

National Assessment Governing Board

Meeting of November 15–16, 2019

Arlington, VA

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Tonya Matthews, Vice Chair

Dana Boyd

Alberto Carvalho

Gregory Cizek

Tyler Cramer

Frank Edelblut

Rebecca Gagnon

Paul Gasparini

James (Jim) Geringer

Andrew Ho

Terry Mazany

Reginald McGregor

Mark Miller

Alice Peisch

Beverly (Bev) Perdue

Nardi Routten

Martin (Marty) West

Grover (Russ) Whitehurst

Mark Schneider (ex-officio)

Governing Board Members Absent

Eric Hanushek

Joseph O’Keefe

Carey Wright

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director
Lisa Stooksberry, Deputy Executive Director
Michelle Blair
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES)

Lynn Woodworth, Commissioner
Peggy Carr, Associate Commissioner
Gina Broxterman
Samantha Burg
Jing Chen
Jamie Deaton
Enis Dogan
Patricia Etienne
Eunice Greer
Elvira Germino Hausken
Shawn Kline
Daniel McGrath
Nadia McLaughlin
Taslina Rahman
Holly Spurlock
Bill Tirre
Ebony Walton
Bill Ward
Grady Wilburn

American Institutes for Research (AIR)

Jack Buckley
Kim Gattis
Cadellem Hemphill
Sami Kitmitto

CRP, Inc.

Shamai Carter
Monica Duda
Arnold Goldstein

Educational Testing Service (ETS)

Jonas Bertling
Jay Campbell
Amy Dresher
Gary Feng
Robert Finnegan
Helena Jia
John Mazzeo
Emilie Pooler
Shannon Richards
Luis Saldivia
Lisa Ward
Karen Wixson

Hager Sharp

David Hoff
Joanne Lim
Emily Martin

The Hatcher Group

Jenny Beard
Ann Bradley
Sami Ghani
Robert Johnston

Human Resources Research Organization (HumRRO)

Emily Dickinson
Monica Gribben
Sheila Schultz
Anne Woods

Optimal Solutions Group

Sidnie Christian
Brian Cramer
Sagen Kidane

Pearson

Cathy White
Llana Williams

Reingold

Keith Dezern

Westat

Chris Averett
Greg Binzer
Lisa Rodriguez
Rick Rogers
Keith Rust

WestEd

Ann Edwards
Cynthia Greenleaf
Mark Loveland

Other Attendees/Speakers

Myra Best, DigiLearn
Kristen Carr, Council of Chief State School Officers (CCSSO)
Raymond Hart, Council of the Great City Schools (CGCS)
Shelley Loving-Ryder, VA Department of Education
Sonya Powers, RTI International
Michael Slattery, HII

Welcome and Opening Remarks

Tonya Matthews, Vice Chair, welcomed attendees to the November 15, 2019, National Assessment Governing Board (Governing Board) meeting. She called the session to order at 8:31 a.m.

Approval of November 2019 Agenda

Vice Chair Matthews requested a motion for approval of the November 2019 agenda. Rebecca Gagnon made a motion to accept the agenda and this motion was seconded by Mark Miller. No discussion ensued and the motion passed unanimously.

Approval of August 2019 Board Meeting Minutes

Matthews requested a motion for approval of the minutes of the August 2019 Governing Board meeting. Gagnon made a motion to approve the August 2019 minutes and Andrew Ho seconded the motion. The motion passed unanimously.

Oath of Office and Secretary's Remarks

Betsy DeVos, U.S. Secretary of Education, thanked the current Board members for their dedication and service and expressed appreciation to the new members for agreeing to serve on the Board. She highlighted the partnership between the Governing Board and the National Center for Education Statistics (NCES), noting the work of the two organizations helps make NAEP the gold standard in assessment. NAEP helps the nation see how students achieve and provides insight into what works in educating the country's students and what does not. The latest NAEP results show that the nation is not doing enough for all students.

Secretary DeVos administered the oath of office to new members Frank Edelblut, Reginald McGregor, Marty West, and Russ Whitehurst, and to returning member, Alberto Carvalho. She acknowledged new members Rick Hanushek and Carey Wright who were unable to attend.

Following the oath of office, the Secretary answered questions. Tonya Matthews asked what exciting activities DeVos has observed in schools across the country. While she has observed many inspiring schools and initiatives, DeVos expressed admiration for the partnerships schools and districts form with local employers and cultural institutions. She believes these partnerships help tear down silos that often develop between employers and educational institutions. These partnerships facilitate efforts to increase student achievement and improve students' chances for future success. The Secretary emphasized that learning is a lifelong endeavor.

Noting that most funding for education is local, not federal, Jim Geringer asked DeVos about exemplars of local engagement in education. DeVos referred to a small, rural, remote Alaskan

village that takes a radically different approach from traditional education. The schools divide students' time between home-schooling and school-based learning and build individual learning plans for each student annually. She also described a career and technical high school in Alaska that offers an abundance of different pathways and apprenticeships based on students' interests, from veterinary science to local-based tourism industry.

Tyler Cramer asked DeVos about her thoughts on how NAEP has been helpful and how NAEP can become even more helpful to others. She urged the Board to make NAEP results more broadly available and more relevant to the people who could benefit most from learning about trends in educational outcomes and where the greatest concerns for student achievement may lie.

Dana Boyd asked how the Secretary plans to support teachers and schools in meeting students' mental health challenges due to increased school violence. DeVos mentioned a report released in December 2019 by the U.S. Departments of Education, Justice, Health and Human Services, and Homeland Security that provides resources for teachers and administrators. DeVos recommended fostering relationships between teachers and students by dislodging barriers to establishing those relationships. She also encouraged Board members to look to each other; she noted that Frank Edelblut created helpful initiatives in New Hampshire that Dana may wish to implement.

Resolution in Memory of Fielding Rolston

Tonya Matthews recognized B. Fielding Rolston, who passed away on September 29, 2019, a day before the end of his two-term tenure on the Board. After reading the resolution in memory of Rolston, Matthews requested a motion to enter the resolution into the Board meeting minutes. The motion was moved and seconded. Ho noted a minor adjustment to the resolution that Fielding Rolston was Vice Chair of the Committee on Standards, Design and Methodology (COSDAM) rather than co-chair and corrected the date Rolston began service to the Board from October 1, 2010 to October 1, 2011. Gregory Cizek recommended adding a clause to laud Fielding Rolston's exemplary kindness, integrity, and humility. The resolution, as amended, was unanimously adopted.

Introduction of New and Reappointed Board Members

Tonya Matthews began the meeting with a video that inspired fearless climbing to greater heights despite real and perceived challenges. After explaining how the Board must be as fearless in building a new Strategic Vision, the new Board members introduced themselves.

Frank Edelblut, Commissioner of the New Hampshire Department of Education, thanked the Board and looks forward to the large scope of work Board members undertake. Edelblut wants to create educational opportunities for students that meet their unique interests and needs.

Reginald McGregor, manager of engineering employee development and STEM outreach at Rolls-Royce Corporation, thanked the Board for the appointment and praised the Governing Board staff. McGregor introduced himself as a businessman, engineer, and school board member who wants to spread the word of the Board, since most are not familiar with its work. He said his goal is to make education better for all families and communities.

Marty West, professor at Harvard Graduate School of Education, Editor of EdNext, and member of the Massachusetts Board of Elementary and Secondary Education, said NAEP measures national progress towards our goals for all students and serves as a validity check of how states compare with each other. NAEP allows the nation to innovate and allows stakeholders in education to interpret information about their schools of interest more accurately and completely.

Russ Whitehurst is a former Senior Fellow from the Brookings Institution and former ex-officio Governing Board member. He compared the Governing Board to a business entity, which is constantly evolving. His agenda as a Board member is to maintain the status of success enjoyed by the Board and NCES. He supports maintaining trend lines, longitudinal studies, and linking studies with other assessments, with the goal of following students as they progress in their education. He agrees with Board members about the importance of making NAEP more useful and relevant.

Alberto Carvalho, returning for a second term, congratulated the new members. He reiterated his background of coming to America as an undocumented immigrant to his current role as Superintendent of Miami-Dade County in Florida, the fourth largest school system in the United States.

Matthews thanked the new and reappointed Board members for their comments and expressed appreciation for the diversity and experience they bring to the Board.

Committee Meeting Previews

To acknowledge the teamwork across committees, chairs provided the following previews of the committee sessions:

- Dana Boyd (Chair, Assessment Development Committee [ADC]) reported the ADC will discuss framework activities, including (a) examining how the recently updated framework policy is working, (b) taking action on the 2025 NAEP Mathematics Framework, and (c) reviewing recent activities for the 2025 NAEP Reading Framework. They also will review work related to the Governing Board's Strategic Vision.

- Andrew Ho (Chair, Committee on Standards, Design, and Methodology [COSDAM]) reported COSDAM will focus on reviewing progress on Strategic Vision activities. In a closed session, the Committee will hear about the three-block design for NAEP.
- Rebecca Gagnon (Chair, Reporting & Dissemination [R&D] Committee) welcomed new R&D members Bev Perdue and Marty West. The R&D Committee will conduct a debrief on NAEP Day activities, continue postsecondary preparedness work, and discuss progress on Strategic Vision activities.

Break

The November 15, 2019, Governing Board meeting recessed at 9:30 a.m. for a break, followed by committee meetings and closed sessions.

Working Lunch: Update on NAEP Budget and Design of 2021 Assessments (SV #9) **(CLOSED SESSION)**

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on November 15, 2019, the Governing Board met in closed session from 12:10 to 1:30 p.m. to receive a briefing on the NAEP Assessment Schedule and budget and the design of the 2021 assessments.

Executive Director Lesley Muldoon introduced the session by providing a brief recap of the Board's previous deliberations on the NAEP Assessment Schedule and budget.

Associate Commissioner Peggy Carr briefed the Board on the status of the NAEP budget and necessary changes to the assessment design planned for the 2021 administration.

Board members engaged in a question and answer session and discussion about the material presented by Ms. Carr.

Annual Ethics Briefing (CLOSED SESSION)

The Governing Board met in closed session from 1:30 p.m. to 2:15 p.m. Vice Chair Tonya Matthews introduced Marcella Goodridge-Keiller, an attorney with the U.S. Department of Education's Office of the General Counsel, who led the annual Ethics Briefing for Governing Board members.

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

Following a break, the meeting resumed in open session at 2:30 p.m.

Update: 2025 NAEP Mathematics Framework (SV #5)

Vice Chair Tonya Matthews introduced Dana Boyd and Mark Miller (ADC Vice Chair) as facilitators of the discussion of the 2025 NAEP Mathematics Framework. Miller introduced Michelle Blair (Board staff) and Anne Edwards (WestEd).

Blair began with a history of the process to update the current NAEP Mathematics Framework. In 2017, the Governing Board commissioned a comparative analysis of the NAEP Mathematics objectives relative to state mathematics standards. Then, the ADC invited experts to review the mathematics framework in light of current trends in instruction and assessment. Based on this information, the Board adopted a charge to convene Visioning and Development Panels to update the current framework. The Board awarded WestEd a contract to facilitate the panels. By April 2019, a draft framework update was released for public comment. Executive directors of the Council of the Chief State School Officers and the Council of the Great City Schools shared their initial reactions at the May 2019 Board meeting. They, along with several school districts, states, and organizations submitted written public comments. During the August 2019 Board meeting, members discussed policy questions raised by the comments and reached a series of decisions, which were provided to the Development Panel to finalize a draft. The draft is scheduled for action on November 16, 2019.

Edwards thanked current and past members of the ADC as well as Governing Board staff for their support and guidance. She described the participants involved in producing the draft, including practitioners, academics, business leaders, and others. The Visioning Panel provided guidelines for the Development Panel's drafting efforts that addressed three major areas: the mathematics that should be assessed; test design and technology; and opportunities to learn.

Edwards discussed how the Panels' deliberations were shaped by developments in the field regarding students' opportunity to learn mathematics based on state standards and national policy. The Panels also anticipated future directions in mathematics education and workforce requirements. Edwards noted the tension between maximizing the likelihood of maintaining stable reporting of student achievement trends, reflecting current opportunities to learn, and meeting future expectations. She expressed confidence that the draft 2025 framework balances the three concerns.

In terms of mathematics content, the five domains of mathematics remain in the draft 2025 framework. Some objectives within the domains changed, particularly those relating to mathematical reasoning. With the introduction of mathematical practices, defined as how to do mathematics, many of the mathematical reasoning objectives were removed for redundancy. Objectives were added to cover topics addressed by states that were not in the current NAEP framework. Some objectives were also clarified with language to match current mathematics education terminology. Across the draft framework, Edwards summarized that there are fewer

objectives at each grade level (16 fewer in grade 4, 13 fewer in grade 8, and 10 fewer in grade 12).

The draft framework includes some changes in the emphasis of content primarily based on what states are teaching students, Edwards explained. In elementary grades, there is greater focus on proportional reasoning; in middle grades, there is an increase in data-driven mathematics skills. This led to increasing number properties and operations from 40 to 45 percent in grade 4, with a corresponding decrease in data analysis, statistics, and probability from 10 to 5 percent. Some of the grade 4 data analysis, statistics, and probability objectives were moved to grade 8 because states are introducing these topics in later grades. Thus, grade 8 data analysis, statistics, and probability increased from 15 to 20 percent. The Panel determined grade 8 measurement should decrease by 5 percent. The Panel felt that there was no strong evidence to warrant changes in content emphasis at grade 12.

Edwards noted that the draft framework introduces mathematical literacy as a cross-cutting theme. In grade 12, 46 of the 121 objectives are opportunities for assessing mathematical literacy.

Relative to the current framework, Edwards indicated that the draft framework deletes the construct of mathematical complexity as the articulation of the cognitive process dimension of the assessment. The draft framework presents the cognitive processes of mathematics in terms of five NAEP Mathematical Practices: (a) representing, (b) abstracting and generalizing, (c) justifying and proving, (d) mathematical modeling, and (e) collaborative mathematics. These practices are a nuanced reflection of discipline-specific variation in cognitive demand that research and practice over the last 20 years have revealed.

In the last 20 years, the field of assessment has seen improvements in measurement and test design as well as advances in technology. Edward concluded by noting that the draft framework incorporates the affordances that a digital platform brings to mathematics assessment.

Blair continued the presentation with a review of previous Board decisions resulting from discussion of key policy questions at the August 2019 Board meeting. At that meeting, the Board decided compelling evidence was needed to justify the inclusion of any low-coverage objectives at the state level. This was guided by a need to be informed by, but not determined by, state mathematics standards. In addition, the Board chose to embrace changes to the emphasis of content areas as needed. Board members agreed the draft framework should support the diversity of students and NAEP's relevance. Along these lines, the ADC added support for mathematical literacy as a cross-cutting theme. The ADC also called for additional flexibility in the percentages of the assessment devoted to the largest framework changes, namely the introductions of NAEP Mathematical Practices and the addition of scenario-based tasks. Blair asserted that this flexibility will support maintaining trend, while also providing an opportunity for NAEP to lead the state of the art in mathematics assessment.

Blair provided graphs depicting state coverage of NAEP objectives by grade to illustrate the reasoning behind reducing the emphasis in grade 4 on data analysis, statistics, and probability. Blair identified several objectives removed from grade 4 in the draft framework to reduce the emphasis of this topic. Accordingly, Blair noted that the framework reduces the emphasis of the score scale for this area from 10 to 5 percent. She noted these grade 4 framework changes represent a middle ground between removing this content area from grade 4 entirely and keeping it unchanged relative to the current framework. By reducing emphasis, the updated framework provides support for maintaining trend and allows continuous monitoring of student achievement in this area that may receive greater focus in the future.

Miller led a discussion of the draft framework by reminding members that NAEP frameworks reflect the delicate balance between what is and what should be. The ADC monitored the updating process to ensure the framework policy was followed, and the Panels followed the Governing Board's charge for developing the updated framework. The ADC also monitored adherence to additional guidance provided after discussions during the May and August 2019 Board meetings.

Miller provided a sports analogy to illustrate the team effort required to complete the draft framework. He thanked everyone who contributed to the task and invited questions and comments.

Frank Edelblut recommended that changes in emphasis on the score scale might be revisited and changed over time, particularly at grade 12 for algebra and data analysis, statistics, and probability. Gregory Cizek asked about the extent to which the Common Core State Standards were reflected in NAEP objectives in the draft framework. Edwards indicated the framework reflects the preponderance of the patterns that we saw in the states to best capture opportunity to learn, and she noted that there are variations across states. She added that what state assessments measure and what occurs in classrooms are separate questions. Blair added that the Board's preliminary work to review mathematics standards across all states was a key resource for this framework update.

Andrew Ho suggested recasting the framework development process as informed by but not determined by state standards as well as measuring what is and what should be. He noted NAEP is charged with measuring what students know and are able to do, including what they may learn outside of school. Citing the assessment of students in non-public schools and external opportunities to learn mathematics, Ho suggested the framework should clarify that NAEP measures more than the union of state standards. He complimented the Panel in masterfully balancing important priorities in the draft framework.

Russ Whitehurst commented on how the Board decides the content for NAEP assessment frameworks and suggested that consensus is not necessarily the way to decide. He recommended

looking at outlier states and how their students perform. Edwards responded that she would welcome a way of articulating what is acceptable evidence for including forward-looking content.

Alberto Carvalho congratulated the framework Panel. Following Ho's comment about non-public schools, Carvalho asked if using the state standards of public schools as a guideline is sufficient. Reginald McGregor commented on the effect the framework may have on the business industry. For example, when business leaders see limited emphasis on data analysis, statistics, and probability in grade 4, they might advocate for increases in their communities. If their efforts successfully raise emphasis, then NAEP would be out of step with these newer changes. Miller noted former Board member Cary Sneider's leapfrog description as one example of how NAEP frameworks can reflect the where the field is—NAEP moves forward without getting too far in front of states, then states catch up and pass NAEP, and the cycle continues. Blair added the recently revised Board framework policy supports more frequent framework reviews that will provide the opportunity to make revisions and adjustments more frequently, if appropriate. Edwards suggested that industry provide citable and evidence-based statements, because these types of statements can be used as a basis for forward-looking content objectives.

Overview: Postsecondary Preparedness (SV #10)

Vice Chair Tonya Matthews provided background on the work done to date in exploring the feasibility of a postsecondary preparedness dashboard (e.g., expert panel meetings). R&D Committee Chair Rebecca Gagnon provided additional background, linking the effort to the Governing Board's Strategic Vision. She explained that the Ad Hoc Committee on Measures of Postsecondary Preparedness recommended working with NCES to explore a dashboard to present data, and to draft a conceptual framework to describe the knowledge and skills that should be part of the dashboard.

Gagnon shared why the Board should be pursuing this work through NAEP. She explained that (a) this work aligns with the Governing Board's Strategic Vision; (b) the Governing Board stands as a gold standard in measurement; (c) the field needs unity about postsecondary preparedness; and (d) the work highlights the relevance of NAEP data.

Gagnon summarized the process for drafting the conceptual framework, which the Governing Board members reviewed in preparation for this session. She reviewed the external input the Board received on a prior draft of the conceptual framework including the need to clarify the framework's purpose and audience, and to expand on which skills were chosen and why. That external feedback was incorporated into the current version of the framework.

Robert Finnegan of ETS shared the dashboard prototype, describing the data currently available to populate the dashboard, e.g., grade 12 NAEP results; students' course-taking patterns and

postsecondary plans; data on literacy levels; educational attainment data of adults; national, state, and local statistics; and contextual variables related to postsecondary factors.

Mr. Finnegan presented a screenshot of the dashboard's home page and showed what would be shared for discussion among the small groups. He demonstrated how to navigate the prototype dashboard, using mathematics skill as a model.

Gagnon discussed the goals for the small group discussions, asking Board members to (a) discuss the viability of the dashboard, especially whether it appears on track with Board members' expectations; (b) provide any suggestions for improvement; and (c) discuss the extent to which the dashboard might work with ESSA accountability indicators.

Jim Geringer asked about the target audience for the dashboard. Terry Mazany warned against narrowing the potential audience. Mark Schneider remarked that the Board should identify an intended audience to avoid confusion. He also asked how frequently the dashboard would be updated. Bev Perdue described a need across the country to develop some kind of schemata to help define what students need to know and be able to do to be successful in the 21st century.

Gagnon listed additional discussion topics for the small groups, including (a) who is the audience for the dashboard and (b) if there are any glaring omissions.

Recess

The November 15, 2019, Governing Board meeting recessed at 4:00 p.m. for a break, followed by breakout group sessions to discuss postsecondary preparedness (SV #10).

Meeting Convened: OPEN SESSION

The Governing Board meeting convened in open session at 8:34 a.m. on November 16, 2019. Governing Board Vice Chair Tonya Matthews opened the meeting with several logistical reminders to the Board members.

Highlights and Discussion: Postsecondary Preparedness

Gagnon summarized the activities related to postsecondary preparedness from the previous afternoon. After her introduction, the Board members who led each breakout group recapped their discussions.

Gagnon reported on the group she facilitated. The group agreed the dashboard was not clear in conveying NAEP data, however, they supported the conceptual framework and viewed it as an opportunity to clarify the contribution of NAEP to the postsecondary preparedness conversation. The group also thought that linking NAEP to other datasets to address questions about

postsecondary preparedness would be useful. The group also agreed that 12th grade was too late to assess postsecondary preparedness.

Tyler Cramer reported that measuring and reporting postsecondary preparedness may hold merit in certain settings, but his group decided that moving forward with the dashboard is ill-advised. The group questioned the intended audience and whether the Board or NCES would have the capacity to update the dashboard with evolving data. Cramer's group suggested alternate actions. First, they recommended establishing a vetting practice for new major NAEP products that would be subject to cross-committee review. Second, the group recommended the Board and NCES contribute to postsecondary preparedness and assessment reporting in other ways, such as sharing current or future contextual questions and transcript studies. Finally, the group recommended that NAEP develop measurable indicators from extant data.

Terry Mazany led the third group. His group believed the value of the framework and dashboard rest in the awareness they bring to the issue; however, they questioned how to make them actionable. The group thought, in order to be actionable, data need to be presented at the state level. State legislators, industry stakeholders, and policymakers are interested to know how well students (a.k.a., the future workforce) are prepared, which skills they possess or lack, and how their students compare to those in other states.

Reflecting on this, Mazany suggested that it would be useful to create an infographic depicting the history of the Board's work on postsecondary preparedness, especially for new Board members. He noted that one aspect each group discussed is the relevance of NAEP, especially within the context of the Strategic Vision. He referred to the natural tension between the perspective that the Board should just report data, and the alternative goal of innovating beyond mere reporting. He stressed the need to separate inform from innovate, but also acknowledged the two could exist in tandem, citing the postsecondary work as an example of informing the public with relevant data using innovative methods. Mazany thought the framework and dashboard were intentionally developed as a prototype, recognizing the strong starting point and the subsequent work to be done.

Peggy Carr agreed that a more illustrative chronology would have been helpful, saying the postsecondary work goes back more than a decade, and everyone should be aware of the effort put into the project. She called attention to the cut points on the NAEP scale for reading and mathematics and asked the Board to think about how helpful they have been and how helpful they could be. Gagnon thanked Carr and reiterated that any future postsecondary preparedness session should include the historical perspective. Matthews noted that continued cross-committee discussions are paramount to the work moving forward.

Jim Geringer asked Gagnon to clarify the definition of soft skills, citing the Programme for the International Assessment of Adult Competencies (PIAAC) as an example. He said, as a governor, he would include soft skills in the context of achieving state goals. He suggested state rankings indicate states' strengths, for example 21st century skills, and how they are relevant in the workforce. Gagnon explained the framework includes clear descriptions, and the R&D Committee will continue to use concrete/defined terminology.

Paul Gasparini agreed the small group discussions were productive. He noted his group referenced the transcript study and concluded this study could inform postsecondary work. Bev Perdue supported measuring readiness earlier than 12th grade and cautioned about the challenges of preparing for a workforce of the future given rapidly changing technology. She shared the thoughts of her group that the Board may not be the best resource for the work but may be more effective in handing off this work to a more innovative entity. Gregory Cizek agreed with this suggestion.

In his concluding remarks, Mazany said he would like future discussions on preparedness to incorporate information from NCES, NAEP, and the Board to emphasize relevance and promote visibility. Cramer praised the framework for its definitions of important skills and reminded the Board that several states already are invested in postsecondary preparedness. Gagnon agreed with the important relationship among personal, academic, and financial skills and thanked Reginald McGregor and Frank Edelblut for augmenting the small group discussions with their expertise.

Russ Whitehurst asked what the next steps would be. Matthews said the R&D Committee would take the Board's feedback and prepare a proposal to expand discussion beyond the Committee. Matthews said the feedback will guide the new Strategic Vision and the Board will consider how to filter information throughout the Board as well as narrow or expand the postsecondary focus moving forward.

Discussion: The Intended Meaning of NAEP (SV #3)

Andrew Ho presented an update on a proposed statement regarding the intended meaning of NAEP. He described why the statement is necessary and solicited feedback on the one-page statement. First, Ho noted the statement is about compliance to industry standards on measurement in education, specifically Standard 1.1 from the *Standards of Educational and Psychological Testing* to clearly state how test scores are intended to be interpreted and used. Second, the statement provides a “north star” for NAEP validation research. He noted the statement is not a tool for promoting the use of NAEP, nor is it an interpretive guide. Ho described it as a preamble to a technical manual, describing intended uses for NAEP scores as reporting progress and setting achievement levels.

Ho asked for comments to inform revisions to the statement to be brought to the Board for action at the March 2020 meeting. Tyler Cramer stated that education journalist Valerie Strauss of *The Washington Post* reported “there aren't especially detailed explanations on the NAEP website” of what the NAEP achievement levels mean. Her comment supports a need for additional information on the intended meaning of NAEP. Ho noted the Governing Board must follow the statement on intended meaning of NAEP with additional future efforts to (a) promote the wider use of NAEP, (b) provide an interpretive guide to using NAEP results with examples and non-examples, and (c) address the many misconceptions of NAEP scores.

Board members commented on the importance of the statement to the integrity and validation of NAEP. Gregory Cizek suggested amending the first sentence to state the purpose is to measure achievement and progress “with respect to the approved NAEP frameworks,” which would indicate that NAEP measures achievement against an established set of knowledge and skills that the Board has identified as what students should know and be able to do. Rebecca Gagnon expressed support for the statement and recommended keeping the text readable for laypeople, with shorter sentences where possible.

Alberto Carvalho complimented the statement but noted the statement does not seem to provide information beyond current public understanding of the intended meaning of NAEP results. He noted the public is interested in information that directly affects them by providing information about a child or local school, and NAEP does not do that. Ho acknowledged that the next steps, which involve developing an interpretive guide and engagement strategy, will address public engagement issues.

Bev Perdue expressed concern about the fourth point saying that NAEP is not intended to nor can directly indicate how well students are performing in a state. She acknowledged the need to be technically accurate but pointed out that it is problematic to call NAEP the Nation’s Report Card without the ability to compare states. Ho responded that he agreed with the concern and would address it.

Peggy Carr pointed out that international large-scale assessments such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) also measure group-level performance. She suggested adding information to convey that NAEP is one indicator of what students know and can do in a larger system of assessments.

Board members discussed the statement about not using NAEP results to compare states and how this might empower some individuals to make negative comments about NAEP by emphasizing the limited impact of the data. Ho responded that he agreed with the concern and would address it.

NCES Commissioner Lynn Woodworth noted the criteria in the NAEP legislation for removing the trial status of the achievement levels: valid, reasonable, and informative to the public. He stated that this document goes a long way towards meeting the criterion of validity by specifying what NAEP is valid for. He believes that this is a very positive step forward, and that the creation of a statement such as this is many decades overdue.

Ho responded that the Commissioner’s comment provided the perfect transition to the next discussion on the Achievement Levels Work Plan.

Discussion: Achievement Levels Work Plan

Working Group Chair Gregory Cizek described the achievement levels setting process as determining the cut scores along the score scale that separates achievement into different categories of performance. Congress mandated that NAEP achievement levels be set and the legislation requires that these achievement levels be used on a trial basis pending evaluation. The National Academies of Sciences released their evaluation of the NAEP achievement levels in November 2016 and the Governing Board issued a response in December 2016. The Governing Board formed the Achievement Levels Working Group in March 2019. One responsibility for the Working Group was to develop a plan for the Governing Board to describe how the Board will fully implement their responses to the recommendations from the evaluation.

Cizek provided an update on the progress related to the plan. The Working Group organized the evaluation recommendations into four major categories. The first category combines the first three recommendations, which cover alignment of frameworks, items, achievement level descriptions (ALDs), and cut scores. The second category addresses the fourth recommendation, relationships to external measures. The group viewed this as where does NAEP find itself positioned in the constellation of other measures, such as state assessments and international assessments, including what is NAEP's relationship to those measures. The third category combines the fifth and sixth recommendations on appropriate use and communication of achievement levels. The seventh recommendation, establishing a regular cycle for the desirability of conducting a new standard setting, has been addressed in the most recent version of the Board policy on achievement level setting for NAEP.

In describing the fourth recommendation, relationships to external measures, Cizek noted that this was challenging because there is no other assessment program doing exactly what NAEP is doing. Cizek noted that one important question embedded in the plan is for the Board to consider its reaction to the recommendation to use NAEP to predict "being on track for a college-ready high school diploma for 8th-grade students and readiness for middle school for 4th-grade students." As the Board deliberates about the next phase of its Strategic Vision, it will be important to determine whether this is an appropriate goal.

Several Board members raised concerns about the idea of using NAEP to predict being on track for a college-ready diploma in grade 8 and readiness for middle school in grade 4. Paul Gasparini and Russ Whitehurst both questioned the usefulness of this recommendation given that NAEP does not provide results for individual students or schools. Cizek responded that the reporting would likely be similar to the Board's previous efforts, in terms of the percentage of students prepared overall and by student group. Bev Perdue expressed concerns about the impact on a state's aspirations if whole states are seen as not competitive, and that eighth grade seemed too early to make a determination like that.

Rebecca Gagnon acknowledged the concerns that had been raised but questioned the value of NAEP if we cannot use the results to say something about students being on track for outcomes that we care about. Marty West noted that the real question is whether we think it would be useful in terms of driving attention to and constructive use of the NAEP results to be able to make claims about students being on track to succeed at the next stage in their educational progression, without being demoralizing by saying that students are hopelessly off track.

Lynn Woodworth stated that it is the NCES Commissioner who has the responsibility of determining the status of the achievement levels, not the National Academies of Sciences, Engineering, and Medicine. He expressed support for the report recommendations but noted that neither he nor Peggy Carr agree that satisfying only the first recommendation is necessary to remove the trial status. Carr concurred and also noted that she disagreed with Cizek's comment that there is no other assessment like NAEP; in her view, TIMSS and PIRLS are very much like NAEP. In addition, she pointed out that NCES has linked NAEP to some of their longitudinal datasets, including the High School Longitudinal Study and the Early Childhood Longitudinal Study.

Matthews ended the discussion as time ran out. She acknowledged Board members' engagement and attentiveness to this agenda topic.

Recess for Break

The November 16, 2019, Governing Board meeting recessed at 10:07 a.m. for a break and resumed at 10:20 a.m.

Update from the Executive Director

Lesley Muldoon, Executive Director of the Governing Board, provided an update on staff activities since the August 2019 quarterly meeting. She welcomed the new members to the Board. During new member orientation, there was a discussion of how the committees do their work, and new members asked whether decisions are already made by the time an issue is presented to the full Board. Muldoon said she hoped the robust discussions during the past two days demonstrated that nothing is finalized until the Board discusses the issue. She quickly highlighted her proposed topics for her report, which included a summary of past work and upcoming events.

Muldoon commented on the number of discussions in plenary and committees that will contribute to initiating the next Strategic Vision. She noted that the current Strategic Vision, the first one in the Board's 30-year history, has been groundbreaking and invaluable for guiding Board actions. She outlined the process for creating an updated Strategic Vision. Muldoon said the Executive Committee will meet in February 2020 and have draft materials ready for the Board's review and small group discussion in March 2020. Following that, the Executive Committee will produce a revised draft for the full Board to discuss in May 2020, with a final

draft ready for action at the August 2020 meeting. She plans to explore avenues for commissioning additional research and to consult with external stakeholders to inform the visioning process, but also wants to ensure that feedback from this meeting provides the Executive Committee with guidance to ask the appropriate questions for consultation. She presented a list of questions for external review and asked the Board if anyone thought amendments should be made. No Board member raised an objection to the questions or provided comments.

Muldoon posed several questions to the Board regarding NAEP. She challenged the Board to think about what trends are impacting NAEP and where the country needs NAEP to lead. She asked what information should be disseminated to the public that would elicit deep discussion and help state leaders positively impact their constituents. Are Inform and Innovate still the strategic drivers, or does the Board need to continue to iterate and refine goals? She asked the Board what worked well and what did not when implementing the first Strategic Vision, and how the Board can use the Strategic Vision to guide decisions. Finally, she asked for member input on guiding the updated Strategic Vision.

Andrew Ho noted there are many new Board members and he wanted to make sure that they have a key role in shaping the future vision. He asked new members to comment, to which Frank Edelblut replied that he intends to contribute to the ongoing conversation. Dana Boyd suggested that ‘Inform and Innovate’ remain as part of the Strategic Vision, noting their importance. She said that, as a newer member, she relies on the experience of others to learn about frustrations and successes, so they are not constantly reiterating the same work. Reginald McGregor agreed that seasoned members provide guidance and experience, while new members contribute novel ideas; he appreciates the balance between the two. Russ Whitehurst supported retaining ‘Inform and Innovate;’ however, he is most interested in seeing what is at the level below those broad areas and how those goals can be made actionable in a few years. Tonya Matthews agreed the message should remain succinct with a list of priority action items on which to focus. Mark Miller concluded the discussion by stating the importance of looking at the Strategic Vision holistically and making sure that committee goals align with overall Board activities. Muldoon thanked members for their comments and acknowledged the large amount of work that needs to be done in the next few months.

Muldoon referenced the current Strategic Vision, which includes a priority around broadening stakeholders’ use and awareness of NAEP. She reminded the Board that at the previous meeting they had asked staff to develop a proposal to establish an advisory group of state education leaders with the goal of broadening the Board’s outreach and engagement at the state level. While the Board already includes state representation from governors and educators, the proposed state policy advisory group will complement the current work, while also increasing state policy awareness and the use of NAEP to inform state policy and advise development of Governing Board policy. Based on initial feedback to keep the group small and strategic, Muldoon envisions the group composition to (a) include no more than twelve members; (b) represent state legislators, state board members, governors, advisors on education, and potentially chief state school officers; and (c) reflect the diversity of the nation. Muldoon invited members interested in serving as liaisons to volunteer. Next steps include finalizing the charge

and purpose of the group, working with national organizations to identify state leaders to serve, and setting a launch date for the initial meeting, potentially in spring 2020.

Gregory Cizek asked if this policy advisory group was something the Board discussed and voted on. Muldoon noted that the suggestion for the group originated from feedback gathered from the last Board meeting, which charged the Executive Committee with increasing NAEP engagement. Cizek voiced his opposition to the group based on a concern that, as described, such a policy advisory group would be ineffective at increasing engagement and its composition was too similar to the Board. He disagreed with farming out the Board's agenda and policy initiatives and expressed concerns with a potential conflict if this group's policy advice contradicted Board policy decisions.

In contrast, Rebecca Gagnon supported the group. She noted that as a district policy maker, she often feels the trickle-down effect of state policies imposed from a higher level and would appreciate the opportunity to participate and provide influence in those policies. She added that she enjoys her current role of advising her state and increasing use of NAEP at the policy level. Her view of the group did not align with Cizek's interpretation of the group existing solely to make recommendations of policies for which they do or do not support; however, if that is the group's role, then, she too does not see its value. Tyler Cramer felt, as described, the group's work was duplicative of the Council of Chief State School Officers (CCSSO) Task Force and a similar demographic of the current Board. He would support establishing such a group if the focus was broadened to include a larger economic/business influence.

Alice Peisch wondered whether there was another solution that could draw on specific relationships of Board members and connections with state chiefs. She mentioned the sensitivity of the subject and echoed Gagnon's comments that critical decisions are made at the district level and need to influence state policy. She agreed the Board should be used for outreach and spreading NAEP information and awareness.

Peggy Carr noted that the group sounded very similar to another existing program, NAEP Ambassadors, who are retired chiefs and superintendents, some of whom are current and former Board members. Each Ambassador visits approximately ten states and is prepped by NCEES with information. The Ambassadors are proficient at engaging their constituents and routinely bring back concerns expressed by states. They do not serve as advisors, but rather they provide outreach and engagement regarding NAEP.

Russ Whitehurst said he supports outreach and awareness, but he did not agree with an advisory group. He felt the two purposes were incompatible. Instead of creating another group, he suggested the Board focus on outreach and awareness to more effectively affect education policy and practice. Bev Perdue stated that she supports relationship building and maintenance at the state level; she noted that in her 25 years of public service, she was unaware of the NAEP Ambassadors and their role.

Muldoon noted that she heard a lot of concern about the idea as it was described, and that it is clear we will need to figure out another way to conduct the important outreach that is necessary to reach a broader array of state policymakers.

Muldoon turned her attention to NAEP Day; more than 140 people attended the event in-person and more than 1,300 people tuned into the livestream for some portion of the event. This was a substantive increase over past years. She displayed titles from several publications that highlighted NAEP. Although there was initial alarm and dismay at the results, she praised the work of journalists for looking at contextual variables and running follow-up analysis.

Looking ahead to 2020, Muldoon referenced the timeline for introducing the NAEP Mathematics Framework to the public. Staff plan to start initial communications with the most invested stakeholders next week, followed by a public announcement, and lastly updating the website. Concerning the NAEP Reading Framework update, the Visioning Panel completed its review of the current framework and produced guidelines to inform the updating process. The Development Panel will present a framework draft for public comment shortly after the May 2020 Board meeting.

Muldoon closed with a next steps in a few key areas. Immediately after this meeting, preparations will begin for the Executive Committee's retreat in February to discuss the new Strategic Vision. Carr and her team will continue their work to implement the new two-subject assessment design for 2021. Muldoon stated that the Achievement Levels Working Group will incorporate feedback from the current meeting and present a final plan for Board action at the March 2020 meeting. Lastly, she mentioned ongoing budget monitoring and continued support for NCES. Muldoon closed her report by thanking Bev Perdue for serving as Chair over the past year, and thanking Board members and staff for their continued work and support.

Committee Reports

Vice Chair Tonya Matthews asked committee leadership to report on their meeting outcomes. The committee reports were accepted unanimously by the Board and are appended to these minutes.

Assessment Development Committee

Action: 2025 NAEP Mathematics Framework

Dana Boyd made a motion for the Board to approve the 2025 NAEP Mathematics Framework. Mark Miller seconded the motion. Paul Gasparini asked that the contributions of former members Dale Nowlin, Carol Jago, and Cary Sneider be acknowledged and read into the record. The motion was unanimously approved.

Action: Delegate Authority to ADC and COSDAM to Approve the Specifications for the 2025 NAEP Mathematics Framework

Frank Edelblut made the motion to delegate authority to the ADC and COSDAM to approve the specifications for the 2025 NAEP Mathematics Framework. Marty West seconded the motion. Board members approved the motion unanimously.

Governing Board Open Discussion

Reginald McGregor asked about the process for getting questions answered or obtaining additional information about a specific topic. He also inquired about receiving NAEP studies and other information, including information about NAEP Ambassadors and State Coordinators. Tonya Matthews explained that Board members can email other Board members directly. She stated there is a confidential document with contact information for all Board members that will be updated with new member information and shared. Peggy Carr stated she has a list of resources she will share with Board members.

Rebecca Gagnon repeated a request from the postsecondary discussion to revisit the history and timeline to clearly understand how the work has evolved. Matthews suggested that more time be given to certain topics, such as postsecondary preparedness. She also suggested that some of the Board material be included in an appendix for Board members who want additional information and details.


Preview: March 2020 Board Meeting in El Paso, Texas

After thanking Board members for their thoughts and prayers after the shooting at a Walmart in El Paso that occurred just after the adjournment of the August Board meeting, Dana Boyd provided a preview of the March 2020 Board meeting to be held in El Paso, Texas. Plans include visiting Boyd’s Eastpoint Elementary School and Bel Air High School. The theme of the March 2020 meeting will be education success in a border city, pre–K through 16. Boyd then played a video produced by her school district that introduced El Paso sites and events, along with classroom scenes and interviews with district leaders and educators. She described El Paso as unique. She encouraged everyone to attend the March meeting, especially the school visits where the Board members would have an opportunity to make a tremendous impact on the students.

Meeting Adjourned

Board Vice Chair Tonya Matthews asked for a motion to adjourn the meeting. Rebecca Gagnon made the motion; Andrew Ho seconded the motion. The November 16, 2019, session of the meeting adjourned at 11:42 a.m.

I certify to the accuracy of the minutes.



Tonya Matthews, Vice Chair

February 14, 2020

Date

National Assessment Governing Board

Executive Committee Meeting

Report of November 15, 2019

Executive Committee Members: Tonya Matthews (Acting Chair), Dana Boyd, Rebecca Gagnon, Jim Geringer, Andrew Ho, Terry Mazany, Mark Miller, Alice Peisch, Beverly Perdue.

Executive Committee Members Absent: Father Joseph O’Keefe.

National Assessment Governing Board Members: Alberto Carvalho, Tyler Cramer, Frank Edelblut, Paul Gasparini, Reginald McGregor, Nardi Routten, Martin West, Russ Whitehurst.

National Assessment Governing Board Staff: Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Lesley Muldoon, Munira Mwalimu, Sharyn Rosenberg, Angela Scott, Lisa Stooksberry, Anthony White.

National Center for Education Statistics Staff: Samantha Burg, Peggy Carr, Pat Etienne, Dan McGrath, Shawn Kline, Holly Spurlock, James Lynn Woodworth.

Contractors: Educational Testing Service (ETS): Jay Campbell, Amy Drescher, Emilie Pooler. Hager Sharp: David Hoff. Pearson: Llana Williams.

Acting Chair Tonya Matthews called the meeting to order at 4:02 p.m. She opened the meeting by welcoming newly-appointed Board members in attendance, including Frank Edelblut, Reginald McGregor, Martin West, and Russ Whitehurst. She invited new members to briefly introduce themselves. Chair Matthews noted her role as Acting Chair while the Board awaits the appointments of three additional members to this year’s class, which is expected to include the new Chair.

Chair Matthews reviewed the Committee’s agenda, which included a kick-off conversation about the Board’s next Strategic Vision and then, in closed session, a briefing on the NAEP budget. She then turned to the Executive Director, Lesley Muldoon.

Muldoon offered greetings to all, especially the new members appointed to the Executive Committee and the Board. She reminded existing members of the conversation about the Strategic Vision that took place in Cheyenne, Wyoming, in August. There was unanimous support for proceeding with the next Strategic Vision.

Muldoon remarked on the ground-breaking nature of the Board’s first Strategic Vision in its 30-year history. The current Strategic Vision was established through 2020, which means the year ahead will be marked by concluding activities that remain, as appropriate, and by deciding what will transition to the next Vision or will sunset.

Reminding members of the two pillars of the Strategic Vision, inform and innovate, Muldoon offered highlights from the last three years. In the inform category, the Board has been successful in promoting use of the NAEP questions tool; highlighting contextual data, especially during Report Card releases; and expanding the use of social media and communications channels to translate NAEP to a wider set of audiences. Looking ahead to the next generation Strategic Vision, Muldoon anticipates that the Board can continue to develop a more effective communications strategy.

The committees accomplished much under the pillar of innovate. For example, a thread through all committees, and led by the Assessment Development Committee, is the updating of subject area frameworks. The Board addressed Congress' request to administer the NAEP Long-Term Trend assessment, which is in the field during the 2019-20 school year, by administering the assessment with paper and pencil. But, the Long-Term Trend assessment will be transadapted for 2024. Importantly, the Board established priorities of frequency, utility, and efficiency to guide discussions and decisions about the assessment schedule, particularly amidst budget challenges.

Muldoon outlined the immediate next steps in developing Strategic Vision 2025, starting with committee-level discussions at this November meeting. Each committee will consider its own Strategic Vision work plan, identifying what has been accomplished, what remains incomplete that might move forward, and what activities will sunset. The ambitious goal is for the Board to take action on the next Strategic Vision in August 2020. To meet that goal, the Executive Committee will hold a retreat early in 2020 to kick-start the process; the Board will take part in small group discussions at its March meeting to provide guidance; and by May, the Board again will meet in small groups and in plenary session to refine its draft vision.

Mark Miller inquired about the policy and process for the first Strategic Vision, in which Chair Matthews noted it was the first such undertaking for the Board. Lessons learned from the first process will provide guardrails to guide the second endeavor. Several Committee members concurred with Rebecca Gagnon's call for consideration of the current context, particularly budget limitations. While not taking a deficit mindset, the Board will need to use the current budget forecast to prioritize what can be realistically but ambitiously accomplished. Miller noted that a guide to the visioning process would be instructive.

Andrew Ho indicated his support of the timeline, recognizing that it is an ambitious one, and noted that the August 2020 meeting will be the last for him and three other members whose second terms conclude next year. Ho suggested that former Board chair and current Executive Committee member Terry Mazany could speak to the lessons learned and techniques used, such as the success of cross-committee small group discussions to propel the discussion forward. Executive Committee members should reach out regularly to other Board members to make sure all voices are heard and all questions are answered as the process goes forth.

Jim Geringer asked for clarification about what is expected from this Executive Committee discussion versus what will take place in committee meetings. Muldoon offered that the aim is to seek guidance from the Executive Committee on overarching goals and questions to guide the process, whereas committees will discuss specific activities. In Saturday plenary session, the full

Board will revisit the goals and process for moving forward in light of committee discussions. Dana Boyd urged committee members to build on previous discussions throughout the process so that each new conversation does not start from the beginning.

Chair Matthews noted that the Executive Committee retreat will afford an opportunity to delve more meaningfully into Strategic Vision 2025, both in content and process. She asked committee members to consider whether inform and innovate are still the right pillars for the next Strategic Vision and whether the 2025 Vision should mark an evolution of the first or a revolution.

Bev Perdue noted the need for an aspirational goal in the next Strategic Vision, and Rebecca Gagnon urged the committee members to attend to trends in the field, both from how those trends impact NAEP and how NAEP can inform those trends. Muldoon cited NAEP's ability to support sound policy at the state and local levels. Miller raised the question of making decisions about pursuing key strategies around trends in the field against budget limitations, noting the Board will need to prioritize its targets. Matthews called attention to the Board's desire to serve as a beacon for informing the public juxtaposed by the fact that Board members cannot serve in advocacy roles. Geringer referenced the leadership of former Governing Board Chair David Driscoll, who balanced a call for innovation against an exclusive focus on the Board's Congressional mandate. Geringer noted that the Board has a leadership role, not an advocacy one, and that the art of asking the right questions of national and state leaders is how policy is informed and shaped.

Alice Peisch, noting the four-year life of the current vision, noted the importance of identifying what has and has not been accomplished to date and what should and should not be carried forward. There was general agreement among Executive Committee members that everything is on the table for the next Strategic Vision.

Matthews concluded the discussion by asking Board members to reach out to Muldoon or to staff committee liaisons with other comments and ideas, noting that there will be regular intervals along the way when the Board's input will be sought. Muldoon asked for volunteers to serve as a sounding board throughout the process, asking members to let her know of their interest and willingness to serve in this capacity. She also noted that the Board has an existing contractual vehicle to gather information that can guide the Board's next vision, if and when necessary.

Matthews then turned to acknowledgements. She lauded the determination and steadfastness of the outgoing Chair, Ms. Perdue, thanking her for her service and noting the importance of her remaining on the Executive Committee in the role of immediate past Chair. She recognized new committee chairs and vice chairs Dana Boyd, Jim Geringer, Mark Miller, and Alice Peisch. She recognized the outstanding and lengthy leadership of former member Fielding Rolston, whose recent passing leaves a void among the Board and in education policy broadly. He will be missed deeply. She noted that tomorrow morning the Board will take up a resolution in his memory.

In closing, Matthews congratulated Alberto Carvalho on his reappointment to the Board and noted that due to timing constraints the Board did not bid farewell to Carol Jago, Linda Rosen, and Joe Willhoft. Staff will help Board members reach any of the three, and the Board will be sending cards to them.

Matthews also noted the departure of staff member, Lily Clark and recognized that she will be missed by staff and Board alike.

At 4:28 p.m., Matthews concluded the open session and, in preparation to close the next session, asked those who are not Governing Board members or staff or NCES staff and select contractors to leave the room.

CLOSED SESSION

Executive Committee Members: Tonya Matthews (Acting Chair), Dana Boyd, Rebecca Gagnon, Jim Geringer, Andrew Ho, Terry Mazany, Mark Miller, Alice Peisch, Beverly Perdue.

Executive Committee Members Absent: Father Joseph O’Keefe.

National Assessment Governing Board Members: Alberto Carvalho, Tyler Cramer, Frank Edelblut, Paul Gasparini, Reginald McGregor, Nardi Routten, Martin West, Russ Whitehurst.

National Assessment Governing Board Staff: Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Lesley Muldoon, Munira Mwalimu, Sharyn Rosenberg, Angela Scott, Lisa Stooksberry, Anthony White.

National Center for Education Statistics Staff: Samantha Burg, Peggy Carr, Pat Etienne, Dan McGrath, Shawn Kline, Holly Spurlock, James Lynn Woodworth.

The Executive Committee met in closed session from 4:33 to 5:49 p.m. to discuss the NAEP budget and assessment schedule. This briefing was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

The closed session was called to order by Acting Chair Tonya Matthews at 4:33 p.m.

Acting Chair Matthews reminded members of the confidential nature of the discussions before turning to Peggy Carr, Acting Commissioner, NCES. Carr provided the Committee with background on the federal government budgeting process and the details of the Fiscal year (FY) 2019 NAEP budget. Lesley Muldoon, Executive Director, National Assessment Governing Board, described the three fiscal years currently in play. There is carry-over from FY19, as NAEP is funded on a two-year cycle. Congress is currently deliberating on FY20 appropriations. Simultaneously, the Office of Management and Budget (OMB) is working with the Department of Education on the budget request for FY21.

Carr reminded members of the recently awarded Alliance contracts, which contribute to NAEP operations and administration through 2025. At its May 2019 quarterly meeting, the Governing Board took initial action on the NAEP assessment schedule and provided additional policy guidance to NCES, which NCES used to make final decisions in awarding the contracts. Ms. Carr reviewed the changes to the assessment schedule that were approved by the Board and announced in July 2019.

Carr noted that new frameworks in mathematics and reading, slated to go into effect in 2025, involve significant costs in assessment development.

Carr described some of the activities that would take place if the NAEP budget were to be increased. NCES Commissioner Lynn Woodworth reminded the committee that human resources are a factor that must be considered in addition to financial resources.

The Committee engaged in discussion and asked questions about the proposed Senate appropriations bill, which refers to the NAEP assessment schedule approved in November 2015. The proposed bill indicates support for U.S. History, Civics, and Geography as described in the November 2015 schedule.

The closed session adjourned at 5:49 p.m.

I certify the accuracy of these minutes.



Tonya Matthews, Acting Chair

January 6, 2020

Date

National Assessment Governing Board

Assessment Development Committee

Report of November 15, 2019

Assessment Development Committee (ADC) Members: Dana Boyd (Chair), Mark Miller (Vice Chair), Frank Edelblut, Paul Gasparini, Reginald McGregor, Nardi Routten.

Governing Board Staff: Lisa Stooksberry, Michelle Blair.

NCES Staff: Eunice Greer, Elvira Germino Hausken, Holly Spurlock, William Ward.

Other Attendees: American Institutes for Research: Kim Gattis, Sami Kitmitto, Gabrielle Merken. Council of the Great City Schools: Raymond Hart. Educational Testing Service: Emilie Pooler, Luis Saldivia, Karen Wixson. Hager Sharp: Joanne Lim. Human Resources Research Organization: Sheila Schultz. Optimal Solutions Group: Sayen Kidane. WestEd: Ann Edwards, Cynthia Greenleaf, Mark Loveland. Virginia Department of Education: Shelley Loving-Ryder. Westat: Lisa Rodriguez.

Welcome and Introductions

Chair Dana Boyd called the meeting to order at 9:45 am. After introductions of all meeting attendees, she remarked on her leadership style as that of a “servant leader” who believes in learning from the team. She encouraged members to learn from each other and to engage in discussions so that all voices are heard.

Framework Development Policy: Review of Principles and Implementation (SV5)

Chair Boyd indicated that this first ADC session was an opportunity to take stock about how framework processes are being implemented, particularly as the Board completes the NAEP Mathematics Framework update and initiates the NAEP Reading Framework update. The mathematics project is the first NAEP framework update in several years. Chair Boyd acknowledged that the Governing Board Framework Development Policy was revised immediately before the mathematics framework process was launched. She then introduced Michelle Blair to provide an overview of how policy has been implemented for the most recent framework update.

Ms. Blair said that framework development enables the Board to fulfill its congressional mandates, while also supporting the validity and reliability of the assessment. She discussed each of the major components of the Framework Development Policy, while calling attention to the

newest aspects of the policy. When the policy was revised in 2018, the Board incorporated more guidance regarding periodic reviews and updates of frameworks. Legislation prescribes no set periodicity for framework updates, but stable reporting is part of NAEP's core mission in order to measure progress over time. Previously, this stability was pursued by keeping frameworks fixed for at least 10 years, but the current policy supports stability via more frequent reviews. More frequent reviews decrease the likelihood that an accumulation of needed updates would threaten trend reporting.

Summarizing the framework development and updating process, Ms. Blair remarked that the policy essentially charges a group of experts to provide subject matter advisement, while the ADC and the Board guide the process at a policy level by accounting for factors beyond the subject matter.

Ms. Blair turned to how several implementation challenges have been handled. To support implementation of the framework update process, she explained that it is helpful to know ahead of time that the scope of the update will engage a Development Panel as well as a Visioning Panel. So, Board staff have used the ADC framework review and the Board's charge to determine whether a Development Panel will be needed. The current Framework Development Policy reduced the number of people empaneled for the process. This smaller framework panel increases the importance of supplementary outreach efforts to engage the field more broadly. A robust public comment period is also important.

Ms. Blair noted that framework panelists sometimes approach the NAEP framework process with ideas that are outside the scope of the NAEP's legislative mandates, and so a challenge is how to encourage visionary thinking from the framework panel within these mandates. Similarly, maintaining continuous reporting of student achievement trends is sometimes at odds with innovation-oriented thinking. Ms. Blair concluded that future guidance from the Governing Board will need to navigate this in more detail.

Paul Gasparini asserted that it is critical for the ADC to certify that the Board's Framework Development Policy is followed. He also encouraged the Committee to avoid delving too far into the details associated with nuances inherent to the subject matter. Instead, he claimed the Committee should focus more on whether the policy is being followed and whether the Committee can assure that we have a quality framework to support each NAEP assessment.

Chair Boyd reminded the group that Ms. Blair's role as staff to ADC is to ensure Board policy is implemented with fidelity. She also stated that the entire Governing Board has been engaged at key junctures to ensure that they are updated as appropriate. For ADC deliberations, Chair Boyd wondered whether a checklist could help to focus ADC deliberations more squarely on policy matters. Ms. Blair offered to explore possibilities in this regard.

Action: 2025 NAEP Mathematics Framework (SV5)

In setting the stage for the Committee’s deliberation on the framework update, Chair Boyd noted that the Committee is slated to take action on the 2025 NAEP Mathematics Framework today, and that Board action is slated for tomorrow. Chair Boyd thanked ADC members for their careful attention and deliberations to date. She expressed appreciation to Board members who were able to join the full Board optional webinar on November 5. Chair Boyd then welcomed Ann Edwards, mathematics content lead at WestEd, and Ms. Blair to provide a progress summary regarding what has been accomplished in the NAEP Mathematics Framework update process.

Ms. Edwards discussed the latest draft of the 2025 NAEP Mathematics Framework. In alignment with the Framework Visioning Panel’s initial guidelines, the draft broadens the conception of mathematics to include mathematical practices and a focus on mathematical literacy. It reflects a reexamination of the assessment objectives. The draft framework also leverages assessment advances and technologies overall and in new task designs. Finally, it reflects an expansive notion of opportunity to learn in terms of both contextual variables and assessment design.

In contrasting the 2025 framework with the current NAEP Mathematics Framework, Ms. Edwards noted that incorporating mathematical practices for 2025 removed the need for the current framework’s objectives that are devoted to mathematical reasoning and the current framework’s construct of mathematical complexity. The 2025 framework draft retains the current framework’s five content areas of mathematics: Number Properties and Operations; Geometry; Measurement; Data Analysis, Statistics, and Probability; and Algebra. However, Ms. Edwards noted that a key change in the 2025 framework is in how the content areas are balanced. At grade 12, the framework panel felt that NAEP’s emphasis on these five content areas did not need to be changed. At grades 4 and 8, the emphasis required updates to reflect curricular shifts across the country. For example, grade 4 Data Analysis, Statistics, and Probability objectives that are largely not covered by states are removed for 2025, and the emphasis of the grade 4 assessment on these remaining objectives has also been reduced for 2025.

Ms. Blair recalled major milestones, including the review of state standards across all 50 states, launching the framework project, convening of panels, developing a draft, orchestrating a public comment period, and discussing the policy questions that emerged from the public comment. The Board’s August 2019 discussion of the policy issues was held in plenary session and in an ADC session, yielding a series of Board decisions. Accordingly, the framework panel has prepared a draft that reflects public comment as well as the Board’s August 2019 guidance.

Ms. Blair noted that the concept of opportunity to learn is a major driver for the Board’s August 2019 decisions and the framework panel’s changes in this latest draft of the 2025 NAEP Mathematics Framework. Still, in updating the framework, the Board and the panel were challenged to address several policy tensions: Should the framework address students’ opportunities to learn today or should it address what students’ opportunities to learn are likely to be in 2025? If the framework is to address predictions about 2025 opportunity to learn, what is the strongest basis for those predictions? Are reports from professional associations sufficient, for example? Finally, how should NAEP address predictions about 2025 opportunity to learn while adhering to NAEP’s legislative mandates prohibiting curricular influence? In other words, could NAEP assess content that is not currently emphasized without appearing to influence curricula? In response to these issues, Ms. Blair noted that the latest draft of the 2025 framework privileges opportunity to learn now, i.e., our latest understanding of the emphases of mathematics curricula across states.

Ms. Blair also noted that the draft 2025 framework has flexibility around the largest new additions to the framework – NAEP Mathematical Practices and scenario-based tasks. Ms. Blair posited that this flexibility will support efforts to maintain trend, while also allowing NAEP to reflect and lead the state of the art in assessment.

The Committee deliberated on what all the mathematics framework changes meant for NAEP. Reginald McGregor asked about the grade 4 data objectives proposed for deletion in 2025. Ms. Blair explained that the current framework has one grade 4 objective addressing median, range, and mode of data, another addressing comparison of two related datasets, and a few other objectives addressing probability topics. For 2025, this content will be removed from grade 4, but it will be reflected in the grade 8 assessment. Chair Boyd summarized that the content, therefore, is not being deleted; it is merely being shifted. She applauded the Board’s work to closely examine how the Nation’s Report Card should represent mathematics for all 50 states and for the best interest of all our students.

Frank Edelblut asked what informed the grade 12 weighting, particularly for Data Analysis, Statistics, and Probability. Ms. Edwards noted that identifying state emphasis for the five content areas of mathematics at grade 12 is extremely challenging, but the framework panel did not see indications that the current weighting was out of step with states. Probing further, Mr. Edelblut asked whether postsecondary and business perspectives were represented in the conversation to avoid a self-referential or purely academic conversation informing the framework. Ms. Edwards noted that these perspectives were well represented, particularly with respect to trends in data sciences. Ultimately, however, the panel was not able to predict students’ opportunities to learn Data Analysis, Statistics, and Probability content in 2025 with sufficient certainty. So, the panel put forward a framework that honors where the field is now.

In reflecting on the larger update process for the framework, Ms. Edwards stressed the importance of helping panel members understand the competing core issues in framework processes, namely maintaining trend, reflecting current opportunity to learn, and anticipating where the field is going and what the needs are. She noted that these core issues are in tension with each other, especially when updates are conducted infrequently, which leaves an accumulation of changes that need to be reflected. Future framework panels will benefit from more information about how trend is defined and how it should impact deliberations. Future panels will also benefit from a clearer understanding of how NAEP should be forward-looking. For example, “What is the evidentiary basis for making any statements about what 2025 will look like?” Ms. Edwards asked. She asserted that more clarity from the Board around these constraints will support future panels in executing their charge more smoothly. Ms. Edwards applauded the efforts to support the NAEP Reading Framework panel around these issues.

Reginald McGregor responded to the challenge of maintaining trend. The pace of change is quickening, he asserted. This makes it easier to be outdated within 10 years. Ms. Blair noted that the Board’s commitment to proactively monitoring frameworks will support NAEP in being more nimble where it is needed.

Raymond Hart of the Council of the Great City Schools acknowledged the Council’s representation on the Visioning Panel for the NAEP Mathematics Framework update. Through his efforts to support districts across the country, he noted that the focus of curricula in the early grades allows students to have a deeper understanding of certain fundamentals, and this actually encourages a richer understanding of how to work within Data Analysis, Statistics, and Probability in the middle grades. Mr. Hart also acknowledged the importance of attempting to maintain trend as well. In summary, he supported how the current framework draft has balanced the various policy tensions.

For a future agenda, Mr. Edelblut thought the Committee should consider how we can improve the transition periods between frameworks, perhaps by allowing for more gradual shifts in how framework updates are reflected in the assessment.

Chair Boyd noted that action at this Board meeting enables NCES to move forward in assessment development timelines for a 2025 operational assessment. She called for a motion to adopt the 2025 framework. It was so moved by Mr. Miller and seconded by Mr. Gasparini. The motion passed unanimously.

Chair Boyd then explained that if the framework is adopted, COSDAM and ADC can jointly review the Assessment and Item Specifications for the framework before the March 2020 Board meeting. She called for a motion for delegation of authority to COSDAM and ADC to review and take action on the Assessment and Item Specifications for the 2025 NAEP Mathematics

Framework. It was moved by Mr. Gasparini and seconded by Ms. Routten. The motion passed unanimously.

Update: 2025 NAEP Reading Framework (SV5)

Vice Chair Mark Miller noted that the Visioning Panel meeting was recently held to begin the framework update for the 2025 NAEP Reading Assessment. He introduced Project Co-Director Mark Loveland and Project Content Lead Cynthia Greenleaf to provide a summary of the project's activities to date.

Mr. Loveland noted the preparatory steps leading up to the Visioning Panel meeting, including rigorous efforts to support diversity of the panel across several characteristics, a compilation of resources for the panel's reference, and a review of the key issues in reading education today. He also noted that the process includes a technical advisory committee and an extensive public comment process that will begin in mid-2020. Mr. Loveland noted that the Panel is chaired by David Pearson.

Ms. Greenleaf discussed how the charge from the Governing Board and the ADC's NAEP Reading Framework review provided a foundation for the Reading Framework Panel deliberations. The Board also hosted an expert panel discussion around how state trends in English language arts assessment should inform framework updates. Mark Miller asked how classroom educator experience was represented generally on the panel and across elementary, middle, and secondary grades. Ms. Greenleaf noted that the overwhelming majority of the panel has current or previous teaching experience across all grade levels.

Ms. Greenleaf described the Visioning Panel's desire that the 2025 Reading Framework require collection of additional contextual data, specifically in two areas. First, the assessment should gather information about students' opportunities to learn relative to the literacies that will be assessed on NAEP. Second, more information is needed about the background knowledge that students bring to the assessment, as the knowledge students bring supports their comprehension of the reading passages that are part of the assessment. This additional contextual information will support the public in interpreting student achievement.

Ms. Greenleaf noted that the Visioning Panel recommends expansions in the construct of reading comprehension and in the definition of text for the 2025 NAEP Reading Framework. These expansions are prompted by advancements in the field, significant changes in the contexts in which students are learning to read, and changes in the kinds of texts and comprehension paths that students are experiencing in their daily lives. These expansions also have implications for the types of tasks in the assessment. For example, for 2025, tasks will likely need to ask students to apply the knowledge they glean from reading a passage. This shift reflects trends across state assessment programs, which are increasingly using writing as a measure of comprehension.

Nardi Routten asked about the extent to which state assessments address evidence-based writing. Ms. Greenleaf noted that this type of assessment task is included for about 40 states' assessment programs.

The Visioning Panel has also encouraged expanding the cognitive process dimensions of the 2025 NAEP Reading Assessment to include additional reasoning processes such as navigating text, selecting relevant sources, and evaluating the reliability of sources. Finally, the Visioning Panel supported extending the construct of meaning vocabulary and examining how NAEP should address the role of engagement in reading comprehension. For example, is engagement part of reading or does it support reading? Ms. Greenleaf closed by noting that the Framework Development Panel will grapple with all of these issues as they develop a draft 2025 NAEP Reading Framework.

Mr. Edelblut asked about the panel's guideline to have the framework support reporting not only what students know and are able to do but why. Ms. Greenleaf said this emphasis on "why" addresses possibilities for enhanced reporting around opportunity to learn, e.g., through contextual variables. There could be contextual questions to gauge prior knowledge, which also would allow NAEP to report on reasons behind students' reading achievement.

Mr. Miller encouraged the Panel to take advantage of open lines of communication through the Board staff.

Strategic Vision: Review of Priorities

Vice Chair Miller reminded the ADC that each Board Committee is taking stock of how the Board's first Strategic Vision is going, what the remaining work is, and what priorities are. He noted that major accomplishments of the ADC include: revising the Framework Development Policy; launching framework reviews and updates for the NAEP Mathematics and Reading Frameworks; and streamlining aspects of how the Committee reviews NAEP assessment items.


He invited the Committee to discuss priorities for the remaining months of this Strategic Vision alongside what should be prioritized in the next Strategic Vision. In terms of future work, Mr. Miller recalled that several Committee members want to clarify how questionnaire revisions can better reflect expectations about how NAEP data should be used. Mr. Gasparini and Mr. Edelblut amplified Mr. Miller's concern by affirming that the information yielded by questionnaires should be usable for teachers, schools, and districts. They applauded efforts to clarify the Board's legislative parameters, while at the same time ramping up efforts to maximize how useful contextual questionnaire data are to the country. Ms. Blair noted that this discussion also requires agreement on premises regarding how NAEP data should be used.

Chair Boyd noted that the ADC has much work as part of its mainstream responsibilities. She cautioned that new initiatives need to be counterbalanced relative to these primary functions that the Committee serves. Mr. Gasparini noted the importance of having the Committee's reasons for doing different activities as a focal point to help the ADC operate more effectively and efficiently.

In thinking about directions for the next strategic vision, Mr. Edelblut noted that integrity is a major theme in the work surrounding NAEP. This may be something to highlight more specifically. Chair Boyd also queried what innovation looks like to the Committee. Mr. Edelblut noted we can both innovate and be facilitators of innovation. Mr. McGregor challenged the group to think carefully about what innovation means because it does not necessarily mean doing something new. Mr. McGregor and Ms. Routten agreed that the Board should do more to help the country understand what NAEP means and what the Governing Board does so survey respondents can be more self-assured as they contribute to survey questionnaires and engage with NAEP information.

Chair Boyd adjourned the meeting at 11:43 a.m.

I certify the accuracy of these minutes.


Dana Boyd, Chair

1/17/2020
Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of November 15, 2019

COSDAM Members: Andrew Ho (Chair), Alice Peisch (Vice Chair), Gregory Cizek, Jim Geringer, and Russ Whitehurst.

Governing Board Staff: Sharyn Rosenberg.

NCES Staff: Commissioner James Lynn Woodworth, Jing Chen, Pat Etienne, Nadia McLaughlin, Taslima Rahman, William Tirre, Ebony Walton, and Grady Wilburn.

Other Attendees: American Institutes for Research: Jack Buckley and Xiaying Zheng. Educational Testing Service: Gary Feng. Hager Sharp: David Hoff. HumRRO: Monica Gribben. Optimal Solutions: Brian Cramer. P20 Strategies: Andrew Kolstad. RTI International: Sonya Powers. Westat: Chris Averett, Greg Binzer, and Keith Rust.

Welcome and Introductions

Chair Andrew Ho began by welcoming new member Russ Whitehurst to COSDAM. He noted that the Committee looks forward to welcoming new members Rick Hanushek and Carey Wright in March since they were unable to attend this Board meeting.

Review of COSDAM Priorities and Activities and Next Steps for Strategic Vision Activities (SV #2-10)

Ho noted that the change in Board membership and transition to a new Strategic Vision process prompted the need for discussions about COSDAM's responsibilities, priorities, and upcoming activities. He briefly reviewed the Committee's responsibilities as described by the Governing Board bylaws: technical issues dealing with NAEP assessments; overall issues related to the design, methodology, and structure of NAEP assessments; maintaining the integrity of trend lines while encouraging reasonable experimentation and trials of new approaches; maximizing utility of NAEP data; receiving and reviewing NAEP evaluation and validity studies; and developing a process for review of the technical quality of the assessment.

Next, Ho reviewed selected recent activities and Board actions led by COSDAM. He noted that establishing a new Board policy on NAEP achievement level setting was a big accomplishment,

and that now the Committee must focus on providing validity evidence for the NAEP achievement levels.

Assistant Director for Psychometrics Sharyn Rosenberg described current and upcoming activities within the Committee's purview: action on and implementation of the Achievement Levels Work Plan; activities noted in the current and upcoming (to be determined) versions of the Strategic Vision; the need to review and revise some of the Board's existing policies that relate to technical issues; changes to the design and structure of upcoming NAEP assessments; and technical issues related to framework updates, including review and approval of the Assessment and Item Specifications documents. Jim Geringer requested additional details (such as a timetable) of how and when COSDAM would make decisions and bring larger issues forward to the full Board.

The Committee transitioned to a discussion of priorities for a new Strategic Vision. Greg Cizek stated that there are two central problems to solve: 1) the contribution and value of NAEP are not well understood, and 2) there is insufficient funding to do the work on the NAEP program that the Board and NCES believe is necessary. He stated that if the Board does not do a better job communicating the value of NAEP and securing necessary funding, all of the other activities will be irrelevant. Russ Whitehurst suggested that the Board consider what issues are most timely and important, and how that should guide the more granular decisions that need to be made.

There was some disagreement among COSDAM members about whether the Board should focus on communicating to the broad "general public" (including, for example, teachers) about the value of NAEP, or whether the Board should primarily target the "influencers" – that is, state and federal policy makers, and people who write or blog about education. For sustainability in terms of funding, the influencers are important; for general awareness, a broader audience is helpful. Geringer and Alice Peisch argued for the importance of reaching broader audiences while other COSDAM members stated that this was less critical.

Ho reinforced that NAEP measures progress in a time of significant, substantial volatility; NAEP measures change in a changing world. NAEP and the Governing Board also give the nation high standards to aspire to, as articulated by NAEP frameworks and cut scores.

Closed Session 10:30 – 11:45 a.m.

COSDAM Members: Andrew Ho (Chair), Alice Peisch (Vice Chair), Gregory Cizek, Jim Geringer, and Russ Whitehurst.

Governing Board Staff: Lesley Muldoon and Sharyn Rosenberg.

NCES Staff: Commissioner James Lynn Woodworth, Associate Commissioner Peggy Carr, Samantha Burg, Jing Chen, Enis Dogan, Pat Etienne, Nadia McLaughlin, Taslima Rahman, William Tirre, Ebony Walton, and Grady Wilburn.

Other Attendees: American Institutes for Research: Jack Buckley and Xiaying Zheng. CRP: Arnold Goldstein. Educational Testing Service: Amy Drescher, Gary Feng, Helena Jia, and John Mazzeo. Hager Sharp: David Hoff. Optimal Solutions: Brian Cramer. P20 Strategies: Andrew Kolstad. Westat: Chris Averett, Greg Binzer, and Keith Rust.

Plans for Design of 2021 NAEP (SV #9)

In closed session, Enis Dogan of NCES provided a briefing on plans to transition to a new design beginning with the 2021 NAEP Math and Reading assessments. COSDAM members engaged in this closed discussion and asked questions about how the NAEP program will maintain trend and maximize precision given funding constraints.

Ho adjourned the meeting at 11:45 a.m.

I certify the accuracy of these minutes.



Andrew Ho, Chair

January 16, 2020

Date

National Assessment Governing Board
Reporting and Dissemination Committee Meeting
Report of November 15, 2019

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Alberto Carvalho, Tyler Cramer, Tonya Matthews, Terry Mazany, Beverly Perdue, Marty West.

Reporting and Dissemination Committee Members Absent: Father Joseph O’Keefe.

National Assessment Governing Board Staff: Stephaan Harris, Laura LoGerfo, Lesley Muldoon.

National Center for Education Statistics Staff: Gina Broxterman, Eunice Greer, Dan McGrath.

Institute of Education Sciences: Mark Schneider.

Contractors: American Institutes for Research (AIR): Cadelle Hemphill. CRP, Inc.: Edward Wofford. Educational Testing Service (ETS): Amy Drescher, Robert Finnegan. Hager Sharp: Debra Silimeo. The Hatcher Group: Ann Bradley, Robert Johnston. HumRRO: Emily Dickinson, Thanos Patelis. Optimal Solutions Group: Brian Cramer. Pearson: Kevin Baker. Westat: Chris Averett, Rick Rogers.

Reporting and Dissemination Committee Chair Rebecca Gagnon called the meeting to order at 10:03 am.

The chair first took a moment to acknowledge the untimely passing of beloved Governing Board member and Reporting and Dissemination Committee member, Fielding Rolston. He will be greatly missed.

Welcome

Chair Gagnon welcomed two new members to the committee: Governor Bev Perdue, who transferred from the Committee on Standards, Design and Methodology, and Marty West, who is new to the Board and represents state school board members. Governor Perdue expressed appreciation for engaging with the work of a different committee, and Marty West briefly introduced himself and expressed his interests in reporting and dissemination. The committee congratulated Miami-Dade County Public Schools Superintendent Alberto Carvalho on his reappointment to the board and to the Reporting and Dissemination (R&D) Committee.

Rebecca Gagnon kickstarted the meeting by noting that the remarks from Secretary DeVos at the previous plenary session emphasized the need for NAEP data to exert a greater impact on shaping public education, specifically through the use of data to drive meaningful change. This is the mission of R&D.

NAEP Day Debrief

With such enthusiasm for the work of R&D, the chair turned to Assistant Director of Communications Stephaan Harris for a debrief of how NAEP Day 2019 was executed and received. More than 140 people attended the event at the National Press Club on October 30, 2019 to herald the release of the 2019 Nation's Report Card in Reading and Mathematics. Over 1,300 people tuned into the livestream of the event, and nearly 700 people tweeted about the release event. Mr. Harris declared these impressive numbers, especially given competing events in Washington, DC that day, e.g., impeachment proceedings and Game 7 of the World Series, in which the hometown team was vying for the championship.

This NAEP Day followed an unusual tripartite structure: (1) an official release of the results by Associate Commissioner of the National Center for Education Statistics' Assessment Division Peggy Carr; (2) a speech by Secretary DeVos; and (3) a panel discussion, moderated by the executive director of the Education Writers' Association Caroline Hendrie.

The discussion featured a current Governing Board member—Alice Peisch, who spoke from the perspective of state legislators, and a new Governing Board member—Mississippi state superintendent, Carey Wright, who offered the perspective of state chiefs. They were joined by Omar Riaz, a principal from Miami-Dade County and Cicely Woodard, Tennessee's 2018 Teacher of the Year. The panelists focused on the divergence of top performers on NAEP from lower-achieving students, exacerbating an already wide gap between high and low scoring percentiles.

The committee expressed delight in learning that Governing Board member Andrew Ho hosted a watch party of NAEP Day for his graduate students and encouraged them to provide feedback on the presentation and discussion of the results. Their interest in the results reflected a broader point that NAEP results prove most relevant to local communities. Stakeholders in education generally and in NAEP specifically satisfy their curiosity about the scores through the local, competitive nature of the data, e.g., how certain states performed on average compared to other states and the gains of one district in the Trial Urban District Assessment (TUDA) program relative to gains in similar TUDAs.

New Governing Board member Marty West inquired about the participation of the Secretary of Education in NAEP Day. The Secretary's presence at a release departed from the norm for such events; will this set a new precedent for future NAEP Days? Hosting a speaker with a high media profile often reaps rewards in terms of greater audience size, but stakeholders and the field prefer NAEP to be presented with strict neutrality. Staff responded that NAEP Day required

careful orchestration to sequester the Secretary's remarks from the official release of federal education statistics, which are legally bound to be free from political commentary. NAEP's success as a program relies on its clear, impartial focus on students and their learning, on states and on TUDAs. Interpretations of the data may be fostered by others, but must remain cordoned off from the data release, which must spotlight only objective facts.

This conversation inspired fresh perspectives on rethinking what future NAEP Days could look like. Perhaps the release event should be shorter in duration and shift from a national lens to a focus on states. The Governing Board should consider the actual users of the data who tend to center on states and TUDAs, not on the broad strokes of the national landscape. In preparation for the release, the Governing Board could offer NAEP 101 graphics for state and local stakeholders, provide information on how to chart and graph results, and especially develop TUDA-specific profiles and/or press releases. The last of these recommendations drew strong support from at least three committee members. Gina Broxterman of NCES noted that the NAEP team works with state and TUDA coordinators to draft press releases, generate state- and TUDA-specific fact sheets, and set up meetings with state and TUDA leadership. Often these efforts are diverted by political issues, but the intent and opportunity exist.

The committee also debated the extent to which the Governing Board is responsible for reporting and dissemination after NAEP Day, specifically in correcting misinterpretations of the data the Board releases. Perhaps the Board should develop a policy on interacting with media, advocates, and analysts to guide them to appropriate interpretations and uses of NAEP data. Indeed, R&D and COSDAM are collaborating on such a guide to improve the accuracy of interpretations.

After this robust discussion, the Committee turned to rethinking an even larger issue than NAEP Day: the Strategic Vision.

Strategic Vision Redux or Redo, Evolution or Revolution?

In 2016, the Governing Board adopted its first Strategic Vision, with its two priorities of inform (the public about NAEP) and innovate (new ways to understand and use NAEP). As the first Strategic Vision draws to a close, this meeting offered an opportunity to reflect on what the Reporting and Dissemination Committee accomplished, what remains incomplete, what should be prioritized over the next nine months, and what should be included in the next iteration of the Strategic Vision.

Committee member Terry Mazany, who initiated the first Strategic Vision during his tenure as Governing Board chair, praised how well the Strategic Vision has infused the work of the Governing Board and serves as a reference point for deliberations. The next round of the Strategic Vision should accelerate and amplify the first vision's effectiveness, but also incorporate necessary nuance and become more specific and tighter in scope. For example, the current Strategic Vision urges more frequent and prolific partnerships to disseminate NAEP

messaging, whereas the next version may include a notion that not all partnerships are equal and may even redefine what a partnership is.

Tonya Matthews agreed, adding that the Board's partners vary in their capacity to partake in resources and opportunities that the Board provides. The Board must determine what it seeks from partners, then establish how to guide these partners. Does the Board need partners to convene watch parties for NAEP Day or release events? Or, should the Board ask for more from partners, and in turn, provide more? Assuredly, the first Strategic Vision raised awareness of NAEP data, particularly the contextual data, but how can the Board advance that goal and transcend mere awareness?

Sometimes that awareness is accompanied by a persistent limited understanding; for example, Tyler Cramer shared how the Washington Post featured the NAEP data in a prominent article, but the article defined the achievement levels opaquely. Mr. Cramer perceived this as a lost opportunity for improving understanding and use of NAEP data.

Both Alberto Carvalho and Marty West queried how NCES and the Governing Board decide what contextual data receive attention in the Nation's Report Card. The 2019 report card website featured an analysis of teachers' perceptions of overcrowding in their classrooms, a perception that research shows is not linked to achievement. Contextual data reports should be more useful and focus on data proven through research as important to student learning.

Mr. West urged the Governing Board to identify opportunities to contextualize NAEP data even further with other federal data, such as health, labor, and income data. Legendary researcher Raj Chetty often analyzes and presents education data with social and economic data. How can the Board promote the use of NAEP to generate insights about what works and what does not work in education and beyond?

Both Mr. West and Mr. Carvalho urged the Governing Board to shift from a cyclical approach of heralding NAEP every two years coinciding with a data release to a more dynamic, ongoing approach of highlighting useful analyses conducted by others, such as that led by Sean Reardon, the National Academies, Paul Peterson, et al. Their work proves powerfully persuasive about the impact of NAEP, and the Governing Board should promote it and channel it to states and TUDAs as appropriate.

Five years ago, the Governing Board hired James Kohlmoos to understand NAEP's position in the education landscape as a means to building the first Strategic Vision. One conclusion from this work was to build strong collaborations with a "large number of responsible intermediaries who subscribe to a set of guiding principles about appropriate uses and effective analysis."

Governor Bev Perdue echoed this recommendation in suggesting that intermediaries could show the utility and value of NAEP more effectively than the Board to state education stakeholders. Because the Governing Board is a federal policy-making body, any direct outreach efforts by the Board to states may fall flat and be perceived as a threat. Governor Perdue's conversations with

superintendents in North Carolina suggest that they are not aware of NAEP and do not understand the potential of NAEP to their efforts, but are wary of national assessment.

The R&D Committee recommended that the Board should (1) facilitate and *stimulate* studies that investigate what results demand explanation and (2) *curate* and promote studies that exemplify effective, strategic, valuable uses of NAEP data. To do so, the Board should learn if and how NAEP is being used (or not used) by intermediaries – researchers, policy-makers, policy analysts – at the national, state, and local levels. However, promoting intermediaries’ analyses with NAEP begs the question on how to vet the work’s validity, reliability, and accuracy. Answering this question requires work in the coming months.

(Re)Meet Reingold

The final session of the meeting introduced the new web services contractor, Reingold. The Board previously worked with Reingold when the firm fulfilled the Board’s communications needs. Their experience with the Governing Board’s communications goals and processes should inform Reingold’s work to improve the website’s navigation and utility. Committee members congratulated Reingold on their contract award and encouraged them to revamp the Members’ website.

Before Chair Gagnon adjourned the meeting, Laura LoGerfo reminded the committee members that they would be expected to address questions and clarify issues raised during the small group discussions on postsecondary preparedness in the afternoon. The meeting ended at 11:45 am.

I certify the accuracy of these minutes.



Chair

January 27, 2020

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of November 16, 2019

Nominations Committee Members: Governor Jim Geringer (Chair), Dana Boyd, Paul Gasparini, Andrew Ho, Tonya Matthews, Terry Mazany, Mark Miller and Alice Peisch

Absent: Joseph O’Keefe

Board Members: Frank Edelblut, Reginald McGregor, Nardi Routten and Marty West

Board Staff: Lesley Muldoon, Stephaan Harris, Donnetta Kennedy, Munira Mwalimu, Tessa Regis, and Lisa Stooksberry

Other/Reingold: Annabel Cater

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board’s Nominations Committee met in closed session on November 16, 2019 from 7:30 a.m. to 8:15 a.m.

Nominations Committee chair, Governor Jim Geringer, called the meeting to order at 7:31 a.m. The Committee paused for a minute to remember our past Nominations Chair, Fielding Rolston, for his leadership. Governor Geringer highlighted discussion items on the meeting agenda. The Committee received a briefing book in advance of the meeting and discussed the following:

Applications for Board Vacancies for the 2020 Nominations cycle

Governor Geringer noted that there are six vacant positions with one incumbent seeking reappointment. Four members are not eligible for another term: (1) Rebecca Gagnon, local school board member; (2) Andrew Ho, testing and measurement expert; (3) Terry Mazany, general public representative; and (4) Joseph O’Keefe, non-public school administrator or policymaker. Applications were received for the following categories:

- General Public Representative (parent leader)
- Local School Board Member
- Non-public School Administrator/policymaker
- State Legislator - Republican
- State Legislator – Democrat
- Testing and Measurement Expert

Governor Geringer provided the committee with a snapshot of the applicant pool, along with statistical data on states, territories, and jurisdictions represented, as well as by gender, race, and

ethnicity. Members compared the number of applications received this year by various categories to previous years. Andrew Ho raised concerns about the lack of representation by minority and female candidates in the Testing and Measurement Expert category. Females are underrepresented in that category, so it would be helpful to look at diversity by category. He also mentioned in the Testing and Measurement Expert category, the number of female applicants increased this year, due to the open teacher positions.

Tonya Matthews is interested in looking back at the slates of candidates from accelerated pools. She also suggested that we look at supplemental information to compare results.

While viewing the map depicting the states of 2020 nominees, members noted clusters of geographic representation; a slight concentration in the eastern region and the Midwest, with Massachusetts and North Carolina well represented.

Lesley Muldoon commented that Tessa Regis, Stephaan Harris, and she did more outreach to organizations that could help diversify the candidate pool. They made some progress, for example, with Hispanic-focused organizations. Ms. Muldoon will continue to build those relationships over the next few years. Mr. Ho added that it is about general board engagement, not just nominations.

Electronic Candidate Rating System

Governor Geringer noted that applications will be ready for rating on Monday, November 18th, and he provided assignments to each Nominations Committee member for rating by category.

He also informed members that Ms. Regis is available to assist committee members in navigating the rating tool, especially the new members who may need extra assistance.

The committee discussed ways of assisting new members during the rating process. Governor Geringer suggested taking notes of each candidate helps with discussions; he also added an applicant could have a 3 but not make the finalist list. Mr. Ho added that numerical scaling is important especially when asked to rate six or more finalists; he also suggested the language included in the procedures manual was helpful, particularly the section explain potential conflicts of interest. For example, he is prevented from rating a colleague and wants to make sure the ratings are scored fairly

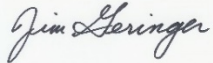
Review of Calendars and Timeline for next meetings

After committee consensus, Governor Geringer noted that ratings will be completed by January 15, 2020 with a virtual meeting to discuss the nominations the last week of January. Board action on the 2020 applicant pool is expected to take place at the March 2020 Board meeting, with nominations delivered to the Secretary by April 2020.

Governor Geringer welcomed the new members and told them they will find this a rewarding experience. He thanked the committee members for their efforts and commended staff for facilitating the committee's work.

The meeting adjourned at 8:15 am.

I certify the accuracy of these minutes.

A handwritten signature in cursive script that reads "Jim Geringer". The signature is written in black ink on a light-colored background.

Governor Jim Geringer, Chair

January 16, 2020
Date