

National Assessment Governing Board

**Meeting of March 6-7, 2015
Washington, DC**

OFFICIAL SUMMARY OF BOARD ACTIONS Complete Transcript Available

National Assessment Governing Board Members Present

Terry Mazany, Chair
Mitchell Chester
Lucille Davy
Lou Fabrizio
Frank Fernandes
Anitere Flores
Rebecca Gagnon
Shannon Garrison
James Geringer
Andrew Ho
Tonya Matthews
Tonya Miles
Ronnie Musgrove
Dale Nowlin
Fielding Rolston
Cary Sneider
Chasidy White

National Assessment Governing Board Members Absent

Susan Pimentel, Vice Chair
Andrés Alonso
Doris Hicks
Terry Holliday
Joseph O'Keefe
James Popham
Sue Betka, Acting Director, Institute of Education Sciences (ex-officio)

National Assessment Governing Board Staff

Cornelia Orr, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair
Lily Clark
Dora Drumgold
Stephaan Harris
Laura LoGerfo
Munira Mwalimu
Tessa Regis

Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES) Staff

Peggy Carr, Acting Commissioner
Gina Broxterman
Samantha Burg
Jamie Deaton
Pat Etienne
Arnold Goldstein
Daniel McGrath
Michael Moles
Emmanuel Sikali
Holly Spurlock
Brad Thayer
Ebony Walton Chester
William Ward
Grady Wilburn
Amy Yamashiro

American Institutes for Research (AIR) Staff

Alka Arora
Markus Broer
Cadelle Hemphill
Young Yee Kim
Fran Stancavage

CCSSO

Fen Chou
Clayton Hollingshead

CRP, Inc.

Shamai Carter
Edward Wofford

Educational Testing Service (ETS) Staff

Jonas Bertling
Jay Campbell
Amy Dresher
Robert Finnegan
Steve Lazer
Rebecca Moran
Greg Vafis
Lisa Ward

Fulcrum IT

Michael Sharf

Hager Sharp

David Hoff

Joanne Lim

Human Resources Research Organization (HumRRO)

Monica Gribben

Steve Sellman

Lauress Wise

Optimal Solutions

Rukayat Akinbiyi

Brian Cramer

Pearson Educational Measurement

Steve Ferrara

Steve Fitzpatrick

Peg Heck

Connie Smith

Reingold Inc.

Amy Buckley

Valerie Marrapodi

Westat

Keith Rust

Widmeyer Communications

Jason Smith

Call to Order

The March 6, 2015 session of the National Assessment Governing Board was called to order by Chair Terry Mazany at 8:30 a.m.

Approval of March 2015 Agenda and the November 2014 Board Meeting Minutes

Chair Mazany reviewed the March 2015 agenda and requested a motion for approval. Rebecca Gagnon moved for Board approval. The motion was seconded by Shannon Garrison and passed unanimously.

Mr. Mazany noted that the November 2014 Board minutes were circulated to members for review. Lou Fabrizio moved for Board approval of the meeting minutes. The motion was seconded by Rebecca Gagnon and passed unanimously.

Opening Remarks

Chair Mazany began his remarks by thanking the Governing Board and its staff for their efforts and commitment to keep up the fast pace of work, not only for each Board meeting but the business being accomplished between meetings as well. He noted in particular the progress on National Assessment of Educational Progress (NAEP) budget conversations and the Executive Committee's in-person February 8-9, 2015 meeting to discuss the Strategic Planning Initiative. He further noted his commitment to engage the full Board in the strategic planning exercise at this meeting through the Committee and plenary discussions.

Chair Mazany played a video to provide context for the Governing Board's innovation brainstorming for the Strategic Planning Initiative. The video highlighted how students are learning in today's digital rich environment, which has become known as the 'connected city' supporting learning beyond the school setting (known as the "Hive" in Chicago – an initiative launched and supported by the MacArthur Foundation). He further commented on the importance of recognizing how many people in communities help to make this type of learning happen.

Chair Mazany concluded his remarks by noting that this Board meeting would be the last for Cornelia Orr in her role as Executive Director. He stated that the Governing Board's working dinner that evening would include a special farewell to commend Ms. Orr for her service to the Board and to celebrate her retirement.

Executive Director's Report

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

- The National Research Council announced the 15-member committee to evaluate the NAEP achievement levels. The committee is chaired by Christopher Edley (UC-Berkeley) and will meet four times during the two-year project. The first meeting took place on February 19-20, 2015 and included a presentation by Governing Board staff on the history of NAEP achievement levels setting in Reading and Mathematics.
- The Technology and Engineering Literacy (TEL) achievement levels setting pilot study, contracted through Pearson, will occur in San Antonio, TX on March 16-19, 2015.
- The NAEP-Explore Content Comparison Project undertaken by the Board's contractor, NORC, conducted its Content Alignment Institute on February 9–13, 2015 in Bethesda, MD. This project convened 32 reading and mathematics educators from across the country to review the ACT Explore test and 2013 grade 8 NAEP for undertaking content comparisons.
- The joint Policy Task Force between the Governing Board and Council of Chief State School Officers (CCSSO) met virtually on December 15, 2014 and in-person on February 4, 2015.

- The Governing Board convened its first ever Google Hangout on February 25, 2015. It showcased live video of Board members Doris Hicks and Rebecca Gagnon discussing how NAEP data can contribute to improving student achievement and serve as an invaluable tool and resource for education leaders and parents. The hangout had 69 live viewers and is posted on the Governing Board’s website at: https://www.youtube.com/watch?v=LHhZUxvh_nI.
- In December, 2014, the U.S. Department of Education Acquisition Conference presented an award to the Governing Board for its efforts to contract with small businesses. Ms. Orr noted the significant contribution of Governing Board staff member Munira Mwalimu in earning this recognition.
- The Governing Board staff raised nearly \$6,500 in support of the Combined Federal Campaign this year; this represented the highest per-capita giving rate and the highest amount in excess of the goal among U.S. Department of Education offices. Board staff were invited to a meet and greet with Secretary Duncan to recognize the accomplishment.

Ms. Orr also offered her final thoughts for the Governing Board. She spoke of the importance of the Governing Board’s work in reporting student progress to the nation in a broad range of subjects. She further commented on the value of reporting U.S. history, civics, science, technology and engineering literacy, and mathematics subjects at the state level. She stated that NAEP could do more reporting on 21st century skills. She asked the Board to consider what NAEP can tell the country about U.S. education that it does not already report.

Ms. Orr noted that the Board membership is selected for their different perspectives and therefore it is important for each member to vocalize their opinions and for the Board to collectively come to agreements in light of these differences. Ms. Orr stated her opinion that the Governing Board could further its agenda by expanding its collaboration with external groups. She noted that the current fiscal constraints make it difficult for the Governing Board to maintain a broad assessment schedule.

Ms. Orr closed with final thoughts about her retirement. She acknowledged the individual contributions of the Governing Board staff. She assured the Board that they would continue to receive excellent support from the staff under Deputy Executive Director Mary Crovo’s leadership in the interim before a new Executive Director is appointed. She concluded her remarks by thanking the Governing Board for the opportunity to serve the Board and the nation.

Institute of Education Sciences (IES) Update

The Chair noted that the IES update would not be provided at this Board meeting, as Acting IES Director Sue Betka was unable to attend due to the extreme weather conditions.

National Center for Education Statistics (NCES) Update

Peggy Carr, Acting NCES Commissioner, reported on current NAEP activities. She provided an overview of the 2015 NAEP data collection at the national, state and trial urban district assessment (TUDA) levels. In 2015 NAEP assessed reading, mathematics, and science and

sampled 166,000 students in 3,600 schools. The science assessment included voluntary participation from 46 states. She noted that this data collection year will include both paper and pencil and digital-based assessments (DBA), but only the paper and pencil results will be reported. Ms. Carr informed the Board that the 2015 data collection window was extended to March 13 due to weather conditions.

Ms. Carr commented on the 2016 NAEP activities which include further development of scenario-based tasks for reading and math. Interactive tutorials are being developed to help increase the digital competence of students and new outreach videos are being produced to help teachers learn how to use NAEP data. The videos are expected to be ready in 2017.

Ms. Carr informed the Board about the tentative dates for upcoming NAEP releases, including:

- *The Nation's Report Card: 2013 Mathematics Assessment in Puerto Rico* – March 12
- *Vocabulary Results From the 2013 NAEP Reading Assessment* – early Spring 2015
- *2013 Black-White Achievement Gaps & School Racial Density Report* – Spring 2015
- *Mapping State Proficiency Standards Onto the NAEP Scales 2011-2013* – Spring 2015

Ms. Carr noted that the NAEP achievement levels evaluation is being conducted by National Research Council (NRC). She emphasized that the Governing Board sets the achievement levels and the NCES Commissioner uses the evaluation results to make a determination of the trial status of the achievement levels.

Board members commented on points of interest in Ms. Carr's presentation. Chair Mazany closed the session by commending NCES for its valuable work and for contributing to the Board's strategic planning process.

Recess for Committee Meetings

The first session of the March 6, 2015 Board meeting recessed for Committee meetings at 9:28 a.m., which were held until 12:30 p.m.

Meeting Reconvened: Closed Session

The meeting reconvened at 12:45 p.m. in closed session.

Briefing and Discussion: NAEP 2014 Grade 8 Civics, Geography, and U.S. History Reports

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 6, 2015, the National Assessment Governing Board met in closed session from 12:45 p.m. to 1:45 p.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) 2014 Grade 8 U.S. History, Geography, and Civics Report Card results.

Arnold Goldstein, NCES, provided background information on the NAEP 2014 U.S. history, geography, and civics grade 8 assessments, followed by a summary of the results by subject.

Mr. Goldstein reported that there are four major themes in the 2014 NAEP U.S. history assessment: democracy, culture, technology, and world roles. Results were highlighted by the following areas:

- Average score of 8th graders since 1994;
- Scores since 1994 across demographic groups;
- Percentage of students at or above proficient since the first assessment year; and
- Percentage distribution of assessment time in 8th grade NAEP U.S. history by theme.

Mr. Goldstein provided a summary on the percentage of distribution of assessment time in 8th grade NAEP geography by the following content areas: space and place; environment and society; and spatial demographics and connections. He also provided the overall results for 8th graders for 2014 as compared to previous years.

Mr. Goldstein noted that the NAEP 2014 civics assessment is different from the U.S. history and geography assessments, as there are no subscales (scaling is done on a scale of 0-300 instead of 0-500). The NAEP assesses the following five areas of civics knowledge: civic life, politics, and government; foundations of the American political system; government embodiment of American democracy; U.S. relationship to other nations; and roles of citizens. Mr. Goldstein highlighted results by the following areas:

- Percentage of distribution of assessments in 8th grade NAEP civics;
- Scores changes for 8th graders since 1998; and
- Score changes since 1998 for some demographic groups.

Mr. Goldstein summarized results for each of the three subjects to be released. He described changes in results by comparing the 2014 results to the 2010 results for all three subjects and the 1994 results for U.S. history and geography, and the 1998 results for civics.

Results are reported by race/ethnicity, gender, type of school (public or private), and percentage of students performing at or above the NAEP achievement levels – below Basic, Basic, Proficient and Advanced. Results were also presented by student eligibility for the free and reduced lunch program, and for students with disabilities and English language learners (ELLs).

Mr. Goldstein stated that a new reporting feature of the Report Cards to be included in this upcoming release is development of student indices using data collected from the student questionnaires. Mr. Goldstein highlighted the index being developed for the civics, geography, and U.S. history assessments on students' views of their courses.

Governing Board members were encouraged to view the embargoed draft release website for the three reports and provide feedback to NCES.

Following this presentation, the Governing Board was shown an embargoed video prepared for the forthcoming March 12 release of *The Nation's Report Card: 2013 Mathematics Assessment in Puerto Rico*. Board members briefly commented on the excellent design of the video, which featured Board member Andrés Alonso.

Meeting Recessed and Reconvened: Open Session

The March 6, 2015 Board meeting recessed at 1:44 p.m. and reconvened in open session at 2:01 p.m.

Assessment of English Language Learners

Chair Mazany introduced the panelists for this session: Cornelia Orr, Governing Board Executive Director; Grady Wilburn of NCES; Carlos Martinez from the Office of English Language Acquisition; and Terra Wallin, from the Office of Elementary and Secondary Education.

Ms. Orr began her remarks by noting that historically NAEP did not always permit inclusion of ELLs, and disparities in state inclusion policies were problematic. She provided an overview of the current Board policy on inclusion and accommodations, and discussed its implications. Ms. Orr noted that the Board's current policy to increase the inclusion of ELLs has been in place for five years and encourages states to include ELLs in the NAEP assessment even if accommodations are necessary. She commented that it is an appropriate time to reaffirm that the policy is working as intended, and cautioned the Board to weigh the consequences of any potential modifications to the policy as that could negatively impact NAEP's ability to report trends. She recommended that the Governing Board be careful not to shift burden down to the local level to implement the policy and consider how any policy changes might be perceived by the public and policymakers as the nation becomes more diverse.

Mr. Wilburn presented NAEP data to showcase the positive impact of the Governing Board's policy on inclusion of ELLs in NAEP. He noted that his presentation focused on 4th and 8th grade national reading samples because the mathematics assessment is translated into Spanish and therefore has lower exclusion rates. The data show how the proportion of students identified on NAEP as ELLs changed over time; how the accommodations and exclusion rates changed; and how state exclusion rates of ELLs have changed over time. Mr. Wilburn noted external factors to NAEP that also impacted assessment accommodations, notably, the No Child Left Behind Act (NCLB).

Mr. Martinez began his remarks by noting his previous experience as an Assistant Secretary in New Mexico, where some districts had very high exclusion rates due to their bilingual education programs. He explained the U.S. Department of Education's policy on the inclusion of ELLs in the state English language arts assessments mandated in NCLB. He emphasized that ELL students assessed are counted in the participation rate, but may be excluded from the accountability scoring—both of which are required by NCLB. He further noted that “former ELLs” scores can be included in the ELL category for an additional two years for accountability purposes to fortify those results. He stated that many of the changes in the ELL population over time are more a reflection of policy changes rather than population or proficiency changes. Mr. Martinez noted the importance of acknowledging that diversity within the ELL population and the responsibility to assure their education no matter what previous conditions they experienced.

He also emphasized the criticality of ensuring ELL students are taught a broad range of subjects, not just English.

Ms. Wallin provided information on the waiver issued to Florida from the U.S. Department of Education regarding some of the NCLB requirements. In its waiver, Florida requested one additional year before including recently-arrived ELLs in the performance component of its state accountability system. Recently-arrived ELL students will continue to be included in the growth component of Florida's accountability system after 12 months but now be included in the performance component after 24 months. Thus, in year 1, ELL students take both the state English/Language Arts and mathematics assessments, but the scores of recently-arrived ELL students are included only in school growth measures, not in the calculation of each school's performance. Ms. Wallin noted that this waiver is unique to Florida, both because of the rigorous assessment program in the state exceeding the federal requirements and because no other state has requested a similar waiver. The waiver was approved under a few conditions—including that Florida must submit a plan to analyze its accountability data to ensure that ELLs continue to show growth and to report performance data on recently-arrived ELLs separately and in addition to data for all ELLs. She further noted that NCLB reauthorization bills contemplate changing the policy surrounding newly-arrived ELLs from one year to two years.

Board members engaged in discussion with the panelists.

Lou Fabrizio noted the extensive time it took the U.S. Department of Education to arrive at its current policy. He commented that if the exclusion policy was extended to two years instead of one, there may be the unintended consequence of ELL students losing the opportunity for instruction.

Mr. Martinez responded to Mr. Fabrizio by noting the importance of new assessment strategies in this arena. He noted that we used to wait until the student was ready to take the test and now we have the technology for the test to be ready for the student by providing the necessary accommodations.

Mr. Mazany asked whether the Board needed further information on this topic.

Several Board members suggested additional contextual variables related to ELL students, such as home languages spoken and knowing how long the ELL students have been in the U.S. However, no recommendations were made to expand the NAEP collection out of consideration for the risk of raising student privacy concerns.

Members discussed the accommodations allowed by NAEP, the opportunities for enhancements provided by DBA, and the possible improvements to the methodology of expanding population estimates.

Board member discussion concluded by noting the importance of providing ELL's access to the assessment, which helps ensure access to the curriculum. The data show positive patterns in making NAEP more inclusive. Board members suggested that the Committee on Standards, Design, and Methodology consider repeating a 2003 study on the relationship between exclusion

policies and state NAEP performance to better understand the effectiveness of the current Governing Board policy on inclusion rates.

Meeting Recessed and Reconvened: Closed Session

The March 6, 2015 Board meeting recessed at 3:27 p.m. and reconvened in closed session at 3:45 p.m.

NAEP Schedule of Assessments and Budget

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 6, 2015, the National Assessment Governing Board met in closed session from 3:45 p.m. to 4:45 p.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) Schedule of Assessments and Budget.

Peggy Carr, presented actual costs and independent government costs estimates for subjects to be assessed under the proposed NAEP Schedule of Assessments for 2014 - 2024. Two budget scenarios for fiscal year (FY) 2015-2024 were discussed based on the FY 2015 budget appropriation and the FY 2016 President's request. Actual and estimated 2013-2024 assessment cycle costs by year were presented and discussed.

The Board had an in-depth briefing and discussion that examined specific costs for assessing NAEP subjects, including cost projections for moving NAEP to digital-based assessments. The Board discussed NAEP's planned FY 2016 activities, with the following priority order for those activities:

1. Transition to DBA and maintain trend: state validation studies
2. Assessing broad-based curricular areas with a priority for science, technology, engineering, and mathematics (STEM)
3. Providing state level data in curriculum areas beyond reading and mathematics
4. Including more TUDAs

Board members asked clarification questions to understand the budget process and discuss how the projected amounts related to NAEP's mission requirements.

Members engaged in a lengthy discussion on the subjects and grades to be assessed within the budget constraints. Following the discussions, members requested NCES staff provide updated and more detailed information at subsequent meetings to aid the Governing Board's future budget decisions.

Meeting Reconvened: Open Session

The March 6, 2015 Board meeting reconvened in open session at 4:45 p.m.

Action: NAEP Schedule of Assessments and Budget

Following the closed session, the Board met in open session to take action on the proposed NAEP Schedule of Assessments.

Members discussed the importance of following the Board's mission with respect to the range of NAEP subjects assessed. Members also agreed to pursue a strategy that includes providing key information to legislators to bring awareness of the impact of reduced funding to carry out the NAEP Schedule of Assessments. It was clarified that a vote on the NAEP Schedule of Assessments was not a vote on the proposed methodology for the assessments.

A motion was made by Mr. Rolston to approve the NAEP Assessment Schedule with the priorities that were identified by the Executive Committee. Ms. Miles seconded the motion and it was approved unanimously. The full text of the action items is provided in the Executive Committee report and the NAEP Assessment Schedule appended to these minutes.

Meeting Recessed

The March 6, 2015 Board meeting recessed at 5:01 p.m.

Meeting Convened: Closed Session

The March 7, 2015 Board meeting convened at 8:30 a.m. in closed session.

Nominations for Board Terms Beginning October 1, 2015

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 7, 2014 from 8:30 a.m. to 8:45 a.m. to receive a briefing on the Governing Board's 2015 Nominations for Governing Board terms beginning October 1, 2015.

Ms. Tonya Miles, Chair, Nominations Committee, described the Governing Board's nominations process and timeline. She presented the list of finalists recommended by the Nominations Committee for terms beginning October 1, 2015 for the eight positions in the following seven categories:

1. Business representative
2. 12th-grade teacher
3. State school board member
4. Chief state school officer
5. Curriculum specialist (two positions)
6. Local school superintendent
7. Testing and measurement expert

The Board members discussed the slate of finalists.

Meeting Reconvened: Open Session

The March 7, 2015 Board meeting reconvened in open session at 8:45 a.m.

Action: Nominations for Board Terms Beginning October 1, 2014

Ms. Miles presented the recommendation of the Nominations Committee to approve the slate of finalists for full Board action in open session. The motion to approve the final list of candidates recommended by the Nominations Committee for submission to the Secretary of Education for review and appointment was seconded and passed unanimously.

Governing Board Strategic Planning Initiative

Chair Mazany began the session by highlighting several current events to provide context for the Governing Board's discussion of its Strategic Planning Initiative. He provided an overview of the forthcoming book, Our Kids, by Robert Putnam. Putnam's book compiles decades of research to support the adoption of policies such as investment in early childhood education as well as other social supports to help reconnect students to education. Mr. Mazany suggested that in its Strategic Planning Initiative discussion, Board members should consider how NAEP data can be used as evidence to support a national framework of policies to help students.

As additional context for the strategic planning discussion, Mr. Mazany called attention to recent news headlines about states and districts reconsidering their participation in the Common Core State Standards consortia-developed assessments for a variety of reasons, including political will and technological readiness. Mr. Mazany posited that as some localities slow their adoption of the consortia assessments, the need for NAEP remains stronger than ever.

Mr. Mazany noted that this session was designed to collect ideas from Board members for possible inclusion in the Strategic Planning Framework document that the Executive Committee is developing in support of the initiative. He challenged the Board to be thoughtful of how it channels NAEP's precious resources and energy to continue to make sure that NAEP remains at the forefront of assessment.

Mitchell Chester commented that the Governing Board must handle the dual tensions of remaining relevant and maintaining trends to report on the nation's academic progress. He further noted that the ambitions of the Governing Board must be tempered by its fiscal constraints.

Shannon Garrison shared the Assessment Development Committee's discussion about the opportunity to use the existing resource of NAEP contextual variables prominently and innovatively in reporting.

Tonya Matthews suggested that the Board approach the Strategic Planning Initiative from a visioning perspective rather than a deficit perspective. She noted that the Board's activities are not conducted in a vacuum, and there may be opportunities and resources that arise from the

Board's work. As an example she noted the Board's investment in TEL at a time when the nation is focused on STEM education.

Cary Sneider commented that the TEL assessment is of interest not just because of the results, but the process as well—students really enjoyed taking the assessment. He noted that given the context of assessment backlash, it is difficult to explain to the public that NAEP is not a high stakes test. He posited that NAEP's TEL assessment offers valuable instructional opportunities for teachers and students, and that the Board should consider different audiences and messages to counter the assessment crisis via the TEL report release.

Members engaged in discussion about the Governing Board's statutory mandates and the Board's responsibility to measure the educational progress of the nation broadly, even during times of insufficient funding.

In addition, members discussed the value of external partnerships, and the need for the Board to consider fortifying its efforts to build these partnerships to increase awareness of NAEP. One suggestion was for Board members to compile their organizational affiliations and planned attendance at conferences as a way to identify new opportunities for Governing Board outreach.

Andrew Ho suggested that the Governing Board consider new ways to capture the public's interest in NAEP results. He noted that proficiency, gap, and trend reporting are clever because they imply a goal for the nation. He argued that the greatest interest is in state-level comparisons, and the Board could approach determining the Assessment Schedule in an ever-forward looking approach by focusing resources on the subjects in highest demand at the state level.

Ms. Garrison suggested that it would be compelling to include students in NAEP releases, which are currently too data-heavy and tell the same story repeatedly. She noted that parents would not push back on assessments that students think are engaging and fun, such as TEL.

Board members discussed the import of the Governing Board promoting its ideals of educational progress in the nation (and not being confined to agnostic data reporting) to spur action by parents and partner groups to use NAEP data to improve educational outcomes for all children. Members discussed the importance of distinguishing NAEP from high stakes assessments in these messaging efforts. Members also discussed the challenge to inspire local action among parents, students, and teachers with national NAEP results.

Fielding Rolston suggested that as the Board considers its innovation ambition, it is also important to reflect on any current activities which should be ceased or redirected in support of the Strategic Planning Initiative.

Lucille Davy commented that in the context of the backlash surrounding common standards and assessments, there is an opportunity for the Governing Board to inform parents about why the right tests are good for students.

Anitere Flores challenged the Board to identify its audience to set the course for its strategic planning. She noted that the Board member discussion suggests a desire to broaden NAEP's audience, which can be achieved through strategic partnerships. She stated that when we ask

students to achieve higher standards, they do, and that it is important for the Governing Board to keep pushing the envelope.

Mr. Fabrizio commented that unfortunately the Saturday morning session did not have any reporters in attendance. He suggested that the Governing Board needs to develop better sound bites and include graphics to get more interest in NAEP results.

Members discussed the importance of strategic planning to focus on activities where there is likely to be an impact.

Mr. Mazany invited Peggy Carr to offer her suggestions to the Governing Board. She suggested that the Board consider engaging in a more comprehensive strategic planning effort, which would provide adequate time for the Board to gather input from external groups. She encouraged the Governing Board to increase the efficient use of resources by making better use of the administrative data NCES already collects and facilitating more state comparisons with international assessments.

Ms. Orr noted that statutory changes are not needed for the Governing Board to continue setting its priorities and assessing a broad range of subjects. She suggested that in the long term the Board could consider convincing Congress to modify the NCLB requirement to require state participation in NAEP but not mandate in which subjects.

Mr. Mazany closed the session by summarizing the themes of the discussion and noting the powerful resource of the Board members, who will be valuable in cultivating the Board's strategic partnerships.

Meeting Recess

The March 7, 2015 session of the National Assessment Governing Board recessed at 10:35 a.m. until 10:51 a.m.

Committee Reports and Board Actions

The standing committee Chairs summarized the discussions of their respective committees.

The Executive Committee presented the revised NAEP Assessment Schedule to include assessments at the national, state, and select urban district levels through 2024, which the Governing Board unanimously approved.

The Executive Committee presented the priority order for the planned fiscal year 2016 NAEP activities to guide Governing Board staff and NCES decisions in the event of insufficient appropriations from Congress, which the Governing Board unanimously approved.

The Reporting and Dissemination Committee presented the release plan for the 2014 NAEP Civics, U.S. History, and Geography Reports, which the Governing Board unanimously approved.

The Committee on Standards, Design, and Methodology will be developing a resolution to make a formal public statement about the priority of maintaining trend from 2015 to 2017 in grades four and eight reading and mathematics, during the transition to digital-based assessments. Governing Board staff will work in conjunction with NCES staff to draft the resolution for the Board's consideration at the May Board meeting.

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

Lucille Davy summarized the work of the Assessment Literacy Workgroup's meeting on March 5, which focused on the draft of the Assessment Literacy Communications Plan for Parents. Ms. Davy noted that the workgroup expects to share the plan with the Board for discussion at its May 2015 Board meeting.

Dale Nowlin provided an overview of Columbus, Indiana, the location for the May 14-16, 2015 Board meeting.

Mr. Mazany concluded the meeting by thanking everyone for a productive meeting, especially the Board members on the Screening Committee who conducted interviews for the Governing Board's Executive Director vacancy during the March Board meeting.

Meeting Adjourned

The March 7, 2015 meeting of the Board adjourned at 11:45 a.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

May 4, 2015
Date

National Assessment Governing Board

Executive Committee

Report of March 5, 2015

Executive Committee Members: Terry Mazany (Chair), Susan Pimentel (Vice Chair) *via WebEx*, Lou Fabrizio, Rebecca Gagnon, Shannon Garrison, Tonya Miles, Fielding Rolston, Cary Sneider.

Other Board Members: Lucille Davy, Frank Fernandes, James Geringer, Andrew Ho, Tonya Matthews. Ex Officio Member: Sue Betka Ex Officio member *via WebEx*.

Governing Board Staff: Cornelia Orr, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Anthony White.

NCES Staff: Peggy Carr, Arnold Goldstein, Linda Hamilton, Shawn Kline, Dan McGrath, Michael Moles, Holly Spurlock, Brad Thayer, Amy Yamashiro.

Other Attendees: AIR: George Bohrnstedt, Fran Stancavage. Hager Sharp: David Hoff. HumRRO: Steve Sellman, Laress Wise. Pearson: Connie Smith. Reingold: Valerie Marrapodi.

1. Welcome and Agenda Overview

Chair Terry Mazany called the meeting to order at 4:30 p.m. He expressed appreciation for the Board members, staff, and contractors journeying through the snow storm to be in attendance at the meeting.

Chair Mazany provided an overview of the agenda, noting that while in open session the Governing Board's Executive Director, Cornelia Orr, would provide the Executive Committee with a summary of recent Congressional activity, and Deputy Director Mary Crovo would provide an update on the new Executive Director search. Then the Executive Committee would briefly discuss the strategic planning initiative. He noted that the Executive Committee would spend the majority of its meeting time in closed session to discuss the NAEP budget with regards to the proposed NAEP assessment schedule. Finally, he noted the Executive Committee would resume in open session to take action on the assessment schedule.

The Chair added a personal note that he regretted this would be Ms. Orr's final Executive Committee meeting in her current role as Executive Director, as she is retiring on March 31, 2015.

2. Updates: Congressional Activity, Executive Director Search

Congressional Activity

ESEA Reauthorization – Executive Director Cornelia Orr began her remarks by stating that the Senate and House Education Committees have made strides to reauthorize the Elementary and

Secondary Education Act (ESEA), also known as the No Child Left Behind Act. She noted the ongoing public contention about which policies will be adopted in the final law, noting specifically that some members of Congress have proposed eliminating ESEA's annual state assessment requirements.

Senate Health, Education, Labor and Pensions (HELP) Committee Chairman Lamar Alexander (R-TN) and Ranking Member Patty Murray (D-WA) are working closely to draft a bipartisan ESEA reauthorization bill and have held numerous public hearings and recently announced plans to mark up the bill in the Committee by April 2015.

The House of Representatives' Education and the Workforce Committee passed a partisan version of the ESEA reauthorization bill called the "Student Success Act" without any public input or hearings. The House of Representatives was scheduled to vote on the Student Success Act on February, 27, 2015; however, the vote did not happen in part because of last minute concerns that it lacked sufficient support. This bill faces opposition from both sides of the political spectrum; including opposition from Secretary of Education Arne Duncan and a veto threat from the White House.

Ms. Orr noted that both the Senate and House versions of the bill would maintain the provision in ESEA that requires states to participate in the NAEP reading and math assessments biennially in grades 4 and 8.

NAEP Reauthorization – Ms. Orr provided an update to the Executive Committee regarding the reauthorization of the Education Sciences Reform Act, which authorizes the Governing Board and NAEP. The bill, titled the "Strengthening Education Through Research Act" (SETRA), has bi-partisan and bi-cameral support. The Senate HELP Committee reintroduced and passed the bill out of Committee in January 2015. However, the Senate vote and House consideration of the bill have not been scheduled, so it remains unclear when NAEP will be reauthorized.

Ms. Orr referred the Executive Committee to the Board materials which include the summary of NAEP's reauthorization status (Attachment A) and the document showing the Senate bill's changes compared to current law (Attachment B). She provided an overview of the proposed changes to the NAEP law including: clarification that the Governing Board is responsible for initial NAEP releases and that the Commissioner is responsible for the content of the NAEP reports; a new authority for the Board to provide input to IES on the annual NAEP budget requests; and updated terminology (switching to "school leaders" from "school principals", and "English Learner status" rather than "limited English proficient").

Ms. Orr noted that it was clear to her that Congress believes the work of the Governing Board and NAEP is critical. She played a video clip of Senator Alexander's remarks during the HELP Committee's markup of SETRA, where he discussed the importance of the Governing Board and NAEP, to illustrate this point (available at: <https://www.youtube.com/watch?v=baL3daZwSSg&feature=youtu.be>).

Executive Director Search

Mary Crovo provided the Executive Committee with an update on the Governing Board's search for an Executive Director. She stated that the Screening Committee conducted a national search over the course of four weeks which resulted in numerous applications. The Governing Board's Screening Committee, consisting of six Board members nominated by the Chair, met several times via teleconference and has scheduled in-person interviews with candidates to occur in conjunction with the March 2015 Board meeting. She further noted that the Screening Committee would provide updates to the Executive Committee and the full Board at the appropriate times.

3. Governing Board Strategic Planning Initiative

Chair Mazany expressed his appreciation to the Executive Committee for their participation in the February meeting held in Washington, D.C. He commented that the February meeting included robust discussion which will help further the Committee's work on the strategic planning initiative. Mr. Mazany invited Committee members to note any new ideas or reflections on the draft framework which he circulated to them via email on Monday, March 2.

Executive Committee members agreed that the revised draft strategic planning framework document adequately reflected the comments and discussion from the February meeting.

Cary Sneider commented that the draft framework was comprehensive. He stated that the scenario-based NAEP items are innovative and noted the importance of releasing TEL items to raise awareness about the assessment.

Tonya Matthews commented on the importance of the Governing Board partnering with NCES to set and achieve NAEP's innovation ambition.

Mr. Mazany thanked Peggy Carr, Acting NCES Commissioner, for her informative presentation to the Executive Committee regarding the "Future of NAEP" recommendations and activities at the February meeting. He mentioned the Frameworks Institute documents, included in the March meeting materials, which analyzed the public's view of assessments in the United States and include components that align with the Governing Board's Assessment Literacy workgroup. He noted the value of these multiple resources for identifying and furthering the Governing Board's strategic priorities.

The Chair ended the portion of the agenda open to the public at 5:00 p.m.

CLOSED SESSION 5:00 pm – 5:55 pm

Executive Committee Members: Terry Mazany (Chair), Susan Pimentel (Vice Chair) *via WebEx*, Lou Fabrizio, Rebecca Gagnon, Shannon Garrison, Tonya Miles, Fielding Rolston, Cary Sneider.

Other Board Members: Lucille Davy, Frank Fernandes, James Geringer, Andrew Ho, Tonya Matthews. Ex Officio Member: Sue Betka Ex Officio member *via WebEx*.

Governing Board Staff: Cornelia Orr, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Anthony White.

NCES Staff: Peggy Carr, Arnold Goldstein, Linda Hamilton, Shawn Kline, Dan McGrath, Michael Moles, Holly Spurlock, Brad Thayer, Amy Yamashiro.

4. NAEP Budget and Assessment Schedule

The Executive Committee met in closed session from 5:00 p.m. to 5:55 p.m. The Executive Committee schedule and budget discussion was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Chair Mazany provided an overview to the Executive Committee regarding its responsibility to set an assessment schedule that is forward-looking, reasonable, and communicates the Governing Board's priorities for NAEP to the public and Congress.

Ms. Orr provided an update on the recent meeting with the Office of Management and Budget (OMB), U.S. Department of Education's Budget Service, Governing Board staff, and NCES staff regarding the annual process to develop the President's budget request. All parties at the meeting expressed an interest in having more detailed cost information from NCES to justify to Congress the need for additional NAEP appropriations. All parties at the meeting agreed on the value of the U.S. Department of Education including the Governing Board in the standard budget development cycle to better inform the President's budget request for NAEP each year.

Based on the results of the meeting with OMB, Ms. Orr recommended that the Executive Committee review its budget and appropriation needs annually at the May Board meeting.

Ms. Orr noted that OMB indicated that the Governing Board should be prepared to be appropriated less than the requested amount of \$149.6 million in fiscal year (FY) 2016 and expressed an interest in knowing the Governing Board's contingency plans for NAEP activities if it does not receive the full requested amount. Ms. Orr led the Executive Committee in a discussion of the priority order for activities in FY 2016, in case NAEP is appropriated with insufficient funds to implement the full schedule of assessments. The Executive Committee unanimously agreed on the following priority order for the planned FY 2016 NAEP activities:

1. Transition to digital-based assessments (DBA) and maintain trend; state validation studies
2. Assessing broad-based curricular areas with a priority for science, technology, engineering, and mathematics (STEM)
3. Providing state level data in curriculum areas beyond reading and mathematics
4. Including more Trial Urban District Assessments (TUDA)

Ms. Orr presented the Executive Committee with a new option for consideration regarding the assessment schedule, which included notations for any differences from the proposed schedule included in the Board materials (Attachment E).

Peggy Carr, NCES Acting Commissioner, discussed actual and estimated costs for NAEP contracts for FY 2014 through FY 2024 to inform the Executive Committee's action on the assessment schedule. Her presentation gave attention to where the budget estimates did and did not align with the activities in the proposed assessment schedule presented by Ms. Orr.

Board members engaged in a question and answer session with Ms. Carr on various components of the NAEP budget, as well as timelines for Board decisions regarding activities proposed in the NAEP schedule of assessments.

Chair Mazany praised NCES and Governing Board staff for working together prior to the Board meeting to present quality information to inform the Executive Committee's decision. He further noted the benefit of the information provided in this briefing for the full Board closed session discussion of the NAEP budget and assessment schedule on Friday, March 6.

OPEN SESSION 5:55 pm – 6:00 pm

5. ACTION: NAEP Schedule of Assessments

The Executive Committee meeting reconvened in open session at 5:55 p.m.

Mr. Mazany asked the Executive Committee to consider action on the proposed schedule of assessments. Shannon Garrison moved for Committee approval of the assessment schedule. The motion was seconded by Lou Fabrizio and passed unanimously.

Mr. Mazany adjourned the Executive Committee meeting at 6:00 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

March 14, 2015

Date



National Assessment of Educational Progress

Schedule of Assessments

Approved March 6, 2015

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2014	U.S. History* Civics* Geography* TECHNOLOGY AND ENGINEERING LITERACY	8 8 8 8		
2015	Reading* Mathematics* Science**	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8
2016	Arts*	8		
2017	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2018	U.S. History Civics Geography Technology and Engineering Literacy	8, 12 8, 12 8, 12 8		
2019	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2020	Long-term Trend	~		
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8 8	4, 8 4, 8
2022	U.S. HISTORY CIVICS GEOGRAPHY Economics Technology and Engineering Literacy	8, 12 8, 12 8, 12 12 8, 12		
2023	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2024	ARTS FOREIGN LANGUAGE	8 12		

NOTES:

*Assessments not administered by computer. Beginning in 2017 all operational assessments will be digitally based.

**Science in 2015 consisted of paper-and-pencil and digital-based components.

~Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.

Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Governing Board will decide whether a new or updated framework is needed.

National Assessment Governing Board
Assessment Development Committee
Report of March 6, 2014

Joint Session with Reporting and Dissemination Committee

10:00 – 10:45 a.m.

Attendees:

Assessment Development Committee (ADC) Members: Chair Shannon Garrison, Vice Chair Cary Sneider, Frank Fernandes, Dale Nowlin, Chasidy White

Reporting and Dissemination (R&D) Committee Members: Vice Chair Rebecca Gagnon, Tonya Matthews, Tonya Miles, Ronnie Musgrove, Anitere Flores

Other Board Members: Board Chair Terry Mazany

Governing Board Staff: Mary Crovo, Michelle Blair, Stephaan Harris, Laura LoGerfo, Anthony White

NCES: Acting Commissioner Peggy Carr, Gina Broxterman, Samantha Burg, Jamie Deaton, Arnold Goldstein, Emmanuel Sikali, Holly Spurlock, Ebony Walton, Bill Ward, Grady Wilburn

Contractors: Jonas Bertling, Jay Campbell, Robert Finnegan, Rebecca Moran, Lisa Ward (ETS); Valerie Marrapodi, Amy Buckley (Reingold); Brian Cramer (Optimal); Alka Arora, Markus Broer, Cadelle Hemphill, Fran Stancavage (American Institutes for Research); David Hoff, Joanne Lim (Hager Sharp); Monica Gribben, Steve Sellman (HumRRO); Connie Smith (Pearson); Edward Wofford (CRP); Fen Chou (CCSSO)

Joint Session with ADC on TEL Reporting

The Reporting and Dissemination Committee and Assessment Development Committee met to review and discuss reporting plans for the NAEP 2014 Technology and Engineering Literacy (TEL) Assessment. Reporting and Dissemination Vice Chair Rebecca Gagnon assumed the role of acting chair for the Reporting and Dissemination (R&D) Committee, because R&D Committee Chair Alonso could not attend the Board Meeting.

Acting R&D Chair Rebecca Gagnon welcomed Assessment Development Committee (ADC) members to the joint session, and ADC Chair Shannon Garrison invited ADC Committee Vice Chair Cary Sneider to introduce the TEL assessment, which was administered in Winter 2014 to a national sample of eighth graders and is planned for release in October 2015.

Mr. Sneider extolled the innovative items in the TEL assessment, especially the digital tasks and the Scenario-Based Tasks (SBT), and the exciting opportunities for rich and innovative reporting therein. He recommended that the R&D Committee collaborate with ADC on reporting and that the 2009 Science Assessment's Interactive Computing Tasks (ICTs) reporting should serve as a model: http://www.nationsreportcard.gov/science_2009/ict_indepth.asp

He explained that, like in the ICT reporting, the TEL reporting website should guide the audience first to complete a sample released item to learn the nature, scope, and meaning of the TEL assessment. Without this direct interaction with the SBTs and the TEL itself, the audience will find the report difficult to understand; reporting a scale score of 150 will not engage visitors. Mr. Sneider also urged members to consider how to facilitate teachers' use of the TEL assessment results and how to extend the report's dissemination beyond the initial release.

Following Mr. Sneider, NCES staff member Emmanuel Sikali presented the draft TEL reporting plan. The current NCES plans offer site visitors an option "...to experience the task as students did..." as the third step in the proposed website. Committee members, led by ADC Committee Chair Garrison, urged NCES to revise this strategy. Echoing Mr. Sneider's concerns, Ms. Garrison and several members noted that if this interactive activity comes too late during users' journey through the report, and TEL Framework information is presented too early, users will fail to perceive the rich and important data from this exciting new assessment.

Thus, the joint committees' preferred structure for the TEL release website is:

- 1) Lead users through completing an item, with visuals;
- 2) Show what skill the item is assessing, the user's score, and students' scores;
- 3) Present student responses and performance (through percent correct, etc.); and
- 4) Highlight links to the TEL Framework and more in-depth data on the assessment

R&D member Tonya Matthews suggested that NCES rework the current plans for the click paths stemming from the release website's landing page. The site instead should offer tailored paths through the website for various audiences, such as those interested in assessment development data, those interested in examining achievement gaps, those interested in trying out the test items, and other perspectives.

After Mr. Sikali outlined the general strategy for TEL reporting, Jonas Bertling of ETS shared information on the new indices from the contextual variables. Relating the TEL assessment results to the contextual variables intrigued the Committee members, who emphatically encouraged a more prominent placement for these analyses in the reporting plans. The TEL assessment aligns well with the new indices on:

- 1) Student self-efficacy;
- 2) In-school learning opportunities for activities in Design and Systems;
- 3) Out-of-school learning opportunities for activities in Design and Systems;
- 4) In-school learning opportunities for activities in Technology and Society;
- 5) Out-of-school learning opportunities for activities in Technology and Society; and
- 6) Information and Communication Technology

The Committee members universally welcomed the bubble charts for each of these six indices and urged Mr. Bertling to present similar charts based on correlational analyses between these indices and subgroup data, especially gender and race/ethnicity. Mr. Bertling expressed concern that these indices are not ready for such reporting. However, the Committee strongly encouraged him to find a reliable and valid means to present correlations between the contextual variable indices and demographic characteristics. Especially considering the focus of TEL, questions about the gender gap as well as differences by race/ethnicity on indices of self-efficacy and interest in technology and society should be spotlighted. Breaking down indices by subgroup is critical to include, as are clearer instructions to accompany the richly informative bubble charts.

Finally, Ms. Matthews urged the R&D Committee as well as NCES to strategize now on how to shape the associations most of the audience will draw between the TEL findings and STEM pipeline issues. In addition, members from both Committees encouraged NCES to tap the reporting potential of the data on students' click streams, time spent on each task, and performance on each of the SBT elements, which especially will benefit educators.

NCES staff discussed next steps, including building a timeline within the context of the provided recommendations. This concluded the joint committee meeting, and the ADC members returned to their conference room.

Assessment Development Committee Meeting

10:50 a.m. – 12:30 p.m.

Attendees:

Assessment Development Committee (ADC) Members: Chair Shannon Garrison, Vice Chair Cary Sneider, Frank Fernandes, Dale Nowlin, Chasidy White

Governing Board Staff: Mary Crovo

NCES: Holly Spurlock, William Ward; Taslima Rahman via teleconference for NAEP/NGSS discussion

Contractors: Jonas Bertling, Jay Campbell, Greg Vafis, Rebecca Moran (ETS); Brian Cramer (Optimal); Alka Arora, Markus Broer, Fran Stancavage, Maria Stephens via teleconference for NAEP/NGSS discussion (American Institutes for Research); Joanne Lim (Hager Sharp); Monica Gribben (HumRRO); Connie Smith (Pearson); Carolyn Rudd (CRP); Fen Chou (CCSSO)

Update on 2014 NAEP Technology and Engineering Literacy (TEL) Assessment

William Ward presented an update on the status of analysis and reporting plans for the TEL assessment. This assessment was administered to a nationally representative sample of 20,000 eighth grade students in January to March 2014. Mr. Ward reported that the analyses have been completed for the overall TEL scale, the three content scales, and the three practice scales, which were defined in the TEL Framework. Summary results will be reported in terms of scale scores and percentiles.

Additional data analyses include disaggregating subscale data, examining contextual question indices, and exploring observable data. This latter category includes student actions or “click-stream” information as the examinees worked through the TEL tasks, and time stamp information showing how long students spent on various parts of the tasks. The current timeline for releasing the TEL report is fall 2015, once the Governing Board sets the TEL achievement levels for Basic, Proficient, and Advanced.

Members expressed their appreciation for the thorough briefing and asked Mr. Ward some clarification questions about the reporting elements. Cary Sneider emphasized that it is extremely important to communicate findings on the scenario-based tasks using accurate language. For example, arguing based on the evidence and understanding the big picture approach to a task are important concepts to communicate. However, efficiency in working through the tasks is not important. ADC members encouraged NCES to refer to the TEL Framework in developing the report, particularly for sections where results from the scenario-based tasks are described and reported.

The ADC teacher members commented on the importance of ensuring TEL results are communicated in meaningful ways for educators. The information should be presented in a very transparent way, with a focus on the tasks and items to illustrate what students can and cannot do related to the TEL content and skills.

NAEP and Next Generation Science Standards (NGSS) Comparison Study

Maria Stephens of AIR briefed the ADC via teleconference on the final report of the NAEP/NGSS comparison study. In previous meetings, the ADC received updates on the report’s progress and had an opportunity to comment on the findings to date. Following the overview of the report findings, ADC members expressed serious concerns about several aspects of the Highlights portion of the report.

While the study authors did a very meticulous job in designing and conducting the study, the ADC expressed disappointment that the study failed to address a very fundamental question—the report does not provide information on the percentage of the NGSS performance expectations and practices represented in the NAEP frameworks. While the Highlights report provides considerable detail on framework-specific comparisons, there is no overall information on the comparison of NGSS to all of the NAEP frameworks examined in the study—science, TEL, and mathematics.

Members noted that the data are all there, but that the report is too fragmented. It is difficult for the reader to determine the major findings of the NAEP/NGSS comparison study based on a reading of the Highlights report. The ADC recommended that the study authors examine the existing data and develop clear, cogent statements summarizing the findings. Cary Sneider noted that it is very important in the final report to distinguish between the distinct and different purposes of the NAEP frameworks and NGSS document. Mr. Sneider explained that the NGSS were developed as the floor for all students in terms of the curriculum, while NAEP frameworks focus on the range of knowledge and skills to be measured by NAEP. These are two very different purposes.

ADC members requested an opportunity to review a subsequent version of the Highlights report, given the numerous concerns they had with the document in its current form.

Discussion of the Governing Board's Strategic Planning Initiative

In preparation for the March 7, 2015 full Board discussion of the strategic planning initiative, ADC members offered the following feedback on the draft ideas. ADC Chair Shannon Garrison will report on these ADC recommendations at the March 7 full Board strategic planning session.

- Acknowledge NAEP's long history of innovation, such as the scenario-based tasks and the transition to DBA.
- Focus on innovation around communication and dissemination of NAEP results and resources. How can we disseminate more effectively and with greater innovation? What are the existing partnerships (e.g., Board member affiliations) and what new partnerships can be developed to promote dissemination?
- Use contextual variables more prominently and in new ways, as part of NAEP reporting. Explore innovations for reporting contextual variables in conjunction with demographic information. NAEP provides contextual information that state assessments do not.
- Report connections of NAEP assessment results to 21st century skills...
- Communicate that testing can be used as a tool. Information from NAEP can serve as a valuable resource for teachers in many areas of instruction and student learning. Illuminate how students learn and how NAEP can serve as a resource to inform instruction.
- Distinguish how NAEP is different from the Common Core assessments. It is important for people to understand the differences. We should address what sets NAEP apart and what connects NAEP to other assessment programs. The Board's Assessment Literacy initiative can help address these issues.

Closed Session**11:30 a.m.-12:30 p.m.****NAEP Digital-Based Assessments: Update on Subject Area Item Development and Issues**

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 March 6, 2014 from 11:30 a.m. to 12:30 p.m. to receive a briefing on NAEP's transition to digital-based assessment. This briefing included numerous secure NAEP test questions.

Attendees:

Assessment Development Committee (ADC) Members: Chair Shannon Garrison, Vice Chair Cary Sneider, Frank Fernandes, Dale Nowlin, Chasidy White

Governing Board Staff: Mary Crovo

NCES: Holly Spurlock, William Ward

Contractors: Jonas Bertling, Jay Campbell, Greg Vafis, Rebecca Moran (ETS); Brian Cramer (Optimal); Alka Arora, Markus Broer, Fran Stancavage (American Institutes for Research); Joanne Lim (Hager Sharp); Monica Gribben (HumRRO); Connie Smith (Pearson); Carolyn Rudd (CRP)

Rebecca Moran and Greg Vafis of ETS provided an update on the DBA transition for NAEP assessments. The initial part of the briefing included DBA activities and timelines for the 2017 reading and mathematics transition to a digital-based platform. ADC members had received several prior briefings on the DBA transition for these two subjects at their August and November 2014 meetings. Several changes in the DBA timeline were noted, including the decision to administer the scenario-based tasks in reading and math as a pilot test in 2017 instead of using them as part of the operational assessment and reporting. This decision will allow more time for cognitive labs, which the ADC strongly supports.

The second portion of the closed briefing focused on the DBA transition for the 2018 assessments in civics, geography, and U.S. history. The session presenters highlighted DBA transition issues unique to each subject area in "trans-adapting" the current paper-and-pencil test items to the tablet platform.

Mr. Vafis displayed numerous secure NAEP items to illustrate both challenges and implementation strategies to trans-adapt existing items involving maps, timelines, and other key elements in the civics, geography, and U.S. history item pools. In addition, the DBA environment will allow NAEP to use authentic, interactive stimulus materials for test questions including video clips of speeches, interactive maps, and other formats to measure the broad range of framework objectives.

ADC members discussed various issues related to the civics, geography, and U.S. history assessments and expressed excitement about the potential for DBA questions to test a wider range of critical thinking skills, incorporate online interactive materials, and engage students in the assessment.

I certify the accuracy of these minutes.



Shannon Garrison, Chair

March 24, 2015

Date

National Assessment Governing Board Committee on Standards, Design and Methodology

March 6, 2015

Attendees

COSDAM Committee Members: Chair Lou Fabrizio, Vice Chair Fielding Rolston, Mitchell Chester, Lucille Davy, James Geringer, Andrew Ho.

Other Board Members: Board Chair Terry Mazany.

Governing Board Staff: Executive Director Cornelia Orr, Michelle Blair, Lily Clark, Sharyn Rosenberg.

NCES: Acting Commissioner Peggy Carr, Samantha Burg, Patricia Etienne, Daniel McGrath, Brad Thayer, Amy Yamashiro.

Contractors: George Bohrnstedt, Young Yee Kim (AIR); Clayton Hollingshead (CCSSO); Amy Dresher, Steve Lazer, Andreas Oranje (ETS); Melissa Spade Cristler (Hager Sharp); Laress Wise (HumRRO); Rukayat Akinbiyi (Optimal Solutions Group); Steve Ferrara, Steve Fitzpatrick, Peg Heck (Pearson); Keith Rust (Westat); Jason Smith (Widmeyer).

Introductions and Review of Agenda

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 9:48 a.m. and welcomed members and guests. Mr. Fabrizio noted that COSDAM members Terry Holliday and Jim Popham were unable to attend this Board meeting. He also welcomed Mitchell Chester to his first meeting of COSDAM.

Project Update and Design Document for Technology and Engineering Literacy (TEL) Achievement Levels Setting (ALS)

Mr. Fabrizio noted that the previous TEL ALS project director, Paul Nichols, recently left Pearson to pursue an opportunity at a different company. He asked Steve Fitzpatrick of Pearson, the new TEL ALS project director, to tell COSDAM members about himself and his experience with standard setting. Mr. Fitzpatrick introduced himself and program manager Peg Heck and provided an update on recent project activities. Since the last COSDAM meeting on November 21st, the public comment period for the Design Document came to an end; a usability study was conducted in early December; the Technical Advisory Committee on Standard Setting (TACSS) met twice in person and once by webinar; and preparations have been underway for the pilot study.

Mr. Fitzpatrick reported that the Design Document was out for public comment from October 29th until November 28th, but no comments were received. Pearson had a web page for public

comment, and the link was sent to over 100 interested organizations as part of the panelist nomination effort. In addition, a link to the public comment site appeared on the Governing Board home page. Jim Geringer expressed concern about not receiving any comments; other COSDAM members noted that the document is very long and technical, and such documents rarely receive public comments.

A usability study was conducted from December 2-4, 2014 with five eighth grade science teachers in Chandler, Arizona. The purpose of the study was to provide feedback on how panelists navigate between two different computers that will be used during the standard setting process. The first computer will be used to display the NAEP TEL items and scenario-based tasks, and the second computer will contain software to conduct the standard setting process. Mr. Fitzpatrick reported that participants were comfortable using both computers and understood the purpose of each.

The Technical Advisory Committee on Standard Setting (TACSS) held face-to-face meetings on December 18-19, 2014 and February 12-13, 2015; in addition there was a webinar on January 28, 2015. The TACSS discussed plans and materials for the upcoming pilot study, including: a design for collecting public comment on the ALS outcomes in conjunction with the National Conference on Student Assessment (per COSDAM's recommendation at the November 2014 Board meeting); functionality of the standard setting software; division of the TEL items and tasks into three parallel ordered item booklets; plans for ensuring uninterrupted internet access; the meeting room layout; and panelist evaluation questionnaires.

The TEL ALS pilot study will be held on March 16-19, 2015 in San Antonio, Texas. Results from the pilot study and planned modifications for the operational study will be discussed during a closed session at the May 2015 COSDAM meeting.

Update on Transition to Digital Based Assessments (DBA)

Andreas Oranje of Educational Testing Service (ETS) provided an overview of the current plans for transitioning NAEP Reading and Mathematics assessments onto a digital platform with a focus on the updated white paper, which was sent to COSDAM members via email the week before the March 6th meeting. In 2015, the paper-based assessments in Reading, Mathematics, and Science will continue to be administered and used for reporting NAEP results. In addition, digital-based assessments will be administered as part of the DBA start-up process, for the purpose of conducting a mode study (examining potential differences in student performance attributable to the mode of administration) and exploring how the trends can be maintained. The 2015 DBA start-up activities will be based on existing paper-based items that have been "trans-adapted," or transferred to a digital platform. In 2016, pilot tests will be conducted using new DBA items that do not have current paper-based equivalents. In addition, the trans-adapted items will be re-administered in 2016 to determine the extent to which the new content can be scaled with the existing content. In 2017, pilot tests of scenario-based tasks (SBTs) would be conducted but would not be scaled with the operational assessment. The current plan for 2017 is to administer the Reading and Mathematics assessments exclusively by tablets that would be provided by the NAEP administrators.

Last fall, the draft white paper was reviewed by three NAEP expert panels: the Design and Analysis Committee (DAC), the NAEP Validation Studies panel (NVS), and the Quality Assurance Technical Panel (QATP). Mr. Oranje provided an update on planned responses to the following five issues that were raised by the expert panels: 1) disentangle DBA from MST (multi-stage testing), which is not inherent in the design; 2) address digital equity/fairness in the DBA studies; 3) add a state validation component, which is not currently planned and would involve significant costs; 4) provide an argument for the value of scenario-based tasks; and 5) add evaluation criteria for the decision about whether trend can be maintained.

The recommendation to disentangle DBA from MST is to ensure that item assignment does not result in estimation biases (i.e., that relatively difficult items do not appear easy when disproportionately assigned to higher-performing students, or relatively easy items do not appear hard when disproportionately assigned to lower-performing students). Mr. Oranje noted that the degree of adaptive testing in the current design is modest; existing item pools were used to construct three second stage blocks for Mathematics and two second stage blocks for Science (the Reading assessment will not have an MST design in 2017). It is not feasible to implement a paper-based MST design, but it is possible to address this concern by routing a small sample of students to an adjacent second stage block. That is, of the students who would be expected to receive a second stage block of medium difficulty, 10 percent could be routed to the easy block and 10 percent could be routed to the hard block.

In terms of digital equity, Mr. Oranje began by noting that the assessment design is intended to minimize administration barriers but that some aspects of the DBA mode may be construct-relevant. Planned analyses will relate tutorial data and self-reports of experiences with digital exposure and resources to student performance data. Additional small scale experimental studies could be performed in this area.

In response to the recommendation to add a state validation component to the DBA design, Mr. Oranje presented a proposal for the 2017 grades 4 and 8 Reading and Mathematics samples to consist of both DBA (2,000 students per subject/grade per state) and paper-and-pencil (500 students per subject/grade per state). The proposed design would evaluate the paper-to-tablet link over two points in time; evaluate whether and how this link varies by state; and allow for the option to present 2017 Reading and Mathematics results as a mixture of paper- and tablet-based assessment results. Andrew Ho called the proposal a creative, practical, and feasible approach to a very important question and noted, “This plan might have saved NAEP.” There was some discussion about the potential costs of testing in two different modes in 2017, and about the tension between wanting to maintain trend, but also allowing constructs to drift over time to maintain relevance to how students are learning.

To address the value of scenario-based tasks (SBTs), Mr. Oranje stated that interactive, immersive environments can be used to measure how students develop an answer, the approach taken, and possible misconceptions. These innovative item types hold promise for measuring certain parts of the NAEP frameworks more effectively than traditional items. In addition, SBTs may be more engaging to students. Jim Geringer noted that it is more important to measure understanding than knowledge, and that SBTs may help achieve that goal.

Finally, Mr. Oranje stated that results from the bridge studies would be evaluated by focusing on the meaning of the patterns in the results rather than choosing an a priori criterion. Mr. Ho requested that this be explicitly stated in the white paper, rather than placing so much emphasis on the possible criteria of two scale points. Mr. Oranje noted that results from the 2015 bridge studies would be available in April or May 2016, and that a final decision about the design for the 2017 assessments (including the state validation component) would be needed by December 2015.

Developing a Resolution on Maintaining Trend with Transition to Digital Based Assessment

Sharyn Rosenberg, the Governing Board Assistant Director for Psychometrics, proposed that a Resolution be developed to make a formal statement about the priority of maintaining trend from 2015 to 2017 in grades 4 and 8 Reading and Math with the changing mode of administration. There was some discussion about the need to recognize that maintaining trend does not preclude changes in constructs over time; the concept of dynamic frameworks indicates that construct change can be thought of as a continuum rather than a dichotomy. Cornelia Orr, the Governing Board's Executive Director, noted that the context and timing are critical, given all of the changes in state educational and assessment systems over the past five years.

Governing Board staff, working closely with NCES staff, will propose some draft wording for COSDAM to review prior to the May 2015 Board meeting.

Governing Board Strategic Planning Initiative

At the request of Board Chairman Terry Mazany, COSDAM members discussed the strategic planning initiative and reviewed an excerpt of the meeting minutes from the February 2015 Executive Committee retreat (the complete meeting minutes appeared in the Strategic Planning tab of the full Board materials). A few members noted that the preliminary list seems more focused on procedures than process, and that they were unsure how to react to the list of ideas. There was an acknowledgment that budgetary restrictions might necessitate a strategic plan, so that the highest priorities of the Board can be funded first.

Update on Academic Preparedness Research

Ms. Rosenberg gave a brief update about the status of the Board's ongoing research studies on academic preparedness for college and job training programs. Ms. Rosenberg noted that there are no current plans to perform additional research in the area of academic preparedness for job training; a report will be prepared to summarize the previous research and lessons learned, per COSDAM's earlier recommendations.

Results from the exploratory studies at grade 8 (linking NAEP to ACT Explore in Reading and Mathematics for three states, and the content alignment study of NAEP and ACT Explore in these subjects) are expected to be presented to COSDAM during the August 2015 meeting.

The timeline for the grade 12 statistical relationship studies on academic preparedness for college is less certain. We have received data from three of the five intended state partners (MA, MI, and TN) but do not yet have signed agreements with the two remaining states (FL and IL), nor with ACT for the planned national linking study of NAEP and ACT. COSDAM will continue to receive updates on the status of this work as more information becomes available.

Other Issues and Questions

Finally, Mr. Fabrizio expressed COSDAM’s appreciation for Cornelia Orr’s service, since this is her last Board meeting as Executive Director.

I certify the accuracy of these minutes.

Louis M. Fabrizio

4-1-15

Lou Fabrizio, Chair

Date

**National Assessment Governing Board
Reporting and Dissemination Committee
Joint Session with Assessment and Development Committee
March 6, 2015, 10:00am – 10:45am**

Attendees:

Assessment Development Committee (ADC) Members: Chair Shannon Garrison, Vice Chair Cary Sneider, Frank Fernandes, Dale Nowlin, Chasidy White

Reporting and Dissemination (R&D) Committee Members: Vice Chair Rebecca Gagnon, Tonya Matthews, Tonya Miles, Ronnie Musgrove, Anitere Flores

Other Board Members: Board Chair Terry Mazany

Governing Board Staff: Mary Crovo, Michelle Blair, Stephaan Harris, Laura LoGerfo, Anthony White

NCES: Acting Commissioner Peggy Carr, Gina Broxterman, Samantha Burg, Jamie Deaton, Arnold Goldstein, Emmanuel Sikali, Holly Spurlock, Ebony Walton, Bill Ward, Grady Wilburn

Contractors: Fen Chou (Council of Chief State School Officers); Jonas Bertling, Jay Campbell, Robert Finnegan, Rebecca Moran, Lisa Ward (ETS); Valerie Marrapodi, Amy Buckley (Reingold); Brian Cramer (Optimal); Alka Arora, Markus Broer, Cadelle Hemphill, Fran Stancavage (American Institutes for Research); David Hoff, Joanne Lim (Hager Sharp); Monica Gribben, Steve Sellman (HumRRO); Connie Smith (Pearson); Edward Wofford (CRP)

The Reporting and Dissemination Committee and Assessment Development Committee met to review and discuss reporting plans for the NAEP 2014 Technology and Engineering Literacy (TEL) Assessment. Reporting and Dissemination Vice Chair Rebecca Gagnon assumed the role of acting chair for the Reporting and Dissemination (R&D) Committee, because R&D Committee Chair Alonso could not attend the Board Meeting.

Joint Session with ADC on TEL Reporting

Acting R&D Chair Rebecca Gagnon welcomed Assessment Development Committee (ADC) members to the joint session, and ADC Chair Shannon Garrison invited ADC Committee Vice Chair Cary Sneider to introduce the TEL assessment, which was administered in Winter 2014 to a national sample of eighth-graders and is planned for release in October 2015.

Mr. Sneider extolled the innovative items in the TEL assessment, especially the digital tasks and the Scenario-Based Tasks (SBT), and the exciting opportunities for rich and innovative reporting therein. He recommended that the R&D Committee collaborate with ADC on reporting and that the 2009 Science Assessment's Interactive Computing Tasks (ICTs) reporting should serve as a model: http://www.nationsreportcard.gov/science_2009/ict_indepth.asp

He explained that, like in the ICT reporting, the TEL reporting website should guide the audience first to complete a sample released item to learn the nature, scope, and meaning of the TEL assessment. Without this direct interaction with the SBTs and the TEL itself, the audience will find the report difficult to understand; reporting a scale score of 150 will not engage visitors. Mr. Sneider also urged members to consider how to facilitate teachers' use of the TEL assessment results and how to extend the report's dissemination beyond the initial release.

Following Mr. Sneider, NCES staff member Emmanuel Sikali presented the draft TEL reporting plan. The current NCES plans offer site visitors an option "...to experience the task as students did..." as the third step in the proposed website. Committee members, led by ADC Committee Chair Garrison, urged NCES to revise this strategy. Echoing Mr. Sneider's concerns, Ms. Garrison and several members noted that if this interactive activity comes too late during users' journey through the report, and TEL Framework information is presented too early, users will fail to perceive the rich and important data from this exciting new assessment.

Thus, the joint committees' preferred structure for the TEL release website is:

- 1) Lead users through completing an item, with visuals;
- 2) Show what skill the item is assessing, the user's score, and students' scores;
- 3) Present student responses and performance (through percent correct, etc.); and
- 4) Highlight links to the TEL Framework and more in-depth data on the assessment

R&D member Tonya Matthews suggested that NCES rework the current plans for the click paths stemming from the release website's landing page. The site instead should offer tailored paths through the website for various audiences, such as those interested in assessment development data, those interested in examining achievement gaps, those interested in trying out the test items, and other perspectives.

After Mr. Sikali outlined the general strategy for TEL reporting, Jonas Bertling of ETS shared information on the new indices from the contextual variables. Relating the TEL assessment results to the contextual variables intrigued the Committee members, who emphatically encouraged a more prominent placement for these analyses in the reporting plans. The TEL assessment aligns well with the new indices on:

- 1) Student self-efficacy;

- 2) In-school learning opportunities for activities in Design and Systems;
- 3) Out-of-school learning opportunities for activities in Design and Systems;
- 4) In-school learning opportunities for activities in Technology and Society;
- 5) Out-of-school learning opportunities for activities in Technology and Society; and
- 6) Information and Communication Technology

The Committee members universally welcomed the bubble charts for each of these six indices and urged Mr. Bertling to present similar charts based on correlational analyses between these indices and subgroup data, especially gender and race/ethnicity. Mr. Bertling expressed concern that these indices are not ready for such reporting. However, the Committee strongly encouraged him to find a reliable and valid means to present correlations between the contextual variable indices and demographic characteristics. Especially considering the focus of TEL, questions about the gender gap as well as differences by race/ethnicity on indices of self-efficacy and interest in technology and society should be spotlighted. Breaking down indices by subgroup is critical to include, as are clearer instructions to accompany the richly informative bubble charts.

Finally, Ms. Matthews urged the R&D Committee as well as NCES to strategize now on how to shape the associations most of the audience will draw between the TEL findings and STEM pipeline issues. In addition, members from both Committees encouraged NCES to tap the reporting potential of the data on students' click streams, time spent on each task, and performance on each of the SBT elements, which especially will benefit educators.

NCES staff discussed next steps, including building a timeline within the context of the provided recommendations. This concluded the joint committee meeting, and the ADC members returned to their conference room. After a brief break, R&D Committee members reconvened to address the rest of their agenda.

**National Assessment Governing Board
Reporting and Dissemination Committee
March 6, 2015, 10:50am – 12:30pm**

Attendees:

Reporting and Dissemination (R&D) Committee Members: Vice Chair Rebecca Gagnon, Tonya Matthews, Tonya Miles, Ronnie Musgrove, Anitere Flores

Other Board Members: Board Chair Terry Mazany

Governing Board Staff: Stephaan Harris, Laura LoGerfo, Anthony White

NCES: Acting Commissioner Peggy Carr, Gina Broxterman, Jamie Deaton, Arnold Goldstein, Dan McGrath, Emmanuel Sikali, Ebony Walton, Grady Wilburn

Contractors: Jonas Bertling, Lisa Ward (ETS); Valerie Marrapodi, Amy Buckley (Reingold); Cadelle Hemphill (American Institutes for Research); David Hoff (Hager Sharp); Steve Sellman (HumRRO); Edward Wofford (CRP)

Release of Civics, U.S. History, and Geography Report Cards

The Committee reviewed a release plan for the upcoming 2014 NAEP grade 8 national results in U.S. history, civics, and geography, slated to be released in April 2015. Stephaan Harris, Governing Board staff, provided an overview of the plan. The plan calls for all three reports to be released via webinar with results issued live simultaneously on one report site with separate sections for each subject.

The webinar will feature a panel with results presented by Acting Commissioner Peggy Carr and statements from a Governing Board member and at least one expert in social studies.

Mr. Harris explained the plans for three separate subject-focused post-release events, which could include a webinar or a presentation at a national conference, in order to provide more attention and opportunity for collaboration with the strong communities in each subject area.

Arnold Goldstein, NCES staff, said that a draft report site should be available for Committee review sometime in the next week (week of March 9, 2015).

ACTION: Acting Chair Gagnon made a motion for approval of the plan, which the Committee unanimously approved and moved to send to the full Board for action on Saturday, March 7, 2015.

Focused Reports

Over the last several years, Board members and staff have called for or suggested papers on various topics to inform Board policy decisions. Board staff member Laura LoGerfo presented a list of these topics to R&D Committee members to elicit feedback on what topics may warrant further pursuit. There are two primary goals for these Focused Reports: (1) To harness NAEP's unique capacity as a nationally representative assessment of academic achievement that can produce high-impact special reports on critical educational issues and practices; (2) To highlight the potential for rich analysis of NAEP data, including available contextual variables.

The Committee offered feedback on the presented topics and suggested additional topics for consideration. Ms. Miles responded first by describing a question that has piqued her interest: What would NAEP results—and achievement gaps—look like if all facets of students' and schools' experiences were “peeled back like an onion?” More complete contextual information about schools and their communities could help citizens more fully understand test results and more accurately interpret assessment data.

Ms. Matthews endorsed the idea of fostering cross-state collaborations through producing regional analyses to which Mr. Mazany added that the Federal Reserve Board could prove an interesting resource to supplement or complement analyses by region, because the Federal Reserve System operates in twelve regions. Ms. Flores suggested that these regional analyses could be merged with the “spotlight” report to highlight what high-performing states are doing by region and thus bolster the work's relevance and import. Mr. Musgrove demurred on the regional analysis concept and asked others to justify the regional emphasis. He explained that his “region loves to regionalize,” which allows his state to rationalize a lower standard because their regional neighbors are at a lower standard. Ms. Matthews understood Mr. Musgrove's caution and posited an alternate view, in that some regions consider themselves exceptions due to region-based challenges, when they should be striving to attain higher goals. In sum, any pursuit of a regional analysis must avoid promoting provincialism and exceptionalism.

Ms. Flores wondered whether ‘typical’ schools still exist, considering the widely different approaches taken by different schools, sectors, and regions. The Committee also discussed how changes in school systems' organizational designs—including the rising prominence of school choice generally and charter schools specifically—may map onto NAEP results. Peggy Carr noted that though NAEP includes a representative sample of charter schools in grades 4 and 8, such schools are clustered, so the weighting becomes more complex. But the data can be analyzed by charter and non-charter schools.

Mr. Mazany asked how any work undertaken with NAEP data can enrich the anticipated conversation that will emerge around Robert Putnam's new book, “Our Kids.” This research

synthesis issues a purple policy option (not red Republican or blue Democrat but truly bipartisan) to combat socioeconomic inequality through (1) high quality early childhood education; (2) stable and caring families; (3) mentoring programs; and (4) on-ramps to higher education. Several R&D Committee members agreed that delving more deeply into achievement gaps and crossing the subgroup data (i.e., gender and race/ethnicity) should be a persistent priority for the Board given the wealth of NAEP data.

Committee members Flores, Matthews, Miles, and Musgrove proposed a new research concept: an in-depth analysis of NAEP data with state, district, and school per-pupil-expenditure data, which Acting Commissioner Carr shared with the full Board during her NCES update. Members asked what resources absorb the expenditures, where the funding actually goes, and how those resources may be associated with achievement data.

The entire Committee agreed that many of the ten listed ideas are complementary and could be merged into fewer yet stronger, more robust papers. The productive discussion, which included emailed commentary from Committee Chair Alonso, yielded several distinct priorities to pursue as potential research topics:

1. An examination of NAEP results by region could be integrated with the potential spotlight report (highlighting practices common to high-performing or strong-growth districts), which could be examined within the context of understanding subgroup differences (the "crossing the gaps" topic).
2. The topics involving charter schools and private schools could be reorganized into a paper considering NAEP data within the context of school choice and opportunity.
3. Analyses centered on exploring NAEP data by multiple demographic factors ("crossing the gaps") could represent a recurring underlying theme through several papers. This theme could be the foundation for a paper analyzing in-school and out-of-school learning opportunities and the role of parent involvement in these opportunities as well as educational experiences conceived more broadly.
4. Analysis of district and school pupil expenditure data with NAEP data.

Board staff member Laura LoGerfo will elaborate the highest priority topics to support Committee members' decision-making on what should merit funding this year, a topic for the May meeting agenda. Towards the conclusion of the lively discussion, Tonya Matthews proposed highlighting the ten most interesting ways researchers have used NAEP data to draw attention to extant work and to remind stakeholders and the public that 'data is for thinking.' There was strong support among the Committee for Ms. Matthews' proposal.

Contextual Variables

The meeting then turned to Board staff member Stephaan Harris, who sought R&D Committee members' preferences on how to begin reviewing findings from cognitive labs for contextual variables. These findings will be presented to the Committee for review April 30 to feed discussion at the May meeting of the R&D Committee. However, to allow for a rich discussion in person at the May meeting, R&D members should review the findings ahead of time. What is the best approach to facilitate this preliminary review?

The Committee concluded that meeting via a brief 30-minute phone call in the first week of May would help solidify members' initial reactions to the findings and help streamline the discussion at the May Committee meeting.

During the discussion of contextual data, Mr. Musgrove urged the R&D Committee to consider how to shape the narrative the Common Core assessments will bring to the public's attention. As Mr. Mazany noted, the conversation has shifted from anticipating that the PARCC and SBAC assessments will make NAEP redundant to even more firmly establishing NAEP as the essential benchmark with which all other assessments will be compared. Ms. Miles echoed ADC Vice Chair Sneider's urging that TEL reporting may be a lynchpin in the conversation about the advantages and disadvantages of testing, and it is critical to forecast how a report will be received and used; not preparing answers to anticipated questions may raise problems.

Governing Board Strategic Planning

The remaining time in the Committee meeting centered on Mr. Mazany's call to consider R&D's mission within the strategic planning conversation. To this end, the Committee members tackled the critical questions R&D must face: (1) How can the Board extend the message from a report after an initial release? and (2) How can the Board use these data to create a conversation?

Rebecca Gagnon drew attention to the way in which Ms. Miles characterized R&D's engagement with the public, students, educators, and policymakers: awareness, access, accountability. To these three 'a' words, Ms. Gagnon added "action," so that the Board can clarify to the public why the Board focuses its resources in a given direction. Other members agreed and suggested a dissemination strategy after the debut release which would include sub-releases on specific subject areas or on particular subgroups and/or school contexts. Each report would be coupled with exemplars and spotlights to extend exposure in the public conversation.

Ms. Miles questioned how R&D could engage students, explaining to them what NAEP does and what NAEP tells them about their educational experiences. Ms. Gagnon concurred and elaborated that messaging to students is critically valuable and should not underestimate students' savvy. Many opt-out testing advocates use students by asking them to distribute opt-out forms to their peers. Students want their voices heard yet based on Ms. Gagnon's work with

schools and students, they seek deeper conversations that transcend negative messages about tests. Few students dislike low-stakes testing or opt out of taking the ACT, because they want to attend college, so their thinking does not dwell in starkly contrasted positions for or against testing. Mr. Mazany agreed with Ms. Gagnon and noted that the Frameworks Institute paper in the Board materials critiqued the traditional messaging in education which exacerbates extant polarizing conflict and tensions, a frame that NAEP reporting and dissemination strategies must avoid and prevent.

Ms. Miles concluded the discussion by highly praising the NCES staff for setting an ambitious release schedule.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read "Rebecca Gagnon", enclosed in a thin black rectangular border.

Acting Chair Rebecca Gagnon

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of March 7, 2015

Attendees:

Nominations Committee Members: Chair Tonya Miles, Lucille Davy, Shannon Garrison, Andrew Ho, Fielding Rolston, Cary Sneider

Governing Board Staff: Mary Crovo, Cornelia Orr

In accordance with the provisions of exemptions 2 and 6 of Section 552b(c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on March 7, 2015 from 7:30 a.m. to 8:15 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. Nominations Committee members then received a briefing by staff on the status of the 2015 finalists, which Ms. Miles will present at the closed Board session at 8:30 a.m. on March 7, 2015.

For Board terms beginning on October 1, 2015 there are eight openings in seven categories:

1. Business or Industry Representative
2. 12th Grade Teacher
3. Chief State School Officer
4. Curriculum Specialist (2 positions)
5. Local School Superintendent
6. State School Board Member
7. Testing and Measurement Expert

For 2015 there are three incumbents in the following positions: 12th Grade Teacher, State School Board Member, and one of the Curriculum Specialist openings. There are no incumbents for the other five positions.

In mid-February, the Nominations Committee held a teleconference to discuss the large pool of nominees for this cycle and to recommend a slate of finalists for each category. Pending Board approval, the slate of finalists will be delivered to Secretary Arne Duncan in April 2015.

The Committee discussed the high quality and diversity of nominations received for 2015. Ms. Miles also reported on the status of one additional open position: State Legislator (Democrat), due to the recent resignation of the Board member who held that position. This State Legislator position will be recruited in the 2016 cycle.

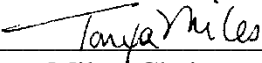
The Committee then discussed the positive aspects of the 2015 Nominations cycle. Members commented on the requirement of the personal statement as part of the nominations submission package. Prior to the 2015 cycle, the personal statement was an option. There was agreement among the Committee members that the personal statement should be required again as part of the 2016 Nominations cycle, since the statement provides substantial information on a nominee, in addition to the nomination letter and resume.

Executive Director, Cornelia Orr, who is retiring as of March 31, 2015 thanked the Nominations Committee for their ongoing work to provide excellent candidates for Board positions. Ms. Orr commended the Committee on its comprehensive and thorough Nominations process, which is highly regarded by Secretary Duncan and his senior staff.

OPEN SESSION ACTION:

The Nominations Committee recommends the slate of 2015 finalists to the Governing Board for approval at the March 7, 2015 meeting.

I certify the accuracy of these minutes.



Tonya Miles, Chair

March 12, 2015
Date

National Assessment Governing Board

Closed Session

March 6, 2015

Briefing and Discussion: NAEP 2014 Grade 8 Civics, Geography, and U.S. History Reports

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 6, 2015, the National Assessment Governing Board met in closed session from 12:45 p.m. to 1:45 p.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) 2014 Grade 8 U.S. History, Geography, and Civics Report Card results.

Arnold Goldstein, NCES, provided background information on the NAEP 2014 U.S. history, geography, and civics grade 8 assessments, followed by a summary of the results by subject.

Mr. Goldstein reported that there are four major themes in the 2014 NAEP U.S. history assessment: democracy, culture, technology, and world roles. Results were highlighted by the following areas:

- Average score of 8th graders since 1994;
- Scores since 1994 across demographic groups;
- Percentage of students at or above proficient since the first assessment year; and
- Percentage distribution of assessment time in 8th grade NAEP U.S. history by theme.

Mr. Goldstein provided a summary on the percentage of distribution of assessment time in 8th grade NAEP geography by the following content areas: space and place; environment and society; and spatial demographics and connections. He also provided the overall results for 8th graders for 2014 as compared to previous years.

Mr. Goldstein noted that the NAEP 2014 civics assessment is different from the U.S. history and geography assessments, as there are no subscales (scaling is done on a scale of 0-300 instead of 0-500). The NAEP assesses the following five areas of civics knowledge: civic life, politics, and government; foundations of the American political system; government embodiment of American democracy; U.S. relationship to other nations; and roles of citizens. Mr. Goldstein highlighted results by the following areas:

- Percentage of distribution of assessments in 8th grade NAEP civics;
- Scores changes for 8th graders since 1998; and
- Score changes since 1998 for some demographic groups.

Mr. Goldstein summarized results for each of the three subjects to be released. He described changes in results by comparing the 2014 results to the 2010 results for all three subjects and the 1994 results for U.S. history and geography, and the 1998 results for civics.

Results are reported by race/ethnicity, gender, type of school (public or private), and percentage of students performing at or above the NAEP achievement levels – below Basic, Basic, Proficient and Advanced. Results were also presented by student eligibility for the free and reduced lunch program, and for students with disabilities and English language learners.

Mr. Goldstein stated that a new reporting feature of the Report Cards to be included in this upcoming release is development of student indices using data collected from the student questionnaires. Mr. Goldstein highlighted the index being developed for the civics, geography, and U.S. history assessments on students' views of their courses.

Governing Board members were encouraged to view the embargoed draft release website for the three reports and provide feedback to NCES.

The closed session concluded at 1:45 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chairman

May 4, 2015

Date

National Assessment Governing Board

Partially Closed Session

March 6, 2015

National Assessment of Educational Progress Schedule of Assessments and Budget

CLOSED SESSION

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 6, 2015, the National Assessment Governing Board met in closed session from 3:45 p.m. to 4:45 p.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) Schedule of Assessments and Budget.

Peggy Carr, Acting Commissioner, National Center for Education Statistics (NCES), presented actual costs and independent government costs estimates for subjects to be assessed under the proposed NAEP Schedule of Assessments for 2014 - 2024. Two budget scenarios for fiscal year (FY) 2015-2024 were discussed based on the FY 2015 budget appropriation and the FY 2016 President's request. Actual and estimated 2013-2024 assessment cycle costs by year were presented and discussed.

The Board had an in-depth briefing and discussion that examined specific costs for assessing NAEP subjects, including cost projections for moving NAEP to digital-based assessments. The Board discussed NAEP's planned FY 2016 activities, with the following priority order for those activities:

1. Transition to DBA and maintain trend: state validation studies
2. Assessing broad-based curricular areas with a priority for science, technology, engineering, and mathematics (STEM)
3. Providing state level data in curriculum areas beyond reading and mathematics
4. Including more TUDAs

Board members asked clarification questions to understand the budget process and discuss how the projected amounts related to NAEP's mission requirements.

Members engaged in a lengthy discussion on the subjects and grades to be assessed within the budget constraints. Following the discussions, members requested NCES staff provide updated and more detailed information at subsequent meetings to aid the Governing Board's future budget decisions.

The closed session concluded at 4:45 p.m.

OPEN SESSION

Following the closed session, from 4:45 p.m. to 5:01 p.m., the Board met in open session to take action on the proposed NAEP Schedule of Assessments.

Members discussed the importance of following the Board’s mission with respect to the range of NAEP subjects assessed. Members also agreed to pursue a strategy that includes providing key information to legislators to bring awareness of the impact of reduced funding to carry out the NAEP Schedule of Assessments. It was clarified that a vote on the NAEP Schedule of Assessments was not a vote on the proposed methodology for the assessments.

A motion was made by Mr. Rolston to approve the NAEP Assessment Schedule with the priorities that were identified by the Executive Committee. Ms. Miles seconded the motion and it was approved unanimously. The full text of the action items is provided in the Executive Committee report and the NAEP Assessment Schedule appended to these minutes.

The March 6, 2015 session adjourned at 5:01 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chairman

May 4, 2015

Date