collect information on whether they receive GI Bill benefits.
- A new study is being proposed to capture success of two-year institutions. Success is defined as a student graduating from the institution, or if the student transfers to a four-year college.
- Results from the Post-Secondary Student Aid Survey will be released in spring 2013. The survey analyzes how students pay for college.
- Work continues to improve data collection on adult attainment of certificates and certifications. The President's goal for the United States is to rank number one in the world by 2020 with the highest post-secondary graduation rates.

Recess for Committee Meetings

The March 1, 2013 session of the Board meeting recessed at 9:56 a.m. to permit the Board's standing Committees to meet.

Meeting Reconvened

Closed Session

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 March 1, 2013 from 12:45 p.m. to 1:11 p.m. to receive a briefing on the preliminary embargoed data from the National Assessment of Educational Progress (NAEP) 2012 Economics Report Card.

Ms. Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided a briefing on the NAEP 2012 Economics Report Card results.

Ms. Carr reported that the economics assessment was administered from January to March 2012 to a national sample of 10,900 12th grade students. Results are reported by student performance by average scale scores (0-300); achievement levels (Basic, Proficient, and Advanced); and factors related to learning about economics. NAEP test questions measure economics literacy in three main content areas, with the following emphasis on the assessment:

1. Market Economy (45%)
2. National Economy (40%)
3. International Economy (15%)

Ms. Carr highlighted the 2012 economics results, and provided comparative data from the 2006 assessment results by average scale scores, percentiles, and achievement levels. Results were highlighted by race/ethnicity, gender, private and public schools, and parental level of education.

Contextual results are available in the following areas:

- Percentages of students indicating economics courses helped them understand certain topics;
- Use of the Internet to learn about economics issues; and
- Percentage of students learning about economics from families and friends.

Ms. Carr provided sample questions and responses for each of the three content areas—market economy, national economy, and international economy.

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

Open Session

The March 1, 2013 meeting met in open session at 1:32 p.m.

NCES Workshop on the Future of NAEP

Peggy Carr, Deputy Commissioner, NCES, moderated a panel discussion on the Future of NAEP.

Ms. Carr reported that NCES held a strategic planning meeting in January 2013. Susan Pimentel, Governing Board Vice Chair gave a keynote presentation on NAEP and the Common Core State Standards and Assessments. Lou Fabrizio, Committee on Standards, Design and Methodology Chair and Shelly Loving-Ryder from the Virginia Department of Education, facilitated several of the workshop breakout groups. Thirty-eight states and staff of the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) also attended the sessions.

Ms. Carr stated that two years ago, NCES engaged key stakeholders in a discussion on the Future of NAEP. A focus of the discussions was to determine how NAEP can remain relevant as the gold standard in a changing landscape of assessments, and how NAEP can continue to serve as a prominent indicator on the condition of education in this country.

Ms. Carr outlined four emerging trends from the discussions that will have an effect on NAEP in the next five to ten years.

1. New and more complex skill requirements for all students
2. Rapidly changing technology
3. Transition to computer-based assessments
4. International comparisons

In January 2012, similar discussions were held with state and district representatives. Each group was charged to “think outside the box” and share ideas of what NAEP would look like in the future. The exchange was provocative and led to an open and rich discussion. A panel of experts from the two summits, chaired by former Governing Board member Edward Haertel, summarized the ideas in a white paper titled *NAEP: Looking Ahead-Leading Assessments into the Future*.

The white paper outlined four immediate goals for NAEP:

1. Remain an independent, ongoing, nationally representative assessment;
2. Assess a broader set of learning outcomes;
3. Serve as a leader in technological innovations for assessment, scoring and reporting results; and
4. Provide a vehicle for linking assessments and sharing data across states and other countries.

Lou Fabrizio, Susan Pimentel and Shelly-Loving Ryder presented highlights from their experiences at the NCES strategic meeting sessions.

Susan Pimentel shared her viewpoint that the future of NAEP is more important than ever. She identified the following areas in which NAEP can continue to lead in measuring student achievement.

1. Help set proficiency standards for assessments that compare student performance across the NAEP and Common Core Consortia assessments.
2. Lead the discussion on what it means to be college and career ready.
3. Expand the use of technology in administering, scoring, and reporting assessment results.
4. Explore further uses of background data, school, and student surveys to interpret assessment results.
5. Lead in sharing data that are not available via other assessments such as 12th grade, national, international, and longitudinal data.

Lou Fabrizio reported that he facilitated the Create an Innovations Lab session and shared highlights of the group’s discussion:

1. States and districts expressed an interest in working in partnership with the Board and NCES on research and development in special subject areas because they have limited resources and cannot conduct extensive research.
2. Additional research is needed on NAEP background variables and other data points. States would like to be able to convey the type of data NAEP should collect. Examples include data on students in alternative schools, charter schools, and an analysis of student performance based on constructed-response versus multiple-choice items.
3. There is a need to learn more from NAEP items, particularly those in the Technology and Engineering Literacy (TEL) assessment, which measure cross-curricular topics.
4. Best practices are needed for assessment accommodations, including enhanced uses of technology.
5. There is a need for a better understanding of states’ use of the items posted on the NAEP website.

Mr. Fabrizio also reported on the group that discussed Advancing Technology in Assessments. Participants suggested providing guidance to states that are transitioning to computer-based learning on technology specifications needed for digital devices. They would also like comparability studies on the impact of students' use of the different types of devices.

Shelly Loving-Ryder facilitated the session on Meaningful Results and shared highlights from the discussions. Ms. Loving-Ryder stated that the overall theme of the sessions was that NAEP needs to redefine its identity in the changing assessment landscape. One of the strongest recommendations was that NAEP should communicate more effectively about its independent status and its relevance.

Ms. Loving-Ryder stated that since NAEP's primary interface with the public is the reporting of results, she shared the following ideas on how NAEP can communicate more effectively to the public:

- Communicate assessment results through web-based interactive reports. This will allow more timely access to assessment results; targeted reports for specific audiences; options for how data are presented; the ability to link to sample items; and more information about the profile of students who scored at a particular level. Web-based reports would also allow the inclusion of more information about the meaning of the data.
- NAEP should tell a clear story on how its results fit with state results. States need assistance in helping to clarify what NAEP can provide that their state assessments cannot. States should also have a clear understanding of the differences between NAEP and the Common Core State Standards and Assessments.
- NAEP should share its knowledge and information as a clearinghouse of best practices.

Ms. Carr stated that many interesting ideas emerged from the workshops. NCES will consider these ideas, but participants voted on the following five most important priorities:

1. Ensure that NAEP remains relevant;
2. Strengthen NAEP's role as a research and development entity;
3. Disseminate NAEP information about lessons learned and best practices;
4. Lead the field in using technology for assessment; and
5. Improve communication with stakeholders.

Ms. Carr noted that Scott Norton of CCSSO made a presentation on the context for the Common Core State Standards. He will co-author NCES sponsored studies that will look at the crosswalk between the Common Core State Standards and NAEP Reading and Mathematics Frameworks.

Board members engaged in a question and answer session.

Ms. Carr ended the presentation with this quote: "NAEP needs to be similar enough to be relevant, but different enough not to be rendered obsolete."

Meeting Recess

The second session of the March 1, 2013 Board meeting recessed at 2:43 p.m. and reconvened at 3:02 p.m.

Discussion of Executive Committee Topics

Chairman David Driscoll and Executive Director Cornelia Orr led a discussion on the review of the draft Board Policy Statement on NAEP Redesign.

Mr. Driscoll reported that a draft policy statement was reviewed at the December 2012 Board meeting. Based on staff feedback, Governing Board staff member Ray Fields prepared a summary document which provides a side-by-side analysis of the existing policy and the proposed changes.

Board members engaged in a discussion on the revised summary, provided input on proposed changes, and identified items that were omitted. Several Board members commented that the document should be revised to ensure that the concepts are objectively stated and that ideas do not contradict current Board policies.

Board members engaged in discussions on the future of Long-Term Trend Assessments. Chairman Driscoll suggested that COSDAM hold a more in-depth discussion on Long-Term Trend at the May 2013 Board meeting. Decisions will need to be made on whether issues related to the Long-Term Trend need to be addressed in the policy document.

Board members were encouraged to send additional comments on the draft policy statement to Mr. Fields. Revisions will be made and a new draft of the policy will be presented for discussion at the May 2013 Board meeting.

NAEP Mega-States Report: New Web-Based Format

Ebony Walton, NCES staff member, provided an overview of the NAEP Mega-States Report that was released on February 21, 2013. Ms. Walton's presentation focused on a demonstration of the report's new web-based format.

Ms. Walton stated that the Mega-States report was inspired by former Governing Board member David Gordon during his tenure on the Board. Mr. Gordon suggested that NCES examine the educational performance of students over time in the five most heavily populated states and compare results to those of students in each of the Mega-States and the nation. The five Mega-States include California, Florida, Illinois, New York and Texas. The report shows trend results in grades 4 and 8 reading, mathematics, and science.

Ms. Walton stated that approximately 19 million public school students are served in the five Mega-States. Many of the states have a large number of economically disadvantaged students,

and they educate over half of the nation's English language learners. Over the last 20 years, the nation has experienced a dramatic demographic shift. The number of white students in the nation has declined from 73% in the 1990's to 54% in 2011. Over the same period, the percentage of Hispanic students has increased from 7% to 23%. The non-white student population makes up the majority in Florida and Texas.

Ms. Walton explained that one of the main challenges in preparing the Mega-States report was organizing previously released data in a concise manner. These data include results from multiple assessments administered over several years and in different subjects.

The following are highlights from the report:

- Florida fourth-graders scored higher among the states in reading
- Illinois eighth-graders scored higher among the states in reading
- New York fourth-graders scored higher among the states in reading
- Texas eighth-graders scored higher among the states in mathematics and science
- California fourth and eighth-grade black students had the largest record of gain in the nation in reading
- Florida had the highest percentage of Hispanic students at or above proficient in all subjects
- Illinois had the highest percentage of Hispanic eighth-grade students at or above proficient in reading
- New York had the highest percentage of students eligible for the National School Lunch Program (NSLP) at or above proficient in reading

Ms. Walton demonstrated the features of the web-based Mega-States report, which make it easy for users to locate state and subgroup results. She noted that data in the report include information on achievement levels, school resources, and exclusion rates. Users can also view data nationally by subject, by racial and ethnic groups, students eligible for free or reduced-priced lunch, students with disabilities, and English language learners at grades 4 and 8. The web-based tools allow flexibility to view specific information by state or subgroup.

Ms. Walton reported that the Mega-States results were well received by the states. She added that the report has sparked a conversation among educators and policy makers about what contributes to each state's significant gains compared to peers nationally.

Meeting Recess

The March 1, 2013 Board meeting concluded at 4:29 p.m.

Meeting Reconvened

The March 2, 2013 Board meeting reconvened at 8:30 a.m.

Closed Session

Action: Nominations for Board Terms Beginning October 1, 2013

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 March 2, 2013 from 8:30 a.m. to 8:50 a.m. first to review the slate of finalists for terms beginning October 1, 2013 and then from 8:50 a.m. to 9:15 a.m. to receive an update on the NAEP/TIMSS Linking Report.

Nominations Committee Chair Tonya Miles thanked the Nominations Committee for their work in reviewing a record number of nominations received this year.

Ms. Miles reviewed the 2013 nominations process and timeline and stated that there are openings in four categories:

1. State Legislator – Democrat
2. Elementary School Principal
3. Testing and Measurement Expert
4. General Public Representative – 2 positions

Ms. Miles noted that all categories have incumbent members. Alan Friedman is completing his second term and is not eligible for reappointment. In addition, both governor categories are currently vacant.

The Nominations Committee presented the recommended slate of 2013 finalists in four categories to the Governing Board for approval. Pending Board approval, the slate of finalists will be delivered to the Secretary of Education.

Update on NAEP/Trends in International Mathematics and Science Study (TIMSS) Linking Report

Jack Buckley, Commissioner, NCES provided an update on the NAEP/TIMSS 2011 Linking Study and highlighted preliminary results.

Mr. Buckley stated that the goal of the linking study is to predict the 2011 TIMSS mathematics and science scores at grade 8 for U.S. states based on their NAEP performance in state NAEP. Since the Commissioner's last update on the linking study in December 2011, NCES has released the TIMSS and Progress in International Reading Literacy Study (PIRLS) data nationally and internationally. Mr. Buckley remarked that there is an increasing demand for international benchmarking studies in the U.S.

Mr. Buckley reported that nine states participated in the 2011 linking study, which is more than usual because additional funding was available. He described the study design, sample sizes and population, and provided a broad overview of the methodology used for the analysis and its three components—calibration, statistical projection, and statistical moderation.

Mr. Buckley reported that a highlights report is scheduled for release in March 2013 followed by the detailed Technical Report to be released in May 2013.

Open Session

The second session of the March 2, 2013 Board meeting convened in open session at 9:15 a.m.

Inside NAEP: Calculating Scores for Student Groups

Andrew Kolstad, NCES staff, presented a “NAEP 101” session on calculating NAEP scores for student groups.

Mr. Kolstad stated that calculating NAEP scores was a fundamental statistical breakthrough that occurred three decades ago, after the first decade of NAEP.

In the first decade of NAEP, results were calculated as percentage correct for each individual test item and as the average percent correct for groups of items. Mr. Kolstad remarked that NAEP is a long assessment with short testing sessions. NAEP frameworks call for broad coverage of subject matter content, resulting in item pools that would amount to many hours of assessment time if a student took all of the items in one subject. It is important to limit assessment time to ensure the cooperation of the schools. Tests are given in 25-minute blocks, and each student is given a two-block assessment booklet. Each booklet contains only a fraction of the entire pool of questions. NAEP assessments measure content strands within a subject area as different subscales.

Mr. Kolstad emphasized that NAEP’s goal is to achieve score distributions for groups of students and not individual student scores. In fact, by law NAEP is prohibited from reporting scores for individual students. He also discussed how a response to a test question reflects student achievement and what answers to a few test questions say about a student’s achievement. He illustrated the point using questions from the 2005 mathematics assessment for 8th grade.

Mr. Kolstad outlined the process of how NAEP develops score distributions.

1. A student's performance on a small number of assessment questions is summarized in the form of a probability curve with a value for every possible score.
2. The probable score location curve gets weighted by the performance location curve of a group of similar students. For the extreme cases with entirely correct or incorrect responses, it prevents them from distorting the group score distribution and, for the moderate cases; it gives the proper spread.
3. This iterative process starts with an initial value of the performance location curve for a student group and then it alternates between weighting each student's probable score

curve by the group's performance and combining the weighted score locations into new estimates of group performance.

4. To reduce the quantity of the calculations later on, the results of the iterative process are saved in the form of plausible values, and those data are what researchers use in their secondary analyses.

Mr. Kolstad answered questions from the Board on his presentation.

Committee Reports and Board Actions

The March 2, 2013 session convened in open session to take action on the final slate of candidates for the 2013 Board vacancies for submission to the Secretary of Education.

The Nominations Committee recommended the slate of 2013 finalists in four open categories to the Governing Board for approval. A motion was made by Fielding Rolston to accept the recommendation. Joseph O'Keefe seconded the motion which passed unanimously.

The Board received highlights of the discussions from the standing Committees. The following actions were taken:

- The Assessment Development Committee approved the NAEP Science Interactive Computer Task outlines in grades 4, 8, and 12 with changes to be communicated in writing to the National Center for Education Statistics (NCES).
- The Assessment Development Committee approved the NAEP Science Background Questions for students, teachers, and schools with changes to be communicated in writing sent to NCES.
- The Board delegated authority to the Executive Committee to take action on its behalf to make changes in the NAEP schedule of assessments for 2014 and beyond, if such decisions are required by budget actions and contract awards prior to the May 2013 Board meeting. The Executive Committee is authorized to make decisions on changes to the NAEP schedule of assessments in 2014 and beyond, as necessary, in consultation with NCES.
- The Reporting and Dissemination Committee approved the release plan for the 2012 NAEP Economics Report Card.

A full text of the action items is provided in the Committee reports appended to these minutes.

Following the committee reports, Vice Chair Susan Pimentel invited Board members to make comments. Senator Leticia Van de Putte stated that there was a robust discussion in

the joint meeting of the Committee, Design and Methodology (COSDAM) and Reporting and Dissemination about inclusion and the two populations of special needs students and English language learners. Ms. Van de Putte stated that the Board should review its current policy of assessing reading and writing in English, and consider the feasibility of offering the assessments in Spanish. She stated that new research and data suggest that it may be possible to get a more accurate measure of a student's knowledge of a content area if they are assessed in their native language. She added that this is an important consideration given the changing demographics and the Mega-States reporting trends.

Meeting Adjourned

The March 2, 2013 session of the Board meeting adjourned at 11:15 a.m.

I certify the accuracy of these minutes.



David Driscoll, Chairman

5/2/2013

Date

National Assessment Governing Board

Executive Committee

Report of February 28, 2013

Attendees: David Driscoll, Chair, Susan Pimentel, Vice Chair, Lou Fabrizio, Alan Friedman, Shannon Garrison, Tonya Miles, Fielding Rolston. Other Board Members: Rebecca Gagnon, Doris R. Hicks, Andrew Ho, Terry Holliday, Brent Houston, Hector Ibarra, Terry Mazany, Joseph O'Keefe, S.J., Jim Popham, Leticia Van de Putte. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Larry Feinberg, Stephaan Harris, Michelle Blair, Tessa Regis, Munira Mwalimu. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Andrew Kolstad, Drew Malizio, Arnold Goldstein, Mike Moles, Suzanne Triplett. ETS: Jay Campbell, Amy Dresher, Greg Vafis, Andres Oranje, Jonas Bertling. HumRRO: Steve Sellman. Westat: Nancy Caldwell, Dianne Walsh, Marcie Hickman, Chris Averett. AIR: Kim Gattis, Cadelle Hemphill, Fran Stancavage. Reingold: Amy Buckley. Hager Sharp: Debra Silimeo, David Hoff. Pearson: Brad Thayer, Connie Smith. Optimal Solutions Group: Robin Marion.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. Mr. Driscoll announced that the closed session would not be needed because the status of the federal budget for FY 2013 remains to be resolved. Therefore, the planned discussion of the NAEP schedule of assessments was being postponed.

Mr. Driscoll said there are three crucial areas for the Governing Board to address between this meeting and the August 2013 Board meeting. The first area relates to the 12th grade preparedness research the Governing Board is conducting and how this will be used to report NAEP results. There is evidence from the research that supports a connection between the 12th grade reading and mathematics Proficient achievement levels and academic preparedness for college. Mr. Driscoll said he has shared the research results with the Department of Education senior staff, the leaders of the two Common Core assessment consortia, and a wide range of education policy groups. He said that the research and any statements or conclusions about the research will be subject to thorough technical vetting and, in this regard, mentioned his conversation with Board member Andrew Ho. Mr. Driscoll noted that Chris Minnich, Executive Director of the Council of Chief State School Officers, had encouraged the Governing Board to make a statement about Proficient as an indicator of academic preparedness for college at the February 27, 2013 outreach meeting conducted by the Board.

The second area is the updating of the Governing Board general policy for NAEP currently underway. The Governing Board will discuss an outline of changes to the policy at this meeting. A draft policy statement will be discussed at the May 2013 Board meeting, with the intention of taking action at the August 2013 Board meeting.

The third area involves fostering regular opportunities for members to present ideas for Board initiatives and have them vetted by the Board. Mr. Driscoll proposed including such opportunities as a regular item on each Board meeting agenda.

2. Committee Issues and Challenges

Committee on Standards, Design and Methodology (COSDAM)

Lou Fabrizio, COSDAM Chair, said the Committee will meet in joint session with the Reporting and Dissemination Committee. The purpose is to discuss options for reporting NAEP student participation data in ways that are accurate and transparent to the public. Of particular concern is how to classify absent students, students whose parents request exclusion, and students excluded based on school staff determinations related to their status as English language learners or students with disabilities. These matters are particularly relevant to the implementation of the 2010 Board Policy on Students with Disabilities and English language learners.

Following the joint session, COSDAM will examine state cooperation in the non-mandated national and state NAEP assessments. At issue are the implications for trend reporting and the ability to have sufficient samples for reporting national results.

COSDAM also will receive updates on the NAEP preparedness research. This will include: (1) an overview of the course content analysis projects for college and for job training programs; (2) the February 15, 2013 release of the Phase 1 web-based Academic Preparedness Research Technical Report; and (3) the research plans for Phase 2 of the preparedness research, in connection with the 2013 assessments.

With the Technology and Engineering Literacy (TEL) assessment scheduled for 2014, COSDAM will have a preliminary discussion on issues and challenges related to setting achievement levels for this innovative assessment. The meeting will conclude with a brief update on the procurement to evaluate NAEP achievement levels.

Assessment Development Committee (ADC)

Alan Friedman, ADC Chair, said the Committee met four times via teleconference in January 2013 to review NAEP science items. In its meeting on February 28, 2013, the Committee met for five hours in closed session to review draft outlines and preliminary computer renditions of science interactive computer tasks for the 2014 pilot test. These tasks were rich, engaging, assessed a broad range of skills, and require students to integrate various concepts while measuring scientific inquiry and technological design.

In its meeting on March 1, 2013, the Committee will receive a briefing from NCES on plans to report information from the 2012 computer-based writing pilot test at grade 4. This richness of the assessment and the very large sample provides a unique source of data to answer important questions about the feasibility and appropriateness of testing 4th graders on a computer-based direct measure of writing. Representatives from the states and the two Common Core assessment consortia have expressed great interest in obtaining the results of this pilot test and the lessons learned. The Committee will also review background questions for the 2014 science pilot test being developed for the 2015 NAEP Science Assessment.

Reporting and Dissemination Committee (R & D)

Deputy Executive Director Mary Crovo provided the R & D Committee update on behalf of Chair Andrés Alonso. Ms. Crovo mentioned the joint meeting planned with COSDAM, described by COSDAM chair Lou Fabrizio. Following the joint meeting, the Committee will review a draft plan for outreach to parents and receive an update on planning for the fall 2013 Education Summit for Parent Leaders. The Committee will review two NAEP report releases carried out since the November-December 2012 Board meeting: the reading vocabulary report and the mega states report. NCES staff will provide an update on the projected schedule of NAEP reports. The 2013 grade 4 and 8 reading and mathematics reports are scheduled for release in the fall of 2013. The Committee will be discussing the configuration of the reports and how they will be released. The Committee will take action on the release plan for the 2012 grade 12 Economics report. Finally, the Committee will discuss recommendations for future agenda topics.

Nominations Committee

Chair Tonya Miles said that the Nominations Committee has reviewed the letters and resumes of nearly 200 nominees for Board terms beginning on October 1, 2013. This pool of candidates is the largest ever received in the history of the Board.

The outreach for nominees, with the assistance of the Board's communications contractor, Reingold, included:

- 6,000 letters sent via Constant Contact
- a video on the Board website homepage of Chairman Driscoll encouraging nominations
- expanded social media outreach

On March 2, 2012, slates of candidates in the following categories will be presented to the full Board for action:

- elementary school principal
- testing and measurement expert
- state legislator (Democrat)
- general public (2 positions)

With the exception of Alan Friedman, who will have completed two terms in his general public slot by September 30, 2013 and is therefore ineligible for reappointment, there is an incumbent Board member for each upcoming vacancy who is eligible and wishes to seek reappointment. Following Board action, the slates of candidates will be submitted to Secretary Duncan for his decision on Board appointments.

3. Report of the Ad Hoc Committee on NAEP Background Information

Susan Pimentel reported on behalf of Terry Holliday, Chair of the Ad Hoc Committee on NAEP Background Information, who had presided at the meeting but was suffering from bronchitis. Ms. Pimentel said that the Committee was progressing toward the delivery of its

report to the Board at the August 2013 meeting. The Committee had received a briefing on background questions used in international assessments and has requested a comparison of the background questions used in PISA, TIMSS, and NAEP to see where there is commonality and where there are gaps. This will help the Committee address questions related to what information is important to know and what the most appropriate source of that information should be, whether NAEP or another source. The Committee is mindful of the need to define the audience for the information, minimize burden on respondents, and avoid “mission creep.” Mike Smith and Allan Ginsburg are developing a paper on indicators of quality, which will be presented at the May 2013 Committee meeting. The Committee will be reviewing the Board’s 2003 policy framework for background questions to determine whether revisions should be made.

4. Governing Board 25th Anniversary Planning

Alan Friedman, 25th Anniversary Planning Committee Chair, reported on the Committee’s initial full-day meeting on February 27, 2013. The Committee is composed of current and former Board members; their names appear in Attachment A of the Executive Committee tab of the briefing materials. The meeting was very productive, with ideas for exciting focus areas, innovative uses of technology, and interesting products.

Mr. Friedman said the date for the 25th anniversary commemoration has been set for February 26, 2014. It is being planned as a one-half day in-person conference in Washington, DC, followed by an evening meeting. It is being scheduled to occur one day prior to the February 27-March 1, 2014 Board meeting.

The Committee has defined the audience as educators, policymakers, and influencers. The latter category includes business leaders and association representatives, such as those who attended the February 27, 2013 outreach meeting.

Key topic areas will include: NAEP's relevance and unique contributions, innovations now and in the future, increasing the use of NAEP data and products, and other areas.

The Committee also intends to use technology to increase audience members (via webcast) and encourage audience participation and feedback (e.g., voting with clickers to tally immediate results). Also under consideration is a montage of video clips that would be submitted by those who use NAEP data, describing the ways in which they use and value NAEP.

The Committee recommends a longer roll-out of the anniversary "events" pre and post February 26, 2014, including a progression from the fall 2013 Parent Summit. The Committee’s next steps include developing a detailed planning timeline, assigning planning tasks, exploring funding options, and conducting periodic Committee teleconferences as the work progresses.

5. Action Item: Delegation of Authority

Chairman Driscoll presented the draft resolution at Attachment A for consideration by the Executive Committee for action by the full Board. The resolution would delegate authority to the Executive Committee to act on behalf of the Board in making decisions about the implementation of the NAEP schedule of assessments before the May 2013 Board meeting,

should this be necessitated by congressional action on appropriations for FY 2013. The resolution was moved by Susan Pimentel, seconded by Lou Fabrizio, and passed unanimously by the Committee.

6. Updating Governing Board Policy: Reviewing the Past, Looking to the Future

Ray Fields, Assistant Director for Policy and Research, led the Executive Committee through a discussion of proposed amendments to the general Board policy for the conduct of NAEP. The proposed amendments will be discussed by the full Board on March 1, 2013. A draft policy statement will be presented at the May 2013 Board meeting and full Board action is expected at the August 2013 Board meeting.

Chair Driscoll adjourned the meeting at 5:30 p.m.

I certify the accuracy of these minutes.



David P. Driscoll, Chair

March 7, 2013

Date

Action Item: Delegation of Authority

Draft Resolution

Whereas, the FY 2013 funding for the National Assessment of Educational Progress (NAEP) and the National Assessment Governing Board is under a continuing resolution through March 27, 2013; and

Whereas, absent action by Congress, the Budget Control Act of 2011 would, as of March 1, 2013, result in cuts estimated at approximately 7 to 10 percent of the NAEP and Governing Board appropriations in FY 2013; and

Whereas, the National Center for Education Statistics (NCES) is reviewing contract bids for NAEP operations for 2013-2017 that are scheduled to be awarded by the end of March 2013; and

Whereas, the status of the FY 2013 appropriation and contract awards may have an impact on the NAEP schedule of assessments for 2014 and beyond that would require action by the Governing Board prior to the May 2013 Governing Board meeting;

Therefore, the National Assessment Governing Board hereby approves a delegation of authority to the Executive Committee to act on behalf of the Governing Board, prior to the May 2013 Board meeting, to make decisions on changes to the NAEP schedule of assessments in 2014 and beyond, as necessary, in consultation with NCES.

National Assessment Governing Board

Assessment Development Committee

Report of February 28 and March 1, 2013

February 28, 2013

Closed Session

8:30 am – 1:45 pm

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 February 28, 2013 from 8:30 a.m. to 1:45 p.m.

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Other Board Members – David Driscoll, Rebecca Gagnon, Tonya Miles; Governing Board Staff – Mary Crovo, Michelle Blair; NCES – Elvira Germino Hausken; AIR – Kim Gattis, Yan Wang; ETS – Greg Vafis, Andy Latham, Shu-Kang Chen, Madeline Keehner; HumRRO – Steve Sellman; Fulcrum IT – Scott Ferguson, Jud Cole, Saira Brenner.

Review of Science Interactive Computer Tasks (ICTs)

Andrew Latham of ETS provided an overview of the NAEP Science ICT development process and timelines. ADC members then reviewed draft outlines for 12 ICTs in grades 4, 8, and 12 for the 2014 NAEP pilot test, in preparation for the 2015 operational Science Assessment. The ADC was pleased overall with the rigor, topics, and timeliness of the proposed tasks. A substantial number of comments were provided by the ADC on modifications to improve the tasks in terms of clarity, increasing the level of student engagement, and other factors.

Following the review of ICT outlines, the Mr. Latham provided the ADC with preliminary computer renditions of ICTs proposed for the 2014 pilot. As with the ICT draft outlines, the ADC was very complimentary of the tasks overall. They felt that the computer renditions were engaging, authentic, and conveyed challenging tasks. Comments provided by ADC members focused on improving graphics, revising the computer interface for clarity, and other revisions. Action on the Science ICTs was taken in open session during the ADC's March 1, 2013 meeting.

March 1, 2013

Open Session

10:00 am – 12:15 pm

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Arnold Goldstein, Suzanne Triplett, Jamie Deaton, Jing Chen, Kashka Kubzdela; AIR – Kim Gattis, Young Yee Kim; ETS – Greg Vafis, Jonas Bertling, Jay Campbell; HumRRO – Carrie Wiley; Fulcrum IT – Scott Ferguson, Saira Brenner; Hager Sharp – Melissa Spade; CRP – Rebecca Posante; Pearson – Connie Smith; Optimal Solutions – Mark Partridge.

Update on Reporting Grade 4 Computer-Based Writing Information

Arnold Goldstein of NCES briefed the Assessment Development Committee (ADC) on plans to report findings and “lessons learned” from the recent grade 4 computer-based pilot test of the NAEP writing assessment.

While NAEP traditionally does not report findings from pilot tests, at its August 2012 meeting the ADC requested that information from the grade 4 pilot be made widely available because of the widespread interest in this new methodology itself. This pilot test involved a large, nationally representative sample and NAEP is the first program to conduct a large-scale pilot test of 4th grade writing using computers.

Mr. Goldstein discussed four phases in the proposed reporting plan along with target dates for each phase:

1. Assemble key findings (review pilot data and field information) – February 2013
2. Develop materials (design accessible reports and graphics) – April 2013
3. Roll out materials (finalize products and post on the web) – June 2013
4. Outreach (publicize to audiences and distribute through partners) – June through December 2013

The key question for this pilot study was whether 4th grade students can write using a computer and commonly available word processing tools. Areas of further inquiry relate to the length of students’ written responses, comparison of computer skills of higher vs. lower performing students, and differences in computer skills by race/ethnicity.

Mr. Goldstein provided an overview of important audiences for these reports. For example, state and local testing directors, test developers, and researchers are key audiences in the assessment community. Assessment consumers who would find the grade 4 writing information useful include the general public and parents, policymakers, legislators, education administrators, and teachers.

Following this presentation on intended audiences, Mr. Goldstein described the types of “lessons learned” that would be reported from this large-scale writing pilot. Finally, Mr. Goldstein outlined the type of reports NCES is considering. Criteria for developing those reports include making them easily readable, web-based publications of approximately one to two pages in length. In addition, information targeted toward specific audiences would take the form of a four-page brochure-type publication for policymakers, teachers, testing experts, and other audiences. As an example, Mr. Goldstein shared a “mock-up” of one two-page report for a

general public audience. It highlighted key findings from the grade 4 writing pilot with easy-to-read graphics and bulleted text.

ADC members provided input on the NCES proposal for reporting on grade 4 computer-based writing. Members stated that the reports should not de-emphasize the positive findings, by communicating what aspects of this pilot test methodology worked well for showing what students know and can do. However the reports should also describe areas where students had difficulties, and convey the lessons learned for future computer-based testing.

Additional comments by ADC members were that the reports should focus on key differences between paper and pencil vs. computer-based testing. The reports should not dwell on writing assessment issues that NAEP has reported on extensively from previous paper-based writing assessments. Members felt that it was also important to report on key background variables such as access to computers, both in and out of school. In commenting on the prototype report, the ADC recommended that the presentation and graphics avoid “childish” style fonts and graphs as these would undermine the importance of the findings.

The reports should highlight students’ use of word processing tools to edit their writing, and report on differences across grade levels. In previous presentations, the ADC noted that these findings were particularly interesting and would be informative to a broad set of audiences. ADC members recommended expanding the outreach when releasing these reports. Many education and policy associations will find these reports interesting and valuable. As was stated in the NCES presentation, this information is eagerly awaited by states, the assessment consortia, teachers, and others. In terms of comparisons, the ADC emphasized that gender differences at grade 4 will be extremely important to highlight in the reports. Additional “observable data” from the computer-based testing is also a major set of findings to convey in these reports.

ADC members discussed whether there should be a seminar-style release with a panel of speakers representing teachers, curriculum and testing experts, and others to highlight the importance of this information.

The ADC thanked Mr. Goldstein for his comprehensive presentation. The Committee looks forward to hearing more about this ongoing work at its May 2013 meeting.

Review of NAEP Science Background Questions

ADC Chair, Alan Friedman, led the Committee through a review of science background questions to be administered to students, teachers, and schools in the 2014 pilot, in preparation for the 2015 Science operational assessment.

During the nearly two-hour review session, the ADC made a number of comments to delete, add, and revise the background questions. Overall the ADC was pleased with the thoroughness of the questions, the clarity of wording, and the inclusion of questions related to students’ out-of-school science learning experiences. Many comments related to updating and clarifying questions and examples.

The ADC took the following two actions in open session, both of which were approved unanimously.

1. **ACTION: The Assessment Development Committee approves the NAEP Science Interactive Computer Task outlines in grades 4, 8, and 12 with changes to be communicated in writing to the National Center for Education Statistics (NCES).**
2. **ACTION: The Assessment Development Committee approves the NAEP Science Background Questions for students, teachers, and schools with changes to be communicated in writing sent to NCES.**

I certify the accuracy of these minutes.



Alan Friedman, Chair

3-22-13

Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of March 1, 2013

COSDAM Members: Lou Fabrizio (Chair), Fielding Rolston, (Vice Chair), Andrew Ho, Terry Holliday, Tonya Miles, and Jim Popham.

Governing Board Staff: Cornelia Orr, Ray Fields, Michelle Blair, and Munira Mwalimu.

Other Attendees: John Q. Easton, Director of the Institute of Education Sciences and Ex Officio member of the Governing Board. NCES: Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Janis Brown, Jing Chen, Andrew Kolstad, Kashka Kubzdela, and Bill Tirre. AIR: Young Yee Kim and Fran Stancavage. Colorado Department of Education: Joyce Zurkowski. EPIC: David Conley and Mary Seburn. ETS: Steve Lazer and Andreas Oranje. Hager Sharp: David Hoff. HumRRO: Laress Wise. MetaMetrics: Heather Koons. National Alliance of State Science & Mathematics Coalitions: Kenn Heydrick. Westat: Marcie Hickman and Keith Rust. Widmeyer: Jason Smith.

NAEP Participation Issues and Options: Implementation of Board Policy on Students with Disabilities and English Language Learners

The Committee on Standards, Design and Methodology (COSDAM) met in a joint session with the Reporting and Dissemination (R&D) Committee to discuss options for aggregating NAEP student participation data in NAEP reports. This is a continuing issue in implementing the 2010 Board Policy on Students with Disabilities and English Language Learners. See the Reporting and Dissemination Committee report of March 1, 2013 for a summary of the joint session.

Following the joint COSDAM/R&D session, COSDAM members adjourned to their separate meeting room. Lou Fabrizio, COSDAM Chair called the meeting to order at 11:00 a.m.

NAEP Participation Issues and Options: State Participation in Voluntary NAEP National Assessments

Keith Rust of Westat briefed COSDAM on state-level participation in NAEP assessments for which participation is not mandated by law. Mr. Rust stated that grades 4 and 8 NAEP reading and mathematics are mandated in the No Child Left Behind law. In his briefing, Mr. Rust noted patterns in states that have refused to participate in voluntary NAEP assessments over time, and described the statistical adjustments conducted to continue national-level reporting. He also summarized the validity analyses conducted to determine whether statistics produced via the adjustments were biased. The results of these validity analyses were favorable, suggesting no

cause for concern regarding bias. However, there are some states that repeatedly refuse to participate in non-mandated NAEP assessments.

COSDAM considered whether there were proactive measures the Board should take to ensure national participation, and how to handle analysis and reporting when some states refuse to participate. John Easton noted some cities included in the NAEP Trial Urban District Assessment (TUDA) would like to continue participating in the NAEP assessment even though they may be located in a state that has refused to participate. Tonya Miles asked whether the reasons for Maryland's repeated decisions not to participate in NAEP have changed over time. Jack Buckley and Peggy Carr summarized that the reasons are principle-based and have remained unchanged, despite a change in the state's education leadership.

Cornelia Orr asked about participation in NAEP field trials. Mr. Rust responded that refusals to participate have not been especially pronounced, and that for NAEP computer-based assessments, the mode of the assessment is so attractive that some states considering refusal are prompted to participate.

Jim Popham noted that improving public understanding of the utility of education and assessment more broadly would support efforts to maximize participation in NAEP. Tonya Miles noted the problem of state participation issues, particularly at grade 12, is relevant to the Chairman Driscoll's March 1, 2013 proposal for grade 12 reporting, i.e., lack of state participation may challenge NAEP preparedness reporting efforts. Mr. Fabrizio commented that issues of testing burden in states and the use of tests for teacher evaluations are additional factors that may discourage participation in voluntary NAEP assessments. The Committee acknowledged that this issue has many political aspects. Additional discussion is needed to determine the best ways for the Board to move forward.

NAEP 12th Grade Academic Preparedness Research

Mr. Fabrizio invited Governing Board Executive Director, Cornelia Orr to provide opening remarks. Ms. Orr summarized discussion in COSDAM's November 2012 meeting where the Committee cautioned on starting new work in the job training area. She noted that several projects in the job training area are currently underway, and COSDAM expressed support for completing all ongoing projects. She introduced two key staff, Dave Conley and Mary Seburn, from the Board's contractor, the Education Policy Improvement Center (EPIC). EPIC is tasked with conducting course content analyses for both college and job training areas. Ms. Orr noted that both of these projects have been ongoing for some time.

Mr. Conley and Ms. Seburn stated the purpose of this research, which is to identify what NAEP content is addressed in entry level credit-bearing courses. They described the details of the methodology being used to conduct this research, and some of the issues confronted in job training versus college, which included, for example, different levels of detail in the academic expectations presented in course syllabi. A final report for the job training research will be complete before the May 2013 Board meeting. The final report for the college project should be available next year, since that project started on a later timeline. Mr. Popham mentioned the variability in the framework objectives themselves as a challenge in conducting this study,

specifically objectives that were compound and thereby multifaceted in nature. He complimented EPIC's approach to addressing this issue, which includes implementing decision rules in a standardized manner.

The Committee noted the Technical Report for Phase 1 of the Board's Academic Preparedness Research was released on February 15, 2013. Ms. Orr acknowledged the efforts of Widmeyer Communications, the Board contractor assisting in development and dissemination of the report.

The Committee also offered some ideas related to the full Board morning discussion of a grade 12 reporting proposal for interpreting the NAEP proficient achievement level in view of preparedness research findings. Mr. Easton noted that he was unsure of where the Board is in terms of the preparedness reporting initiative, since some research is still underway. He also commented that most of the completed research seems indirect in terms of tying inferences from other assessment programs to NAEP. Mr. Popham and Andrew Ho echoed the concerns raised by Mr. Easton. Mr. Ho noted that we may also be subjugating NAEP by tying our inferences to those of other assessment programs. Terry Holiday noted that preparedness reporting was also relevant to the assessment consortia, and expressed that it is unclear whether NAEP should enter this policy landscape with an assertion about preparedness. Mr. Fabrizio stated that it seems to be the consensus of the committee that NAGB proceed with caution on this topic. Members nodded in agreement.

Preliminary Discussion on Setting NAEP Technology and Engineering Literacy (TEL) Achievement Levels

In opening remarks, Mr. Fabrizio summarized the current status of the 2014 NAEP TEL assessment at grade 8. Field testing is underway in January to March of 2013, and the Board must be prepared with achievement levels for reporting the TEL results from the operational assessment in 2014. Setting achievement levels on a computer based, interactive and cross-disciplinary assessment such as TEL represents a cutting-edge endeavor. To determine the appropriate methodology to pursue in achievement level setting for the TEL assessment, the Board usually starts with an issues paper outlining what needs to be addressed. The Committee's discussion provides an opportunity for members to share their perspectives on the issues that should be addressed in this upcoming issues paper.

Mr. Popham repeated earlier concerns he raised about whether NAEP TEL was a reasoning test. He wants to ensure the assessment does not merely reflect an intelligence test. Mr. Ho noted multidimensional complexity as a problem; to support scaling and achievement level setting, a unidimensional foundation is needed.

Mr. Holliday noted the importance of the context in which we are operating, that is we are in a period of budgetary contractions and cuts. Additionally, some jurisdictions are in some form of testing for as much as 40 percent of the school year. He noted that it is important to avoid a situation where the methodologies we pursue are far out of sync with this context. Mr. Fabrizio noted that feedback from states is that they are eager for the TEL assessment, because they are not able to afford this type of computer-based measure at the state level.

I certify the accuracy of these minutes.

Louis M. Fabrizio

Lou Fabrizio, Chair

March 22, 2013

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of March 1, 2013

JOINT MEETING WITH COMMITTEE ON STANDARDS, DESIGN AND METHODOLOGY (COSDAM)

Attendees: Committee Members – R&D Chair Andrés Alonso, COSDAM Chair Lou Fabrizio, COSDAM Vice Chair Fielding Rolston, Rebecca Gagnon, Andrew Ho, Terry Holliday, Terry Mazany, Tonya Miles, Father Joseph O’Keefe, James Popham, and Leticia Van de Putte; Governing Board Staff – Executive Director Cornelia Orr, Michelle Blair, Larry Feinberg, Ray Fields, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Janis Brown, Angela Glymph, Arnold Goldstein, Andrew Kolstad, and Grady Wilburn; AIR – Fran Stancavage; CCSSO – Kirtsen Taylor; CRP – Shaunece Bailey and Edward Wofford; Education Week – Christina Samuels; ETS – Amy Drescher, Steve Lazer, and Andreas Oranje; HagerSharp – David Hoff and Debra Silimeo; HumRRO – Lauress Wise and Steve Sellman; MetaMetrics – Heather Koons; National Alliance of State Science and Mathematics Coalitions – Kenneth Heydrick; Optimal Solutions Group – Robin Marion; Pearson – Brad Thayer; Reingold – Amy Buckley, Erin Fenn, and Valerie Marrapodi; Westat – Chris Averett, Marcie Hickman, Keith Rust, and Dianne Walsh; Widmeyer – Jason Smith.

Implementation of Policy on Students with Disabilities and English Language Learners

The two committees received a briefing from Grady Wilburn, of NCES, on difficulties in implementation of the Board policy on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL). The policy was adopted in March 2010, based on recommendations by two expert panels. It is aimed at increasing participation of SD and ELL students in NAEP and reducing the variations in exclusion rates among participating states and urban districts.

Mr. Wilburn said almost all aspects of the policy are being implemented fully in the 2013 National Assessment. These include new rules, codified in decision trees, for deciding how SD and ELL students will be tested. Under the policy only two limited groups of students may be excluded from NAEP by school personnel: (1) SD students with the most significant cognitive disabilities—expected to be about 1 percent who take alternate state assessments with alternate standards, and (2) ELL students who have been in United States schools for less than one year.

Mr. Wilburn focused on the SD aspects of the policy. Committee members said the aspects concerning ELLs should be thoroughly discussed at the next Board meeting in May 2013.

Mr. Wilburn said that for practical reasons NCES had decided that schools could also continue to exclude students with an individualized education program (IEP) or 504 plan requiring accommodations on state tests that NAEP does not allow because the accommodations are deemed to conflict with the skills and knowledge being tested by NAEP. In the past these non-allowable accommodations have mainly been read-aloud for the NAEP reading assessment and calculator use on all sections of NAEP math.

Calculators are not an issue in 2013 because NCES has decided to offer special calculator-active booklets to all SD students using this accommodation on state tests including those who would not be allowed calculators in the booklets they would normally receive through the random assignment of NAEP questions. Under the math assessment framework adopted by the Board, two-thirds of NAEP mathematics booklets do not permit a calculator to be used because math computation is regarded as a construct being tested.

Under the NAEP reading assessment framework, the assessment is a measure of reading comprehension in English; students are asked to read written text and answer questions about what they have read. The framework states that because the assessment is a test of reading comprehension, not listening, NAEP does not allow passages to be read aloud to students, an accommodation permitted on many state reading exams and on NAEP exams except for reading. Since by law student participation in NAEP is voluntary, students may refuse to take the assessment or their parents may refuse to let them participate. The Board policy states that "students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions, but placed in the category of refusals under NAEP data analysis procedures."

For several decades NAEP scores have, in effect, been imputed both to students who refuse to take NAEP and to absentees, a much larger group. This has been done by a non-response adjustment procedure under which the scores of students with similar characteristics, including age, gender, race/ethnicity and SD or ELL status, have been re-weighted or made to count for more to represent the students who were absent or refused to take NAEP in the same jurisdiction. However, no scores are imputed for SD and ELL students who are excluded. This tends to raise state and district averages since students outside these categories have higher average scores.

Mr. Wilburn said that if students were converted from exclusions to refusals this would disrupt comparisons with past state and district results where exclusions have been substantial. A worst-case scenario of these score changes, based on 2011 data, was presented to the Board in August 2012 by Keith Rust, of Westat, the sampling and data collection contractor for NAEP. Data are being collected in 2013 on which students are excluded by their schools because NAEP does not allow their state-permitted accommodations.

Mr. Wilburn said increasing refusals would artificially increase inclusion rates. It would also lower student participation rates, which are defined as the percentage of students tested after excluded students are deducted from the population that might be assessed. In some cases, the participation rate might fall below 85 percent and raise concerns about the validity of test results. Mr. Wilburn said there could be alternative ways for reporting exclusions in each jurisdiction—a total figure and also the percentage excluded because NAEP does not allow an accommodation granted on state exams.

Chairman Andrés Alonso said he agreed that NAEP should be working for greater inclusion but he said an increase in refusals would disrupt state and district trends and make it more difficult to show improvement.

Member Leticia van de Putte said there have been major increases in the number students with 504 plans providing for test accommodations because parents ask for them since they do not want their children to be classified as disabled.

Member Terry Holliday said he tried to end the read-aloud accommodation on Kentucky's reading tests but lost in the state legislature because of opposition from teachers who want to keep local decision-making and parents who fight for accommodations.

NCES Commissioner Jack Buckley said there were three major issues to consider:

- What population should NAEP assess?
- What should be done with students who are missing? Should this be fixed through re-weighting or imputation, such as full-population estimates?
- How should exclusion and participation rates be reported?

Ms. van de Putte urged the Board to reconsider the policy of testing reading and writing only in English. She said there should be a study of testing these subjects in Spanish too because of the growth of the Spanish-speaking population.

The committees asked for additional information on the number and percentage of students not tested by NAEP because of absence, refusal, and exclusion for different reasons. The data should be disaggregated by race/ethnicity, poverty, and public and private schools. Members also expressed interest in reporting options for 2013 and subsequent years.

A full discussion of the policy on English language learners should be held at a joint session of the two committees in May 2013.

REGULAR MEETING OF REPORTING AND DISSEMINATION COMMITTEE

Attendees: Committee Members – Chair Andrés Alonso, Rebecca Gagnon, Terry Mazany, and Father Joseph O’Keefe; Governing Board Staff – Larry Feinberg, Ray Fields, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Gina Broxterman, Ebony Walton Chester, Angela Glymph, Arnold Goldstein, and Grady Wilburn; AIR – Cadelle Hemphill; CCSSO – Kirtsen Taylor; CRP – Shaunece Bailey and Edward Wofford; ETS – Amy Dresher; HagerSharp – Debra Silimeo; HumRRO – Steve Sellman; Optimal Solutions Group – Robin Marion; Reingold – Amy Buckley, Erin Fenn, and Valerie Marrapodi; Westat – Chris Averett and Dianne Walsh.

1. Parent Outreach Activities

Ray Fields, of the NAGB staff, updated the committee on plans for a parent summit to be held in Washington, DC. He said the event would probably be scheduled for late October or early

November 2013, following release of the NAEP 2013 Mathematics and Reading Report Cards. The summit would be about the time of the 25th anniversary of the Governing Board, but a conference marking the anniversary will be held meeting in late February 2014 just before the scheduled Board meeting. Committee member Terry Mazany, who sits on the Board's 25th Anniversary Planning Committee, said a late fall date for the summit was designed to use the coverage and awareness of NAEP generated by the Report Cards to boost promotion of the event.

Stephaan Harris, of NAGB staff, briefly summarized the draft parental outreach plan made up of strategies that various Committee members deemed as priority activities the Board should pursue over the next six to 12 months. He added that while there were a few strategies that appeared to receive a consensus of high ranking, such as a parent leader discussion guide, members mostly seemed to have differing preferences. Amy Buckley, of Reingold Communications, said that some of the strategies were part of the overall communications plan the Board had approved several years ago and were re-packaged for emphasis on outreach to parent leaders.

Mr. Mazany said that all the strategies listed under the category of "audience"—which includes stakeholder database review, development of a list of key parent leaders and organizations, and development of a relationship map that links Board members and alumni to contacts in parent leadership—should be the underpinning of any efforts going forward. He added that since the goal of the Board's Ad Hoc Committee on Parent Engagement was improving student achievement and closing achievement gaps, this objective should be the "north star" that guides presentations and other efforts to involve parent leaders and other parents. Member Rebecca Gagnon said the relevancy of NAEP data and materials to particular parent audiences should guide outreach efforts.

Chairman Alonso said the definition of "parent leaders" should be expanded, as policymakers such as school board members and superintendents can be considered as such if they work directly with parents on educational issues. He also said that outreach efforts approved by the committee should have a basis for being able to measure success. He added that success does not just come from measuring the size of an audience but determining if members of that audience are using NAEP data. Chairman Alonso said the outreach effort would require further discussion.

2. Review of NAEP Releases: Reading Vocabulary and Mega-States Reports

Ms. Buckley provided an overview of the details and media coverage of two recent NAEP releases organized by Board staff and Reingold: NAEP Reading Vocabulary Report Card (a webinar release on December 6, 2012) and the NAEP Mega-States Report (an in-person event with live webcast held in Sacramento, CA on February 21, 2013).

Ms. Buckley said the Reading Vocabulary release had 281 webinar attendees and a 200 percent increase in Facebook referrals to the NAGB web site. The report resulted in 59 original media stories with a total of 231 placements in 44 states and the District of Columbia. The Mega-States release had 157 in-person and online attendees and resulted in nearly 20 original stories. The release included panelists or statements from state education leaders in all five states in the report.

Expanding on the response to the Mega-States report, Ms. Gagnon said Board member Leticia Van de Putte had described attending meetings of three different groups in Texas where the

report was prominently discussed. Ms. Gagnon asked if background variables were prominent in the report since they are useful components. Arnold Goldstein, of NCES, answered in the affirmative, adding there was detailed information about English language learners, for example.

3. Projected Schedule for Future NAEP Reports

Angela Glymph, of the NCES staff, presented a timeline of when NAEP reports are expected to be ready for release in 2013 and early 2014. The list included Economics 2012 (April 2013), NAEP-TIMMS 2011 Linking Study (June 2013), Long-Term Trend 2012 (June 2013), and Reading and Mathematics 2013 national/state and TUDA at grades 4 and 8 (fall 2013). Ms. Glymph said the NAEP Mathematics Curriculum Study would be released March 12, 2013 in Washington, DC with a seminar and live webcast that NCES is arranging. She said NCES has used ideas offered by Committee members at previous meetings on how to present this type of analysis effectively and make it relevant. The event will include video clips of parents and students responding to the findings and asking questions of the panel.

Ms. Glymph gave estimated dates when initial drafts of some of the reports would be submitted for Board review: Economics (second draft in the week of March 4), Long-Term Trend (March or April), and NAEP TIMMS (late April). Larry Feinberg, of the NAGB staff, noted that NCES has indicated that the grade 12 national and state results for NAEP reading and mathematics would be released in a combined report in the spring of 2014.

Chairman Alonso expressed concern that there wasn't much time between when the Board received drafts of reports for review and the release date. Ms. Gagnon suggested that the estimated date when reports are ready for Board review should be added to the NCES schedule of future reports so the committee can see a better overall picture of report production and can make sure the Governing Board can impact their content.

4. Configuration of Fall Releases: NAEP 2013 Reading and Mathematics Report Cards

Under the schedule presented by NCES, two major reports will be ready for release in October 2013—the NAEP 2013 Mathematics and Reading Report Cards for the Nation and the States. In December two other reports will be ready—the 2013 Mathematics and Reading Report Cards for the Trial Urban District Assessment (TUDA). Larry Feinberg, of the NAGB staff, said how the releases are configured could have a substantial impact on how data are reported by the press and discussed by the public. The main alternatives are:

- Release the math and reading reports together (the usual practice since 2003), which emphasizes the comparisons between the states and districts participating.
- Release the report for each subject separately (the usual practice in the 1990s), which focuses attention on the subjects and patterns and trends in how they are taught and learned.

Mr. Feinberg noted that the Council of the Great City Schools, which initiated the NAEP assessments of urban districts, felt strongly that TUDA results should be released separately from those for the states. That puts the focus on comparisons between the TUDA districts (rather than

with their states), which is the purpose of the TUDA program. Mr. Feinberg said a combined release of the two subjects in TUDA is probably most practical and effective, and should not be changed. However, whether to combine or separate the two releases at the national and state level involved a number of competing considerations. If the subjects are released separately, the interval between them probably should be about two or three weeks.

Mr. Feinberg said separating the releases probably would generate more press attention for NAEP. Arnold Goldstein, of NCES, said two releases would be more costly in both funds and staff time. Several Committee members said that no matter how the reports are released, much of the press and public probably will be most interested in how their own state compares to others.

The Committee requested Board staff to prepare a list of pros and cons for separate versus consolidated releases for discussion and a decision at the Committee meeting in May 2013. Staff was also asked to present examples of press releases for past NAEP reports released in the different ways to see the difference in focus and emphasis.

5. Release Plan for NAEP 2012 Economics Report Card

Mr. Harris reviewed the proposed release plan for NAEP Economics 2012, which would be in the form of an Internet webinar in April. A nationally recognized expert in economics as well as an economics educator would be invited take part in the panel of commenters. Embargoed data would be made available before the release to Congressional staff, members of the media, and leaders of the Council of Chief State School Officers and the National Governors Association.

ACTION: After discussion, the Committee voted unanimously to recommend Governing Board approval of the release plan for NAEP Economics 2012, appended as Attachment A to this report. The full Board approved the plan on Saturday morning, March 2, 2013.

6. Future Agenda Topics

Chairman Alonso said the Committee would hold a teleconference in late March for additional discussion of topics at this meeting as well as topics for future agendas and how future Committee meetings should be organized. The teleconference will include consideration of how the Committee should be most effectively engaged between its regular quarterly meetings.

I certify the accuracy of these minutes.



Andrés Alonso, Chair

March 22, 2013

Date

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP ECONOMICS 2012 REPORT**

The Nation's Report Card in Economics 2012

The Nation's Report Card in Economics 2012 will be released to the general public during April 2013. Following a review and approval of the report's results, the release will be arranged 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. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2012 National Assessment of Educational Progress (NAEP) Report Card in Economics measures students' skills in economic literacy. Students responded to questions designed to measure their understanding of how economics and markets work and how people function in them; the benefits and costs of economic interaction and the interdependence among people and nations; and the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the tradeoffs they face.

The NAEP Economics 2012 Report Card presents results from a representative sample of about 10,900 12th graders at the national level—the assessment is not administered to state-level samples. Results will be reported in terms of scale scores and percentages of students at or above achievement levels. Results are also presented by such demographic categories as gender, race/ethnicity, and free/reduced price lunch eligibility. Because the NAEP Economics Framework was used to develop both the 2012 and 2006 assessments, the 2012 results can be compared with initial assessment results from 2006—the previous assessment year for NAEP Economics.

DATE AND LOCATION

The release event for the media and the public will occur in April 2013. The exact date and location will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a National Assessment Governing Board member
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member

- Comments by a representative of the economics community
- Questions from members of the press and then the general audience
- Program will last approximately 75 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 at www.nagb.org.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer access to embargoed data via a special website to approved U.S. Congressional staff in Washington, DC; representatives of governors and state education agencies; and appropriate media. A conference call for journalists who signed embargo agreements will be held to give a brief overview of findings and data and to answer questions.

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 various other resources, will be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, a Governing Board press release, publications and related materials, including an abridged version of the 2012 NAEP Economics Framework, will be posted on the Board's web site at www.nagb.org. The 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, will work with Board staff to coordinate a communications effort, which could include a webinar, seminar, or social media initiative, to extend the life of the NAEP Economics results. These initiatives should be of great value and relevance to stakeholders with an interest in student achievement as well as economics education and assessment.

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of March 2, 2013

Attendees: Tonya Miles (Chair), Alan Friedman, Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Susan Pimentel, Fielding Rolston, Cary Sneider; Board staff – Mary Crovo.

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 March 2, 2013 from 7:30 to 8:10 a.m.

Nominations Committee Chair Tonya Miles called the meeting to order and provided an overview of the meeting agenda. Ms. Miles thanked members of the Nominations Committee for reviewing the large number of letters and resumes during the last several months. Ms. Miles also expressed appreciation to Governing Board staff for supporting the work of the Committee.

For Board terms beginning on October 1, 2013 there are openings in four categories:

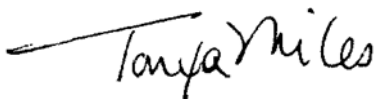
1. General public representative (2 positions)
2. State legislator (Democrat)
3. Testing and measurement expert
4. Elementary school principal

In February, the Nominations Committee held a teleconference to begin its review and discussion of the large pool of nominees for this cycle. Following additional discussion, the Nominations Committee recommended a slate of finalists for each category. This information will be provided to the full Board for action on March 2, 2013. Pending Board approval, the slate of finalists will be delivered to Secretary Arne Duncan in April 2013. The Committee discussed the high quality and diversity of nominations received for 2013 and offered recommendations for enhancements to the 2014 Nominations cycle.

OPEN SESSION ACTION:

The Nominations Committee recommends the slate of 2013 finalists to the Governing Board for approval at the March 2, 2013 meeting.

I certify the accuracy of these minutes.



Tonya Miles, Chair

3-22-13

Date

National Assessment Governing Board

Partially Closed Session

Report of March 1, 2013

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 March 1, 2013 from 12:30 p.m. to 1:45p.m.to receive a briefing on the National Assessment of Educational Progress (NAEP) 2012 Economics Report Card.

Ms. Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES) provided a briefing on the NAEP 2012 Economics Report Card results.

Ms. Carr reported that the economics assessment was administered from January 2012 to March 2012 to a national sample of 10,900 12th grade students. Results are reported by student performance – average scale scores (0-300); achievement levels (Basic, Proficient, and Advanced), and factors related to learning about economics. Assessment questions measure economics literacy in three main content areas:

1. Market Economy (45%)
2. National Economy (40%)
3. International Economy (15%)

Ms. Carr highlighted the 2012 economics results, and provided comparative data from the 2006 assessment results, by average scale scores, percentiles, and achievement levels. Results were highlighted by race/ethnicity, gender, private and public schools, and parental level of education.

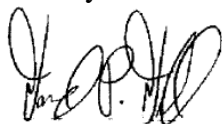
Contextual results are available in the following areas:

- Percent of students indicating economics courses helped them understand certain topics
- Use of the Internet to learn about economics issues
- Percent of students learning about economics from families and friends

Ms. Carr provided sample questions and responses for each of the three content areas—market economy, national economy, and international economy.

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

I certify the accuracy of these minutes.



David Driscoll, Chairman

3-1-13

Date