

National Assessment Governing Board
Strategic Vision – Second Annual Progress Report
August 2018

On November 18, 2016, the National Assessment Governing Board unanimously adopted its Strategic Vision to focus the Board’s work from 2017 through 2020. This approval marked the beginning of the implementation phase, which is managed by the staff, overseen by the Board, and conducted in partnership with the National Center for Education Statistics (NCES). For each of the four years during the Strategic Vision’s implementation, the staff will provide annual progress reports to the Governing Board. The following report captures the Governing Board’s second year of progress in pursuing the Strategic Vision priorities.

This progress report is backward-looking capturing notable work of the past year to implement the Board’s vision. It is important to note, however, that not all of the activities undertaken lend themselves to obvious measures of progress that can be reported at this time and efforts for some priorities will be focused in later years of implementation. The progress made on the Governing Board’s Strategic Vision is the result of the important contributions of and collaborations among the Board members, Board staff, NCES, and contractors.

SV #1 — Strengthen and expand partnerships by broadening stakeholders’ awareness of NAEP facilitating their use of NAEP resources.

- Staff, with Board members and NCES support, planned the first-ever NAEP Day on April 10, 2018 to release the results of the 2017 Nation’s Report Card in reading and in mathematics. The in-person and online audiences for both the national and state release in the morning and the Trial Urban District Assessment (TUDA) release in the afternoon shattered previous records.
- To prepare for NAEP Day, the Governing Board and NCES hosted several pre-release briefings with our partners, the National Governors Association, the Council of Chief State School Officers, and for the first time this year, the Council of the Great City Schools. These briefings proved invaluable in addressing questions about the transition to digital-based assessment and in focusing NAEP Day on the results and panel discussions.
- The partnership with the Council of the Chief State School Officers (CCSSO) continues, including supporting the CCSSO/Governing Board NAEP Policy Task Force.
- The staff held its first meeting of the NAEP TUDA Policy Task Force in partnership with the Council of the Great City Schools. The collaboration already has provided critically important insights, some of which shaped the outcome of NAEP Day.

- The Board continues to host stakeholder panel sessions during Governing Board meetings including: (1) a preschool education panel in May 2018 at our quarterly meeting in Montgomery, Alabama; and (2) a web-streamed panel on international assessments in November 2017 that convened a stellar panel of global experts, drew substantial attention, and illuminated similarities and differences with NAEP among assessments in Germany and China as well as international assessments such as the Programme for International Student Assessment (PISA).
- The new Governing Board multiyear communications contract, awarded in Fall 2017, has helped to increase significantly the Governing Board’s outreach via social media.
- Through its communications contract, the Board has implemented customer relation management (CRM) software, Salesforce, to document all its outreach efforts—allowing us to quantify the extent of our outreach activities. This allows us to track progress, comparing outreach for specific events, and also compare overall outreach year-to-year.
- Continued person-to-person outreach. Staff scheduled well over 60 meetings in the past 12 months with top leaders of important stakeholder organizations.
- Strategically using relations with partner organizations coupled with improved social media approaches to significantly increase awareness of NAEP resources. For example, when we have results for particular states or districts, we target their social media.

SV #2 — Increase opportunities to connect NAEP to administrative data and state, national and international student assessments.

- The Board and staff (in conjunction with NCES) has continued its work on:
 - a national NAEP-ACT linking study;
 - longitudinal studies following students who took grade 8 NAEP in 2013 into high school and first year of college in North Carolina and Tennessee;
 - longitudinal studies following students who took grade 12 NAEP in 2013 into college in Massachusetts, Michigan, and Tennessee.
- NCES has continued its work on:
 - a NAEP-High School Longitudinal Study (HSLs) linking study;
 - a NAEP-Early Childhood Longitudinal Study-Kindergarten (ECLS-K) linking study;
 - a NAEP-TIMSS linking study; and
 - linking studies of NAEP and selected state assessments
- The Ad Hoc Committee on Measures of Postsecondary Preparedness discussions over the past year have considered how various data sources, beyond NAEP assessment items, might be included in an expanded report on the preparedness of high school seniors as they transition to life after high school.

SV #3 — Expand the availability, utility and use of NAEP resources, in part by creating new resources to inform education policy and practice.

- Significantly improved our ability to capture and disseminate social media friendly video of important issues related to NAEP results including 1) NAEP results in rural states; 2) the international symposium, “Thinking Beyond Borders: The Future of Student Assessment,” from November 17; 3) repurposing video from the NAEP history, geography and civics release in 2015; 4) video associated with the 2017 NAEP reading and math release in April; and 5) video associated with Board Member roles and responsibilities.
- In the last 12 months, Board and staff provided over 20 presentations at education related events, including the annual meetings of the American Educational Research Association and National Council on Measurement in Education in New York City, the National Conference on Student Assessment in San Diego, and meetings with the National Association of Secondary School Principals, National Association of Elementary School Principals, Arts Education Partnership, Education Commission of the States, National PTA, Indiana Council of Teacher of Mathematics, National Board for Professional Teaching Standards, and Reading is Fundamental.
- The team conducted a successful release of the 2017 NAEP reading and mathematics results that included significant use of social media, scheduling of multiple prerelease embargoed briefings, and the establishment of NAEP Day focused on how state and district leaders utilize NAEP results and why NAEP reading results have remained unchanged for several years.
- The staff have increased the number of infographics and one pagers that focus on important NAEP information and findings including one pagers on the transition to digitally based assessments, background information about TUDA, explanation of NAEP achievement levels and background information related to the release of NAEP reading and mathematics results.
- We have begun an effort to identify appropriate and inappropriate uses of NAEP, which will assist the Governing Board in developing a policy on the appropriate use of NAEP.
- In partnership with NCES, Board staff presented at the National Association of Elementary School Principals’ annual conference for principal leaders, demonstrating how to use NAEP to understand school context.

SV #4 — Promote sustained dissemination and use of NAEP information beyond report card releases with consideration for multiple audiences and ever-changing multimedia technologies.

- The Governing Board’s social media accounts update weekly with more novel content and with more connections to partners than in previous years.

- Staff continued to develop focused analyses, videos, and infographics of NAEP results that explore findings and variables not traditionally highlighted in initial releases. Recent artifacts include:
 - infographics on the top 10 most improved jurisdictions in NAEP math and reading, grades 4 and 8, from 2009-2017,
 - a featured narrative on how Tennessee used NAEP scores to improve academic performance and become the fastest-improving state on NAEP from 2011-2015; and
 - focused analysis of NAEP results related to rural schools and urban districts, which resulted in a video on rural school performance that was posted and widely shared on social media and three as motion infographics on contextual variables and data related to TUDA results.
- Staff issued a request for proposals to develop a more strategic approach in drawing attention to the many products and artifacts the Governing Board releases.
- Board members and staff continue to engage with educators and policymakers through presentations to nonpublic school leaders, elementary school leaders, leaders representing large urban districts, mathematics teachers, and leaders of education organizations who are members of the Learning First Alliance.

SV #5 — Develop new approaches to update NAEP subject area frameworks to support the board’s responsibility to measure revolving expectations for student, while maintaining rigorous methods to support reporting of student achievement trends.

- The Board adopted an updated policy on NAEP framework development and updates at the March 2018 meeting.
- The Board conducted reviews of the NAEP Mathematics Framework and the NAEP Reading Framework, which included hosting expert panel discussions and commissioning papers.
- Board staff conducted five informational meetings with several partners in the mathematics education and reading education communities, regarding the Board’s framework activities.
- The Board will begin a NAEP Mathematics Framework update during this fiscal year, with an update process incorporating best practices nationally and internationally. This effort will consider the Board’s review of state mathematics standards, which will be completed by a contractor in summer 2018.
- The Board is updating its policy on achievement level setting, and also updating achievement level descriptors. Several research efforts and input from technical experts have informed proposed updates to the Board’s policy on developing achievement

levels for NAEP. The full Board will be discussing the revised policy during the August 2018 Board meeting, with action planned for November 2018.

SV #6 — Continue improving the content, analysis and reporting of NAEP contextual variables by considering the questions relevance, sensitivity and potential to provide meaningful context insights for policy and practice.

- The staff continued collaboration with NCES, participating in the process to innovate and improve contextual variables.
- NCES has plans underway to update the household composition variable, prompted by the Board’s review of contextual variables.
- The NAEP Mathematics Framework update, which begins this fiscal year, will address updates of contextual variables that support deeper understanding of student achievement in mathematics.

SV #7 — Research policy and technical implications related to the future of NAEP long-term trend assessments reading and mathematics.

- The Board held numerous discussions at Board meetings to better understand the technical, policy, operational, and budgetary issues related to the options for LTT as NAEP transitions to DBA.
- The Board held numerous discussions at Board meetings and via webinar to better understand the technical, policy, operational, and budgetary issues related to the options for LTT as NAEP transitions to DBA. Each standing committee continues to work on various aspects of its LTT policy as NCES prepares to transition LTT to the DBA mode.

SV #8 — Research assessments used in other countries to find new possibilities to innovate the content, design, and reporting of NAEP.

- In November 2017, the Governing Board hosted a half-day symposium, “Thinking Beyond Borders: The Future of Assessment,” and invited Andreas Schleicher and Dirk Hastedt, leaders overseeing PISA, PIRLS, and TIMSS along with Peggy Carr and other experts in national student assessments in Germany and China.

SV #9 — Develop policy approaches to revise the NAEP assessment subdivision schedule based on the nation’s evolving needs, the board’s priorities, and NAEP funding.

- In March 2018, the Governing Board approved a “Resolution on Priorities” in establishing the schedule for NAEP assessments in 2025 and beyond. This resolution was the result of Board deliberations in plenary sessions, small group discussions, and consultation with policy experts over the course of a year.

SV #10 — Develop new approaches to measure the complex skills required for transition to postsecondary education and career.

- In August 2017, the Governing Board established the Ad Hoc Committee on Measures of Postsecondary Preparedness. The Committee has met four times and will deliver its report to the Governing Board in November 2018 as established in the charge.
- The Board and staff continued its research to gather validity evidence for using 12th grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college.

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	January 3, 2018	November 18, 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	December 31, 2020	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	December 31, 2020	R&D
Research Uses of NAEP by Various Audiences	March 3, 2017	March 1, 2019	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	December 31, 2020	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	August 3, 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	March 17, 2020	ADC
Review & Update Economics Framework (Depends on Assessment Schedule Decisions)	March 6, 2020	August 6, 2021	ADC
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

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Task Name	Start	Finish	Committee
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	February 1, 2018	October 10, 2019	R&D
R&D Monitors How New Core Contextual Indices Reported	February 1, 2018	October 10, 2019	R&D
R&D Receives Updates on Revised Household Composition Variables	April 5, 2018	December 31, 2020	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	March 18, 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
Tasks Assigned to Committees	March 1, 2018	March 1, 2018	Executive Committee
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
Considerations of Consolidated Frameworks and Coordinated Administrations	November 17, 2017	November 17, 2018	Full Board
Revise NAEP Assessment Schedule	August 6, 2018	March 1, 2019	Full Board
SV10 Postsecondary Preparedness	August 6, 2016	August 31, 2020	
Ad Hoc Committee Develops Recommendations	August 3, 2017	November 17, 2018	Ad Hoc Committee
Ad Hoc Committee created	August 3, 2017	August 3, 2017	
Ad Hoc Committee meets to discuss approach & discuss Q1: ready for what?	November 16, 2017	November 16, 2017	Ad Hoc Committee
Expert Panel - Industry Innovators	February 22, 2018	February 22, 2018	Ad Hoc Committee
Ad Hoc Committee meets to discuss Q2	March 1, 2018	March 1, 2018	Ad Hoc Committee
Expert Panel - Higher Ed Innovators	April 19, 2018	April 19, 2018	Ad Hoc Committee
Ad Hoc Committee meets to discuss Q3	May 17, 2018	May 17, 2018	Ad Hoc Committee
Expert Panel - Futurists	June 21, 2018	June 21, 2018	Ad Hoc Committee
Stakeholder input: State Assessment Experts @NCSA	June 28, 2018	June 28, 2018	Ad Hoc Committee
Ad Hoc Committee meets & discusses draft recommendations	August 2, 2018	August 2, 2018	Ad Hoc Committee
Expert Panel - Students	September 27, 2018	September 27, 2018	Ad Hoc Committee
Ad Hoc Committee - ACTION on Recommendations Report	November 15, 2018	November 15, 2018	Ad Hoc Committee
Ad Hoc Committee presents Recommendations to the Board	November 16, 2018	November 16, 2018	Full Board
Board Action on Ad Hoc Committee Recommendations	November 17, 2018	November 17, 2018	Full Board
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