

National Assessment Governing Board

Meeting of August 7-8, 2015

Arlington, VA

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Terry Mazany, Chairman

Susan Pimentel, Vice Chair

Andrés Alonso

Mitchell Chester

Lucille Davy

Lou Fabrizio

Frank Fernandes

Anitere Flores

Rebecca Gagnon

Shannon Garrison

James Geringer

Doris Hicks

Andrew Ho

Terry Holliday

Tonya Matthews

Tonya Miles

Ronnie Musgrove

Dale Nowlin

Joseph O’Keefe

James Popham

Fielding Rolston

Cary Sneider

Chasidy White

Ruth Neild, Institute of Education Sciences (IES) (ex-officio)

National Assessment Governing Board Staff

Bill Bushaw, 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 NCES Commissioner
Samantha Burg
Jing Chen
Jamie Deaton
Alison Deigan
Patricia Etienne
Elvira Germino Hausken
Eunice Greer
Linda Hamilton
Lauren Harrell
Dana Kelly
Daniel McGrath
Michael Moles
Holly Spurlock
Brad Thayer
William Tirre
Ebony Walton Chester
William Ward
Grady Wilburn
Amy Yamashiro

American Institutes for Research (AIR) Staff

George Bohrnstedt
Kim Gattis
Cadelle Hemphill
Young Yee Kim
Teresa Neidorf
Fran Stancavage
Yan Wang

Council of Chief State School Officers (CCSSO)

Shelley Loving-Ryder, Virginia Department of Education, CCSSO/Governing Board Policy
Task Force Representative

CRP, Inc.

Shamai Carter
Subin Hona
Kathy Smoot
Edward Wofford

District Communications Group

Adam Clampitt
Meredith Davis
Chelsea Radler

Educational Testing Service (ETS) Staff

Nicole Beaulieu
Jonas Bertling
Jay Campbell
Andreas Oranje
Robert Finnegan
Steve Lazer
Rebecca Moran
Greg Vafis
Lisa Ward

Fulcrum IT

Scott Ferguson
Michael Slattery

Hager Sharp

James Briar
David Hoff
Joanne Lim
Debra Silimeo
Melissa Spade Cristler

Human Resources Research Organization (HumRRO)

Hillary Michaels
Sheila Schultz
Steve Sellman
Lauress Wise

Optimal Solutions

Rukayat Akinbiyi
Brian Cramer

Pearson Educational Measurement

Scott Becker
Kelly Burling
Ross Holstein
Ross Vogt
Cathy White

Quotient

Merle Schwartz

Reingold Inc.

Sarah Johnson
Valerie Marrapodi

Westat

Chris Averett
Greg Binzer
Keith Rust
Dianne Walsh

Widmeyer Communications

Siobhan Mueller

Other Attendees

Andrew Kolstad, P20 Strategies, LLC
Bronwyn Nichols Lodato, NORC at the University of Chicago
Kenann McKenzie-Thompson, Institute of Education Sciences
Malbert Smith, Meta Metrics

Attending Speaker

Michael Casserly, Council of the Great City Schools

Call to Order

The August 7, 2015 session of the National Assessment Governing Board was called to order by Chairman Terry Mazany at 8:30 a.m.

Approval of August 2015 Agenda and May 2015 Board Meeting Minutes

Chairman Mazany reviewed the August 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 May 2015 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

Chairman Mazany welcomed the attendees to Arlington, Virginia.

Mr. Mazany spoke of the speed of social change which has potential implications in the Governing Board's work and its Strategic Planning Initiative, noting that the recent Supreme Court affirmations of same sex marriage and Obamacare and the revolution of digital technology such as

Uber and Airbnb have disrupted industries. He noted that the Board must act to ensure that the National Assessment of Educational Progress (NAEP) keeps pace with the rapidly changing world. The next era of school reform post-No Child Left Behind is unclear, but the future will be hi-tech, green, digital, and very smart. While companies demand more of their workforce and look for young people to become leaders in the 21st Century, students are still being taught in 20th Century schools. Mr. Mazany noted that many elements impact student learning outside of schools and polls show that the majority of students are disengaged with their schooling experience. There are equity concerns regarding the growing gap of the affordability and access to afterschool and higher education opportunities. This greater context is important for the Board to consider as it monitors the education progress of America's students.

Executive Director's Report

Chairman Mazany welcomed Bill Bushaw to provide his first Executive Director's Report.

Bill Bushaw reported on the success of the Governing Board's August 6, 2015 outreach event with stakeholders which resulted in substantive comments and opportunities for partnership. He thanked the Governing Board staff for their work on planning the event.

Mr. Bushaw provided an update on the following recent and upcoming activities:

- The 2014 NAEP U.S. History, Civics, and Geography release activities include:
 - The Governing Board hosted a Google Hangout event, "Why History Matters" featuring Board member Chasidy White.
 - The Smithsonian's National Museum of American History is promoting the NAEP social studies assessments results on their Facebook and Twitter feeds.
 - In late August, the Education Writers Association will hold a webinar on civics education utilizing NAEP data.
- The Governing Board recently published its second newsletter on www.nagb.org.
- In June 2015, several Governing Board members and staff participated in the Council of Chief State School Officers' National Conference on Student Assessment. Sessions included the Board's Assessment Literacy Initiative and the relationship of the Next Generation Science Standards to the NAEP Frameworks.
- The Technology and Engineering Literacy Achievement Level Setting Study Pilot Study took place in June 2015 with more than 20 panelists participating.
- On August 24, 2015, the Governing Board staff and NCES will conduct a joint hill briefing to the U.S. House of Representatives Committee on Education and the Workforce to provide an overview of NAGB, NAEP, and the most recent NCES state-mapping report results.
- Governing Board staff have been meeting with external partners, including the National Governors Association, to introduce the new Executive Director and increase awareness of the Board's work.
- The Governing Board staff invited education reporters to a roundtable event on September 3, 2015 to seek feedback on tools and information to improve understanding and reporting of NAEP results.

In closing, Mr. Bushaw noted that on June 10, 2015 the Governing Board staff threw a surprise party honoring Deputy Executive Director Mary Crovo for her leadership over the last few

months while the Executive Director position was vacant; for which the Governing Board and meeting attendees proceeded to give her a standing ovation.

Mr. Mazany lauded the Governing Board staff for providing continuously high quality service to the Board, despite several personnel changes recently. He noted the value of Mr. Bushaw's ability to strengthen relationships with external partnerships in support of the Board's work.

Mr. Mazany invited Board members to comment.

Jim Geringer noted the value of the Governing Board considering legislative groups, such as the National Conference of State Legislators and the Council of State Governments, as well as individual legislators, as partners for the Board's Strategic Planning Initiative. He stated his willingness to facilitate contacts with these groups.

Mitchell Chester supported Mr. Geringer's suggestion of increasing outreach to state legislators as he believes NAEP provides valuable information to understand state test results, yet few state legislators may be aware of NAEP.

Trial Urban District Assessments (TUDA): Implications for Education Reform Initiatives

Chairman Mazany welcomed guest speaker Michael Casserly, Executive Director for the Council of the Great City Schools (CGCS). Mr. Mazany commented that he has known Mr. Casserly for twenty years, since he served as Associate Superintendent of the Oakland Unified School District in California and relied on Mr. Casserly's valuable guidance during tumultuous circumstances. Mr. Mazany noted that in addition to his personal friendship, Mr. Casserly is also a longtime friend of the Governing Board. In 2001, Mr. Casserly addressed the Governing Board and proposed that NAEP begin collecting data and reporting results for large urban districts. This led to the creation of the successful Trial Urban District Assessment (TUDA) program.

Mr. Casserly began his remarks by congratulating Mr. Mazany on his appointment as Chairman, noting that he is "just the right person to lead this Board at just the right time." He congratulated Mr. Bushaw on his new position as Executive Director. He noted his many friends on the Board and thanked Peggy Carr and the National Center for Education Statistics (NCES) team for their work on TUDA.

Mr. Casserly commented that CGCS is devoted to help urban public education improve outcomes for urban students, including use of objective performance data that may not always reflect well on the urban districts. CGCS has always wanted data for big city school districts to reliably compare and improve themselves; therefore CGCS proposed the TUDA program. CGCS uses TUDA to demonstrate urban school commitment to high academic standards, gauge urban districts' academic progress overall, compare district results with each other, and evaluate district reforms across the country in ways that were not possible utilizing state assessment data.

Mr. Casserly noted that he recruited the first six districts to participate in the TUDA pilot (Atlanta, Chicago, Washington, D.C., Houston, Los Angeles, and New York City) and lobbied Congress to fund the TUDA program. CGCS supported the tenants of higher standards and accountability in the No Child Left Behind Act and launched strategic support teams to provide

technical assistance for districts to modify instructional programs to increase student achievement.

Mr. Casserly provided examples of how CGCS uses TUDA data to improve urban education:

- CGCS conducted studies on why some urban school districts were improving and others were not, using NAEP data as the gauge for progress. Analyses show significant gains in large city schools and progress on narrowing the gap with the nation's public schools over past ten years of the TUDA program.
- CGCS uses NAEP data, in conjunction with district site visits, to evaluate the effectiveness of reform efforts in TUDA districts and identify broad lessons to improve urban public education nationally. For example, Mr. Casserly mentioned the "Pieces of the Puzzle" study published in 2011 which relied on NAEP data and concluded that a school district's success is often the result of sustained leadership and commitment to a cohesive reform vision. The Council's report, "A Call for Change: The Academic and Social Needs of African American Males in Urban Schools," used TUDA data and helped form the backdrop for the President's My Brother's Keeper Initiative. Another CGCS report, "Today's Promise, Tomorrow's Future," describes the academic and social needs of Hispanic students and English language learners in urban schools.
- The Council uses TUDA results to study implementation of new standards in classrooms and federal programs such as School Improvement Grants, and for developing academic performance indicators to monitor urban school progress and better predict outcomes. Beginning this fall, the Council will begin publishing a set of studies on the correlation between testing time in urban schools and student achievement utilizing TUDA data.

Mr. Casserly further emphasized that individual districts make tremendous use of NAEP data, citing numerous examples of policy and program changes informed by TUDA results. He conjectured that TUDA cities use their NAEP data more extensively than states.

Mr. Casserly concluded his remarks by noting the value of the partnership between CGCS and the Governing Board. He noted that the integrity of NAEP enables the Council to use TUDA results in the ways it does. He emphasized the importance of the TUDA program enduring and expanding despite challenging political and fiscal environments in order to continue improving education in America.

Board members lauded Mr. Casserly's leadership to improve urban public education utilizing NAEP's TUDA data. The Board invited Mr. Casserly to provide suggestions on potential activities the Governing Board could undertake as the Board develops its Strategic Planning Initiative.

Mr. Casserly suggested that the Governing Board consider ways to encourage research using NAEP data, including contextual variables, to improve public education. He added that NCES could improve its timeliness in making restricted data sets available, noting that the 2013 data are still not accessible.

Board members discussed the opportunity to further promote, facilitate, and leverage studies of third parties, such as CGCS, to validate NAEP and its utility to inform educational progress.

Institute of Education Sciences (IES) Update

Ruth Neild, Deputy Director of Policy and Research for IES and delegated duties of the IES Director, highlighted IES' efforts to communicate its research in more clear and compelling ways. Despite the organization's value of transparency and 30,000 webpages providing information to the public, incomplete understandings of IES' work persist.

Ms. Neild highlighted several strategies to increase the use of IES's products including using infographics to communicate complex systems; calling attention to pre-existing materials instead of only focusing on new items; relying on intermediaries to distribute materials; and producing products that are short, written plainly, and published quickly. She highlighted a recent 14-page report from a Regional Education Lab of a randomized control trial which was released within one year of implementation. Finally, she noted the internal challenges of shifting the work of researchers to fit this model.

National Center for Education Statistics (NCES) Update

Peggy Carr, Acting NCES Commissioner, provided the Governing Board with an overview of the NCES's Condition of Education report. Congress first required this report in 1867, and has required the data to be reported annually since 1975. The Condition of Education includes dozens of educational and economic indicators from a variety of data sources that provide information about population characteristics, student enrollment across all ages and levels, K through 12 education, and post-secondary education. Ms. Carr noted that the publication of the Condition of Education includes its standard paper report, but has also evolved to include more dynamic and accessible tools such as a website, videos, blogs, and social media outreach to convey the information to the public. She concluded her remarks by highlighting facts included in the recently published 2015 Condition of Education report.

Recess for Committee Meetings

The first session of the August 7, 2015 Board meeting recessed for committee meetings at 10:19 a.m., which were held until 12:30 p.m.

Meeting Reconvened: CLOSED SESSION

The August 7, 2015 Board meeting reconvened in closed session at 12:45 p.m.

Briefing and Discussion: 2015 NAEP Reading and Mathematics Report Cards

Under the provisions of exemption 9(B) of section 552b of Title 5 U.S.C. the National Assessment Governing Board met in closed session on August 7, 2015 from 12:45 p.m. to 2:45 p.m. to receive a briefing on the 2015 NAEP Reading and Mathematics Report Card results.

Ms. Carr and Mr. Grady Wilburn presented the 2015 NAEP Reading and Mathematics results for grades four and eight. The national, state, and TUDA results were presented by scale scores, achievement levels, and student groups. Statistically significant changes in the 2015 results compared to previous years were highlighted.

Ms. Carr described NCES's quality control efforts to ensure accurate sampling, weighting, scoring and scaling of the results. She identified current and future research projects on topics including content alignment and the transition to digital-based assessments (DBA).

Mr. Bushaw summarized the nation's educational landscape, noting that it would not be appropriate to use NAEP results for causal evaluation of the success of state or district reforms.

Mr. Mazany emphasized the importance of the Governing Board serving as an honest broker of NAEP results to protect the trustworthiness of the data and explain what the results mean to the public.

Board members engaged in discussion of the results.

Meeting Recessed for Breakout Group Discussions: OPEN SESSION

The August 7, 2015 Board meeting recessed at 2:45 p.m. for breakout group discussions of the Governing Board's Strategic Planning Initiative, which were held until 4:15 p.m.

Meeting Reconvened

The August 7, 2015 Board meeting reconvened at 4:30 p.m.

Discussion of the Governing Board's Strategic Planning Initiative: Breakout Group Reports and Plenary Discussion

Mr. Mazany stated the goal of the preceding breakout sessions and subsequent plenary discussion was to ensure that the draft Strategic Planning Framework fully captures the Board's intended goals and priorities prior to finalizing the Framework document. The breakout group discussions were designed to "test drive" the Strategic Priorities included in the Framework by brainstorming potential activities to accomplish them. In Phase II of the Strategic Planning Initiative, the Board will have further opportunity to identify and decide on the specific activities to accomplish the goals and priorities articulated in the Framework document.

Mr. Mazany asked each of the three breakout group leaders to summarize their discussions.

Chasidy White noted that her group supported the four Strategic Priorities in the draft Framework document. The group's conversation focused on identifying the more imperative activities to accomplish. Substantial conversation occurred around increasing external partnerships including the possibilities of tapping the national Parent Teacher Association and state and local Chambers of Commerce to reach parents and business communities respectively; foundations to solicit hardware gifts for NAEP digital-based assessment administration; and universities to increase awareness and use of NAEP data tools among graduate students and pre-service teachers. The group also supported activities related to more agile NAEP Framework updates and the possibility of consolidating assessment subjects to increase cost efficiencies.

Tonya Matthews noted that her group supported the four Strategic Priorities in the draft Framework document. The group emphasized the importance of focusing the Governing Board's efforts on a short list of activities that would not come at the expense of NAEP assessments or introduce redundancies. The group supported activities to reevaluate the Board's approach to NAEP Framework updates and the Long Term Trend assessment. The group suggested tapping Board members' affiliations with organizations and groups to increase partnerships. The group also agreed that the Governing Board should lead on innovation of assessment design and adaptive technology to engage all students with the NAEP test.

Andrew Ho noted that his group supported the four Strategic Priorities in the draft Framework document. The group suggested that the Framework be revised to remove the sub-bullets listed under Strategic Priority 1, as they were too specific for the purposes of the Framework and unbalanced in comparison to the other three priorities. The group discussed the importance of the Governing Board deciding its priority audiences and purposes for reporting, noting that there was considerable disagreement among the breakout group about which audiences are most valuable. The group stressed the importance of the Strategic Plan activities to be specific, avoid lofty platitudes, and reflect hard-nosed decisions grounded by the costs and the benefits. The group agreed with the priority to innovate assessment design, but noted that innovations regarding content (what it is that we are measuring) are important to add.

Mr. Mazany invited Board members to offer additional comments on the breakout discussions and draft Framework.

Board members commented on the value of the smaller group discussions with cross-Committee representation.

Shannon Garrison emphasized that the Board should choose to focus on a select few activities, do them well, and collect evidence to evaluate effectiveness.

Jim Popham agreed with Ms. Garrison and asked the Board to consider how it will measure the impact of its reporting.

Tonya Miles reiterated a remark made by Andrés Alonso in the breakout group discussion that the Board should decide policy level strategies and entrust the Governing Board staff and NCES with the tactical planning.

Joe O'Keefe emphasized the importance of the Governing Board articulating its core mandate and prioritizing efforts, given the unlikelihood of funding increases for the NAEP program.

Mr. Mazany noted the distinction between NCES' Future of NAEP plans and NAGB's Strategic Planning Initiative, and the separate NCES and Governing Board budget allocations. He agreed that the Board must define how it will measure the impact of the Strategic Planning Initiative.

Ms. Gagnon expressed a desire for Committees to have information about the costs and impact of any potential policy decisions moving forward, to ensure that Board decisions are in accordance with its Strategic Priorities.

Mitchell Chester noted that the Governing Board's role is to promote NAEP and give the nation better insight into what is happening in education. He suggested the Board encourage education assessment programs to benchmark against NAEP to draw deeper inferences about their programs. Success would make NAEP more influential, more impactful, and more relevant to understanding educational programs that are happening across the nation

Mr. Popham commented on the value of the CGSC research on district education reforms utilizing NAEP data and suggested the Governing Board explore how districts use NAEP data. He noted the value of effectively demonstrating NAEP's influence on districts, which could presumably be scaled up to larger jurisdictions.

Mr. Ho noted that the Governing Board could advance its mission by enabling and facilitating data use among trusted partners, and making NAEP data sets available to researchers sooner. He cited the frustration expressed by Mr. Casserly in the morning's plenary session that the 2013 NAEP restricted use data set is still not available.

Mr. Mazany explained that at subsequent meetings the Board would identify key partners and decide which priority activities represent the most promising investment. He asked the Board to reflect on the Framework document and identify if the document is missing anything essential or needs modification to better guide decisions in those future discussions. He clarified that even after the Board action on the Framework, it is to be considered a living document that can be adjusted as the Governing Board evolves its strategic planning efforts.

Frank Fernandes stated his support for the Framework's priority on partnerships, noting the CGCS's use of TUDA data as a model the Board should emulate with other partners.

Ms. Miles made a motion for the Board to accept the Strategic Planning Framework document. Doris Hicks seconded the motion. Mr. Mazany invited discussion on the motion.

Mr. Popham offered three guiding principles for the Board's Strategic Planning Initiative: parsimony, economic feasibility, and measurable impact.

Ms. Garrison suggested that the Board table the motion, to have the opportunity to reread the Framework in light of the breakout group and plenary discussions.

Ms. Matthews clarified that the Board should focus its review on the four articulated Strategic Priorities in the Framework, as the Board is not currently deciding the specific activities to achieve those priorities.

Ms. Miles expressed her satisfaction with the Framework document noting that it is a genuine reflection of the Board's deliberations and discussions on its mission, goals, and priorities. She further noted that the small group sessions provided a helpful preview of the next phase of the Strategic Planning Initiative.

Mr. Ho suggested deletion of the four sub-bullets that appear under priority number one in the Framework.

Mr. Mazany supported Mr. Ho's suggestion and offered to draft a modification in the Framework's conclusion to include the guiding values of parsimony, feasibility, and measureable impact. Hearing no objection, he tabled action on the Framework until Saturday, August 8.

Mr. Bushaw noted that the removal of the sub-bullets under the first priority would eliminate any references in the Framework to assessment literacy; he asked the Board to confirm this intention.

Mr. Ho and Mr. Popham asserted that the edit to the Framework was appropriate, as the Assessment Literacy Campaign was being considered separately by the Board on August 8.

Meeting Recessed

The August 7, 2015 Board meeting recessed at 5:30 p.m.

Meeting Convened: Closed Session

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

Briefing on the Technology and Engineering Literacy (TEL) Assessment and Achievement Levels Setting

Under the provisions of exemption 9(B) of section 552b of Title 5 U.S.C. the National Assessment Governing Board met in closed session on August 8, 2015 from 8:30 a.m. to 10:00 a.m. to receive a briefing on the TEL Assessment and Achievement Levels Setting project and to review secure NAEP test questions.

Mr. Mazany introduced the session by noting the Board's responsibility, as granted by Congress, to set achievement levels. The Board will be asked to take action on the Technology and Engineering Literacy Assessment (TEL) at the November 2015 Board meeting. Therefore, the purpose of the closed session was to provide the Board with the necessary background information to inform later action.

Cary Sneider, who served as Co-Chair of the TEL Framework Committee prior to becoming a Governing Board member, provided a brief overview of the NAEP TEL Framework development.

In 2002, the National Academy of Engineering (NAE) published a report titled, “Technically Speaking: What All Americans Should Know About Technology,” which found that technology is not taught in schools. In 2006, the NAE and National Research Council undertook a study called “Tech Tally,” in which they reviewed all of the assessments that they could find about technology; they found very little. The Governing Board began to consider the need to assess technology literacy as early as 2005, an initiative that was then guided by the leadership of the late former Board member Alan Friedman beginning in 2006.

Mr. Sneider noted the process to define technology and engineering literacy, prior to crafting the TEL Framework. He summarized technological literacy as the capacity to use, understand, and make decisions about technology (defined as our human-made world), and engineering literacy as the ability to solve problems or meet goals by improving technologies or inventing new technologies. These are necessary skills for the next generation.

In 2005, the Governing Board added TEL to the NAEP Assessment Schedule. In 2008, WestEd received the contract to create the Framework, which was drafted in 2009 and received feedback from 1,800 individuals. The Board adopted the final framework in 2010, and the Assessment Development Committee began reviewing tasks and items in 2011. Though the Framework covers grades four, eight, and twelve, the Board has only implemented the assessment in grade eight due to budget constraints. The assessment has three areas: Design and Systems, Information and Communications Technology, and Technology and Society. The pilot was conducted in 2013 and the TEL assessment was administered in 2014 to approximately 20,000 eighth graders. The Governing Board is currently in the process of setting the achievement levels.

Bill Ward, NCES’s project leader for the TEL assessment, provided a demonstration of a TEL scenario-based task and answered Board members’ questions.

Lou Fabrizio, Chair of the Committee on Standards, Design, and Methodology (COSDAM), described the Board policy on achievement levels setting. He noted that the Governing Board sets standards using a national consensus approach. He explained that the “Basic” and the “Advanced” achievement level policy definitions are defined relative to the “Proficient” definition. These general definitions were used to develop achievement level descriptions of what Basic, Proficient, and Advanced achievement are for TEL at grade eight.

The achievement levels setting panel is widely inclusive—approximately two-thirds of the panelists are educators and one-third are non-educators, including professionals, all of whom are experts in the content area. The Board policy requires public comment on the design document which describes the planned procedures and analyses. Judges must be trained by knowledgeable and experienced facilitators, and take the assessment under the same conditions as the students experienced. The Governing Board relies on technical advice from standard-setting experts. Ultimately, the Governing Board makes the final decision about the achievement levels, which are the primary means of reporting the NAEP results.

Sharyn Rosenberg, project officer for the TEL achievement levels setting on the Governing Board staff, provided an overview of the TEL achievement levels setting project, which involves translating performance standards to a score scale. She noted that there is not a single true cut score to uncover; the process is judgmental. There are three primary components to the NAEP

achievement levels: the achievement levels descriptions, the cut scores, and the exemplar items. The TEL achievement levels descriptions were adopted by the Board in August 2014.

Ms. Rosenberg described the two TEL pilot studies, which occurred in March and June 2015; the operational study will be conducted in late September. The second pilot study was conducted on the advisement of the Technical Advisory Committee on Standard Setting (TACSS) to ensure adequate piloting of the processes and procedures which were modified after the initial pilot. COSDAM will review the results of the operational study prior to the November 2015 Board meeting, and the results will be presented for Board action at the November meeting.

Ms. Rosenberg noted that Pearson is the prime contractor implementing this project and that numerous staff and contractors from both the Governing Board and NCES have been very involved in this work. She noted that the TACSS discusses the technical details of the project at length in order to provide comprehensive technical advice on key aspects of the process, to include the procedures, materials, and results. COSDAM has received information and provided input on the project during every quarterly Board meeting since August 2014.

Consistent with the Board policy, the goal for the achievement levels setting panel is to have approximately two-thirds teachers and non-teacher educators, (55 percent grade 8 teachers in the subject and about 15 percent non-teacher educators in areas related to TEL) and one-third general public professionals in areas related to TEL. The panel has an overall balance of gender, race/ethnicity, geographic location, type of TEL experience, and institutional affiliation. Panelists are identified through a national nomination process.

Ms. Rosenberg described the procedures used to conduct the item mapping methodology. The first morning consists of an introduction to NAEP and the Governing Board, which is followed by panelists taking an actual form of the 2014 TEL assessment on the same computers used by the students during the operational administration. Panelists receive training on the TEL Framework, the achievement level descriptions for grade eight, and the item mapping standard setting methodology.

Ms. Rosenberg explained that panelists review assigned scenarios and items and describe the knowledge and skills required to provide a correct response. Another part of the process is to study the TEL achievement levels descriptions at grade eight and develop descriptions of performance at the borderline of each achievement level.

In accordance with the item mapping methodology, items are ordered by difficulty, using the actual 2014 TEL assessment data. Panelists place a Bookmark after the last item where they believe two-thirds of students at the borderline of an achievement level should correctly respond to the item. Panelists have an opportunity in between the three rating rounds to discuss their ratings; however each panelist's ratings are independent and consensus is not required. Psychometricians translate the panel ratings into the cut scores for TEL, which will mark the lower boundaries of the achievement level recommendations.

At the full Board session in November 2015, the Governing Board will be presented with the panel recommended cut scores and the "impact data" (i.e. percent at each achievement level on the 2014 TEL assessment), a comparison of impact data for TEL with other NAEP subjects, and recommended exemplar items for each achievement level.

Board members asked technical questions and recommended some points of consideration for the TEL achievement levels project team.

Meeting Recessed and Reconvened

The August 8, 2015 Board closed session meeting recessed at 10:00 a.m. and the Board reconvened at 10:15 a.m. in open session.

Assessment Literacy Communications Plan

Chairman Mazany introduced the session by stating the importance and value of assessment literacy and thanking the contributions of Governing Board members and staff for their hard work.

Jim Popham summarized the work of the Assessment Literacy Work Group, which was initiated by the previous Chairman David Driscoll a year and a half ago. He commended the exemplary collaboration of Governing Board and NCES staff in the development of this project.

The vision of the project is to increase the utility of NAEP results, particularly among parents who are generally unfamiliar with NAEP. The goal of the campaign would be for people to understand what the role of NAEP is, in a larger context of other kinds of assessments. The campaign would target parents, policymakers, and students with assessment “understandings” to be communicated; the impact of these messaging campaigns would also be evaluated.

Lucille Davy summarized the Governing Board’s role in this project. She noted that at its May 2015 Board meeting, the Board asked for additional details as to why the Board should be involved in assessment literacy. She explained the Assessment Literacy Work Group understood that the NAEP statute authorizes the Board to take actions to improve the reporting and the use of NAEP results, and the work group members felt strongly that it is not possible to fully understand NAEP results without having a broader understanding of assessment. She noted that misinformation about testing in general is a threat to NAEP. The work group developed a campaign to proactively communicate NAEP’s value, how NAEP results are useful in the broader assessment landscape, and the role that NAEP plays in that broader landscape.

Tonya Miles described the campaign’s communications strategies for engaging parents. The campaign would recognize that parents are at various stages on the continuum of understanding assessments and NAEP; and therefore the communication strategies would be designed to meet parents where they are through the help of intermediaries and influencers, but communicate the same message, or “understandings.”

Ms. Miles explained the work group’s decision to focus on outreach to parents first. She then described the seven strategies proposed in the Assessment Literacy Communications Plan to reach parents, which the work group tentatively named, “Let’s talk about tests.”

Sharyn Rosenberg detailed the proposed next steps for the Board’s consideration. With Board approval, materials would be developed to target the parent audience. NAEP would be

mentioned to varying degrees in these materials, but the focus would be broader than NAEP. The effectiveness of the materials would then be tested through parent focus groups. Additional work would also be done to develop the communications strategies for the additional target audiences—policymakers and students.

Ms. Rosenberg noted that, as a Governing Board initiative, this proposed work would be funded through the Governing Board budget and would not have implications for the NAEP operations budget or assessment schedule. She also explained that the Assessment Literacy Work Group was created as a temporary group to create the communications plan. Once approved, the responsibility for review of the campaign materials and strategies would transfer to existing standing committees and the full Board.

Chairman Mazany thanked the presenters and noted that in addition to Jim Popham, Lucille Davy, and Tonya Miles, the work group also included Board members Lou Fabrizio, Rebecca Gagnon, and Andrew Ho.

Ronnie Musgrove asked if there is any research regarding what an “appropriate” amount of testing is. He cautioned that in trying to promote the idea that testing is good, NAEP may become a target. He expressed his reservations about the Board engaging in communications strategies that go beyond conveying the importance of NAEP, noting that to do so may put the Board in the undesirable position of discussing or defending state and local policies beyond our purview.

Mr. Popham responded by noting the importance of the campaign’s neutrality on the subject of tests (i.e. not good or bad). The goal is to increase people’s understanding about testing, not necessarily to accept it.

Joseph O’Keefe agreed with Mr. Musgrove’s comments and emphasized the importance of explaining NAEP in the context of assessments generally. He emphasized the importance of including outreach to teachers and school administrators who have an impact on parents.

Mr. Popham agreed and noted that the primary channels to get information to parents will be through teachers and principals.

Jim Geringer advised the Governing Board to limit its campaign to explaining NAEP, as he believed that broader communications strategies would not be successful.

Mitchel Chester offered caution on the Assessment Literacy initiative, noting that the challenge is for the Governing Board to determine where it can add value as a distinct voice in the national conversation. He emphasized the importance of distinguishing the Governing Board’s messaging from the cacophony of state, district, union, and consortia communications.

Terry Holiday noted that assessment literacy is a critical issue; Kentucky is currently embarking on a similar statewide initiative. He summarized the national political landscape surrounding assessment this fall, which includes the possibility of the Elementary and Secondary Education Act (ESEA) reauthorization, states releasing their new assessment results tied to college and career ready standards, and the NAEP 2015 Reading and Math results, and argued that the Governing Board should be focusing its initial efforts on key legislators and governors because

they will be making decisions about state and national assessments. He further cautioned against introducing NAEP into the broader assessment conversations given the political risks of doing so. He advised the Governing Board to consider different approaches to communicate the importance of NAEP assessments to policymakers, perhaps through the NAEP results release rather than a separate and broader assessment literacy campaign.

Anitere Flores thanked the Assessment Literacy Work Group for its laudable efforts. She observed that the dissenting Governing Board voices to this proposal have been first from the elected officials on the Board. She stated that it is unlikely that many people have concerns with NAEP or the type of information that NAEP provides. She recommended the Board narrow its goal to explain why NAEP is so important; which she suspects will be less controversial and better accepted by the public.

Mr. O’Keefe reinforced the value of explaining NAEP carefully in the context of other assessments to showcase how it is different; he recommended the Board keep a focus on what NAEP is and what NAEP isn’t, and consider the need for assessment literacy in order to achieve that goal.

Mr. Ho agreed with the Board members’ comments and reminded everyone that the proposed next steps were for the Reporting and Dissemination Committee (R&D) and COSDAM to carry this work forward. He stated his belief that the work should be guided by the Understandings, and that continued deliberation should address the feedback and cautions that Board members have very wisely pointed out. Mr. Ho noted that the Board will have further opportunity to provide input, as approval on specific products will be required prior to any public-facing efforts.

Mr. Mazany highlighted the values and goals put forth in the Strategic Planning Framework, to include keeping NAEP as a trusted brand and protecting the reputation of the Governing Board and NAEP as a gold standard of assessments. He commented that the Board works best through its intermediaries and still needs to define who the intermediary partner is for the assessment literacy work. He stated his decision to not call for a vote both because of the apparent lack of consensus and uncertainty on what exactly the Board would be approving.

Mr. Mazany assigned the R&D committee responsibility to determine the best ways that assessment literacy fits within the context of NAEP.

Board members affirmed the value of the Assessment Literacy Work Group’s efforts as foundational work for the Board’s communications and informative for development of the Board’s Strategic Planning Framework.

Andrés Alonso noted that the currently approved communications plan has enough flexibility to encapsulate the types of activities discussed, as one of the pillars of the communication plan is to explain what NAEP represents within a highly complex context of assessments. He also noted that it was unclear whether the gist of the proposed effort, which is now assigned to R&D, was predicated on the notion that the world of testing is good or bad.

In closing, Mr. Popham expressed his disappointment that the Board did not take action on the proposed Assessment Literacy Communications Plan.

Remarks from Outgoing Board Members

Mr. Mazany invited each of the outgoing members—Andrés Alonso, Lou Fabrizio, Terry Holliday, and Sue Pimentel—to provide departing remarks.

Mr. Alonso began his remarks by stating that it has been a great privilege to serve on the Board because of both the nature of the work and the people. He noted that surprisingly in his experience as a teacher, doctoral student, and in residence with a superintendent, NAEP was never a part of his work. In 2003, in his role as Chief of Staff for teaching and learning in New York City, the introduction of TUDA had implications for district reform efforts. Then, as Superintendent of Baltimore City, he pushed for participation in TUDA to create a way to compare the city and challenge the notion that students were not achieving because of who they were. He noted that NAEP helped inform difficult decisions in the district which resulted in progress for students. He advised the Board to worry less about being the “gold standard” and focus instead on innovating, evolving, ensuring that NAEP continues to test the right things in the right ways, and communicating what the results mean in truthful ways.

Mr. Fabrizio stated that being on the Governing Board has been the most rewarding experience of his professional career, and noted that he attended all 32 meetings during his tenure. He honored the composition of the Board which encourages hearing different viewpoints resulting in better decisions. He reflected on the preceding Assessment Literacy discussion and advised the Board that grandiose efforts and evaluations would not be necessary to do meaningful work on the topic. He mentioned his support for TEL and the engagement it inspires among students. In closing, he commended the ongoing contributions of the NAGB staff, NCES, and contractors.

Mr. Holliday noted that he is ending his tenure on the Board after one term because of his decision to retire after 43 years in education. He remarked on the tremendous learning on the Board through the various perspectives of its expert members representing critical aspects of education. He thanked the staff for their dedication. In his parting words he advised the Board to stick to the core mission of the organization.

Ms. Pimentel stated that her career on standards and accountability has been driven by her desire to raise expectations for all students, and that NAEP has always guided her work and will continue to do so. She highlighted the importance of the NAEP frameworks being a standard for all students to aspire to. In closing, she commended the Governing Board staff, and Mary Crovo in particular, for their gracious approach to the work.

Committee Reports and Board Actions

Chair Mazany introduced the Strategic Planning Framework and highlighted the modifications made to the document to reflect the August 7 plenary session discussion. A motion was made, and seconded to approve the Framework without any further discussion or objection.

The standing committee chairs summarized the discussions of their respective committees. The Board took action on the following items:

- Ms. Pimentel, Vice Chair of the Executive Committee, reported that the Committee unanimously nominated Lucille Davy to serve as Vice Chair. Ms. Pimentel made a motion for the nomination of the Vice Chair and Mr. Sneider seconded the motion. The Board unanimously approved Ms. Davy to serve as Board Vice Chair for the term October 1, 2015 – September 30, 2016.
- Ms. Pimentel noted the Executive Committee's discussion about NAEP funding and the Committee's sense that the Governing Board should have a public statement about why funding the NAEP program is so important. She noted that the resolution passed unanimously in the Executive Committee, and moved for the full Board's consideration. The Governing Board unanimously approved the resolution regarding the imperative to fully fund NAEP.
- Reporting and Dissemination Committee Chair Andrés Alonso moved for Board approval of the Release Plan for 2015 Reading and Mathematics Report Cards. The motion was seconded and passed unanimously.
- Shannon Garrison, Chair of the Assessment Development Committee, reported that under its standing delegation of authority from the Board the Committee approved the 2017 pilot items in mathematics and reading (grades four and eight), and writing (grades eight and twelve), noting required modifications to be communicated to NCES.

The full text of the action items is provided in the Committee reports.

Mr. Mazany concluded the meeting by acknowledging the hard work of the Governing Board staff. He thanked the Board members for their professional and personal sacrifices to travel and attend the Board meeting to serve such an important mission on behalf of our nation's public and children.

Meeting Adjourned

The August 8, 2015 meeting of the Board adjourned at 12:09 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chairman

October 27, 2015
Date

National Assessment Governing Board

Executive Committee

Report of August 6, 2015

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

Other Board Members: Mitchell Chester, Frank Fernandes, James Geringer, Doris Hicks, Andrew Ho, Tonya Matthews, Dale Nowlin, Joseph O’Keefe, Chasidy White.
Ex Officio Member: Ruth Nield.

Governing Board Staff: Bill Bushaw, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Anthony White.

NCES Staff: Peggy Carr, Shawn Kline, Michael Moles, Holly Spurlock, Brad Thayer.

U.S. Department of Education Staff: Judith Anderson, Jagir Patel.

Other Attendees: AIR: Cadelle Hemphill. ETS: Jay Campbell, Andreas Oranje, Greg Vafis. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Steve Sellman, Lauress Wise. Pearson: Scott Becker, Cathy White, Russ Vogt.

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. Mr. Mazany provided an overview of the agenda and noted that a portion of the Executive Committee meeting would occur in closed session. He formally welcomed the Governing Board’s new Executive Director, Bill Bushaw, to the Executive Committee.

2. Plans for 2017 Trial Urban District Assessment

Executive Director Bill Bushaw updated the Committee regarding planning for the 2017 Trial Urban District Assessment (TUDA), which will be administered at the 4th and 8th grade levels in reading and mathematics. The Council of the Great City Schools (CGCS) is a partner in the TUDA initiative, and will informally canvass the current 21 TUDA participants and notify Board staff whether any intend to withdraw from the program. Mr. Bushaw noted that there is a high likelihood that all 21 TUDA districts will volunteer to participate again. He further noted that given the unlikelihood of increased funding, we do not expect to expand the number of eligible districts. To support NCES’ operational planning timeline, the Governing Board must take action on the TUDA participants for 2017 at the November 2015 Board meeting.

3. Updates on Congressional Activity

Lily Clark provided the Executive Committee with updates on the following Congressional activities of interest to the Governing Board:

- *NAEP Reauthorization* – The reauthorization of the Education Sciences Reform Act (the “Strengthening Education Through Research Act”), which authorizes NAEP, is not on the Congressional schedules for action in either the House or Senate at this time.
- *Elementary and Secondary Education Act (ESEA) Reauthorization* - In July 2015, the House and Senate passed their ESEA reauthorization bills. The House version, the “Student Success Act,” has received a veto threat from the White House. The Senate version, the “Every Child Achieves Act,” was crafted and passed with bi-partisan support. Both bills propose to maintain the current NAEP participation requirements in reading and mathematics, would require annual state testing similar to current law, and would prevent the Secretary of Education from requiring or incentivizing the adoption of any specific set of standards. The next step is for the House and Senate to conference the bill to negotiate the policy differences. The goal of the conference is to negotiate a single version of a bill that can pass the House, Senate, and is likely to be signed by the President. The conference is expected to begin when Congress is back in session after Labor Day.
- *NAEP Appropriations* –The President’s budget request for NAEP to be \$149.6M for fiscal year (FY) 2016 would adequately cover the costs of transitioning to digital-based assessments (DBA) and expand TUDA, among other priorities. However, both the House and Senate appropriations bills proposed flat funding NAEP at \$129M. In the context of the proposed budget cuts for the vast majority of the U.S. Department of Education’s program in these bills, flat funding would be a reasonable outcome for the NAEP program. It looks unlikely that Congress will pass its FY 2016 appropriation budget on time (FY 2016 begins on October 1, 2015).

4. ACTION: Nomination of Board Vice Chair for the Term October 1, 2015 – September 30, 2016

Mr. Mazany reviewed the Governing Board’s nomination process for its Vice Chair for the term extending from October 1, 2015 – September 30, 2016. He thanked Sue Pimentel for her exemplary service as the Board’s Vice Chair over the past three years and invited her to make parting remarks to the Committee. Ms. Pimentel expressed her pleasure as serving on the Board and as Vice Chair, noting that she would make more extensive remarks later in the Board meeting.

Mr. Mazany thanked Lou Fabrizio for polling Board members to determine the nominee for Vice Chair. Mr. Fabrizio presented Lucille Davy as the Board’s choice for its next Vice Chair.

Mr. Fabrizio moved for the Executive Committee to recommend for Board action that Lucille Davy serve as Vice Chair for the term October 1, 2015 – Sept. 30, 2016. The motion was seconded by Ms. Pimentel and unanimously approved by the Executive Committee.

Mr. Mazany thanked Mr. Fabrizio for his efforts in securing the nominee. He congratulated Ms. Davy on the nomination and invited her to make remarks. Ms. Davy thanked the Committee for

the nomination and expressed her excitement about serving as Vice Chair. The Executive Committee action will be brought to the full Board for a vote on Saturday morning, as part of the Executive Committee's report.

Mr. Mazany lauded the contributions of outgoing Board members Andrés Alonso, Lou Fabrizio, Terry Holliday, and Sue Pimentel. He announced the Committee leadership positions for the upcoming term beginning October 1, 2016:

- Committee on Standards Design and Methodology (COSDAM) – Andrew Ho will serve as Chair; Fielding Rolston will continue as Vice Chair.
- Reporting & Dissemination Committee - Rebecca Gagnon will serve as Chair; Father Joe O'Keefe will serve as Vice Chair.
- Assessment Development Committee - Shannon Garrison and Cary Sneider will continue to serve as Chair and Vice Chair, respectively.
- Nominations Committee – Tonya Miles will continue to serve as Chair.

5. ACTION: Resolution on NAEP Funding

Mr. Mazany introduced the Resolution on NAEP Funding. He noted the Governing Board's valuable feedback on the draft resolution at the May 2015 Board meeting, as well as the further improvements as a result of Executive Committee, Governing Board staff, and NCES staff reviews.

Mr. Mazany recommended the Governing Board adopt the resolution to make a public statement advocating for full NAEP funding to protect the program. He stated the importance of the Governing Board explaining why NAEP needs more funds to NAEP's larger constituency of stakeholders. He reviewed the Governing Board's priorities for the NAEP Assessment Schedule and budget request:

1. Transition to DBA and maintaining trend: state validation studies;
2. Assess broad-based curricular areas with a priority for STEM;
3. Provide state-level data in curriculum areas beyond reading and mathematics; and
4. Include more TUDAs.

He noted that these priorities are in the national interest, and are incorporated into the resolution by stating what might be lost (i.e. fewer subjects and grades assessed, fewer state and district results) with inadequate funding. The resolution intentionally omits citing a specific funding amount for a specific fiscal year; he noted that this is for legal as well as strategic purposes. The Governing Board is prohibited from lobbying and the resolution is written to be relevant for multiple fiscal years.

Mr. Mazany concluded his introduction of the resolution by stating that it will be useful in the Board's strategic conversations to build support for increased NAEP funding and communicate to our external partners on where we stand. The Governing Board staff will draft outreach strategies for the Board's consideration after the resolution is adopted.

Hearing no comments or objections, Mr. Mazany asked for a motion. Rebecca Gagnon moved for the adoption of the Resolution on NAEP Funding. The motion was seconded by Lou Fabrizio and unanimously approved by the Executive Committee; the action will be brought to the full Board for a vote on Saturday morning, as part of the Executive Committee's report.

6. Governing Board Budget Overview

Deputy Executive Director Mary Crovo provided the Executive Committee with an overview of the Governing Board's budget, noting the distinction between the funds which support NCES operations of the NAEP program versus the Governing Board's budget. Ms. Crovo first provided a historical view of the Governing Board's budget, which has increased over time since the Board's creation in 1988 in accordance with the expansion of the NAEP program. Ms. Crovo noted the decrease in the Board's appropriations in recent years as a result of sequestration starting in 2013, and the current fiscal year 2015 budget allocation of \$8,235,000. She then described the breakdown of these allocations in the five categories of program work, salaries and expenses, office operations, central support, and information technology. The majority of the Governing Board's funding is allocated for program work which includes achievement levels, outreach and dissemination, preparedness research, assessment literacy, focus reports, NAEP frameworks, etc. Ms. Crovo stated that current funding allocations for the Governing Board are adequate for its current needs.

Mr. Mazany thanked Ms. Crovo for providing the Committee with an explanation of the Governing Board's budget which helped provide a more complete picture of the funding that supports NAEP. With the remaining time in open session, Mr. Mazany invited the Board members in attendance to provide updates on their state and local jurisdictions. Several Board members noted fiscal challenges in their respective states and districts and new leadership in districts.

CLOSED SESSION 5:20 pm – 6:15 pm

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

Other Board Members: Mitchell Chester, Frank Fernandes, James Geringer, Doris Hicks, Andrew Ho, Tonya Matthews, Dale Nowlin, Joseph O'Keefe, Chasidy White.
Ex Officio Member: Ruth Nield.

Governing Board Staff: Bill Bushaw, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Anthony White.

NCES Staff: Peggy Carr, Shawn Kline, Michael Moles, Holly Spurlock, Brad Thayer.

U.S. Department of Education Staff: Judith Anderson, Jagir Patel.

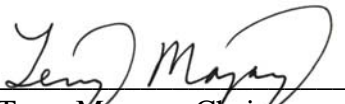
7. NAEP Budget Request for Fiscal Year 2017

The Executive Committee met in closed session from 5:20 p.m. to 6:15 p.m. The assessment 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 began the closed session by commenting on the productive budget conversation at the May 2015 Board meeting, at which the Committee reaffirmed the Governing Board's priorities for NAEP activities in fiscal year 2017 and beyond, and developed an understanding of when the Board will routinely be considering the NAEP budget and act on the Assessment Schedule. As such, the Executive Committee received updated NAEP budget costs and projections to implement the Assessment Schedule from Acting NCES Commissioner Peggy Carr. The Committee affirmed that the joint proposal from the Governing Board staff and NCES regarding modifications to the Assessment Schedule was a suitable reflection of the aforementioned Board priorities in light of the tentative budget numbers. The Committee reviewed the meeting calendar for budget review, noting that at the November 2015 Board meeting it would review revised costs and estimates for NAEP, review the Assessment Schedule, and take action on the schedule if needed.

Mr. Mazany adjourned the Executive Committee meeting at 6:15 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

September 9, 2015
Date



National Assessment Governing Board Resolution on the Imperative for Increased NAEP Funding

Whereas, the National Assessment of Educational Progress (NAEP)—also known as The Nation’s Report Card—is authorized by Congress and is the largest nationally representative and continuing assessment of what our nation’s elementary and secondary students know and can do;

Whereas, since 1969, NAEP has been the country’s foremost resource for measuring student progress and identifying differences in student achievement across various student subgroups;

Whereas, in a time of ever-changing state standards and assessments, the need for NAEP as the only national measure to compare student achievement across states and select large urban districts is greater than ever;

Whereas, the overwhelming, voluntary participation of states and select urban districts in non-mandatory NAEP assessments is a testament to the usefulness of and demand for NAEP results;

Whereas, the nation relies on NAEP to monitor whether students are prepared with the academic rigor, technological skills, critical thinking, and global perspectives necessary to meet the demands of the twenty-first century through assessments in a broad range of subjects;

Whereas, NAEP must innovate to keep pace with the changing world of education and technology by transitioning to digital-based assessments (DBA) which provide new ways to measure student achievement that are more precise, more engaging, and better capture a wider range of knowledge and skills than can typically be measured with paper-and pencil tests;

Whereas, it is of paramount importance to invest in technology to maintain stringent protections to ensure consistent and fair assessment conditions with DBA by providing uniform digital devices and uninterrupted, secure connectivity in the near-term;

Whereas, without additional resources to support the costly but necessary transition to DBA while simultaneously maintaining its ability to report trends, NAEP will be dramatically compromised in its ability to fulfill its mission as it will be reduced to measuring a narrower range of subjects, testing fewer grade levels, and administering fewer assessments at the state level;

Therefore, the National Assessment Governing Board resolves that timely and significant increases of funds are necessary to ensure that The Nation’s Report Card continues to provide policymakers, parents, principals, teachers, and researchers with the nation’s only continuous and objective measure of student progress in a wide range of subjects and grades at the national, state, and select large urban district levels, capturing the full scope of academic rigor, technological proficiency, critical thinking, and global perspectives necessary for success in the twenty-first century.



The National Assessment Governing Board's Innovation Ambition for NAEP:

Strategic Planning Framework

Purpose of the Strategic Planning Framework

The National Assessment Governing Board embarked on its Strategic Planning Initiative to ensure that the Governing Board continues to play an important and strategic role in furthering student achievement in our nation. This Strategic Planning Framework captures the Governing Board's vision for the National Assessment Educational Progress (NAEP) program, and identifies the Overarching Goals and Strategic Priorities that the Governing Board will use to develop and implement the Strategic Plan.

Our Mission

The mission of the independent, bipartisan National Assessment Governing Board is to set policy for NAEP. As specified in its authorizing statute, the Governing Board must identify the subjects to be tested by NAEP, determine the content for each assessment, review all NAEP questions, set achievement levels, and inform Congress and the American Public about the achievement of U.S. students. To fulfill its Congressional mandate, the Governing Board must also "take appropriate actions needed to improve the form, content, use, and reporting of results of any assessment authorized".¹

Legacy of Innovation

The Governing Board identifies assessment-related issues in public education which can be addressed by NAEP, sets policies for NAEP which are forward-thinking and innovative in relation to NAEP's potential role and impact on U.S. student achievement, and collaborates with the National Center for Education Statistics (NCES) to implement the Board's policies. Examples of the Governing Board's successes include:

- Identifying important broad-based curriculum areas for the NAEP assessments (NAEP has always been about more than reading and mathematics and includes a wide range of subjects, for example, Technology and Engineering Literacy (TEL) and Economics);
- Encouraging development of innovative assessment items and assessment methodology (i.e., digital-based assessments (DBA));
- Effectively communicating NAEP results in ways that enable parents, educators, and policy makers to take action (such as by reporting results via achievement levels, making reports accessible and easy to understand, and increasing outreach to parents); and

¹ Pub. L. 107-279, §302(e)(1)(I),

- Focusing on important issues for U.S. education (including linking NAEP to international assessments, conducting research on academic preparedness for college, and expanding increased assessment literacy of NAEP stakeholders).

Power of Partnership

The Governing Board works closely with NCES to implement the NAEP program and benefits from ideas generated from their efforts. A recent NCES initiative on The Future of NAEP² will be informative to the Board's strategic planning efforts.

The Future of NAEP initiative started in 2012 when NCES convened panels of experts and state and local stakeholders to develop a high-level vision for the future of the NAEP program, as well as a plan for moving toward that vision. The resulting recommendations to the Commissioner of NCES were published in the May 2012 *NAEP Looking Ahead: Leading Assessment into the Future* white paper; it defined what NAEP does best as:

“Going forward, we expect that NAEP will continue to serve as the most authoritative source of information concerning patterns and trends in the academic achievement of American youth, and also as a model of excellence and innovation in large-scale assessment. It will continue to serve as a trustworthy, low-stakes benchmark test against which to judge the effectiveness of various large-scale educational reforms. It will also evolve to measure an expanded range of learning outcomes using new technologies.” (p.7)³

Role of the Governing Board and NAEP

An essential role of the Governing Board is to safeguard public trust in NAEP's evaluation of our nation's elementary and secondary students' academic performance. The Board sets policy to enable NAEP to provide the long view of educational progress—spanning five decades—with breadth and depth of coverage across subjects and content. NAEP provides our country with information to understand the strengths, weaknesses, and trends in our decentralized system of education. Whenever there is debate about student achievement, NAEP is relied upon as a trusted and trustworthy source of information.

² “The Future of NAEP” initiative, National Center for Education Statistics, https://nces.ed.gov/nationsreportcard/about/future_of_naep.aspx.

³ “The Future of NAEP” white paper, National Center for Education Statistics, https://nces.ed.gov/nationsreportcard/pdf/Future_of_NAEP_Panel_White_Paper.pdf

National Assessment Governing Board: Legacy of Innovations

While the vast majority of NAEP's innovations have been developed through the collaborative efforts of the Governing Board and NCES, it is worth noting the unique role that the independent policy-setting Governing Board can play in keeping NAEP at the forefront of assessments. The Governing Board's legacy of innovations includes:

- ✓ Developing assessment frameworks aimed at deeper learning;
- ✓ Establishing achievement levels (policy adopted in 1990);
- ✓ Promoting the use of contextual information about students, teachers, and schools as it relates to student achievement;
- ✓ Emphasizing subject areas of importance to the U.S. (e.g., Civics, U.S. History, TEL, the Arts);
- ✓ Exploring the use of NAEP as an indicator of students' academic preparedness for college;
- ✓ Supporting the transition from paper-based to digital-based assessments (DBA):
 - Phase I* – Science interactive computer tasks, Writing, TEL 2009-2014; and
 - Phase II* – Reading and Mathematics, etc. DBA for 2017 and beyond; and
- ✓ Highlighting the importance of reporting on comparative data involving NAEP and international assessments.

While much attention is focused on NAEP as the gold standard, equally important is NAEP's innovation over time under NCES's technical direction. The Governing Board successfully balances the tension inherent within the dual goals of maintaining NAEP's role as the most trusted source of academic achievement of the nation's students over time while also continuously improving the form and function of NAEP to remain relevant. From its inception, NAEP innovated on all aspects of assessment. Examples of these innovations include:

- *Technical* – developing sampling methodology; developing new types of assessment questions and tasks; generating analytic models; setting achievement levels; applying item response theory; scale anchoring; developing constructed-response test questions; targeting complex skills and hands-on tasks; delivering digital-based test questions; and pioneering scenario-based interactive assessment tasks.
- *Content* – measuring knowledge and skills of youth as a group; measuring learning progress over time; developing new assessment frameworks and path-breaking instruments; collecting and analyzing contextual data; and increasing the inclusion of individuals with disabilities and English Language learner populations.
- *Communications* – reporting on student learning in terms of specific grades; increasing the accessibility and usability of information through internet-based reporting and dissemination, which places control in the hands of the user; and focusing on more useful reporting on comparison groups and with all participating jurisdictions.

Thinking About the Future Success of NAEP – Key Questions, Risks, and Opportunities

The Governing Board is uniquely positioned with an authoritative voice in the national conversations surrounding assessment. To fulfill its mission as an independent and unbiased leader in the evolving educational landscape, the Governing Board must consider several key questions and national trends identified below as it develops its strategic plan.

What are the major trends in education that could shape NAEP, and, in turn, how can the Governing Board contribute to some of those trends and best respond to others?

How do we balance the roles of NAEP serving as both a mainstay of education as well as a catalyst for improvement?

What is the innovation ambition for NAEP that will ensure NAEP remains relevant for future generations?

What are the leadership roles the Governing Board can and should play?

The *NAEP Looking Ahead* white paper lists “four major trends to which NAEP must be prepared to respond”:

1. Other assessments are likely to provide information about student achievement that may be aggregated and compared across districts and states. NAEP’s value as an independent, ongoing, nationally representative assessment will remain and may, in fact, be more important than ever;
2. As we aspire to provide all of our young people with the high levels of knowledge and skills needed in a global economy, NAEP will be called upon to assess a broader set of learning outcomes;
3. Rapidly changing technology is driving all aspects of modern life, including learning and assessment. NAEP should continue to serve as a leader in assessment innovation as new technologies become available for assessment (e.g. adaptive testing), as well as for scoring and reporting results; and
4. There is increasing interest in cross-national comparisons of educational achievement, and in sharing data and instructional resources across states and perhaps even across nations. Linking assessments and data-sharing can offer more context to help understand and interpret NAEP findings.

In addition, the Governing Board should consider the following themes in national conversations surrounding education and assessment:

5. The nature and use of assessment:
What is the role of assessment to improve the quality of teaching and learning?
What is the appropriate role for the Governing Board to play in this dialogue?

6. Data privacy:

What are the concerns about data privacy surrounding assessment generally, and is there a need for NAEP to respond to those concerns?

What public concerns about student privacy within NAEP might be raised by new reporting and communications initiatives if, for example, the Governing Board increases public attention on NAEP contextual variables or promotes an assessment literacy initiative for parents, students, and policymakers?

7. The state of the Common Core State Standards and anti-testing sentiments (overlaps with #1):

What is the relationship between NAEP and the Common Core State Standards? How can the Governing Board leverage its unique position to add perspective on the importance of NAEP and high quality assessments in the era of anti-testing sentiment?

8. The relationship of NAEP to international assessments (overlaps with #4):

What is the relationship of NAEP to international assessments (e.g. Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS))?

Amidst this period of change and uncertainty, the Governing Board has the unique opportunity to contribute to the national conversation on assessments, but also to shape that conversation; and in doing so, help to ensure that NAEP remains relevant and adds value to the national dialogue on education.

Overarching Goals for the Governing Board's Future Work

The Governing Board has identified the following tenets to ensure its Congressional mandate serves as the foundation of the Strategic Planning Initiative. These Overarching Goals represent the values that the Governing Board will uphold throughout the development and implementation of its Strategic Plan.

- ✓ *Keep NAEP a Trusted Brand* – Protect the reputation of the Governing Board and NAEP as the gold standard for assessments.
- ✓ *Be a Good Steward of NAEP's Assets* – Sustain the important Governing Board work of protecting data trends, state and Trial Urban District Assessment (TUDA) data, and linkages with international assessments and administrative data.
- ✓ *Assess a Broad Range of Subjects* – Ensure that the assessment schedule includes a diverse set of subjects supported by dynamic frameworks, for example, U.S. History, Civics, Science, Writing, Economics, TEL, the Arts, etc., NAEP extends beyond reading and mathematics.
- ✓ *Continue Innovating for NAEP* – Assess innovative content areas, for example TEL. Advance item, task, and test design and implementation utilizing technology.
- ✓ *Improve Collaboration with NCES* – Align and partner with NCES to provide the vital leadership and resources needed to protect the future of NAEP.

- ✓ *Be a Voice in the National Conversation Surrounding Education and Assessment* – Use NAEP results to provoke public conversations about education and equitable outcomes. For example, what is literacy in a digital world? How can the Governing Board focus on the urgency of closing achievement gaps? What is the value of assessment?
- ✓ *Engage Key Constituencies Especially Parents, Educators, and Policy Makers* – Increase communications to key constituencies, including parents and advocacy groups, to better understand, leverage, and support both NAEP and high quality assessments more generally.

Strategic Priorities

The Governing Board will achieve its Overarching Goals through the Strategic Priorities, which will be central to the Board’s Strategic Planning Initiative. The Strategic Priorities are not to be considered ancillary or “add-ons” to NAEP activities. Instead, these priorities will guide the Congressionally-mandated work of the Board. They are grouped below by their primary purpose; however, these priorities are interrelated and accomplishing any one priority would contribute to the success of others. The specific activities undertaken by the Governing Board to achieve the four below-listed Strategic Priorities will be determined in Phase II and implemented in Phase III of the Strategic Planning Initiative. The Strategic Priorities are:

- 1. *Develop Messaging Strategies to Improve Understanding of NAEP within the Context of High-Quality Assessments Generally***
- 2. *Increase Efficiencies to Effectively Use NAEP Funds***
- 3. *Innovate Assessment Design to Keep NAEP on the Forefront of Measuring Student Achievement***
- 4. *Strengthen External Partnerships to Promote and Support the Resources NAEP Offers***

Conclusion

The Governing Board will develop its Strategic Plan by considering the key questions and national trends as they apply to the Overarching Goals and Strategic Priorities described above. The Strategic Plan will be guided by the values of parsimony, feasibility, and measureable impact that make a difference in education progress. When designed and implemented, the Strategic Plan will ensure that the Governing Board continues to play an important role in informing policymakers, educators, and the public about student achievement in our nation.

The imperative for school improvement called for by the 1983 report, *A Nation At Risk*, that carried through the bi-partisan legislation of the *No Child Left Behind Act* is giving way to the emergence of a new era of education improvement efforts reflecting the demands for increased academic rigor, technological sophistication, civic participation, and global perspectives that define the early decades of the twenty-first century. The Governing Board accepts the challenge to prepare students for their future, not our past, and to use assessments to inform the Board’s progress to deliver on this commitment.

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of August 7, 2015

COSDAM Committee Members: Lou Fabrizio (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, and Jim Popham.

Governing Board Staff: Sharyn Rosenberg and Michelle Blair.

NCES Staff: Jing Chen, Pat Etienne, Lauren Harrell, Bill Tirre, and Amy Yamashiro.

Other Attendees: Institute of Education Sciences: Governing Board ex officio member Ruth Neild. AIR: George Bohrnstedt and Young Yee Kim. CRP: Subin Hona. ETS: Steve Lazer, Rebecca Moran, Andreas Oranje. Hager Sharp: Melissa Spade Cristler. HumRRO: Lauress Wise. NORC at the University of Chicago: Rolf Blank and Bronwyn Nichols. Optimal Solutions Group: Rukayat Akinbiyi. P20 Strategies: Andrew Kolstad. Pearson: Kelly Burling and Ross Holstein. U.S. Department of Education: Judith Anderson. Westat: Keith Rust and Dianne Walsh. Widmeyer: Siobhan Mueller.

1. Introductions and Review of Agenda

Chair Lou Fabrizio called the meeting to order at 10:30 a.m. and welcomed members and guests. He noted that this would be the last COSDAM meeting for Terry Holliday and himself. Mr. Fabrizio reviewed the agenda.

2. Content Alignment Studies of Grade 8 NAEP and ACT Explore in Reading and Mathematics

Rolf Blank of NORC at the University of Chicago presented results from content alignment studies conducted between the 2013 grade 8 Reading and Mathematics Frameworks and assessments in NAEP and ACT Explore. He began by noting that the Governing Board has performed extensive research on NAEP and academic preparedness for college at grade 12, but the studies with Explore are a first attempt to extend this work to grade 8 and to increase understanding about the extent to which students are *on track* for being academically prepared for college by the end of high school.

Mr. Blank described the study tasks, which consisted of framework analysis reports and a Content Alignment Institute (CAI). For the framework analysis reports, subject matter experts performed initial comparisons and provided descriptions of the similarities and differences

between the NAEP frameworks and the ACT College Readiness Standards. The CAI consisted of a 5-day in-person meeting with replicate panels, following a study design that was previously developed for the Board's preparedness research content alignment studies by Norman Webb.

Mr. Blank presented selected findings from the studies. There was considerable overlap between the content of grade 8 NAEP and Explore, particularly in Mathematics. For Reading, there were some differences in the degree of emphasis and level of complexity of the NAEP and Explore items coded by the panelists in the CAI.

Jim Popham asked what directions were used when asking panelists to make their judgments during the CAI. He requested that the specific instructions given to the panelists be included in the final reports before they are posted on the Governing Board website later this fall.

3. Statistical Linking Studies of Grade 8 NAEP and ACT Explore in Reading and Mathematics

Andreas Oranje of Educational Testing Service (ETS) presented results from statistical linking studies conducted between the 2013 grade 8 Reading and Mathematics assessments in NAEP and Explore. The purpose of the studies was to locate the points on the NAEP scale that correspond with the ACT Explore benchmarks for college readiness in Reading and Mathematics. These studies were conducted via data sharing agreements with three states: Kentucky, North Carolina, and Tennessee.

The correlations between the grade 8 NAEP and Explore scores are about 0.7 for Reading and 0.8 for Mathematics; projection was used as the linking methodology, since the correlations were not sufficiently high for concordance. The NAEP Proficient cut scores at grade 8 correspond closely (but not exactly) to the Explore benchmarks, for both Reading and Mathematics. The studies found that approximately 30-35 percent of grade 8 students in these three states are on track to be academically prepared for college by the end of high school.

COSDAM members discussed possibilities for conducting future research with state partners, for example by linking NAEP with assessments that are aligned to the Common Core State Standards. Mitchell Chester expressed interest in providing data from Massachusetts that can be linked to NAEP. There was a discussion about the value of longitudinal data in particular. In future meetings, COSDAM will continue to discuss results of the longitudinal preparedness research studies with state partners that are currently underway.

Andrew Ho requested that future linking studies examine how other assessments reflect on the NAEP scale, rather than limiting the analyses to projecting NAEP onto other scales. COSDAM members requested a future agenda topic to consider staff proposals for forging additional state partnerships.

CLOSED SESSION 11:45 am – 12:30 pm

COSDAM Committee Members: Lou Fabrizio (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, and Jim Popham.

Governing Board Staff: Sharyn Rosenberg and Michelle Blair.

NCES Staff: Jing Chen, Pat Etienne, Lauren Harrell, and Amy Yamashiro.

Other Attendees: Institute of Education Sciences: Governing Board ex officio member Ruth Neild. AIR: George Bohrnstedt and Young Yee Kim. ETS: Rebecca Moran and Andreas Oranje. HumRRO: Laress Wise. Optimal Solutions Group: Rukayat Akinbiyi. P20 Strategies: Andrew Kolstad. Pearson: Kelly Burling and Ross Holstein. Westat: Keith Rust and Dianne Walsh.

4. Project Update for Technology and Engineering Literacy Achievement Levels Setting

In a closed session, Kelly Burling of Pearson provided an update about the status of the Technology and Engineering Literacy (TEL) achievement levels setting (ALS). Project director Steve Fitzpatrick was unable to attend this Governing Board meeting.

A second pilot study was conducted with 29 panelists from June 1-5, 2015 in San Antonio. Overall, the meeting went well; the Technical Advisory Committee on Standard Setting (TACSS) agreed that the second pilot study fulfilled its intended goals. The Excel-based procedure that was developed to replace the previous standard setting software functioned as intended. Some minor improvements to the process will be made in preparation for the final operational study.

Mr. Popham noted that Cary Sneider had convinced him that the TEL Framework does measure knowledge and skills that can be taught. He suggested telling the standard setting panelists that the TEL Framework contains objectives that can be taught.

COSDAM members briefly discussed the pilot study results and possible changes to procedures for the final study. The operational ALS meeting will be held from September 28 – October 2, 2015 and COSDAM will be briefed on the study results during a webinar in early November. The Board is scheduled to take action on the TEL achievement levels during the November 2015 Board meeting.

Mr. Fabrizio adjourned the COSDAM meeting at 12:30 p.m.

I certify the accuracy of these minutes.

Louis M. Fabrizio

9-2-15

Lou Fabrizio, Chair

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of August 7, 2015

Reporting and Dissemination Committee Members: Andrés Alonso (Chair), Rebecca Gagnon (Vice Chair), Anitere Flores, Tonya Matthews, Tonya Miles, Gov. Ronnie Musgrove, Father Joseph O’Keefe.

Governing Board Staff: Bill Bushaw, Stephaan Harris, Laura LoGerfo, and Anthony White.

NCES Staff: Peggy Carr, James Deaton, Linda Hamilton, Shawn Kline, and Grady Wilburn.

Other Attendees: AIR: Cadelle Hemphill and Yan Wang. CRP: Shaunice Bailey. District Communications Group: Adam Clampitt, Meredith Davis, Chelsea Radler, and Lyn Schultes. ETS: Nicole Beaulieu, Jonas Bertling, and Lisa Ward. Hager Sharp: James Elias, David Hoff and Debra Silimeo. HumRRO: Hillary Michaels and Steve Sellman. Quotient: Merle Schwartz Reingold: Sarah Johnson, Valerie Marrapodi, and Shannon Tucker. Westat: Chris Averett.

1. Introduction of Website and Communications Contracts

Stephaan Harris of NAGB staff updated the Committee on two new contracts the Board awarded earlier in the summer to small businesses for services related to website and communications services. He said the web contract was awarded to Quotient, the Board’s web contractor since 2009, and the communications contract went to the District Communications Group (DCG).

Mr. Harris said the awards were three-year blanket purchase agreements preceded by an extensive period of market research to identify good candidates and chosen through a careful review process. He mentioned that Reingold is DCG’s subcontractor; the contract Reingold won in 2013 had to be re-bid because it no longer qualifies as a small business on the GSA schedule. Mr. Harris then asked the principals from each firm to say a few words.

Adam Clampitt with DCG said he was passionate about education and that his firm has extensive work experience with federal agencies related to outreach and social media. Merle Schwartz from Quotient said the firm has a long history supporting education work and looks forward to working with the Board.

2. Media Embargo Guidelines

Mr. Harris introduced the discussion on media embargo guidelines. He recapped Committee discussion at previous meetings about how to treat “gray area” outlets—including blogs, outlets backed by groups, and other online operations—when deciding which media may gain access to embargoed data for NAEP Report Cards. Mr. Harris also summarized the highlights of a conference call which Board staff convened in July with Committee members on this topic. On that call, a consensus emerged that maintaining the confidentiality of the data was the most important aspect of media embargo guidelines, not necessarily the definition of the requestor.

Chairman Alonso noted how this conversation on media embargo guidelines had evolved during his tenure as R&D Chair and amidst changes in Committee membership while also, simultaneously, the media landscape has changed rapidly. Chairman Alonso said that the current policy is geared toward established media outlets to set a maximum level of protection to ensure confidentiality. But he added that it is clear that being an “established media outlet” is no longer sufficient in the changed landscape. For example, if a teachers’ union asks for data in advance and vows to protect confidentiality, why not give it to them?

Committee member Governor Musgrove favors getting information out to media quickly, as long as requestors meet the confidentiality requirements. He added that a blogger with 1 million readers has more audience than most newspapers, so if he or she complies with confidentiality agreements, why should they not receive access?

Chairman Alonso said that the members need to shift emphasis from defining the receiver to setting a process of ensuring confidentiality or criteria around the nature of data use. The point of the Committee’s current embargo process is to provide time for reporters to review the data, ask questions, and create accurate stories with proper context.

In addition, citing his experience as a superintendent in Baltimore, Chairman Alonso expressed the importance of access to NAEP data granted to district and state chiefs before release to understand the results and communicate accurate messages about the results, especially as local results often produce a different picture from national results. And he said it was important for reporters to have that extra time to get smart about data, especially with more emphasis on subgroups. Ultimately, the embargo is designed to give key communicators time to construct the proper context for results.

Committee member Matthews agreed and asked if the point of granting media access was to gain more exposure. If so, perhaps a different approach should be conceived for stakeholders. She added that we must know what the purpose of the release is as the concept of embargo is deciding who is special.

Vice Chair Gagnon explained that if NAEP data are released without a pre-release process, then people rush to produce reports first. Because Board staff has limited capacity and cannot

address each embargo request solo, perhaps the Committee should establish a process to handle more requests, such as only granting access to the first ten “gray area” outlets, for example.

Chairman Alonso said he heard a consensus emerging around purpose, and a realization that R&D should expand the types of organizations that receive the information prior to official release. So the next step is to examine the embargo process and consider how the Committee can ensure confidentiality, especially if there are more requests given limited time and staff.

NCES Commissioner Peggy Carr added that embargoed access is given to state chiefs’ staff and TUDA superintendents through NAEP coordinators. Even if a group has a legitimate need to the data, the Board should not simply acquiesce. She reminded the Committee that guidelines the Board approves must be consistent with the OMB-issued federal guidelines to which NCES must adhere as a statistical agency. Chairman Alonso concurred with this last point.

3. Release Plans for 2015 NAEP Reading and Mathematics Assessments

The Committee reviewed a release plan for the 2015 NAEP Math and Reading Report Cards, which will provide results for 4th and 8th graders nationally and by state. Mr. Harris said the plan calls for a webinar release and comprehensive post-release activities, which may include webinars and online chats or presentations, to extend the life of the report and further connect with stakeholders.

Committee member Miles, inspired by the groups who attended the Board’s outreach dinner the previous evening and by the potential partnerships the Board could develop with them, suggested an in-person release event that would draw stakeholders in the audience.

Mr. Harris indicated many of the last several releases moved from press conferences to webinars because it was harder to get a substantial turnout for live events, and webinars were more time and cost-effective.

Committee member Miles, however, felt hosting a big in-person event could net the Board a significant audience. Committee member Sen. Flores said perhaps the event could be hosted at the site of an influential stakeholder, such as the National PTA, which already enjoys a substantial following to populate the audience, and by hosting at their site, can reduce costs. Both Vice Chair Gagnon and Committee member Matthews said the follow-up events suggested would be instrumental to elicit and sustain interest from stakeholder communities.

ACTION: The Committee approved the release plan with the modification that a live in-person element be included in the initial release.

4. Considering the Future: Changes to Core Contextual Variables and Efforts to Sustain Messaging

This agenda item focused on taking stock of R&D's progress in providing input on core contextual variables and on releases—both successes and persistent challenges. Chairman Alonso said when he became chair, there was too limited an ability for the Board to change the content about what is being communicated about results. Now there is far more interaction with the items earlier as well as more collaboration with the other committees to contribute R&D input at more appropriate times.

Chairman Alonso echoed the message from outreach event participants who requested more emphasis on the contextual variables, which drive conversations about what NAEP's meaning is. Importantly, he said, the Board needs to present meaning, facts, and content, not just numbers and results, to disseminate actionable messages. He added that this requires presenting disaggregated information at all levels and communicating this information more succinctly and more accessibly, e.g., infographics, heat maps, and YouTube videos. This also implies that reporting should transcend the typical, conservative approach to releases, which often hides important analyses and buries critical meaning to the data.

Committee members agreed with Ms. Miles' suggestion to develop reporting on contextual variables by themselves and carefully choosing such items to highlight that can lead to action and/or respond to hot conversations among the public.

Vice Chair Gagnon said some topics that garner lots of attention in the media or among the public have been studied by NAEP for years, why should the Board not join that ongoing conversation?

Committee member Matthews added that these conversations should be pursued through external partners to leverage those organizations' established relationships to magnify the dissemination. She also encouraged the use of infographics and cautioned that they should not be ends onto themselves; they should be sufficiently substantive to exist as stand-alones but also stimulate curiosity and drive people to the website to dig through analyses and data, to teach them how to fish as it were.

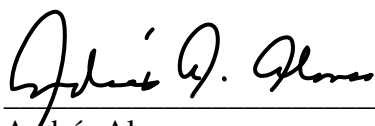
Chairman Alonso told the Committee members that the external partners at the outreach event requested the fish. Vice Chair Gagnon clarified that not everyone can use the high-grade whaling equipment; not everyone wants to delve into the NAEP Data Explorer. The Governing Board needs to provide a variety of fishing poles that differ for different stakeholders' expertise and interests, he said.

Committee member Father O’Keefe suggested that Committee members all return to reviewing some of the more fundamental documents that introduce NAEP and develop language both about what NAEP is and what NAEP is not. The current introduction to NAEP work seems outdated (pictures of pencils and erasers), which does not help improve the accessibility of NAEP.

5. Conclusion

Chairman Alonso delivered some parting words to the Committee. He summarized lessons from his experience and expertise with four main points:

- 1) When discussing trend, we are necessarily conservative, because by definition we are communicating what we communicated previously.
- 2) When engaging NAGB and NCES staff over the provision of information, we need to receive everything upfront to facilitate follow-up questions in a timely manner.
- 3) Consider the content of what we communicate. The public is interested in only 2-3 foci, one of which is trend, so the Committee must choose to highlight what should be within the scope of their interest.
- 4) There are questions from stakeholders that should be anticipated. For example, TUDAs analyze NAEP data to determine how their curriculum and instruction map to NAEP, to learn how their state assessment maps to NAEP. What data and information does the Board have that can feed the technical work of what occurs in classrooms? He implored the Board to help new members learn the nature of the information that is available.



Andrés Alonso
Chair of Reporting and Dissemination Committee

September 17, 2015

Date



**NATIONAL ASSESSMENT GOVERNING BOARD
UPDATED RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)
IN MATHEMATICS AND READING**

The Nation's Report Card: Mathematics and Reading 2015

The 2015 NAEP Mathematics and Reading Report Cards—both national/state and urban district data—will be released together to the general public at an in-person event in October 2015. Following a review and approval of the report's results, the release event will be arranged at a Washington, DC, school as an in-person event with closed-captioned livestreaming to allow remote attendance by viewers nationwide. The event will include a data presentation by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by Governing Board Chair Terry Mazany; comments from Council of the Great City Schools Executive Director Michael Casserly and Council of Chief State School Officers Executive Director Chris Minnich; and comments by Chancellor of DC Public Schools Kaya Henderson. The event will also include a conversational Q&A session that would include questions submitted via livestream. Full accompanying data will be posted on the Internet at the scheduled time of release. This is an amendment to the release plan approved by the full Board in August 2015, which called for a release event for only national and state data with an in-person component. This amended plan will be effective upon approval by the Governing Board's Reporting and Dissemination Committee.

The 2015 NAEP Report Cards in mathematics and reading will present findings from a representative sample of 4th-graders and 8th-graders nationwide. Results, which will be presented in terms of scale scores, percentiles, and NAEP achievement levels, will be for the nation, states (including the District of Columbia and the Department of Defense Education Activity schools), and 21 school districts that are part of the Trial Urban District Assessment (TUDA). The report will focus on changes from 2013 and from the earliest assessment (1990 for math; 1992 for reading), featuring data on achievement gaps and sample questions and allowing users to do deeper dives into state level data and run data by different contextual variables.

Data will be presented for all students and by subgroups, race/ethnicity, gender, school type and location, and eligibility for the National School Lunch Program. Contextual information (i.e., student, teacher, and school survey data) with findings of interest also will be reported.

DATE AND LOCATION

The release event will occur in October 2015. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Moderation and remarks by National Assessment Governing Board Chair
- Introduction by the DC Public Schools Chancellor
- Presentation of results by the Acting Commissioner of the National Center for Education Statistics
- Comments from the executive directors of the Council of the Great City Schools and the Council of Chief State School Officers
- Questions from the in-person and livestream audience
- Program will last approximately 75-90 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website at www.nagb.org.

ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer briefings to U.S. Congressional staff in Washington, DC; a conference call for appropriate media as defined by the Governing Board's Embargo Policy; and an embargoed data website available to Congressional staff, approved senior representatives of the National Governors Association and the Council of Chief State School Officers, and approved media. The goal of these activities is to provide these stakeholders with a comprehensive overview of findings and data to help ensure accurate reporting to the public and deeper understanding of results.

REPORT RELEASE

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

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to produce a series of infographics that would highlight important contextual variables and data and be easily distributed via social media to media and other stakeholders for dissemination for weeks following the release. The Board will also coordinate three separate post-release communications efforts—which could include such strategies as an online chat, major presentation, webinar, or social media campaign—that would target the mathematics, reading, and urban education and assessment communities. The goal of these activities is to extend the newsworthiness of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment in these areas.

National Assessment Governing Board
Assessment Development Committee
Report of August 6-7, 2015

August 6, 2015

Closed Session: 8:30 a.m. – 3:30 p.m.

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

Governing Board Staff: Mary Crovo, Michelle Blair, Bill Bushaw.

Other Attendees: AIR: Alka Arora, Kim Gattis. ETS: Jay Campbell, Gloria Dion, Greg Vafis. HumRRO: Steve Sellman. Pearson: Scott Becker, Ross Vogt, Cathy White.

Review of NAEP Mathematics Pilot Items for 2017

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 August 6, 2015 from 8:30 a.m. to 3:30 p.m. to review secure NAEP test questions.

The Assessment Development Committee (ADC) reviewed newly-developed mathematics questions for grades 4 and 8 in preparation for the 2016 NAEP pilot test, in preparation for the 2017 operational assessment. These questions were developed for administration in the digital-based platform using computer tablets. The ADC had a number of questions and revisions to the mathematics items, but in general the Committee members were very impressed with the quality of the items, the range of content, and new opportunities to assess important mathematics skills now possible in the digital-based assessment (DBA) platform.

The ADC also reviewed DBA writing prompts for the 2016 pilot in grades 8 and 12, in preparation for the 2017 operational assessment. NAEP's first computer-based writing assessment was conducted on laptops in 2011. In 2017 this assessment is transitioning to the DBA tablet platform. The ADC had many positive comments on these new writing prompts, and also some revisions.

August 7, 2015

Open Session: 10:15 a.m. – 11:10 a.m.

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

Governing Board Staff: Mary Crovo.

NCES Staff: Peggy Carr, Alison Deigan, Dana Kelly, Eunice Greer, Elvira Germino Hausken, Holly Spurlock, Brad Thayer, Ebony Walton, William Ward.

Other Attendees: AIR: Kim Gattis, Teresa Neidorf, Fran Stancavage. ETS: Jay Campbell, Robert Finnegan, Greg Vafis. CRP: Edward Wofford. Hager Sharp: Joann Lim. Fulcrum: Michael Slattery. CCSSO: Fen Chou. HumRRO: Sheila Shulz. Pearson: Scott Becker, Ross Vogt, Cathy White. Westat: Greg Binzer.

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

The ADC received an update on the TEL reporting website, which is under development for an early 2016 release of the TEL results. This release will follow the Board's scheduled action on the TEL achievement levels in November 2015. NAEP administered the first-ever TEL assessment in early 2014 to a nationally representative sample of more than 20,000 eighth graders in public and non-public schools.

Robert Finnegan of ETS presented some updated screen shots from the planned TEL Report Card website, which did not display any secure data or released items since this portion of the meeting was an open session. Both the ADC and the Reporting and Dissemination Committee (R&D) had provided substantial comments on earlier versions of the TEL website design. Most of those comments have been addressed in the updated version. Several outstanding issues relate to ensuring the TEL report website encourages users to scroll down to see additional important information. The TEL icons for each task should appear in the first half of the screen to make it easy for users who wish to view the tasks. Additionally, the ADC requested that the website include a link to the TEL video narrated by former ADC Chair Alan Friedman, along with a note acknowledging Alan's significant contributions to the NAEP Technology and Engineering Literacy Assessment.

In terms of next steps, both the ADC and R&D need to review and provide feedback on a working prototype of the website in the near future. The screen shots are helpful, but they do not allow members to explore the full functionality of the website. Board and NCES staff will coordinate this review to occur prior to or during the November 2015 Board meeting, to ensure the timelines allow for Board input on the prototype website well in advance of the TEL Report Card release.

2. Update on NAEP/NGSS Comparison Study Presentation at the National Conference on Student Assessment

Cary Sneider, ADC Vice Chair, summarized the session he moderated at the National Conference on Student Assessment (NCSA) in June. The NCSA is an annual assessment conference sponsored by the Council of Chief State School Officers (CCSSO). The panel presentation focused on results of a study by AIR on the comparison between the NAEP Science, TEL, and Math Frameworks and the Next Generation Science Standards (NGSS). There was significant overlap between NAEP Science and TEL, and NGSS. Cary noted the 2014 TEL results will be an important baseline for implementation of the NGSS, which have been adopted by 14 states to date. Other states are working on adoption of these standards. In terms of the NAEP/NGSS comparison study, next steps should include developing a brief overview of the findings and performing a study to conduct an item-level comparison. Staff will follow-up on these and other recommendations.

Closed Session: 11:10 a.m. - 12:25 p.m.

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

Governing Board Staff: Mary Crovo.

NCES Staff: Alison Deigan, Dana Kelly, Eunice Greer, Elvira Germino Hausken, Holly Spurlock, Brad Thayer, William Ward.

Other Attendees: AIR: Kim Gattis, Teresa Neidorf, Fran Stancavage. ETS: Jay Campbell, Robert Finnegan, Greg Vafis. CRP: Edward Wofford. Hager Sharp: Joann Lim. Fulcrum: Michael Slattery. HumRRO: Sheila Shulz. Pearson: Scott Becker, Ross Vogt, Cathy White. Westat: Greg Binzer.

3. Update on NAEP Digital-Based Assessments

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 August 7, 2015 from 11:10 a.m. to 12:25 p.m. to receive a briefing on NAEP's transition to digital-based assessment. This briefing included discussion of secure NAEP test questions and data. The ADC also reviewed secure NAEP DBA reading items in grades 4 and 8 for the 2016 pilot, in preparation for the 2017 operational assessment.

Eunice Greer of NCES briefed the ADC on the digital-based assessment (DBA) item development work in reading, mathematics, U.S. History, Geography, and Civics. The presentation included discussion of secure NAEP items and data.

Much work has occurred since the ADC's last update in March 2015. NCES and NAEP contractors have revised all scoring guides to align with the DBA items, examined inter-rater reliability from scoring the 2015 DBA pilot items, and conducted several special studies to examine factors related to the DBA assessments. The results are very promising in terms of moving ahead with DBA.

The ADC was particularly interested in new ways to capture and display the "click-stream" of student responses to various types of DBA items. These innovative digital displays will be very informative for teachers and curriculum experts to view the way students answer questions about reading passages or solve math problems. The ADC looks forward to hearing more about this work at its November 2015 next meeting, in addition to updates on DBA item development activities.

Following the DBA briefing, the ADC had time in closed session to review secure DBA reading items for grades 4 and 8 for the 2016 pilot, in preparation for the 2017 operational assessment.

Open Session: 12:25 p.m. - 12:30 p.m.

In open session, the Committee took the following action under the ADC's delegated authority for item review and approval:

ACTION: The ADC approves the pilot items in mathematics and reading (grades 4 and 8), and writing (grades 8 and 12), with deletions and revisions to be communicated to NCES in writing.

I certify the accuracy of these minutes.



Shannon Garrison, Chair

8-24-15

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of August 8, 2015

Nominations Committee Members: Tonya Miles (Chair), Lucille Davy, Shannon Garrison, Doris Hicks, Andrew Ho, Joseph O'Keefe, S.J., Fielding Rolston, and Cary Sneider.

Governing Board Staff: Mary Crovo.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on August 8, 2015 from 7:30 a.m. to 8:15 a.m.

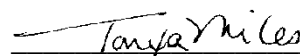
Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. Ms. Miles recognized the outstanding contributions of Susan Pimentel, who has served for many years on this Committee, and whose Board term expires on September 30, 2015. Ms. Miles also thanked the Committee members and Board staff for their excellent work during the 2014-2015 nominations cycle, where the Board recruited for eight positions. The Board is currently awaiting information from Secretary Duncan on the following Board positions, for terms that begin on October 1, 2015: chief state school officer, 12th grade teacher, state school board member, local school superintendent, business representative, testing expert, and curriculum specialist (two positions).

Then the Committee discussed the nominations process and outreach for the 2015-2016 cycle. The Board will have six positions open for terms that begin in October 2016: testing expert, general public representative, local school board member, non-public school administrator, and two state legislators (Democrat and Republican).

For the annual "call for nominations" Board staff and contractors are working to enhance the micro site on the Board's website, to solicit nominations and enable individuals to submit nominees for consideration by the Board. This micro site will go live in early September and nominations will be due by October 30, 2015.

The micro site will include new videos from Board members whose positions are open in 2016 along with additional audio testimonials from current Board members. The overall outreach for 2016 will include more than 10,000 emails, expanded social media outreach, posting short information pieces in organization newsletters, and other strategies. The Committee requested an opportunity to view the email database to see if other organizations should be added, and also asked to receive the map of current Board members to note geographic areas where nominations are needed for the next cycle. The Nominations Committee was very complimentary of the expanded outreach for the 2015-2016 nominations process.

I certify the accuracy of these minutes.



Tonya Miles, Chair

8-21-15
Date