Reporting and Dissemination Committee
March 6, 2020

AGENDA

Sky Lounge
10:30 am – 12:30 pm

10:30 – 11:15 am	**ACTION: Release Plan for 2018 Nation's Report Cards in Civics, Geography, and U.S. History** *Laura LoGerfo, Assistant Director of Reporting and Analysis*	*Attachment A*
11:15 am – 12:00 pm	**Presenting NAEP Data with NCES Data** *Jan Alegre, ETS* *Brian Cramer, Optimal Solutions* *Daniel McGrath, Chief, Assessments Division: Reporting and Dissemination Branch*	
12:00 – 12:15 pm	**Changes to Core Contextual Questionnaires** *Laura LoGerfo*	*Attachment B*
12:15 – 12:30 pm	**Information Updates** *Rebecca Gagnon, Chair, Reporting and Dissemination Committee*	*Attachment C*

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

The Nation's Report Card: 2018 Civics, U.S. History, and Geography

The national results of the 2018 National Assessment of Educational Progress (NAEP) Civics, U.S. History, and Geography assessments will be released to the public in April 2020. Typically, results from these assessments are released a year after the last administration, however, the shift to digital-based assessment required additional quality control processes and statistical checks. The release will occur at the Capitol Visitor's Center in Washington, DC, underscoring the central role the Capitol plays in both civics and U.S. history.

The event will be webcast live for a national audience and last approximately 90 minutes or less. It will include a data presentation by the Commissioner or Associate Commissioner of the National Center for Education Statistics (NCES); moderation and comments by at least one Governing Board member; and strategies for engaging students effectively in civics, geography, and U.S. history. The approach will focus on both videos featuring students and lightning talks by representatives of organizations and/or states focused on improving education in these subjects. The slate of specific speakers is still being determined, and the event will include at least one interactive component.

DATE AND LOCATION

The release events will occur in Spring 2020. The Chair of the Reporting and Dissemination Committee will set the release date, in accordance with Governing Board policy, in collaboration with the National Center for Education Statistics, and following Committee acceptance of the final report card.

ACTIVITIES BEFORE THE RELEASE

In the months and weeks before the release event, the Governing Board will mount a social media campaign to build interest in the release, with special focus on stakeholders involved in civics, U.S. history, and geography. The Governing Board will tag messages about the release in social media channels of well-known advocates for civics education as well as U.S. history and

geography instruction. The Board's website at www.nagb.gov will dedicate a webpage to release events.

In the days preceding the release, NCES will offer a conference call for appropriate media to present highlights and answer questions. NCES will oversee an embargoed website with results available to select stakeholders approved for access by NCES, including Congressional staff and media. The goal of these activities is to provide stakeholders with a comprehensive overview of findings and data to help ensure accurate reporting to the public and deeper understanding of results.

REPORT RELEASE

The Commissioner of the National Center for Education Statistics will release the report card at the NAEP website—http://nationsreportcard.gov—at 12:01am the day of the release event. The Governing Board press release, the full and abridged versions of the 2018 NAEP Civics, U.S. History, and Geography Frameworks, and related materials will be posted on the Board's web site. The site will feature links to social networking sites and multimedia material related to the event.

CENTRAL MESSAGES

Activities before and after the release, as well as the release itself, will promote several critical messages. First, concerns over Americans' relatively weak knowledge of civics, geography, and the history of their own country are merited and clearly manifest as early as grade 8. Second, prominent individuals, organizations, and government institutions are investing substantial human, social, and financial capital into shoring up Americans' knowledge and skills in these subjects. The Governing Board's efforts for the release will focus on highlighting those strategies at the national, state, and local level. A national release need not confine the conversation to national-only actions.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to coordinate additional post-release communications efforts—which could include such strategies as a social media chat, major presentation, webinar, multimedia product or social media campaign—to target communities and audiences. Video clips of both events will be promoted on social media. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders.

IES **Institute of Education Sciences**

Streamlining of the 2021 Operational Grades 4 and 8
Core Student Contextual Questionnaires

Recent contextual questionnaire data suggest there is an issue with student burden, reflected by high missing rates for items near the end of the questionnaire. This indicates that students do not have enough time to complete all the items included in the questionnaire. For the 2021 Operational Core Student Contextual Questionnaires, addressing this issue entailed creating streamlined versions of the 2019 Operational Core Student Contextual Questionnaires. The intent of administering shorter questionnaires is to reduce the burden for students and to improve the quality of the data collected by reducing missing rates. The streamlining process consisted of rotating some items off the questionnaire, with the understanding that those items could be considered for possible reinstatement in future administrations. The 2021 Core Grades 4 and 8 Student Contextual Questionnaires will provide an opportunity to keep trend for most of the items previously administered in 2019.

Identifying items to rotate off the questionnaire was informed by criteria that focused on data, content coverage, and reporting priorities. Specifically, this included analyzing (a) the nature of item response patterns (e.g., presence of high missing response rates), (b) the effect size of the relationship between contextual questionnaire items and student achievement, and (c) item response time information. In addition, subject area experts were consulted to ensure that the most critical items for contextualizing test scores were retained. For Core items selected for omission, the content is covered by other subject-specific student questionnaire items and/or in the teacher and school questionnaires. The data and content criteria were considered at the individual item level, and, when applicable, also at the matrix level for items that are part of indices. To further inform these suggestions, the NAEP reporting staff were also consulted about the importance they assigned to each item for reporting purposes.

Appendix I includes all grade 4 and 8 Core items that were administered in 2019 and indicates which items were identified to be rotated off the 2021 Operational Core Grades 4 and 8 Student Contextual Questionnaires. These selections are intended to reduce overall response time such that at least 90% of the respondents would be able to complete the Core student contextual questionnaire in 7 minutes. It should be noted that while 12 items were selected to be rotated off the grade 4 questionnaire, only three items were selected to be rotated off the grade 8 questionnaire, because it takes younger students considerably longer to complete contextual questionnaire items. A summary of the content coverage changes from 2019 to 2021 is presented in Table 1 (please see below).

Table 1. Item Counts for the Content Coverage Changes between 2019 and 2021 NAEP Operational Core Grades 4 and 8 Student Contextual Questionnaires.

Module/Topic/Issue	Grade 4			Grade 8			Additional Information
	2019 Core	2021 Core	Items Rotated Off	2019 Core	2021 Core	Items Rotated Off	
Academic Self Discipline	4	4	0	4	4	0	-
Access and Use of Technology	3	1	2	3	3	0	Some technology items were rotated off as they were not positively related to achievement at grade 4.
Art Course Participation	-	-	-	1	1	0	-
Educational Experiences	1	1	0	1	1	0	-
Family Academic Support	1	0	1	1	1	0	Family academic support was less strongly related to achievement at grade 4 than other items.
Home Possessions (SES)	6	4	2	6	6	0	Some home possessions items were rotated off due to long student response times at grade 4.
Household Composition	6	6	0	6	6	0	-
Enjoyment of Difficult Problems	4	4	0	4	4	0	-
Parental Education	-	-	-	2	2	0	-
Parental Employment	-	-	-	2	2	0	-
Perseverance	4	0	4	4	4	0	Perseverance was rotated off at grade 4 to ensure a higher percentage of students could

							complete all items within the allotted time.
Race / Ethnicity	2	2	0	2	2	0	-
School Climate	3	0	3	3	0	3	School climate is better assessed via other NCES survey collections.
Total Items (counts at sub-item level)	**34**	**22**	**12**	**39**	**36**	**3**	**-**

Note: Art course participation, parental education, and parental employment items are not administered at grade 4.

Appendix 1
2021 Operational Grades 4 and 8 Core Student Items

VH240387

1. Are you Hispanic or Latino? Select **one or more** answer choices.

   Ⓐ No, I am not Hispanic or Latino.

   Ⓑ Yes, I am Mexican, Mexican American, or Chicano.

   Ⓒ Yes, I am Puerto Rican or Puerto Rican American.

   Ⓓ Yes, I am Cuban or Cuban American.

   Ⓔ Yes, I am from some other Hispanic or Latino background.

VH240388

2. Which of the following best describes you? Select **one or more** answer choices.

   Ⓐ White

   Ⓑ Black or African American

   Ⓒ Asian

   Ⓓ American Indian or Alaska Native

   Ⓔ Native Hawaiian or other Pacific Islander

VH240186

3. About how many books are there in your home?

   Ⓐ Few (0–10)

   Ⓑ Enough to fill one shelf (11–25)

   Ⓒ Enough to fill one bookcase (26–100)

   Ⓓ Enough to fill several bookcases (more than 100)

2021 Operational Grades 4 and 8 Core Student Items

VH271104

4. Do you have any of the following in your home? Select **one** answer choice on each row.

	Yes	No	
a. Access to the Internet	Ⓐ	Ⓑ	VH271105
b. Your own bedroom	ROTATED OFF (G4)		VH336762
c. A desktop or laptop computer (including Chromebooks) that you can use	Ⓐ	Ⓑ	VH591976
d. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	Ⓐ	Ⓑ	VH271110
e. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	ROTATED OFF (G4)		VH271112

VH354591

5. How often do you use the Internet for homework at home?

Ⓐ Never

Ⓑ About once or twice a month   **ROTATED OFF (G4)**

Ⓒ About once or twice a week

Ⓓ Almost every day

Ⓔ Every day

VH240190

6. How many days were you absent from school in the last month?

Ⓐ None

Ⓑ 1 or 2 days

Ⓒ 3 or 4 days

Ⓓ 5 to 10 days

Ⓔ More than 10 days

VH240189

7. How often do you talk about things you have studied in school with someone in your family?

    Ⓐ Never or hardly ever   **ROTATED OFF (G4)**

    Ⓑ Once every few weeks

    Ⓒ About once a week

    Ⓓ Two or three times a week

    Ⓔ Every day

VH240192

8. How far in school did **your mother** go?

    Ⓐ She did not finish high school.   **GRADE 8 ONLY**

    Ⓑ She graduated from high school.

    Ⓒ She had some education after high school.

    Ⓓ She graduated from college.

    Ⓔ I don't know.

VH240193

9. How far in school did **your father** go?

    Ⓐ He did not finish high school.   **GRADE 8 ONLY**

    Ⓑ He graduated from high school.

    Ⓒ He had some education after high school.

    Ⓓ He graduated from college.

    Ⓔ I don't know.

2021 Operational Grades 4 and 8 Core Student Items

VH336776

10. Does **your mother** work?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know.

GRADE 8 ONLY

VH336779

11. Does **your father** work?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know.

GRADE 8 ONLY

2021 Operational Grades 4 and 8 Core Student Items

12. Do any of the following people live in your home? Select **one** answer choice on each row.

VH271144

	Yes	No	
a. Mother	Ⓐ	Ⓑ	VH271145
b. Stepmother	Ⓐ	Ⓑ	VH271146
c. Foster mother or other female legal guardian	Ⓐ	Ⓑ	VH271147
d. Father	Ⓐ	Ⓑ	VH271148
e. Stepfather	Ⓐ	Ⓑ	VH271149
f. Foster father or other male legal guardian	Ⓐ	Ⓑ	VH271150

VH591969

13. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?

   Ⓐ Never

   Ⓑ In some classes

   Ⓒ In about half of the classes

   Ⓓ In more than half of the classes

   Ⓔ In all or almost all classes

VH271276

14. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

   Ⓐ Never

   Ⓑ In some classes   **ROTATED OFF (G4)**

   Ⓒ In about half of the classes

   Ⓓ In more than half of the classes

   Ⓔ In all or almost all classes

2021 Operational Grades 4 and 8 Core Student Items

15. How much does each of the following statements describe you? Select **one** answer choice on each row.

VH733141

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	Ⓐ	ROTATED OFF (G4)			Ⓔ	VH733142
b. I try very hard even after making mistakes.	Ⓐ	ROTATED OFF (G4)			Ⓔ	VH733143
c. I keep working hard even when I feel like quitting.	Ⓐ	ROTATED OFF (G4)			Ⓔ	VH733145
d. I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	ROTATED OFF (G4)			Ⓔ	VH733144

16. How much does each of the following statements describe you? Select **one** answer choice on each row.

VH733149

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH733150
b. I like activities that challenge my thinking abilities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH733151
c. I enjoy situations where I will have to think about something.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH733155
d. I enjoy thinking about new solutions to problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH733154

2021 Operational Grades 4 and 8 Core Student Items

17. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271370
b. I paid attention and resisted distractions.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271372
c. I stayed on task without reminders from my teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271374
d. I paid attention in class even when I was not interested.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271375

18. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	ROTATED OFF (G4 & G8)					VH271942
b. I felt happy at school.	ROTATED OFF (G4 & G8)					VH271944
c. I felt that I learned something that I can use in my daily life.	ROTATED OFF (G4 & G8)					VH336903

19. Are you taking an art course this school year (for example, drawing, painting, or studio art)?

GRADE 8 ONLY

Ⓐ Yes

Ⓑ No

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Education Sciences

Upcoming NCES Reports as of February 2020

Initial NAEP Releases

2018 NAEP Civics, Geography, and U.S. History Report Cards at Grade 8	April 2020
First Look at NAEP 2017 Process Data for Mathematics at Grade 8	April 2020
National Indian Education Study: 2019 NAEP Mathematics and Reading Results	July 2020
2019 NAEP Reading and Mathematics Report Cards at Grade 12	October 2020

Other NCES Reports

2018 International Early Learning Study (IELS)	March 2020
2017 Program for the International Assessment of Adult Competencies (PIAAC) County and State Literacy and Numeracy Estimates	March 2020
2018 Teaching and Learning International Survey (TALIS) Volume II results	March 2020
2018 Program for International Student Assessment (PISA) Financial Literacy results	May 2020

Strategic Vision – Activities for Reporting and Dissemination Committee					
	Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
Inform #1: Strengthen and expand partnerships by broadening stakeholders' awareness of NAEP and facilitating their use of NAEP resources					
1. Develop and Sustain Partnerships // Identify What Partners Need to Expand Use and Utility of NAEP	Board staff	Meet with ongoing and new partners	Increased number of partners and meetings	Summer 2015 - ongoing	Governing Board staff meets with partners
	Board staff; Communications contractor	Send newsletters to partners	Newsletters opened by recipients; Increased website traffic	October 2016 - ongoing	Higher open rates, fewer bounces
	Communications contractor – Client Relationship Management tool (CRM)	Audit and maintain database of contacts	Contact lists of partners current and error free; Increased partnerships	October 2017 - ongoing	Weekly tracking of what posts elicit attention and shares, now using SalesForce, which guides subsequent work
2. Work with Partners to Increase Awareness and Use of NAEP	Board members; Board staff; NCES staff; Communications contractor	Submit proposals to annual meetings	Increased representation at events/meetings; Increased number of conference presentations	August 2016 - ongoing	Increases in partners retweeting our work through social media
3. Focused Reporting of NAEP Results	Board staff; CRP contractor; Communications contractor	Four tasks that will produce content to disseminate through partners	Increased traffic to website and social media; Views of artifacts; Numbers of posts and re-posts	October 2016 - ongoing	New graphics introduced biweekly; Motion graphics will be released soon

Strategic Vision – Activities for Reporting and Dissemination Committee					
	Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
	Board staff; Communications contractor	Produce quick graphics, videos, artifacts for dissemination	Traffic to web page; Views of artifacts; Number of posts and re-posts	January 2018 - ongoing	
4. Highlight Contextual Data in Reporting	Board members; Board staff; NCES staff; Communications contractor; HumRRO technical support contract	Review contextual data for messaging / dissemination, including new indicators; Use contextual data in graphics, videos, toolkits	Increased number of artifacts with contextual data; Increased number of partners posting and re-posting artifacts; Traffic to social media posts with NAEP contextual data	Ongoing	Hatcher producing graphics with contextual data monthly; Continuing to promote contextual data results in social media channels
Inform #2: Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments					
5. Identify Opportunities to Promote Use of NAEP Data with Federal Datasets	Board members; Board staff; NCES staff	Determine what data would be feasible, useful, and of similar quality to NAEP to promote	Launch site with NAEP results and connections to other data; Traffic to website	November 2018	Discussed at November 2018 meeting of R&D and May 2019 R&D meeting; Discussed at March 2020 R&D meeting
	Board members; Board staff; NCES staff	Collaborate with COSDAM about connecting NAEP with other data	Joint meeting of COSDAM and R&D to develop decisions to present to Board	August 2019	Initial conversation at March 2020 R&D meeting

		Strategic Vision – Activities for Reporting and Dissemination Committee				
		Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
6.	Learn from Reporting of International Assessments (*Also, SV #8*)	Board members; Board staff; NCES staff; Communications contractor	Learn about international assessments			
		Board members; Board staff; NCES staff	Invite OECD staff to present on reporting approaches	Discussions about what practices to apply to NAEP	2020 (?)	Future R&D meeting focused on international reporting
			Meet with NCES staff to consider crossover of reporting approaches	Board meeting plenary session re: feasible options; Possible incorporation of elements of international work in 2019 Nation's Report Card	2019	

Strategic Vision – Activities for Reporting and Dissemination Committee					
	Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
Inform #3: Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice					
7. Add Meaning to NAEP Achievement Levels	Technical support contract with HumRRO (COSDAM lead)	Use findings from HumRRO study to develop guides	Graphic and/or video instructing how to use and interpret achievement levels	October 2017 - ongoing	Meeting with COSDAM in August 2019 to discuss progress of Achievement Levels Working Group
8. Research Effective Uses of NAEP	Technical contract with HumRRO;	Learn where and how NAEP is used effectively	Report on best practices—where, what, under what conditions	October 2017 - ongoing	Results of paper used to inform decisions on assessment schedule and to explain decisions to stakeholders in February 2020
	Communications contractor	Develop graphics and/or videos to support correct interpretation of NAEP results	Review NAEP mentions in sampling of reports and in media; Fewer reports of mis-NAEPery compared to TBD baseline		
9. Develop New Tools for Audiences	Board members; Board staff; NCES staff;	Ideas for tailored reports	Uses of new tool on website post-	August 2016; April 2018	

		Strategic Vision – Activities for Reporting and Dissemination Committee				
		Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
		Communications contractor	shared with NCES	release; User feedback		
		Board members; Board staff; NCES staff; Communications contractor	Construct custom portals for different subjects and/or types of users	Uses of portals; User feedback	January 2019	Discussed at May 2019 R&D meeting
10.	Identify More User-Friendly Approaches to Presenting NAEP Results	Board staff	Invite partners / stakeholders to Board meetings to share needs, interests for using NAEP data	Number of plenary and R&D sessions; Posts of panel summaries; Traffic to social media posts of summaries	November 2016 - ongoing	Partners personally informed re: schedule changes
		Board members; Board staff; Communications contractor	Create "menu of engagement" list of speakers, graphics, videos, artifacts that Board staff can offer partners	Artifacts developed for and posted by partners; Number of requests by partners; Number of activities	January 2018 - ongoing	Graphics and videos shared online and tagged to partners who retweet
		Board members; Board staff	Develop interpretative guide for NAEP Achievement Levels, which will be accessed on report card	Number of hits; More accurate descriptions of achievement levels; Fewer instances of misinterpretation	March 2019 - ongoing	R&D and COSDAM held joint meetings twice to discuss
11.	Create "Brief Case" Studies	Board staff; Communications contractor	Learn how NAEP used effectively by states and districts to serve	Increased social media traffic; Number of "brief case studies"	January 2018 - ongoing	Two TUDA case study narratives underway: Chicago and DC

Strategic Vision – Activities for Reporting and Dissemination Committee					
	Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
		as guide via compelling narratives in graphics, videos, two-pagers	posted and re-posted		
12. Facilitate Teacher Preparation Program Toolkit to Increase Access and Use of NAEP by Teachers	Board staff; Communications contractor	Meet with teacher educators to learn needs and interests	Develop tools and resources; Use of toolkits; User feedback	September 2018	Met with AACTE Executive Director to initiate this idea
	Communications contractor	Support development of toolkit by partners	Webpage on Governing Board website for teacher educators and preservice teachers	January 2019	
Inform #4: Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies…. *Note: SV #4 permeates throughout the entire list of planned tasks and activities, so is not presented in separate rows.*					
Innovate #6: Continue improving the content, analysis, and reporting of NAEP contextual data by considering the questions' relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice					
13. Review Contextual Variables	Board members; Board staff	Review contextual variables to ensure relevance and importance	Greater use of contextual data; Updated variables	Ongoing	