

National Assessment Governing Board

Executive Committee

Thursday, March 1, 2018

4:30 – 6:00 pm

AGENDA

4:30 – 4:35 pm	Welcome and Agenda Overview <i>John Engler, Chair</i>	
4:35 – 4:50 pm	Executive Director Search <i>John Engler</i>	
4:50 – 5:00 pm	Executive Director's Report <i>Bill Bushaw, Executive Director</i>	
5:00 – 5:30 pm	Long-Term Trend (SV #7) <i>Joe Willhoft</i>	Attachment A
5:30 – 5:45 pm	ACTION: Resolution on Governing Board Priorities (SV #9) <i>John Engler</i>	Attachment B
5:45 – 6:00 pm	Governing Board Budget & Contracts Overview <i>Lisa Stooksberry, Deputy Executive Director</i> <i>Munira Mwalimu, Contracting Officer</i>	Attachment C
	<i>Information Item: Strategic Vision Activities Progress Report</i>	Attachment D

Long-Term Trend Discussion (SV#7)

The following pages are provided as a refresher of the background on the Long-Term Trend (LTT) and a high-level summary of the substantive work already conducted to inform the Board’s work on this Strategic Vision priority to, *“Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics.”*

The following summaries are provided below:

- Explanation of LTT vs Main NAEP
- Recent Board Discussions Regarding LTT
- Recent Research Efforts Regarding LTT

Explanation of LTT vs Main NAEP

NAEP includes two national assessment programs—Long-Term Trend (LTT) NAEP and Main NAEP. While both assessments enable NAEP to measure student progress over time, there are key differences between the two assessments. The NAEP LTT assessment measures national reading and mathematics performance at ages 9, 13 and 17. In contrast, the Main NAEP assessments focus on populations of students defined by grade, rather than age, and go beyond the national level to provide results at the state level and for 27 urban districts. LTT trend lines date back to the early 1970s, and Main NAEP trend lines start in the early 1990s. The content differs as well—for example, LTT math measures more basic mathematics skills than the current Main NAEP. Sample items can be found at: <https://nces.ed.gov/NationsReportCard/nqt/Search>.

The Main NAEP assessments in reading and mathematics are administered every two years, as required by law. The administration of LTT assessments in reading and mathematics at ages 9, 13, and 17 is also required by law, but the periodicity is not specified. The NAEP LTT assessments had been administered approximately every four years over the past two decades (and more frequently prior to that), but were last administered in 2012 and will be next administered in 2024. The Governing Board postponed the NAEP LTT planned administration for 2016 and 2020 due to budgetary constraints. Some stakeholders have expressed concern with the gap of 12 years between LTT administrations, which represents a cohort’s entire length of schooling. On the other hand, there are stakeholders who argue that the NAEP LTT is less useful now that Main NAEP provides trend information back to the early 1990s and that LTT should be eliminated.

Recent Board Discussions Regarding LTT

The Governing Board has pursued the Strategic Vision priority regarding LTT primarily through its Executive Committee. The following is an excerpt from the August 3, 2017 Executive Committee’s meeting minutes, reflecting the most recent Board discussion on the options to achieve the Strategic Vision priority regarding LTT, and the identified next steps at that time.

Executive Committee Meeting Notes—August 3, 2017

Joe Willhoft provided a brief synopsis of the Board’s deliberations on the options for the NAEP Long-Term Trend (LTT) assessment, including white papers commissioned by experts along with their discussion of those papers at a [symposium in March 2017](#) and at a session at the American Educational Research Association Conference in April 2017.

As a result of this work and collaboration with NCES, the Board has coalesced around three options for LTT:

1. Transadapt LTT from paper-and-pencil to digitally-based assessments (DBA), produce assessment frameworks, perform a bridge study for each age group, and keep the assessments in their existing administration windows.
2. Ask Congress to remove the legislative requirement and cease administration of LTT.
3. Ask Congress to remove the legislative requirement but perform a special study where LTT is administered one last time in an attempt to connect future Main NAEP results with the long-standing LTT trend lines.

Mr. Willhoft presented some of the pros and cons associated with each of the three options. He also shared the results from an informal straw poll of Board members conducted in July 2017 which revealed that there is currently no consensus among the Board. Members are split between their preferences for options 1 and 3, and in their reasoning why. He suggested further exploration of the technical and political feasibility of these options.

Shannon Garrison observed that the pros and cons identified with the options in Mr. Willhoft’s presentation did not have equal weighting. Some of the issues identified as a “pro” for keeping LTT were not considered compelling by the Board in their reasoning (e.g., LTT provides an “audit of an audit” for how Main NAEP is used with state assessment results). One of the “cons” of continuing LTT is that the assessment items are considered outdated. Ms. Garrison emphasized the magnitude of this concern and stated

her belief that Board members need the opportunity to review LTT items and compare those to Main NAEP items to inform their decision. She raised further concerns about the difficulty in creating a framework for LTT, if it were to be transadapted, and the importance of the Board to be able to stand behind the quality of all of its assessments.

The Executive Committee engaged in a discussion about the expectations for students when LTT was created, noting that it measures “fundamental” skills which is different from Main NAEP’s “*Basic*” achievement level. A discussion ensued about possibly changing the title of LTT to more accurately convey its contents and value (as Main NAEP also provides long-term trend results, but based on grades, not ages). Ms. Gagnon suggested that the LTT results would be more meaningful if they were reported in a way that explained to the general public how the expectations of students have changed from the 1970’s to today.

The Committee expressed a need to better understand the technical aspects of options 1 and 3, including if the process of transadapting LTT would involve simply changing the mode of administration or would also include significant changes to the assessment’s design.

The Committee raised concerns about the resources and tradeoffs to be made with its LTT decision in relation to other priorities. Ms. Carr responded that those tradeoffs with other assessments are not yet clear.

Chair Mazany raised the importance of the Board’s thoughtful deliberations on this complex topic, while also needing to expeditiously arrive at a decision with confidence that it is the right one for The Nation’s Report Card. He suggested a Board decision in the spring might be feasible. Ms. Carr noted that the Board signaling its likely direction is important to inform the scope of the next NAEP Alliance contracts that will be awarded in 2018.

In closing, Chair Mazany advised that to make a final decision regarding LTT, the Board will need to better understand the costs involved, the content of the assessment, the technical requirements of transadapting, and to consider the future branding of LTT.

As a result of the recommendations made in the August 2017 Executive Committee meeting, Board members were invited to a closed webinar on October 17, 2017, to view a sample of secure LTT items along with information about the percentage of students who answered each item correctly in 2012 (when the LTT was last administered) to better understand what is included on the assessment. Most recently, at the November 16, 2017, Executive Committee meeting, Peggy Carr presented a closed budget briefing on the costs associated with proceeding with LTT based on the various above-listed design approaches.

Recent Research Efforts Regarding LTT

In 2012, NCES's [Future of NAEP panel](#) recommended exploring ways of consolidating or combining Long-Term Trend and Main NAEP data collections. This is a complex challenge due to the many differences in content, sampling, and administration of the assessments.

To explore the feasibility of combining the data collection efforts given the transition of all NAEP assessments to be digitally-based, and to debate the relative merits of NAEP LTT, the Governing Board organized a symposium on the future of NAEP Long-Term Trend. The symposium took place on March 2, 2017, immediately preceding the quarterly Governing Board meeting.

In advance of the March 2017 symposium, Edward Haertel of Stanford University (who previously served as Chair of the Future of NAEP panel and, as a previous member of the Governing Board, chaired COSDAM and was the lead author of the Board's [2002 policy statement on LTT](#)) prepared a comprehensive white paper on the history of NAEP Long-Term Trend and a consideration of current issues. The paper was distributed to four additional experts, who each prepared a shorter response paper on their perspective of the future of NAEP LTT. [These papers](#) served as the basis for discussion during the March 2, 2017 event. On April 29, 2017, the same panel presentations were delivered at an invited session of the American Educational Research Association (AERA) annual meeting in San Antonio, Texas. At both events, Acting NCES Commissioner Peggy Carr also participated and provided her perspective on the operational feasibility of the various options for the future of NAEP LTT.

Proposed for Action:

**National Assessment Governing Board Resolution on
Priorities for the NAEP Assessment Schedule**

Whereas, The Nation’s Report Card—also known as the National Assessment of Educational Progress (NAEP)—is mandated by Congress to conduct a national assessment and report data on student academic achievement and trends in public and private elementary schools and secondary schools (P.L. 107-279);

Whereas, the NAEP Authorization Act requires that NAEP be administered in public and private schools in reading and mathematics at least every 2 years in grades 4 and 8 and every 4 years in grade 12 and conduct the Long-Term Trend assessment in reading and mathematics for ages 9, 13, and 17;

Whereas, the NAEP Authorization Act specifies that beyond the requirements listed above, to the extent time and resources allow, NAEP shall assess and report achievement trends in additional subjects in grades 4, 8, and 12;

Whereas, the Every Student Succeeds Act mandates that states participate in the biennial reading and mathematics NAEP assessments in grades 4 and 8;

Whereas, Congress supported the establishment and expansion of the NAEP Trial Urban District Assessment (TUDA) to provide NAEP results for select large urban districts;

Whereas, NAEP provides national, state, and local policymakers and practitioners with consistent, external, independent measures of student achievement through which results across education systems can be compared at points in time and over time;

Whereas, the National Assessment Governing Board and the National Center of Education Statistics (NCES) continuously work to enhance NAEP’s form (e.g. transitioning to digital-based assessments) and content (e.g. the Technology and Engineering Literacy assessment) to reflect the modern expectations of what students know and can do;

Whereas, Congress authorized the National Assessment Governing Board to determine the NAEP subjects to be assessed;

Whereas, it is the National Assessment Governing Board’s policy, in consultation with NCES, to periodically establish a dependable, publicly announced NAEP Schedule of Assessments spanning at least ten years, and specifying the subjects, grades, ages, assessment years, sampling levels (e.g., national, state, TUDA), and introduction of new and revised frameworks for each assessment;

Whereas, on November 18, 2016 the National Assessment Governing Board unanimously adopted its Strategic Vision which included a priority to *“Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s evolving needs, the Board priorities, and NAEP funding”*;

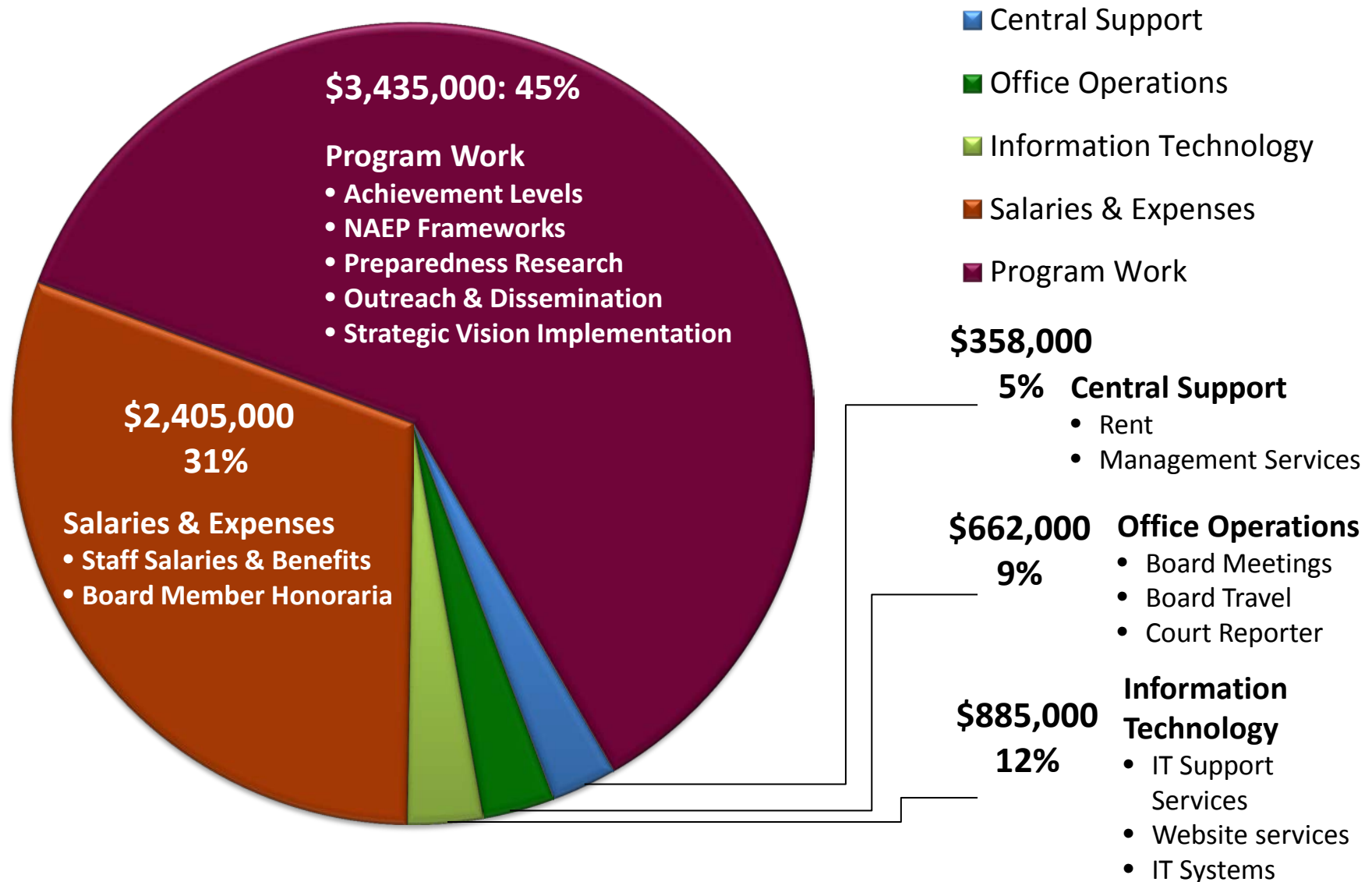
Therefore, as the National Assessment Governing Board anticipates extending the NAEP Schedule of Assessments into the future, it will uphold all of the aforementioned requirements and make decisions informed by each of the following priorities to ensure NAEP results are impactful and policy-relevant:

- **Utility** – include more voluntary state and Trial Urban District Assessments and continue to align the schedule of NAEP administrations with international assessments in the same subjects to enable actionable comparisons of districts, states, and other nations;
- **Frequency** – ensure that subject assessments beyond reading and mathematics are conducted at least every 4 years to provide additional measures of student academic progress at regular intervals; and
- **Efficiency** – find cost-effective ways to administer NAEP while to the degree possible maintaining a breadth of subjects on the schedule in order to continue reporting progress in student achievement;

Furthermore, the National Assessment Governing Board recognizes that any change to the NAEP Schedule of Assessments requires consideration of the fiscal, technical, and operational implications.

National Assessment Governing Board

FY 2018 OMB Revised Request: \$7,745,000



NATIONAL ASSESSMENT GOVERNING BOARD CURRENT CONTRACTS

Contract	Period of Performance	Contractor	Contractor Project Director	Staff Member	<u>Strategic Vision (SV)</u>
Technical Support in Psychometrics, Assessment Development, and Preparedness for Postsecondary Endeavors	8/21/17 - 8/21/20	Human Resources Research Organization	Thanos Patelis	Sharyn Rosenberg	SV #2-10
Communications, Outreach, and Dissemination of NAEP data	9/29/17- 9/28/20	The Hatcher Group	Robert Johnson	Stephaan Harris	SV #1, 3, 4, & 6
Developing Achievement Levels for the 2017 NAEP Grade 4 Writing Assessment	8/8/16 - 8/8/18	NCS Pearson, Inc.	Tim O'Neil	Sharyn Rosenberg	Legislative mandate
World Wide Web Services – www.nagb.gov	6/1/15 - 5/31/18	Quotient, Inc.	Dan DeArmas	Stephaan Harris	SV #1, 3, 4, & 6
Focused Reporting with NAEP Data	9/22/16 - 9/21/18	CRP, Incorporated	Arnold Goldstein	Laura LoGerfo	SV #1, 3, 4, & 6
Review of State Mathematics Curricular Standards	8/16/17- 6/29/18	American Institutes for Research (AIR)	Maria Stephens	Michelle Blair	SV #5
Joint Task Force with the Council of the Great City Schools for the Trial Urban District Assessment	1/08/18 - 1/8/20	Council of the Great City Schools	Raymond Hart	Lily Clark	SV #1, 3, 4, & 6
Joint Task Force with the Council of Chief State School Officers	1/26/17 - 1/25/19	Council of Chief State School Officers	Scott Norton	Lily Clark	SV #1, 3, 4, & 6
Statistical Linking Studies and Related Data Sharing Agreements with Select Participating States and ACT	Ongoing, expected completion FY2019	NAEP Alliance contractors: ETS and Westat	NCES Liaison: Pat Etienne	Sharyn Rosenberg	SV #2

Updated January 2018

National Assessment Governing Board Strategic Vision Implementation Activities Report*

Task Name	Start	Finish	Committee
Strategic Vision	August 4, 2016	March 31, 2025	
SV1 Develop and Sustain Partnerships	November 18, 2016	December 31, 2020	
Work with Partners to Increase Awareness and Use of NAEP	August 4, 2016	December 31, 2020	R&D
Maintain Database of Points of Contact	October 12, 2017	December 31, 2020	R&D
Disseminate Content with/through Partners	October 1, 2016	December 31, 2020	R&D
TUDA Task Force	December 1, 2017	October 16, 2020	Executive Committee
State Policy Task Force	August 8, 2016	August 31, 2020	Executive Committee
SV2 Linking Data	November 18, 2016	December 31, 2020	
Incorporate Ongoing Linking Studies and Consider Additional Work	November 18, 2016	December 31, 2020	COSDAM, NCES
Expand NAEP Linkages to Administrative Data	September 8, 2017	September 8, 2017	NCES
Board Considers What Federal Data Presented with NAEP	September 8, 2017	December 5, 2018	R&D, NCES
Board Promotes Work Accomplished through NCES Secondary Research Grants	August 4, 2016	December 27, 2019	R&D, NCES
Learn from Reporting of International Assessments	November 17, 2017	November 18, 2017	R&D
SV3 Expand NAEP Resources	November 18, 2016	December 31, 2020	
Create Tools for New Audiences (also SV4)	April 3, 2018	April 3, 2019	R&D
Develop 'Menu of Engagement'	January 1, 2018	December 31, 2020	R&D
Create 'Brief Case' Studies on NAEP Use (also SV4)	January 1, 2018	December 31, 2020	R&D
Build Teacher Prep Toolkit	August 2, 2018	August 9, 2019	R&D
Share Effective Uses of NAEP	March 1, 2018	October 31, 2018	R&D
Research Uses of NAEP by Various Audiences	March 3, 2017	November 16, 2018	COSDAM, R&D
Improve Understanding of NAEP Achievement Levels	October 12, 2017	December 31, 2020	R&D, COSDAM
Develop Statement of Intended and Appropriate Uses of NAEP	November 16, 2018	May 18, 2019	COSDAM
Host Stakeholder Panels at Board Meetings	August 8, 2016	December 31, 2020	
Disseminate Information on NAEP Technical Procedures to Share Expertise	March 1, 2018	December 31, 2020	COSDAM, NCES
SV4 Dissemination and Use of NAEP	November 18, 2016	December 31, 2020	
Post-release Stakeholder Events to Extend Life of Results	April 2, 2018	December 31, 2020	R&D
Update Governing Board Website	October 3, 2016	July 24, 2017	R&D
Expand Capability for More Wide-ranging Communications Approaches and Products	October 12, 2017	December 31, 2020	R&D
Identify Advanced and More User-friendly Approaches to Presenting NAEP Results	October 12, 2017	December 31, 2020	R&D
SV5 Update Frameworks	November 18, 2016	December 31, 2020	
Update Framework Development Policy	June 5, 2017	March 3, 2018	ADC
Update Item Development Policy	August 2, 2018	March 2, 2019	ADC
Explore New Approaches to Framework Update Processes (also SV8)	November 17, 2017	August 4, 2023	ADC
Review & Update Reading Framework for 2025 Assessment	October 9, 2017	March 31, 2025	ADC
Review & Update Mathematics Framework for 2025 Assessment	June 30, 2017	March 31, 2025	ADC
Review & Update Civics, Geography, and U.S. History Frameworks (Depends on Assessment Schedule Decisions)	March 1, 2018	May 23, 2020	ADC
Review & Update Economics Framework (Depends on Assessment Schedule Decisions)	March 6, 2020	August 6, 2021	ADC

National Assessment Governing Board Strategic Vision Implementation Activities Report*

Task Name	Start	Finish	Committee
Review & Update Science and TEL Frameworks (Depends on Assessment Schedule Decisions)	September 1, 2020	November 18, 2022	ADC
Review & Update Writing Framework (Depends on Assessment Schedule Decisions)	March 7, 2022	August 4, 2023	ADC
Update Board Policy on Achievement Levels (Including New Approaches to ALDs)	January 2, 2017	November 17, 2018	COSDAM
SV6 Contextual Variables	November 18, 2016	December 31, 2020	
R&D Reviews and Gives Feedback on New Reporting of Contextual Data			R&D
R&D Monitors How New Core Contextual Indices Reported			R&D
R&D Receives Updates on Revised Household Composition Variables			NCES
R&D Reviews 2021 Core Contextual Data	August 4, 2017	December 30, 2019	R&D
Periodic ADC-R&D Meetings on Core and Subject-Specific Variables (also SV6)	November 17, 2017	December 31, 2020	ADC, R&D
ADC Identifies NAEP Resources for Educators (also SV3)	May 18, 2017	November 20, 2021	ADC, R&D
SV7 Long-Term Trend	August 8, 2016	May 18, 2018	
Ed Haertel Overview Paper	August 8, 2016	December 9, 2016	COSDAM
Reaction Papers (4)	December 12, 2016	February 17, 2017	COSDAM
Washington DC Symposium	March 2, 2017	March 2, 2017	Full Board
AERA Symposium	April 29, 2017	April 29, 2017	Full Board
Governing Board Discussions	March 3, 2017	May 18, 2018	Full Board
Governing Board Decision	May 18, 2018	May 18, 2018	Full Board
SV8 Other Countries	November 17, 2017	November 17, 2017	
International Assessment Expert Panel	November 17, 2017	November 17, 2017	Full Board
SV9 Assessment Schedule	May 19, 2017	March 1, 2019	
Develop Policy Priorities	May 19, 2017	March 2, 2018	Executive Committee
Review Technical Implications of Combining Assessments	November 17, 2017	May 18, 2018	COSDAM
Revise NAEP Assessment Schedule	August 6, 2018	March 1, 2019	Executive Committee
SV10 Postsecondary Preparedness	August 6, 2016	August 31, 2020	
Ad Hoc Committee Develops Recommendations	August 3, 2017	November 17, 2018	Ad Hoc Committee
Implement Approved Recommendations of Ad Hoc Committee	November 19, 2018	August 31, 2020	Full Board
Continue Research to Gather Validity Evidence on Academic Preparedness for College	August 6, 2016	August 31, 2020	COSDAM