

**National Assessment Governing Board  
Meeting of March 4–5, 2016  
Arlington, VA**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Present**

Terry Mazany, Chair  
Lucille Davy, Vice Chair  
Alberto Carvalho  
Mitchell Chester  
Frank Fernandes  
Rebecca Gagnon  
Shannon Garrison  
James Geringer  
Doris Hicks  
Andrew Ho  
Carol Jago  
Tonya Matthews  
Tonya Miles  
Ronnie Musgrove  
Dale Nowlin  
Joseph O’Keefe  
James Popham  
Fielding Rolston  
Linda Rosen  
Cary Sneider  
Ken Wagner  
Chasidy White  
Joseph Willhoft

**Board Members Absent**

Anitere Flores  
Ruth Neild (ex-officio)

**National Assessment Governing Board Staff**

Bill Bushaw, Executive Director  
Mary Crovo, Deputy Executive Director  
Michelle Blair  
Lily Clark  
Dora Drumgold  
Stephaan Harris

Laura LoGerfo  
Munira Mwalimu  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott  
Anthony White

**National Center for Education Statistics (NCES) Staff**

Peggy Carr, Acting Commissioner  
Halima Adenegan  
Gina Broxterman  
Samantha Burg  
Jing Chen  
Jamie Deaton  
Alison Deigan  
Enis Dogan  
Patricia Etienne  
Eunice Greer  
Linda Hamilton  
Lauren Harrell  
Dana Kelly  
Shawn Kline  
Daniel McGrath  
Michael Moles  
Emmanuel Sikali  
Holly Spurlock  
Brad Thayer  
William Tirre  
Ebony Walton Chester  
William Ward  
Grady Wilburn  
Amy Yamashiro

**American Institutes for Research (AIR) Staff**

George Bohrnstedt  
Markus Broer  
Kim Gattis  
Cadelle Hemphill  
Young Yee Kim  
Fran Stancavage

**CRP, Inc.**

Shamai Carter  
Arnold Goldstein  
Subin Hona  
Andrew Kolstad

Kathy Smoot  
Edward Wofford

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Jonas Bertling  
Jay Campbell  
Amy Dresher  
Robert Finnegan  
Andreas Oranje  
Luis Saldivia  
Greg Vafis  
Lisa Ward  
Karen Wixson

**Fulcrum IT**

Scott Ferguson  
Vasanth Kutty  
Kevin Price

**Hager Sharp**

David Hoff  
Joanne Lim  
Debra Silimeo

**Human Resources Research Organization (HumRRO)**

Monica Gribben  
Sheila Schultz  
Laurens Wise

**Optimal Solutions**

Rukayat Akinbiyi  
Brian Cramer  
Sam Toriola

**Pearson Educational Measurement**

Llana Hines  
Cathy White

**Reingold**

Kerry Greco

**The District Communications Group (DCG)**

Karen Bell  
Meredith Davis

**Westat**

Chris Averett  
Greg Binzer  
Keith Rust

**Widmeyer Communications**

Jason Smith

**Others/Attendees**

Fen Chou, Council of Chief State School Officers (CCSSO)  
Jim Kohlmoos, EDGE Consulting, LLC

**Call to Order**

The March 4, 2016 session of the National Assessment Governing Board meeting was called to order by Chairman Terry Mazany at 8:30 a.m.

**Approval of March 2016 Agenda and November 2015 Board Meeting Minutes**

Chair Terry Mazany reviewed the March 2016 meeting agenda and requested a motion for approval. Ronnie Musgrove moved for Board approval. The motion was seconded by Shannon Garrison and passed unanimously.

Chair Mazany requested a motion for approval of the November 2015 meeting minutes. Rebecca Gagnon moved for Board approval. The motion was seconded by Joe Willhoft and passed unanimously.

**Opening Remarks**

Chair Mazany began his remarks by welcoming two new Board members. Carol Jago is an expert in English language arts curriculum and instruction. She is one of the Board's curriculum specialists and serves on the Assessment Development Committee. Ken Wagner is the State Education Commissioner of Rhode Island. He joins Mitchell Chester in the role of Chief State School Officer and serves on the Reporting and Dissemination Committee. Chair Mazany invited the two new members to introduce themselves to the Board.

Chair Mazany administered the Oath of Office to Ms. Jago and Mr. Wagner.

Chair Mazany recounted his participation in the 558th Salzburg Global Seminar entitled, "Untapped Talent: Can better testing and data accelerate creativity in learning and societies?" The seminar was co-organized and hosted by Michael Nettles of the Educational Testing Service, who is a former Board member. During the Seminar, the group's 30 participants released a statement titled: "Realizing Human Potential Through Better Use of Assessment and Data in

Education.” The Seminar’s discussions covered a range of important topics in education including the status of teachers; the role of choice, privatization, and technology in improving opportunities; and the need for quality education. There was consensus amongst participants that today’s economy requires a more rigorous curriculum focused on higher-order thinking and cognitive skills and that education systems continue to lag behind what the global economy demands. He noted that many of the countries represented in the group experience similar challenges, including a lack of trust of the state’s role in education, lack of jobs, youth dissatisfaction, and inequality. The group’s discussions highlighted the value of expanding the traditional curriculum to include socio-emotional development, civic participation and citizenship, and emphasized that the learner should always be at the center of the educational experience.

Chair Mazany noted that the Seminar discussions reinforce the Board’s Strategic Planning Initiative and its work to innovate National Assessment of Educational Progress (NAEP) assessments, such as measuring a different range of attributes of the human experience and capabilities via the NAEP Technology and Engineering Literacy (TEL) assessment.

Before closing his remarks, Chair Mazany congratulated Alberto Carvalho on being awarded the Harold W. McGraw Prize in education on March 3, 2016, which recognizes outstanding individuals who have dedicated themselves to improving education and whose accomplishments make a difference.

### **Executive Director’s Report**

Executive Director Bill Bushaw provided an update on activities that have taken place since the November 2015 Board meeting which include the following:

- The President signed the Every Student Succeeds Act on December 10, 2015. This law continues the state NAEP participation requirements established in the No Child Left Behind Act (NCLB).
- Governing Board staff are continuing outreach work, with an increased emphasis on building partnerships in preparation for the TEL release.
- NAEP slide decks have been prepared for Board members’ use for various presentations. Board members have been surveyed on their professional affiliations and plans for future NAEP-related speaking opportunities.
- A one-page summary of the NAEP program has been published to include what NAEP assesses, when, and why.
- An infographic highlighting NAEP’s contextual variables that depicts experience levels of eighth-grade teachers broken out by students’ ethnicity and race has been prepared. The infographic was also published by *Education Week* and showcases the type of product that the Governing Board staff plan to create.

Mr. Bushaw noted important upcoming events for the Governing Board. These include releasing The Nation's Report Cards for 2015 Reading and Mathematics, Grade 12 and the 2014 NAEP TEL Assessment for Grade 8, presentations at the American Educational Research Association (AERA) and National Council on Measurement in Education (NCME) conferences in April, and the March 8, 2016 Trial Urban District Assessment (TUDA) event to be held in partnership with NCES and the Council of the Great City Schools, featuring district education leaders discussing how they use TUDA results.

### **National Center for Education Statistics Update**

Peggy Carr, Acting Commissioner of NCES, noted that the NAEP assessment window for 2016, spanning January through March, was coming to a close. The only operational assessment in the field this year was the Arts assessment for eighth-grade students which was administered to approximately 8,900 students and 280 schools, both public and private. This was the last assessment to be administered in paper and pencil format.

Ms. Carr mentioned NCES' preparations for digital-based assessments (DBA) that will be administered beginning in 2017 and efforts to test using DBA in Puerto Rico. She described how DBAs will be administered in schools using 25,000 preloaded tablets. The tablets will be set up so that students only take the portion of the assessment to which they are assigned. All information from the students' tablets will be uploaded onto the administrator's tablet; the administrator will then transfer the data to the central servers. Additionally, the data collected via teacher questionnaires will be uploaded to the central server and integrated with the student data. The data warehouse is currently being built, but will eventually store all past, present, and future electronic NAEP data.

Several Board members expressed comments and concerns about the use of preloaded tablets instead of downloading the assessment to school computers and uploading the data directly to a central server. Ms. Carr responded by describing the problems encountered when this approach was used for the science assessment, and noted that schools already using DBA recommended against this approach. NCES is continuing to explore the use of school computers for future NAEP assessments.

### **Recess for Committee Meetings**

The first session of the March 4, 2016 Board meeting recessed at 10:00 a.m. for committee meetings.

### **Meeting Reconvened: CLOSED SESSION**

The Board reconvened in closed session at 1:00 p.m.

## **Briefing and Discussion: 2014 NAEP Technology and Engineering Literacy (TEL) Report Card for Grade 8**

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 4, 2016, the Board met in closed session from 1:00 p.m. to 2:30 p.m. to receive a briefing and discuss the 2014 NAEP TEL Report Card for Grade 8.

Daniel McGrath, of NCES provided background information on the TEL assessment, highlighting the TEL assessment design, results, content areas, and survey questions. Mr. McGrath described the three content areas of the TEL assessment:

- 1) Technology and Society - Effects that technology has on society and the environment as well as the ethical questions raised by those effects;
- 2) Design and Systems - Processes used for designing and developing new technologies, and the need for maintenance and troubleshooting; and
- 3) Information and Communication Technology - Software and systems used for accessing, evaluating, managing, creating, and communicating how digital technologies facilitate collaboration and expression.

Mr. McGrath then described the three TEL practices:

- 1) Understanding Technological Principles;
- 2) Developing Solutions and Achieving Goals; and
- 3) Communicating and Collaborating.

Mr. McGrath described the student questionnaire and key aspects of the assessment design noting that the assessment was administered between January and March 2014 to national samples of about 21,500 8<sup>th</sup> graders in about 840 public and private schools across the nation. Results are available for the nation by gender, race/ethnicity, locale, and other subgroups. Performance will be reported by average scale scores (0-300 scale) and achievement levels. The DBA was delivered via laptops with students solving scenario-based tasks and answering discrete items. Both tasks are designed to assess a range of knowledge and skills and measure performance in content areas and practices. Results were highlighted for each content area and practice by gender, race/ethnicity, city schools, suburban, town, and rural schools and achievement levels. Survey questionnaire results were also highlighted.

Robert Finnegan, of the Educational Testing Service, depicted highlights of the TEL Report Card website and demonstrated sample released tasks.

Board members engaged in a question and answer session.

## **Meeting Reconvened: OPEN SESSION**

The Board reconvened in open session at 3:00 p.m.

## **FrameWorks Institute: STEM Perspectives**

Chair Terry Mazany introduced Julie Sweetland, Vice President for Strategy and Innovation for the FrameWorks Institute. Mr. Mazany explained that Ms. Sweetland would provide an overview of FrameWorks' methodologies and messaging approaches, and the Board would have time to consider how to apply that research to broaden the understanding and impact of NAEP.

Ms. Sweetland provided an overview of the FrameWorks Institute, noting the breadth of social and cognitive science disciplines represented amongst its research staff, including anthropology, linguistics, political science, and sociology. She explained that the organization's mission is to build the communications capacity of experts, advocates, scientists, and others to drive more effective and informed public narratives on specific policy issues, based on evidence, to improve society. As a non-profit that operates with foundation funding, the FrameWorks Institute makes all of its research available for free to the public.

She discussed the difficulty in changing public discourse on social issues, noting that it requires a more robust and substantive approach to communications than, for example, consumer marketing. It is common for organizations to think they are delivering clear, accurate, evidence-based information, yet their audiences continue to misunderstand and misinterpret those messages. It is important to shape messages around what people already know and understand to effectively communicate new ideas.

Ms. Sweetland illustrated this by using a fictitious example for NAEP: *"Just like America's students get report cards, America's schools get them, too. NAEP administers assessments across the nation in 12 subject areas."* Although the statement is short, clear, and accurate, FrameWorks' research showed that when the public hears "assessment", they lack a firm understanding of what it means. Most people learn about assessment from the news and then filter it through what they know about education. This leaves them unaware that assessments can be used to drive instruction or school reform.

Ms. Sweetland then showed a video that presented peoples' views of science, technology, engineering, and math (STEM). She noted that the public generally understands science in ways that are productive for communicating. Conversely, people tend to think math only involves basic computation and rote memorization. The public does not have a clear understanding of technology or engineering (the latter of which is considered highly specialized and only pertains to graduate level education).

Using the insights from the social sciences to position and explain the public's perception of education assessment, FrameWorks conducted a multi-year project researching education reform. This involved identifying expert consensus on the topic, mapping public assumptions, reviewing advocacy communications and media frames, and then developing and testing reframing tools. Ultimately, this yielded about three dozen discrete studies from a sample size of more than 30,000 Americans.

Peoples' attitudes toward testing are based on perceptions such as testing is rigged, standardized tests have taken over, and there is too much testing. Less visible is the public good function of education for America. When test results do not meet anticipated standards, proposed solutions



are based on what people perceive to be the problem. For example, if the problem is believed to be the fault of an individual (student, parent, teacher), then the solution will involve individual actions—getting students to work harder, teachers to care more, or parents to make sure students do their homework. If the view is that the education system is broken, then people may think the fault is in the assessments, and that it would be better to have education without assessments.

Changing the communication input, or “frame”, elicits a more positive response from the public, which can help change people’s perceptions, attitudes, and knowledge of testing. For example, by promoting assessment outcomes, advocates and experts can then work to help people understand the benefits brought about by assessment policies. FrameWorks developed an experimental design that measured four groups of people’s responses to minimally different messages to determine the most effective communication framework for changing attitudes and creating understanding.

On the topic of assessment, the value that was found to most effectively connect with people was the idea of maximizing human potential for the common good. With this type of frame, people were moved to support approaches that aligned with experts’ thinking. The most effective metaphor was assessment as a car’s dashboard. Much like with instruments on a dashboard, people can use assessments to see what is happening and then make course corrections. The metaphor can be expanded to use other car components to point out problems with assessments. For example, you can use the metaphor to identify an assessment validity problem by explaining that you cannot use the gas gauge of a car to tell you how many miles you have driven. This metaphor can change peoples’ reasoning about assessments—moving them from thinking that testing should be eliminated toward accepting that testing is important at every level of education.

Ms. Sweetland applied FrameWorks’ research to the Governing Board’s work. She recommended that the Board’s public-facing communications emphasize the human potential aspect of NAEP and why it matters to society. She advised the Board to give different education stakeholders information in the format and at the times they need to increase their receptiveness to NAEP’s information.

Chair Mazany thanked Ms. Sweetland for her presentation and opened up the session for questions and discussion.

Jim Popham asked about the applicability of FrameWorks’ frames regarding assessments generally, to NAEP specifically. Ms. Sweetland responded that assessment experts appreciate NAEP’s role in the broad landscape of assessment, but those outside the field do not distinguish NAEP from other assessments. Therefore, Mr. Popham said he agreed with FrameWorks’ recommendation that the Governing Board should reinforce what constitutes a good assessment in their messaging as often as possible to build the public’s assessment literacy.

Carol Jago recommended that the Governing Board avoid the use of acronyms like STEM and TEL, which most people do not know the meaning of, to help build public understanding of NAEP.

Cary Sneider noted the tension between the recommendation to avoid acronyms and use the words technology and engineering versus the finding that people have preconceived misconceptions of what those terms mean. Ms. Sweetland responded that FrameWorks had tested metaphors around technology and engineering based on the idea that everyone needs these skills to live in a more complex, modern society. On the topic of technology, one effective metaphor is portraying technology as the tools needed to build knowledge, similarly to how cooks use ingredients. She noted that numerous other tested metaphors are available in FrameWorks' publically available resources.

Frank Fernandes commented that metaphors are also very effective for instruction and communicating with teachers and communities. He observed that the frames developed by FrameWorks relied on input from the people surveyed, and that the Governing Board could emulate this to find metaphors for NAEP communications. In response to a question by Mr. Fernandes regarding how best to communicate negative messages, Ms. Sweetland advised on the importance of establishing the meaning of the data first before providing the data.

Andrew Ho asked whether FrameWorks found all of the frames to be equally effective, and if FrameWorks has conducted research on how effective it is to use the concepts of global competition and/or college readiness to increase the public's sense of urgency to improve education.

Ms. Sweetland responded that while some frames are more effective than others, all of the frames are proven to reliably have impact on changing public opinion. In terms of framing global competition, it is more effective to frame things in terms of desirable outcomes (e.g. everyone needs 21<sup>st</sup> century skills) versus undesirable outcomes (e.g. America is losing the global competition). Small, subtle differences in the way something is explained can have outsized differences in the way that the information is understood and interpreted. In regards to workforce and college preparedness, Ms. Sweetland commented that the phrase of college and career preparedness tends to connote individual benefit and recommended shifting the frame to reference a common good (e.g. the needs of America's next generation).

Ken Wagner stated that the Board cannot abandon the goal of closing the achievement gaps in education, and asked Ms. Sweetland to advise on how to shift framing the achievement gap away from the interpretation of individual responsibility, which has been found to be less effective. Ms. Sweetland responded that the use of the word "opportunity"—fairness across places—may offer a way to turn the conversation away from outcomes by race, gender, ability, status, etc., and toward the advantages of providing advanced course work, highly qualified teachers, and other systemic drivers for educational improvement. This shift in framing would also require delivering information that shows how structural access, systemic conditions, and other factors can either lead to educational disparities or promote improvement. Ms. Sweetland used the metaphor of charging stations in a community where youth can learn, build knowledge and skills, and develop their interests, such as libraries, parks, and schools. Some communities have many charging stations, others have less, and the question should become about ensuring all communities have sufficient charging stations.

Joe O’Keefe asked about the most effective source for conveying metaphors, such as teachers, students, or parents, and the best medium—podcasts, social media, brochures, websites, etc.—for delivery. FrameWorks has not tested the effectiveness of different messengers for education issues, but in other fields they have found that the more trusted sources to deliver information were the people who were known to the individual, and without a financial self-interest (e.g. for oral health, school nurses were more effective than dentists; for animals a zoo or aquarium interpreter was more effective than a scientist or environmentalist). FrameWorks’ researches the messages, but not the modes of communications, and therefore does not advise on the best mediums for delivery.

Jim Geringer commented that the importance of education is not just individual learning, but the common good that results from the application of that learning. Demonstrating how students turn facts into function is a powerful way to communicate the effectiveness of education and show the link between teaching, assessment, and learning.

Rebecca Gagnon noted that when the Board hosted its media roundtable, the participants advised the Board to know whom they were talking to before they became involved in conversations on assessment to prevent associating NAEP with high-stakes testing. Ms. Sweetland remarked that the Governing Board had the advantage of a bully pulpit from which it could frame how field insiders and media talk about NAEP to the public. Therefore, even with audiences that may hold different perspectives on assessment, the Governing Board has the opportunity to set the tone of the conversations when communicating about NAEP with the public.

### **Briefing and Discussion with Hill Staff**

Chair Terry Mazany opened the session by introducing Congressional staff Jacque Chevalier, Senior Education Policy Advisor for the U.S. House Education and the Workforce Committee representing ranking Minority Member Bobby Scott (Democrat from Virginia), and Bill Knudsen, Education Policy Advisor for the U.S. Senate Health Education Labor and Pensions Committee, representing Chairman Lamar Alexander (Republican from Tennessee).

Chair Mazany expressed the Board’s gratitude for the recent appropriations increase from Congress that is providing critical resources NAEP’s transition to digital-based assessments, has enabled the expansion of TUDA, and ensured NAEP continues to assess a broad range of subjects for the nation. He also applauded the work of Ms. Chevalier and Mr. Knudsen in the passage of the Every Student Succeeds Act (ESSA). He invited them to offer their perspectives on the education legislation priorities of this Congress and their advice for the Board.

Ms. Chevalier began her remarks by commenting on how difficult and hard-fought the negotiations on ESSA were, but that ultimately she views the law as a success. In addition to maintaining the focus on civil rights, as embodied in the original Elementary and Secondary Education Act, ESSA focuses on student outcomes and state systems. The increased flexibilities for states and districts come with federal requirements for action when students, including student subgroups, are not learning. The rewritten law focuses on the equitable allocation of resources, which includes reporting on actual per pupil expenditures. This will force states and

districts to think critically about how they allocate resources to drive improvement and get better results for kids. The hope is that this legislation removes some of the high stakes associated with testing, but importantly maintains assessment participation requirements, so there will be fewer opt-outs and less backlash against testing.

Mr. Knudsen spoke about lessons learned from NCLB and the efforts members of Congress made to create a balanced, bi-partisan law. Congressional hearings on NCLB revealed that people were not as upset over the tests as they were about the actions associated with the results. He remarked on the continuing value of objective achievement data in NCLB and ESSA, disaggregated by racial and ethnic groups and students with disabilities, to identify how all students are doing and ensure transparency in reporting the underperformance of student subgroups. Finally, he noted that Chairman Alexander values a well-rounded curriculum for ESSA implementation and in NAEP.

On the topic of other Congressional priorities for education legislation this year, Mr. Knudsen and Ms. Chevalier reported that Congress is considering the reauthorization of the Education Sciences Reform Act (or ESRA, which authorizes the NAEP program), noting that ESRA is more likely to pass this Congress if it is paired with privacy legislation on the Family Educational Rights and Privacy Act (FERPA). Other legislation being actively considered is the reauthorization of the Higher Education Act, simplifying the Federal Student Aid application, overhauling the Carl D. Perkins Career and Technical Education Act, and child nutrition policy.

Chair Mazany then opened up the session for questions and discussion.

Linda Rosen asked what the Governing Board could do to ensure that members of Congress are well informed on what the Board is trying to accomplish and to more fully understand the perspectives of the two education committees. Both Mr. Knudsen and Ms. Chevalier commended the Board staff for its regular communication with their offices. They noted that NAEP is unique in garnering support from both parties and houses of Congress and encouraged the Board to engage in purposeful outreach to Congressional offices that may have misunderstandings of NAEP and its purpose.

Mitchell Chester asked for clarification on Congress's intent regarding the requirement in ESSA for states to use standards that are benchmarked for college readiness, including the potential role of the federal government or NAEP in this respect. Ms. Chevalier called attention to the fact that ESSA does not use the term "college and career ready" in the statute and very intentionally does not refer to NAEP as a tool for states to demonstrate alignment. She noted that the U.S. Department of Education has the authority to ensure the state standards are meaningful. Both speakers emphasized the importance of NAEP remaining free of politicization and improper use.

Andrew Ho asked for commentary on the tension the Board grapples with in deciding on the breadth and depth of the NAEP Assessment Schedule. Ms. Chevalier and Mr. Knudsen replied by noting that ESSA creates new opportunities (e.g. by including an "additional indicator" in the assessment and the testing pilots) for states to create better assessment systems that go beyond what has been traditionally measured.

Tonya Miles thanked Ms. Chevalier for her work with the Governing Board in her previous role at the National Parent Teacher Association. Ms. Miles asked how visits from parent leaders are received by members of Congress. Both Ms. Chevalier and Mr. Knudsen stated that parent leaders play a large role in K-12 issues; their knowledge of NAEP was helpful in negotiating ESSA because members of Congress often find it more meaningful to hear from parents than from education experts and policymakers. One goal of ESSA is to increase transparency; unlike with the NCLB waivers, parents will know the bar that everyone is expected to meet and what the assessment results mean. ESSA also includes new important public reporting requirements on discipline rates, per pupil expenditures, and other information that must be provided to parents.

Jim Popham expressed his concern that ESSA would perpetuate the problem under NCLB of states being required to develop assessments, but lacked expertise in creating instruments that improve the caliber of learning (and instead focused on differentiating children). Mr. Knudsen pointed out that the federal government is in a better position to support states and help produce better assessments. The new assessment pilot in ESSA allows states to explore replacing their statewide assessment systems with more innovative approaches. Both Mr. Knudsen and Ms. Chevalier highlighted the importance of federal oversight to ensure compliance and proper implementation of ESSA.

Jim Geringer asked the speakers to comment on the Governing Board's reporting responsibilities, noting the Board reports the NAEP results which serve as the critical starting place for how our nation's students are doing, but does not go beyond that. Both speakers agreed that NAEP serves an essential starting place for conversations about educational progress and the rigor of state standards.

Ronnie Musgrove remarked that the Board works to ensure that NAEP reporting is non-political and is in accordance with Congress's expectations and what the Board believes is best for educational progress. Ms. Chevalier voiced her appreciation for these efforts, noting that NAEP reporting is immensely valuable even with its constraints to remain non-political in its reporting.

Chair Mazany closed the session by thanking Mr. Knudsen and Ms. Chevalier for meeting with the Board and providing their invaluable perspectives.

### **Meeting Recessed**

The March 4, 2016 Board meeting recessed at 5:10 p.m.

### **Meeting Convened: CLOSED SESSION**

The March 5, 2016 Board meeting convened at 8:30 a.m. in closed session.

## **Nominations for Board Terms Beginning October 1, 2016**

The Governing Board received a report from the Nominations Committee Chair, Tonya Miles, on the slate of finalists recommended by the Committee for the following six open positions for Board terms beginning on October 1, 2016:

1. General Public Representative;
2. Local School Board Member;
3. Non-Public Administrator or Policymaker;
4. State Legislator (Democrat);
5. State Legislator (Republican); and
6. Testing and Measurement Expert.

Board members engaged in discussion on the recommendations for the final slate of candidates for submission to the Secretary of Education.

## **Meeting Reconvened: OPEN SESSION**

The Board meeting reconvened in open session at 8:50 a.m.

## **ACTION: Nominations for 2016**

Fielding Rolston moved to approve the slate of finalists in six categories for terms beginning October 1, 2016, to be delivered to Secretary John King. The motion was seconded by Doris Hicks and passed unanimously.

## **Committee Reports and Board Actions**

Chair Terry Mazany began the session by underscoring the importance of TUDA districts in providing critical information about the economic vitality of the country. A Brookings Institution study shows that the top 100 metros account for 75 percent of our nation's gross domestic product. He emphasized the Board's responsibility to help policymakers understand the important role of urban schools to the nation's economy.

The standing committee chairs summarized the discussions of their respective committees, and their reports were accepted unanimously by the Board.

## **Executive Committee**

Lucille Davy, Vice Chair of the Executive Committee, reported that the committee met in closed session to discuss the impact of the increased NAEP appropriations on the NAEP budget and Assessment Schedule. The committee also discussed its Strategic Planning Initiative and received a briefing on education policy updates. In light of the increased NAEP appropriations for fiscal year 2016, the committee unanimously recommended the expansion of the TUDA

program by the six districts, in concordance with the Board staff, NCES, and the Council of the Great City Schools' input.

### **ACTION: Expansion of Trial Urban District Assessment (TUDA)**

Lucille Davy moved to approve the addition of the below-listed six districts to the TUDA program beginning in 2017, noting that with this action the Board will expanding the TUDA program to include a total of 27 districts, and will add four states to the program's representation. The motion was seconded by Jim Popham and was passed unanimously by the Board. The approved six districts are:

- 1) Clark County School District (including Las Vegas, NV);
- 2) Denver Public Schools (CO);
- 3) Fort Worth Independent School District (TX);
- 4) Guilford County Schools (including Greensboro, NC);
- 5) Milwaukee Public Schools (WI); and
- 6) Shelby County Schools (including Memphis, TN).

### **Assessment Development Committee (ADC)**

Shannon Garrison, Chair of the Assessment Development Committee, reported that the Committee received updates on the TEL report release activities and the upcoming NCME session on the NAEP Math Framework and the Common Core State Standards.

The ADC met in closed session to review scenario-based tasks (SBTs) in grades 4 and 8 developed for pilot testing in preparation for the 2019 NAEP Mathematics Assessment. Under the ADC's delegated authority these items were approved by the ADC with revisions to the items to be communicated in writing to NCES. In a second closed session, Eunice Greer of NCES provided a briefing on activities related to the NAEP transition to DBA in reading, mathematics, and other subject areas.

### **Reporting and Dissemination Committee (R&D)**

Rebecca Gagnon, Chair of the R&D Committee, conveyed the highlights of the joint meeting of R&D with the Committee on Standards, Design and Methodology (COSDAM). The joint discussion centered on the purpose of NAEP and the best ways to disseminate results while preserving their accuracy. Committee members agreed that the R&D and COSDAM Chairs would continue to work together.

The R&D Committee discussed updating the Board's Reporting Policy and Guidelines and in closed session reviewed the embargoed release websites for the 2015 Grade 12 Reading and Math and 2014 Grade 8 TEL results. The R&D Committee unanimously approved the corresponding release plans for these two releases for the Board's consideration.

In discussion of the upcoming TEL release, Lucille Davy highlighted the careful communications required to ensure that audiences understand the TEL results, given that so many people are not familiar with the STEM acronym or concept, i.e., Science Technology Engineering and Mathematics. Several Board members suggested that outreach activities engage professionals outside of technology and engineering fields, and related messages. There was agreement that the upcoming teleconference about messages to emphasize in the release should be inclusive of all Board members who wish to participate.

#### **ACTION: Technology and Engineering Literacy Release Plan**

Rebecca Gagnon moved for Board acceptance of the release plan for the 2014 NAEP TEL, as appended to these minutes. The motion was seconded by Tonya Miles and was passed unanimously by the Board.

#### **ACTION: Twelfth Grade NAEP Reading and Mathematics Release Plan**

Rebecca Gagnon moved for Board acceptance of the release plan for 2015 NAEP Grade 12 Reading and Mathematics Report Card. The motion was seconded by Ronnie Musgrove and was passed unanimously by the Board.

#### **Committee on Standards, Design and Methodology (COSDAM)**

Andrew Ho, Chair of COSDAM, reported that after the joint meeting with the R&D Committee, COSDAM met in closed session to receive a briefing from Andreas Oranje of ETS on embargoed analyses from initial comparisons between the 2015 paper-based reading and mathematics results at grades 4 and 8 and the digital-based reading results for grade 12. COSDAM also was notified of a design change related to the multi-stage testing component, as well for the 2017 mathematics assessment.

In closed session, Sharyn Rosenberg from the Governing Board staff briefed members on the key elements of an upcoming procurement to set achievement levels on the 2017 grade 4 Writing Assessment.

Finally, in open session, the Committee briefly discussed the variety of studies that link NAEP to other assessments and data sources.

The committee reports appended to these minutes contain the full text of the discussions and action items that occurred in their respective meetings.



## **Update and Discussion on the Governing Board's Strategic Planning Initiative**

Lucille Davy recounted that the Board identified the Strategic Plan's four priorities at the August 2015 meeting, and stated the purpose of this session is to determine if any of the priorities need to be changed or reshaped in response to the external input gathered for the Board's consideration. She highlighted the feedback provided by the Board's joint Policy Task Force with the Council of Chief State School Officers, representing the state assessment perspective and building off of the recommendations provided by Task Force Vice Chair, Shelley Loving-Ryder at the November 2015 Board meeting.

Ms. Davy provided an overview of *Report on Feedback from External Stakeholders*, prepared by consultant Jim Kohlmoos, noting that the Board hired Mr. Kohlmoos to conduct open-ended conversations with individuals who represented the varied perspectives of policy, think tank, research, teacher/parent, non-public education, business, media, and Governing Board alumni. She noted Mr. Kohlmoos' expertise in education policy and invited him to briefly describe his report's findings, before inviting the Board to ask questions and consider the external feedback's implications for the draft Strategic Plan.

Mr. Kohlmoos explained that his conversations with stakeholders touched on the overall value, utility, key components, and comments related to the Strategic Plan's priorities. The 22 volunteering participants were all familiar with NAEP and had high regard for NAEP as a brand and the valuable information it provides the country. Participants indicated that NAEP was not only a strong barometer of educational progress for the nation, but also represented stability, credibility, and integrity.

Ms. Davy opened up the floor for discussion and questions.

Jim Popham asked Mr. Kohlmoos to explain his perceptions of the external stakeholders' understanding of assessments. Mr. Kohlmoos stated that not all participants understood the different types of assessments or how NAEP related to those.

Carol Jago asked if the stakeholders offered concrete suggestions for potential innovations that the Board has yet to consider. Mr. Kohlmoos noted that the suggestions tended to be generalized ideas, such as refining the website to make it more user friendly. Some participants expressed caution, advising the Board to not let its innovation adversely affect the core value that NAEP delivers.

Andrew Ho asked about the stakeholders' views of the opportunity for NAEP data to influence policy, and how researchers might serve as partners to identify actionable policy conclusions and policy evaluations. At least one stakeholder was critical of policymakers for not using evidence; but Mr. Kohlmoos suggested that brokering new kinds of external relationships could lead to the development of evidence that is more useful to certain populations and may inform the positions and decisions of policymakers.

Tonya Matthews commented that Chair Mazany had framed the Board's initial approach to Strategic Planning by calling attention to its legacy of innovations. While she acknowledged the

natural mistrust of innovation, she also reminded the Board that NAEP has always succeeded at combining innovation with reliable, dependable processes. She noted the challenge to the Board to clearly communicate what NAEP is, while addressing the confusion surrounding assessments in general. She noted that in the report many respondents were unclear about how NAEP fits in with other large-scale tests, despite being education experts.

Responding to Joe Willhoft's question about what the stakeholders felt were gaps in the Board's priorities or in the information it delivers to the public, Mr. Kohlmoos noted that some stakeholders were concerned that the NAEP 12th grade assessment was no longer relevant. They recommended the Governing Board consider assessing other things instead, such as student achievement after 12th grade or measuring new competencies to keep pace with the changing education field. Furthermore, some stakeholders encouraged the Governing Board to go beyond simply disseminating information by developing more engaging communications with stakeholders that explore the utilization of NAEP information and its impact on improving education.

Jim Geringer noted that respondents in the report think NAEP results influence policy, yet the Board has refrained from interpreting the results in ways to inform action. He encouraged the Governing Board to promote the use of evidence by providing the public with stories and examples of how NAEP data has been used to improve education. Policymakers and educators need more than statistics to understand how to utilize and apply the NAEP results to their work.

Ms. Davy noted that the draft Strategic Plan does include activities to drive more secondary research using NAEP data and the Board could consider revising the draft to identify examples of NAEP's impact that can inform policies.

Frank Fernandes posited that what gets reported as "confusion" about NAEP may in fact be dissatisfaction with the NAEP results; this trusted measure indicates a continued need for improvements in education.

Linda Rosen reiterated the need for the Board to communicate to the public the value of NAEP and it can be used.

Joe O'Keefe noted that the report mentioned Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA) several times. He suggested that it may be worthwhile to compare NAEP to high-profile international assessments because of the significant attention they receive in the media and their role in education policy. Mr. Kohlmoos agreed and said that the question of "How is America doing?" always comes up and this approach could help provide the answer.

Alberto Carvalho expressed his support for establishing links between NAEP, TIMSS, and PISA, because the public is attuned to the international rankings. He noted that the TIMSS and PISA data get more prolonged media coverage in this country than the NAEP results.

Mr. Carvalho commented that the report did not identify anything that the Board did not already know intuitively. He suggested that the Board gather feedback from individuals who are more

connected to the classroom experience and know how to use NAEP to leverage systemic education reform. People who are directly involved in addressing the achievement gap, increasing graduation rates, and improving English language learners' performance and can speak to the value of NAEP would be very effective messengers to policymakers. He recommended that the Board's Strategic Plan invest in activities that occur in between Report Card releases to communicate to stakeholders, in particular local practitioners, to increase understanding on the purpose and uses of NAEP.

Tonya Miles addressed how NAEP legislation defines the Board's responsibilities for reporting and asked if the issue was raised in the external feedback conversations. Mr. Kohlmoos noted that several stakeholders remarked on Congress' continual bipartisan support for the Governing Board and NAEP, but no one raised concerns with the legislation authorizing NAEP and the Governing Board.

Shannon Garrison commented that the stakeholders' recommendation to remove the second strategic priority in the Strategic Plan suggests that it is being misinterpreted and needs to be rewritten. She reiterated that fulfilling strategic priorities one, three, and four depended on the efficient use of funds, and she was concerned that this suggestion has not been discussed further. Mr. Rolston agreed that the second priority should remain, and noted that funding considerations drove some of the Board's decisions over the past year, such as revising the NAEP Assessment Schedule. There was a general consensus among the Board that the second priority's intent was not to increase the cost-effective use of operational funds, but rather to drive a strategic conversation on what NAEP tests and its impact on education in the nation.

Mitchell Chester reported that at the COSDAM meeting, members discussed the value of NCES's role in promoting secondary research with NAEP data, which the Board should support.

In closing, Mr. Kohlmoos called attention to stakeholders' high regard for the work of the Governing Board and staff.

Chair Mazany closed the session by providing examples of how today's systems do not align with the needs of the new economy. According to a report issued in January, 2016, in Chicago there are 35,000 youth, ages 16 to 24, out of school and unemployed, while employers are frustrated that they cannot find workers who have the necessary skills. For NAEP to remain relevant, the Board needs to move beyond thinking of NAEP in terms of episodic releases and intentionally engage researchers who will provide a pipeline of information, insights, and findings that policymakers can apply.

### **Meeting Reconvened: CLOSED SESSION**

The Board meeting reconvened at 11:00 a.m. in closed session.

## **Briefing and Discussion: 2015 NAEP Reading and Mathematics Report Cards for Grade 12**

Under the provisions of exemption 9(B) of §552b of Title 5 U.S.C., on March 5, 2016, the Board met in closed session from 11:00 a.m. to 12:00 p.m. to receive a briefing and discuss the 2015 NAEP Reading and Mathematics Report Cards for Grade 12.

Ms. Samantha Burg, of NCES, provided an overview of the 2015 NAEP Reading and Mathematics Report Cards results for Grade 12. She reported that the 2015 math and reading assessments were administered from January 2015 to March 2015 to the following national student samples of 13,200 12th graders in math and 18,700 12th graders in reading.

Results are available for the nation and trend comparison results from prior assessments:

- Math 2013 assessment (first assessment was administered in 2005);
- Reading 1992 and 2013 assessments;
- Performance was reported as average scale scores (0-300 for math and 0-500 for reading);
- Results by achievement levels - Basic, Proficient, and Advanced; and
- Level of academic preparedness.

Ms. Burg highlighted the following results:

- Score changes from 1992 and 2013 reading, and 2005 and 2013 mathematics;
- Changes from 2013 participation rates for each subject at grade 12;
- Average reading and math scores, and score changes from prior assessment years;
- Results by achievement levels;
- Results by race/ethnicity, gender, and changes from 2005 and 2013 math, and 2013 reading;
- Scores by level of parental education, students with disabilities, and English language learners;
- Score changes by 2013 math content areas -- numbers and operations; measurement and geometry; data analysis, statistics, and probability; and algebra;
- Academic preparedness for college and changes from 2013; and
- Provisional estimates of the percentages of students academically prepared for college.

## **Meeting Adjourned**

Chair Terry Mazany adjourned the meeting at 12:00 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

April 20, 2016

Date

# **National Assessment Governing Board**

## **Executive Committee**

### **Report of March 3, 2016**

#### **CLOSED SESSION**

**Executive Committee Members:** Terry Mazany (Chair), Shannon Garrison, Rebecca Gagnon, Andrew Ho, Joseph O’Keefe, Fielding Rolston, Cary Sneider.

**Other Board Members:** Alberto Carvalho, Mitchell Chester, Frank Fernandes, Doris Hicks, Carol Jago, Dale Nowlin, Linda Rosen, Ken Wagner, Chasidy White, Joe Willhoft.

**Governing Board Staff:** Bill Bushaw (Executive Director), Mary Crovo (Deputy Executive Director), Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Sharyn Rosenberg, Anthony White.

**NCES Staff:** Peggy Carr (Acting Commissioner), Pat Etienne, Dan McGrath, Michael Moles, Holly Spurlock, Brad Thayer, Amy Yamashiro.

#### **1. Welcome and Agenda Overview**

Chair Mazany called the meeting to order at 4:30 p.m. Mr. Mazany provided an overview of the agenda and noted that the beginning portion of the Executive Committee meeting would occur in closed session. He formally welcomed two new Board members Carol Jago (curriculum specialist) and Ken Wagner (state school chief) to the meeting.

#### **2. NAEP Budget and Assessment Schedule**

The Executive Committee met in closed session from 4:30 p.m. to 5:20 p.m. The Executive Committee schedule and budget discussion was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Chair Mazany began the closed session by highlighting the increased appropriations for NAEP in fiscal year 2016 (for a total of \$149 million), which provides a critical infusion of funds to support the Governing Board’s priorities for NAEP. The Board’s budget priorities are to:

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

Executive Director Bill Bushaw provided an overview of the Governing Board appropriations amount (\$8.235 million for fiscal year 2016) and request history, which is a separate appropriation from the NAEP program.

The Executive Committee received updated NAEP budget costs and projections to implement the Assessment Schedule from Acting NCES Commissioner Peggy Carr. Ms. Carr's presentation included estimated costs to support the Governing Board's priorities and NCES's operational decisions in support of those priorities. For example, these estimates included the projected costs associated with expanding the TUDA program by six additional districts beginning in 2017.

## **OPEN SESSION**

**Executive Committee Members:** Terry Mazany (Chair), Shannon Garrison, Rebecca Gagnon, Andrew Ho, Joseph O'Keefe, Fielding Rolston, Cary Sneider.

**Other Board Members:** Alberto Carvalho, Mitchell Chester, Frank Fernandes, Doris Hicks, Carol Jago, Dale Nowlin, Linda Rosen, Ken Wagner, Chasidy White, Joe Willhoft.

**Governing Board Staff:** Bill Bushaw (Executive Director), Mary Crovo (Deputy Executive Director), Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Sharyn Rosenberg, Anthony White.

NCES Staff: Peggy Carr (Acting Commissioner), Pat Etienne, Dan McGrath, Michael Moles, Holly Spurlock, Brad Thayer, Amy Yamashiro.

**Council of the Great City Schools:** Mike Casserly, Ray Hart.

**Other Attendees:** AIR: George Bohrnstedt, Fran Stancavage. ETS: Jay Campbell, Amy Dresher. Fulcrum: Scott Ferguson. Hager Sharp: David Hoff. HumRRO: Laress Wise. Pearson: Llana Hines.

### **3. 2017 Trial Urban District Assessment Expansion**

Chair Mazany opened the Executive Committee meeting at 5:20 pm to discuss the expansion of the TUDA program. He thanked the Council of the Great City Schools (CGCS), in particular its Executive Director Mike Casserly and Director of Research Ray Hart, for their leadership and ongoing support of the TUDA program. He invited Mr. Casserly and Mr. Hart to make remarks prior to the Committee's discussion and action to expand TUDA.

Mr. Casserly spoke of the origins of the TUDA program and the ongoing importance of assessing and reporting NAEP data for large urban districts, which educate a large proportion of the nation's youth. He noted that all six of the volunteering districts are members of the CGCS, and therefore will be able to receive ongoing support from the organization to utilize the TUDA data. He remarked that the additional geographic, racial and ethnic, and language diversity provided by these districts will expand our understanding of what works, and what does not, in urban education. Mr. Hart remarked on the power of TUDA data to inform district reform efforts, speaking from both his expertise as a researcher at CGCS and formerly at a TUDA district. Both Mr. Casserly and Mr. Hart complimented the work of the Governing Board and NCES to sustain the quality and commitment to the TUDA program.

Chair Mazany noted that the NAEP budget increase for fiscal year 2016 provided the Governing Board with sufficient funds to expand the TUDA program. He announced the six districts recommended by Governing Board staff to be added to the TUDA program beginning in 2017. They are:

- 1) Clark County School District (including Las Vegas, NV);
- 2) Denver Public Schools (CO);
- 3) Fort Worth Independent School District (TX);
- 4) Guilford County Schools (including Greensboro, NC);
- 5) Milwaukee Public Schools (WI); and
- 6) Shelby County Schools (including Memphis, TN).

Mr. Bushaw described the process of determining the recommended six districts to be added to the TUDA program. He explained that NCES estimated that the current NAEP budget could support the long-term expansion of the program by six districts. He clarified that it was coincidental that exactly six new eligible districts volunteered to participate in TUDA. As a result, the Governing Board will be able to approve participation in TUDA for all of the districts that volunteered. Additionally, the slate of the six districts will expand the geographic diversity of the TUDA districts, by adding four states to the program (Colorado, Nevada, Tennessee, and Wisconsin). Mr. Bushaw noted that there is only one district eligible for TUDA in a state not yet represented (Mesa, AZ). Beginning in 2017, only 10 districts will remain eligible but not participating in TUDA.

Mr. Bushaw formally presented the recommendation of the Governing Board staff, based on consultation with NCES and CGCS, to approve the six above-listed districts that submitted an official letter of intent to participate in the TUDA program beginning in 2017. With the six new districts, the 2017 NAEP TUDA will have a total of 27 large urban districts participating.

Chair Mazany invited a motion on the recommended action. Fielding Rolston moved for the Committee to consider the recommendation. Shannon Garrison seconded the motion. The motion passed the Executive Committee unanimously.

**ACTION: The Executive Committee recommends the full Board approve the six districts that submitted an official letter of intent to participate in the TUDA program beginning in 2017.**

#### **4. Strategic Planning Initiative**

Chair Mazany noted that Vice Chair Lucille Davy was unable to attend the Executive Committee meeting. He asked Lily Clark of the Governing Board staff to provide the Committee with an update on the Strategic Planning Initiative.

Ms. Clark summarized the three phases of the Strategic Planning Initiative; she focused the Committee's attention on the timeline to develop the Strategic Plan, for the Board's approval at the August 2016 Board meeting. Approval of the plan will complete Phase II of the Initiative; Phase III is implementation.

A key element of developing the Strategic Plan is for the Board to consider external feedback from stakeholders. Ms. Clark explained the Governing Board's process for gathering the

external feedback provided in the Board materials, which includes a one page summary of feedback from the Governing Board/Council of Chief State School Officers Policy Task Force and a consultant's report summarizing confidential conversations with 22 individuals representing NAEP's various stakeholder groups. She noted the importance of the Board reading through these documents prior to the plenary session on Saturday, March 6.

## 5. Legislative Updates

Ms. Clark provided the Executive Committee with the following updates:

- The Every Student Succeeds Act or ESSA (reauthorization of the Elementary and Secondary Education Act) was signed into law by the President on December 10, 2015. The law maintains the requirements for states to participate in NAEP's reading and math assessments in grades four and eight. The Department of Education has begun seeking public comments on the potential regulations for ESSA and Congress has begun conducting hearings to oversee implementation of ESSA.
- Acting Secretary John King testified at a hearing before the U.S. Senate Committee on Health, Education, Labor, and Pensions regarding his nomination to serve as Secretary of Education. The HELP Committee will vote on the nomination on March 9, 2016.
- NAEP Reauthorization, also known as the Strengthening Education Through Research Act (SETRA), passed the Senate on December 17, 2015. The U.S. House Education and the Workforce Committee has yet to consider the bill.
- A recent report by Achieve highlights turnover in state educational leadership since last year, which includes more than a dozen new Governors, 31 new state education chiefs, and 20 percent new state board members (95 new state board members across 33 states).
- The President's budget request for fiscal year 2017, announced in February 2016, remains at \$149M for the NAEP program to continue the investment in the Board's priorities.

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

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Terry Mazany, Chair

March 13, 2016  
\_\_\_\_\_  
Date



# **National Assessment Governing Board**

## **Assessment Development Committee**

### **Report of March 4, 2016**

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

**Governing Board Staff:** Mary Crovo.

**National Center for Education Statistics (NCES) Staff:** Allison Deigan, Eunice Greer, Holly Spurlock, William Ward.

**Other Attendees:** AIR: Kim Gattis. CRP: Ed Wofford. ETS: Jay Campbell, Luis Saldivia, Greg Vafis, Karen Wixson. Fulcrum: Scott Ferguson, Kevin Price. Hager Sharp: Joanne Lim. HumRRO: Sheila Schultz. NISS: Enis Dogan. Optimal Solutions: Brian Cramer. Pearson: Cathy White.

ADC Chair Shannon Garrison called the meeting to order and welcomed new Committee member, Carol Jago. Carol is the Board's second Curriculum Specialist, in addition to ADC Vice Chair Cary Sneider.

#### **Update on NAEP Topics**

- **Technology and Engineering Literacy (TEL) Report Release Activities**

Governing Board Deputy Executive Director Mary Crovo, and ADC Vice Chair Cary Sneider, provided an update on spring 2016 release activities for the 2014 NAEP Technology and Engineering Literacy (TEL) Report Card.

Throughout the TEL cycle, the ADC has received briefings on various TEL topics such as assessment administration, contextual variables analysis, achievement levels setting, and web-based report development. On the latter topic, ADC has met twice in joint session with the Reporting and Dissemination (R&D) Committee to provide input and feedback to NCES on the TEL report content and format.

A release plan for the TEL report is an action item on the Board's Reporting and Dissemination Committee agenda for this meeting, which the full Board will consider on Saturday, March 5. Taken together, the activities surrounding the TEL release include pre-release communications and outreach strategies, embargoed briefings, an in-person release event at the Michigan Science Center in Detroit, and several post-release panels with diverse stakeholders. One of these post-release panels, led by ADC Vice Chair Cary Sneider, will feature assessment and subject field

experts who will discuss TEL contextual variables and other related issues for an audience consisting primarily of educators, researchers, and assessment experts.

The goal of these activities is to provide various stakeholders with a comprehensive overview of the TEL assessment, followed by findings and data to help ensure accurate reporting to the public and deeper understanding of results. ADC members commented on the comprehensive set of release activities planned for TEL.

- **NAEP Mathematics Framework and the Common Core State Standards**

Mary Crovo described a scheduled session at the April 2016 annual meeting of the National Council on Measurement and Education (NCME).

After the release last October of the 2015 NAEP Mathematics Report Card for grades 4 and 8, Board members discussed issues relating to the relationship between the NAEP Mathematics Framework and the Common Core State Standards in Mathematics. To gain more insight into this issue, an NCME session has been scheduled for April 10, 2016.

Following remarks from two prominent panelists with differing views on the issue, Michael Cohen of Achieve and Chester Finn of the Fordham Institute, Board Chair Terry Mazany will engage the audience in a question and answer session. Board staff will be on hand to take notes on the presentations and Q&A session. The ADC will receive an update on this NCME session at the May 2016 Board meeting.

ADC members noted that the NCME session is well timed, given the recent NAEP mathematics results and issues surrounding the Common Core State Standards. Committee members expressed an interest in hearing about the discussion between Michael Cohen and Chester Finn, as well as the question and answer session with audience members.

- **NAEP Item Review Schedule**

Mary Crovo provided an update on the NAEP item review schedule provided in the Board materials, which covers a period from November 2015 to August 2016. There are numerous cognitive and contextual items in various subjects and grades scheduled for ADC review this spring. Members will be engaged in both teleconference and in-person review sessions in the next several months.

**Closed Session: 10:50 - 11:55 a.m.**

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

**Governing Board Staff:** Mary Crovo.

**NCES Staff:** Allison Deigan, Eunice Greer, Holly Spurlock, William Ward.

**Other Attendees:** AIR: Kim Gattis. CRP: Ed Wofford. ETS: Jay Campbell, Luis Saldivia, Greg Vafis, Karen Wixson. Fulcrum: Scott Ferguson, Kevin Price. Hager Sharp: Joanne Lim. HumRRO: Sheila Schultz. NISS: Enis Dogan. Optimal Solutions: Brian Cramer. Pearson: Cathy White.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on March 4, 2016 from 10:50 to 11:55 a.m. to review secure NAEP test questions in mathematics at grades 4 and 8. This briefing included discussion of secure NAEP test items which have not yet been publicly released.

### **Review of NAEP Mathematics Tasks in Grades 4 and 8**

The ADC met in closed session to review scenario-based tasks (SBTs) in grades 4 and 8 developed for pilot testing in preparation for the 2019 NAEP Mathematics Assessment.

**Open Session Action: The Assessment Development Committee approves the mathematics scenario-based tasks at grades 4 and 8 for pilot testing in preparation for the NAEP 2019 assessment, with changes to be communicated in writing to NCES.**

**Closed Session: 12:00 - 12:45 p.m.**

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

**Governing Board Staff:** Michelle Blair, Mary Crovo.

**NCES Staff:** Allison Deigan, Eunice Greer, Holly Spurlock, William Ward.

**Other Attendees:** AIR: Kim Gattis. CRP: Ed Wofford. ETS: Jay Campbell, Greg Vafis, Karen Wixson. Hager Sharp: Joanne Lim. HumRRO: Sheila Schultz. Optimal Solutions: Brian Cramer. Pearson: Cathy White.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on March 4, 2016 from 12:00 to 12:45 p.m. to receive an update on the NAEP transition to digital-based assessment. This briefing included discussion of secure NAEP test items and data which have not yet been publicly released.

### **Update on NAEP Transition to Digital-Based Assessment (DBA)**

Eunice Greer of NCES provided a briefing on activities related to the NAEP transition to digital-based assessment (DBA) in reading, mathematics, and other subject areas.

NAEP's transition from a paper and pencil assessment to one that is being presented on tablets (i.e. Digital-Based Assessment) continues to move ahead along several paths.

- Administration of NAEP's reading and mathematics items in paper and pencil and tablet modes, begun in January of 2015, was an essential part of the 2015 DBA transition study.
- Results for try-outs and cognitive labs are contributing to understanding of DBA. Analyses of student performance data, along with tryout and cognitive lab data are currently underway.
- Concurrently, the piloting of new DBA items in reading and mathematics as part of the 2016 NAEP assessment is nearing completion in March 2016.

This session addressed two topics of interest to the Assessment Development Committee:

- 1) Ms. Greer provided the ADC with a status update on DBA development for reading, mathematics, U.S. history, geography, and civics assessments.
- 2) The ADC was then briefed on how emerging data, the NAEP Reading Framework, and contemporary, research-based understandings of texts and comprehension should inform and guide the development of discrete items and scenario-based tasks for reading. The session included secure NAEP data and test questions.

ADC members engaged in a question and answer session with Ms. Greer following the presentation. Issues of interest focused on innovative ways to measure NAEP framework content and skills using DBA tasks, how process data can be used to inform achievement results, and other areas.

I certify the accuracy of these minutes.



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Shannon Garrison, Chair

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March 14, 2016

Date

# **National Assessment Governing Board**

## **Committee on Standards, Design and Methodology**

### **Report of March 4, 2016**

#### **Joint Session with Reporting and Dissemination Committee**

**Committee on Standards, Design, and Methodology Members:** Andrew Ho (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, Jim Geringer, Jim Popham, Linda Rosen, Joe Willhoft.

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Alberto Carvalho, Terry Mazany, Tonya Miles, Ronnie Musgrove, Ken Wagner.

**Governing Board Staff:** Michelle Blair, Bill Bushaw, Lily Clark, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg.

**NCES Staff:** Peggy Carr, Halima Adenegan, Gina Broxterman, Samantha Burg, Jing Chen, Jamie Deaton, Enis Dogan, Pat Etienne, Linda Hamilton, Lauren Herrell, Dana Kelly, Emmanuel Sikali, Bill Tirre, Brad Thayer, Ebony Walton, Bill Ward, Grady Wilburn, Amy Yamashiro.

**Other Attendees:** AIR: George Bohrnstedt, Markus Broer, Cadelle Hemphill, Young Yee Kim, Fran Stancavage. CCSSO: Fen Chou. CRP: Arnold Goldstein, Subin Hona, Andrew Kolstad. DCG: Karen Bell, Meredith Davis. ETS: Amy Dresher, Jonas Bertling, Andreas Oranje, Lisa Ward. Fulcrum: Vasanth Kutty. Hager Sharp: James Elias, David Hoff, Debra Silimeo. HumRRO: Monica Gribben, Laress Wise. Optimal Solutions: Rukayat Akinbiyi, Sam Toriola. Pearson: Llana Hines. Westat: Chris Averett, Greg Binzer, Keith Rust, Dianne Walsh. Widmeyer: Jason Smith.

#### **1. Collaboration on Infographics and Communicating NAEP Findings**

Reporting and Dissemination (R&D) Committee Chair Rebecca Gagnon and Committee on Standards, Design, and Methodology (COSDAM) Chair Andrew Ho called to order the joint session of the two Committees. Ms. Gagnon explained the reason for the joint meeting: as R&D is accelerating its dissemination of NAEP data with infographics, R&D members want to ensure the technical accuracy of this public-facing work through collaboration with COSDAM members.

The first question to address in the joint meeting solicited members' feedback on the questions people ask about the Board's efforts to disseminate results. In reply, R&D Committee Vice Chair, Father Joseph O'Keefe, noted two primary questions he fields whenever he presents: (1) How does NAEP sample students? and (2) Since NAEP data cannot be used for causal inferences, what then can be said about private schools?

Jim Popham and Jim Geringer raised a more fundamental question about the essential purpose of NAEP. Jim Popham averred that the purpose and the meaning of NAEP should drive what the Governing Board does with NAEP results. Jim Geringer pointed out that any review of any budget demands the question "for what purpose?" Tonya Miles concurred and added that parents want to know what NAEP means for their children. But the structure of NAEP requires the Board to transcend that question in its outreach and show how NAEP applies to the greater good.

In response to a question from Ronnie Musgrove, Jim Popham suggested that the Board produce a list of accomplishments as a catalyst for speaking about NAEP's purpose. Linda Rosen stated that the business community is more concerned with next steps than with all the caveats of NAEP results; relevance requires action.

Mr. Ho responded that the Governing Board is not well designed or even charged to answer those questions of action. Committee members acknowledged this limitation and agreed that perhaps the Governing Board should collaborate with external partners and researchers after any release of NAEP data. Partnering with organizations that conduct rigorous research can prompt action when the Board cannot.

Mitchell Chester encouraged the Board to become more deliberate in engaging the research community, such as funding sources to incentivize researchers' attention on NAEP data. Perhaps three or four studies could be released by external, independent partners and researchers at the same time as an initial NAEP release to enrich the conversation about the results from the very start. Several members from both Committees applauded this suggestion. The enthusiasm for this suggestion begged the follow-up question, "how do you protect the data embargo but have people dig into the data?"

Ken Wagner raised a concern about an over-emphasis on psychometric accuracy that may prevent the Board from entering policy conversations. Ms. Rosen highlighted the inherent contradiction in NAEP: the Board hosts public releases with media coverage to attract a broad audience, but NAEP may be of utmost value to researchers, a very narrow audience.

Alberto Carvalho addressed the tension between findings that are statistically significant versus practically meaningful. For example, small differences can lead to overinflated conclusions. What does a two-point decline actually mean? Ms. Gagnon pointed to the need for collaboration with COSDAM on issues that are both technical and practical.

COSDAM and R&D members agreed on the following next steps:

1. Anticipate questions that people will ask about NAEP, such as confusion about causality, whether significant differences are actually meaningful, and how students are sampled to participate and prepare easy-to-digest ready responses;
2. Ask "now what?" when planning communications and outreach. Which the Board may not answer but which should be addressed through external partners and researchers who can create a sense of urgency and galvanize others' pursuit of these answers;
3. Leverage external partnerships with organizations that conduct rigorous research to provide interpretations of NAEP data, perhaps at the same time as a release (or approximately);
4. Investigate the possibility of awarding grants or mini-grants to incentivize researchers to analyze NAEP data, which falls under the purview of NCES. The Board should determine the best approach to supporting such efforts;
5. Sustain an ongoing collaborative relationship between COSDAM and R&D chairs to keep each Committee apprised of their respective work and to elicit feedback from their respective Committees on the other's work products; and
6. Include reports from previous Governing Board work on the members' site to build institutional memory that can guide the Board's path forward.

With these steps forward mapped out, Ms. Gagnon thanked everyone for agreeing to the joint meeting and invited COSDAM to return for another joint session in the future.

#### **CLOSED SESSION 11:20 am – 12:05 pm**

**COSDAM Committee Members:** Andrew Ho (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

**Governing Board Staff:** Sharyn Rosenberg and Michelle Blair.

**NCES Staff:** Jing Chen, Pat Etienne, Lauren Harrell, Dana Kelly, Emmanuel Sikali, Bill Tirre, and Amy Yamashiro.

**Other Attendees:** AIR: George Bohrnstedt, Markus Broer, Young Yee Kim, and Fran Stancavage. CRP: Arnold Goldstein, Subin Hona, and Andrew Kolstad. ETS: Amy Drescher and Andreas Oranje. Fulcrum: Vasanth Kutty. Hager Sharp: David Hoff. HumRRO: Laress Wise. NISS: Enis Dogan. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Llana Hines. Westat: Keith Rust.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Committee on Standards, Design and Methodology met in closed session on March 4, 2016 from 11:20 am to 12:05 pm in order to review and discuss reports including secure data and results of research conducted to maintain trends with the transition to digital-based assessments.

## **2. Update on Maintaining Trends with the Transition to Digital-Based Assessments (DBA)**

In a closed session, Andreas Oranje of Educational Testing Service provided an update on plans and analyses related to maintaining trends with the transition to digital-based assessments in Reading and Mathematics. In 2015, the paper-based assessments in Reading and Mathematics were administered to approximately 2,200 students per state and used for reporting NAEP results. In addition, digital-based assessments were administered to approximately 10,000 students nationally as part of the DBA start-up process, for the purpose of conducting bridge studies (examining potential differences in student performance attributable to the mode of administration) and exploring how trends can be maintained. In 2017, digital-based assessments will be administered to approximately 2,200 students per state in Reading and Mathematics. In addition, paper-based assessments will be administered to approximately 500 students per state as part of additional bridge studies.

Mr. Oranje presented embargoed analyses from initial comparisons between the 2015 paper-based Reading and Mathematics results at grades 4 and 8 and the digital-based Reading results for grade 12. Mr. Oranje briefed the Committee on a design change for the Mathematics assessments in 2017. Initially the 2017 Mathematics assessments were intended to use multi-stage testing (where students would receive an easy, medium, or difficult second block depending on how well they performed on the first block). However, as a result of lessons learned from the 2015 bridge studies, the 2017 operational Mathematics assessments will be administered as linear tests (where students receive two blocks of items that span the difficulty range regardless of student performance). There will be a special study of a new mathematics multi-stage testing design in 2017 with the intention of implementing multi-stage testing in 2019.

COSDAM members discussed the preliminary results and potential implications for reporting in 2017 and 2019.

### **CLOSED SESSION 12:05 – 12:25 pm**

**COSDAM Committee Members:** Andrew Ho (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

**Governing Board Staff:** Sharyn Rosenberg and Munira Mwalimu.

**NCES Staff:** Pat Etienne, Lauren Harrell, Dana Kelly, Emmanuel Sikali, Bill Tirre, and Amy Yamashiro.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Committee on Standards, Design and Methodology met in closed session on March 4, 2016 from 12:05 to 12:25 pm in order to discuss requirements for an upcoming procurement to set achievement levels on the 2017 grade 4 Writing assessment. Public disclosure of procurement sensitive data would provide an unfair advantage to potential offerors, and significantly impede implementation of the NAEP assessment program if conducted in open session.



### **3. Plans for 2017 Writing Grade 4 Achievement Levels Setting Procurement**

In closed session, Sharyn Rosenberg of the Governing Board staff presented some key elements of an upcoming procurement to set achievement levels on the 2017 grade 4 Writing assessment. The 2017 NAEP writing assessment is the first administration of the grade 4 assessment under the current computer-based Writing Framework. Pursuant to the Governing Board's legislative mandate, achievement levels must be set for the grade 4 writing assessment.

On February 4, 2016, a pre-solicitation notice was issued on the Federal Business Opportunities website ([www.fbo.gov](http://www.fbo.gov)). The procurement will include a field trial (to test logistics associated with any software used to conduct the process), a pilot study, and an operational achievement levels setting study. In addition, the design procedures will require the collection of multiple sources of validity evidence. The Request for Proposals (RFP) is expected to be issued by March 31, 2016 with an intended award date of summer 2016. The contract period of performance is anticipated to be 24 months.

COSDAM members asked questions and provided input on various aspects of the procurement plans.

#### **OPEN SESSION 12:25 – 12:50 pm**

**COSDAM Committee Members:** Andrew Ho (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

**Governing Board Staff:** Sharyn Rosenberg.

**NCES Staff:** Jing Chen, Pat Etienne, Lauren Harrell, Dana Kelly, Emmanuel Sikali, Bill Tirre, and Amy Yamashiro.

**Other Attendees:** AIR: George Bohrnstedt, Young Yee Kim, and Fran Stancavage. CRP: Andrew Kolstad. ETS: Amy Drescher. HumRRO: Lauress Wise. Optimal Solutions Group: Rukayat Akinbiyi. Westat: Keith Rust.

### **4. Update on NAEP Linking Studies**

COSDAM members had a brief discussion about previous and planned efforts to link NAEP to other assessments and data sources. Joe Willhoft noted that the NCES state mapping studies should also be included as examples of NAEP linking studies. Several committee members stressed the importance of looking at what is actionable from these linking studies. There was initial discussion of additional information that might be obtained from linking studies, such as putting items from other assessments on the NAEP item maps or exploring the meaning of a few NAEP scale score points.

## 5. Information Items

Sharyn Rosenberg referenced the two information items, the evaluation of NAEP achievement levels and the study on participant engagement in NAEP. Committee members did not have any questions about the information items.

Mr. Ho adjourned the COSDAM meeting at 12:50 p.m.

I certify the accuracy of these minutes.

A handwritten signature in blue ink, appearing to read 'A. Ho', is written over a horizontal line.

Andrew Ho, Chair

March 21, 2016

Date

# **National Assessment Governing Board**

## **Reporting and Dissemination Committee**

### **Report of March 4, 2016**

#### **Joint Meeting with Committee on Standards, Design and Methodology: Collaboration on Infographics and Communicating NAEP Findings**

**Committee on Standards, Design, and Methodology Members:** Andrew Ho (Chair), Mitchell Chester, Jim Geringer, Jim Popham, Fielding Rolston, Linda Rosen, Joe Willhoft.

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Alberto Carvalho, Terry Mazany, Tonya Miles, Ronnie Musgrove, Ken Wagner.

**Governing Board Staff:** Michelle Blair, Bill Bushaw, Lily Clark, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg.

**NCES Staff:** Peggy Carr, Halima Adenegan, Gina Broxterman, Samantha Burg, Jing Chen, Jamie Deaton, Enis Dogan, Pat Etienne, Linda Hamilton, Lauren Herrell, Dana Kelly, Emmanuel Sikali, Bill Tirre, Brad Thayer, Ebony Walton, Bill Ward, Grady Wilburn, Amy Yamashiro.

**Other Attendees:** AIR: George Bohrnstedt, Markus Broer, Cadelle Hemphill, Young Yee Kim, Fran Stancavage. CCSSO: Fen Chou. CRP: Arnold Goldstein, Subin Hona, Andrew Kolstad. DCG: Karen Bell, Meredith Davis. ETS: Amy Dresher, Jonas Bertling, Andreas Oranje, Lisa Ward. Fulcrum: Vasanth Kutty. Hager Sharp: James Elias, David Hoff, Debra Silimeo. HumRRO: Monica Gribben, Laress Wise. Optimal Solutions: Rukayat Akinbiyi, Sam Toriola. Pearson: Llana Hines. Westat: Chris Averett, Greg Binzer, Keith Rust, Dianne Walsh. Widmeyer: Jason Smith.

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#### **Joint Meeting with Committee on Standards, Design and Methodology: Collaboration on Infographics and Communicating NAEP Findings**

Reporting and Dissemination (R&D) Committee Chair Rebecca Gagnon and Committee on Standards, Design, and Methodology (COSDAM) Chair Andrew Ho called to order the joint session of the two Committees. Ms. Gagnon explained the reason for the joint meeting: as R&D is accelerating its dissemination of NAEP data with infographics, R&D members want to ensure the technical accuracy of this public-facing work through collaboration with COSDAM members.

The first question to address in the joint meeting solicited members’ feedback on the questions people ask about the Board’s efforts to disseminate results. In reply, R&D Committee Vice Chair,

Father Joseph O’Keefe, noted two primary questions he fields whenever he presents: (1) How does NAEP sample students? and (2) Since NAEP data cannot be used for causal inferences, what then can be said about private schools?

Jim Popham and Jim Geringer raised a more fundamental question about the essential purpose of NAEP. Jim Popham averred that the purpose and the meaning of NAEP should drive what the Governing Board does with NAEP results. Jim Geringer pointed out that any review of any budget demands the question “for what purpose?” Tonya Miles concurred and added that parents want to know what NAEP means for their children. But the structure of NAEP requires the Board to transcend that question in its outreach and show how NAEP applies to the greater good.

In response to a question from Ronnie Musgrove, Jim Popham suggested that the Board produce a list of accomplishments as a catalyst for speaking about NAEP’s purpose. Linda Rosen stated that the business community is more concerned with next steps than with all the caveats of NAEP results; relevance requires action.

Mr. Ho responded that the Governing Board is not well designed or even charged to answer those questions of action. Committee members acknowledged this limitation and agreed that perhaps the Governing Board should collaborate with external partners and researchers after any release of NAEP data. Partnering with organizations that conduct rigorous research can prompt action when the Board cannot.

Mitchell Chester encouraged the Board to become more deliberate in engaging the research community, such as funding sources to incentivize researchers’ attention on NAEP data. Perhaps three or four studies could be released by external, independent partners and researchers at the same time as an initial NAEP release to enrich the conversation about the results from the very start. Several members from both Committees applauded this suggestion. The enthusiasm for this suggestion begged the follow-up question, “how do you protect the data embargo but have people dig into the data?”

Ken Wagner raised a concern about an over-emphasis on psychometric accuracy that may prevent the Board from entering policy conversations. Ms. Rosen highlighted the inherent contradiction in NAEP: the Board hosts public releases with media coverage to attract a broad audience, but NAEP may be of utmost value to researchers, a very narrow audience.

Alberto Carvalho addressed the tension between findings that are statistically significant versus practically meaningful. For example, small differences can lead to overinflated conclusions. What does a two-point decline actually mean? Ms. Gagnon pointed to the need for collaboration with COSDAM on issues that are both technical and practical.

COSDAM and R&D members agreed on the following next steps:

1. Anticipate questions that people will ask about NAEP, such as confusion about causality, whether significant differences are actually meaningful, and how students are sampled to participate and prepare easy-to-digest ready responses;

2. Ask "now what?" when planning communications and outreach. Which the Board may not answer but which should be addressed through external partners and researchers who can create a sense of urgency and galvanize others' pursuit of these answers;
3. Leverage external partnerships with organizations that conduct rigorous research to provide interpretations of NAEP data, perhaps at the same time as a release (or approximately);
4. Investigate the possibility of awarding grants or mini-grants to incentivize researchers to analyze NAEP data, which falls under the purview of NCES. The Board should determine the best approach to supporting such efforts;
5. Sustain an ongoing collaborative relationship between COSDAM and R&D chairs to keep each Committee apprised of their respective work and to elicit feedback from their respective Committees on the other's work products; and
6. Include reports from previous Governing Board work on the members' site to build institutional memory that can guide the Board's path forward.

With these steps forward mapped out, Ms. Gagnon thanked everyone for agreeing to the joint meeting and invited COSDAM to return for another joint session in the future.

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### **Reporting and Dissemination Committee Meeting**

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Father Joseph O'Keefe (Vice Chair), Alberto Carvalho, Terry Mazany, Tonya Miles, Ronnie Musgrove, Ken Wagner.

**Governing Board Staff:** Bill Bushaw, Lily Clark, Stephaan Harris, Laura LoGerfo.

**NCES Staff:** Halima Adenegan, Samantha Burg, Jamie Deaton, Linda Hamilton, Dan McGrath, Ebony Walton, Grady Wilburn.

**Other Attendees:** AIR: Cadelle Hemphill. CCSSO: Fen Chou. DCG: Karen Bell, Meredith Davis. ETS: Jonas Bertling, Robert Finnegan, Lisa Ward. Hager Sharp: Debra Silimeo. HumRRO: Monica Gribben. Optimal Solutions: Sam Toriola. Westat: Chris Averett, Greg Binzer, Dianne Walsh. Widmeyer: Jason Smith.

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Reporting and Dissemination Chair Rebecca Gagnon called the R&D Committee back to order and turned to the remainder of the Committee's meeting agenda.

### **Release Plan for NAEP TEL Report Card**

The Committee reviewed a release plan for the Technology and Engineering Literacy Assessment 2014 Report Card. The plan calls for a total of three events to take place across two days in May:

1. A release and discussion of the initial results;

2. A panel to focus on workforce implications of the results and the skills assessed in TEL; and
3. A discussion of invited experts and leaders in research, education, and assessment to delve into the TEL data, especially the contextual variables

The first two events will be held at the Michigan Science Center, which R&D Committee member Tonya Matthews directs, and will be webcast live for a national audience. The third event will be an invitation-only panel of assessment, higher education, school district, and curriculum experts held at Wayne State University, which will be led by Assessment Development Committee Vice Chair Cary Sneider.

The plan also calls for a series of activities before the results are released and after the release to educate key audiences on what TEL is and to extend the messaging. Tonya Miles commented that this release plan is setting a high bar for subsequent NAEP releases and suggested that the Committee determine how to distribute the excitement for this release more broadly to the other tested subjects.

**ACTION: R&D Vice Chair Father Joseph O’Keefe moved the release plan for the 2014 National Assessment of Educational Progress for Technology and Engineering Literacy (TEL) for action by the full Governing Board, which Ronnie Musgrove seconded. The Committee unanimously approved the motion and recommended approval to the full Board on Saturday, March 5, 2016.**

#### **Update on Implementation of Communications Plan**

Stephaan Harris directed Committee members to a one-page document illustrating the Board’s progress in implementing the 2014 Communications Plan. The Committee reviewed these strategies, events, and initiatives the Board conducted in 2015 and suggested a variety of activities for 2016, such as:

1. Making concerted outreach efforts to graduate students and researchers;
2. Facilitating access to NAEP data sets;
3. Working with external partners and researchers to promote results with messages the Board cannot promulgate itself; and
4. Linking (accurately) to state and international assessments to enter the larger conversation.

Ken Wagner urged his fellow Committee members to connect to the student voice throughout this work. Terry Mazany also encouraged a priority emphasis on reaching researchers. The NAEP secondary analysis research grant program represented a fruitful strategy to disseminate results widely, similar to what is deployed at the national level in the field of health care. Mini-grants capture attention, harness research talent meaningfully, and might work as long as confidentiality and embargo language is embedded within the process. That research work could culminate in a day-long event that would amplify the message and support a clearinghouse of information on the NAEP assessments.

Board members also suggested several new infographics as potentially valuable to the communications work, including how NAEP relates to international assessments and an introductory guide to NAEP sampling.

### **Revising Board Reporting Policy and Guidelines**

The Board's Reporting Policy and Guidelines turn ten years old in August and require significant updating to reflect changes in release and reporting efforts, such as the discontinuation of print reports. The R&D Committee will engage in updating the policy and guidelines. Board staff will start this revision process by collaborating with NAEP staff at the National Center for Education Statistics, sending Committee members recommended updates in tracked changes, and inviting Committee members to respond with feedback and suggestions for additions/modifications/subtractions. There should be an initial revised draft for comment at the May 2016 R&D Committee meeting.

### **Closed Session: Review of Grade 12 and TEL Release Sites**

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Reporting and Dissemination Committee met in closed session on March 4, 2016 from 12:05 pm to 12:35 pm in order to review and discuss reports of secure data from the National Assessment of Educational Progress in Technology and Engineering Literacy and from the 2015 Grade 12 Nation's Report Card. The Committee also discussed preparedness findings and offered general comments to guide refinement and organization of the report sites. Ms. Gagnon opened the Committee meeting at 12:35 pm.

### **Release Plan for NAEP Grade 12 Report Card**

In the final agenda item, the R&D Committee reviewed a release plan for the National Assessment of Educational Progress Reading and Mathematics Report Card for Grade 12. The plan calls for a webinar in April that will be webcast live and feature findings and comments from panelists involved in grade 12 education and academic preparedness. Post-release activities to extend the life of this report will be conducted.

**ACTION: Mr. Carvalho moved the release plan for the 2015 National Assessment of Educational Progress Grade 12 Nation's Report Card for action by the full Governing Board, which Tonya Miles seconded. The Committee unanimously approved the motion and recommended approval to the full Board on Saturday, March 5, 2016.**

R&D Chair Rebecca Gagnon thanked everyone for their participation in a full meeting and adjourned the Committee at 12:45 pm.

I certify the accuracy of these minutes.



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Rebecca Gagnon, Chair

3/15/16  
Date



**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 12<sup>th</sup>-grade students in mathematics, and 18,700 12<sup>th</sup>-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 12<sup>th</sup> 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](http://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](http://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.



**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.org](http://www.nagb.org).

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 8<sup>th</sup>-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.org](http://www.nagb.org). The site will also feature links to social networking sites and audio and/or video material related to the event.

## **ACTIVITIES AFTER THE RELEASE**

The Governing Board's communications contractor will work with Board staff to 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

## Nominations Committee

### Report of March 5, 2016

**Nominations Committee Members:** Chair Tonya Miles, Lucille Davy, Shannon Garrison, Doris Hicks, Andrew Ho, Joseph O’Keefe, Fielding Rolston, Cary Sneider.

**Governing Board Staff:** Bill Bushaw, Mary Crovo.

In accordance with the provisions of exemptions 2 and 6 of Section 552b(c) of Title 5 U.S.C., the National Assessment Governing Board’s Nominations Committee met in closed session on March 5, 2016 from 7:30 a.m. to 8:10 a.m.

Nominations Committee Chair Tonya Miles called the meeting to order and provided an overview of the meeting agenda. Ms. Miles thanked members of the Committee for reviewing the large number of nominations during the last several months. Ms. Miles also expressed appreciation to Governing Board staff for supporting the work of the Committee. Nominations Committee members then received a briefing from staff on the status and demographics of the 2016 finalists, which Ms. Miles will present at the closed Board session at 8:30 a.m. on March 5, 2016.

For Board terms beginning on October 1, 2016 there are six openings:

1. General Public Representative
2. Local School Board Member
3. Non-Public Administrator or Policymaker
4. State Legislator (Democrat)
5. State Legislator (Republican)
6. Testing and Measurement Expert

For 2016 there are incumbents in the following four positions: General Public Representative, Local School Board Member, Non-Public School Administrator or Policymaker, and Testing and Measurement Expert. There are no incumbents for the two State Legislator positions.

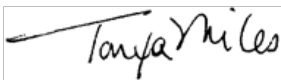
In mid-February, the Nominations Committee held a teleconference to discuss the large pool of nominees for this cycle and to recommend a slate of finalists for each category. Pending Board approval, the slate of finalists will be delivered to Secretary John King in April 2016.

The Committee discussed the high quality and diverse numbers of nominees in the various positions for 2016. There was also discussion of the large percentage of self nominations in the 2016 cycle. Members commented on the requirement of the personal statement as part of the nominations submission package. The 2016 cycle marks the second year in which the personal statement has been required of all nominees. There was agreement among Committee members that the personal statement should be required in 2017, since the statement provides substantial information on a nominee in addition to the nomination letter and resume.

**OPEN SESSION ACTION:**

**The Nominations Committee recommends the 2016 finalists to the Governing Board for approval at the March 5, 2016 meeting.**

I certify the accuracy of these minutes.



Tonya Miles, Chair

March 11, 2016

Date