National Assessment Governing Board
Reporting and Dissemination Committee

March 4, 2016
10:15 am – 12:45 pm

AGENDA

10:15 – 11:15 am	Joint Session with Committee on Standards, Design, and Methodology (COSDAM): Collaboration on Infographics and Communicating NAEP Findings
	    Rebecca Gagnon, R&D Committee Chair
	    Andrew Ho, COSDAM Chair
		Attachment A

11:15 – 11:20 am	BREAK	
11:20 – 11:25 am	Introduction of New Committee Member: Ken Wagner, Rhode Island Commissioner for Elementary and Secondary Education *Rebecca Gagnon, R&D Chair*	
11:25 – 11:40 am	**ACTION**: Release Plan for The Nation's Report Card: 2014 Technology and Engineering Literacy (TEL) *Stephaan Harris, Public Affairs Specialist*	Attachment B

11:40 – 11:55 am	Update on Implementation of Communications Plan
	    Stephaan Harris
	    Laura LoGerfo, Assistant Director for Reporting and Analysis
		Attachment C

11:55 am – 12:05 pm	Revisiting the Board's Reporting Policy and Guidelines *Stephaan Harris and Laura LoGerfo*	Attachment D
12:05 – 12:35 pm	**CLOSED SESSION** Review 2015 Grade 12 Reading and Mathematics Report *Stephaan Harris and Laura LoGerfo*	
12:35 – 12:40 pm	**ACTION**: Release Plan for The Nation's Report Card: 2015 Grade 12 Reading and Mathematics *Stephaan Harris*	Attachment E
12:40 – 12:45 pm	Information Items: • Progress on Procurements • Projected Schedule of NAEP Releases	Attachment F

Joint Session of the
Reporting and Dissemination Committee & the Committee on Standards,
Design and Methodology:
Collaboration on Infographics and Communicating NAEP Findings

Initial drafts of the Governing Board's Strategic Plan and the Communications Plan adopted by the Governing Board in 2014 emphasize the need for compelling and comprehensible ways to report NAEP findings. NAEP reporting should appeal to a diverse range of stakeholders in education, from the general public and parents through administrators and policymakers at state and local levels. An essential element of the Board's Communications Plan is connecting with these target audiences through:

> "sharing relevant messages, content, stories… to identify and highlight hidden gems of NAEP data, connecting the dots between data and practice and leveraging resources to reach specific audiences to deliver important messages in a meaningful and memorable way." (*Communications Plan*, p.3)

At the same time, any dissemination of NAEP findings—e.g., infographics, panel discussions, briefs—must be technically sound and help these audiences accurately interpret the meaning, impact, and implications of the findings. The Governing Board's Reporting and Dissemination Committee (R&D) is responsible for pursuing this effort to expand the content, frequency, and presentation of disseminating NAEP findings while providing these audiences with enough information to understand the magnitude and meaning of the results accurately.

To this end, the R&D Committee has invited members of the Committee on Standards, Design and Methodology (COSDAM) to engage in a conversation about implementing the Governing Board's Communications Plan. The more inward-focused expertise of COSDAM in NAEP design and methodology neatly complements the more outward-focused expertise of R&D in disseminating NAEP findings. The joint meeting's discussion should center on COSDAM's collective thoughts on how to consider the statistical and technical implications of extending NAEP's message.

Examples of infographics to extend the message are included with your Board materials, as is the Board's Communications Plan. To guide the discussion, please review these materials and consider the following questions:

1. What questions do the diverse audiences for NAEP have of the Governing Board's efforts to disseminate NAEP results?
    a. What information would help anticipate and address these questions?

b. How can the Governing Board strike the appropriate balance between making reporting accessible and helping audiences interpret findings accurately?

2. What types of data presentations best extend the reach of NAEP after the initial release of findings?

3. How can the Governing Board best disseminate and promote materials featuring the findings of contextual variables without unintentionally implying "cause and effect"?

NATIONAL ASSESSMENT GOVERNING BOARD
2014 STRATEGIC COMMUNICATIONS PLAN

Approved August 2, 2014

In 2014 and beyond, the National Assessment Governing Board seeks to focus its communication efforts strategically and cost effectively to "Make Data Matter" for various target audiences. Th Board is well-positioned to increase the impact of its outreach, but it must prioritize its audiences and identify its objectives for each, while integrating innovative strategies to elevate the Board's work—and NAEP—as a thought leader in education.

Reingold proposes three goals the Board can pursue to amplify its outreach efforts.

   I. Make a Connection With Target Audiences
  II. Engage Audiences Between Report Card Releases
 III. Maximize Impact Through Innovation

Reingold's assumption in developing strategic priorities for the Board is that reporting and dissemination activities must support a vision to **make an impact in education through engagement with NAEP that will enable the use, discussion, and sharing of NAEP data and information.** A time-phased action plan, including specific outreach tactics and metrics, will be developed with Governing Board staff on the Board's approval of this strategic communications plan.

The members of the Reporting and Dissemination Committee have identified three key audiences it believes the Board should focus on—parents; teachers and administrators; and policymakers—as each of these audiences is in a position to make an impact through NAEP data. Working with staff, we will identify the Board's goals and expectations of each audience and the key messages needed to engage each one effectively.

Potential outcomes of the audience-focused outreach are listed below:

Parents
- Understand the value of NAEP and its implication for parents.
- Ask informed questions about their child's education and the school system.
- Use NAEP to consider out-of-school factors that might affect their child's education.
- Share NAEP information and messages with their parent peers.

Teachers and Administrators
- Understand the value of NAEP and its implication for teachers and administrators.
- Use NAEP to influence change within their classroom or school system.
- Educate parents about NAEP data and resources.
- Share and distribute NAEP information to their peers.

Policymakers
- Understand the value of NAEP and its implication for education policy.
- Use and cite NAEP data in policy decisions, public statements, and white papers.
- Distribute NAEP information and messages to constituents and peers to help advocate for change.

It is important to remember that messages and calls to action are intended to move the Board's priority audiences along an engagement continuum, from awareness and education to trial, buy-in, and, ultimately, action. But creating the right messages is only the beginning. It is critical to know which information to deliver first, which should follow, and who are the most credible messengers. We will lay out a cohesive, practical, comprehensive roadmap for reaching the Board's target audiences that identifies how to take advantage of existing opportunities, what new strategies to develop, and optimal methods of dissemination. The action plan will include a variety of opportunities to connect with each audience to maximize the reach and frequency of each message. The proposed strategies involve cultivating and leveraging partnerships that will include stakeholders or champions. There will also be collaboration with the National Center for Education Statistics (NCES) to ensure efforts are not duplicated, with Board and NCES staff coordinating on roles, responsibilities, and resources on various strategies as needed.

To illustrate the strategies identified above, below we discuss what the execution of each one could involve for the Board's three priority audiences.

I. Make a Connection With Target Audiences

The goal is personal and powerful: "Communicate the Value of NAEP." This means goin beyond the distribution of NAEP data to highlighting, developing, and sharing relevant messages, content, stories, and calls to action for key audiences. Communicating the "So what?" and "Why should we care?" can help the Board move beyond the scores and headlines to clarify the value of NAEP and its important role as an indicator of student achievement.

- **Develop key messages and calls to action for priority audiences.** The Governin Board's audience is widely diverse—in their knowledge of and experience with NAEP, in their intended uses and consumption of data and information, and in their communications networks, favored channels, and approaches. With these differences in mind, it is imperative that the Governing Board tailor messages for each of its audiences to inspire deeper engagement with NAEP data. Instead of a one-size-fits-all approach, we will define and continually test and adjust the messages that are the most relevant to each audience.

  Example of the strategy in action for parents: Include the tailored messages and calls to action on the website's "Information For" parent pages. The parent landing page could have calls to action including "Learn about NAEP," "Download NAEP resources," or "Test yourself on NAEP questions." The page could also have a section devoted to the Board's assessment literacy efforts (including resources, information and questions to ask) once outreach strategies from the work group are finalized.

Example of the strategy in action for teachers and administrators: The American Federation of Teachers and National Education Association could include a NAEP toolkit with messages for teachers on its website in a resources section.

Example of the strategy in action for policymakers: Minneapolis Board of Education and Governing Board member Rebecca Gagnon could use and reference data from *Science in Action: Hands-On and Interactive Computer Tasks From the 2009 Science Assessment* in a discussion with the Minnesota Department of Education and the Minnesota Education Technology Task Force about the importance of science computer labs.

Impact metrics: The number of downloads of materials such as a PowerPoint or frequently asked questions PDF; number of clicks on links for calls to action (e.g., "Test yourself on NAEP questions"); number of champions—that is, advocates— who commit to using or distributing the NAEP messaging and toolkit.

▪ **Expand communications beyond reporting on the scores.** We need to get beyond the typical report presentations of the data and find meaningful ways to elevate the data (and their implications) through materials, messaging, and outreach activities. We will identify and highlight hidden gems of NAEP data, connecting the dots between data and practice and leveraging resources to reach specific audiences to deliver important messages in a meaningful and memorable way. The Governin Board must be a storyteller that educates its audiences about the relevancy of NAEP data and resources in a way that resonates with its audiences' interests and needs in an actionable manner.

   Example of the strategy in action for parents: Develop a parent leader discussion guide to assist parent leaders in using NAEP and other assessment data in their conversations with school administrators about improving student achievement for all children.

   Example of the strategy in action for teachers and administrators: Develop an interactive Prezi presentation (a visually animated storytelling tool for presenting ideas and messages) on NAEP achievement gap data from the recent *2013 Mathematics and Reading, Grade 12* report card for New Leaders, a national nonprofit organization that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country.

   Example of the strategy in action for policymakers: Governing Board member Anitere Flores could host a Florida Senate session on parent involvement in education to highlight NAEP contextual variables data in reading from the *2013 Mathematics and Reading, Grade 12* report card. For example, when asked whether students discussed what they read, students who reported discussing their reading every day or almost every day had higher reading scores.

Impact metrics: The number of guides distributed at stakeholder conferences or downloaded from the website; number of groups posting th guide on their websites; number of Prezi and data downloads; parent-submitted testimonials and feedback on using the guide to speak with school and district leaders.

- **Tell the NAEP story through user testimonials.** NAEP data become more impactful when stakeholders learn how others use the data to fulfill their missions and advance their educational goals. Working through key groups, we will collect and disseminate real-life testimonials from the priority audiences to become an authentic author of the NAEP story.
  Example of the strategy in action for parents: Collaborate with National PTA to solicit testimonials from parents about how they use NAEP and other assessment data, and then promote the testimonials through the Board's and PTA's online networks. These testimonials and other NAEP information could also be featured on the websites of other national education groups, encouraging parents to learn about different assessments their children might take and how the data can be used.

  Example of the strategy in action for teachers and administrators: Coordinate with elementary school principal and Board member Doris Hicks and future Board member chosen for the secondary school principal slot to collaborate with the National Association of Elementary School Principals and the National Association of Secondary School Principals to solicit testimonials from principals and teachers within their districts about how they use NAEP and the importance of at-home and out-of-school activities that enhance learning, then promote testimonials through the school communication channels.

  Example of the strategy in action for policymakers: Collaborate with the National Association of State Boards of Education to collect testimonials from state board members on how data, including NAEP data, are used to inform policy-level decisions and improvements.

  Impact metrics: The number of NAEP user testimonials received; number of testimonial views online; number of social media shares and engagement; quality of the engagements and comments about parents using data.

- ➢ *Potential action taken by key audiences under this goal:* Using NAEP materials and resources on organization websites to inform questions of school and education leaders about school curriculum and district progress; downloading NAEP sample questions to test student knowledge or supplement classroom lessons;

II. Engage Audiences Between Report Card Releases

The goal is ongoing and impactful: "Continual Engagement." This means building tangible connections—outside of report card release events—between NAEP and its stakeholders, and equipping them with the insight, information, and tools to make a difference in educational quality and student achievement. This important strategy cannot be executed by staff alone, and will require the contributions of Board members and the partnership of stakeholder groups and other NAEP champions, including former Board members.

- **Expand the report card release life cycle.** There is great opportunity for the Governing Board to enliven data and engage target audiences by taking a comprehensive, reimagined view of releasing and reporting on NAEP results that goes beyond the one-day release event. The entire life cycle of an assessment—from developing the framework to fielding assessments to disseminating results—offers content and commentary that, if shared more strategically, will powerfully support the NAEP brand and use of NAEP by target audiences. The Board can both enhance the report card releases and extend the life cycle to make meaningful connections with target audiences by developing pre- and post-release content, and recording and sharing video or audio which tease out and illuminate NAEP data.

  Example of the strategy in action for parents: For each report card release develop a highlight reel with panelist quotes, select data points, and facts on reading, mathematics, and science contextual variables to send to parent stakeholder groups to distribute to their networks and on the Web.

  Example of the strategy in action for teachers and administrators: Governin Board member Terry Mazany could host a meeting with the executive director of the Chicago Principals & Administrators Association to discuss the value of NAEP state and TUDA achievement data.

  Example of the strategy in action for policymakers: Host a briefing with the California State Board of Education on the performance of fourth-grade students in the *NAEP 2012 Writing Grade 4 Pilot* with a diverse panel to include California fourth-grade teacher and Governing Board member Shannon Garrison, the executive director of the National Writing Project, and authors Carol Bedard and Charles Fuhrken.

  Impact metrics: The numbers of video views and shares; number of groups postin the video; quality of comments and conversations under the video; feedback from stakeholder groups about the impact of the video and parent engagement with the content; number of participants at the meeting or briefing.

- **Leverage partnerships with stakeholder organizations and champions.** As a trusted messenger of information to key audiences, the Governing Board needs to mobilize its existing networks, engaging stakeholder groups and champions to share and shape future outreach. Stakeholders and champions are diverse and can be from education associations or news outlets like NBC News. They could also be politicians, celebrities, athletes, or prominent individuals like First Lady Michelle Obama. We will help the Board identify key partnership opportunities for its priority audiences and develop specific recommendations for engagement, to pu their distinct capabilities to work in promoting NAEP and extending the Governing Board's reach. For example, we could keep working with the Alliance for Excellent Education to produce and promote post-release webinars, provide data infographics to the National Council of Teachers of Mathematics, and collaborate with the National Council of La Raza in sponsoring Facebook chats in addition to consistently pursuing new opportunities with key stakeholder organizations.

Example of the strategy in action for parents: Collaborate with NBC News' Education Nation and Pearson on their Parent Toolkit (www.parenttoolkit.com) including NAEP materials, graphics, and downloadable resources on the website that position the Governing Board as an authoritative source of information on student assessment data.

Example of the strategy in action for teachers and administrators: Collaborate with Danica McKellar, actress, author, and STEM education advocate, to submit an article to the National Science Teachers Association's NSTA Express newsletter on the importance of STEM education and girls' involvement in STEM, and include data from NAEP's *Technology and Engineering Literacy* assessment.

Example of the strategy in action for policymakers: Arrange for James Geringer and/or Ronnie Musgrove, Board members and former governors, to present at the annual National Governors Association conference on an important policy issue affecting states in which NAEP data and contextual variables are relevant. Additionally, the Board and he governors can collaborate with the Center on Education Policy to include NAEP reading data and contextual variables (such as frequency of discussing what they read or finding reading enjoyable) in their research papers, publications and annual progress report.

Impact metrics: The number of clicks on the NAEP content; number of downloads of NAEP materials; use of presented NAEP data by governors and state policy leaders in media citations, state websites and other materials; volume of referral traffic from the Parent Toolkit site back to the Governing Board's website; Education Nation engagement that identifies stories of the Toolkit in action; number of newsletter opens and clicks; number of research report downloads.

- **Equip, empower, and display thought leadership.** The Governing Board and NCES are well-positioned as thought leaders among researchers and many national policymakers but could expand their influence with other audiences, such as parents, local policymakers, and education practitioners. Governing Board members and staff should be seen by media representatives and stakeholders as valued spokespeople on educational assessment and achievement, including specific topics such as computerized assessments, achievement gap trends, 12th-grade academic preparedness, and the importance of technology, engineering, and literacy. The Board can also continually secure speaking engagements at a variety of events such as the International Reading Association's annual conference or local PTA chapter meetings, or pitch quotes for inclusion in news articles and op-eds on relevant topics.

  Example of the strategy in action for parents: Work with Board member and parent Tonya Miles and develop and pitch op-eds that connect NAEP data with important year-round education events, emphasizing the role parents can play in raising student achievement. During Black History Month, pitch a piece to HuffPost Parents that spotlights achievement gap success stories, or pitch a piece about technology and engineering skill-building beyond the classroom to *Sacramento Parent* magazine.

Example of the strategy in action for teachers and administrators: Co-host a webinar discussion on NAEP state achievement trends with the American Federation of School Administrators, with members weighing in on state-level changes and education initiatives that are aimed at increasing achievement.

Example of the strategy in action for policymakers: Submit a proposal to the National School Board Association's annual conference for a Board member and NCES to co-host a breakout session to share and discuss the recent *2013 Mathematics and Reading, Grade 12* report card, academic preparedness data, and recent graduation rate research.

Impact metrics: The numbers of op-ed placements, shares, and comments; quality of user engagements and comments; number of follow-up questions from readers; number of new emails collected (from a "Subscribe to the Governing Board" call to action); number of webinar and conference participants and follow-up requests.

➢ ***Potential action taken by key audiences under this goal:*** Inspired by op-ed on racial achievement gaps, exploring gaps in their own districts and talking with school leaders about parity of resources; noting performance trends in subjects by state and/or urban district and then using that knowledge to inform state, local, or school district-level decisions regarding academic programs.

III. Maximize Impact Through Innovation

The goal is proactive and cutting-edge: "Lead the Way." This means reaching and making meaningful connections with priority audiences, customizing events, fostering and driving online conversations, and creating tech-savvy materials with compelling content.

- **Customize release event formats.** Report cards are not one-size-fits-all; innovative release event strategies are needed to achieve the specific goals of each release. Each release event strategy should have distinct goals, audiences messages, materials, strategies, and tactics to Make Data Matter. The Governing Board has expanded the report card release event structure from physical events for every release to include webinars and live-streaming during events, a post-release social media Facebook chat, and an online town hall event. We will continue to refine this approach to customizing every release to maximize the immediate release impact and create a sustained conversation that continues to reach and engage key audiences.

  Example of the strategy in action for parents: Host a Google Hangout for parents after a NAEP release that can feature panelists from the National Council of La Raza talking about the importance of parent involvement in education, and encourage parent participants to share how they use data to help their students achieve.

Example of the strategy in action for teachers and administrators: Develop a Twitter town hall guide (NAEP data points, question-and-answer content, best-practice tips, and facilitation instructions) for teachers and school administrators to host their own facilitated chats with parents and the school district on state-level NAEP data and areas for application.

Example of the strategy in action for policymakers: Host an in-person round-table discussion with members of the Massachusetts Mayors' Association on the latest state-level NAEP reading and mathematics results and their state-based implications.

Impact metrics: The number of promotions of the online events and shares of the URL; numbers of event participants and total users viewing them or reached; numbers of comments or participants sharing their testimonials; number of follow-up testimonials received for inclusion in materials or on the website.

- **Engage in the online conversation.** It is important to be aware of the conversations on important education issues, but to influence and help shape public understanding and perceptions the Governing Board needs to participate in the conversation with key messages. We will help the Governin Board foster conversations through real-time engagement on social media platforms, develop content such as an article written by a Governing Board member to post on NAEP's upcoming blog coordinated by NCES, and create a strategy to join or host online chat events, sponsor Q&A sessions, or solicit feedback. Champions are key to the success of this effort, providing greater reach and often a more powerful story than the Governing Board can tell alone.

  Example of the strategy in action for parents: Hold a webinar with the Governing Board's Education Summit for Parent Leaders attendees and parent leader champions to review the NAEP website workshop tutorial and obtain feedback through a moderated chat on how they have used NAEP data since the event. Compile feedback to create a one-pager and share it with participants.

  Example of the strategy in action for teachers and administrators: Collaborate with the National Council of Teachers of Mathematics (NCTM) on an online Q&A chat session based on the NAEP *Mathematics Curriculum Study* data, educatin NCTM about the wide variance of content in mathematics courses and books with the same name. Board member and math teacher Dale Nowlin could be a participating panelist.

  Example of the strategy in action for policymakers: Reach out to the National Governors Association (NGA) on Twitter and provide NGA with content and data about the *2013 Mathematics and Reading, Grade 12* report card.

  Impact metrics: Numbers of campaign participants and user submissions; numbers of engagements ("likes," comments, shares, retweets, views) for the multimedia submissions; quality of comments on the multimedia submissions; growth in the Governing Board social media audience and number of engaged users discussing assessment data.

- **Create multimedia, digital content and materials.** The Governing Board must present messages, graphics, and images that resonate with target audiences. A wealth of materials has been developed by the Governing Board and NCES, and the first step will be to audit and catalog resources that may be repurposed through outreach and promotional activities. For the materials gaps that are identified, it is imperative to develop interactive, multimedia content and materials that deliver key messages to target priority audiences and include a call to action. Examples include infographics that embellish key report card findings to facilitate understanding and encourage engagement with NAEP data among nonexperts; videos, Prezi, and other presentation tools allowing exploration of the relationships between ideas and numbers and visual presentations of NAEP; and an email newsletter with new content and specific calls to action.

  Example of the strategy in action for parents: Create a "NAEP for Parents" email newsletter with information on the latest report card data and trends, multimedia content such as video clips or NAEP data user testimonials, and links to other resource or news content and the interactive data maps on the Board's parent Web pages, to be distributed bimonthly or consistently throughout the year.

  Example of the strategy in action for teachers and administrators: Create an infographic with "hidden data" gems from the *NAEP Grade 8 Black Male Students* report and accompanying language to share with the National Alliance of Black School Educators to post on social media.

  Example of the strategy in action for policymakers: Work with Board member Terry Holliday to create an interactive presentation at CCSSO's annual large-scale assessment conference on NAEP computer-based assessments, or work with Board member Tom Luna to distribute the dynamic 12th-grade preparedness video highlighting the new college preparedness data to Chiefs for Change members.

  Impact metrics: Email open rate; numbers of email shares, clicks from email to website, and new email subscribers; number of release participants who list the email as their referral source; numbers of email replies or responses with inquiries about NAEP or acquiring NAEP materials and resources; number of video and infographic views and shares.

- ➤ *Potential action taken by key audiences under this goal:* Using contextual data to influence out-of-school factors that have been shown to correlate with achievement; using curriculum study findings to investigate course rigor and influence change for exposure to challenging subject matter.

By pursuing these three fundamental communication goals and identifying priority strategies and tactics, the Governing Board can more effectively reach its target audiences to Make Data Matter and, ultimately, make an impact.

Understanding Testing in America

EDUCATIONAL TESTS MEASURE MANY DIFFERENT SKILLS AND ARE USED FOR DIFFERENT PURPOSES.

INSTRUCTIONAL GUIDANCE

Teachers can use classroom assessments to continually adjust instruction to help each student learn.

✔ Quizzes and tests
✔ Written reports and oral queries
✔ Student presentations

INDIVIDUAL ACHIEVEMENT

Schools, districts, or states may administer tests to assess student learning or preparedness for the next step in their education.

✔ Final course exams
✔ State tests
✔ High school exit exams

ACCOUNTABILITY

Assessments may evaluate the progress of a particular school, educational program, teacher, or district toward statewide standards.

✔ State-mandated standardized tests

NATIONWIDE ACHIEVEMENT

A nationally representative assessment can be given to a sample of students and provide a snapshot of achievement across subjects, demographic groups, and regions by nation, state, and large urban district.

✔ The National Assessment of Educational Progress (NAEP)

PLACEMENT AND ADMISSIONS

Assessments can help determine whether a student is prepared for a particular course, course level, or educational program. Advanced Placement (AP) and International Baccalaureate (IB) tests can be used to earn college credit.

✔ Placement tests—AP & IB
✔ College admission exams—SAT & ACT
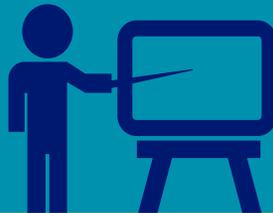
WHAT MAKES NAEP UNIQUE:

AN OBJECTIVE, VALUABLE MEASURE OF STUDENT ACHIEVEMENT

NAEP—The Nation's Report Card—is the country's most respected continuing, independent, and nationally representative measure of student achievement in about a dozen subjects by nation, selected subjects by state, and selected large urban districts. NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the U.S. Department of Education. The National Assessment Governing Board sets policy for NAEP.

✔ Gathers and reports nationally representative data on all states and for 21 large urban districts

✔ Shows comprehensive trends in student achievement for more than 40 years

✔ Provides parents, educators, and policymakers with important information to understand achievement and promote learning

✔ Identifies gaps in achievement among different demographic groups of students nationwide

✔ Collects information from students, teachers, and schools on factors related to student achievement including student study habits, classroom practices, and school resources.

✔ Ensures students randomly selected to participate in NEAP represent the nation's geographical, racial, ethnic, and socioeconomic diversity. Each student only takes a portion of NAEP, reducing the burden on schools and on participants. It does not result in scores for individual students or schools and cannot be used for placement or teacher evaluation purposes.

NATIONAL ASSESSMENT GOVERNING BOARD
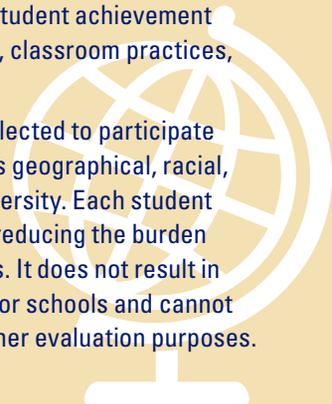
Student Race/Ethnicity and Teacher Experience Level, Grade 8 Mathematics

From the National Assessment of Educational Progress (NAEP), 2015
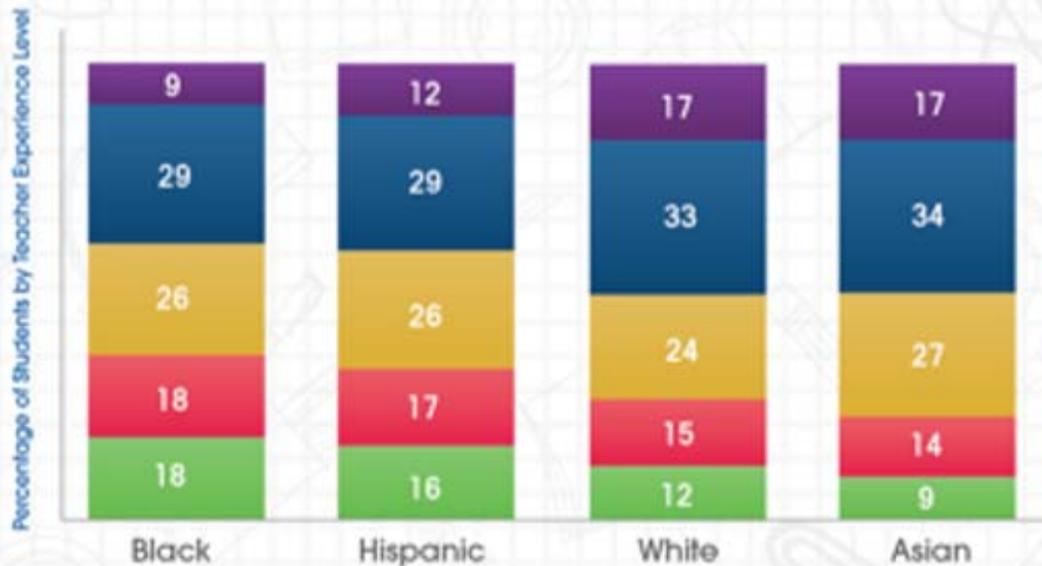
Experience level of math teachers varies with race/ethnicity of 8th-grade students surveyed on NAEP.

Percentage of Students by Teacher Experience Level

Experience	Black	Hispanic	White	Asian
21 or more years	9	12	17	17
11-20 years	29	29	33	34
6-10 years	26	26	24	27
3-5 years	18	17	15	14
2 years or less	18	16	12	9

Teacher's Experience*

- 21 or more years
- 11-20 years
- 6-10 years
- 3-5 years
- 2 years or less

NAEP

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

* Teacher-reported question: "Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?" Original responses that were collapsed for this graphic: Less than 1 year, 1-2 years, 3-5 years, 6-10 years, 11-20 years, or 21 or more years.

NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Nation's Report Card: 2014 Technology and Engineering Literacy

The 2014 National Assessment of Educational Progress (NAEP) Technology and Engineering Literacy (TEL) Report Card will be released to the general public through a series of in-person events in May 2016. Following a review and approval of the report's results, three events will be arranged in Detroit.

The first event, to be simultaneously webcast for a national audience, will involve the initial release of report results at the Michigan Science Center and would include a data presentation by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by Governing Board member Tonya Matthews and Chair Terry Mazany; and comments from other panelists as well as from a select group of students who will take part of the assessment and describe their experience performing the scenario-based tasks designed to solve real-world problems. The event, slated to be 60-90 minutes, 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.

The second event, also to be held at the Michigan Science Center and simultaneously webcast for a national audience shortly after the first event, will feature a panel from various industries discussing TEL in the context of the workplace. The event, also slated to be about 60-90 minutes, will entail a conversational Q&A session that would include questions submitted via livestream. An archived version of the webcasts of these two events, with closed captioning, will be posted on the Governing Board website at www.nagb.gov.

The third event will be held at Wayne State University and feature assessment and subject field experts, led by Board member Cary Sneider, who will discuss TEL contextual variables and other related trends and issues for a primarily educator, research, and assessment audience. The event would feature robust discussions and interaction by attendees and would be scheduled for about 3 hours.

The 2014 TEL Report Card will present findings from a representative sample of about 21,500 8th-graders nationwide. Results, which will be presented in terms of scale scores, percentiles, and NAEP achievement levels, will be for the nation only. Data will be presented for all students and by demographic and socioeconomic groups, such as race/ethnicity and gender. Contextual information (i.e., student and school survey data) with findings of interest will also be reported.

DATE AND LOCATION

The release event will occur in May 2016. 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.

ACTIVITIES BEFORE RELEASE

In the weeks and months before the release events, the Governing Board will work to inform various audiences and stakeholder groups about the TEL assessment to provide important context and information before results are public. The efforts could include production and distribution of materials such as one-pagers and infographics, presentations, social media campaigns, webinars, and online chats.

In the days preceding the release, the Governing Board and NCES will offer in-person 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, the TEL Framework, and related materials will be posted on the Board's web site at www.nagb.gov. 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 coordinate additional post-release communications efforts—which could include such strategies as an online chat, major presentation, webinar, or social media campaign—that would target communities and audiences with an interest in STEM. The goal of these activities is to further extend the life 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: Communications Activities

AN OVERVIEW OF 2015 ACTIVITIES	COMMUNICATIONS GOALS		
	Make a Connection With Target Audiences	Engage Audiences Between Report Card Releases	Maximize Impact Through Innovation
STRATEGIC PLANNING — Developed Governing Board Member and Stakeholder Engagement Plan	★		
Developed Assessment Literacy Strategic Communications Plan, including prototype materials	★	★	
Conducted audit of the Governing Board's Strategic Communications Plan, Assessment Literacy Communications Plan, and the Strategic Planning Framework			★
Developed and implemented strategic plans, including pre- and post-release activities, for all *Report Card* releases (listed below)	★	★	★
ONLINE, SOCIAL MEDIA, MULTIMEDIA — Hosted Google Hangouts, including "Using Education Data to Encourage Achievement" and "Why History Matters" *"Why History Matters" Google Hangout reached 7,292 people via Facebook, posts collectively received 85 likes and shared 24 times*	★	★	★
Maintained strong social media engagement with stakeholders regularly on Governing Board platforms (Facebook, Twitter) *The Nation's Report Card: 2014 Geography Assessment op-ed shared 31 times, garnering 65 likes, 7 comments, 42 link clinks*		★	★
Partnered with Smithsonian and National History Day to execute a social media campaign based on the results of *The Nation's Report Card: 2014 U.S. History, Geography, and Civics*	★	★	★
Created the NAEP 101 animated video	★	★	★
Developed and promoted four infographics featuring contextual variables based on the results of *The Nation's Report Card: 2015 Mathematics and Reading*	★		★
MEDIA — Hosted the first media roundtable to engage reporters and developed informational one pager	★		★
Monitored media coverage and engaged with reporters	★	★	
PUBLICATIONS — Launched the inaugural quarterly Governing Board e-newsletter and subsequent editions	★	★	★
Developed and designed a NAEP 101 one pager and "Testing in America" infographic	★	★	★
NOMINATIONS — Developed and implemented the strategic outreach plan and created a suite of custom graphics for social media outreach for the 2016 Governing Board nominations cycle *86 nominations received, 29% increase in website activity, 265 social shares from the microsite*	★		
Developed Board Member testimonial videos	★	★	★
REPORT CARD RELEASES — Released the results (English and Spanish) of the *2013 Mathematics Assessment in Puerto Rico*	★		
Distributed a news release for the *Vocabulary Results From the 2013 NAEP Reading Assessment*	★		
Released the results of *The Nation's Report Card: 2014 U.S. History, Geography, and Civics*	★		★
Released the results of *The Nation's Report Card: 2015 Mathematics and Reading* *Record in-person (88) and virtual (495) attendance*	★		★

A LOOK AHEAD AT 2016 ACTIVITIES	COMMUNICATIONS GOALS		
	Make a Connection With Target Audiences	Engage Audiences Between Report Card Releases	Maximize Impact Through Innovation
STRATEGIC PLANNING Develop and execute the 2016 Governing Board Action Plan	★	★	★
Develop and implement strategic plans, including pre- and post-release activities, for all upcoming *Report Card* releases (listed below)	★	★	★
Conduct and provide an audit of assessment literacy landscape	★	★	
Survey Governing Board members and use data about their preferences and existing networks to target stakeholder outreach	★		
ONLINE, SOCIAL MEDIA, MULTIMEDIA Maintain strong social media engagement with stakeholders regularly on Governing Board platforms (Facebook, Twitter)	★	★	★
Launch "mini campaigns" focused on priority topics and audiences	★	★	★
Develop infographics and other materials and host web-based events (e.g., Twitter chats) to support mini campaigns and releases	★	★	★
MEDIA Post follow-up media roundtable to continue to engage reporters	★		★
Monitor media coverage and engage with reporters	★	★	
STAKEHOLDER OUTREACH Develop and maintain key stakeholder relationships through events and collaborative activities	★	★	★
PUBLICATIONS Develop and disseminate infographics and one-pagers	★	★	★
Develop and distribute quarterly Governing Board e-newsletter	★	★	
NOMINATIONS Develop and implement the strategic outreach plan for the 2017 Governing Board nominations cycle	★		
REPORT CARD RELEASES Conduct *The Nation's Report Card: 2015 Mathematics and Reading* post-release activities	★	★	
Release *The Nation's Report Card: 2015 Mathematics and Reading* (12th grade)	★		
Release *The Nation's Report Card: 2014 Technology and Engineering Literacy*	★		★
Release *The Nation's Report Card: 2015 Science*	★		

2016 Communications Priorities

▶ Encourage and facilitate Board member engagement
▶ Identify and engage in partnerships/collaborations
▶ Continue engagement with media
▶ Expand social media presence
▶ Develop and refine online content

2016 Priority Topics

▶ Education trends
▶ Demographic shifts of student populations and other contextual variables
▶ Improving testing through assessment technology and design
▶ Academic preparedness
▶ Use of data to drive academic achievement and inform audiences that influence instruction and policy

2016 Priority Audiences

▶ Educators
▶ Policymakers
▶ Parents/parent leaders
▶ School administrators
▶ Media
▶ Advocacy groups
▶ Business leaders

Updating Governing Board Guidelines for Releasing NAEP Results

Background
In August 2006, the Governing Board produced a Policy Statement on the Reporting, Release, and Dissemination of NAEP Results, which was accompanied by specific guidance on releasing NAEP results, entitled Guidelines for the Initial Release of The Nation's Report Card. The Policy Statement delineates the responsibilities for the NAEP program held by the National Center for Education Statistics and by the National Assessment Governing Board. This statement also covers principles that drive the preparation, content, release, and dissemination of The Nation's Report Card.

The Guidelines for the Initial Release of The Nation's Report Card outline the procedures for releasing NAEP data and the elements necessary for inclusion in an initial release of NAEP results. Part A of these guidelines refers to the layout and design of printed reports, along with critical elements that must be included within the pages of these reports. Part B refers to the specifications for preparing reports for the "World Wide Web." Both the Policy Statement and the accompanying Guidelines are included with the briefing materials for your review.

In the ten years since this policy and the guidelines were adopted, the NAEP program has shifted to online reporting only. Such a shift means that the first part of the guidance for printed reports may be unnecessary or irrelevant, and the second part of this guidance should be revisited to account for lessons learned from the Board's and NCES' experiences in online reporting.

Given this evolution over the last decade, the time seems appropriate to review the policy, update the guidelines, and make any revisions the R&D Committee and the Board deem prudent as the Governing Board contemplates future reporting, especially in the context of the Strategic Planning Initiative.

Timeline
At the November 2015 Reporting and Dissemination Committee meeting, Board members discussed the idea of creating a template to guide NAEP reporting online. With thoughtful revision, these guidelines should reflect the ideas the template intended to capture.

Before the R&D Committee convenes at the March 2016 Board Meeting, we request that you review the attached policy. At the March 2016 R&D meeting, we will discuss changes you suggest based on this review. The Governing Board staff then will incorporate these suggested revisions, amendments, and updates into a draft that will be first shared with NCES, then reviewed by R&D Committee Chair Gagnon and Vice Chair O'Keefe, and presented for discussion at the May 2016 R&D meeting.

Once the R&D Committee members approve the updated Policy Statement and Guidelines—in May 2016, or if more time is needed for discussion and revision, August 2016—the R&D

Committee Chair will offer both the Policy Statement and Guidelines to the full Governing Board for deliberation and revision. At the next subsequent quarterly meeting, the R&D Committee will present an action to approve and adopt the policy officially. Ideally, this process would move apace for a full Board action at the August 2016 Board meeting, which occurs exactly ten years after the current policy was approved and enacted.

Discussion Questions for the March 2016 R&D Committee Meeting

- What elements of the current policy remain critical to retain? What new elements are needed?

- Are there elements of the policy which should be eliminated? Downgraded in priority?

- What parts of the Board's Strategic Planning Initiative bear relevance to revising the Policy Statement and/or these guidelines?

- What additions and/or amendments are of utmost importance to incorporate into updated policy guidance?

Adopted: August 4, 2006

National Assessment Governing Board

Reporting, Release, and Dissemination of NAEP Results

Policy Statement

The Nation's Report Card[TM] *informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), the only continuing and nationally representative measure of achievement in various subjects over time.* **The Nation's Report Card** *compares performance among states, urban districts, public and private schools, and student demographic groups.*

Introduction

NAEP collects data through representative-sample surveys and reports fair and accurate information on academic achievement to the American public. By law (P.L. 107-110, as amended by P.L. 107-279), NAEP is administered by the Commissioner of the National Center for Education Statistics (NCES) under policy set by the National Assessment Governing Board ("the Governing Board"), a bipartisan, independent policymaking body.

According to the statute, the Governing Board shall exercise "independent judgment, free from inappropriate influences and special interests" and in the exercise of its responsibilities, "shall be independent of the Secretary and the other offices and officers of the Department [of Education]." Among the responsibilities specifically delegated to the Governing Board are: (1) "develop guidelines for reporting and disseminating [NAEP] results"; (2) "take appropriate actions needed to improve the form, content, use, and reporting of [NAEP] results"; and (3) "plan and execute the initial public release of [NAEP] reports."

To carry out these responsibilities, the Governing Board hereby adopts policy principles and guidelines for the reporting, release, and dissemination of *The Nation's Report Card*.

As outlined in the appendix, this policy defines *The Nation's Report Card* as, and applies to, the initial reporting of NAEP results from national, state, and trial urban district assessments (TUDA), and to other special reports or studies authorized by the Governing Board, including printed reports and the initial release Web site.

Delineation of NAEP Reporting, Release, and Dissemination Responsibilities

The NCES Commissioner, under Governing Board policy guidance, is responsible for administering the assessment, ensuring the technical soundness and accuracy of all released data, preparing NAEP reports, and presenting NAEP results.

In addition to setting policy, the Governing Board is responsible for ensuring policy compliance of Governing Board-authorized NAEP reports, determining their respective dates of release, and planning and executing the initial public release of NAEP results.

Part I: Report Preparation and Content

Policy Principles
1. The primary means for the initial public release of NAEP results shall be a printed summary report, known as *The Nation's Report Card,* accompanied by a separate, dedicated Web site – http://nationsreportcard.gov.

2. The primary audience for *The Nation's Report Card* is the American public.

   a. All reports shall be written in language appropriate for an audience of the interested general public, the majority of whom are unlikely to have a technical understanding of education statistics or assessment.

3. *The Nation's Report Card* shall report data objectively, accurately, clearly, and fairly, in accordance with NCES data quality standards. Results shall be insulated from ideological and other special interests.

   a. *The Nation's Report Card* shall include straightforward presentations of data. Reports may suggest correlations, but should not conclude cause-and-effect relationships. Any interpretation of results must be strongly supported by NAEP data.
   b. *The Nation's Report Card* and its Web site may include references and links to the Governing Board Web site, NCES Web site, and the NAEP Validity Studies Panel. Non-NAEP materials and links to non-NAEP resources shall not be included in initial release documents, with the exception of relevant federal and state government information, such as NCES surveys and other district, state, national, or international testing programs.

    c.   To improve public understanding of results, *The Nation's Report Card* should contain information about Governing Board-approved NAEP contextual variables and subject-specific background information—as outlined in the *Background Information Framework for the National Assessment of Educational Progress* (adopted by the Governing Board, 8/1/03)—when available and reliable. Reports may also contain other contextual information from trustworthy sources outside of the NAEP program, such as expenditures per pupil, student/teacher ratios, and student enrollment.

4.   In accordance with the law, *The Nation's Report Card* shall include results for the nation; states and school districts, when collected in conjunction with specific NAEP programs, respectively; and school types, disaggregated by subgroup whenever reliable. Subgroup results shall be prominently positioned to facilitate public review but shall not be used to adjust findings.

    a.   Disaggregated subgroup data should be accompanied by information about demographic changes in the student population assessed.

    b.   Results for states and school districts may be presented in alphabetical or rank order, accompanied by appropriate language to make the public aware of any data comparison limitations.

    c.   Data shall be publicly released on inclusion and accommodation rates for all NAEP samples, including national, state, district, and school type. Results for students with disabilities and English language learners shall be presented separately.

5.   *The Nation's Report Card* shall report results by Governing Board-adopted achievement levels, average scale scores, and percentile distributions. Trend information shall be an important part of reports unless comparable and reliable data are not available.

    a.   Reports shall contain clear explanations of achievement levels, including item maps and sample test questions and answers to illustrate what students in each grade assessed should know and be able to do at each achievement level.

6.   All NAEP data determined by the NCES Commissioner to be valid and reliable shall be made available on the World Wide Web at the time of initial public release, except for data from limited special purpose samples and pilot studies. A separate, dedicated Web site aimed at a broad public audience – http://nationsreportcard.gov – shall be utilized for initial public releases.

    a.   All released NAEP data shall be subject to NCES quality control procedures to ensure accuracy and completeness.

    b.   At least one block of released NAEP questions shall be posted on the World Wide Web for each subject and grade for which results have been collected.

    c.   Concise information on test content, methodology, performance standards, and scoring shall be included in all NAEP reports. More extensive material on these topics should be readily accessible on the World Wide Web.

7.   Results of special studies authorized by the Governing Board will be reported after careful review of information quality and statistical validity. These shall be treated as initial public releases of *The Nation's Report Card*, and shall be subject to NCES quality control procedures and Governing Board policies.

8.   The Governing Board shall adopt general guidelines to inform the development of *The Nation's Report Card* and its Web site, and may set additional specifications for particular reports.

9.   The Governing Board shall review the format and content of initial releases, including Web pages, to ensure compliance with Governing Board policy.

    a.   *The Nation's Report Card* shall contain a description of the policymaking roles and responsibilities of the Governing Board, including a list of current Governing Board members, their affiliations, and regional locations.

Part II: Public Release of NAEP Results

Policy Principles

1.   Release activities shall be planned and executed by the Governing Board. The Governing Board shall determine the release date, time, embargo policies, and manner of release for *The Nation's Report Card*, as covered by this policy.

    a.   After the Governing Board has approved the final draft of *The Nation's Report Card*, including the pages that will be made available through the initial release Web site, the Chairman of the Reporting and Dissemination Committee, on behalf of the Governing Board, shall determine the date of the initial public release, in consultation with the Chairman and Executive Director of the Governing Board and the NCES Commissioner.

    b.   The initial release shall be completed within 30 days of approval of the final draft of *The Nation's Report Card*. In setting that release date, attention will be paid to balancing the priorities of an expeditious release with provision for adequate planning time, given the scheduling circumstances of the various parties involved.

    c.   Prior to the initial public release, NAEP results may be provided on an embargoed basis to federal, state, and TUDA-district officials and members of the press.

2. The Governing Board shall be responsible for organizing and conducting the release event and related activities.

   a. A release plan shall be adopted by the Governing Board for each report. Elements of the plan may include issuance of a press release, a press conference and/or Web-based announcement, distribution of summary findings and graphics, time period for the initial public release phase of http://nationsreportcard.gov, and other related activities.
   b. The official press release announcing NAEP results shall be issued by the Governing Board. Accompanying statements from the Governing Board's Executive Director or Governing Board members may also be issued.
   c. At the press conference or other event for release of NAEP results, the NCES Commissioner or his/her designee shall present major data findings, accompanied by a written statement. The Governing Board shall select members to provide individual commentary on the meaning of results. In addition, the Governing Board may invite other officials or experts to comment on the significance of the results in accordance with the approved release plan.
   d. At press conferences, questions from the audience shall be limited to accredited members of the media. At other public release events, the Governing Board shall determine who may attend and ask questions or comment.

3. *The Nation's Report Card* shall seek to encourage wide public attention to NAEP results and clear understanding of their meaning and significance.

   a. Video materials may be prepared to accompany the release. These shall be clearly identified as having been provided by the Governing Board or NCES of the U.S. Department of Education. The video materials may only contain sound bites, background footage, and other information for journalists to develop their own stories.

4. Release procedures shall underscore the credibility of *The Nation's Report Card* and encourage the participation of schools, school districts, and states in NAEP.

   a. NAEP data in statements distributed at *The Nation's Report Card* initial public release events shall be checked for accuracy by NCES.

5. *The Nation's Report Card* releases shall be clearly separated from any ideological or other special interests.

   a. Activities related to the initial public release of *The Nation's Report Card* shall not be used to disseminate any materials unrelated to NAEP.

No materials of any kind may be distributed at an initial release event without the prior approval of the Governing Board.

6. The Governing Board will cooperate with the NCES Commissioner in the release of technical reports, working papers, and secondary analyses not covered by the policy.

7. The Governing Board will develop a reporting schedule each year for upcoming NAEP assessments based on data review and report production plans that are provided and updated by NCES.

Part III: Dissemination and Outreach

Policy Principles

1. Information from *The Nation's Report Card* shall be disseminated through the media, the World Wide Web, and special publications and materials. Efforts shall be made to develop widespread public awareness of NAEP data and their meaning and of the value of *The Nation's Report Card* to the nation and participating jurisdictions.

   a. NAEP results shall be available in both printed and electronic form, including on *The Nation's Report Card* Web site, at the scheduled time of release and in the permanent record.
   b. To build public awareness of *The Nation's Report Card*, the home page of the initial release Web site shall remain online and include links to previous releases. This homepage shall link to respective pages found on the NAEP Web site.

2. To build understanding of *The Nation's Report Card* and the data it reports, other information about NAEP may be disseminated at the time of the initial release and on a continuing basis.

   a. Informational materials accompanying results shall explain the mission and value of *The Nation's Report Card* in clear and compelling terms.

3. *The Nation's Report Card* and supplementary NAEP materials shall be made available through a wide network of education, business, labor, civic, and other interested groups and to policymakers and practitioners at all levels of education and government.

   a. *The Nation's Report Card* shall be distributed promptly to governors and chief state school officers, as well as to superintendents of TUDA districts. The reports shall be posted on the World Wide Web

immediately at the time of initial release, with printed copies available to the public upon request.

b. Notification of upcoming releases shall be widely disseminated. Schools and school districts participating in NAEP samples shall be provided with information on how to access reports electronically and obtain printed copies upon release.

c. NCES and Governing Board staff shall encourage national and state organizations that are interested in education to disseminate NAEP results to their members.

d. The NCES Commissioner and staff, Governing Board members and staff, and NAEP State Coordinators are encouraged to increase awareness and understanding of NAEP among the public, educators, and government officials. They are encouraged to speak about the NAEP program to a variety of audiences; at meetings and conferences of national, state, and local organizations; on radio and television; and to writers for magazines and newspapers and other members of the media.

e. Talking points on key data findings shall be developed for each release and distributed to Governing Board members.

4. A variety of materials shall be developed, appropriate to various audiences, to carry out NAEP dissemination. Key audiences for these materials shall include the interested general public, policymakers, teachers, administrators, and parents.

5. Detailed data on cognitive results, Governing Board-approved contextual variables, and subject-specific background information (as outlined in Part I, Policy Principle 3, Item C) shall be made readily available through the World Wide Web to all those wishing to analyze NAEP findings, subject to privacy restrictions. Additional restricted data shall be available for scholarly research, subject to NCES licensing procedures.

a. The limitations on interpretations, conclusions, and recommendations in official NAEP reports (as outlined in Part I, Policy Principle 3) shall apply fully to any materials disseminated as part of the NAEP program by NCES and the Governing Board.

b. Researchers receiving secondary analysis grants from NCES may analyze data and provide commentary. Their reports may be disseminated by NCES if they meet NCES standards.

Appendix

NAEP Initial Release Reporting Covered by this Policy

The Nation's Report Card™

The primary means for the initial public release of NAEP results shall be a summary report in each subject, known as *The Nation's Report Card*™ and intended for the interested general public. The reports shall be made available in both print and electronic (Web-based) form. These reports shall present key findings and composite and disaggregated results. The printed reports shall be relatively brief, and written in a clear, jargon-free style with charts, tables, and graphics that are understandable and attractive. Data tables may be included in an appendix, either bound into the report or printed separately. This format shall be used to report key results for the nation and the states and of NAEP Trial Urban District Assessments.

A separate, dedicated Web site for the initial release of NAEP results shall be focused on a broad public audience, including less sophisticated users of the technology. The URL—http://nationsreportcard.gov—should be readily located via Internet search engines. Key NAEP findings will be available, clearly organized, and prioritized. World Wide Web pages shall provide key findings, including composite and disaggregated results, as well as access to more extensive data sets.

Individual State and School District Reports

Relatively brief reports of key results shall be prepared for individual states, as well as for TUDA-participating school districts. All reports shall contain composite and disaggregated data, and may include an appendix with data tables.

Special Studies and Reports

Special studies and reports authorized by the Governing Board and based on NAEP data collections will focus on specific topics of public interest and educational significance. They are aimed at policymakers and interested members of the public. They may include newly released data as well as data previously released that are analyzed to address issues identified by the Governing Board.

National Assessment Governing Board

Guidelines for the Initial Release of *The Nation's Report Card*™

The following guidelines are provided as an addendum to Governing Board reporting policy principles for the initial public release of *The Nation's Report Card*™ results. Developed to offer additional direction for the content and organization of the initial release of NAEP results in print and on the World Wide Web, these guidelines were adopted by the Governing Board with the understanding that the design and structure of NAEP initial release reports should be steered primarily by the important stories found within the data gathered.

A. Printed Reports

Purpose

The Nation's Report Card™ shall be designed as a highlights report for an audience of the interested general public, providing a picture of both current student achievement in America and, as appropriate, trends in performance over time. In addition, it will present details of achievement by state and school district (when collected for public reporting in conjunction with specific NAEP programs) and by specific student subgroups, selected contextual factors, information about what NAEP is and why the study is conducted, and background information about the assessment design and methodology.

Overall Structure and Approach

1. *The Nation's Report Card* will be organized with an Executive Summary section with key findings up front, followed by presentations of each category of findings. Those categories include national, state and district, when collected, and student subgroup results by achievement level, scale score, and percentile distribution.
2. The Executive Summary should be limited to two pages or less, presenting the most important and newsworthy findings in text and graphic form.

3. Brief descriptions of achievement levels, scale scores, and percentile distributions should accompany the initial presentation of those respective results, providing basic understanding of the types of scores to the average reader. More detailed descriptions of these reporting areas will be found later in the report.

Navigation

1. The navigation model—how information is accessed within the document— must be clear and consistently applied, while providing for the most used forms of navigation.

2. A categorical table of contents should be provided to help readers move quickly through the document. This should be organized in useful categories for users. These may include, for example:
   - Executive summary
   - National results
   - State results
   - Grade-level results
   - Subgroup results
   - Sample questions and how they relate to achievement levels
   - Contextual variables and subject-specific background information
   - NAEP history and methodology
   - Frequently asked questions (FAQs)
   - Detailed national-state data tables

3. Some users may want to move quickly between the charts and graphs to understand the information. A consistent structure will facilitate such activity.

4. *The Nation's Report Card* should incorporate visual and editorial signs that confirm where the reader is within the document. This includes the obvious such as page numbers but can also feature color-coding, section labels, and a common layout to information design within a page.

5. As appropriate, summary information provided in the report should point readers to the Web site—www.nationsreportcard.gov—or additional resources for more information.

Information Design

1. Navigational aids and information will be placed consistently to serve as confirming labels and to orient users to the document.

2. Each reporting section should include an initial explanation of the type of information the section provides.

3. Background information (on NAEP history, methodology, sampling) and technical explanations shall be kept to the necessary minimum, and presented in consistent ways throughout the report—as secondary information to key findings and critical section definitions.

4. Charts, figures, and tables will be prominently featured, and legend information will be attached or in close proximity to the graphic.

5. The major charts and tables in the summary sections of the document will feature a common labeling system denoting common information. The goal is to make it easy for users to browse graphics and quickly understand the focus of each.

6. The report may feature "key findings" sections offering some explanation of the data. This will help users learn how to "read" the data available.

Presentation of Results

1. Each category of results should include (1) a description of the type of results presented; (2) a summary of key findings; and (3) one-to-two data graphics with a "quick read" guide to aid understanding of the chart, figure, or table.

2. As needed, the introductory description will explain why collecting and presenting data for each particular category is important.

3. Data graphics should provide a clear summary or depict meaningful improvements, declines, and/or gaps.

4. Efforts should be made to minimize repetition of technical explanations, such as the use of accommodations or the definition of statistically significant.

5. Reports will not include lengthy footnotes, technical definitions, and extensive background information. These elements are discouraged in the key data sections to keep the presentation of key results simple and clear.

6. Reports should highlight information important to the audience, e.g., meaningful changes, gaps, and influencing conditions, when available and reliable.

Presentation of Factors Related to Student Achievement

1. Reports may include contextual variables and Governing Board-approved subject-specific background information, approved by the Governing Board, to improve public understanding of results. The reports may present patterns and trends of these variables known to have an independent relationship to academic achievement without including NAEP achievement data in the charts and text.

2. Contextual variables may be included, consistent with report space and operational limitations. Readers may be directed to the Web site for more information.

Presentation of Sample Questions to Illustrate Achievement Levels

1. An explanation of NAEP achievement levels will be illustrated by released sample questions and answers to help readers understand expected performance.

2. Multiple choice and constructed response questions will be included to show the range of methods used to measure student achievement.

3. An explanation of content strands should be included, where appropriate, to further illustrate how NAEP measures curricular areas and content at specific achievement levels.

4. The sample questions section should show, but not necessarily be limited to, *Basic* and *Proficient* performance.

Presentation of Data Tables

1. NAEP data tables that include, when collected, national, state, district, and student subgroup results by achievement levels, average scores, and percentile distribution shall be made available to the public at the time of release.

2. NAEP data tables will contain clear and simple titles and legends, keeping technical definitions and footnotes to a minimum.

Additional Design Considerations

1. *The Nation's Report Card* will be designed and printed on standard 8½ x 11 inch paper for ease of filing and reproduction.

2. The length of the report should be determined by consideration of content essential to public understanding of the results. Every effort shall be made to keep page length to a minimum, with the expectation that access to all reportable data will be made available through the initial release Web site at the time of release.

3. *The Nation's Report Card* may utilize 4-color process in design and layout. If full color is used in the report, text and graphics should be designed to take advantage of this tool.

4. While designed in color, every effort should be made to prepare charts, figures, tables, and other graphics that will reproduce well as black and white photocopies.

5. While a specific color may be used to denote a specific NAEP subject (Mathematics, Reading, Science, etc.), the consistent application of a color palette shall be used to aide comprehension of data and navigation through the report.

B. Web Site for Initial Release

Purpose

All reportable NAEP results shall be accessible through an initial release Web site, providing a simplified linear progression through the data. The Web site shall be designed to accommodate a general audience that may have limited expertise with technology. Similar to printed materials, the Web site will present (1) a summary of student performance in the most recent assessment, (2) a look at how results are changing over time, (3) details of achievement overall and by student subgroups, (4) information about what NAEP is and why it is conducted, and (5) background information about the assessment design and methodology. In addition, the Web site will offer hyperlinks between related or supporting information.

Site URL and Metadata

1. The initial release Web site is an easy-to-remember URL—http://nationsreportcard.gov. The data should also be found on the NAEP section of the NCES Web site.

2. Descriptive metadata[*] should be used for each page of the Web site to aid in searching and to allow search engines that use metadata to more easily index the site for inclusion in search results.

3. Page names should reflect the content and purpose of the page.

Navigation

1. A clear set of options for primary navigation will be developed and remain as a consistent element throughout the initial release Web site.
   Suggested primary navigation for the site may include:
   - Report Cards (At a glance, Mathematics 2003, Reading 2003, Other)
   - State Profiles (50 states, plus other jurisdictions)
   - Methodology (sampling, report questions, testing methodology)
   - Parents Information Center
   - Researchers Information Center
   - Educators Information Center
   - Media Room
   - Resources (downloadable reports, charts and graphs)
   - About NAEP
   - Create a Report (Link to data tool and the ability to create your own report by entering a list of parameters and getting data results for these parameters – i.e., which report, state, gender, grade, year, etc.)
   - Frequently Asked Questions (FAQs)

2. Site utility links—including Site Map, Contact Us, Glossary, Link to NCES site, Link to NAEP site, and Link to Ed.gov site—should be displayed as utilities rather than primary navigation.

3. Navigational aides, such as a breadcrumb trail, should be provided to users so that their position on the Web site can be seen at a glance and a user can easily navigate to higher or lower level pages.

4. The Web site should include a linear browsing option to each report to allow users interested in viewing the information step-by-step to progress through a report in a predefined order.

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[*] *Metadata are keywords and descriptions that are often included in the programming code of Web pages to define the content available on the page and across the associated Web site. This content is frequently indexed by Web-based search engines, as well as used by other site analysis and searching software in order to define the content on a particular Web page and find pages through searching tools.

5. The Web site should include a clear table of contents and chapters to each report so a user can easily jump to any subsection of the results, progress linearly from that spot, or jump to another spot without losing the context of where they are in the report.

6. The Web site should utilize "Previous" and "Next" buttons so that users can quickly view a preceding page of the report to gain further context.

7. The Web site should feature supporting links and related information in the context of the report to provide an easy reference for users to gain further understanding of the reports. Some examples of features may include a glossary of terms, information on testing procedures, sample questions, or links to a different level of the same information being viewed (e.g., national, state, district).

8. All pages on the Web site should offer links to associated sponsoring Web sites such as http://nces.ed.gov, www.nagb.org, and www.ed.gov. However, these links should be provided in a central location and remain separated from primary and secondary navigation on the Web site.

Homepage

1. The Web site should use HTML instead of graphic text and remain static after the initial release period to aid in "searchability" for the Web site and improve listing on search engines.

2. The Web site should highlight the most commonly accessed information, such as:
   - Your State's Profile
   - Major Findings
   - Information for Teachers
   - Information for Parents
   - Information for Researchers
   - Printer-Friendly Reports

3. Callout feature boxes should be used to offer quick and easy links to the most common interested user groups, including parents, researchers, educators, and news media.

4. Highlights from the report and key findings may also be highlighted on the homepage with links to more detailed information.

5. A sign-up field or link to NCES' NewsFlash e-community or other e-communication tools may be provided.

Design and Layout

1. The Web site should be designed to ensure a consistently branded message with printed reports and other materials.

2. Pages with vast amounts of data presented in a long single page should be broken up into multiple pages with pagination as a potential solution to accommodate extensive content.

3. A clear headline should define each page of content and subheadings should be used to identify each subsequent area of content. Where images, graphics, and charts are used, they should fit contextually into the content of the page or be referenced separately at the end of a section.

4. All content should be laid out in a printable format. This requires a maximum design width of approximately 740 pixels in order for each page to fit on standard, letter size paper.

5. Heavy background colors and imagery should be avoided so that users can print pages easily without burning excess amounts of printer ink.

Accessibility

1. The Web site should be designed according to Section 508 guidelines for persons with disabilities.

2. The Web site should utilize a horizontal format for text for optimum enabling of screen reading software.

3. The Web site should use ALT tags for all images to aid screen readers in identifying the images.

4. Graphics should be avoided for primary or secondary navigation—insure all navigation is HTML text based.

5. Avoid the use or overuse of dropdown navigation.

6. Offer a text-only version of all reports available for download alongside the PDF print version.

7. Pages should be designed for a minimum standard 800 x 600 screen with minimal graphics to improve download times for users without high-speed Internet connections. Avoid large graphic files to minimize loading time for the user.

8. Offer a text-based description in the ALT text (or LONGDESC text if necessary) and also in any text-based versions of PDFs for all charts and graphs.

Web Site Promotion

1. The Web site should be promoted through media relations to encourage members of the news media to visit the Web site for authoritative data on the nation's schools and the current state of K–12 education in America.

2. Developers should optimize the site for keywords-relevant searches.

3. NAEP should approach other Web sites with similar content to encourage linking and driving traffic to *The Nation's Report Card* Web site.

4. NAEP should engage organizations that work with teachers to inform teachers nationwide about the Web site and data available.

5. NAEP should investigate placing a paid online promotion campaign to encourage visitors to the Web site and downloads of the printed reports.

6. NAEP should coordinate Web site promotion with the release of new and upcoming reports.

NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Nation's Report Card: 2015 Mathematics and Reading, Grade 12

The 2015 U.S. Mathematics and Reading Report Card for Grade 12—to include estimates for academic preparedness— will be released to the general public during April 2016 as an online webinar, following a review and approval of the report's results. The release event will include a data presentation by the Acting Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board and an additional panelist who has expertise in secondary education and/or academic preparedness. Full accompanying data will be posted on the Internet at the scheduled time of release.

The assessment features a national sample of 13,200 12th-grade students in mathematics, and 18,700 12th-grade students in reading. Results are at the national level; no state data were collected as part of this assessment. There will be trend comparisons to the previous assessment in 2013, and the first Grade 12 assessments for each subject (2005 for mathematics, 1992 for reading). Results will include average scores and percentages of students at the *Basic, Proficient, and Advanced* achievement levels. These results will be reported for students overall and for demographic and socioeconomic groups, such as gender and race/ethnicity. Contextual information (i.e., student, teacher, and school survey data) with findings of interest will also be reported.

The report will be in the form of interactive web pages, allowing the reader to explore each subject in detail, as well as move between subjects. There will be links to more detailed data, as well as to information about the frameworks and how the assessments were conducted. The report website will also contain an updated page on the estimated percentages of 12th grade students who are academically prepared for college based on results from the mathematics and reading assessments.

DATE AND LOCATION

The release event for the media and the public will occur in April 2016. 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

Introductions and opening statement by a National Assessment Governing Board representative

- Data presentation by the Acting Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by at least one expert in the field of secondary education and/or academic preparedness
- Questions from the webinar audience
- Program will last approximately 75 minutes

Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website at www.nagb.org along with other materials such as the press release and panelist statements.

REPORT RELEASE

The Commissioner of Education Statistics will publicly release the report at the NAEP website—http://nationsreportcard.gov—at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will 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.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer access to embargoed data via a special website to approved U.S. Congressional staff in Washington, DC; approved senior representatives of the National Governors Association and the Council of Chief State School Officers; and appropriate media as defined by the Governing Board's Embargo Policy. A conference call for journalists who signed embargo agreements will be held to give a brief overview of findings and data and to answer questions from the media.

ACTIVITIES AFTER THE RELEASE

The Governing Board's staff will work with its communications contractor to coordinate a post-event communications effort to extend the life of the results and provide value and relevance to stakeholders with an interest in grade 12 instruction and learning as well as academic preparedness. These efforts could include a webinar, social media campaign, seminar, or presentation at a large conference or other gathering.

Upcoming NAEP Reports as of February 2016

Report **Expected Release Date**

Initial NAEP Releases

2015 Mathematics and Reading TUDA (Additional TUDA Data Release)	March 2016
2015 Grade 12 Mathematics and Reading National	April 2016
2014 Technology & Engineering Literacy Report Card	May 2016
2015 Science Report Card	July 2016

Other NAEP Reports

Focus on NAEP: Sampling	February 2016
From Algebra to Zoology: How Well Do Students Report Mathematics and Science Course Taking?	February 2016
Focus on NAEP 12th Grade Participation & Engagement	March 2016
Focus on NAEP: Simpsons Paradox	April 2016
Digitally Based Assessments Transitions Lessons Learned: Focus on Mathematics	August 2016