

National Assessment Governing Board

Executive Committee

May 12, 2016

4:30-6:00 pm

AGENDA

4:30 – 4:35 pm	Welcome and Agenda Overview <i>Terry Mazany, Chair</i>	
4:35 – 4:40 pm	Nomination Process for Board Vice Chair for the Term October 1, 2016 – September 30, 2017 <i>Terry Mazany</i>	
4:40 – 5:20 pm	Governing Board Updates <ul style="list-style-type: none">• Education Policy Updates <i>Lily Clark, Assistant Director for Policy and Research</i>• Evaluation of NAEP Achievement Levels <i>Mary Crovo, Deputy Executive Director</i> <i>Sharyn Rosenberg, Assistant Director for Psychometrics</i>	Attachment
5:20 – 5:40 pm	Strategic Planning Initiative <i>Lucille Davy, Vice Chair</i>	See Strategic Planning tab
5:40 – 6:00 pm	NAEP Research Grants <i>Peggy Carr, Acting Commissioner</i>	

Evaluation of National Assessment of Educational Progress (NAEP) Achievement Levels

Background

Public Law 107-279 states:

The achievement levels shall be used on a trial basis until the Commissioner for Education Statistics determines, as a result of an evaluation under subsection (f), that such levels are reasonable, valid, and informative to the public.

Even after being in use for about 25 years and undergoing previous evaluations (1993, 1998, 2009), the achievement levels are still considered to be on a trial basis. Jack Buckley initiated a new evaluation during his tenure as National Center for Education Statistics (NCES) Commissioner to determine whether the trial status could be resolved.

About the Evaluation

The National Center for Education Evaluation and Regional Assistance (NCEE), part of the Institute for Education Sciences (IES), is administering the current evaluation of the NAEP achievement levels. On September 29, 2014, NCEE awarded a contract to The National Academy of Sciences to perform this work.

Objectives for the evaluation include the following:

- Determine how "reasonable, valid, reliable and informative to the public" will be operationalized in this study.
- Identify the kinds of objective data and research findings that will be examined.
- Review and analyze extant information related to the study's purpose.
- Gather other objective information from relevant experts and stakeholders, without creating burden for the public through new, large-scale data collection.
- Organize, summarize, and present the findings from the evaluation in a written report, including a summary that is accessible for nontechnical audiences, discussing the strengths/weaknesses and gaps in knowledge in relation to the evaluation criteria.
- Provide, prior to release of the study report, for an independent external review of that report for comprehensiveness, objectivity, and freedom from bias.
- Plan and conduct dissemination events to communicate the conclusions of the final report to different audiences of stakeholders.

Design

This study focuses on the achievement levels used in reporting NAEP results for the reading and mathematics assessments in grades 4, 8, and 12. Specifically, the study is reviewing developments over the past decade in the ways achievement levels for NAEP are set and used and will evaluate whether the resulting achievement levels are "reasonable, valid, reliable, and informative to the public." The study relies on an independent committee of experts with a broad range of expertise related to assessment, statistics, social science, and education policy. The project receives oversight from the Board on Testing and Assessment (BOTA) and the Committee on National Statistics (CNSTAT) of the National Research Council.

Members of the interdisciplinary review committee were selected in early 2015 (see below):

Name	Affiliation
Dr. Christopher F. Edley, Jr. (Chair)	The Opportunity Institute
Dr. Peter Afflerbach	University of Maryland, College Park
Dr. Sybilla Beckmann	University of Georgia
Dr. H. Russell Bernard	University of Florida
Dr. Karla Egan	EdMetric LLC
Dr. David J. Francis	University of Houston
Dr. Margaret E. Goertz	University of Pennsylvania
Dr. Laura Hamilton	The RAND Corporation
Dr. Brian W. Junker	Carnegie Mellon University
Dr. Suzanne Lane	University of Pittsburgh
Ms. Sharon J. Lewis	Retired (formerly with the Council of the Great City Schools)
Dr. Bernard L. Madison	University of Arkansas
Dr. Scott Norton	Council of Chief State School Officers
Dr. Sharon Vaughn	The University of Texas at Austin
Dr. Laress L. Wise	HumRRO

Additional information about the Committee and project activities is available at:

<http://www8.nationalacademies.org/cp/projectview.aspx?key=49677>. The first Committee meeting took place in Washington, DC on February 19-20, 2015. Governing Board staff attended the open session and made a presentation to the Committee on the history of the NAEP achievement levels setting activities. The second meeting of the Committee took place in Washington, DC on May 27-28, 2015. Governing Board staff attended the open session on the afternoon of May 27th to listen to panel discussions involving representatives of the media, state and local policymakers, advocacy organizations, and the Common Core State Standards assessment consortia, about interpretations and uses of NAEP achievement levels. Several additional meetings were conducted in the latter half of 2015 in closed session. The final report is expected to be released in mid-2016.

Next steps

The final report is expected to be available soon. NCES and Governing Board staff will be briefed on the findings, and we will also arrange a briefing for Board members. The briefing for Board members will occur either via a webinar or during the August 2016 Board meeting, depending on the timing of when the report will be made available and disseminated to various stakeholder groups.

As stated in the NAEP legislation, the Commissioner of NCES will use the findings from the evaluation to decide whether the achievement levels should continue to be used on a “trial basis” or whether that designation can be removed. In addition, the final report may include conclusions and recommendations that have implications for future Governing Board achievement levels-setting activities. Public Law 107-279 also specifies that the Governing Board must prepare a formal response to the evaluation:

Not later than 90 days after an evaluation of the student achievement levels under section 303(e), the Assessment Board shall make a report to the Secretary, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate describing the steps the Assessment Board is taking to respond to each of the recommendations contained in such evaluation.

The Committee on Standards, Design and Methodology (COSDAM) will lead the process of responding to the evaluation and considering any potential implications for future achievement levels-setting work, with input from the full Board.