

NATIONAL ASSESSMENT GOVERNING BOARD

**Meeting of November 18–19, 2016
Arlington, VA**

**OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS
Complete Transcript Available**

National Assessment Governing Board Members Present

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

Governing Board Members Absent

James Geringer
Doris Hicks
Jeanette Nuñez
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)

Peggy Carr, Acting Commissioner
Halima Adenegan
Gina Broxterman
Jing Chin
Jamie Deaton
Alison Deigan
Enis Dogan
Patricia Etienne
Eunice Greer
Lauren Hassell
Elvira Germino Hauskin
Dana Kelly
Shawn Kline
Tina Love
Dan McGrath
Nadia McLaughlin
Michael Moles
Holly Spurlock
William Tirre
Ebony Walton
William Ward
Grady Wilburn
Amiee Winchester
Amy Yamashiro

American Institutes for Research (AIR)

George Bohrnstedt
Markus Broer

Kim Gattis
Cadelle Hemphill
Young Yee Kim
Fran Stancavage

CRP, Inc.

Shamai Carter
Arnold Goldstein
Subin Hona
Carolyn Rudd
Kathy Smoot

District Communications Group (DCG)

Varuna Bhatia
Meredith Davis
Chelsea Radler

Educational Testing Service (ETS)

Deborah Almonte
Jonas Bertling
Jay Campbell
Gloria Dion
Amy Dresher
Andreas Oranje
Karen Wixson

Fulcrum IT

Saira Brenner
Scott Ferguson
Kevin Price

Hager Sharp

David Hoff
Joanne Lim
Debra Silimeo

Human Resources Research Organization (HumRRO)

Hillary Michaels
Sheila Schultz
Laress Wise

Optimal Solutions

Rukayat Akinbiyi

Brian Cramer
Melissa Ward

Pearson Educational Measurement

Marc Johnson
Cathy White
Llana Williams

Westat

Chris Averett
Greg Binzer
Keith Rust
Dianne Walsh

Speakers

David Francis, University of Houston
Robert Hauser, National Academy of Sciences
John King Jr., Secretary, U.S. Department of Education
Judy Koenig, National Academy of Sciences
Patricia Morison, National Academy of Sciences
Lauress Wise, HumRRO

Other Attendees

Jonathan Jacobson, Institute of Education Sciences, U.S. Department of Education
Andrew Kolstad, P20 Strategies LLC

Call to Order

The November 18, 2016, session of the National Assessment Governing Board (Governing Board) meeting was called to order by Chair Terry Mazany at 8:30 a.m.

Approval of November 2016 Agenda and August 2016 Governing Board Meeting Minutes

Chair Mazany reviewed the November 2016 agenda and requested a motion for approval. Rebecca Gagnon moved for Board approval. The motion was seconded by Ronnie Musgrove and passed unanimously.

Chair Mazany requested a motion for approval of the August 2016 minutes. Ms. Gagnon moved for approval. The motion was seconded by Joe Willhoft and passed unanimously.

Opening Remarks

Chair Mazany opened with remarks on the Chicago Cubs' momentous World Series win. He noted the upcoming retirement of Deputy Executive Director Mary Crovo and commended her service and contributions.

Chair Mazany welcomed new members Alice Peisch from Massachusetts and Jeanette Nuñez (in absentia) from Miami, and noted the reappointments of Rebecca Gagnon, Father Joe O'Keefe, Andrew Ho, and himself for their second four-year terms.

Chair Mazany recognized numerous recent accolades of Board members:

- Shannon Garrison was awarded Teacher of the Year for the Los Angeles Unified School District and was a finalist for California State Teacher of the Year.
- Chasidy White was appointed Director of Strategic Initiatives, leading the identification and implementation of research-based programs for the Alabama Department of Education.
- Father Joseph O'Keefe was one of 33 delegates to the General Congregation 36 in Rome, charged with selecting the new leader of the Jesuits.
- Alberto Carvalho was recognized by the White House for Miami-Dade's leading work in innovation and personalized learning, notably the iPrep Academy and iMath programs.
- Carol Jago will be awarded at the National Council of Teachers of English's (NCTE) Conference on English Leadership in Atlanta.

Chair Mazany reported that the Chicago Community Trust (the Trust) celebrated its 100th anniversary. He shared remarks from his address on the State of the Community.

When the Trust was created just before World War I it lacked the resources for grant-making. Therefore, the early activities of the Trust involved local studies of Chicago's community, including a report on the influx of refugees and immigrants after the war resulting in the fact that a majority of Chicagoans spoke a language other than English. Chicago remains a diverse city of immigrants and faces challenges similar to those of the last century. The Trust continues to promote diversity and inclusion, which reflect the country's ideals. A video created by the Trust celebrating these values in Chicago was played for the Board.

Chair Mazany expressed confidence that the Governing Board will continue to play a vital role in the education of the nation's children, in part due to its strength as a diverse and inclusive body. He thanked members for investing their time and effort in the Governing Board's work.

Executive Director's Report

Executive Director Bill Bushaw highlighted the following events and commended staff work since the last Governing Board meeting:

- The Governing Board released the 2015 National Assessment of Educational Progress (NAEP) Science results at the Smithsonian National Air and Space Museum. Linda Rosen and Peggy Carr spoke at the event. The event and webcast were both highly attended.
- In advance of the 2015 NAEP Science release, embargoed briefings were provided to the media, Congressional staff, and to state policy leaders affiliated with the Council of Chief State School Officers and the National Governors Association.
- To extend messaging of NAEP releases, the following actions were taken:
 - Laura LoGerfo from the Governing Board and Ebony Walton from NCES presented the 2015 science results to the DC STEM Network.
 - Mr. Bushaw was the keynote speaker at a luncheon sponsored by the American Educational Research Association (AERA) and the Institute for Educational Leadership. His remarks addressed science, math, technology and engineering literacy (TEL) and the Board's Strategic Vision.
 - Ms. Crovo and Cary Sneider participated in an Internet media tour, wherein they were interviewed by 27 different media outlets to discuss NAEP's TEL and Science results.
- The Governing Board staff convened two sessions at the Council of the Great City Schools' conference in Miami. Alberto Carvalho led a panel that discussed the importance of NAEP's Trial Urban District Assessment (TUDA) for urban districts and Rebecca Gagnon supported the NCES-led session featuring the NAEP Data Explorer.
- Governing Board staff held outreach meetings with numerous organizations, including Bellwether Education Partners, Business Roundtable, the Education Trust, and the Center for American Progress.
- Staff diversity training was conducted at the U.S. Department of Education.
- Stephaan Harris was promoted to Assistant Director of Communications.

National Center for Education Statistics Update

Holly Spurlock presented findings from the Programme for the International Assessment of Adult Competencies (PIAAC) on the 2014 Prison Study, which surveyed the literacy and numeracy of approximately 1,300 adults ages 18–74 in 98 prisons. The prison study is a component of the PIAAC household survey which is a large scale international assessment conducted in the U.S. and 33 countries. Therefore, the results of the country's incarcerated population can be compared with the rest of the U.S. household survey results. Ms. Spurlock

summarized the foci of the PIAAC literacy and numeracy frameworks. She also provided an overview of the assessment which includes a 45 minute interview of respondents for background information and a 60 minutes computer-based assessment (with a pencil and paper option).

Ms. Spurlock highlighted demographic characteristics of the prison population. She noted that the prison population is more likely to be male, minority, younger, and born in the country as compared to the rates in US households nationally. She noted that high school was generally the highest level of education for the U.S. prison population: 6 percent have a college degree compared to 40 percent in U.S. households. The PIAAC scores revealed:

- Lower average literacy and numeracy scores for incarcerated individuals compared to U.S. households;
- Comparable literacy rates of black and Hispanic inmates to those of U.S. black and hispanic households; and
- Lower scores for the prison population across all race/ethnicity groups.

Board members expressed interest in the forthcoming analysis of trends between the 2014 and the 2003 study results. They expressed concern that lower literacy rates occur in minority households at the same rate as the incarcerated population. Mr. Carvalho noted that there is typically a close correlation between low literacy and incarceration rates.

The presentation by Ms. Spurlock was paused to enable the U.S. Secretary of Education, John King, Jr., to make the following remarks, after which she resumed her presentation.

Remarks from the U.S. Secretary of Education John King Jr.

Chair Mazany introduced the Secretary of Education, John King, Jr. and thanked him for his ongoing support of the NAEP program. He thanked the Secretary for his presence at the Board meeting to administer the oath of office to the new and reappointed Board members, and for the opportunity to continue as Chair of the Board.

Secretary King commended Governing Board members for their service and praised their commitment to upholding high standards, usability, and impartiality of NAEP. He recognized Chair Mazany for his leadership and expressed appreciation to staff who work on NAEP.

Secretary King noted some significant milestones in education. The U.S. recently achieved the highest high school graduation rate ever, as well as the largest and most diverse college graduating class. A million more African American and Latino students are attending college. He acknowledged the continuing challenges facing students of color, low-income students, English learners, and students with disabilities. He stated that there is more progress to be made on the appropriate use of testing, close the achievement gaps, and use evidence to guide education reforms. He stressed the value of a broad curriculum and developing students'

socioemotional learning; he warned against a one-size-fits-all set of solutions for struggling schools.

Secretary King urged the Board to continue ensuring that NAEP results are trustworthy and relevant to the work of educators, especially as states change their standards and implement new programs in the era of the Every Student Succeeds Act (ESSA). He noted the importance of continuing to incorporate the latest technologies into NAEP assessments to ensure that they are relevant and informative. He expressed confidence in the ability of assessments to inform and strengthen the work of educators, and he voiced appreciation for the work the Board does to advance that vision.

Secretary King invited a discussion with Board members.

Alberto Carvalho inquired about the possible policy changes the new administration might make in relation to ESSA. Secretary King noted the bipartisan consensus around the law and urged the Governing Board to consistently be a vigilant voice for equity and excellence, regardless of changes in the administration.

Tonya Miles asked about the importance of building relationships with parents. Secretary King commented that work remains to be done to prepare teachers and principals to work effectively with parents. He cited the value of professional development to overcome bias across lines of race and class.

Andrew Ho asked for Secretary King's thoughts on NAEP's transition to digital based assessments. Secretary King highlighted the possibilities created by online testing but lamented that not all digital assessments take full advantage of the technologies available to increase the utility of the test. The Secretary called attention to equity concerns, given that some students are still not comfortable or experienced with technology as an academic tool.

Chair Mazany concluded the session by thanking Secretary King for his support of NAEP and for helping ensure the program continues to receive the resources it needs to maintain a full assessment schedule and conduct necessary studies to maintain trend as the program transitions to digital-based assessments.

Oath of Office

Secretary King administered the oath of office to new member Alice Peisch and reappointed members Rebecca Gagnon, Andrew Ho, Terry Mazany, and Joseph O'Keefe.

Secretary King presented Mary Crovo with a signed certificate of appreciation for her service.

Resolution in Honor of Dr. Mary Crovo's Service and Leadership to the Board

Chair Mazany commended Mary Crovo for her service and leadership on the Governing Board. He read aloud a Governing Board resolution honoring Mary Crovo's outstanding contributions during 27 years of public service in support of The Nation's Report Card. The resolution was unanimously approved and is appended to these minutes.

Recess for Committee Meetings

The first session of the November 18, 2016, Governing Board meeting recessed at 10:15 a.m. for committee meetings.

Meeting Reconvened: CLOSED SESSION

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

Briefing and Discussion: 2015 National Indian Education Study

Chair Mazany introduced Jamie Deaton, NCES Project Director for the National Indian Education Study (NIES) to provide an embargoed summary of the 2015 NIES results.

Mr. Deaton explained that NIES is administered as part of NAEP and is funded by the U.S. Department of Education's Office of Indian Education. The study is authorized under an Executive Order to improve education efforts for American Indian and Alaska Native students nationwide. NIES provides data on a nationally representative sample of American Indian and Alaska Native students in public, private, Department of Defense, and Bureau of Indian Education funded schools.

The NIES Study was first administered in 2005 and was conducted every 2 years through 2011. It is now planned to be conducted every 4 years due to reduced funding. The NIES Study was last administered in 2015. Mr. Deaton described the 2015 NIES data collection, which included the NAEP Reading and Mathematics Grades 4 and 8 and the NIES contextual survey. He presented trend results for the nation and participating states, comparing the results of American Indian and Alaska Native students who attend schools with low density of American Indian and Alaska Native students (less than 25 percent), high density schools (at least 25 percent American Indian and Alaska Native students), and those who attend Bureau of Indian Education schools.

Mr. Deaton observed the various ways the NIES results are used, such as in Congressional testimonies or to inform state budget and staffing decisions. NCES will release two studies of the NIES data. The first forthcoming report will utilize the NIES questionnaire to address to what extent American Indian and Alaska Native culture and language are a part of the curricula and

what school resources are available for improving American Indian and Alaska Native achievements.

Board members engaged in discussion with Mr. Deaton.

Exploring Process Data from NAEP Digital-Based Assessments

Chair Mazany introduced Eunice Greer, Senior Research Scientist at NCES to present in closed session the embargoed process data collected through NAEP's digital-based assessments (DBA).

Ms. Greer provided an overview of the transition of NAEP assessments to DBA, using the electronic NAEP (eNAEP) platform on password-protected Surface Pro tablets. By conducting the assessments digitally, NCES is able to gather information about the students' interactions with eNAEP during the assessment, also known as process data, in ways not possible with a paper-based collection. The process data includes both student actions (e.g. time spent reading or writing) and user interface data (e.g. how often was the calculator tool utilized). She noted that the process data collection is invisible to the student. The process items collected are very carefully selected after rigorous screening, using the same cognitive theories that guide NAEP's item development and test design. Just like the cognitive item development process, process items take up to five years to develop and test prior to being ready for the operational NAEP. Ms. Greer noted the tremendous value of using the process data to improve eNAEP's interface and the ancillary benefits for large scale assessments to learn from eNAEP's design. In the future, process data may also be used to enrich NAEP's reporting (e.g. potentially differentiating composition patterns of high and low scoring essays); however Ms. Greer emphasized the necessity of developing strong validity evidence prior to those uses of process data.

Ms. Greer provided the Board with examples of preliminary process data from grade 4 reading and writing for grades 8 and 12, to showcase potential analyses with the data. She stressed the imperative for the program to proceed cautiously and not draw improper conclusions from the data.

Board members engaged in a question and answer session with Ms. Greer.

Several Board members commented on the potential of the data to inform instruction and support personalized learning, citing the power of knowing that students with very different approaches to a task can get the same high score. Future research may provide insights about the usefulness of accommodations in DBA for various student groups (e.g. English language learners) based on their learning needs. It was noted that NAEP is uniquely positioned to answer these types of education research questions.

However, Board members observed that eNAEP's process data collection is an incomplete picture of the student's assessment experience (for example during a long pause on screen a student may be writing on scratch paper) and the process data may have limited instructional value given that students are commonly being instructed in ways that are not measured by the

NAEP assessment. For example, NAEP evaluates writing in response to direct prompts which doesn't capture current writing instruction. Members expressed a desire to learn more about the theory NCES is using to design the process items.

While the process data will be useful in the long-term, Board members advised proceeding cautiously and avoid making claims of the data's potential until the research and evidence supports those claims. Board members highlighted NAEP's responsibility to not only uphold the confidentiality of the data, but also to protect student, teacher, and principal privacy. The possibility of combining contextual and process data heighten this concern.

Chair Mazany closed the session by emphasizing NAEP's responsibility to protect privacy, noting that various other industries, such as the health industry with electronic medical records, are grappling with these challenges and are seeking solutions. He commended NCES for its work to advance NAEP to this new frontier.

Meeting Reconvened

The Governing Board reconvened in open session at 3:30 p.m.

Strategic Vision: Discussion and Board Action

Chair Mazany commended the Board for the evolution of its Strategic Vision during the two-year development process; he recognized Lucille Davy's leadership and Lily Clark's support of this effort. He noted that the Board will take action on the draft Strategic Vision, following discussion.

Ms. Clark summarized the background on the development process for the Strategic Vision, which began when Chair Mazany challenged the Board to consider its innovation ambition in November 2014. The Executive Committee was tasked to spearhead this effort; it began with a two-day meeting held in February 2015 to brainstorm the Board's priorities. In subsequent meetings, the Executive Committee and then the full Board developed a framework to identify the Governing Board's priorities. The resulting Strategic Planning Framework was unanimously approved at the August 2015 Board meeting, laying the groundwork for the Strategic Vision.

The second phase of the process entailed significant time for Board member discussion in plenary and small group sessions for over a year. The Board solicited input from NCES and external groups such as the joint CCSSO Policy Task Force and through a formal report summarizing the advice of education experts gathered by a consultant to the Governing Board. During this phase, the Governing Board shifted the direction of its draft from a "plan" to a "vision." The two goals of *Inform* and *Innovate* were established as pillars of the draft Strategic Vision to guide the Board's work through the year 2020. Ms. Clark noted that these two goals

emerged directly from the priorities set forth in the Framework and that the Board has stressed the importance of having an impact with all of its actions. She observed that though the Vision is not yet adopted, the Board is currently engaged in a variety of activities that are aligned with the direction of the Strategic Vision.

Ms. Davy, who led the Board's process of developing the draft Strategic Vision, praised Board members' dedication and engagement with the Strategic Vision development throughout the extended process. She also expressed appreciation for staff work led by Lily Clark in support of this initiative, as well as for the contributions of Peggy Carr and NCES staff.

Ms. Davy called attention to the draft Strategic Vision that the Executive Committee approved for the Board action on Thursday, November 17. She presented the Strategic Vision as a succinct and clear document capturing the Board's vision. She opened the floor for discussion on the Strategic Vision prior to calling for action.

Fielding Rolston stated that he agreed with Ms. Davy's assessment that the Strategic Vision truly reflects the Board's intent. He expressed appreciation for the process and the work involved to create the Strategic Vision, noting that its implementation would add value to the assessments, to determine which activities should or should not continue.

Andrew Ho noted that the Vision is not just for the Board generally, but also sets a very clear vision for the work of the Committees, both independently and in working together to achieve various priorities in the Strategic Vision.

Father O'Keefe said the vision was a milestone in Board history, noting that the work to inform through partnerships could raise awareness and visibility of NAEP.

Frank Fernandes inquired how the Strategic Vision would be actualized, given the Board's decision to not pursue a strategic plan. Ms. Clark explained Strategic Vision intentionally excluded the elements typically associated with a strategic plan (such as specific timelines and metrics, actionable steps, and staff assignments) in response to Board feedback to keep the document at a policy level; however an action plan will be developed after the Vision is approved. Ms. Davy added that the Executive Committee will meet prior to the March 2017 Board meeting to discuss those implementation plans. Chair Mazany emphasized that it is the Board's role to set the direction of the work and the staff's responsibility to develop the details of the plan.

Dale Nowlin commented that the Strategic Vision was a concise and accurate representation of the discussions and ideas that evolved in the process of Board discussions. He said it is inspiring how many things the Board is already engaged in achieving this vision.

Ms. Gagnon observed that the context for education and assessment keeps changing and therefore it is valuable for the Board to have this high-level vision, rather than a work plan, as a guide.

Linda Rosen expressed a desire for the Board to have a brief “elevator speech” summary of the Strategic Vision to help explain it publically.

Tonya Miles complimented Chair Mazany for challenging the Board to create this initiative. She expressed appreciation for the iterative development process, engaging members as a Board, in standing committees, and in small cross-committee groups, which enabled everybody to have ownership of the document.

Ronnie Musgrove cautioned that the Board must not project the impression that it is pursuing an agenda with its Strategic Vision; instead the Board should emphasize the actions taken to achieve NAEP’s mission.

Jim Popham supported the vision, noting his excitement for the potential of implementation actions to improve education for kids, such as by creating new resources to inform education policy and practice. He urged Board members to pursue this impact while adhering to NAEP’s mission.

Shannon Garrison praised the effort, time, and collaborative process that resulted in the Strategic Vision, which she described as positive and powerful. She commended each Board member for their important contributions to the vision.

Alberto Carvalho noted that the ultimate goal of the Board should be a Strategic Vision that a principal, teacher, or commissioner of education can use in a practical way. He asserted that the Board can expand its role beyond reporting information, and that it can serve as a conduit toward best practices that influence teaching and learning across the country.

Joe Willhoft echoed the other members’ support of the vision. He suggested an amendment to the second sentence of the first paragraph to state that Congress charged the Governing Board with the responsibilities listed in the document.

Board members expressed support for Mr. Willhoft’s amendment.

ACTION: Ms. Davy moved for Board approved of the Strategic Vision as amended by Mr. Willhoft. The motion was seconded by Tonya Miles and passed unanimously. The approved Strategic Vision is appended to these minutes.

Chair Mazany noted prior to the March 2017 Board meeting, the Executive Committee would convene in-person with staff to discuss implementation plans. In response to Ms. Rosen’s request

for an elevator speech, he stated that the purpose of the Strategic Vision is simply to establish the priorities that ensure NAEP remains useful, relevant, and impactful.

Annual Ethics Briefing

Chair Mazany introduced Marcella Goodridge-Keiller, an attorney with the U.S. Department of Education's Office of the General Counsel, to lead the annual Ethics Briefing for Governing Board members.

Ms. Goodridge-Keiller explained that Governing Board members serve on the Board as "special government employees" and therefore federal ethics rules and regulations apply to them to a limited degree. She highlighted key aspects of the ethics regulations that apply to the Board members, including those regarding compensation for Board members teaching, speaking, and writing in their professional capacities on topics related to their Board duties. She further explained that it is generally prohibited for government employees to receive compensation for travel, lodging, and expenses from a foreign government.

Following her presentation, Ms. Goodridge-Keiller answered questions from Board members. She encouraged members to contact her with any questions or concerns regarding ethics rules and regulations.

Keeping Embargoed Data Secure

Bill Bushaw invited Peggy Carr, Acting Commissioner of NCES, to review the Board member's responsibilities with regard to embargoed NAEP data.

The Office of Management and Budget sets general guidelines for the disclosure of embargoed federal data, in addition to any agency specific rules. Ms. Carr noted that the Board receives embargoed data in the form of reports as well as items. NCES typically provides embargoed briefings of NAEP data to senior staff at the U.S. Department of Education, White House representatives, Congressional staffers, Governor's offices, NAEP state coordinators, TUDA coordinators, and the press. Breaking an embargo is a Class E felony. There have been instances when NCES has revoked embargo access privileges due to violations. Embargo access rights are not transferable; therefore, Ms. Carr encouraged Board members who wish to involve any staff in the receipt or review of embargoed NAEP data on their behalf to submit the proper paperwork to NCES before they are provided with embargoed data access.

Meeting Adjourned

The November 18, 2016, Governing Board meeting adjourned at 5:00 pm.

Meeting Convened: OPEN SESSION

The November 19, 2016, Governing Board meeting convened at 8:30 a.m. in open session.

Chair Mazany welcomed members and wished both Tessa Regis and Cary Sneider happy birthdays. He encouraged members to fill out feedback forms to help improve future meetings.

Evaluation of NAEP Achievement Levels for Math and Reading

Chair Mazany noted that the independent evaluation of the NAEP achievement levels for math and reading by the National Academies of Science, Engineering, and Medicine has been a two-year process, and the purpose of the session was for the Governing Board to be briefed on the Academies' recommendations.

He introduced panelists Judy Koenig, senior program officer at the Academies; and Bob Hauser, executive director of the Academies' Division of Behavioral and Social Sciences and Education (DBASSE).

Mr. Hauser began with an overview of the history and mission of the Academies, which is chartered by the federal government. He clarified that it is not a government agency, but a private organization. Its three guiding purposes are: to honor distinguished scientists; to advance science; and to respond to the federal government when advice is requested. The Academies have three honorific societies: the National Academy of Sciences, the National Academy of Engineering, and the National Academy of Medicine. Mr. Hauser explained that the Academies also has a think tank that takes on work such as the NAEP achievement levels evaluation. In addition to staff support, the report was authored by a committee of experts who serve pro bono. The review process is a serious one, carried out by experts who provide independent, anonymous written reviews.

Ms. Koenig introduced panelists Laress Wise and David Francis. She outlined the agenda which would cover an introduction, a review of the reliability and validity evidence collected on the achievement levels, a review of the extent to which achievement levels are reasonable and informative to the public, and a synthesis of evidence collected and recommendations.

Ms. Koenig explained that the review process commenced with an examination of achievement levels for the reading and math assessments at grades 4, 8, and 12. The focus of the committee was to determine whether the achievement levels were reasonable, reliable, valid, and informative to the public. The review included the following items:

- Achievement level procedures;
- The uses and interpretations of achievement levels in reporting; and
- Research literature related to setting achievement levels.

A written report of the evaluation was prepared that included several recommendations.

Ms. Koenig explained that the committee used the charge to develop its own set of evaluation questions. The principal queries were:

- Why was achievement level reporting implemented to begin with?
- How were achievement levels intended to be interpreted and used?
- What validity evidence exists that demonstrates these interpretations are supportable?
- Was the overall process for determining the achievement levels reasonable and sensible?
- Did the process yield a reasonable set of cut scores?
- What questions do stakeholders want and need NAEP to answer?
- Do the achievement level reports respond to those needs?
- What are the common interpretations and uses of NAEP scores, as well as misinterpretations and misuses?

Prior evaluations were examined along with associated technical documentation and scholarly literature following guidance in multiple versions of the *Standards for Educational and Psychological Testing*. A public forum was held to learn about ways the data are used and to receive feedback from an audience of journalists, education writers, policy users, and research and advocacy groups.

Mr. Wise explained the evaluation process, which included an analysis of how the standards were set. The committee also reviewed evidence of the reliability and validity of the resulting scores. He noted that standard setting is based on judgment and rarely has a single right answer. He noted that in addition to cut scores, the standard setting process yields achievement level descriptors, which are fairly detailed descriptions of the knowledge and skills that need to be possessed by students in order to be considered Basic or Proficient or Advanced. Mr. Wise then went on to describe the steps in the process of setting the achievement levels:

1. Panelists are recruited and trained to perform the standard setting task, implement the procedures, and analyze and report the results.
2. A policy body reviews and either adopts or modifies the standards recommended by the panels.
3. Achievement level descriptors are established that detail the knowledge and skills needed by students to be considered Basic, Proficient, or Advanced. Panelists are asked to identify items that effectively illustrate what students at each of these three levels know and can do.

4. The descriptors are then fleshed out in detail for every subject and grade. The descriptors should reflect a consensus of what educators and other stakeholders think students should know and be able to do.

Mr. Wise noted that the Governing Board and NAEP blazed a trail with the achievement level descriptors, although the process for their development and use has evolved over time. He also explained that NAEP has two levels of the achievement level descriptions – the policy descriptions are more general and apply to all grades and subjects (e.g., the Proficient level represents solid academic performance and students at this level have developed competency over challenging subject matter), and detailed descriptions for each grade and subject.

Mr. Wise went on to note that the committee judged the process to be extensive and likely to have produced panelists that represented a wide array of views and perspectives. The first conclusion about the standard setting process was that the procedures used by the Governing Board for setting the achievement levels in 1992 were well-documented and reflected the kinds of evidence called for in the Standards for Educational and Psychological Testing, both the standards in place at the time and currently, and was in line with research on the knowledge base at the time.

The committee considered three distinct kinds of data on reliability: consensus among panelists; consistency across item types such as extended response items or dichotomously scored items; and consistency across difficulty levels.

There was considerable variability among panelist cut score judgments, lack of convergence across rounds, and differences across item formats and item difficulty levels. Mr. Wise noted that these issues were not resolved before the achievement levels were adopted and released to the public.

Mr. Wise then described the process of evaluating validity evidence. The studies used to assess the content related validity evidence were in line with those called for in the Standards for Educational and Psychological Testing. The following items were taken into consideration:

- The degree of alignment or agreement between the achievement levels that were set;
- The achievement level descriptors;
- The frameworks that were developed; and
- The assessment tasks that were used to assess the degree of proficiency of students in each grade and subject.

Mr. Wise noted that changes were made to the achievement level descriptions after the 1992 cut scores were set; consequently, the final descriptors used in reporting were not the ones that the panelists used in setting the cut scores. In addition, tweaks and changes to the NAEP frameworks have been made over time. In 2005, the grade 12 math framework was significantly revised and

there was a new standard setting. No changes were made to the achievement level descriptors at grades 4 and 8 in math since 1992. The committee felt such a break is at odds with contemporary thinking in mathematics education, where mathematics learning is continuous and cumulative.

Criterion-related validity evidence was examined next. The committee compared NAEP achievement levels with state assessments, international assessments, advanced placement, and college admissions tests. The comparisons revealed considerable consistency between the percentages of students at NAEP achievement levels with those assessments.

Mr. Wise noted that one of the early criticisms and results of a previous evaluation was the belief that the NAEP Advanced level, in particular, was set unrealistically high. However, the international comparisons found that significant numbers of students in other countries scored at the equivalent of NAEP Advanced. This confirmed that the Advanced designation was not unrealistic. Furthermore, the vast majority of state definitions of proficiency showed a remarkable amount of congruence with setting the Proficient level between the Basic and Proficient levels on NAEP, which seems entirely reasonable given the different uses that are made of the state assessments for accountability versus the aspirational nature of the NAEP assessment. One exception was in grade 4 reading, wherein most states set their Proficient level below the NAEP Basic level. It is not clear whether this indicates that 35 or so out of 50 states are wrong or whether the aspirational nature of the NAEP achievement levels for fourth grade reading is a bit more extreme than for other subjects.

Mr. Wise noted that a second type of external criteria has been used recently by the Governing Board to introduce predictive validity evidence about academic preparedness for college to the twelfth grade reading and math scores. The committee concluded that data gleaned from comparing NAEP scores and external measures can be used to evaluate the validity of new interpretations of performance standards. They can suggest adjustments to cut scores and descriptors, or they can be used to enhance understanding and use of the achievement levels. The research can also help establish specific benchmarks that are separate from existing achievement levels. Such research is critical for adding meaning to the achievement levels.

David Francis from the University of Houston then addressed uses and interpretations of the NAEP achievement levels. Mr. Francis noted that the committee was unable to find documents beyond the Governing Board policy statement on setting performance standards that specifically lay out appropriate uses and associated research to support those uses. The Governing Board policy statement asserts that the achievement levels can assist in interpreting the meaning of the national education goals.

The committee found that people who use NAEP achievement levels often interpret them in inconsistent or inappropriate ways, such as conflating causality with correlational associations. Also, the committee noted a lack of guidance from NAEP for particular interpretations and how, in fact, to use the achievement levels.

The committee found it difficult to discern a theory behind the utilization of the achievement levels. It was suggested that information on achievement level descriptors and how to interpret them could be made more readily accessible on the website. Mr. Francis remarked that it is currently difficult to navigate to the actual descriptions of the achievement levels.

Mr. Francis then presented a synthesis of evidence collected and the committee's recommendations.

- Achievement levels are widely used and widely disseminated, but it is difficult to find good interpretive guidance. Information is fragmented and difficult to access.
- There is insufficient information about intended interpretations and intended uses—in particular, uses of the achievement levels that are not recommended and ways in which achievement levels can be misinterpreted.
- Over time, attitudes and frameworks evolve, and new trend lines must be introduced when old ones become irrelevant. The same applies for descriptors and cut scores.
- There may be drift in the meaning of the cut scores and what the achievement level descriptors really signify. Some cut scores were set 24 years ago, and the committee felt that there is a need for reexamination and there could be justification for conducting a new standard setting.
- Despite this finding, the committee reached the conclusion that it was not necessary to do a new standard setting in order to remove the label of “trial” on the achievement levels.
- Mr. Francis reviewed the seven recommendations of the report:
 - Align frameworks with the items and the achievement levels.
 - Once alignment is completed and evaluated as required by law, the trial label could be dropped and the process of validating those achievement levels could begin.
 - Conduct recurring reviews to maintain the validity and usefulness of the achievement levels and their descriptors, and update the descriptors as necessary.
 - Conduct more research on the relationships between the NAEP achievement levels and performance on external measures.
 - Conduct ongoing validity research.
 - Improve guidance on the uses and interpretations of NAEP into a single document that can be readily accessed.
 - Implement a regular cycle of review to evaluate whether a new standard setting is needed: formally ask that question, gather the evidence, and make a judgment on an ongoing, regular basis.

Chair Mazany thanked the presenters for their complete and informative presentation. He then opened the floor to questions.

Andrew Ho expressed his viewpoint that the recommendations fall into two categories: the first being to ensure that the achievement level descriptions are aligned with the cut scores and the second to ensure that achievement levels and their appropriate uses need to be better documented and communicated to the public.

Mr. Francis supported this interpretation, but emphasized that it is not the Board's role to police the scores and their interpretation, but rather to anticipate and circumvent misuses and misinterpretations.

Linda Rosen asked if there were specific stakeholders or categories of uses that had issues with misuse.

Mr. Francis provided an example, explaining that newspapers will report gaps without looking at scale score distribution. Mr. Wise noted that another common misconception is that "proficient" means "grade level," without any further explication of what either of those are.

Mitchell Chester commented that, as achievement level descriptors and cut scores were set 24 years ago, the Board should prioritize assessing whether they should be reset.

Mr. Wise agreed that it would be helpful to conduct a validation study to see if educators agree with current standards. Mr. Francis noted that the committee was attempting to address the issue of what is necessary to drop the label of trial. The report indicates that there is evidence that a new standard setting could be justified, but he cautioned that, with all the changes taking place in education right now, this may not be the right time for a new standard setting.

Carol Jago emphasized that an "elevator speech" should be developed, as it may be needed to obtain the resources necessary to move on with the recommendations.

Alberto Carvalho inquired whether the Board would itself provide guidance on use and interpretation. Mr. Wise suggested that NCES also could join in the effort.

Joe Willhoft noted that the standard-setting panelists did not have the opportunity to consider the final achievement level descriptors that were used in reporting. Mr. Wise explained that the current practices are different from what happened in the early 1990s.

Frank Fernandes expressed satisfaction that the study aligns with the Strategic Vision and provides a good roadmap for deliberations around measuring trend versus innovation.

Peggy Carr asked the panel whether the move to digitally based assessments and the implications for the constructs being measured were addressed in the report. Mr. Wise said that there was no comparison of paper-and-pencil versus digitally based assessments per se, but the committee was aware of the transition. He also noted that the new mode highlights the need to check the accuracy of the achievement level descriptors.

Ms. Carr then asked how the alignment process prior to the removal of "trial" status works in tandem with the recommendation for more predictive and criterion-related validity. Mr. Francis

acknowledged the idea that achievement levels are aspirational goals, and that what students are actually doing on the assessment is the critical data.

Jim Popham noted Mr. Francis' observation that standard setting panels did not appear to pay attention to impact data, but praised the quality of the report overall.

Chair Mazany thanked the panel for providing an informative, external perspective.

Committee Reports and Governing Board Actions

Chair Mazany asked the committee chairs to report on their meetings. The following committee reports were accepted unanimously by the Board.

Executive Committee

Lucille Davy noted the appointment of Joe Willhoft to the Executive Committee as the new Vice Chair of the Committee on Standards, Design and Methodology (COSDAM), and Fielding Rolston's membership change from COSDAM to the Reporting and Dissemination Committee.

The Executive Committee meeting discussed the following topics:

- Staff members provided updates to include information on the search for the Deputy Executive Director, the overhaul of the Governing Board website, and the reminder that the NAEP reauthorization bill would need to be reintroduced by the new Congress to be considered.
- The Executive Committee approved the Strategic Vision, in advance of the full Board discussion and approval on Friday, November 18, 2016.
- Mr. Willhoft provided the Committee with an overview of the Board's activities related to the Long-Term Trend assessment. Board members were encouraged to attend the Board-hosted symposium on LTT on March 2, in advance of the March 2017 Board meeting.
- The Executive Committee received a closed briefing from Peggy Carr on the planned secondary NAEP research grants.
- The Board is mandated by Congress to respond to the evaluation of the NAEP achievement levels report recommendations within 90 days. Because the Board will not meet again before the deadline, the Executive Committee took action and unanimously recommended that the full Board delegate its responsibility to respond to the report to the Executive Committee and COSDAM, jointly.

ACTION: Andrew Ho made a motion for the Board to delegate its authority to respond to the Academies' evaluation of NAEP achievement levels to the Executive Committee and COSDAM. Rebecca Gagnon seconded the motion which passed unanimously.

Assessment Development Committee (ADC)

Shannon Garrison reported that the committee reviewed scenario-based tasks and items for the NAEP Science and Mathematics Assessments. The committee also reviewed items for NAEP Mathematics and Reading contextual questionnaires.

The committee voted to approve the items with changes to be communicated in writing to NCES, under ADC's delegated authority.

A joint session with COSDAM was held to discuss a new approach to updating NAEP subject area frameworks when needed. This new approach of having dynamic assessment frameworks aligns with the Board's policy goals of measuring evolving expectations for students while maintaining rigorous methods that support reporting student achievement trends. The joint session concluded with a closed-session presentation from Enis Dogan of NCES about a study on the alignment between the NAEP Mathematics Framework and the Common Core State Standards in mathematics at grades 4 and 8.

In closed session, the committee also reviewed secure items from the Long-term Trend Assessments in reading and mathematics, focusing on the history and content of the assessment.

Committee on Standards, Design and Methodology

Andrew Ho welcomed Alice Peisch to her first COSDAM meeting. He noted that there was considerable overlap between the discussions with ADC on advancing dynamic frameworks, the achievement levels evaluation, and how the Board handles trends more generally including the Long-Term Trend Assessment.

Tim O'Neil, Pearson project director of the grade 4 writing achievement levels setting, provided an overview of the design document that describes the procedures to be used in standard setting. The Board's policy on setting achievement levels for NAEP calls for public comment throughout the process, but it has never been feasible to collect public comment on the standard setting results. The design document can receive public comment, but results cannot be shared before they are released. The Technical Advisory Committee on Standard Setting recommended against collecting public comment on the results, and COSDAM accepted this recommendation. COSDAM requested information about how the standard setting results on the NAEP grade 4 writing assessment compare to other assessments, including ACT Aspire, Smarter Balanced, and PARCC assessments. COSDAM members stated that the additional contextual information from external references would be useful but acknowledged important differences between these assessments and NAEP.

There was a brief discussion of a white paper being developed by the NAEP Validity Studies Panel, describing appropriate and inappropriate uses of NAEP.

Reporting and Dissemination (R&D) Committee

Rebecca Gagnon summarized the topics discussed by the R&D Committee:

- The NAEP 2015 Science Report Card released in October 2016 at the National Air and Space Museum received much attention and publicity.
- The Board awarded a contract in October to CRP, Inc. to work on “focused reporting,” which will include the creation of infographics.
- Discussions were held about the Board’s communications and social media needs.
- Board members were surveyed to share their various affiliations to enhance communications and outreach about NAEP; members were also encouraged to pursue networking and participate in conferences and meetings.
- R&D members discussed the Release Plan for the NAEP 2016 Arts Report Card. The plan calls for an in-person, live, electronic town hall–style format, bringing members and panelists from across the country.

ACTION: Ms. Gagnon made a motion to accept the NAEP 2016 Arts Report Card Release Plan. Ms. Davy seconded the motion which passed unanimously.

Nominations Committee

Tonya Miles reported that the Nominations Committee reviewed and discussed detailed data on the number, source, demographics, and other aspects of the nominations received for Board terms beginning October, 2017. Nominations from senior policymakers and prominent national organizations were received, and there was an increase in minority nominees. Nominees will be rated independently by three members of the committee who will meet via teleconference to prepare a slate of finalists for Board action at the March meeting. Ms. Miles noted that nominations for the Governors positions are conducted separately by staff in consultation with the National Governors Association. Ms. Miles stated that all committee members stand by the intensive, significant, and objective process of selecting nominees for Board consideration.

Finally, Ms. Miles recognized Mary Crovo’s dedication to the Board and her important work in support of the Nominations Committee.

Briefing on Draft Governing Board Guidelines for Releasing, Reporting, and Disseminating NAEP Results

Rebecca Gagnon and Father O’Keefe presented the latest draft of the reporting policy and reviewed the rationale for updating the policy, the process for changing the policy, and the revisions made to the policy.

Ms. Gagnon thanked Laura LoGerfo and Dan McGrath for their staff work in support of updating the guidelines document. She explained that the current policy was adopted in 2006 at the inception of online reporting more than ten years ago. The statement and supporting guidelines are outdated and highly prescriptive. The goal was to eliminate irrelevant and outdated references, shift from detailed to policy-level descriptions, delete redundancies, and streamline from two documents to one.

The policy and proposed updates and changes, based on experience in reporting over the last decade, were shared with Governing Board staff and NCES staff. Their feedback was incorporated into the revisions, and the revised version was shared with the R&D Committee. Their input was then integrated into the revised version. During the R&D Committee meeting on November 18, R&D Committee members, NCES staff, and Governing Board staff worked through outstanding issues to emerge with the version being discussed by the Board in this session. Ms. Gagnon noted that the goal is for the guidelines to be revised based on Board discussion today and approved at the March 2017 meeting.

Father O’Keefe enumerated the following proposed changes to the guidelines:

- Consolidating the two separate existing documents into one helps to create a cohesive policy with no redundancies and better clarity.
- Establishing a preliminary approval process to facilitate setting release dates in advance.
- Collaborating on the embargo policy with NCES.
- Establishing periodic review of the policy to incorporate any new and/or innovative reporting strategies.
- Clarifying rules and roles of R&D and NCES in approval of the releases.

Peggy Carr commended the draft and thanked Dan McGrath and Laura LoGerfo for working together to develop the policy changes.

Joe Willhoft recommended a regular review so that outdated technology concerns can be addressed in a timely manner.

Andrew Ho remarked on the opportunity for the NAEP Validity Studies (NVS) report to help advance a statement of intended uses and interpretations. Linda Rosen agreed that the policy could include, along with the intended audience list, a list of the intended uses and interpretations from stakeholders.

Ken Wagner recalled the Secretary of Education’s comments about the Board becoming an agent for questioning the status quo and advocacy. He noted that if the Board could share raw data with approved researchers, then others can be empowered to assume the role of advocate.

Cary Sneider asked Ms. Carr what NCES could do to make data about the achievement gap more available for others to study inter-correlations of poverty, race, etc.

Ms. Carr replied that more thoughtful model-based analysis of the data and more sophisticated regression analysis can be done, but that making data available and facilitating those analyses represent “a resource issue in terms of time.”

Joe Willhoft suggested that the document should reference NCES and Institute of Education Sciences (IES) review standards, as well as other guiding principles, if possible.

Father O’Keefe suggested that the Board read the document and send comments back to him and Ms. Gagnon so that all concerns and ideas can be considered. Ms. Gagnon suggested early January as a deadline for the feedback.

Chair Mazany noted that communication among Board members is critical as education enters a period of transition and uncertainty.

Presentation of the Jefferson Cup

Before the meeting was adjourned, Mr. Bushaw presented Ms. Crovo with an engraved Jefferson cup as her official parting gift.

Chair Mazany concluded the meeting by wishing everyone nice holidays. He led the room with a final round of applause and standing ovation for Mary Crovo at her final Board meeting.

Meeting Adjourned

The meeting adjourned at 11:32 a.m.

I certify the accuracy of these minutes.


Terry Mazany, Chair

2/17/17
Date



*In Recognition of Extraordinary Service and Leadership, the
National Assessment Governing Board Presents this
Resolution in Honor of Dr. Mary Crovo*

Whereas, Dr. Crovo is an original National Assessment Governing Board staff member who joined in 1989 to establish the independent bipartisan board created by the U.S. Congress to oversee the National Assessment of Educational Progress, The Nation’s Report Card;

Whereas, among her many noteworthy achievements, Dr. Crovo led the development of all 15 assessment frameworks and specifications in subject areas including reading, mathematics, writing, science, U.S. history, civics, geography, foreign language, economics, arts, and most recently technology and engineering literacy;

Whereas, Dr. Crovo has worked tirelessly on assessment innovations designed to close achievement gaps and be more inclusive of students with disabilities and English language learners, and in support of the Governing Board’s efforts to advance the program’s content, design, and reporting for the benefit of the students, parents, teachers and the American public;

Whereas, Dr. Crovo developed enduring partnerships with the Council of Chief State School Officers, the Council of the Great City Schools, and numerous other national and state-level organizations to ensure the relevance and usefulness of The Nation’s Report Card;

Whereas, in 2005, given her extraordinary service, Dr. Crovo was promoted to Deputy Executive Director, assuming even greater leadership responsibilities while continuing her role supporting the important work of the Governing Board’s Assessment Development Committee;

Whereas, throughout her career, Dr. Crovo earned the utmost respect of leading policymakers, educators and researchers across the nation, as well as senior leaders at the National Center for Education Statistics and the U.S. Department of Education;

Whereas, Dr. Crovo’s commitment to public service extends beyond the federal government, as is evident through her extensive volunteering to maintain and preserve the Appalachian Trail and assist communities with sustainable agricultural practices;

Whereas, Dr. Crovo’s contributions as an intelligent, thoughtful, hard-working, kind, detail-oriented, dedicated, and generous person are unparalleled and will be greatly missed by Governing Board members and the Board’s staff;

Therefore, be it resolved that the National Assessment Governing Board expresses its deepest appreciation for the outstanding contributions made by Dr. Mary Crovo during her 27 years of public service in support of The Nation’s Report Card; and extends its best wishes as she approaches her well-earned retirement; and

Be it further resolved that a copy of this resolution be entered permanently into the minutes of the National Assessment Governing Board.

Signed on this Eighteenth day of November, Two-Thousand and Sixteen

A handwritten signature in black ink, appearing to read "Terry Mazany", is written over a horizontal line.

Terry Mazany, Chairman
National Assessment Governing Board

National Assessment Governing Board

Executive Committee

Report of November 17, 2016

Executive Committee Members: Terry Mazany (Chair), Lucille Davy (Vice Chair), Rebecca Gagnon, Shannon Garrison, Andrew Ho, Joseph O’Keefe, Cary Sneider, Joe Willhoft.

Other Board Members: Frank Fernandes, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, Fielding Rolston, Linda Rosen, Chasidy White.

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

NCES Staff: Peggy Carr (Acting Commissioner), Pat Etienne, Eunice Greer, Lauren Harrell, Dan McGrath, Michael Moles, Amy Yamashiro.

Other Attendees: AIR: George Bohrnstedt, Kim Gattis, Fran Stancavage. CRP: Arnold Goldstein. ETS: Debby Almonte, Jonas Bertling, Jay Campbell, Gloria Dion, Amy Dresher, Karen Wixson. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Hillary Michaels, Laress Wise. P20 Strategies: Andrew Kolstad. Pearson: Cathy White, Llana Williams.

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. He began the meeting by congratulating Lucille Davy on her second term as Vice Chair, as she was not able to attend the August 2016 meeting when the Board unanimously voted for her to continue in the leadership position. He welcomed Joe Willhoft as the new Vice Chair of the Committee on Standards, Design and Methodology (COSDAM), made possible by former Vice Chair of COSDAM, Fielding Rolston, requesting to serve on the Reporting and Dissemination Committee. Finally, he noted that the Board is welcoming two new members, Alice Peisch, who was present, and Jeanette Nuñez, who will attend the March 2017 Board meeting.

After providing an overview of the agenda, noting that a portion of the Executive Committee meeting would occur in closed session, he invited Executive Director Bill Bushaw to provide updates from the Governing Board.

2. Governing Board Updates

Website Redesign

Mr. Bushaw provided the Executive Committee with an overview of the staff’s work to redesign the Governing Board website, noting that efforts are being made to align with the tenets of the Board’s draft Strategic Vision. The staff are working with the Board’s communications and website management contractors to redesign the website www.nagb.org. The redesigned website will more prominently feature new events and maintain much of the

content using a different structure and layout; improve social media, search, and calendar functions; and be more mobile-compatible.

Deputy Executive Director Search

Mr. Bushaw provided a brief update on the Board's search for a Deputy Executive Director. He quipped that the Board will not replace Mary Crovo, but will find a new Deputy. Over 50 applicants were submitted for the position and the staff expect to hire a new Deputy before the new year.

Education Policy Updates

Assistant Director for Policy and Research, Lily Clark, commented that the recent election will result in significant changes for federal policy, but that it is too early to know who the Presidential appointees will be or what the new administration's education policy agenda will be. She provided the Executive Committee with the following education policy updates:

- In September 2016, Congress passed a short-term continuing resolution (CR) for fiscal year 2017 to fund most of the government programs at fiscal year 2016 levels with a nearly 5% rescission through December 9th, 2016. Importantly, this keeps NAEP at close to the \$149 million funding level for the time being.
- A new Congress will begin in January 2017, but the leadership of the Senate's Health, Education, Labor, and Pensions Committee will remain unchanged (Senator Lamar Alexander, R-TN, is Chair and Senator Patty Murray, D-WA, is ranking minority member). There will be a new Chair of the House Committee on Education and the Workforce, resulting from the retirement of Chair John Kline, R-MN. Representative Virginia Foxx, R-NC, is expected to be the new Chair.
- No further action on the NAEP reauthorization bill, known as the Education Sciences Reform Act (ESRA), is expected during the current Congress. With a new Congress starting in January, the bill will need to go through both chambers to become law. There is currently no indication that this legislation will be a priority for the next Congress.

3. Strategic Vision

Vice Chair Lucille Davy introduced the draft Strategic Vision to the Committee. She stated that the document presents a clear vision for the Board and has resulted from the engagement of the Board and the hard work of staff, especially Lily Clark. The Strategic Vision represents consensus of the Board, after much deliberation and discussion during its development.

Ms. Davy also thanked NCEs for their involvement in the process of developing the document. She invited Board members and Peggy Carr, Acting Commissioner of NCEs, to comment on the draft, but none were offered.

ACTION: Ms. Davy motioned to approve the Strategic Vision for the full Board's consideration. The motion was seconded by Shannon Garrison, and was passed by the Committee unanimously.

Chair Mazany lauded the Committee for its action and efforts over the past two years to lead the Board's development of the document. He noted the importance of implementing the vision effectively; therefore he proposed the Executive Committee hold a retreat to talk about how to implement priorities. He suggested the retreat occur before the March 2017 Board meeting, and Executive Committee members supported this in-person meeting.

4. Evaluation of NAEP Achievement Levels

Chair Mazany introduced the next topic by noting that the Saturday morning plenary session on the evaluation of NAEP achievement levels is a public forum for Board members to be briefed and ask clarifying questions directly of the panelists who served on the expert Committee of the National Academies of Sciences, Engineering, and Medicine. He invited Sharyn Rosenberg, Assistant Director for Psychometrics, and Mary Crovo, Deputy Executive Director, to provide more background and context to members to help prepare for the Saturday plenary session.

Ms. Rosenberg announced that the achievement levels evaluation report was published on the morning of the Executive Committee meeting (November 17, 2016). The Governing Board was charged by Congress to identify "appropriate achievement goals" for NAEP in its 1988 authorizing statute. The Board created policy definitions for its three achievement levels (Basic, Proficient, and Advanced) generally, and also approves specific achievement level descriptions for each grade and subject assessed. The Board's policy on Setting Performance Levels for NAEP was first developed in 1990. The policy was revised in 1993 and clarified in 1995 but there have been no substantive changes to the policy for over 20 years.

Ms. Rosenberg explained that achievement levels setting is the process of translating performance standards to a scale score, and the methods for doing this have evolved over the past several decades. In 1992, the Governing Board used the modified Angoff method to set the first achievement levels for reading and mathematics. In 2005, the grade 12 mathematics achievement levels were set using a different methodology (Mapmark), when the trend for grade 12 mathematics was broken as the result of a new framework. In 2009, the Board adopted a new reading framework with updated achievement level descriptions, but the trend lines and achievement level cut scores remained unchanged. She noted that the grade 12 mathematics achievement level descriptions were revised in 2009 to reflect updates to the framework in conjunction with the Board's academic preparedness research.

Ms. Crovo noted that the Board's initial setting of achievement levels was controversial, as this was a new way of reporting NAEP results. However, the Board has always believed that it was important to do and decided to use three achievement levels to be able to show progress of student achievement (versus a pass/fail model). Since the achievement levels were adopted by the Board about 25 years ago, they have always been considered "trial". As specified by the NAEP legislation, the status of the achievement levels is "trial" until the Commissioner for Education Statistics determines, as a result of an independent evaluation, that the "trial" designation should be removed. The current evaluation of NAEP's achievement levels was initiated by then Commissioner Jack Buckley.

The Board has a statutory obligation to respond to the evaluation report's recommendations within 90 days, and the trial status will remain on the NAEP achievement levels until the Commissioner of NCEC determines otherwise. Ms. Crovo clarified that a potential revision of the Board's policy on setting achievement levels would affect all grades and assessments, but the evaluation was focused on reading and mathematics for grades 4, 8, 12.

Andrew Ho commented that scales gain meaning over time (e.g. the widespread understanding of SAT scores), so using achievement levels that were set 25 years ago does not necessarily mean they are outdated.

Ms. Crovo explained that the Governing Board had a very specific definition of Proficient which is aspirational and not equated to grade level. However, the No Child Left Behind Act of 2001 used "proficient" as the standard for each state's assessments, which Secretary Spellings equated to grade level. This complicated the public's interpretation of NAEP's achievement levels.

Mr. Ho explained that the Board's statutory obligation to respond to the evaluation within 90 days necessitates a final response before the next Board meeting in March 2017. Therefore, the recommendation is for the Board to delegate its authority for the response to the Executive Committee and COSDAM jointly to ensure this obligation is fulfilled.

ACTION: Mr. Ho made a motion for the Board to delegate its authority to respond to the evaluation to the Executive Committee and COSDAM jointly.

The motion was seconded by Rebecca Gagnon.

Joe Willhoft clarified that implicit in the Board's response to the National Academy's recommendations will be a larger body of work for the Board to take on, so the delegation of authority involves not just the written response but a decision on the work ahead.

Mr. Bushaw noted that the joint meeting for the Executive Committee and COSDAM to approve the final response will be open to all Board members as well as the public.

In response to a question from Ms. Gagnon about how controversial this report and our response will be, Mr. Ho conjectured that this will not be contentious.

Peggy Carr, Acting Commissioner of NCEC, explained that in the past the Secretary has requested the Commissioner to provide a judgement on the trial status, which would be forwarded with the Secretary's response to Congress. Approximately every five years there is an independent evaluation of NAEP, but the focus of each evaluation is different (for example, state NAEP used to be considered trial). The statute specifies that the evaluation report is delivered to the Secretary who then responds to Congress; the Governing Board and NCEC respond to both the Secretary and Congress.

Ms. Rosenberg noted that the Governing Board is required to respond to the evaluation because of its authority over setting achievement levels. The report includes seven recommendations, which extend beyond the Commissioner's decision on the trial status of the achievement levels.

Before calling the vote, Chair Mazany clarified that the authority for the response lies with the full Board, therefore the motion is for the Board to delegate its authority to the Executive Committee and COSDAM to formalize the response.

The motion passed unanimously.

Mr. Ho thanked the Governing Board staff and NCES for their role in supporting the evaluation as is noted in the report (former Executive Director Cornelia Orr, Ms. Rosenberg, and Ms. Carr are mentioned specifically).

5. Long-Term Trend Overview and Update

Mr. Willhoft stated that the Board needs to make decisions about the future of the Long-Term Trend (LTT) assessment, which is why it is included in the Board's Strategic Vision. Any changes to LTT would involve both technical measurement and policy considerations. He explained that LTT is designed very differently than main NAEP, using different sampling, test block durations, content, format, administration and reporting (no achievement levels). LTT was historically administered every 2 years, then every 4 years, but the 2016 administration was postponed twice due to budgetary constraints and is next scheduled to occur in 2024.

To gather evidence to inform a decision about potential changes to LTT, the Board commissioned Ed Haertel, Professor Emeritus at Stanford University and a former Board member, to write a white paper on LTT summarizing the history and challenges for the assessment. In addition to the overview paper, the Board will host a symposium on Thursday morning, March 2, 2017. The symposium will feature reaction papers to Mr. Haertel's white paper and discussion by Lou Fabrizio, Jack Jennings, Andrew Kolstad, and another expert to be named. Mr. Willhoft noted that Board members are encouraged to arrive early to the March quarterly Board meeting to attend the symposium. In addition, the Board will convene a similar symposium at the American Educational Research Association (AERA) meeting in April 2017.

Cary Sneider asked how the Board will reach a resolution on LTT after the symposium, to which Mr. Ho explained that the reaction papers will specifically address pathways forward for the Board to consider. Mr. Ho noted that the LTT issue appears under the "Innovate" portion of the Strategic Vision because it is a challenging problem with implications for how we protect trend more generally.

Ms. Crovo noted that the LTT assessment is required by statute and cannot simply be discontinued. She mentioned that the Assessment Development Committee will spend a portion of its meeting in closed session to review the content of LTT assessments in reading and mathematics.

Ms. Carr commented that the Board's decision on LTT will have implications for the next NAEP contract, which is set to begin in early 2018.

CLOSED SESSION

Executive Committee Members: Terry Mazany (Chair), Lucille Davy (Vice Chair), Rebecca Gagnon, Shannon Garrison, Andrew Ho, Joseph O'Keefe, Cary Sneider, Joe Willhoft.

Other Board Members: Frank Fernandes, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, Fielding Rolston, Linda Rosen, Chasidy White.

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

NCES Staff: Peggy Carr (Acting Commissioner), Pat Etienne, Eunice Greer, Lauren Harrell, Dan McGrath, Michael Moles, Amy Yamashiro.

In accordance with the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C to protect the disclosure of technical and cost data that would impede implementation of contract awards, the National Assessment Governing Board's Executive Committee met in closed session on November 17, 2016 from 5:35 p.m. to 6:00 p.m.

Peggy Carr, Acting Commissioner of the National Center for Education Statistics, provided an overview of NCES's plan to develop a new research grants program to encourage and advance secondary analysis and methodological developments using NAEP data. The funded research proposals will be expected to align with the top current priorities of the NAEP program, as expressed by NCES and the Governing Board. As in previous briefings, Ms. Carr noted that the grants program would include individual research grants, institutional grants, pre-doctoral dissertation grants, and an internship program.

Ms. Carr noted that the program was planned to be implemented through cooperative agreements. The advantage of this contract vehicle is that it is not as prescriptive in its requirements as a standard contract and allows for substantial involvement from the federal government in the direction of the work. She noted that NAEP was previously operated through a cooperative agreement prior to the No Child Left Behind Act, which greatly expanded the scope and budget of the program.

In response to a question from Andrew Ho, Ms. Carr responded that there will be an independent review process to select grantees and NCES will suggest names for the final reviewers.

Joe Willhoft supported NCES's approach to using cooperative agreements because it will establish requirements but afford great flexibility. He noted that both the PARCC and Smarter Balanced consortia were cooperative agreements with the Department of Education.

Cary Sneider expressed his desire to expand the number of NCES grants awarded beyond what is currently planned for the first year of grants.

Ms. Carr noted that in October NCES held a NAEP grants advisory panel featuring six experts for two days. NCES and Governing Board staff presented on proposed priorities for the grants program; these recommendations were aligned. The panel's feedback will be used to develop the priorities of the Request for Applications (RFA).

Mr. Ho commented that he once received a NAEP secondary analysis grant that helped launch his career. He advised that it may take time for the research community to become aware of the new grant program, once it is launched, so it will likely take time to build interest in the program.

Chair Mazany suggested NCES conduct outreach for the program through the NAEP State Coordinators as well as the American Educational Research Association (AERA) annual conference.

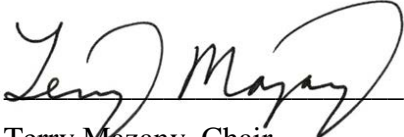
Ms. Carr explained that it may take longer to publish the RFA due to the new administration at the Department.

Jim Popham suggested that NCES consider broadening the scope of the program to not only impact NAEP but to also have an impact on the broader field to improve the quality of schooling.

Chair Mazany praised Ms. Carr for her leadership on moving the grant program forward, noting the Board's enthusiasm for the grants and confidence that they will make a valuable contribution.

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

I certify the accuracy of these minutes.



Terry Mazany, Chair

January 9, 2017

Date

National Assessment Governing Board
Assessment Development Committee
Report of November 17-18, 2016

November 17, 2016

Closed Session 12:30 p.m. - 1:45 p.m.

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

Governing Board Staff: Mary Crovo and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Jamie Deaton, Elvira Germino Hausken, Eunice Greer, and Nadia McLaughlin.

Other Attendees: AIR: Kim Gattis. ETS: Debby Almonte, Jonas Bertling, Jay Campbell, Gloria Dion, Karen Parker, Mateo Pastore, Kathleen Scalise, Karen Wixson. HumRRO: Hilary Michaels, Sheila Schultz.

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 November 17, 2016 from 12:30 p.m. to 1:45 p.m. to review secure NAEP test questions in mathematics and science. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Review of NAEP Items in Mathematics and Science

ADC Chair Shannon Garrison called the meeting to order at 12:30 p.m. Ms. Garrison reviewed the agenda and asked participants to introduce themselves.

In closed session, the ADC reviewed secure cognitive items in draft builds of scenario-based tasks for the 2019 NAEP Science Assessment at grades 4 and 8 and the 2019 NAEP Mathematics Assessment at grade 12. These tasks will be piloted in 2018.

During this closed session, the ADC reviewed a variety of item types in scenario-based tasks representing several content areas. ADC members had a number of comments on these items in terms of changes and deletions in order to represent high-quality measures for the targeted content objectives. Throughout the review session, NCES staff and NAEP contractors provided clarification in response to ADC comments and questions. Governing Board staff recorded the detailed ADC comments for each task. The item review session concluded at 1:45 p.m.

Open Session 1:45 p.m. - 2:15 p.m.

Attendees: Same as previous list.

Review of NAEP Contextual Questions in Mathematics and Reading

The Committee met in open session to review pilot items for the 2019 NAEP Mathematics and Reading Contextual Questionnaires at grade 12. The ADC appreciated the high quality of the contextual items and noted a few comments to ensure the questions would be interpreted accurately and provide useful information to educators and policymakers. NCES staff and NAEP contractors provided clarification in response to several ADC comments and questions during this review session as well. Governing Board staff also recorded the detailed ADC comments for the contextual questionnaire items. The item review session concluded at 2:15 p.m.

The Committee then passed a motion, under its delegated authority from the Board, on the NAEP items reviewed during the ADC's Thursday, November 17, 2016 closed and open sessions.

ACTION: The Assessment Development Committee approves NAEP items in reading, mathematics, and science at grades 4, 8, and 12 with changes to be communicated in writing to NCES.

November 18, 2016

Joint Session of the Assessment Development Committee and the Committee on Standards, Design and Methodology

Assessment Development Committee (ADC) and Committee on Standards, Design and Methodology (COSDAM) Members: Shannon Garrison (ADC, Chair), Cary Sneider (ADC, Vice Chair), Andrew Ho (COSDAM, Chair), Joe Willhoft (COSDAM, Vice Chair), Mitchell Chester, Lucille Davy, Frank Fernandes, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, Linda Rosen, and Chasidy White.

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Other Attendees: AIR: George Bohrnstedt, Markus Broer, Kim Gattis, Fran Stancavage, and Young Yee Kim. CRP: Subin Hona. ETS: Jonas Bertling, Jay Campbell, Gloria Dion, Steve Lazer, and Andreas Oranje. Fulcrum: Saira Brenner. Hager Sharp: Joanne Lim. HumRRO: Sheila Shultz and Laress Wise. Optimal Solutions: Rukayat Akinbiyi and Brian Cramer. Pearson: Marc Johnson, Tim O'Neil, and Cathy White. P20 Strategies: Andrew Kolstad. Westat: Keith Rust and Dianne Walsh.

Models for Framework Development and Dynamic Frameworks in the Future of NAEP

The ADC met with COSDAM in a joint session. The Board's Strategic Vision specifically notes the need for NAEP to develop new approaches to update NAEP subject area frameworks to support the Board's responsibility to measure evolving expectations for students, while also maintaining rigorous methods for reporting student achievement trends. This joint session with COSDAM and ADC initiates this work, which requires guidance from both Committees.

Shannon Garrison, ADC Chair, and Andrew Ho, COSDAM Chair, began the joint session with introductory remarks and welcomed Alice Peisch to her first Committee meeting. Mr. Ho noted that each year of NAEP results requires a bridge allowing the most recent results to be compared to previous results, and so this joint discussion is an opportunity to discuss possible processes for implementing content changes in the assessment that maintain that bridge, enabling year-to-year comparisons.

Mary Crovo provided an overview with historical context about ways in which the Board has changed frameworks while maintaining or breaking trend lines. In these instances, NAEP has either continued to report trends on new assessment results connecting with previous results or started a new reporting trend relative to previous assessment results. She noted that NAEP's practice has been to reflect broad-based input from many stakeholders. Ms. Crovo summarized there are three different ways that NAEP has dealt with framework changes: starting a new framework and breaking the trend line for the assessment results; starting a new framework and maintaining the trend line connecting to the previous framework; and implementing smaller framework updates while maintaining the trend line.

In several cases, the Board has agreed with indications from the field about the need for a new construct, such as for NAEP Writing, where the new construct was writing on a computer and using word processing tools. This was judged to represent a different construct from writing in the previous framework's paper and pencil assessment. The new construct definition motivated a break in trend reporting from the old assessment's results. A similar break in trend occurred for the 2009 NAEP Science Framework.

Ms. Crovo noted that Board adoption of the current NAEP Reading Framework was under similar circumstances as for the new frameworks for NAEP Writing and NAEP Science, because the old NAEP Reading Framework had several sub-elements that were no longer relevant to the field's conceptualization of reading comprehension. This framework update occurred during the No Child Left Behind Act (NCLB) era. Given the NCLB statute's requirement to use NAEP as a monitoring tool for states, there was substantial interest in establishing a bridge to maintain the reading trend despite changes to the construct being measured on NAEP. Empirical investigation revealed that trend reporting could be maintained, and so the NAEP Reading trend remained intact from its beginning in 1992.

Finally, the Board has approved iterative smaller framework modifications in the case of the grade 4 and grade 8 NAEP Mathematics Assessments. With these smaller content changes, there

were also technical discussions to confirm that changes were not too large to disrupt trend reporting.

Ms. Crovo also reviewed the current timeline for development of an assessment, from framework development to reporting of results. Joe Willhoft made a note of the long lead time of nearly 4.5 years between a framework's completion and the final operational assessment being administered, but Ms. Crovo noted that smaller or more incremental framework changes could shorten this timeline with fewer items to develop.

As part of this session, the Committees also heard a presentation from Dan McGrath of NCES to summarize how NCES has considered the concept of dynamic frameworks for NAEP as part of the NCES Future of NAEP initiative, and how international assessments have approached this concept of updating frameworks.

Cary Sneider noted that the Board could foreseeably identify rationales for shifting the percentages of content or having content that repeats in multiple grades. For example, such changes could address cases where there are NAEP alignment issues resulting primarily from different sequencing of content across grades, and these changes provide helpful information on how learning progresses on the same content, from grade 4 to 8.

Lucille Davy noted that the grade 4 NAEP Mathematics Assessment has some content most students are not learning by the 4th grade, as indicated by several states' adoption of Common Core State Standards. She acknowledged the need to study how much change is too much and to study the ideal rate of change over time, in order to optimize both measurement of student performance and relevance to education policy.

Dale Nowlin commented that even when we do not change the measure, i.e., the assessment, what is being measured is changing. The NAEP Writing Assessment shows this clearly—the current NAEP Writing Framework reflects a construct focused on writing in a digital environment with common word processing tools, but if NAEP continued to assess students in the traditional paper-pencil format today, the assessment would not collect the same information compared to the student performance data gathered from the last paper-pencil assessment because this is increasingly not the way students write.

In addition to the rate of implemented changes, the Committees noted several issues that need to be carefully considered and balanced. Mitchell Chester suggested reviewing how shifting the context of items can represent desired changes, without changing the construct. Ms. Garrison noted that time limitations for assessment administrations are an important factor, as well as assuring that current NAEP items remain relevant to students in future administrations. Joe Willhoft suggested we examine how new changes may interact with general content drift over time or the accumulation of year-to-year trend inferences over time. Finally, Linda Rosen and Mr. Willhoft noted that different stakeholders may react to changes differently.

Mr. Willhoft also noted that the Board should carefully consider how communications with educators are framed so that messages do not create a sense that students are chasing a moving

target, with an assessment that is constantly changing. Jim Popham encouraged the Board to promote educational progress in how the concept of dynamic NAEP assessment frameworks is defined and pursued.

Several Committee members agreed on the importance of clarifying and articulating the problem that the Board is hoping to address with a dynamic assessment framework model. Mr. Chester asked the Board to consider changes in the field that NAEP is not detecting in the current more static framework model, and whether these changes are important for NAEP to capture. Generally, the Committees agreed about the need to study how much change is too much, i.e., what level of change would potentially compromise NAEP's ability to report trends over time. Another important issue is how to implement proposed changes.

The framework updates that the Board will eventually consider for the NAEP Mathematics Assessment will be a first case where the concept of dynamic frameworks can be applied. Ms. Crovo noted that the Board is commissioning research to comprehensively survey state mathematics standards, including the 15 percent of additional state-level standards. This research will inform decisions on whether and how to change the current NAEP Mathematics Framework.

Ms. Davy also reminded the Committee that several of these issues are time sensitive to best support states, and so Board discussion should be deliberate and also reflect this urgency. Chasidy White agreed that states need guidance on these issues. The Committees requested continued joint Committee discussion to grapple with these issues and open questions, with a next meeting that focuses more on understanding current processes and considering how they could be changed.

Closed Session 11:00 a.m. - 11:30 p.m.

Assessment Development Committee (ADC) and Committee on Standards, Design and Methodology (COSDAM) Members: Shannon Garrison (ADC, Chair), Cary Sneider (ADC, Vice Chair), Andrew Ho (COSDAM, Chair), Joe Willhoft (COSDAM, Vice Chair), Mitchell Chester, Lucille Davy, Frank Fernandes, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, Linda Rosen, and Chasidy White.

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Other Attendees: AIR: George Bohrnstedt, Markus Broer, Kim Gattis, Fran Stancavage, and Young Yee Kim. CRP: Subin Hona. ETS: Jonas Bertling, Jay Campbell, Gloria Dion, Steve Lazer, and Andreas Oranje. Fulcrum: Saira Brenner. Hager Sharp: Joanne Lim. HumRRO: Sheila Shultz and Laress Wise. Optimal Solutions: Rukayat Akinbiyi and Brian Cramer. Pearson: Cathy White. P20 Strategies: Andrew Kolstad. Westat: Keith Rust and Dianne Walsh.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) and the Committee on Standards, Design and Methodology (COSDAM) met in closed session on November 18, 2016 from 11:00 a.m. to 11:30 a.m. in order to review and discuss reports that included secure data and the results of research conducted to explore alignment between NAEP Mathematics and the Common Core State Standards at grades 4 and 8.

Alignment Between NAEP Mathematics and the Common Core State Standards at Grades 4 and 8

Continuing in a joint session with COSDAM, the Committees were briefed by NCES Senior Education Research Scientist Enis Dogan in closed session on findings from the NCES study examining the alignment between NAEP Mathematics and Common Core State Standards at Grades 4 and 8. The study was designed to address three research questions:

1. Are there differences in student performance at the item level according to items' alignment to the Common Core State Standards?
2. Are there differences in psychometric properties of items according to the items' alignment to the Common Core?
3. How would state average NAEP scores change if estimation of student achievement was based only on items covered in the Common Core?

In discussing the results, Mr. Dogan clarified that the study does not consider the extra content some states have included that extend beyond the Common Core. Mr. Popham also noted that adoption of the Common Core does not indicate the quality or nature of instruction, and the operational definition of alignment also impacts the results, e.g., the instructions provided to raters in the original content alignment study implemented by the NAEP Validity Studies (NVS) panel, the study that provided the basis for the item classifications in Mr. Dogan's empirical research. NCES Acting Commissioner Peggy Carr noted that further study will be needed.

Mr. Ho commented that the analysis represented by this study could be the basis for a post hoc bridging study to maintain trend lines.

Assessment Development Committee

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

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ADC Staffing Announcement

After the joint session with COSDAM, the ADC convened and ADC Chair Shannon Garrison called the meeting to order at 11:40 a.m. With this being the last Board meeting to be attended by Mary Crovo as Governing Board Deputy Executive Director before she retires, Ms. Crovo announced that veteran Board staff member Michelle Blair would be the new lead staff for the ADC. Ms. Blair shared that she was honored to assume this new role, and Ms. Garrison expressed her gratitude that the ADC will be staffed by Ms. Blair given her expertise and previous service to the Board and the ADC.

Closed Session 11:45 a.m. - 12:30 p.m.

Attendees: Same as previous list.

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 November 18, 2016 from 11:45 a.m. to 12:30 p.m. to receive a briefing on the Long-Term Trend (LTT) Assessments in Reading and Mathematics. The briefing included secure NAEP LTT test items that have not yet been publicly released.

History and Overview of NAEP Long-Term Trend Assessments in Reading and Mathematics

The ADC met in closed session to receive an overview of the NAEP LTT Assessment. Innovation for the Long Term Trend assessment is a focus of the Board's Strategic Vision, and work is underway to enable the Board to begin a new and rigorous examination of the various issues involved in administering the LTT Assessment. The ADC will engage with the content implications of these Board discussions. Hence, the briefings and discussions of the Committee focused on reviewing the history and content of NAEP LTT Assessments in Reading and Mathematics.

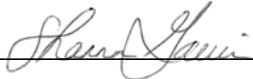
Mary Crovo and NCES consultant Andy Kolstad began the session with overviews of the history of the assessment and how it is developed and administered. As subjects, Writing and Science used to have Long Term Trend assessments, but both were discontinued for technical reasons and outdated content, respectively. Both Ms. Crovo and Mr. Kolstad noted there are several distinctions between LTT NAEP, which has kept its content relatively stable since the early 1970's, and main NAEP, which has periodically updated its content to reflect current best practices.

Elivra Germino Hausken of NCES presented several secure LTT Mathematics items in order to show the ADC the different content emphases of the Assessment, and Eunice Greer of NCES presented several secure reading items. Considering how LTT NAEP relates to main NAEP from

a content perspective, the Committee noted that math and reading have distinct issues to be addressed. The Committee also noted it is important for the full Board to receive a briefing with LTT sample items, since the items provide important insights for next steps.

The closed session was adjourned at 12:30 p.m.

I certify the accuracy of these minutes.

 _____

Shannon Garrison, Chair

December 12, 2016 _____

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of November 18, 2016

**Joint Session of the Assessment Development Committee and the Committee
on Standards, Design and Methodology**

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that each year of NAEP results requires a bridge allowing the most recent results to be compared to previous results, and so this joint discussion is an opportunity to discuss possible processes for implementing content changes in the assessment that maintain that bridge, enabling year-to-year comparisons.

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Closed Session 11:00 a.m. - 11:30 p.m.

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Governing Board Staff: Mary Crovo, Michelle Blair, Lily Clark, and Sharyn Rosenberg.

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Pearson: Cathy White. P20 Strategies: Andrew Kolstad. Westat: Keith Rust and Dianne Walsh.

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Alignment Between NAEP Mathematics and the Common Core State Standards at Grades 4 and 8

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1. Are there differences in student performance at the item level according to items' alignment to the Common Core State Standards?
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3. How would state average NAEP scores change if estimation of student achievement was based only on items covered in the Common Core?

In discussing the results, Mr. Dogan clarified that the study does not consider the extra content some states have included that extend beyond the Common Core. Mr. Popham also noted that adoption of the Common Core does not indicate the quality or nature of instruction, and the operational definition of alignment also impacts the results, e.g., the instructions provided to raters in the original content alignment study implemented by the NAEP Validity Studies (NVS) panel, the study that provided the basis for the item classifications in Mr. Dogan's empirical research. NCES Acting Commissioner Peggy Carr noted that further study will be needed.

Mr. Ho commented that the analysis represented by this study could be the basis for a post hoc bridging study to maintain trend lines.

Committee on Standards, Design and Methodology

COSDAM Committee Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Mitchell Chester, Alice Peisch, Jim Popham, and Linda Rosen.

Governing Board Staff: Sharyn Rosenberg.

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

Other Attendees: AIR: George Bohrnstedt, Markus Broer, and Young Yee Kim. CRP: Subin Hona. ETS: Steve Lazer and Andreas Oranje. Fulcrum: Kevin Price. HumRRO: Laress Wise. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Marc Johnson and Tim O’Neil.

2017 Grade 4 Writing Achievement Levels Setting Project Update and Design Document

Tim O’Neil of Pearson, the project director for the Writing achievement levels setting at grade 4, introduced himself and Assistant Project Director Marc Johnson. Mr. O’Neil provided an overview of the design document that details the plans and procedures for implementing a Body of Work methodology over the course of three major panel meetings: a field trial (to test logistics including the standard setting software), a pilot study (full dress rehearsal of all planned procedures), and an operational achievement levels setting meeting. The procedures are similar to those implemented for the 2011 NAEP writing achievement levels setting at grades 8 and 12.

Mr. O’Neil posed two focused questions to COSDAM. First, he noted that although the Governing Board policy calls for public comment throughout the process, it has never been feasible to collect public comment on the standard setting results, because the results themselves must be embargoed. The Technical Advisory Committee on Standard Setting (TACSS) recommended against collecting public comment on the results, and COSDAM accepted this recommendation. COSDAM members agreed on the basis that the general public is already engaged in the panels, the results need to be kept secure prior to release, there is public comment earlier in the process, and it is not clear how the feedback would be actionable.

Second, Mr. O’Neil noted that Pearson plans to provide the Board with information about how the achievement level results on the NAEP grade 4 writing assessment compare to national norms on the ACT Aspire assessment. COSDAM members asked to receive information on additional grade 4 writing assessments, such as from the Smarter Balanced Assessment Consortia, for an illustrative comparison, while members noted that there are important differences between those assessments.

Information Items

George Bohrnstedt of American Institutes for Research noted that the white paper describing appropriate and inappropriate uses of NAEP was being prepared by NAEP Validity Studies panel member Ina Mullis. COSDAM members suggested that the paper include international comparisons and that usability data from the NAEP Data Explorer be considered.

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

I certify the accuracy of these minutes.

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

Andrew Ho, Chair

December 13, 2016

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of November 18, 2016

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

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

NCES Staff: Halima Adenegan, Gina Broxterman, Peggy Carr, Dan McGrath, Ebony Walton, Grady Wilburn, Amiee Winchester.

Other Attendees: AIR: Cadelle Hemphill. CRP: Arnold Goldstein, Carolyn Rudd. DCG: Vanessa Bahtia, Meredith Davis, Chelsea Radler. ETS: Debby Almonte, Amy Drescher. Fulcrum: Kevin Price. Hager Sharp: David Hoff, Kelle Wyatt. HumRRO: Hillary Michaels. Optimal Solutions: Melissa Ward. Reingold: Mark Custer. Westat: Chris Averett, Greg Binzer.

Reporting and Dissemination Committee Chair Rebecca Gagnon called the meeting to order at 10:15 a.m. She welcomed Governing Board member Fielding Rolston to the committee and noted that Mr. Rolston switched membership from the Committee on Standards, Design and Methodology to the Reporting and Dissemination Committee effective October 2016. The other new Reporting and Dissemination Committee member, Jeanette Nuñez, a state legislator from Florida, could not be present but plans to attend the March 2017 Governing Board meeting.

Release Plan for 2016 NAEP Arts Assessment Results

The Reporting and Dissemination Committee (R&D) members first reviewed and discussed the proposed release plan for the 2016 NAEP Arts Assessment. The plan involves an in-person event at an arts-related venue, featuring artists, advocates for arts education, and a Governing Board member. At the same time, similar to an online town hall meeting, Governing Board members and/or panelists may participate through simultaneous live webcasts from other arts locations throughout the United States. The plan also incorporates an event on Capitol Hill for Congressional staff after the release to engage the legislator and policy audience. The plan emphasizes collaboration with partner organizations and advocates in arts education and the arts.

Committee members shared potential ideas for the release, including inviting celebrities to participate. Both New York City and Detroit were offered as possible venues for the primary release for very different reasons; New York City is the hub for arts in America, while Detroit is

more of an overlooked destination for arts. Committee members manifested strong enthusiasm to make the 2016 NAEP Arts release memorable, exciting, and inclusive.

Committee member Ken Wagner suggested connecting the NAEP Arts Assessment to the charge in the Every Student Succeeds Act to provide a well-rounded education to all students.

ACTION: The Reporting and Dissemination Committee unanimously moved the release plan for the 2016 National Assessment of Educational Progress in the Arts for action by the full Governing Board on Saturday, November 19, 2016. The full text of the release plan is appended to these minutes.

Progress Updates

Science Release Overview

On October 27, 2016 the Governing Board released the 2015 National Assessment of Educational Progress (NAEP) Science results at the National Air and Space Museum. More than 150 people attended the in-person event, the largest in-person audience the Governing Board has attracted thus far for any release event. Within 24 hours of the release, more than 60 original stories appeared in the Wall Street Journal, the Washington Post, and the National Public Radio, in addition to numerous other traditional and online media outlets.

Online coverage of the Science release included an original video about the results produced by Amy Poehler's organization, Smart Girls. The video was posted on Facebook and tweeted, tagging the Governing Board and garnered more than 100,000 views, 2,800 reactions, and 520 shares. Committee members agreed that working through popular, prominent, and respected partners like Smart Girls remains a productive and successful approach to disseminating NAEP.

Focused Reporting

In October 2016, the Governing Board awarded a contract to CRP, Inc. to develop analyses of hidden gems in the NAEP data through the NAEP Data Explorer. The first task requires examination of characteristics of high-performing and low-performing rural states. The project director Arnold Goldstein is familiar with NAEP as he served as former director of reporting for NAEP at the National Center for Education Statistics (NCES).

Update on Innovating Use of Data

Governing Board staff updated R&D Committee members on the follow-up with David Stewart of TEMBO. The Committee members greatly appreciated Mr. Stewart's presentation at the August 2016 Board meeting on building data tools and presenting data in engaging and understandable ways. The committee learned that the Governing Board cannot produce or publish a data tool like what Mr. Stewart suggested.

However, committee member Ken Wagner urged the committee to consider how the Governing Board could make NAEP data accessible to wider swaths of interested analysts, researchers, and stakeholders. Mr. Wagner volunteered to share the means to feed granular-level data to users according to standards and protocols, similar to ones that Rhode Island employs. In this way, the

Governing Board could encourage others to use the data, and these users can become the voices for equity and the messengers for the findings. R&D members supported this suggestion, and staff will explore how to realize this goal. Alternate ways for the Board to engage with David Stewart and his colleagues at TEMBO, along with other experts in communicating data, will be pursued as well, e.g., as potential members of a future Communications Task Force that offers input on the Board's dissemination materials and methods.

Social Media

Governing Board staff updated the committee on how the Board plans to increase its presence on social media. Staff noted that the planned social media procurement may be folded within an overarching umbrella procurement for overall communications expertise and services. This is necessary now that the Governing Board's Strategic Vision will expand the current scope of communications work. Therefore, a new approach that encompasses all facets of communication strategies may be needed. R&D Committee members discussed ideas on the planned procurement. Chair Rebecca Gagnon stated a preference for smaller vendors to increase the diversity of competitive bidders. Committee member Ronnie Musgrove suggested the competition be designed to attract vendors with specialized experience, which may not compete for a larger umbrella contract.

A discussion ensued about the merits of attempting to enhance the Governing Board's profile in social media. Committee member Alberto Carvalho asked if NAEP facts and data could ever draw a huge audience on social media; the source of posts—NAEP results—lack the edge and emotion which elicit frequent views on social media. These thoughts will be considered and incorporated as the Governing Board staff work with the procurement.

Potential Opportunities for Outreach via Board Members

R&D Chair Rebecca Gagnon then launched a discussion about how to involve Governing Board members in expanding outreach through the organizations to which they belong. Committee members reviewed a list of the findings from a survey sent to all Governing Board members about their organizations and when and how those organizations meet—conferences or meetings, annually or more frequently.

Committee members also debated the merits of those members participating on behalf of the Governing Board at those venues. The committee members emphasized that any participation by members within their own groups and organizations on behalf of the Governing Board should be focused and goal-oriented, giving special consideration to how the presentation or panel discussion would serve the Governing Board's Strategic Vision. Committee member Tonya Matthews added that connecting to these organizations initially is fine, but the Governing Board must follow up and follow through to develop ongoing relationships, which ultimately will prove more valuable. R&D Committee Vice Chair, Father Joseph O'Keefe, reminded the committee members that the NAEP Special Interest Group at the American Educational Research Association represents strong advocates and end-users of NAEP data, so the Governing Board should maintain a positive relationship with that group.

Reporting Policy Statement

The committee discussion then turned to the revised Reporting Policy Statement that was slated to be presented to the full Governing Board on Saturday, November 19th as an information item. It is anticipated that the Board will vote on adopting this statement at the March 2017 quarterly meeting.

Laura LoGerfo of the Governing Board staff has led the revision and update of the Reporting Policy from its current state which was adopted in August 2006. Dan McGrath from NCES has collaborated extensively with Board staff on ensuring the operational feasibility of the proposed elements in the updated Policy Statement. At the time of the committee meeting on November 18th, 2016, there were two primary issues in the Policy Statement which caused NCES concern.

Committee members invited Dan McGrath as well as NCES Acting Commissioner Peggy Carr to discuss these outstanding issues with the committee in the hope of finding resolution. A very productive and positive discussion ensued, and a mutually satisfactory conclusion was reached. The R&D Committee meeting concluded with a version of the Policy Statement that all parties found agreeable in both distinguishing the role of the Board from the role of NCES and maintaining a focus on policy. Ms. LoGerfo will revise the policy statement as needed, after feedback from the Governing Board elicited at the Saturday morning session.

Adjourn

R&D Chair Rebecca Gagnon thanked everyone for their participation in a full meeting and adjourned the committee at 12:25 pm.

I certify the accuracy of these minutes.


Rebecca Gagnon, Chair

12/28/2016

Date



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

The Nation's Report Card: 2016 Arts

Approved November 19, 2016

The 2016 National Assessment of Educational Progress (NAEP) Arts Report Card will be released to the general public through an interactive in-person release event based in Washington, D.C. in April 2017.

The event, to be webcast for a national audience, will involve the initial release of report results at a venue that reflects the various disciplines represented by the assessment. The event would also involve a creative use of technology to represent different parts of the country, such as an “electronic town hall meeting” style that would allow simultaneous broadcasts from other venues in arts-related locations outside of the Washington, DC area, where Board members and other arts community representatives could discuss the findings live from their remote locations.

The event will include a data presentation by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by at least one Governing Board member; and comments from other panelists involved in arts education and assessment, which could include representatives from the arts community, an educator, and a student. 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 2016 NAEP Arts Report Card will present findings from a representative sample of 8th-graders nationwide. Approximately 4,400 students were assessed each in visual arts and music. The report will include results of the assessments, as well as student and school survey responses about students’ experiences and their opportunities to learn in the arts.

DATE AND LOCATION

The release event will occur in April 2017. 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 Arts assessment to provide important context and information before results are public. The efforts could include data-free presentation for the assessment for stakeholders in arts education, a full-color abridged version of the NAEP Arts Framework, one-pagers, social media campaigns, and webinars.

In the days preceding the release, the Governing Board and NCES will offer 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. The Governing Board press release, the full and abridged versions of the Arts Framework, and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to coordinate an event on Capitol Hill to discuss the findings and their ramifications to a policy and assessment-oriented audience. Additional post-release communications efforts—which could include such strategies as an online chat, major presentation, webinar, or social media campaign—could also be developed to target communities and audiences with an interest in the arts. 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 (Closed Session)

Report of November 19, 2016

Nominations Committee Members: Tonya Miles (Chair), Lucille Davy, Shannon Garrison, 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 November 19, 2016 from 7:30 a.m. to 8:15 a.m.

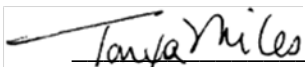
Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. The main focus of the meeting was to review information from the Governing Board’s 2017 annual “call for nominations,” which ended on October 28, 2016.

Mary Crovo briefed the Committee on the timeline, process, and results of the 2017 nominations cycle. Categories for which the Board is seeking nominations include: general public representative, testing and measurement expert, and elementary school teacher. In addition, the Board will work with the National Governors Association to fill the two governor/former governor slots. All of these openings are for Board terms that begin on October 1, 2017.

The Nominations Committee was very pleased with the information on the 2017 nominee pool. In particular, the Committee noted the increase in minority nominees from 16% in 2016 to 27% in 2017. Following evaluation of the nominees by the Nominations Committee between December 2016 and January 2017, finalists for the general public, testing expert, and elementary principal positions will be recommended for action at the March 2017 Board meeting.

Ms. Miles thanked the Nominations Committee for their feedback on the nominee pool, and recognized the work of Mary Crovo, who will be retiring on December 31, 2016.

I certify the accuracy of these minutes.



Tonya Miles, Chair

November 30, 2016
Date