

GOVERNING BOARD AND NAEP RESOURCES

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National Assessment Governing Board

Composition

The Board is non-partisan, with 26 members representing gender, geographic, and racial-ethnic diversity. Specific categories of members specified in the NAEP law:

- **Policymakers:** governors or former governors (2), state legislators (2), chief state school officers (2), local school district superintendent (1), state (1) and local (1) school board members, nonpublic school administrator or policymaker (1)
- **Educators:** classroom teachers (3), principals (2), curriculum specialists (2)
- **Public:** general public representatives (2), parents (2), business representative (1)
- **Technical experts:** testing and measurement experts (3)

The director of the Institute of Education Sciences serves as an ex-officio 26th member.

Responsibilities

The responsibilities of the Board are mandated by Congress, and include:

- Test Development
 - Select subject areas to assess
 - Develop assessment objectives and test specifications
 - Ensure all items are free from bias
 - Have final authority on appropriateness of all items
- Technical Methodology
 - Develop appropriate student achievement levels
 - Design the methodology of the assessment to ensure that assessment items are valid and reliable
- Reporting and Dissemination
 - Develop guidelines for reporting and disseminating results
 - Plan and execute the initial public release of NAEP reports
 - Take appropriate actions needed to improve the form, content, use, and reporting of results

National Assessment Governing Board

Members and Categories by Term Expiration Date

| 2017 | 2018 | 2019 | 2020 |
|--|--|--|--|
| <p>Lucille Davy <i>General Public Representative</i></p> <p>James Geringer <i>Governor (Republican)</i></p> <p>Doris Hicks* <i>Elementary School Principal</i></p> <p>Tonya Miles* <i>General Public Representative</i></p> <p>Ronnie Musgrove* <i>Governor (Democrat)</i></p> <p>W. James Popham* <i>Testing & Measurement Expert</i></p> | <p>Mitchell Chester <i>Chief State School Officer</i></p> <p>Shannon Garrison* <i>Fourth Grade Teacher</i></p> <p>Frank Fernandes <i>Secondary School Principal</i></p> <p>Tonya Matthews <i>General Public Representative</i></p> <p>Chasidy White <i>Eighth Grade Teacher</i></p> | <p>Alberto Carvalho <i>Local School Superintendent</i></p> <p>Carol Jago <i>Curriculum Specialist</i></p> <p>Dale Nowlin* <i>Twelfth Grade Teacher</i></p> <p>Fielding Rolston* <i>State School Board Member</i></p> <p>Linda Rosen <i>Business Representative</i></p> <p>Cary Sneider* <i>Curriculum Specialist</i></p> <p>Ken Wagner <i>Chief State School Officer</i></p> <p>Joe Willhoft <i>Testing & Measurement Expert</i></p> | <p>Rebecca Gagnon* <i>Local School Board Member</i></p> <p>Andrew Ho* <i>Testing & Measurement Expert</i></p> <p>Terry Mazany* <i>General Public Representative</i></p> <p>Jeanette Nuñez <i>State Legislator (Republican)</i></p> <p>Joseph O’Keefe* <i>Non-public School Administrator or Policymaker</i></p> <p>Alice Peisch <i>State Legislator (Democrat)</i></p> |

* Member currently serving 2nd term; not eligible for reappointment.

ETHICS PRIMER

FOR

**THE NATIONAL ASSESSMENT
GOVERNING BOARD**

November 2009
Ethics Division
Office of the General Counsel
U.S. Department of Education

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EXECUTIVE SUMMARY

Now that you are a member of the National Assessment Governing Board (“NAGB”) you need to know what ethics laws and rules apply to you. The following is a very brief summary of these rules. For a more detailed discussion of how these rules apply to you, please refer to the attached summary entitled “Ethics Laws and Rules Applicable to SGEs.”

Your Status as a Special Government Employee

You are considered an SGE and not a regular federal employee because NAGB anticipates that you will be serving the federal government through your position for only 130 days or less during any period of 365 consecutive days. Whether or not you are paid by the Board for your service is irrelevant. This summary discusses how the ethics rules apply to SGEs.

Criminal Statutes Apply to Your Activities

Some of the ethics laws that apply to you carry criminal penalties. Below is a brief summary of the most important of these laws.

- The chief conflict of interest law bars you from participating personally and substantially in your capacity as a member of NAGB in any particular matter before the federal government that has a direct and predictable effect on your own financial interests or the financial interests of others with whom you have certain relationships. See 18 U.S.C. Section 208.
- If you find yourself with a financial conflict of interest, you have four options: (1) disqualify yourself (you don’t participate in any way in the matter); (2) resign from the outside entity that is the basis for the conflict; (3) sell or divest the stock or other financial interest that is the basis for the conflict; or (4) request and obtain a statutory waiver.¹
- Two other laws prohibit you from representing a third party, *with or without compensation*, before any court or agency in connection with any particular matter involving specific parties in which the United States is a party or has a direct and substantial interest and in which you have participated personally and substantially as an SGE. In addition, if you serve the federal government for more than 60 days during the immediately preceding period of 365 consecutive days, these restrictions apply to any matter that is pending with NAGB. But remember that these restrictions do not apply to particular matters of general applicability, such as broadly applicable policies, rulemaking proceedings or legislation, that do not involve specific parties. See 18 U.S.C. Sections 203 and 205.

¹ In rare circumstances, with the concurrence of the U.S. Office of Government Ethics, you may obtain a waiver of the conflict of interest.

- Another criminal law limits some of your activities after your service on NAGB ends. This law prohibits you from representing others in connection with the same particular matter involving specific parties in which you participated personally and substantially during your service to NAGB. This prohibition lasts for your lifetime. See 18 U.S.C. Section 207.

Standards of Ethical Conduct for Employees of the Executive Branch

The Standards of Ethical Conduct for Employees of the Executive Branch (Standards), 5 C.F.R. Part 2635, are regulations that apply both to regular federal government employees and to SGEs. However, a few exceptions exist in the Standards in recognition of the fact that SGEs are working for the government only in a very limited way. A brief synopsis of some these rules and their exceptions follow.

- **Fundraising:** You may not use your official title, position and authority to engage in fundraising.
- **Gifts:** You may not accept gifts from a “prohibited source” or offered to you because of your official position on NAGB. A prohibited source includes any person: seeking official action from NAGB; doing or seeking to do business with NAGB; conducting activities regulated by NAGB; or having interests that may be substantially affected by your official duties. There are many exceptions to this rule that are discussed in more detail in the accompanying memorandum.
- **Lobbying:** In your role as a member of NAGB, you may not urge others to contact Congress or a state legislature to urge the passage or defeat of legislation. Additional restrictions exist regarding lobbying. You should contact Department of Education’s Ethics Division before engaging in any type of lobbying.
- **Misuse of Position:** You may not use your position on NAGB or nonpublic information gained through your service on NAGB to seek advantage for yourself or others. In addition, you may not use your NAGB title in a manner that makes it appear that NAGB is sanctioning your views, products, services or personal enterprises.
- **Political Activities:** You may not engage in political activity when you are on duty or in a federal government building or car, and you may never use your official title as a member of NAGB in connection with political activities.
- **Teaching, Speaking and Writing:** You may not receive compensation for teaching, speaking or writing if: (1) the invitation was offered to you because of your position on NAGB; (2) the information conveyed by you draws substantially on nonpublic information that you obtained by working on NAGB; (3) the invitation was extended to you by an organization or person who has interests that may be substantially affected by your performance on NAGB; or (4) the subject of your work deals in a significant way

with a matter involving specific parties that you worked on while on NAGB. Again, there are some exceptions to this rule that are outlined in more detail in the accompanying memorandum.

Required Filing of a Financial Disclosure Report By SGEs

As a member of the NAGB, you are required to file a confidential financial disclosure report (also referred to as a “450” Report) when you are first appointed, and annually thereafter if you are reappointed. The purpose of the financial disclosure form is to protect you from inadvertently violating any of the criminal conflict of interest statutes and so that NAGB can know that your advice is free from any real or perceived conflicts of interest.

Please do not rely solely on this “Executive Summary” before undertaking your duties. There are many subtle nuances that are not discussed in this summary that may apply to your specific situation. The attached expanded summary provides additional detail that will help you better understand the ethics rules. Please feel free to call or e-mail Marcella Goodridge in the Ethics Division of the Office of the General Counsel at the U.S. Department of Education at (202) 401-8309, or Marcella.Keiller@ed.gov, for answers to any specific ethics questions that may arise in the course of your service on NAGB.

ETHICS LAWS AND RULES APPLICABLE TO SGES

I. INTRODUCTION

Although the ethics rules are numerous and detailed, a single, simple principle underlies these rules: *You should never use your public office for private gain, either for yourself, or for any third party.* In addition, you must refrain not only from engaging in any activity that violates the ethics rules, but you must also refrain from any activity that creates the appearance of a violation of any of these rules. The summary below is designed to help you avoid violating any ethics rules covering your activities as a member of NAGB.

II. YOUR STATUS AS A SPECIAL GOVERNMENT EMPLOYEE

A. What is a “special Government employee”?

Because you have been appointed to be a member of the NAGB and you are expected to perform your duties for not more than 130 days during the 365 days subsequent to the date of your appointment, you are, by law, a “special Government employee” (SGE). As an SGE, you *are* a federal government employee. This means that upon appointment, you assume the responsibilities, obligations, and restrictions that are part of public service. Because SGEs are not full-time employees, several of these restrictions apply only in limited circumstances.

B. Do the ethics restrictions apply when I am not working for NAGB?

Yes, any restrictions concerning your private activities (representational services, expert witness activities, etc.) apply equally on days when you serve the federal government through your position on NAGB and on days when you do not, except with respect to political activity. If you have not provided any services for the federal government for some time, but have not received a termination date for your appointment, you must seek a formal resolution of the matter before engaging in conduct prohibited by the ethics rules.

III. CONFLICTS OF INTEREST

A. What criminal conflict of interest statutes apply to SGEs?

While you are employed as an SGE, you need to pay particular attention to four criminal conflict of interest laws found in Chapter 11, Title 18 of the United States Code: 18 U.S.C. Sections 203, 205, 207 and 208. These criminal laws include some special provisions for the treatment of SGEs. A discussion of these laws and certain related requirements found in other laws and regulations follows.

B. What financial conflicts of interest may arise for SGEs under section 208?

Section 208 prohibits you from participating personally and substantially in any particular matter that has a direct and predictable effect on your financial interests, including certain interests of others that are imputed to you under the statute. This means that you may not work on NAGB matters if you have certain connections – through the ownership of stock, through employment, or by virtue of other circumstances – with an organization that has a financial interest in the matter. For example, you may not work at all on a contract competition if you own stock valued at a certain amount in a company competing for the contract. You may not participate in a discussion of whether to modify an existing contract with a company if you work for that company. And, you may not assist in the development of a scope of work for a contract competition if you know that an organization on which you serve on the Board of Directors plans to compete for that contract.

Keep in mind that when you are disqualified from a matter such as a contract competition, the particular matter that you must recuse yourself from is the entire competition for this contract. You are prohibited from doing anything at all with respect to this competition. This means, for example, that you may not review other proposals that are in competition with that of the organization in which you have a direct or imputed financial interest.

In addition to your own personal financial interests, the financial interests of the following persons or organizations are imputed to you and also disqualify you from participating in a particular matter:

- (1) your spouse;
- (2) your minor child;
- (3) your general partner;
- (4) an organization for which you serve as an officer, director, trustee, general partner or employee; and
- (5) any prospective employer.

Example 1 You are on the governing board of ABC, a nonprofit organization. ABC's financial interests are imputed to you under the statute. This means that for the purpose of determining whether you have a conflict of interest, ABC's financial interests are treated as if they were your own. Accordingly, you may not participate in any NAGB matter in which ABC has a financial interest. Similarly, if you were in the process of discussing employment with ABC, you would be barred from participating in any NAGB matter affecting the financial interests of ABC.

Example 2 You are on the governing board of ABC (or employed by ABC, own stock in ABC, seeking employment with ABC, etc). You are asked to participate in the process of reviewing and scoring contract proposals for a contract competition for a NAGB project. Fifteen organizations have submitted a bid. When you open the proposal from one organization, you note that ABC's name is one of the organizations that has submitted a bid. Or, perhaps ABC is listed as a subcontractor in one of the proposals. This contract competition is a "particular

matter” that will have a “direct and predictable effect” upon the financial interests of ABC. In other words, as a result of the contract competition, ABC will either gain business or not, and this decision will affect ABC financially – either negatively or positively. The amount of financial interest is not relevant – as long as ABC’s finances will be affected, unless a regulatory exemption or waiver permits you to do so, you may not work on this competition. And, because each proposal is competing against all of the others, your evaluation of competing proposals will affect the chances ABC has of winning the contract. Accordingly, you may not review any of the proposals.

You must recuse yourself from a matter as soon as you realize that you have a conflict. If, for example, you notice that you have a conflict when you are in the middle of reviewing contract proposals, you put the proposal back in its envelope and call up an NAGB staff member and let that person know that you think that you are disqualified from working on the competition. If there is any question, you should contact the U.S. Department of Education Office of the General Counsel’s Ethics Division for guidance. Once you have determined that you may not work on this matter, send the proposal back to NAGB staff.

You are permitted to participate in a particular matter affecting one campus of a multi-campus institution of higher education, where the disqualifying interest arises from your employment with a separate campus of the same institution, provided that you have no multi-campus responsibilities at the institution. If you are employed with a large university with multiple campuses and you do not have any multi-campus responsibilities, you may participate in official matters--such as grants, contracts, applications, and other particular matters--that affect the financial interests of another campus in the same university system where you are employed. Below are some examples of how section 208 may apply to your activities.

NOTE: Apart from the criminal conflicts of interest statutes discussed above, a regulation also exists that prohibits you from participating in a matter involving specific parties if a reasonable person would question your impartiality.

Example 3 You are employed as a professor at the University of California-Berkeley. NAGB is planning to evaluate the impact of computer-based testing on students with disabilities and English language learners. UC-Berkeley’s science and technology department has submitted a bid. NAGB’s actions will have a direct and predictable effect on the university’s financial interest. Therefore, you may not participate in any way on this matter.

Example 4 You are employed as a researcher at the University of California-Berkeley. NAGB is planning to evaluate the impact of computer-based testing on students with disabilities and English language learners. The University of California-Los Angeles (UCLA) has submitted a bid to be the contractor for NAGB’s evaluation. You may participate in this matter because it will not have a direct and predictable effect on either your financial interests or UC-Berkeley’s.

C. How do I resolve a conflict of interest?

1. Disqualification

A common method of resolving a conflict of interest is to disqualify yourself from participating in the matter.

Example 5 You are serving on NAGB's Ad Hoc Committee that will examine issues related to computer-based testing for students with disabilities and English language learners, including developing a study of computer-based testing methodologies. The Request for Proposals has been disseminated. One of the bids submitted is from ABC Corporation (ABC). You own \$20,000 worth of stock in ABC. You must advise the U.S. Department of Education Office of the General Counsel's Ethics Division that you own stock in ABC and you will not be able to participate in any way in the entire contract competition. If ABC is awarded the contract, you will also need to disqualify yourself from the entire matter.

2. Divestiture

Divestiture of a disqualifying interest (usually through the sale of stock) is another remedy available to avoid a potential violation of section 208. SGEs are not eligible for a Certificate of Divestiture (CD). A CD is a tax benefit that allows the deferral or nonrecognition of capital gain where an employee divests a financial interest in order to comply with conflict of interest requirements. Unfortunately, Congress specifically excluded SGEs from eligibility to receive CDs. 26 U.S.C. § 1043(b)(1)(A).

3. Resignation

On some very rare occasions when none of the aforementioned options are available or feasible, an SGE may need to resign from participating in an outside activity with an entity if his or her official activities as an SGE have a direct and predictable effect on the financial interest of that entity creating an irreconcilable conflict.

4. Waiver or Authorization

Another remedy to avoid a conflicting financial interest is to request and obtain a statutory waiver by contacting the Department of Education's Ethics Division (an authorization is similar to a waiver, but only applies to non-statutory conflicts of interest - what are often referred to as "appearances of a conflict"). You may be granted a waiver only if your financial interest is not so substantial as to be deemed to be likely to affect the integrity of your services.

Any waiver or authorizations that you receive will be limited. It is very important that you read it carefully, as it will often contain detailed information about the types of matters from which you remain disqualified, despite the waiver or authorization.

Example 6 In the scenario described in Examples 1 and 2 above, you are granted a waiver permitting you to participate in a general policy matter that affects ABC's financial interests as

long as the matter affects all similarly situated entities in the same manner. But you would remain disqualified from participating in a matter that specifically involves ABC, which in this case means the entire contract competition.

D. What restrictions apply to my representation of third parties under sections 203 and 205?

With regard to particular matters in which you have participated personally and substantially while serving NAGB, you are prohibited from representing a third party on those particular matters, **with or without compensation**, before any court or agency, when the United States is a party or has a direct and substantial interest in the matter. See 18 U.S.C. Sections 203 and 205.

In addition, if you serve the federal government for more than 60 days during the immediately preceding period of 365 consecutive days, you are prohibited from representing a third party on any matter involving specific parties pending before NAGB, even if your work at NAGB did not involve these matters. These restrictions do not apply to particular matters of general applicability, such as broadly applicable policies, rulemaking procedures or legislation that does not involve specific parties.

IV. POST-EMPLOYMENT

After your appointment terminates at NAGB, you need to pay particular attention to one more criminal statute that subjects you to restrictions regarding certain matters that you may have worked on as a member of NAGB. Pursuant to 18 U.S.C. Section 207, you may never represent any third party, other than in the performance of your official government duties, in connection with the same particular matter involving specific parties in which you participated personally and substantially as a member of NAGB. This is a lifetime prohibition. For example, if you participated in a NAGB discussion concerning a contract to State University, you may never represent State University with respect to that same contract before any official of the Executive Branch of the federal government and you may never represent State University with respect to that contract in any federal court.

Further, if you serve on NAGB more than sixty days and are compensated above a certain level, you may be subject to a one-year “cooling-off” period during which you would be barred from representing before NAGB certain third parties in connection with any matter. There are some exceptions to this law as well, and you should contact the Department of Education’s Ethics Division for guidance.

V. STANDARDS OF ETHICAL CONDUCT AND OTHER ETHICS RULES

The Standards of Ethical Conduct for Employees of the Executive Branch (Standards), 5 C.F.R. Part 2635, are regulations that apply both to regular federal government employees and to SGEs. Although you are treated generally the same as regular employees under the Standards, a few

exceptions do exist for SGEs in recognition of the fact that SGEs are working for the government only in a very limited way. In addition, there are other rules that govern your conduct as an SGE, including the Hatch Act, anti-lobbying rules, the Federal Acquisition Regulation, and rules about accepting gifts and compensation from foreign governments. A brief synopsis of some of these rules follows.

A. What restrictions apply if I want to engage in fundraising?

You may not use your NAGB title, position or authority to solicit funds for any organization. In addition, you may not personally solicit funds or other support from persons whose interests may be affected substantially by the performance or nonperformance of your official duties.

B. What restrictions are there on my acceptance of gifts?

You are prohibited from accepting gifts (almost anything of monetary value) from a “prohibited source” or gifts given because of your official position as a member of NAGB, unless a specific exception applies. The definition of “prohibited source” includes any person:

- seeking official action from NAGB;
- doing or seeking to do business with NAGB; or
- having interests that may be substantially affected by your official duties at NAGB.

The definition also includes organizations the majority of whose members fall within any of these categories. You may accept various benefits resulting from your outside business or employment activities, if a reasonable person would conclude that such benefits are not offered or enhanced because of your official position. The most commonly applicable exceptions to the gift rule allow you to accept:

- Modest items of food other than a meal, such as coffee, soft drinks, or donuts;
- Most plaques, certificates and trophies;
- Discounts available to all Government employees;
- Anything for which you pay market value;
- Gifts valued at \$20 or less per occasion, totaling no more than \$50 in a calendar year from any one source;
- Gifts clearly motivated by friendship or family relationship;
- Gifts resulting from your outside business activities, including those of your spouse; and
- Free attendance or meal which is provided by:
 1. the sponsor of the event for the day on which you are speaking at the event, or for a widely-attended gathering of mutual interest to a number of parties when the necessary determination of agency interest has been made; or
 2. someone other than the sponsor of a widely-attended gathering of mutual interest to a number of parties when more than 100 people are expected to attend, the

aggregate value of the gift is under \$335, and the necessary determination of agency interest has been made.

C. What restrictions apply if I want to “lobby” Congress?

NAGB and its members are permitted to communicate directly with Congress in their official capacity on matters that are related to legislation or appropriations deemed necessary to conduct NAGB’s “public business” (i.e., the NAGB’s statutory functions and responsibilities). However, the Anti-Lobbying Act, 18 U.S.C. Section 1913, prohibits you, in your official capacity at NAGB, from engaging in “grass-roots lobbying” (i.e., directly or indirectly suggesting or requesting that others contact Congress or a state legislature to urge the passage or defeat of proposed or pending legislation), even if it is related to the NAGB’s public business. The Anti-Lobbying Act also requires that any permissible direct communications with Congress in your official capacity at NAGB be made only through official channels.

None of these restrictions prohibit you from lobbying members of Congress or state legislatures, or urging others to do so, on your own time in your personal capacity. If you lobby Congress or state legislatures in your personal capacity, and the issue is related to NAGB’s business, you should make it clear that you are not representing NAGB and not acting in your official capacity as a member. Also, please note that when you are lobbying as a private citizen, you are not permitted to use government resources or equipment (including, but not limited to, computers, telephones, fax machines, copy machines, stationery), or seek assistance from NAGB staff.

D. What does “misuse of position” mean?

You may not use your position on NAGB to seek advantage for yourself or others. You also may not use nonpublic information gained through your service at NAGB to seek advantage for yourself or others. Finally, you may not use your NAGB title in a manner that makes it appear that the NAGB is sanctioning your views, products, services or personal enterprises. Of course, you may list your membership on NAGB on your curriculum vitae, but you may never use your status as an NAGB member to advertise or promote your personal activities. Please seek advice from the Department of Education Office of the General Counsel’s Ethics Division if you have any questions in this area.

E. May I keep my day job and still serve on NAGB?

Yes, you may continue to collect your regular salary from an outside employer for days on which you are providing services to the federal government (whether your federal government service is paid or unpaid). However, if you have another consultant or advisory position with NAGB or any other federal department or agency, you may not receive per diem or salary from NAGB for the same day for services performed for the two positions.

F. Are there any restrictions on my political activities?

You may not engage in any political activities while you are on duty (i.e., performing

government services) or when you are in a government building or vehicle. Although you are not subject to any restrictions on your political activities when you are not performing government services, you may never use your official title as a member of NAGB in connection with any political activities.

G. What restrictions do I face if I want to teach, speak, or write on matters that are related to the duties I perform for NAGB?

You may not receive compensation for teaching, speaking, or writing if:

- the activity is performed as part of your official duties (e.g., a speech on behalf of NAGB);
- **the invitation to engage in the activity was extended primarily because of your official position at NAGB, rather than expertise in the subject matter;**
- the invitation or offer of compensation was extended to you by someone with interests that may be affected substantially by your duties;
- the information conveyed through the activity draws substantially on nonpublic information obtained through your service at NAGB; or
- **the activity deals, in significant part, with a matter involving specific parties to which you are currently assigned or had been assigned during your current NAGB appointment.**

Notwithstanding the restrictions in bold **type** you may accept compensation for teaching a course requiring multiple presentations offered as part of: (a) the regularly established curriculum of various specified types of educational institutions; or (b) educational or training programs sponsored and funded by federal, State, or local government. However, if you teach at an educational institution, you must not participate in any NAGB matters that involve that institution.

H. What restrictions apply if my government duties involve the awarding of contracts?

If you are involved in the awarding of any contracts, please seek advice from the Ethics Division. There are special provisions that cover your involvement in the awarding of contracts. For example, you may not accept compensation as an employee, officer, director, or consultant of a contractor within the one-year period after leaving Government service where you participated in certain procurement matters pertaining to that contractor. In addition, if you disclose certain information pertaining to Federal procurements that you obtained during your service on a committee, you may face sanctions, including criminal penalties.

I. What restrictions apply to my interaction with foreign entities?

The emoluments clause of the U.S. Constitution prohibits you from receiving any emolument, office or title of any kind from a foreign government, including political subdivisions of a foreign government. An emolument is compensation received by virtue of holding an office or having employment with a foreign government and includes, for example, salary, honoraria, transportation, per diem allowances, household goods, shipment costs, and housing allowances. This clause has been interpreted to be broader than the traditional notion of employment and includes, for example, income received through a partnership when an identifiable portion of the partnership draw can be attributed to the partnership's fees from such foreign government. This provision has particular relevance to positions with foreign universities that are government-operated, as opposed to private institutions. United States Constitution, art. I § 9, cl. 8. There are also statutory provisions restricting acceptance of gifts from foreign governments. 5 U.S.C. § 7342. You should seek advice from the Ethics Division regarding the details about these restrictions. Additionally, a criminal statute bars employment or consultation with a foreign entity for the purpose of providing foreign agent representation or lobbying. 18 U.S.C. § 219.

The ban on participating in foreign agent activities covered by the Foreign Agents Registration Act (FARA) prohibits representation of foreign governments or foreign political parties before the United States Government, as well as a number of other activities conducted within the United States on behalf of such entities. There are certain FARA exceptions related to trade or commerce, legal representation, humanitarian fundraising, and religious, scholastic, or scientific pursuits. The Lobbying Disclosure Act of 1995 requires certain covered Federal officials who serve as agents of foreign principals (other than foreign governments or foreign political parties) to register if they work on behalf of foreign corporations, associations, or other organizations.

Finally, certain restrictions apply after your position with NAGB terminates. Specifically, 18 U.S.C. § 207 includes restrictions on former employees who participated in trade or treaty negotiations on behalf of the United States (18 U.S.C. § 207(b)) and on former senior employees who wish to represent, or aid or advise in the representation of, a foreign entity with the intent to influence a decision of a Federal employee or agency (18 U.S.C. § 207(f)).

J. What do I do if I am called to be an expert witness?

Government employees generally may not participate as an expert witness, with or without compensation, other than on behalf of the United States, in any proceeding before a federal court or agency in which the United States is a party or has a direct and substantial interest. This restriction applies to most SGEs only if the SGE actually participated officially in the same proceeding or in the particular matter that is the subject of the proceeding. If you are appointed by the President, serve on a commission established by statute, or serve (or are expected to serve) for more than 60 days in a period of 365 days, the restriction on expert service also applies to any proceeding in which NAGB is a party or has a direct and substantial interest.

K. May I keep and use frequent flyer miles that I earn when I am on official NAGB travel?

Yes, you may use frequent flyer miles or other airline awards or promotions accumulated on official NAGB travel for your own personal use.

VI. CONCLUSION

We understand that these laws are complex and may not be intuitive. Again, we caution you that this summary is merely an introduction to the ethics laws and rules that apply to you. You should always feel free to contact the Department of Education Office of the General Counsel's Ethics Division with any questions or concerns.

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NATIONAL ASSESSMENT GOVERNING BOARD
CURRENT CONTRACTS

| Board Committee & Activity | Area of Work | Contractor | Staff Member(s) |
|--|---|---|-------------------------------|
| Committee on Standards, Design and Methodology (COSDAM) | Statistical Linking Studies and Related Data Sharing Agreements | Via states and NAEP Alliance contractors ETS and Westat | Sharyn Rosenberg |
| | Developing Achievement Levels for the 2017 National Assessment of Educational Progress Grade 4 Writing Assessment | NCS Pearson, Inc. (Year 1 of 2 Years) | Sharyn Rosenberg |
| Reporting and Dissemination Committee | Outreach and Dissemination | The District Communications Group (Year 2 of 3 Years) | Stephaan Harris |
| | World Wide Web Services | Quotient, Inc. (Year 2 of 3 Years) | Stephaan Harris Mary Crovo |
| | Focused Reporting | CRP, Incorporated (Year 1 of 2 years) | Laura Logerfo |
| Executive Committee | State Outreach | Council of Chief State School Officers | Michelle Blair |

March 2017



National Assessment Governing Board's **Strategic Vision**

The Nation's Report Card, also known as the National Assessment of Educational Progress (NAEP), was developed in 1969 to answer the important question: "How are our nation's students doing?" The National Assessment Governing Board established this Strategic Vision to not only answer the first question, but also to expand NAEP's impact by addressing a second question: "How can NAEP provide information about how our students are doing in the most innovative, informative, and impactful ways?"

Congress created the independent, bipartisan Governing Board in 1988 to set policy guidelines for The Nation's Report Card, which is the largest nationally representative, continuing evaluation of the condition of education in the United States. In statute Congress charged the Governing Board to identify NAEP subjects to be tested, determine the content and achievement levels for each assessment, approve all test questions, and take steps to improve the form, reporting, and use of results.

The Governing Board partners with the National Center for Education Statistics, which administers the NAEP program, to inform a wide range of stakeholders—including policymakers, educators, researchers, business leaders, the media, and the general public—about what America's students know and can do in various subject areas, and compare achievement data over time and among student demographic groups. This allows the nation to understand where more work must be done to improve learning among all students.

The Governing Board fulfills its statutory mission by continuously reviewing and revising its policies and practices to ensure The Nation's Report Card measures and reports meaningful information to the public.

The educational landscape of the 21st century demands increased academic ambition, greater technological sophistication, improved civic participation, and expanded global perspectives for all students. In this time of rapid and accelerating change, it is essential for The Nation's Report Card to support innovation and address the need to improve student achievement, while maintaining its timeless promise to serve as the constant and unassailable measure of student achievement for our nation. To increase the value of The Nation's Report Card as a resource to impact student achievement, the Governing Board adopted this Strategic Vision with a dual focus on innovating to enhance NAEP's form and content and informing stakeholders to expand NAEP's dissemination and use.



Inform

The National Assessment Governing Board will promote The Nation's Report Card's wealth of information to facilitate the awareness and uses of NAEP in appropriate, timely, new, and meaningful ways. Examples of NAEP resources include: results; trends; test questions and tasks; studies; measurement innovations; frameworks that specify the content and design of NAEP assessments; and contextual variables about student demographics and educational experiences collected from students, teachers, and schools. The Governing Board will:

- Strengthen and expand partnerships by broadening stakeholders' awareness of NAEP and facilitating their use of NAEP resources.
- Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments.
- Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice.
- Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies.



Innovate

The National Assessment Governing Board will revise the design, form, and content of The Nation's Report Card using advances in technology to keep NAEP at the forefront of measuring and reporting student achievement. The Governing Board will:

- Develop new approaches to update NAEP subject area frameworks to support the Board's responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends.
- Continue improving the content, analysis, and reporting of NAEP contextual variables by considering the questions' relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.
- Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics.
- Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP.
- Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation's evolving needs, the Board's priorities, and NAEP funding.
- Develop new approaches to measure the complex skills required for transition to postsecondary education and career.

This Strategic Vision will focus the work of the Governing Board through the year 2020. By pursuing these priorities, the Governing Board will ensure that The Nation's Report Card provides the country with valuable data that measure and contribute to the improvement of student progress in achieving important knowledge and skills necessary for success as citizens in our democratic society.

Unanimously approved November 18, 2016

**NATIONAL ASSESSMENT GOVERNING BOARD
2014 STRATEGIC COMMUNICATIONS PLAN**

Approved August 2, 2014

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

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

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

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

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

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

Parents

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

Teachers and Administrators

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

Policymakers

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

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

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

I. Make a Connection With Target Audiences

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

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

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

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

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

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

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

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

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

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

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

- **Tell the NAEP story through user testimonials.** NAEP data become more impactful when stakeholders learn how others use the data to fulfill their missions and advance their educational goals. Working through key groups, we will collect and disseminate real-life testimonials from the priority audiences to become an authentic author of the NAEP story.

Example of the strategy in action for parents: Collaborate with National PTA to solicit testimonials from parents about how they use NAEP and other assessment data, and then promote the testimonials through the Board's and PTA's online networks. These testimonials and other NAEP information could also be featured on the websites of other national education groups, encouraging parents to learn about different assessments their children might take and how the data can be used.

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

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

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

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

II. Engage Audiences Between Report Card Releases

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Maximize Impact Through Innovation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



National Assessment of Educational Progress

Schedule of Assessments

Approved November 21, 2015

The *National Assessment of Educational Progress (NAEP) Authorization Act* established the National Assessment Governing Board to set policy for NAEP, including determining the schedule of assessments. (P.L. 107-279)

| Year | Subject | National Grades Assessed | State Grades Assessed | TUDA Grades Assessed |
|------|--|--|-----------------------|----------------------|
| 2014 | U.S. History* Civics* Geography* TECHNOLOGY AND ENGINEERING LITERACY | 8 8 8 8 | | |
| 2015 | Reading* Mathematics* Science** | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 4, 8 | 4, 8 4, 8 4, 8 |
| 2016 | Arts* | 8 | | |
| 2017 | Reading Mathematics Writing | 4, 8 4, 8 4, 8 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2018 | U.S. History Civics Geography Technology and Engineering Literacy | 8 8 8 8 | | |
| 2019 | Reading Mathematics Science High School Transcript Study | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2020 | | | | |
| 2021 | Reading Mathematics Writing | 4, 8 4, 8 4, 8, 12 | 4, 8 4, 8 8 | 4, 8 4, 8 |
| 2022 | U.S. HISTORY CIVICS GEOGRAPHY Economics Technology and Engineering Literacy | 8, 12 8, 12 8, 12 12 8, 12 | | |
| 2023 | Reading Mathematics Science High School Transcript Study | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 4, 8 | 4, 8 4, 8 4, 8 |
| 2024 | ARTS FOREIGN LANGUAGE Long-term Trend | 8 12 ~ | | |

NOTES:

*Assessments not administered by computer. Beginning in 2017 all operational assessments will be digitally based.

**Science in 2015 consisted of paper-and-pencil and digital-based components.

~Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics. Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Governing Board will decide whether a new or updated framework is needed.

History of Changes to the NAEP Schedule of Assessments

Historical Schedule Changes

The major schedule changes adopted by the Board since 2000 are listed below:

1. Added grade 4 and 8 state-level Reading and Mathematics every two years. (2002) [Prior to the 2002 ESEA reauthorization (NCLB), state assessments at grades 4 and 8 were given every two years with reading and writing in one biennium and mathematics and science in the next, i.e., these subjects and grade 12 subjects were tested once every four years.]
2. Added the High School Transcript Study (HSTS) as a regularly scheduled study. (2005)
3. Scheduled U.S. History, Civics and Geography on a once every four years cycle. (2005)
4. Added Technology and Engineering Literacy (TEL) to the NAEP subjects assessed. (2005)
5. Added grade 12 state-level Reading and Mathematics for volunteer states with a periodicity of every four years. (2008)
6. Adjusted the periodicity of science to correspond to the periodicity of TIMSS to conduct international benchmarking studies in mathematics and science. (2010)
7. Scheduled Writing as a technology based assessment, beginning with national data collections only and delaying fourth grade in order to complete a special study. (2010)

Other schedule changes and program adjustments from 2000 through 2015 have been due primarily to budget constraints and/or technical challenges, considering options such as:

- Assessing fewer grade levels in non-required subject areas (e.g., U.S. History, Civics, and Geography; Writing; TEL).
- Postponing a state-level assessment
- Postponing a full assessment/study (e.g., World History, Foreign Language, HSTS).
- Changing the sample size and reporting depth for jurisdictions (e.g., alternating subjects with a smaller sample size in a model called focal and non-focal).

Guiding Principles for Schedule Changes

Guiding principles and priorities that have been used to guide planned updates to the NAEP schedule of assessments include:

1. Follow the guidance in the NAEP Act (303(b)(2)),
2. Administer all assessments using technology beginning in 2017,
3. Continue to assess broad-based curricular areas with a priority for science, technology, engineering, and mathematics (STEM),
4. Providing state-level data in curricular areas beyond reading and mathematics,
5. Include more districts in the TUDA program.

Guidance for the schedule is found in Title 303 Sec. 303(b)(2) which addresses the use of random sampling (A), testing in reading and mathematics at grades 4 and 8 once every two years (B), and testing in reading and mathematics at grade 12 at regularly scheduled intervals (at least as often as prior to NCLB (C).

After this initial guidance, Sec. 303(b)(2)(D) provides guidance for including other subjects in grades 4, 8, and 12 to the extent time and resources allow. It says, including assessments "... in regularly scheduled intervals in additional subject matter, including writing, science, history, geography, civics, economics, foreign languages, and arts, and the trend assessment described in subparagraph (F)."

Overview of NAEP Assessment Design

The content and format for each NAEP subject-area assessment is determined by a [NAEP assessment framework](#), developed under the Governing Board's direction. General details about the structure of NAEP assessments include:

Long Test, Short Student Test Booklet

- Each student gets a small part of the test
- No individual student scores

Common Block Structures Across Subjects

- Items are within blocks, blocks are within booklets
Example:
At grade 4: Reading has 10 blocks and Math has 10 blocks

Test Question Types

- Multiple-choice
- Open-ended
- Computer-based tasks (Writing, Science, TEL)

Contextual Questions

- Student, teacher, administrator questionnaires

Student Booklet Block Design

While some NAEP assessments are conducted on a technology-based platform (TEL, Writing), for paper-based assessments NAEP uses a focused balanced incomplete block (BIB) or partially balanced incomplete block (pBIB) design to assign blocks or groups of cognitive items to student booklets. Because of the BIB and pBIB booklet designs and the way NAEP assigns booklets to students, NAEP can sample enough students to obtain precise results for each test question while generally consuming an average of about an hour and a half of each student's time.

The "focused" aspect of NAEP's booklet design requires that each student answer questions from only one subject area. The "BIB" or "pBIB" design ensures that students receive different interlocking sections of the assessment forms, enabling NAEP to check for any unusual interactions that may occur between different samples of students and different sets of assessment questions.

In a BIB design, the cognitive blocks are balanced; each cognitive block appears an equal number of times in every possible position. Each cognitive block is also paired with every other cognitive block in a test booklet exactly the same number of times. In a pBIB design, cognitive blocks may not appear an equal number of times in each position, or may not be paired with every other cognitive block an equal number of times. NAEP booklet design varies according to subject area (e.g., geography, mathematics, reading, science, U.S. history, writing).

Once the instrument developer has laid out the configuration of all blocks for each booklet in a *booklet map* shown here with the following column headings,

| Booklet number | Cognitive block 1 | Cognitive block 2 | Contextual question directions | General student contextual questions | Subject-specific contextual questions |
|----------------|-------------------|-------------------|--------------------------------|--------------------------------------|---------------------------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

the number of rows (booklet numbers) provides the booklet spiral design information needed for the bundling of the student booklets.

Source: http://nces.ed.gov/nationsreportcard/tdw/instruments/cog_blockdesign.aspx

NAEP Assessment Sample Design

Each assessment cycle, a sample of students in designated grades within both public and private schools throughout the United States (and sometimes specified territories and possessions) is selected for assessment. In addition, in state assessment years, of which 2007 is an example, the samples of public schools and their students in each state are large enough to support state-level estimates. In all cases, the selection process utilizes a probability sample design in which every school and student has a chance to be selected, and standard errors can be calculated for the derived estimates.

Public School Selection in State Assessment Years

The selection of a sample of public school students for state assessment involves a complex multistage sampling design with the following stages:

- Select public schools within the designated areas,
- Select students in the relevant grades within the designated schools, and
- Allocate selected students to assessment subjects.

The Common Core of Data (CCD) file, a comprehensive list of operating public schools in each jurisdiction that is compiled each school year by the National Center for Education Statistics (NCES), is used as the sampling frame for the selection of sample schools. The CCD also contains information about grades served, enrollment, and location of each school. In addition to the CCD list, a set of specially sampled jurisdictions is contacted to determine if there are any newly formed public schools that were not included in the lists used as sampling frames. Considerable effort is expended to increase the survey coverage by locating public schools not included in the most recent CCD file.

As part of the selection process, public schools are combined into groups known as strata on the basis of various school characteristics related to achievement. These characteristics include the physical location of the school, extent of minority enrollment, state-based achievement scores, and median income of the area in which the school is located. Stratification of public schools

occurs within each state. Grouping schools within strata by such selected characteristics provides a more ordered selection process with improved reliability of the assessment results.

On average, a sample of approximately 100 grade-eligible public schools is selected within each jurisdiction; within each school, about 60 students are selected for assessment. Both of these numbers may vary somewhat, depending on the number and enrollment size of the schools in a jurisdiction, and the scope of the assessment in the particular year. Students are sampled from a roster of individual names, not by whole classrooms. The total number of schools selected is a function of the number of grades to be assessed, the number of subjects to be assessed, and the number of states participating.

Private School Selection in State Assessment Years

In years in which state-level samples are drawn for public schools, private schools are classified by type (e.g., Roman Catholic, Lutheran, etc.), and are grouped for sampling by geography (Census region), degree of urbanization of location, and minority enrollment. About 700 private schools, on average, are included, with up to 60 students per school selected for assessment. These samples are not large enough to support state-level estimates for private schools. Thus, inferences for private schools are limited to the national level, even in years when public school assessments are state-specific.

A national sample of private schools in all grades is then drawn from a list compiled through the Private School Universe Survey (PSS), which is a mail survey of all U.S. private schools carried out biennially by the U.S. Census Bureau under contract to NCES. The PSS list is updated for new schools only for a sample of Roman Catholic dioceses.

National-Only Assessment Years

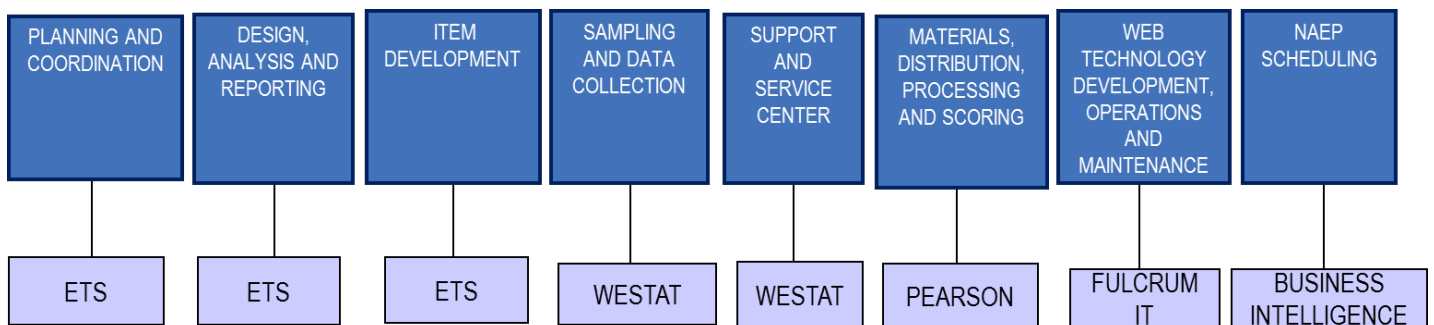
In years when the NAEP samples are intended only to provide representation at the national level and not for each individual state, the public and private school selection process is somewhat different. Rather than selecting schools directly from lists of schools, the first stage of sampling involves selecting a sample of some 50 to 100 geographic primary sampling units (PSUs). Each PSU is composed of one or more counties. They vary in size considerably, and generally about 1,000 PSUs are created in total, from which a sample is selected. Within the set of selected PSUs, public and private school samples are selected using similar procedures to those described above for the direct sampling of schools from lists. The samples are clustered geographically, which results in a more efficient data collection process. The selection of PSUs is not necessary when the sample sizes are large in each state, as in state assessment years.

Source: http://nces.ed.gov/nationsreportcard/tdw/sample_design/default.aspx

NAEP Alliance Contractors

NAEP is conducted by the Assessment Division of NCES, which also works with a series of contractors. The following chart presents the structure of the collaboration between these contractors.

NAEP Alliance Contractors



To learn more about NAEP contractors in addition to the NAEP Alliance contractors, visit: <http://nces.ed.gov/nationsreportcard/contracts/history.aspx>

Glossary of Acronyms and Other Terms

The following acronyms and terms are commonly used in the work of the National Assessment Governing Board.

| | |
|--------|--|
| AASA | American Association of School Administrators |
| ACT | Formerly American College Testing |
| ADC | Assessment Development Committee <i>(Board Committee responsible for test development on all NAEP subjects)</i> |
| AERA | American Educational Research Association |
| AFT | American Federation of Teachers |
| AIR | American Institutes for Research |
| ALDs | Achievement Level Descriptions |
| ALS | Achievement Levels Setting |
| ARRA | American Recovery and Reinvestment Act of 2009 |
| AYP | Adequate Yearly Progress <i>(From the No Child Left Behind Act)</i> |
| BOTA | Board on Testing and Assessment, National Academy of Sciences |
| CCSS | Common Core State Standards |
| CCSSO | Council of Chief State School Officers |
| CGCS | Council of the Great City Schools |
| COSDAM | Committee on Standards, Design and Methodology <i>(Board committee responsible for technical issues)</i> |
| CRESST | Center for Research on Evaluation, Standards, and Student Testing <i>(Research Center at UCLA)</i> |
| DAC | Design and Analysis Committee <i>(Advisory panel to ETS on technical issues in NAEP operations)</i> |

| | |
|-------------|--|
| ECS | Education Commission of the States <i>(First NAEP contractor and organization supporting state policy leaders)</i> |
| EIMAC | Education Information Management Advisory Consortium <i>(Advisory committee to CCSSO, mostly state testing directors)</i> |
| ELs or ELLs | English Learners or English Language Learner <i>(Pronounced "Ls"; formerly called Limited English Proficient or LEP)</i> |
| ELPA | English Language Proficiency Assessment <i>(Also ELPA21)</i> |
| EPIC | Education Policy Improvement Center |
| ESEA | Elementary and Secondary Education Act |
| ETS | Educational Testing Service |
| FAR | Federal Acquisition Regulations |
| GAO | Government Accountability Office |
| GPO | Government Printing Office |
| GSA | General Services Administration |
| HSTS | High School Transcript Study <i>(A special NAEP data collection)</i> |
| IEP | Individualized Education Plan <i>(A required document under the Individuals with Disabilities Education Act, which specifies learning objectives for an individual student found with a disability)</i> |
| IES | Institute of Education Sciences <i>(The Department of Education office in which NCES is located. The Director of IES is an ex-officio member of the Governing Board.)</i> |

| | |
|--------------------------|---|
| IRA | International Reading Association |
| IRT | Item Response Theory <i>(A theory for design, analysis, and scoring of tests)</i> |
| KaSA | Knowledge and Skills Appropriate <i>(A series of NAEP research studies to improve measurement precision)</i> |
| KSA | Knowledge, Skill, and/or Ability <i>(A statement describing a subset of academic content)</i> |
| LEP | Limited English Proficient <i>(Term formerly used for an English Language Learner)</i> |
| LTT | Long Term Trend Assessment <i>(Series of NAEP tests that began in the early 1970's)</i> |
| MST | Multi-stage Testing <i>(A testing format where subsets of test items are presented to students based on item difficulty and student performance)</i> |
| NAE | National Academy of Education |
| NAEP | National Assessment of Educational Progress <i>(Pronounced "nape")</i> |
| NAESP | National Association of Elementary School Principals |
| NAGB | National Assessment Governing Board <i>(Pronounced "nag bee")</i> |
| NAS | National Academy of Sciences |
| NASBE | National Association of State Boards of Education |
| NASSP | National Association of Secondary School Principals |
| The Nation's Report Card | Alternate reference for NAEP assessments |

| | |
|-------|--|
| NCES | National Center for Education Statistics <i>(Project office for NAEP in the U.S. Department of Education and IES)</i> |
| NCLB | No Child Left Behind Act of 2001 |
| NCME | National Council on Measurement in Education |
| NCTE | National Council of Teachers of English |
| NCTM | National Council of Teachers of Mathematics |
| NEA | National Education Association |
| NEA | National Endowment for the Arts |
| NEH | National Endowment for the Humanities |
| NGSS | Next Generation Science Standards |
| NRC | National Research Council |
| NSBA | National School Boards Association |
| NSLP | National School Lunch Program |
| NVS | NAEP Validity Studies Panel |
| OGC | Office of the General Counsel <i>(in the U.S. Department of Education)</i> |
| OMB | Office of Management and Budget |
| PARCC | Partnership for Assessment of Readiness for College and Careers |
| PIRLS | Progress in International Reading Literacy Study |
| PISA | Program for International Student Assessment |
| POC | Principal Operating Components <i>(Divisions of the U.S. Department of Education)</i> |
| PTA | Parent Teacher Association |

| | |
|----------------|--|
| R&D | Reporting and Dissemination Committee <i>(Board Committee responsible for NAEP reporting issues)</i> |
| RFP | Request for Proposals |
| RP | Response probability <i>(probability of correct response on a test question)</i> |
| RTT | Race to the Top <i>(also referred to as RTTT)</i> |
| SBAC | SMARTER Balanced Assessment Consortium |
| SD | Students with Disabilities |
| SES | Socio-economic Status |
| TBA | Technology-based Assessment |
| TEL | Technology and Engineering Literacy <i>(A content area assessed by NAEP)</i> |
| The Department | United States Department of Education |
| The Secretary | Secretary of Education <i>(Honorable Arne Duncan during the Obama administration)</i> |
| TIMSS | Trends in International Mathematics and Science Study |
| TUDA | Trial Urban District Assessment <i>(NAEP component that measures students in large urban districts)</i> |