

Meeting of May 14 – 15, 2020



Access information provided upon registration

AGENDA

Thursday, May 14

3:00 – 4:30 pm

Executive Committee (CLOSED)

3:00 – 3:15 pm: Orientation to Virtual Meeting
Designation of Vice Chair Nominee Pollster
Haley Barbour, Chair

3:15 – 4:30 pm: COVID-19 Impacts on NAEP
*Peggy Carr, Associate Commissioner,
National Center for Education Statistics*

Lesley Muldoon, Executive Director

Friday, May 15

11:00 – 11:15 am

Welcome

Approval of May 2020 Agenda

Approval of March 2020 Minutes

**Action: Delegation of Authority to Assessment
Development Committee for Approval of 2025 NAEP
Mathematics Assessment and Item Specifications**

Haley Barbour, Chair



11:15 am – 12:30 pm **COVID-19 and Policy Implications for NAEP**
*Peggy Carr, Associate Commissioner, National Center for
Education Statistics*

Lesley Muldoon, Executive Director

12:30 – 1:00 pm **Not a Working Lunch**
Your Location

1:00 – 2:30 pm **Strategic Vision 2025**
Haley Barbour, Chair

2:30 – 2:45 pm **Closing Remarks and Next Steps**
Haley Barbour, Chair

2020-2021 QUARTERLY BOARD MEETING DATES AND LOCATIONS

May 14 - 15, 2020

Virtual

July 30 - August 1, 2020

Tysons Corner, VA

November 19 - 21, 2020

Arlington, VA

March 4 - 6, 2021

TBD

May 13 - 15, 2021

TBD

August 5 - 7, 2021

TBD

November 18 - 20, 2021

TBD

The National Assessment Governing Board's Strategic Vision (SV) below-listed goals are annotated with "SV" and a number, which will be included on relevant agenda items for Board and Committee meetings during implementation.



Inform

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

- Strengthen and expand partnerships by broadening stakeholders' awareness of NAEP and facilitating their use of NAEP resources. (SV #1)
- Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments. (SV #2)
- Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice. (SV #3)
- Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies. (SV #4)



Innovate

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

- Develop new approaches to update NAEP subject area frameworks to support the Board's responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends. (SV #5)
- Continue improving the content, analysis, and reporting of NAEP contextual variables by considering the questions' relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice. (SV #6)
- Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics. (SV #7)
- Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP. (SV #8)
- Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation's evolving needs, the Board's priorities, and NAEP funding. (SV #9)
- Develop new approaches to measure the complex skills required for transition to postsecondary education and career. (SV #10)

This Strategic Vision will focus the work of the Governing Board through the year 2020. By pursuing these priorities, the Governing Board will ensure that The Nation's Report Card provides the country with valuable data that measure and contribute to the improvement of student progress in achieving important knowledge and skills necessary for success as citizens in our democratic society. The Strategic Vision was unanimously approved November 18, 2016



Governing Board Members 2019 - 2020

Haley Barbour, Chair

BGR Group, Founding Partner
Yazoo City, Mississippi

Tonya Matthews, Vice Chair

Director of STEM Learning Innovation
Wayne State University, Detroit, Michigan

Dana K. Boyd

Principal
East Point Elementary School
El Paso, Texas

Alberto M. Carvalho

Superintendent
Miami-Dade County Public Schools
Miami, Florida

Gregory J. Cizek

Guy B. Phillips
Distinguished Professor of Educational
Measurement and Evaluation
University of North Carolina
Chapel Hill, North Carolina

Tyler W. Cramer

CEO and Executive Manager
Remarc Associates LLC
San Diego, California

Christine Cunningham

Professor of Education and
Engineering
College of Education
The Pennsylvania State University
University Park, Pennsylvania

Frank Edelblut

Commissioner
New Hampshire Department of
Education
Concord, New Hampshire

Rebecca Gagnon

Former Director
Minneapolis Board of Education
Minneapolis, Minnesota

Paul Gasparini

Secondary School Principal
Jamesville-DeWitt High School
DeWitt, New York

Honorable James E. Geringer

Former Governor of Wyoming
Cheyenne, Wyoming

Eric Hanushek

Hanna Senior Fellow
Hoover Institution
Stanford, California

Andrew Dean Ho

Charles William Eliot Professor
of Education
Harvard Graduate School of Education
Cambridge, Massachusetts

Patrick L. Kelly

Coordinator of Professional Learning
Twelfth-Grade Teacher
Richland School District Two
Columbia, South Carolina

Terry Mazany

Senior Vice President
Community Foundation for Greater
Atlanta
Atlanta, Georgia

Reginald McGregor

Manager, Engineering Employee
Development & STEM Outreach
Rolls Royce Corporation
Indianapolis, Indiana

Mark Miller

Eighth-Grade Mathematics Teacher and
Department Chair
Cheyenne Mountain Junior High
Colorado Springs, Colorado

Joseph M. O'Keefe, S.J.

Visiting Professor and Fellow
Fordham University Graduate School
of Education
New York, New York

Honorable Alice H. Peisch

State Legislator
Massachusetts House of
Representatives
Wellesley, Massachusetts

Honorable Beverly Perdue

Former Governor of North Carolina
New Bern, North Carolina

Nardi Routten

Fourth-Grade Teacher
Creekside Elementary School
New Bern, North Carolina

Martin R. West

Massachusetts Board of Elementary
and Secondary Education
Professor of Education
Harvard Graduate School of Education
Cambridge, Massachusetts

Grover J. "Russ" Whitehurst

Professor Emeritus
Stony Brook University
Fort Myers, Florida

Carey M. Wright

State Superintendent
Mississippi Department of Education
Jackson, Mississippi

Ex-officio Member

Mark Schneider

Director
Institute of Education Sciences

National Assessment Governing Board

Committee Structure (2019-2020)

Assessment Development Committee

Chair Dana Boyd
Vice Chair Mark Miller
Christine Cunningham
Frank Edelblut
Paul Gasparini
Patrick Kelly
Reginald McGregor
Nardi Routten
Michelle Blair (Staff)

Reporting and Dissemination Committee

Chair Rebecca Gagnon
Vice Chair Joseph O'Keefe
Alberto Carvalho
Tyler Cramer
Tonya Matthews
Terry Mazany
Beverly Perdue
Martin West
Laura LoGerfo (Staff)

Committee on Standards, Design and Methodology

Chair Andrew Ho
Vice Chair Alice Peisch
Gregory Cizek
Jim Geringer
Eric Hanushek
Grover "Russ" Whitehurst
Carey Wright
Sharyn Rosenberg (Staff)

Nominations Committee

Chair Jim Geringer
Dana Boyd
Paul Gasparini
Andrew Ho
Tonya Matthews
Terry Mazany
Mark Miller
Joseph O'Keefe
Alice Peisch
Tessa Regis (Staff)
Lisa Stooksberry (Staff)

Executive Committee

Chair Haley Barbour
Vice Chair Tonya Matthews
Dana Boyd
Rebecca Gagnon
Jim Geringer
Andrew Ho
Terry Mazany
Mark Miller
Alice Peisch
Joseph O'Keefe
Beverly Perdue
Lisa Stooksberry (Staff)

National Assessment Governing Board

Meeting of March 6–7, 2020

El Paso, TX

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Haley Barbour, Chair
Tonya Matthews, Vice Chair
Dana Boyd
Tyler Cramer
Christine Cunningham
Rebecca Gagnon
Paul Gasparini
Eric (Rick) Hanushek
Andrew Ho
Patrick Kelly
Terry Mazany
Reginald McGregor
Mark Miller
Joseph (Joe) O’Keefe
Alice Peisch
Nardi Routten
Martin (Marty) West
Grover (Russ) Whitehurst
Carey Wright
Mark Schneider (ex-officio) (Thursday only)

Governing Board Members Absent

Alberto Carvalho
Gregory Cizek
Frank Edelblut
James Geringer
Beverly Perdue

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director
Lisa Stooksberry, Deputy Executive Director
Michelle Blair

David Egnor
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
Jamie Deaton
Patricia Etienne
Shawn Kline
Daniel McGrath
Nadia McLaughlin
Holly Spurlock
Bill Tirre
Ebony Walton
Bill Ward

American Institutes for Research (AIR)

Jack Buckley
Kim Gattis
Cadelle Hemphill
Sami Kitmitto
Fran Stancavage
Darrick Yee

Chief State School Officers, CCSSO

Fen Chou
Scott Norton

CRP, Inc.

Monica Duda
Kathy Smoot

Educational Testing Service (ETS)

Debby Almonte
Jay Campbell
Gloria Dion
Amy Dresher
Gary Feng
Helena Jia
Daniel McCaffrey

Hager Sharp

David Hoff
Joanne Lim
Debra Silimeo

The Hatcher Group

Jenny Beard
Ann Bradley
Sami Ghani
Robert Johnston

Human Resources Research Organization (HumRRO)

Monica Gribben
Sheila Schultz
Anne Woods

Optimal Solutions Group

Brian Cramer

Pearson

Kevin Baker
Pat Stearns

Reingold

Kathleen Kenney
Michah Lubens

Westat

Chris Averett
Greg Binzer
Lisa Rodriguez
Rick Rogers

WestEd

Ann Edwards
Cynthia Greenleaf
Mark Loveland

Other Attendees/Speakers

Pedro Amaya-Mendoza, Student, Dartmouth College
Susan Austin, Ysleta Independent School District (YISD)
Emma Aveytia, YISD
Monica Bustillos, YISD
Edward Calderon, Student, Riverside High School
Luis Cardenas, YISD
Brenda Chacon, YISD
Paul Covey, Principal, Valle Verde Early College High School, YISD
Dr. Xavier De La Torre, Superintendent, YISD
Tori Gilpin, Gadsden Independent School District
Bobbi Russell Garcia, YISD
Criss Grubbs, Las Cruces Public Schools
Mamie Harley, THC – Tarrant Consulting
Raymond Hart, Council of the Great City Schools
Marie Julienne, NAEP Coordinator, New Mexico
Lynly Leeper, YISD
Angela Lopez, Student, Valle Verde Early College High School
Tyrone McDuffie, Student, Parkland High School
Jesus Jared Quezada, Student, University of Texas-El Paso
Sylvia Rendon, YISD
Michael Slattery, Huntington Ingalls Industries (HII)
Molly Smith, El Paso Times
Pete Smith, Mississippi Department of Education
Cynthia Solis, Parent
Anand Vaishnav, Education First

Opening Remarks

Chair Haley Barbour called the session to order at 8:04 a.m. and welcomed attendees to the National Assessment Governing Board (Governing Board) meeting. Barbour thanked El Paso for its hospitality. He recounted visits to East Point Elementary School and Bel Air High School on the previous day and said that he was thrilled to see the hard work and success of the schools in the district.

The Chair acknowledged the impressive work the Board has done but stated there is still work to be completed. He wants to identify key metrics, including who are the target audiences and who benefits by knowing what NAEP is and what it achieves, especially what NAEP demonstrates and what it does not. He noted the audience in the room is already interested in education and depends on the Nation's Report Card to inform the public on what students need to know. He emphasized the important role of parents in students' education.

Approval of March 2020 Agenda

Chair Barbour requested a motion for approval of the March 2020 agenda. Rebecca Gagnon made a motion to accept the agenda; this motion was seconded by Joe O'Keefe. No discussion ensued, and the motion passed unanimously.

Approval of November 2019 Board Meeting Minutes

Chair Barbour requested a motion for approval of the minutes of the November 2019 Governing Board meeting. Gagnon made a motion to approve the November 2019 minutes, and Mark Miller seconded the motion. The motion passed unanimously.

Welcome

Chair Barbour asked each member to introduce themselves and state their role on the Board. Barbour thanked the Board members for their short biographies and asked others seated around the table to introduce themselves. Barbour then thanked everyone and turned the meeting over to Dana Boyd.

A Host's Welcome to El Paso

Boyd thanked everyone for attending the meeting. She acknowledged the effort of Board members and others in traveling to El Paso. Boyd noted that she had been planning the meeting for some time, wanting to share the work she does with her Board colleagues and showcase the schools and students of El Paso, especially what it is like growing up in a border town. She said the morning would consist of several speakers who will describe what makes El Paso a unique and proud community, starting with the mayor of El Paso, Dee Margo.

Welcome to El Paso

Mayor Margo thanked Boyd and opened the conversation by asking how many people were visiting El Paso for the first time. Many hands were raised and he stated that he hoped everyone was enjoying their visit. He said that his job as mayor has kept him very busy, especially with immigration issues. Last year, almost 200,000 people crossed into El Paso, but immigration policy remains in negotiation between the state and federal government.

As a border town, El Paso was originally located in present day Mexico, with much of the population south of the Rio Grande. When Fort Bliss, a military base, was founded in 1848, people began migrating north of the river. He explained that El Paso is part of a region encompassing three states, Chihuahua (Mexico), New Mexico, and Texas, and two countries.

Mayor Margo presented economic statistics regarding trade in the area and then moved to education, noting that local universities extend in-state tuition to Mexican nationals, many of whom commute daily between the two countries. He explained that the El Paso school board, the 10th largest district in the state, overhauled the education curriculum and instruction, resulting in a complete turnaround of their system to educate students who will drive the economic viability of the area. He cited an initiative for current students to gain higher education credits and degrees. Margo thanked the Governing Board for their time and introduced the Ysleta school district superintendent, Xavier De La Torre.

Welcome to Ysleta Independent School District (YISD)

De La Torre, who met with Board members during their school visits the previous day, said he hoped the visits highlighted why he was so proud of his school district. He shared a brief history of his career, beginning as a teacher and coach and being promoted to principal in California and eventually settling in El Paso, where he has been superintendent for the last six years, presiding over approximately 42,000 students.

He invited the audience to ask questions. Tonya Matthews expressed that she was especially impressed with the dual enrollment program between high school and local colleges and asked him to provide guidance to other states looking to incorporate similar programs. De La Torre remarked on the importance of building strong relationships. He cited the need for college credits, especially for students living in extreme poverty, to give them the opportunity and knowledge that they can succeed at the next level. If these students did not have a chance to contemplate college until after high school graduation, many would not make the transition. The district has made the investments in the students, paying for tuition, books, and online programs. De La Torre emphasized that the students do not squander this opportunity, boasting that the district has the highest rate of associate degree completion in Texas.

Andrew Ho asked about the added pressures of undocumented students and supporting all students. De La Torre answered that the district does not distinguish between its students. All are supported in their learning goals and schools provide a safe environment, without regard for students' immigration status.

Miller asked about teacher recruitment, training, and retention, wondering if it was more difficult in this area. De La Torre responded they are fortunate, because the education departments at the local colleges have robust numbers of graduates who return to the El Paso school system. These teachers have first-hand knowledge of the unique environment of the district and are well prepared for their duties as education professionals. Boyd thanked De La Torre for his time and transitioned the meeting to the student and parent panel.

From Preschool through Higher Education: Growing Up in a Border Town

Boyd welcomed the student and parent panelists and asked them to introduce themselves before giving each an opportunity to tell their story. Cynthia Solis, a parent who was born and raised in El Paso, Texas, is a single mother to her son who attends Harvard College. She is a pre-kindergarten teacher, and public education is very important to her. Angela Lopez is a student at Valle Verde Early College High School. Edward Calderon is a student at Riverside High School. Pedro Amaya-Mendoza is a sophomore at Dartmouth College. Tyrone McDuffie is a freshman at Parkland High School. Jesus Quezada is a music major at the University of Texas at El Paso.

Lopez recounted her story of waking up at 4:00 a.m. for breakfast and her mother driving for one to three hours each morning from Juarez, Mexico to school in El Paso. She noted that many other students cross the border to attend school, including some who cross by themselves without adult supervision. Lopez and others from Juarez are willing to spend so much time to get to school because they hunger for success in school. When her mother was unable to renew her visa, Lopez crossed the border each day by herself and found ways to get to school once she reached El Paso. She talked about having to learn English, which seemed intimidating at first. However, most of the YISD students and staff are Hispanic and form a supportive community. As a student at Valle Verde Early College High School, Lopez earned an associate degree from El Paso Community College, tuition free, and is now taking a class at the University of Texas at El Paso while finishing her high school graduation requirements. In 2019, she participated in a summer undergraduate research program. Lopez does not think she would have had these opportunities if she had stayed in Mexico for her education.

Solis talked about raising her son, Ryan, in a very low-income household. Her son faced challenges, but she was always there for him. Because Solis grew up as a latchkey child, she made it a priority to be there for her son and to “break the cycle”. Although she has attended college, she never graduated; now she is a student at University of Texas at El Paso and plans to graduate in 2022, the same year her son will graduate from Harvard College. Solis described the difficulties she and her son faced, including homelessness, no water for bathing, and not enough money for gas to make after-school trips. She stated that El Paso’s kids are the hope for the future, and parents are willing to sacrifice a lot for their children’s success.

Calderon has lived in El Paso for six years with his mother. He has found support from amazing staff and coaches who have played a large role in his academic and sports success. His architecture teacher helped him get a job with an architecture firm, and coaches have provided rides and support.

Amaya-Mendoza, a sophomore at Dartmouth College, has been tutoring at Ysleta High School during time off between terms. He talked about growing up with undocumented parents and the toll on the Hispanic community when people in power say negative things about immigrants. Amaya-Mendoza is a first generation American whose parents did not think he would have a lot of opportunities in Juarez. They sacrificed so that he could attend school in El Paso; he always did his best hoping his parents' sacrifices would pay off. It took him time to learn English, but eventually he became the captain of High Q, an academic club, and participated in other activities such as academic decathlon and National Honor Society. In El Paso, Amaya-Mendoza felt that he had the resources and opportunities he needed to succeed if he invested the effort.

McDuffie grew up on the northeast side of El Paso, a little farther from the border than other parts of the city. He has attended school in YISD since kindergarten and currently attends Parkland High School. McDuffie described struggling with being the biggest student in his elementary school classes as well as the only African American in class. Once he entered middle school, several teachers pushed him to do better and encouraged him to join the Texas Science, Technology, Engineering and Mathematics Initiative (T-STEM) program. McDuffie was a regional finalist in 7th and 8th grades and a state finalist in 8th grade for the T-STEM state championship. He praised the wonderful teachers in the district for believing in him and pushing him to overcome his challenges.

Quezada talked about his parents' desire for the American dream and bringing their children to El Paso. Then, four years ago, when he was in high school, his father was deported, and life became difficult. Two years ago, his mother returned to Mexico and Quezada and his siblings live together and take care of each other. He is grateful for his parents' sacrifices then and now, stating that Mexicans do not give up, they keep pursuing their dreams. Quezada's dream is to win an Oscar for best film score.

Boyd asked the panelists "what is one thing that you feel that we need to do to help the schools in El Paso?" The panelists suggested a variety of ideas. Solis requested public libraries be kept open, even on Sunday, as a place for students to do homework and access educational resources and Wi-Fi. She suggested school libraries also should be open for two hours after school.

Calderon indicated that teachers are stressed about meeting accountability measures when there are other skills to teach such as economic life skills and there is more to teachers than their students' test scores. He talked about important skills for students not attending college. Quezada identified a need for more counseling, especially support for border town issues such as a safe place to talk to someone without fear of being deported. Solis added a need for clubs and extracurricular activities for younger students, where they can socialize and give back to the community. Starting younger prepares them for high school and introduces them to leadership roles. Lopez recognized a need for transportation between border crossings and schools, as well as more funding for early college programs.

Boyd asked McDuffie and Calderon "what stands out to you as the most important factor in your success?" McDuffie attributed his success to teachers and their belief in him to meet their high expectations. Calderon added the importance of supportive school staff, including janitors and lunch servers.

The panelists shared final statements in response to “what is your charge to everyone?” Quezada stated that families belong together. McDuffie asked everyone not to play the game, but to be the game changer, the person who will change a student’s life and impact their future. Amaya-Mendoza asked everyone to address education issues for students of color, those who do not have the necessary resources to study effectively, and individuals who may need extra meals. Calderon encouraged everyone to provide opportunities; students will use such opportunities wisely and succeed in the future. Lopez asked everyone to see the potential of students in El Paso and invest in their future. Solis commented on the importance of parents and the educational community. She asked everyone to take their responsibility to the students and their futures seriously.

Following the summary comments, Board members asked the panel several questions. Nardi Routten asked about the origin of their determination to be successful and what they want to do in the future. Quezada responded he wants to be a screenwriter. He says each person needs to find what makes them want to succeed and then chase that.

Paul Gasparini asked about the most important aspect of school climate to get the most out of students. McDuffie answered that a great school community, including all staff, providing a safe and comfortable place is most important for success. Amaya-Mendoza reminded everyone of the need to fund academic activities, such as debate teams, for all students.

Patrick Kelly asked, “how can we better ensure that culture isn’t a barrier to students showing what they know and can do and instead enhances our capacity to measure what you know and do?” Amaya-Mendoza suggested students who struggle with English might need to focus on improving their English proficiency before learning other content or at least before being assessed on other content where they might have a disadvantage due to language barriers. He also suggested teachers should be prepared to work with students learning English, to be kind and provide encouragement.

At the conclusion of the panel, the Board and the audience gave a standing ovation to the panelists.

Executive Director Update

Lesley Muldoon provided Board members with a status about work that staff have completed since the last Board meeting and provided context and framing for the Board’s discussions during the current meeting.

First, Muldoon introduced the newest Governing Board staff member, David Egnor, who is on temporary assignment from the Office of Special Education Programs in the Department of Education. With more than 20 years of experience, Egnor brings a wealth of knowledge about inclusion of students with disabilities and English learners.

Muldoon noted that the past year has been a year of transition and reflection. In addition to their routine responsibilities, staff are discussing ways to capitalize on opportunities, as well as how

staff might work differently to enhance the Governing Board’s internal culture. Muldoon shared that an internal staff retreat is being planned sometime after the May Board meeting to reflect on the first half of 2020 and to chart next steps for the remainder of the year.

Next, Muldoon reported that staff are reflecting on lessons learned from the process to revise the NAEP Mathematics Framework. She explained that it has been at least a decade since the Governing Board initiated the intensive process to develop a new framework. Muldoon reminded Board members that five additional NAEP frameworks will require updates over the next 10 years. Governing Board staff are eager to implement any necessary changes to ensure that the process to update those frameworks is as efficient as possible.

Muldoon noted that a priority for the March Board meeting was to begin developing the Strategic Vision 2025. She shared that the Executive Committee met in January when they discussed and tested a model for engaging the full Board in developing the next Strategic Vision. She reminded Board members to use the note pads at their seats to provide their thoughts about the impact the Board should strive to attain in its oversight and leadership of NAEP. She stated that their input would inform the afternoon’s plenary discussion of the Strategic Vision 2025.

Muldoon shared several upcoming priorities. In addition to Strategic Vision 2025, the Governing Board is working on revising the 2025 NAEP Reading Framework. The Visioning Panel met in October, and several Development Panel meetings have occurred. The Board will receive a first draft of the proposed revised Reading Framework later this year with Board action on the framework recommendations scheduled by the end of the year.

The national level, grade 8 NAEP History, Civics, and Geography Report Cards will be released at the end of April; the Board is slated to take action on the release plan at this meeting. Later this year, the Board and NCES will release results from the 2019 Nation’s Report Cards in Reading and Mathematics for Grade 12.

For consistency and comprehensiveness, Governing Board staff will review all Board policies. Given that the Board recently adopted significant new policies regarding achievement levels and framework development, Muldoon emphasized the importance of ensuring that all Board policies reflect current federal requirements as well as support NAEP’s transition to digital assessment. Muldoon reminded Board members of plans for them to take action during the current meeting on the Achievement Levels Work Plan. She noted two major procurements that will be released this year: one for communications and outreach services and a second for technical support services. Finally, work is underway to redesign the Governing Board’s website.

Committee Meeting Previews

Chairs provided the following previews of the committee sessions:

- Boyd (Chair, Assessment Development Committee [ADC]) reported that the ADC will focus its discussions on framework policy and questionnaires, including (a) updates regarding the specifications for the 2025 NAEP Mathematics assessment, (b) progress related to the 2025 NAEP Reading Framework, (c) updates to the Board’s item

development and review policy, and (d) review of items on the subject-specific questionnaires slated for deletion by NCES. The Committee will discuss Strategic Vision updates.

- Ho (Chair, COSDAM) reported that COSDAM will discuss and present to the full Board two motions, one regarding the intended meaning of NAEP results and the other related to the Achievement Levels Work Plan to guide staff and contractors in collecting validity evidence on the NAEP achievement levels. The Committee will learn about the design of the 2021 assessments in mathematics and reading at grades 4 and 8. COSDAM will review and discuss the linking studies conducted by the Governing Board and NCES. Finally, the Committee will discuss Strategic Vision updates.
- Gagnon (Chair, Reporting & Dissemination [R&D] Committee) reported that R&D will discuss and present to the full Board action for the release of the 2018 NAEP Civics, Geography, and U.S. History results. The Committee also will discuss opportunities for presenting NAEP data with other data and changes to core contextual questions on the NAEP assessments. Finally, the Committee will discuss Strategic Vision updates.

Recess for Break

The March 6, 2020, Governing Board meeting recessed at 10:14 a.m. for a break, followed by committee meetings. The meeting reconvened at 12:45 p.m.

Working Lunch: 2025 NAEP Mathematics Specifications (SV #5)

After thanking the committee chairs for their work, Barbour turned the meeting over to Boyd for an update on the NAEP Mathematics Specifications. Boyd reminded the Board that while they determine the content to be tested on NAEP, there are specific lines that cannot be crossed as determined by NAEP legislation. Boyd referenced past framework activities, namely Technology and Engineering Literacy (TEL) in 2010, Writing in 2007, and Science in 2005. However, these previous efforts were brand new frameworks. So, the Board was either starting an assessment from scratch, like TEL, or developing a brand new framework as was done for Writing and Science. In these instances, the Board asked NCES to develop an entirely new assessment. Conversely, in mathematics, the Board decided to revise and update the existing framework.

The NAEP Mathematics Framework was adopted by the full Board at the November 2019 Board meeting. This was a complicated task with an explicit goal to maintain trend, while still incorporating recommended changes. Supporting consistency while introducing new things can be more complex, particularly in terms of the details that NCES needs to develop the assessment. These details are included in the Assessment and Item Specification document that the Board is discussing. The Board's framework development policy presents two public documents that outline the content of each NAEP assessment. These include the framework, which is written for the general public, educators, and policy makers, and the specifications, which evolve from the framework and are directed towards NCES and its contractors.

Miller provided a short summary of the major changes to the NAEP 2025 Mathematics Framework: 1) some of the content objectives were updated, informed by state and international content standards; 2) mathematical literacy has been added as a cross-cutting theme; and 3) NAEP mathematical practices have been introduced to capture the doing of mathematics, and the previous process dimension of mathematical complexity was removed. He noted that the draft specifications document was discussed during a joint ADC/COSDAM webinar in January. A concern was raised that the transition statements between achievement level descriptions could be misinterpreted, and these statements were removed from the document in response. There were a few other comments during the January webinar, some of which may be more appropriate for ongoing discussions about general policies and procedures for assessment development.

Michelle Blair provided an overview of NCES' role in support of the framework. Each of the five mathematics content areas has specific objectives listed in the framework; the specifications provide greater detail and clarity to ensure that the objectives are assessed as intended. The specifications outline a research agenda to ensure reporting of the new assessment is as substantive as possible. Blair outlined three special studies proposed for the next few years that would aid in that task. The first would characterize measurement properties of items with respect to the five NAEP mathematical practices and then explore how to build insights regarding student performance based on their clickstreams as they move through the assessment. NCES has already been conducting some research and development work around this type of information, known as process data. The second study would involve researching commonly used approaches for communicating assessment results and gathering feedback to determine constructive ways to report on the NAEP mathematical practices. The final study would pinpoint whether mathematical literacy is a unique dimension that can be measured accurately, reliably, and separately and, if so, building on the research to determine how it can be reported in a valid and straightforward way. NCES has already conducted a review of the specifications. NCES and the Board are collaborating earlier in the process than was commonly done in the past, with great success. The greatest challenge is the mathematical practices. Much detail and oversight are provided to ensure that NCES develops items to match the intended construct. Blair will continue working with partners to clarify the specifications.

Boyd said that before finalizing the document, she would like additional feedback from the Board and opened the floor for discussion. Hanushek asked for more clarification regarding mathematical literacy, asking if it was more similar to the Program for International Student Assessment (PISA) rather than the Trends in International Mathematics and Science Study (TIMSS), to which Boyd gave an affirmative answer. There were no additional comments or questions.

Intended Meaning of NAEP (SV #3)

Ho provided an update on revisions to the intended meaning of NAEP statement based on discussion during the November 2019 Board meeting. For new members, Ho explained the statement is to be explicit about how NAEP scores are intended to be interpreted and used. Ho referenced the *Standards for Educational and Psychological Testing* (hereafter referred to as the *Standards*), specifically Standard 1.1 – what you intend scores to mean and how they should be interpreted and used. To meet this professional standard, NAEP should have a formal statement

that can be used for validation efforts. Ho described it as a very narrow statement for technical documentation. He noted that this specific effort is not a tool to promote use of NAEP more broadly nor an interpretive guide with detailed examples and non-examples of how to use NAEP.

Changes made to the draft statement presented at the November 2019 meeting include a reference to the frameworks and toning down the differences between NAEP and international assessments. Ho opened the session for questions and discussion.

Marty West asked about the four statements at the end of the document showing how NAEP is different from many assessments. One of the differences deals implicitly with causation by stating that NAEP measures progress, but without explaining why progress has occurred. West stated this does not distinguish NAEP from other measures because assessment programs do not explain why. West suggested this statement would more appropriately fit in the full paragraph preceding the list.

O'Keefe requested that the statement explicitly include private schools. Ho pointed to the inclusion of private schools in the second paragraph. O'Keefe suggested also saying that NAEP produces results for students in public and private schools. Mazany pointed out use of jurisdictions in the first paragraph versus districts in point number one; he suggested using jurisdictions for consistency.

Strategic Vision 2025 Overview

Muldoon provided context for the Board's discussion of the Strategic Vision 2025. She briefly reviewed discussions and activities completed to date. She stated the two objectives for the Board's discussion of the Strategic Vision 2025 are to (a) explore Board members' recommendations about the intended impact of NAEP and the Governing Board, and (b) identify high-level goals and priorities to guide the Board's work over the next four years. Muldoon stated the Board will have two meetings (including the March meeting) to discuss the intended impact and actions before voting at the August meeting to adopt a set of strategic goals and priorities. Following this vote, staff will work under oversight of the Executive Committee to develop the detailed work plans, activities, and timelines to implement the vision.

Muldoon introduced Anand Vaishnav from Education First Consulting. Vaishnav, who collected impact statements from Board members earlier in the day, reported that he grouped those statements into three categories, where NAEP: (a) serves as a catalyst for action to improve achievement through relevant information and engagement of broad audiences, (b) inspires improvement in the quality of assessments and standards by remaining the gold standard of assessments, and (c) tells the stories of American achievement for all over time and in context.

Board members discussed the impact statements and categories. Matthews especially resonated with the category about impacting the overall field of assessment and motivating continued investment in assessments at the local level. Tyler Cramer believes the Board's impact should be broader than education given that achievement directly impacts employment. Christine Cunningham suggested the Board emphasize its work developing assessment frameworks. Mazany reflected on the vast amount of data NAEP has collected and how NAEP has leveraged

advances in technology. In contrast to other perspectives, Hanushek expressed concern the Board members' impact statements may be too grandiose. He noted NAEP has a specific purpose and the Board should aim to ensure that purpose is accomplished well. Ho acknowledged Hanushek's perspective and suggested including mention of NAEP's unique history of providing national trend lines. Reginald McGregor expressed a note of caution that use of the word achievement typically is interpreted as students on track to a 4-year college. He suggested broadening the language to include learning and mastery, which are words used more frequently in vocational endeavors. Kelly noted the importance of NAEP's role in informing educational policy to extend a quality education to every child, regardless of their zip code. Russ Whitehurst argued that more specificity is needed in the impact statements. He stated that specific outcomes should be identified and clearly articulated to allow the Board to hold itself accountable for the outcomes.

In wrapping up the impact discussion, Vaishnav reminded Board members that the three categories summarizing the impact statements are at a very high level. The task of staff will be to further define the Board's priorities following the discussions and deliberations at this meeting, including where and how the Board might best accomplish its agreed upon impacts related to the Strategic Vision 2025. Vaishnav encouraged Board members to focus their small group discussions on the Board's role as well as related activities to achieve the Board's intended impact.

Next, Muldoon reviewed a draft logic model, which the Executive Committee constructed during its January retreat to depict how the Board's goals could be accomplished. She indicated the overall goal of the logic model is to articulate the steps that must happen for the Board to accomplish its impact. Muldoon asked, before members convened in their small groups, for initial feedback on the draft logic model. Hanushek asked what 'engage' means in the model, noting with 26 Board members and 12 staff, engagement seems too ambitious. Mazany offered the perspective that the Strategic Vision would prioritize partnerships and leverage, at the staff level, identifying how to make engagement happen. Cramer commented on the business perspective, noting the business community measures success in terms of how much a product is used by others. He suggested the Board needs to define successful engagement in terms of use by others.

Barbour asked about some information he heard years ago that the United States spends more money on education than other countries, yet student scores continue to decrease. Peggy Carr, NCES Associate Commissioner, acknowledged the United States continues to lose ground, noting one reason for this is that other countries have been leapfrogging around the United States. NCES Commissioner Lynn Woodworth agreed with Carr's assessment. He added that the purpose of NAEP is to report progress over time and reading scores in the United States have not changed in the last 30 years, especially not across the entire population. Gagnon asked about the inclusion policies in other countries. Carr stated the United States tests all students while other countries tend to be less inclusive. Carr and Woodworth stated the importance of being informed about and using caution when making international comparisons.

Before proceeding to the small groups, Vaishnav encouraged Board members to review, reaffirm, and edit the logic model, based on their discussion about intended impact. He noted that facilitators would have specific questions to inform their small group discussions.

Recess for Break

The March 6, 2020, Governing Board meeting recessed at 2:32 p.m. for a break, followed by breakout group sessions to discuss the Strategic Vision 2025. The plenary session reconvened at 4:30 p.m.

Reporting on Small Group Discussions

Barbour thanked Board members for their thoughtful discussions about the next Strategic Vision, calling upon facilitators to offer brief summaries of their groups' discussions. Barbour noted that Board members were welcome to ask clarifying questions, but asked that everyone reserve substantive questions for the following morning.

Miller thanked the members of his group for their contributions. The group spent most of their time debating the intended impact statement at the top of the logic model. They deliberated on whether the ideas represented a logic model or a theory of change. They agreed the model was sufficient at a high level to serve as a guide as long as it is used for internal purposes only. The group agreed that the purpose of the model is to inform the Board's efforts to create a Strategic Vision. Miller's group defined stakeholders as the group of people the Board members represent. They like the current Strategic Vision; they do not want a revolution or even an evolution of the current vision, instead they want to refresh or tweak what already exists.

Mazany reported his group had three main takeaways. There was consensus on the logic model needing minor revisions. They decided key actors are not all equal in ability to take action and have influence. Testing the logic model, Mazany's group developed use cases. For instance, one case is that of the recent Literacy Summit hosted by the Council of Chief State School Officers (CCSSO). The summit was a result of the latest release of the Nation's Report Card in Reading and designed to inform policy changes at the state level. Mazany asked how the Governing Board should engage with state chiefs before the release of the 2021 results in order to support and facilitate their use of the results to take actions that support student progress. Mazany's group suggested capturing and documenting use cases of the logic model as a way to identify actions the Board might take in achieving its vision.

Gagnon's group had robust conversation and generally reached consensus on the logic model. They focused on the first two boxes of the model, revising the second box to include "the Board informs key actors in strategic ways to identify and investigate questions that need to be answered." They agreed the words engagement, inspires, and actionable should be deleted and inform should be kept. They created two groups of key actors, direct and indirect influencers. They decided the Governing Board should focus more on direct influencers. They also added stakeholders, including Trial Urban District Assessment (TUDA) leaders and advocacy groups such as the National Parent Teacher Association (PTA) and the Business Roundtable. Strategic levers needed to create impact include greater participation in NAEP, relevancy as a lens for moving forward, linkages with international assessments, better storytelling, and accessible and usable tools to contextualize information for action.

Discussion ensued about deleting the word actionable. The small group felt that actionable fit with direct stakeholders versus indirect ones. However, they thought it was sufficient to say the Board informs key actors in strategic ways. It is the actors' responsibility to take the next steps and take action based on NAEP results. The Governing Board cannot make others do something with the data. The goal is to be intentional in who is informed and how they are provided results.

The March 6, 2020 session adjourned for the day at 4:48 p.m.

Meeting Convened: CLOSED SESSION: Discussion on 2020 Slate of Governing Board Nominees

The Governing Board meeting convened in closed session from 8:30 a.m. to 8:45 a.m. on March 7, 2020, for a discussion of the 2020 slate of Governing Board nominees.

CLOSED SESSION: Briefing on the 2018 NAEP Civics, U.S. History, and Geography Results

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 7, 2020, the Governing Board met in closed session from 8:45 a.m. to 10:00 a.m. to receive a briefing and discuss the 2018 NAEP Civics, U.S. History, and Geography results. Ebony Walton delivered an engaging presentation for each Report Card that covered the constructs each assessment measures, the results for the nation as well as for sub-groups, and trends in the data since the first administration in 1998 and the last in 2014. Walton also presented a few results related to the contextual questionnaires specific to each assessment. Board members asked questions, which Walton addressed.

Committee Reports

Barbour asked committee chairs to report on their meeting outcomes. The committee reports were accepted unanimously by the Board and are appended to these minutes.

Assessment Development Committee

Members asked several questions after Boyd delivered the Assessment Development Committee report, including a request for a copy of the synthesis of reading research when it is published by the National Academies of Sciences, Engineering and Medicine. Gagnon requested clarification on whether the ADC was providing feedback on the subject-specific questionnaire items that NCES proposed to eliminate, and Cramer requested that Gagnon be included in the upcoming call when ADC deliberates on the proposed cuts to the contextual variables. Gagnon also asked what was meant by "putting SEL into the reading standards," and Boyd responded that it was an initial conversation about where the ADC stands with regard to whether social emotional learning belongs in the NAEP Reading Framework.

Committee on Standards, Design and Methodology

Action: Intended Meaning of NAEP

Ho made a motion for the Board to approve the Intended Meaning of NAEP statement, as revised, to reflect the March 6, 2020 discussion by the Board: (a) move what was statement 3 to the preceding paragraph, (b) add private schools to statement 1, and (c) change districts to jurisdictions for consistency in statement 1. Alice Peisch seconded the motion. The motion was unanimously approved and is appended to these minutes.

Action: Achievement Levels Work Plan

Ho made a motion to adopt the Achievement Levels Work Plan with an amendment to also commission a review of achievement level setting approaches that evaluate tradeoffs between the cost of changing achievement level setting approaches and benefits related to reducing misconception and misuse. Matthews seconded the motion. Board members approved the motion unanimously. The approved work plan is appended to these minutes.

Reporting and Dissemination Committee

Action: Release Plan for 2018 Nation's Report Cards in Civics, Geography, and U.S. History

Gagnon noted that the release plan was amended to change from an in-person event to a virtual event in light of the coronavirus; she made a motion to approve the amended release plan for the 2018 results in NAEP Civics, U.S. History, and Geography. Father O'Keefe seconded the motion. Board members approved the motion unanimously. The approved release plan is appended to these minutes.

Nominations Committee

Action: 2020 Slate of Governing Board Nominees

Matthews made the motion for the full Board to accept the 2020 slate of Governing Board nominees as presented in closed session. Miller seconded the motion. Board members approved the motion unanimously.

Strategic Vision 2025 Next Steps

Matthews opened the presentation with a summary of the Executive Committee's retreat in January, which provided them uninterrupted time to create a plan for the Board's development of its next Strategic Vision. In addition to information already gathered from past meetings, she let the Board know they would also incorporate decisions from this meeting, namely summarizing the small group discussions, recording feedback from the logic model, and decisions regarding language in the Board's message to inform or engage. Matthews quickly provided a thorough review of the current meeting decisions that would drive work at the next Board meeting. In general, there was agreement with the logic model, and it would be used as an internal document. Key actors are crucial, but not all will have the same level of influence or importance. The tools currently at the Board's disposal need to be more useful and accessible, and they need to concentrate on the importance of using storytelling to drive organizational change. Finally,

discussions need to continue regarding the Board's direction and whether their primary focus is to inform or engage audiences and stakeholders. She asked Board members what else they need to know and understand about the process and what they would like to see in the draft document that will be presented in May.

Hanushek asked, since he is new to the Board, if there was a document that details more about the current Strategic Vision. Matthews answered that yes, such a document is available, and each committee keeps a record of work done in the last five years. Muldoon mentioned that some of this information is included in the new Board member packet. McGregor asked if the new Strategic Vision would be a three- or five-year plan. Matthews indicated that the last plan guided four years of the Board's work but that adjustments could be made if there were strong opinions to make the change. Kelly countered that a three-year plan might not be broad enough, since some NAEP assessments only happen every four years. Kelly added that he would like to see a draft in May that clarified the difference between the Strategic Vision and the logic model, but that the logic model also needed to be more defined. Ho agreed, and supported Matthews' earlier comments regarding key actors. He would like to have a list of them, as well as ranking their level of importance, for the next meeting. He also supported the claim that consensus is needed around the logic model, specifically a list of things the Board wants to achieve by 2025 and why. Mazany reminded everyone that the Strategic Vision is a comprehensive undertaking, and that the Board needs to be deliberate in its actions, cautioning them against moving too quickly on important decisions that require thought in the interest of keeping to a schedule. Whitehurst agreed on the Strategic Vision's importance but favors efficiency and less deliberation by the full Board. Wright stated the Board should focus on informing or engaging its audiences. She urged members to think of their spheres of influence and be prepared to talk more about it at the next meeting. Matthews agreed, adding Board members should consider the strength of the connection when ranking stakeholders. Gagnon spoke in favor of engagement, citing how her committee uses it to drive outreach efforts and increase participation around data releases. She acknowledged that while the two are similar, engagement is a more actionable way of informing; informing is not enough. O'Keefe agreed, and said engagement helps others actualize their potential for change, citing several cases where people have used NAEP data in productive ways. Cramer supported Gagnon and O'Keefe, saying if the Board focuses on engagement, they can reach wider and more diverse communities who become more aware of what NAEP is and what NAEP does. Barbour thanked everyone for their comments.

National Center for Education Statistics Update

Commissioner Lynn Woodworth provided a brief update on current activities being completed at NCES. He stated that NAEP Long-term Trend (LTT) is currently in the field, noting that this assessment has not yet been transitioned to a digitally based assessment. He reminded the Board that NAEP LTT is age-based, so it is administered to students who are 9, 13, and 17 years old. NAEP LTT was completed for 13-year old students in the fall, the 9-year old collection window closes at the end of the second week of March, and the age 17 collection is scheduled to begin on March 16th and run through the end of the school year. NCES is currently working on the process data file from the previous digital collection of Main NAEP. They are partnering with the National Center for Special Education and Research to sponsor a grant competition around using the process data. NCES will be releasing the Program for the International Assessment of Adult

Competencies (PIAAC) results soon. Woodworth played a short draft promotional video featuring the PIAAC results at the state and county level. Soon NCES will issue the Statewide Longitudinal Data System grants, which are used to help states build their longitudinal systems. NCES also will soon be releasing the adjusted cohort graduation rates and the new Common Core Data.

He noted that NCES staff members are currently working on the Classification of Instructional Programs (CIP)/Standard Occupational Classification (SOC) crosswalk. The SOC codes are a set of numeric codes that the Bureau of Labor Statistics use to indicate different professions and different occupations across the country. The CIP codes are what NCES uses to track training programs such as colleges and vocational schools. The CIP/SOC crosswalk shows how many people are going through college in different programs and the occupations to which those programs map. NCES plans to issue the CIP/SOC crosswalk later in March.

Woodworth reported that NCES is using satellite photos and other information to construct a school building footprint, which gathers information about school facilities such as square footage per student and presence of athletic facilities, playgrounds, and football fields. NCES also is working directly with the Census Bureau to use ACS data to build neighborhood poverty estimates. This work would allow researchers to obtain an estimate of the socioeconomic status of a person living at any address. It is believed that these estimates will be more robust than the current free and reduced-price lunch eligibility measure.


In addition to several surveys currently in the field, NCES will soon begin the next round of the High School and Beyond Longitudinal Study and the National Teacher and Principal Survey. NCES also is working on releasing results from the National Household Education Survey, Teacher's Use of Technology for School and Homework, and Postsecondary Education Transcript Study. Additionally, the NAEP Civics, Geography, and U.S. History results will be released in April. The NAEP Mathematics and Reading results for grade 12 are planned for release in October, while the NAEP Science results for grade 8 from 2019 will be released in the winter and NAEP LTT Reading and Mathematics results will be released in spring 2021. The TIMSS results are expected for release in winter 2020 to 2021. Finally, the new Digest of Education Statistics is expected to be out in December.

Board members engaged in questions and discussions with the Commissioner, expressing interest in several topics including: the potential new measure of socio-economic status, the use of information about school building footprints, and the state and county-level estimates for PIACC. There were also requests for receiving the slide presentation and for receiving a preview of the Condition of Education at the May Board meeting. Board members commended the Commissioner for the work of NCES and the engaging presentation.

Meeting Adjourned

Board Chair Barbour asked for a motion to adjourn the meeting. Matthews made the motion and Gasparini seconded it. The March 7, 2020, session of the meeting adjourned at 11:05 a.m.

I certify to the accuracy of the minutes.



Chair

April 23, 2020
Date

National Assessment Governing Board
Executive Committee Meeting
Report of March 5, 2020

Executive Committee Members: Haley Barbour (Chair), Tonya Matthews (Vice Chair), Dana Boyd, Rebecca Gagnon, Andrew Ho, Mark Miller, Father Joseph O’Keefe.

Executive Committee Members Absent: Jim Geringer, Terry Mazany, Alice Peisch, Beverly Perdue.

National Assessment Governing Board Members: Tyler Cramer, Christine Cunningham, Paul Gasparini, Eric Hanushek, Patrick Kelly, Reginald McGregor, Nardi Routten, Mark Schneider (ex-officio), Russ Whitehurst, Carey Wright.

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

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

Contractors: American Institutes for Research (AIR): Kim Gattis, Fran Stancavage. Education First: Anand Vaishnav. Educational Testing Service (ETS): Jay Campbell, Gloria Dion. Hager Sharp: David Hoff, Deborah Silimeo. Pearson: Kevin Baker, Pat Stearns.

Chair Haley Barbour called the meeting to order at 4:02 pm. Barbour opened the meeting by recognizing new members Christine Cunningham, Eric (Rick) Hanushek, Patrick Kelly, and Carey Wright. Barbour noted that he, too, is a new member and appreciated the orientation session that took place earlier that afternoon. Barbour noted the absence of two members, Jim Geringer and Bev Perdue, who could not attend the Board meeting, while Terry Mazany and Alice Peisch planned to arrive Friday.

Barbour then turned to Executive Committee member and Board meeting host, Dana Boyd, to thank her for the informative visits at East Point Elementary School and Bel Air High School, noting that the students of both schools are a tribute to the district. Barbour reminded Committee members that Dana is the principal at East Point Elementary.

Barbour then turned to staff member Sharyn Rosenberg, Assistant Director for Psychometrics, to provide a review of the policy on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners*. Rosenberg provided background for the Committee related to the age of the policy (10 years), noting that prior to 1996, NAEP did not offer testing accommodations to students. In 2000, there were concerns about how current rules at the time were being applied inconsistently, which led to a two-year revision process that included an ad hoc committee and two advisory panels. Since 2010, one minor edit was made to resolve an issue

that was not feasible to implement operationally. Otherwise, the Board has not discussed the policy at length over the last decade, and the policy has been reviewed at the staff level only. In fact, Rosenberg noted that staff are developing a comprehensive plan to look at all Board policies, as a matter of good governance.

For this specific plan, Governing Board staff commissioned a literature review to provide information about the current context of inclusion and accommodation decisions for English learners on state assessments. The literature review found that English Language Proficiency assessments are being used for instructional purposes, not for determining which students should be included in assessments or what accommodations they should receive. Rosenberg referenced discussions with staff from the National Center for Education Statistics (NCES) and with the U.S. Department of Education (USDOE). Rosenberg noted the role played by David Egnor, Associate Division Director in the Office of Special Education Programs at the Department of Education. Egnor is currently on temporary detail with the Governing Board staff and his expertise was extremely useful in conducting the staff-level review of the policy.

Rosenberg shared that the staff recommend an update, not overhaul, of the policy. She recommended that the Executive Committee oversee the policy update, rather than convening an ad hoc committee. Because the policy is cross-cutting, it does not reside within the portfolios of any single existing committee. Next, that Board staff should seek input from external stakeholders such as members of the Council of Chief State School Officers (CCSSO) and the Council of the Great City Schools (CGCS), as well as from special education and English learner experts. Rosenberg indicated an initial draft of the policy will be presented for discussion at the August 2020 Board meeting.

Rebecca Gagnon suggested that once input is sought from stakeholders, the Board may determine that a more comprehensive revision to the policy will be necessary and that the Board's first review could be in November. Andrew Ho suspected that will not be the case and referenced a past presentation by NCES Associate Commissioner Peggy Carr, noting the consistency in practices across states regarding accommodations for students with disabilities and English learners. Ho noted it will be important to update language, particularly in reference to providing accommodations in a digitally-based environment.

With no further discussion, the Committee turned its attention to the Strategic Vision. Chair Barbour referenced the work that has been done in Mississippi, under the leadership of fellow Board member Carey Wright, in using NAEP as a credible source for employers and the public about what students know and can do. Communities question if there is going to be a trainable workforce, and state policymakers are especially eager to provide constituents with relevant and timely information. Barbour challenged the Committee and the Board to stay focused on making NAEP even more relevant and useful.

Executive Director Lesley Muldoon provided a description of the timeline for development of the Board's next Strategic Vision and shared the plan for plenary and small group discussions for the current Board meeting. Muldoon reminded the executive committee that their retreat in January was instrumental in establishing the sequence for the March meeting, determining that the Board will focus first on a logic model to launch the Strategic Visioning process. Muldoon

told the Committee that it is important to leave the March meeting with clear guideposts for staff, who will produce a draft document for discussion at the May meeting. That draft will include Board member input. Then, after the May meeting, staff will revise the draft, seek additional Board member input and external stakeholder feedback, and deliver a draft for Board action in August 2020.

Father Joe O’Keefe noted the ambitious timeline and asked about contingency plans. For instance, what if it becomes impossible to secure stakeholder feedback in a timely fashion? Muldoon noted that August 2020 is the goal for two reasons: (a) the number of new members at the November meeting and (b) the Board spent almost two years on the first Strategic Vision, so the aim is to capitalize on what exists and shorten the timeline considerably for this round of visioning. Ultimately, if the Board is not ready, then the action will shift to November 2020. Muldoon also mentioned the existing task forces with CCSSO and CGCS, making it easier than it might otherwise be to secure feedback effectively. There are also conferences coming up that include state board members and chiefs. Further, staff are looking into holding a brief public comment period before August to secure a wide range of feedback in an efficient manner.

Ho agreed that the timeline is ambitious, suggesting it will place the most pressure on new members who will have to determine if they are ready to take action in August. Ho mentioned that ultimately the audience for the vision is staff, who use it to develop work plans to support the Board in getting its work done. Ho has found the first Strategic Vision to be helpful and hopes new members will feel the same, particularly at a time when Board member turnover is likely to continue. Ho indicated that the Strategic Vision is a great opportunity for new member onboarding, taking an immediate and deep dive into how NAEP can make a difference for our country’s students.

Vice Chair Tonya Matthews indicated that because the Board is not starting from scratch and because Board members and staff are in constant contact with stakeholders, it should be reasonable, if ambitious, to meet the August deadline. Matthews also mentioned all the work that has been done in the last couple of years, such as the series of expert panels and focus groups around post-secondary preparedness. Matthews also noted that updating the Strategic Vision was introduced in November of last year, and that the committee has been actively engaged in this space since the January retreat.

For stakeholder outreach, Gagnon suggested national and state chambers of commerce as well as business partners, noting those entities and other similar will be important in the ongoing post-secondary preparedness conversations. Muldoon agreed and suggested it will be helpful to staff to leave this meeting with a prioritized list of stakeholders.

CLOSED SESSION

Executive Committee Members: Haley Barbour (Chair), Tonya Matthews (Vice Chair), Dana Boyd, Rebecca Gagnon, Andrew Ho, Mark Miller, Father Joseph O’Keefe.

Executive Committee Members Absent: Jim Geringer, Terry Mazany, Alice Peisch, Beverly Perdue.

National Assessment Governing Board Members: Tyler Cramer, Christine Cunningham, Paul Gasparini, Eric Hanushek, Patrick Kelly, Reginald McGregor, Nardi Routten, Mark Schneider (ex-officio), Russ Whitehurst, Carey Wright.

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

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

The Executive Committee met in closed session from 4:45 to 5:50 p.m. to discuss the NAEP budget and assessment schedule. This briefing was conducted in closed session because the disclosure of 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.

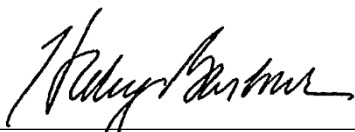
The closed session was called to order by Chair Haley Barbour at 4:45 p.m.

Chair Barbour reminded members of the confidential nature of the discussions before turning to Lesley Muldoon, Executive Director, who shared what is known about the status of the federal budget and appropriations at this time. Muldoon reminded Board members of the NAEP Assessment Schedule, adopted July 19, 2019, and described recent conversations with stakeholders about the schedule. Muldoon then turned to Peggy Carr, Associate Commissioner, NCES, to provide a budget update.

Carr responded to several budget-related questions and Committee members discussed short- and long-term needs for NAEP, including the costs of good, fair, comparable, and actionable assessments. Andrew Ho described the vitality of NAEP, not just the validity, noting that NAEP answers questions no other assessment can. Tonya Matthews described the importance of continuing to advance NAEP reporting and dissemination among policymakers, educators, and the public. States are one of NAEP's most important stakeholders. Dana Boyd noted the important role that educators play in their districts' conversations about NAEP; moreover, teachers in particular play a key role in providing parents with information about NAEP's relevancy.

The closed session adjourned at 5:50 p.m.

I certify the accuracy of these minutes.



Haley Barbour, Chair

April 22, 2020
Date

National Assessment Governing Board

Assessment Development Committee

Report of March 6, 2020

Assessment Development Committee (ADC) Members: Dana Boyd (Chair), Mark Miller (Vice Chair), Christine Cunningham, Paul Gasparini, Patrick Kelly, Reginald McGregor, Nardi Routten.

Other Governing Board Members: Haley Barbour.

Governing Board Staff: Lesley Muldoon, Lisa Stooksberry, Michelle Blair.

NCES Staff: Holly Spurlock, James Deaton.

Other Attendees: American Institutes for Research: Kim Gattis, Fran Stancavage. Council of Chief State School Officers: Scott Norton. Educational Testing Service: Debbie Almonte, Gloria Dion. Hager Sharp: Joanne Lim. HII Fulcrum: Michael Slattery. Human Resources Research Organization: Sheila Schultz. WestEd: Cynthia Greenleaf, Mark Loveland. Westat: Rick Rogers.

Welcome and Introductions

Chair Dana Boyd called the meeting to order at 10:30 am. Boyd welcomed all Committee members and guests and invited everyone to explore El Paso, TX when they have opportunities to do so. All meeting attendees then introduced themselves, including the two newest members of the Assessment Development Committee (ADC): Patrick Kelly and Christine Cunningham. Boyd welcomed the new members. She encouraged them to ask questions and share feedback. She also encouraged all ADC members to continue learning from each other.

Update: 2025 NAEP Mathematics Assessment and Item Specifications (SV #5)

With the Board's November 2019 adoption of the 2025 NAEP Mathematics Framework, Boyd noted that a follow-up activity includes finalizing the assessment and item specifications, which guide item development conducted by NCES. She reported that the ADC met with the Committee on Standards, Design and Methodology (COSDAM) in January 2020 to discuss initial feedback on a draft of the specifications. The draft has been updated based on those comments. To collect all remaining comments and questions from the ADC, she invited Michelle Blair to share a status update.

Blair began by recapping the January 2020 feedback from ADC and COSDAM. She noted that the suggestions raised in the discussion were largely supported by current policy and procedures, but there are a few instances where refinements may be required. For example, there could be process enhancements around better supporting initial item development, providing more guidance in how the content domain is sampled, and informing integration of new item types over time. Given that the primary audience for the specifications is NCES, Blair summarized the reviews that NCES has conducted so far. Early collaboration with NCES has enabled the Board to avoid post hoc changes to further clarify the intention of the framework. For example, there are opportunities to clarify how the NAEP Mathematical Practices are to be measured and how the assessment should incorporate tool-based responses.

Reginald McGregor asked for more detail on the digital tools for the 2025 NAEP Mathematics Assessment. Blair clarified that the 2025 NAEP Mathematics Framework includes the potential for off-screen tools that could digitally communicate. Mark Miller asked when the special studies should be initiated. Blair responded that all of these recommended studies, if pursued, would be conducted after the specifications are finalized. She added that some of the studies may not be possible until after data from a pilot administration of the updated assessment become available.

Given that the ADC raised no additional concerns about the specifications, the next step in finalizing the document is to resolve remaining NCES comments by providing elaborations.

Update: 2025 NAEP Reading Framework (SV #5)

With the 2025 NAEP Reading Framework Project beginning in Fall 2019, Boyd commended the Visioning and Development Panels. Their efforts have laid the groundwork for a draft framework to be shared in Summer 2020 as part of a public comment period.

Boyd welcomed WestEd Project Co-Director Mark Loveland and Content Lead Cynthia Greenleaf to share an update on the Development Panel's work. Loveland summarized key milestones associated with the development of framework recommendations. He noted the memberships of the framework panels as well as the Technical Advisory Committee supporting the project.

Greenleaf noted the steps and meetings that led to a compilation of major issues related to reading comprehension. This list supported the framework panels in beginning their deliberations regarding how these issues should be addressed in NAEP. Greenleaf noted, for instance, the conundrum associated with background knowledge, as research has shown that reading comprehension often depends on the extent of the knowledge that readers bring to a text. Greenleaf noted that the Framework Development Panel has also been discussing how students might be able to have some element of choice as part of the NAEP assessment, allowing them to

be engaged as agents in their reading. The affordances of digital based assessment also allow possibilities for scaffolding assessment items in ways that enhance accessibility for English Language Learners and students with limited background knowledge with respect to a given text.

Reginald McGregor asked about whether there is a risk associated with too much scaffolding, relative to previous NAEP Reading Assessments. Greenleaf responded that the Panel is considering how to strike the best balance, especially since many reading assessments are conflating English proficiency and background knowledge in their summaries of student achievement in reading comprehension. Nardi Routten asked for an example of how this suggested scaffolding would be done on an assessment. Noting tools such as dictionaries typically available to students when they read, Greenleaf explained that the Panel imagines giving students the opportunity to look up words they are not familiar with when the assessment is not focused on measuring vocabulary.

Mark Miller resonated with the idea that choice could help level the playing field without a heavy reliance on scaffolding. Noting one caveat, Greenleaf noted that research has sometimes shown that students do not choose well when they are provided choices. For example, they may select a passage that has a more interesting topic but is more challenging; or students may be inclined to choose the first option, regardless of perceived level of difficulty. Hence, choice does not automatically bring benefits to assessment, and so the Panel is determining what framework recommendations would be best for NAEP.

Lesley Muldoon noted that the National Academies will soon be releasing a synthesis of the latest research on reading comprehension and that this was discussed in the most recent Framework Development Panel meeting. She asked how that can inform the 2025 NAEP Reading Framework, including the Board's deliberations. Greenleaf agreed that this is an important resource and reported that the Panel is fortunate to have some members who also participated in the National Academies' synthesis effort, which lends itself to cross-pollination of ideas.

Paul Gasparini lamented on the lack of NAEP awareness among school building educators. While acknowledging that NAEP is prohibited from directing curriculum and instruction at this level, he said it was important for educators to hear and understand that NAEP's framework update effort has engaged the nation's best thinkers in reading and that the 2025 NAEP Reading Framework will reflect this. Boyd connected Gasparini's comment with larger discussions about the Governing Board's Strategic Vision in terms of who should be engaged and how we can help stakeholders understand what NAEP has to offer. Loveland also noted that NAEP is focused on what can be assessed but does not address everything about reading that is important or should be taught.

Greenleaf introduced the notion of commissioned text, which refers to text and infographics authored by assessment developers. She noted that it is sometimes difficult to identify high quality materials to include in assessment, especially at earlier grades. Given this, the Panel is considering whether it would benefit NAEP to include commissioned texts on an as needed basis. This would be a policy shift since currently the NAEP Reading Assessment is committed to authentic texts, i.e., texts that are found to be written by authors in the public sphere. Responding to a clarification question from Muldoon, Greenleaf noted that the Panel's ideas for this suggestion are not rooted in operational considerations; they are more concerned with ensuring the construct can be assessed in as precise a manner as possible. Greenleaf also clarified that literary texts and primary sources would not be commissioned. Patrick Kelly noted that the Framework Development Panel is also contemplating whether the NAEP Reading Assessment should ask students to judge the relevance and trustworthiness of sources. He posited that asking students to judge the relevance and trustworthiness of sources that were created by assessment developers is problematic. For example, this sort of task could be viewed as political, and therefore, inappropriate.

Greenleaf also explained how the Panel is crafting recommendations related to social emotional learning (SEL). While SEL is a broad topic in contemporary discussions about education, Greenleaf noted that only a subset of SEL applies to reading according to current research across the field. For example, behavior, self-control, and collaborative skills are parts of SEL that do not apply specifically to reading. Relevant aspects of SEL for reading include setting purposes for intentional approaches to reading activity, motivation, and the extent to which readers can engage themselves in the purposes they set for their reading activity. Accordingly, the Framework Development Panel is concerned about how these reading-specific aspects of SEL can be incorporated into the NAEP Reading assessment by gauging students' engagement and motivation for reading, and helping students to identify purposes for their reading as they engage with the assessment. Patrick Kelly asked for examples of how NAEP could help students have a purpose-driven approach to their reading, beyond the general purpose of taking and performing well on an assessment. Greenleaf pointed out that scenario-based tasks (SBTs) are especially ripe with possibilities. For instance, some NAEP SBTs ask students to formulate recommendations on compelling topics or to build a website.

Related to engagement and motivation, Greenleaf said the Panel is interested in possibly asking students about whether they found reading passages interesting, for example, as part of the assessment, with broader questions remaining in the typical survey questionnaires. Gasparini called for the Board's framework update effort to carefully consider why any question is asked on NAEP, so that each question helps audiences to interpret student achievement. Miller noted, for example, that merely getting a sense of which passages are more popular with students is not sufficient. Besides confirming that these questionnaire items are important to include in NAEP,

Miller noted that the Committee must determine its sense about where these items should be asked, i.e., in the assessment itself or in the questionnaire.

Christine Cunningham asked how statistical information about the current and previous NAEP questionnaire items can be used to ensure that we are not adding questions that have already been shown to lack merit as a way to help users interpret student achievement. The Committee agreed that this is a cross-committee conversation that should be pursued. Boyd noted that SEL is an important area for the Board to navigate. She encouraged Committee members to share their concerns and ideas. She also asked them to consider how all the issues under discussion for the NAEP Reading Framework update connect to the Board's development of its next Strategic Vision.

Revision of the Item Development and Review Policy

Boyd noted that there is an atypically lower level of item review for the Committee this year. So, she welcomed ADC members to use this as an opportunity to ensure that the Committee optimizes its processes before diving back into the more usual level of item review. To set the stage for deliberations, Boyd invited Michelle Blair to brief the Committee on the Board's current item review policy.

Blair began her presentation by listing the congressional mandates that frame the ADC's work and the need for the Governing Board's Item Development and Review Policy. She summarized that the purpose of the policy is to articulate the principles for quality and fairness of NAEP assessments to all NAEP audiences. At the same time, the policy serves to articulate how the Board exercises final authority over all NAEP items. The policy was last updated in 2002, and so Blair noted that there are opportunities to update the policy relative to best practice, digital based assessment, holistic reviews of NAEP assessments (as opposed to a more item-level focus), framework updating activities, and current collaboration protocols between the Board and NCES.

Blair then summarized how current review processes are typically conducted by the ADC in coordination with NCES. She overviewed the number of ADC reviews relative to paper-based NAEP assessments and how the number of reviews per NAEP assessment has grown for each digitally based assessment. Relatedly, Blair noted that the ADC does not necessarily have a curricular expert in all the content domains assessed on NAEP. Even when there is a curricular expert on the Committee from the subject area under review, it is unfair to ask that expert to represent the entire field by focusing on content when conducting item review. Accordingly, Blair noted that the Board's review of assessment items is intended to focus on appropriateness. NCES already has several committees focused on vetting the content of each assessment to ensure that items represent the assessment framework adopted by the Board.

After summarizing the volume and nature of ADC's reviews over the last decade, Blair reported that the Governing Board hosted an expert panel to provide initial ideas about issues that will need to be taken up in updating this policy. This expert panel discussion also provided an opportunity to hear how best practices are being operationalized across the nation. Some suggestions from this discussion included possibly conducting a tiered review process by examining items for new or updated frameworks more closely, for example.

Blair noted the key questions for the Committee: (1) What does the Board need to review in order to stand behind the items on the assessment? And (2) how should the reviews be conducted to support the Board's confidence in the assessment? Related to these questions, Blair summarized the nature of previous ADC item review comments. There is a spectrum of possibilities for future Board reviews, ranging from a review of every item placed before students under the auspices of NAEP to a review focused solely on the evidence that NCES can provide to assure that items were developed in ways that carefully address appropriateness and bias. The latter extreme would potentially involve no actual items in the Board's reviews. Blair noted that the Board's current process is between these two opposite approaches. She walked through other potential processes the Board could consider. Responding to clarification questions from the Committee, she articulated that these potential processes are not mutually exclusive.

Gasparini reflected on previous Governing Board item reviews that he was a part of. He recalled that ADC members examined items in excruciating detail, applying a policy lens, a content lens, and a technical lens. The reviews were so fine-grained that it raised the issue: What is the function of a Board? What should a policy Board be doing? It was not entirely clear that the ADC's most recent approaches to item review align to the focus that is appropriate for a policy Board.

Boyd noted that one potential enhancement to the Board's reviews could be to skip reviews of pre-pilot NAEP items, considering those as essentially tentative items that may not work for various reasons. Instead, the Board could focus on post-pilot reviews. She observed that this might be more efficient for the Board, while also bringing it closer to its policy role. Patrick Kelly wondered how this might impact NCES: would it be more helpful for NCES to have an earlier indication from the Board about approval? Holly Spurlock of NCES noted that post-pilot reviews would preclude the possibility for the Board to suggest potential tweaks to items because after an item is piloted it cannot be revised – revision would require it to be piloted again. She noted that it will be important for the Board to confirm its comfort level with this approach, because it means that the Board would only have the ability to approve or drop an item from the upcoming assessment – again, revisions would not be possible. Blair added that SBTs require the heaviest level of investment and resources to be developed. Spurlock added that the NAEP Reading Assessment is another instance where a lot of resources are required. Blair argued that it

is possible that some level of pre-pilot review should always be done for these instances to avoid a situation where an entire group of items would need to be dropped because the ADC believes the task's context is inappropriate, for example. Cunningham wondered to what extent a pre-pilot review could help ADC members to better understand and engage with the item development process.

Relating to what the Board should focus on in its item review processes, McGregor asked the Committee to consider potential consequences of shifting to a post-pilot emphasis. For example, this could increase the risk that pilot assessment items that would not be deemed appropriate by the Board could still be administered to students. Blair added that this risk already exists with items administered in NCES special studies, because the Board does not review those items.

Relating to how the Board should conduct its item review processes, Miller revisited the Congressional mandates for the Board as the pillars for the Committee's current discussion. He asked that the policy revision align with these mandates when the Board is exercising final authority with a heightened focus on appropriateness. He also echoed Gasparini's concern, saying that an item review process conducted by ADC members should not be using Committee members as content specialists.

Blair confirmed the key takeaways from the Committee's discussion. Based on these, next steps are to gather information about what a post-pilot review would entail and how such a review would align with the Congressional mandates. The Committee also wants to hear more about how the Board could also focus its reviews on new item types and areas where groups of items are interconnected, i.e., SBT concept sketches and reading passages. The Committee greatly appreciated the discussion and commended Blair for the helpful and thorough summary of the Board's item review policies and processes.

Changes to NAEP Mathematics, Reading, Civics, and U.S. History Questionnaires

Vice Chair Miller noted that the Governing Board will be developing principles to guide questionnaire reviews in conjunction with the Reporting and Dissemination Committee, and the Strategic Vision is an important precursor, allowing the Board to consider the type of impact we want NAEP to have. Miller acknowledged that this is a special item review for several NAEP subject-specific questionnaires. Usually, the Committee is determining if anything needs to be cut from the questionnaire or the assessment. NCES, however, has determined that streamlining these student questionnaires is important because students are having trouble completing them. Therefore, for this review, the Committee needs to assure that we do not inadvertently lose important context on student achievement.

Miller introduced James Deaton of NCES. Deaton discussed why NCES is suggesting that certain contextual questionnaire items be rotated off the surveys administered with NAEP

assessments. He also spotlighted the remaining coverage of key topics and noted the missing rates associated with current questionnaires for Mathematics, Reading, Civics, and U.S. History. The data show that many students are not reaching the final item on the questionnaire, leading to higher missing rates for items that appear later in the questionnaire.

Deaton also explained that questionnaires were recently updated, creating create more consistency to facilitate cross-subject comparisons, introducing new terminology for technology, and providing new indices that are strong predictors of student achievement. In summarizing, Deaton noted that U.S. History and Civics have the largest percentage of the subject-specific questionnaires being proposed for deletion. However, he noted that these questionnaires were considerably lengthened in 2018, and so proposed cuts will make the questionnaires closer to their lengths before 2018. NCES had expected that digitally based platform may allow more questions to be asked. However, the data from the 2018 administrations did not align with this expectation.

After a few clarifying questions, the Committee decided to hold a teleconference to complete deliberations on the questionnaire changes proposed by NCES.

Boyd adjourned the meeting at 12:27 p.m.

I certify the accuracy of these minutes.


Dana Boyd, Chair

April 28, 2020
Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of March 6, 2020

COSDAM Members: Andrew Ho (Chair), Rick Hanushek, Russ Whitehurst, and Carey Wright.

Governing Board Staff: Sharyn Rosenberg.

NCES Staff: Commissioner James Lynn Woodworth, Associate Commissioner Peggy Carr, and Pat Etienne.

Other Attendees: American Institutes for Research: Jack Buckley, Sami Kitmitto, and Derrick Yee. Council of Chief State School Officers: Fen Chou. Council of the Great City Schools: Ray Hart. Educational Testing Service: Amy Dresher, Helena Jia, and Daniel McCaffrey. HumRRO: Monica Gribben. Pearson: Pat Stearns. Westat: Greg Binzer and Lisa Rodriguez. Other: Tori Gilpin (Gadsden Independent School District, NM), Criss Grubbs (Las Cruces Public Schools, NM), and Marie Julienne (New Mexico NAEP State Coordinator).

Welcome and Introductions

Chair Andrew Ho began by welcoming new members Rick Hanushek and Carey Wright to COSDAM. He noted that Greg Cizek, Jim Geringer, and Vice Chair Alice Peisch were unable to attend this Committee meeting. Ho asked Hanushek and Wright to introduce themselves.

Hanushek described himself as an intensive user of NAEP data and data from other assessments and noted that he had been forced to find out what the scores mean that he uses in his research. His interests focus on the economic impact of performance on NAEP and other assessments, including what kinds of policies would improve performance in terms of the impact on the workforce.

Wright stated that she has served in various roles in education over her entire career and that her heart has always been in the classroom. As the Chief State School Officer in Mississippi, she has always put a lot of focus on NAEP results. When Mississippi developed a new assessment, the rigor of NAEP was very influential. She noted the importance of figuring out how to use NAEP results to inform education reform, particularly to address the goal of making sure that children of poverty and color are getting what they need.

Review of Strategic Vision Activities and Upcoming COSDAM Activities

Ho described his three priorities as COSDAM Chair: maintaining trend, linking studies, and partnerships (especially with NCEES). Ho 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 described current and upcoming activities within the Committee's purview: implementation of the Achievement Levels Work Plan; activities noted in the current and upcoming (to be determined) versions of the Strategic Vision; 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. Assistant Director for Psychometrics Sharyn Rosenberg noted that the advance materials included a Gantt chart of anticipated activities and estimated timelines, in response to a COSDAM member request during the November 2019 Board meeting.

ACTION: Intended Meaning of NAEP

Ho introduced the statement on the intended meaning of NAEP by noting that the Standards for Educational and Psychological Testing call on testing programs to explicitly state how test scores are intended to be interpreted and used. Past evaluations of NAEP have noted that the program does not have such a statement, so this effort was intended to make an explicit statement from what was previously implicit. Ho described the one-page document as a starting point, distinct from additional efforts to promote wide use of NAEP and create interpretative guides with detailed examples and non-examples of appropriate use.

Whitehurst stated that the desire to prevent misuse provides a stronger rationale than simply making something that was implicit more explicit. Ho made a motion to approve the statement on intended meaning of NAEP for full Board action the following morning. Wright seconded the motion and commented that the statement was very concise and clear about what distinguishes NAEP from other assessment programs. Hanushek stated that he thought the statement was fine as is. Whitehurst confirmed that he did not have any questions. The motion was unanimously approved.

ACTION: Achievement Levels Work Plan

Ho introduced the Achievement Levels Work Plan by noting that a working group has been developing this document over the past year. The purpose of this comprehensive work plan is to fully respond to the National Academies of Sciences, Engineering, and Medicine (NAS) evaluation of the NAEP achievement levels by describing specific activities and expected timelines for completion. The ultimate aim is to develop a body of evidence that provides a

sound basis for removal of the trial status of the NAEP achievement levels and to develop a summary of the validity evidence supporting the interpretation of NAEP achievement levels. Achievement Levels Working Group Chair Greg Cizek was unable to attend this Board meeting but held a discussion by webinar on February 25th to address any final questions or concerns.

Ho made a motion to approve the Achievement Levels Work Plan for full Board action the following morning, which was seconded by Wright. COSDAM members engaged in a rich discussion about whether the proposed activities were likely to provide sufficient evidence to the NCES Commissioner for a future determination about the trial status of the NAEP achievement levels. An amendment was proposed to also commission a review of alternative achievement level setting approaches to evaluate whether they may reduce misconceptions or misuse. A review of alternative achievement level setting approaches should summarize tradeoffs, for example between the cost of changing achievement level setting approaches and benefits related to reducing misconception and misuse. With this amendment, the motion was unanimously approved.

Update on Design of 2021 NAEP Reading and Mathematics Assessments

Helena Jia of Educational Testing Service provided a briefing on plans to transition to a new design beginning with the 2021 NAEP Math and Reading assessments. The new design is based on students receiving three 30-minute blocks of cognitive items instead of two 30-minute blocks of cognitive items. NCES has been discussing plans for a new design with the Board since spring 2019, motivated by: 1) efficiencies in cost and administration; 2) reductions in the number of participating schools and students; 3) reductions in the burden/footprint on schools on testing day; and 4) estimation of correlations across subjects.

Jia described some minor changes to the design that have taken place since the November 2019 Board meeting discussions, including an increased sample size and a condition where some students receive three blocks of a single subject (in addition to other students receiving two blocks of one subject and one block of another subject). Students receiving three blocks of the same subject will receive the Computer Access and Familiarity Survey (CAFS) at the end of the contextual questionnaire, since they will not require a subject-specific contextual questionnaire in a second subject.

COSDAM members questioned whether the CAFS was the best use of the additional time, but Associate Commissioner for Assessment Peggy Carr responded that there was not sufficient time to develop new questions for the 2021 administration.

Draft Achievement Levels Procedures Manual

Ho began by reminding Committee members that this document is intended primarily for Governing Board staff and contractors. The current policy on NAEP achievement level setting (ALS) that was adopted by the Board in November 2018 specifies that a procedures manual should be maintained to establish and document additional details about how the policy is to be

implemented. He proposed that the approval of the ALS Procedures Manual should not require a formal Committee vote. All members agreed that a vote was not necessary given that this is a procedural document rather than a policy statement.

Wright noted that the draft manual was very well written and lays out procedures clearly. There were no other comments on the document. Ho requested that members send any additional edits and comments to Sharyn Rosenberg by email.

Information Item: NAEP Linking Studies

Finally, there was a brief discussion of NAEP linking studies. The advance materials provided an overview on the status of NAEP linking studies and frequently asked questions, with the goal of soliciting questions and feedback on what additional information would be useful to inform future discussions. COSDAM members requested a synthesis of what has been learned from existing studies and asked why more of the studies have not yet been published. Carr clarified that some studies can be presented to the Board prior to publication, such as the studies linking NAEP and the High School Longitudinal Study (HSLs). In addition, the Committee expressed interest in better understanding the feasibility of additional linking studies, and in presenting existing linking studies to the full Board to deliberate about potential new studies.

I certify the accuracy of these minutes.



Andrew Ho, Chair

April 10, 2020

Date



The Intended Meaning of NAEP Results

The primary purpose of the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card, is to measure the educational achievement and progress of the nation’s students at established grades and ages in relation to the content of NAEP frameworks. NAEP results also enable comparisons of what representative students know and can do among states and jurisdictions, among various demographic groups, and over time.

The authorizing legislation for NAEP and the National Assessment Governing Board states that the purpose of the NAEP program is broadly to, “conduct a national assessment and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement in public and private elementary schools and secondary schools...” (Public Law 107-279, Section 303(b)(2)(B)). That legislation also prohibits NAEP from maintaining any system of personally identifiable information. Thus, NAEP assesses the educational progress of groups of representative students, not individuals.

The National Center for Education Statistics (NCES) develops numerical score scales for each NAEP subject. NAEP scale scores convey the degree to which students have mastered the content described in the NAEP assessment frameworks, with higher scores indicating greater levels of mastery.

The Governing Board is charged with setting NAEP achievement levels and has established [general policy definitions](#) for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. Percentages at or above achievement level cut scores indicate the percentage of students in a group who *meet or exceed* the knowledge and skills represented by specific content achievement level descriptions. These specific descriptions are found in the NAEP [assessment frameworks](#) and [reports](#). Additional information about the NAEP achievement level descriptions can be found in the Governing Board policy statement on [Developing Student Achievement Levels for NAEP](#).

NAEP results describe educational achievement for groups of students at a single point in time, progress in educational achievement for groups of students over time, and differential educational achievement and progress among jurisdictions and subpopulations. NAEP results measure achievement and progress; however, NAEP results alone cannot indicate either why or how progress has occurred. Educational policies and practices that concur with NAEP progress may have caused this progress or been coincidental.

There are several features of NAEP that distinguish it from many other assessment programs. For example:

- 1) NAEP produces results for the nation and participating states and jurisdictions, in public and private schools. NAEP does not produce results for individual students or schools.
- 2) NAEP measures progress based on successive cohorts of students. NAEP does not produce results about the growth of individual students or groups of students over time.
- 3) NAEP assessments are based on independent assessment frameworks developed through a national consensus approach described [here](#). NAEP frameworks do not represent any single state or local curricula.



Achievement Levels Work Plan

Overview

The National Assessment Governing Board has developed a comprehensive work plan (the Plan) to fully respond to the [National Academies of Sciences, Engineering, and Medicine \(NAS\) evaluation of NAEP achievement levels](#). The ultimate aim of the Plan is to develop a body of evidence that provides a sound basis for removal of the trial status of the NAEP achievement levels. Other related goals are to develop, for Governing Board members and other interested stakeholders, a summary of the validity evidence supporting the interpretation of NAEP achievement levels and to facilitate clear, accurate, and informative reporting of NAEP achievement level results to the public. The Plan described here includes a list of activities (and associated timelines) to be pursued in conjunction with the National Center for Education Statistics (NCES). COSDAM will provide oversight for the Plan's implementation, in conjunction with other committees and NCES, as appropriate.

Background

The Governing Board issued an initial response to the NAS evaluation in December 2016 (see Appendix A) and adopted a revised policy on [Developing Student Achievement Levels for NAEP](#) in November 2018. This Plan provides detail about how each of the seven recommendations from the evaluation will be addressed (using guidance from the revised policy statement, where appropriate), including roles and priorities for accomplishing the work. Supplementing this Plan is a statement of intended purpose and meaning of NAEP (see Appendix B).

As indicated above, a primary aim of the Plan is to develop a body of evidence that provides a sound basis for removal of the trial status of the NAEP achievement levels. According to the NAEP legislation (PL 107-279), "The achievement levels shall be used on a trial basis until the Commissioner for Education Statistics determines, as a result of an evaluation under subsection (f), that such levels are reasonable, valid, and informative to the public." The proposed Plan aligns to those priorities; the criteria "Reasonable," "Valid," and "Informative to the Public" have been indicated in the proposed responses to the NAS Committee recommendations described below.

Input from NCES suggests that the criterion of “informative to the public” as particularly important, where “the public” is interpreted to be groups who are responsible for using NAEP results directly and/or communicating information about NAEP achievement levels to others, including, but not limited to, state and federal legislators, education administrators at all levels, researchers and policy makers who use NAEP data, and media who cover education).

The Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014; hereafter the *Standards*) comprise a collection of professional best practices for all aspects of assessment, including achievement level setting. The following Plan was informed by the guidance provided in the *Standards*.

Responding to Recommendations #1, 2, and 3 (Valid)

Recommendation #1: Alignment among the frameworks, the item pools, the achievement-level descriptors, and the cut scores is fundamental to the validity of inferences about student achievement. In 2009, alignment was evaluated for all grades in reading and for grade 12 in mathematics, and changes were made to the achievement-level descriptors, as needed. Similar research is needed to evaluate alignment for the grade 4 and grade 8 mathematics assessments and to revise them as needed to ensure that they represent the knowledge and skills of students at each achievement level. Moreover, additional work to verify alignment for grade 4 reading and grade 12 mathematics is needed.

Recommendation #2: Once satisfactory alignment among the frameworks, the item pools, the achievement-level descriptors, and the cut scores in NAEP mathematics and reading has been demonstrated, their designation as trial should be discontinued. This work should be completed and the results evaluated as stipulated by law: (20 U.S. Code 9622: National Assessment of Educational Progress: <https://www.law.cornell.edu/uscode/text/20/9622> [September 2016]).

Recommendation #3: To maintain the validity and usefulness of achievement levels, there should be regular recurring reviews of the achievement-level descriptors, with updates as needed, to ensure they reflect both the frameworks and the incorporation of those frameworks in NAEP assessments.

The first three recommendations of the evaluation are inter-related. Recommendation #1 is focused on reading and math and covers all of the ALDs throughout the process, whereas Recommendation #3 is more general and primarily focused on monitoring the reporting ALDs. To some extent, Recommendation #3 has already been substantially addressed by the recently updated and approved Governing Board policy on NAEP achievement level setting. One remaining element related to Recommendation #3 is the development of a timeline and process for reviewing ALDs, along with prioritization for content areas beyond reading and math—a task that the Governing Board is now pursuing. An Achievement Levels Procedures Manual to address the implementation of the policy will include details about the process for conducting these studies.

The Governing Board does not have direct responsibility for Recommendation #2. The NCES Commissioner makes the decision about the trial status and is not required to adhere to this NAS recommendation.

Regarding Recommendation #1, there are general policy definitions that apply to all NAEP assessments. These policy ALDs are elaborated into several different types of content ALDs under the revised Board policy. Additional clarity on the labels and uses of different types of ALDs should be described in the Achievement Levels Procedures Manual, including:

- Content ALDs developed with an assessment framework (generally by content area) are used to inform item development.
- Content ALDs that apply to a framework overall (across content areas) are used to conduct standard setting. These ALDs may be created as part of the framework development process or by re-convening framework panels (or similar individuals) after the assessment has been administered, prior to standard setting.
- Reporting ALDs, as described in the Board's revised policy statement, will be created following administration of an assessment to communicate about what performance at each NAEP achievement level indicates about what students do know and can do.

Addressing Recommendation #1 should focus on the current reporting ALDs for mathematics and reading at grades 4, 8, and 12. The methodology will be similar to what was done to evaluate the alignment and revise the 2009 NAEP Reading ALDs for grades 4, 8, and 12 (Donohue, Pitoniak, & Beaulieu, 2010) and the 2009 NAEP Mathematics ALDs for grade 12 (Pitoniak, Dion, & Garber, 2010). This process will generate new reporting ALDs that comply with the revised Board policy statement. A potential additional step is to examine and/or document the alignment between the item pools and the NAEP frameworks, including information about the extent to which each NAEP administration faithfully represents the NAEP frameworks. Finally, alignment of cut scores can be evaluated using item maps, as part of the work to review and revise the reporting ALDs. Frameworks should be taken as a given; validation of the frameworks is beyond the scope of this work and evidence for their validity results from the Board's framework development process.

The following table provides a draft of the activities, timeline and responsibilities for responding to Recommendations 1-3. Work will begin with reading and mathematics ALDs (based on 2019 data, to be used in reporting 2021 results). Reporting ALDs for other subjects will be reviewed and revised according to when they next appear on the NAEP Assessment Schedule. In accordance with Principle 4 of the Board policy on NAEP achievement level setting, reporting ALDs will be reviewed and revised on a regular basis (at least every 3 administrations or every 10 years, or when there is a major framework update). For example, the NAEP Mathematics and Reading ALDs will need to be revisited following the 2025 administrations under the revised assessment frameworks.

Proposed Activity	Responsibility	Timeline
COSDAM approval of Achievement Levels Procedures Manual (described in policy statement)	COSDAM	May 2020
Conduct studies to examine and/or document alignment between NAEP Math and Reading Frameworks and item pools for grades 4, 8, 12	NCES	December 2020
Conduct studies to review and revise Math and Reading ALDs at grades 4, 8, and 12 Conduct studies to review and revise U.S. History, Civics, and Science ALDs at grade 8	NAGB	Contract awarded summer/fall 2020; complete by summer 2021 (reading/math); for other subjects the timeline will be determined by Assessment Schedule (ALDs updated in time for reporting of next administration after 2020)
Full Board action on revised Reporting ALDs	NAGB	Math/Reading at grades 4, 8, 12 (August 2021); for other subjects the timeline will be determined by Assessment Schedule (Board action will take place prior to release of results)
Conduct studies to examine and/or document alignment between NAEP U.S. History, Civics, Science, and TEL Frameworks and item pools for grade 8	NCES	December 2021

Responding to Recommendation #4 (Informative to the Public)

Recommendation #4: Research is needed on the relationships between the NAEP achievement levels and current or future performance on measures external to NAEP. Like the research that led to setting scale scores that represent academic preparedness for college, new research should focus on other measures of future performance, such as being on track for a college-ready high school diploma for 8th-grade students and readiness for middle school for 4th-grade students.

Recommendation #4 is interpreted as articulating the need to provide context and relevance for NAEP results to show where NAEP fits in the constellation of other major assessments and external indicators of student achievement that are familiar to the general public, such as international assessments and indicators of postsecondary preparedness. Because NAEP and external indicators typically have different purposes, administration conditions, target populations, and other distinguishing characteristics, the purpose of this particular recommendation is not to make judgments about which results are “right” or “wrong” but to make the reporting of NAEP results more meaningful, useful, AND informative to the public.

This recommendation refers to both linking studies of NAEP and other measures of student achievement, as well as efforts to use NAEP to predict future performance. There are many different existing measures of student achievement, and we are aware of several efforts to link NAEP to various other measures, particularly in math, reading, and science. In order to consider what new studies might be pursued, it is important to better understand the resources that already exist, in addition to discussing how new efforts fit into the Board’s ongoing work and Strategic Vision.

The Governing Board’s work on reporting and dissemination includes the production of infographics and other descriptive reporting that describe student achievement in terms of several contextual variables. This work has typically been done using scale scores but could be expanded to include achievement level information, possibly including efforts to provide descriptive information about contextual factors associated with performance at the *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* achievement levels.

To address the issue of how best to synthesize and report information about how NAEP relates to other assessments and indicators, the Governing Board has commissioned a technical memo on recommendations for synthesizing relevant findings from multiple studies in ways that are informative to a general audience. The purpose of this effort is to explore how to place NAEP in a meaningful context of other familiar assessments and indicators, and to generate additional ideas. The following table provides a draft of the activities, timeline and responsibilities for responding to Recommendation 4.

Proposed Activity	Responsibility	Timeline
Review of technical memo on various ideas (including pros/cons) for synthesizing and representing findings about how other assessments and external indicators of student performance relate to NAEP (including a summary of existing linking studies) and what the findings mean for NAEP.	NAGB	Spring 2020
As the Governing Board works to develop its next Strategic Vision, deliberations will take place as part of that effort to determine how to approach the goal of making NAEP more relevant by connecting NAEP results to important real world indicators of student achievement.	NAGB	August 2020
Decision on additional studies that should be pursued to connect NAEP to other assessments and external indicators of student performance	NAGB/NCES	November 2020

Responding to Recommendations #5 & #6 (Reasonable, Valid, Informative)

Recommendation #5: Research is needed to articulate the intended interpretations and uses of the achievement levels and collect validity evidence to support these interpretations and uses. In addition, research to identify the actual interpretations and uses commonly made by NAEP's various audiences and evaluate the validity of each of them. This information should be communicated to users with clear guidance on substantiated and unsubstantiated interpretations.

Recommendation #6: Guidance is needed to help users determine inferences that are best made with achievement levels and those best made with scale score statistics. Such guidance should be incorporated in every report that includes achievement levels.

The *Standards* clearly indicate that any validation plan should begin with specifying the intended interpretations and uses of test scores. It is important to recognize that NAEP ALDs do not make claims about the achievement levels predicting performance on other current or future criteria (e.g., college readiness); however, strong claims *are* asserted about mastery of the content covered by relevant NAEP frameworks. Therefore, Recommendations #5 and #6 are related and should be considered together. The Governing Board is currently working on developing a statement of intended purpose and meaning for NAEP, which includes intended interpretations and uses for scale scores and achievement levels at a general level. The full Board discussed this document at the November 2019 Board meeting and is expected to take action during the upcoming March 2020 Board meeting (Appendix B). The Reporting and Dissemination Committee and COSDAM have provided initial guidance on an interpretative guide for the NAEP achievement levels.

After the Board reaches consensus about the intended interpretations and uses, the next step is to gather and document the evidence that exists related to those interpretations and to identify areas where additional evidence may be needed. This would take the form of building validity arguments to document the evidence that exists to support intended interpretations and uses; separate activities would be appropriate for supporting NAEP *scale scores* and NAEP *achievement levels*.

Gathering and summarizing validity evidence regarding interpretations of NAEP scale scores should primarily be a responsibility of NCES. This may be a matter of gathering and synthesizing documentation of existing NCES procedures that provided validity evidence for NAEP interpretations (e.g., qualifications of item writers, procedures for reviewing items, pilot testing, cognitive labs, etc.). This activity would also help to uncover areas where more research and evidence is needed.

Gathering and summarizing validity evidence regarding interpretations of NAEP achievement levels is a responsibility of the Governing Board (via COSDAM). Research undertaken to address Recommendation #1 should also provide evidence to address part of Recommendation #5, because the ALDs represent the intended meaning of NAEP achievement level categories.

In contrast to the established traditions for validating score meaning (e.g., the *Standards*), broadly endorsed procedures or criteria for gathering and evaluating evidence regarding score (or achievement category) use do not yet exist. Nonetheless, the interpretative guide contemplated by COSDAM and R&D would be one source of evidence to address Recommendations #5 and #6.

The Board recognizes that some stakeholders may hold misconceptions of the achievement levels. For example, legislators or education writers have sometimes confused performance at the *NAEP Proficient* level with grade-level performance. Alternative achievement level setting approaches should be explored to evaluate whether they may reduce misconceptions or misuse. To reduce these misconceptions, we propose two lines of work. First, we will commission a review of alternative achievement level setting approaches, including achievement level descriptors and achievement level setting procedures. This review should summarize tradeoffs, for example between the cost of changing achievement level setting approaches and benefits related to reducing misconception and misuse. Second, we propose to work to create and provide materials and to conduct new outreach activities. The first step to addressing the misconceptions is to better understand how various stakeholder groups are interpreting and using the NAEP achievement levels. The NAS evaluation included reviews of existing materials and conversations with multiple audiences to begin to understand and articulate how various stakeholder groups are interpreting and using the NAEP achievement levels. The NAS evaluation did uncover several existing misconceptions about the NAEP achievement levels, and the Board will need to conduct additional work to more fully understand actual interpretations and uses of the NAEP achievement levels. We will need to develop and refine additional materials in formats most relevant to targeted audiences, (e.g., print, video, workshops) to

address existing misconceptions and promote appropriate use. It would also seem desirable to engage in a companion evaluation effort to assess the effectiveness of these new materials and outreach activities.

Recommendation #6 (need for explicit guidance about when to use scale scores versus achievement levels) appears to be very narrow in scope, referring specifically to the inappropriateness of using the percentage above a cut score to describe changes over time and across groups. To best address Recommendation #6, the interpretative guide should explicitly include information about which inferences are best made with scale scores versus achievement levels.

Effective communication of the NAEP achievement levels is an important aspect of Recommendations #5 and #6. There is a need to better understand how users interpret the policy definitions and ALDs for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. For example, what does “solid academic performance” mean, and is it possible to describe this educational goal more effectively?

Further development of these ideas (and others) will be needed to address these recommendations, and the staff plans to convene an ongoing advisory group on communication of NAEP achievement levels. The following table provides a draft of the activities, timeline and responsibilities for responding to Recommendations #5 and #6.

Proposed Activity	Responsibility	Timeline
Convene ongoing advisory group to discuss and provide feedback on the development of materials for communicating NAEP achievement levels	NAGB/NCES	Spring 2020 – Spring 2021
Collect information about current uses of NAEP achievement levels via focus groups and evaluate appropriateness of interpretations and uses that are not directly intended	NAGB	Spring/summer 2020
Adopt statement of intended purpose and meaning of NAEP (Appendix B)	NAGB	March 2020
Improve communications of what NAEP frameworks and achievement levels represent	NAGB/NCES	Ongoing
Develop and finalize interpretative guide for NAEP achievement levels; iterative drafts will be discussed by COSDAM and R&D	NAGB	Spring 2020-Spring 2021
Collect and document validity evidence to support intended interpretations and uses of NAEP achievement levels <ul style="list-style-type: none"> • Collect and summarize validity evidence to support intended interpretations and uses of NAEP scale scores 	NAGB NCES	Spring 2021 Spring 2021

Responding to Recommendation #7 (Valid)

Recommendation #7: NAEP should implement a regular cycle for considering the desirability of conducting a new standard setting. Factors to consider include, but are not limited to: substantive changes in the constructs, item types, or frameworks; innovations in the modality for administering assessments; advances in standard setting methodologies; and changes in the policy environment for using NAEP results. These factors should be weighed against the downsides of interrupting the trend data and information.

Recommendation #7 has been addressed by inclusion in the revised policy statement (Principle 4). It will be necessary to develop a process for carrying out a cut score review, but this should occur under COSDAM's purview as part of the development of the Achievement Levels Procedures Manual.

References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education [AERA, APA, & NCME]. (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.
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National Assessment Governing Board
Reporting and Dissemination Committee Meeting
Report of March 6, 2020

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Tyler Cramer, Tonya Matthews, Terry Mazany, Marty West.

Reporting and Dissemination Committee Members Absent: Alberto Carvalho, Beverly Perdue.

National Assessment Governing Board Staff: David Egnor, Stephaan Harris, Laura LoGerfo.

National Center for Education Statistics Staff: Dan McGrath, Ebony Walton.

Contractors: American Institutes for Research (AIR): Cadelle Hemphill. Hager Sharp: David Hoff, Debra Silimeo. The Hatcher Group: Ann Bradley, Robert Johnston. HumRRO: Anne Woods. Optimal Solutions Group: Brian Cramer. Reingold: Kathleen Kenney, Micah Lubens. Westat: Chris Averett.

Council of Chief State School Officers: Pete Smith

Reporting and Dissemination Committee Chair Rebecca Gagnon called the committee meeting to order at 10:32 am. She welcomed everyone and noted that Alberto Carvalho and Governor Bev Perdue were absent. The committee faced a full agenda and immediately turned to the first item of business.

Release Plan for the 2018 Nation’s Report Cards in Civics, U.S. History, and Geography
Laura LoGerfo, Assistant Director for Reporting and Analysis, presented plans to herald the release of the 2018 national-only results of the grade 8 NAEP assessments in Civics, U.S. History, and Geography. The release will occur in late April and will depart from a traditional panel discussion, which typically follows the presentation of results by the National Center for Education Statistics. Instead, leaders of prominent organizations in these subject areas, state education representatives, and award-winning teachers will share resources and strategies that bolster education in civics, geography, and U.S. history. Their presentations will adhere to a [PechaKucha](#) format--a dynamic, visual, quick, simple storytelling approach.

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 at grade 8. Second, 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.

A robust discussion ensued. Tonya Matthews pointed to the emotional power of the student panel earlier that morning as a strong reason to represent the voices of young adults aged 18-25 at the release event. She urged the event to demonstrate what inspiring civics education looks like. The committee debated whether the release event should focus on what information the assessments specifically provide or on what actions students take, that is, to what extent should the release event emphasize students' knowledge about civics compared to students' participation in civics-related activities.

Tyler Cramer asked about the extent of media coverage for the release of the 2014 results in NAEP Civics, Geography, and U.S. History in 2015 and predicted that trend lines will drive the media's response to the 2018 results. Father Joseph O'Keefe agreed and recommended gleaning lessons from stakeholders' responses to the prior release. The committee connected the civics results to the timing of the decennial census this year but also warned Governing Board staff not to connect to current election-year politics.

Tonya Matthews cautioned that the spread of the Coronavirus may prevent the Board from hosting a release event with a live audience and the release proposal should include contingency plans for an entirely virtual event. Indeed, merely a week after the Governing Board met in El Paso, the Centers for Disease Control restricted public gatherings to fewer than 50 people until mid-May at the earliest. This triggered the development of three scenarios for a virtual release, one of which will be implemented.

Three speakers already accepted invitations to present at the release event, including the chair of the National Endowment for the Humanities and the president of the National Constitution Center. LoGerfo asked committee members to recommend state education leaders and teachers to complement the current roster of presenters. Marty West replied that Massachusetts included an eighth-grade civics course in their latest social studies standards, an avenue which staff will pursue.

The Board will post new videos produced for each of the subject areas on social media channels to promote the release. The Reporting and Dissemination Committee voted on the release plan; Marty West approved the action, which Tonya Matthews seconded. Thus, the committee acted to send it to the full Board for final approval. On Saturday, March 7, 2020, the Governing Board unanimously approved the release plan, which had been amended to include provisions for an entirely virtual release. The adopted plan is attached to this report.

Presenting NAEP Data

From August 2018 through November 2019, the Reporting and Dissemination Committee delved into presenting data on postsecondary preparedness through a web-based dashboard. A prototype for this dashboard failed to gain support among the entire Board in November 2019, but this led to unintended inspiration. The effort resulted in discussions on how to address substantive policy questions with data beyond NAEP.

The dashboard prototype addressed substantive questions about postsecondary preparedness with robust data available through both NAEP and other federal education data sources, which typically are set apart from NAEP. This session was intended to show the potential benefits and potential pitfalls in presenting and/or linking NAEP data together with other data from the

National Center for Education Statistics, not in Nation's Report Card releases, but in supplemental reports and analyses to answer content-focused questions.

Dan McGrath, director of reporting for NAEP, and Brian Cramer from Optimal Solutions presented on reporting options, explained distinctions in linking data, outlined what data are available in other datasets, and offered a primer on using a web-based app to analyze NAEP data. Cramer showed how this web-based app--the Application Programming Interface (API)--allows researchers to dig into NAEP data further and generate more reports than the NAEP Data Explorer allows.

McGrath explained four sources of data available besides NAEP—(1) large scale assessment data, such as international assessments (e.g., PISA); (2) longitudinal studies; (3) administrative data; and (4) sample surveys. He outlined challenges with linking data at the student, school, district, and state levels, then fielded questions about feasibility and potential utility.

Linking at the student-level requires special studies along with special analyses to model the NAEP scores accurately, in addition to adjustments to the timelines of other NCEs data collections. This work to support such linking, though potentially worthwhile, comes with financial and human resource burdens. Linked data could illuminate a host of family and school factors, which NAEP does not collect, that connect to student success and provide a longitudinal lens to NAEP data. Any initiative to link NAEP data should address questions that cannot be answered by NAEP alone.

Marty West suggested that efforts to validate NAEP could benefit from such linkages. Terry Mazany recommended hosting a user conference through which participants could propose ways to use the vast, rich data available through NAEP and NCEs. Inspired by these ideas, the committee recommended a small grant program (or repurposing the current secondary research grant program) to support diverse researchers in not only education but also information sciences to develop creative and innovative analyses with these data.

Cuts to Core Contextual Questionnaire

The committee then discussed the questions that will be eliminated from the grade 4 and grade 8 core contextual student questionnaires. The committee understood the evidence-based reasons for removing the items, such as fourth-graders taking too long in providing inaccurate answers to questions about their parents' highest educational attainment. Given the information presented about each of the cut items, the committee shared no specific concerns.


However, R&D Committee members did express general concern that the changes to the assessment schedule (approved in July 2019) generated unanticipated consequences in needing to reduce students' time burden through the questionnaires. The R&D Committee has worked for years to expand and deepen the contextual questionnaires, and the new design now seems to sacrifice that progress.

Marty West asked if NCEs had ever explored an analog of cognitive item matrix sampling in the contextual questionnaire, similar to what PISA does. Dan McGrath responded that the PISA approach does not draw much support from NCEs, but that the idea has not been scratched completely. West then asked his fellow committee members what comparative advantage lies in retaining items which tap constructs that are already well established as relating to achievement,

such as more advanced parental education. The committee expressed hope that more accurate, empirical information about how long the new NAEP design takes students in 2021 will allow more time back on the core contextual questionnaire in the future.

With that, the committee concluded its business and adjourned at 12:29 pm.

I certify the accuracy of these minutes.



Rebecca Gagnon, Chair

April 15, 2020
Date



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 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 disseminate three brief videos produced specifically to promote the release on the Board's social media channels and tag 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, NCEES will offer a conference call for appropriate media to present highlights and answer questions. NCEES will oversee an embargoed website with results available to select stakeholders approved for access by NCEES, 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. Given current public health issues, contingency plans for a completely virtual release will be developed.

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 at 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 the release event will be publicized on social media. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders.

National Assessment Governing Board

Nominations Committee

Closed Session Report

March 7, 2020

Nominations Committee Members: Governor Jim Geringer (Chair), Dana Boyd, Andrew Ho, Paul Gasparani, Tonya Matthews, Terry Mazany, Mark Miller, Joseph O’Keefe, and Alice Peisch.

Board Members: Governor Haley Babour, Eric Hanushek, Patrick Kelly, and Reginald McGregor.

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

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the National Assessment Governing Board’s Nominations Committee met in closed session on Saturday, March 7, 2020 from 7:15 a.m. to 7:53 a.m. to review, discuss and take action on finalists for Board vacancies for terms that will begin October 1, 2020.

Joining the meeting by conference call, Governor Geringer welcomed members and provided a preview of the agenda. He described the timeline that began in summer 2019 with the call for nominations, noting that there are six vacancies in the following categories for the 2020 cycle:

- General Public Representative (parent leader)
- Local Board of Education
- Non-Public School Administrator/Policy maker
- State Legislator – Democrat
- State Legislator – Republican
- Testing and Measurement Expert

Governor Geringer summarized activities undertaken for the 2020 nominations process. He described the number of nominations received as compared to the 2019 applicant pool, and provided a breakdown of applicants by race, ethnicity, gender, and geographical area.

Governor Geringer reminded members that applicant ratings were discussed during a conference call on January 27, 2020. At this meeting, members reached consensus on a slate of finalists in the open categories.

Members briefly discussed those finalists by category and made suggestions on points to emphasize during the plenary session on Saturday morning. Governor Geringer described next

steps once the Board takes action on the final slate of candidates to be presented to the Secretary. He noted that a meeting will be scheduled with the Secretary to discuss the nominations process and appointment timeline.

Members also discussed the next steps in the nominations process to include obtaining letters of commitment from finalists, notifying candidates who are not in the finalist pool, and communicating the timeline that applicants should anticipate before appointments are made by the Secretary. The final slates of candidates will be submitted to the Secretary of Education in April 2020. Governor Geringer then delegated Tonya Matthews, the Board's Vice Chair, to present the slate of finalists to the Board on his behalf.

Governor Geringer asked for a motion to approve the Nomination Committee's recommendations on the final slate of candidates for the 2020 Board vacancies, to be submitted to the Board for discussion and action. The motion was made by Father Joe O'Keefe, seconded by Andrew Ho and approved unanimously.

The meeting adjourned at 7:53 a.m.

I certify the accuracy of these minutes.


Jim Geringer, Chair

04/13/2020
Date



TO: Members of the National Assessment Governing Board

FROM: Lesley Muldoon, Executive Director

DATE: May 8, 2020

RE: Executive Director Quarterly Update

Introduction

The current global pandemic has impacted many aspects of our lives, requiring adaptation both personally and professionally. Thank you for all the outreach and messages of support over the last few months. While we are disappointed that we cannot meet in person, we look forward to seeing you virtually next week.

This meeting will undoubtedly be a different experience than the typical Governing Board meeting, given the virtual format, a first for the Board. We have developed a set of guidelines and suggested norms to facilitate that transition, which are included in the attached preparatory materials.

Based on the Executive Committee's guidance, we have planned an abbreviated agenda that focuses on the two immediate priorities for Governing Board discussion: the impact of COVID-19 for NAEP and the Governing Board and the Board's next Strategic Vision. Committee leadership determined that there was no pressing business that required committees to convene during the May Quarterly Meeting, but, if necessary, they may do so in the weeks following it. Given the shortened agenda, I am submitting the quarterly Executive Director update as a memorandum instead of presenting it at the meeting.

Priorities Since March Quarterly Meeting

Assessing the Impact of COVID for NAEP and the Governing Board

As in every other organization, the pandemic has required Governing Board staff to focus significant time since March on understanding and planning for potential impacts to our work as a result of COVID-19. This has included two paths: 1) assessing the impacts of COVID-19 on Governing Board operations and priorities; and 2) working with NCES to understand the impacts of COVID-19 on NAEP operations.

Impact on Board Operations and Priorities

Starting in March, staff began cataloging each of their major projects and assessing potential risks to the work as a result of the pandemic. As a team, we implemented processes to review this internal risk assessment tool periodically, identifying risks that require urgent attention and re-prioritizing activities when necessary. Our considerations have included whether/how:

- Regular Board staff work may be affected by unanticipated work as a result of the pandemic (i.e., working with NCES to help mitigate the risks for 2021);
- staff and contractor capacity may be affected due to extended virtual operations, school closures, and health and family responsibilities;
- whether/how contractors capacity to meet deadlines may be affected by exigent circumstances (e.g., no travel, no in-person meetings, economic impacts for their businesses, etc.); and
- whether/how external stakeholders may participate in activities that require input or in-person participation (e.g. task forces, release events).

Most of the Board’s work has continued without impact; staff and contractors have been remarkably resilient in adapting to the circumstances and identifying ways to keep work progressing amid changing circumstances. We will continue to conduct internal risk assessments to evaluate the impact of COVID-19 on Governing Board priorities and operations in the coming months. We will keep you apprised of any additional developments and promptly raise any decisions required of committees or the full Board.

As of now, three Board priorities that involve in-person convenings have required some adjustments:

- **NAEP 2018 Civics, Geography, and U.S. History Report Card Release Event (April 23rd):** We successfully implemented a contingency plan to hold this release event virtually and saw more than 1,300 people participate from across the country. A post-event debrief memo is included in the attached preparatory materials.
- **2025 NAEP Reading Framework Development:** We remain on track to present a final draft of the 2025 NAEP Reading Framework for Board action in November 2020. However, some interim milestones were adjusted to accommodate the Development Panel, which can no longer meet in person as planned to conduct its labor-intensive work. Panelists, many of whom are K-12 educators or college faculty, are also balancing increased demands due to extended school closures. As a result, the public comment period has been shifted to start in late June 2020 (instead of early June). Overall, this results in a tighter schedule leading up to potential Board action slated for November, so we are carefully monitoring progress, identifying potential risks, and implementing mitigation strategies as necessary.
- **Achievement Level Setting (ALS) Work Plan Implementation:** The ALS work plan adopted by the Board in March 2020 is largely unaffected by COVID, with the exception of a few activities that will be challenging to begin virtually. In consultation with COSDAM Chair Andrew Ho and ALS Work Group Chair Greg Cizek, staff determined to postpone temporarily:
 - Convening an advisory group of technical and communication experts to provide feedback on development of materials for communicating achievement levels;
 - Collecting information about current uses of NAEP achievement levels and evaluating appropriateness of interpretations and uses not directly intended; and
 - Working with NCES to determine details and funding for the alignment studies of math and reading frameworks and item pools that NCES had agreed to lead.

The postponement of these activities should not significantly impact the Board’s ability to achieve the overarching goals of the work plan. We will continue to evaluate when these

activities can resume and/or whether alternatives for launching the work virtually need to be considered.

Impact on NAEP Operations

The team at the National Center for Education Statistics (NCES) has regularly briefed Governing Board staff about known impacts of COVID on NAEP operations. In the Executive Committee meeting on May 14th, Dr. Peggy Carr will provide an updated briefing on the impacts to NAEP operations and budget. During the Governing Board plenary discussion on Friday, May 15th, Board members then will discuss the policy implications and next steps. Additional briefing materials will come under separate cover.

Strategic Vision 2025

Based on the Board's discussions at the March 2020 meeting, staff worked with Governing Board members in "sprint teams" to distill emerging ideas into 4-5 key questions that the next Strategic Vision should answer. The sprint teams' contributions on those key questions led naturally to a draft set of priorities for the next Strategic Vision, which are included in the attached preparatory materials. The objective for the Board's plenary session on the Strategic Vision on Friday, May 15th is to get feedback on the proposed priorities so that staff can revise the draft accordingly. Our goal remains to bring a revised version of Strategic Vision 2025 to the Board for action at the August 2020 meeting.

Nominations for Board Terms Starting October 1, 2020

Following the Governing Board's action in March on slates of finalists for vacancies beginning this fall, staff worked with all finalists to compile materials for consideration by the Secretary. We will deliver those materials to the Secretary's office the week of the Board meeting and will keep you apprised of news regarding appointments later this summer/fall.

Additional Upcoming Priorities

Planning for August Board Meeting

While we hope that the August Board Meeting (scheduled for July 30 – August 1) can be held in-person, we are developing contingency plans for alternative formats and will discuss options with the Executive Committee in the weeks following the May meeting. Please hold off on making any travel arrangements for the August meeting until we provide further guidance.

Monitoring Federal Budget and Appropriations

We will continue to monitor the progress of the FY2021 federal budget and appropriations process and share any updates regarding NAEP's appropriations for the next fiscal year as they become available. (As a reminder, this is the budget for October 1, 2020 to September 30, 2021.)

Governing Board Procurements

Staff are preparing for two upcoming procurements, which we anticipate awarding by the end of the fiscal year (September 30, 2020):

- **Communications, Outreach and Dissemination Services:** Our current communications services contract ends September 28, 2020; this procurement will re compete that contract. Requirements include conducting initial releases of NAEP Report Cards, expanding outreach via social media platforms and engaging stakeholders via multi-media tools. Ultimately, the new contract will reflect the priorities determined by the Governing Board in Strategic Vision 2025.
- **Review of Achievement Level Descriptions (ALDs) in Reading and Mathematics:** This is one element of the ALS Work Plan adopted by the Governing Board in March 2020. The NAEP achievement levels for reading (grades 4, 8, and 12) and mathematics (grades 4 and 8) were set approximately 25 years ago, based on the 1990/1992 assessments (the mathematics grade 12 achievement levels were reset based on the 2005 assessment). The recent National Academies' evaluation of NAEP achievement levels included a recommendation to review, and possibly revise, the ALDs in reading and mathematics at all three grades. This procurement is planned to address that recommendation.

2025 NAEP Mathematics Assessment and Item Specifications Delegation of Authority to Assessment Development Committee (ADC)

Determining the content and format of each NAEP assessment is one of the Governing Board’s Congressionally-mandated responsibilities. Accordingly, each NAEP Assessment is guided by a framework that defines the knowledge and skills to be assessed at each grade. Through active participation of NAEP stakeholders, the Board ensures that each framework is developed through a comprehensive process that considers various factors, such as state and local curricula and assessments, widely accepted professional standards, international standards, and exemplary research.

Framework development and update processes are closely monitored by the Assessment Development Committee (ADC). Based on an ADC review of the 2017 NAEP Mathematics Framework involving external experts and a Board-commissioned inventory of state standards, the Governing Board initiated an update of this framework (last updated in 2006). The Board awarded a contract to WestEd for implementation of the update project. WestEd convened subject matter experts, practitioners, policy makers, administrators, researchers, business representatives, and members of the general public – serving as the Visioning and Development Panels in accordance with their Board-adopted Charge. The Charge called for recommendations that balance necessary changes with the Board’s desire for stable trend reporting, continued breadth of content coverage, and innovation. After identifying Board priorities relative to recommendations from the framework panels and related issues from public comment, the Board adopted a responsive draft of the 2025 NAEP Mathematics Framework in November 2019.

The ADC met with the Committee on Standards, Design and Methodology (COSDAM) in January 2020 to discuss initial feedback on a draft of the specifications – a companion document intended for NCES assessment development. Suggestions raised in the joint committee discussion noted that the achievement level descriptions had some transition statements between them that could be misinterpreted, especially since this document is a public resource. Accordingly, those statements were removed. Beyond the specifications draft, there were also a few ideas for how the Board can provide more details to help NCES’s item development work. In March 2020, these initial ADC-COSDAM ideas were shared with the full Board, and no additional issues were raised.

Separately, NCES has requested some clarifications to assist in operationalizing two of the largest updates to the NAEP Mathematics Framework, namely the NAEP Mathematical Practices and the new types of responses, i.e., tool-based. Next steps are to elaborate on the framework’s intentions for these two areas. To support the NCES development timeline for a 2025 assessment that reflects the updated framework, the specifications must be finalized by early July 2020. At the May 2020 Board meeting, Board members will be asked to take action to delegate authority to the ADC to approve the finalized specifications in accordance with this timeline.

Milestones

Board Adoption of Framework	November 2019 Board Meeting
Joint ADC/COSDAM Discussion on Specifications	January 2020 Webinar
Full Board Discussion on Specifications	March 2020 Board Meeting
Board Action to Delegate Authority to the ADC to Approve Specifications Prior to August Board Meeting	May 2020 Board Meeting

2018 NAEP CIVICS, GEOGRAPHY, AND U.S. HISTORY RELEASE DEBRIEF REPORT

The release of the 2018 National Assessment of Educational Progress results in Civics, Geography, and U.S. History took place on April 23, 2020 for a nationwide audience. Amid the COVID-19 public health crisis, the in-person event originally scheduled at the U.S. Capitol Visitor Center evolved into an online-only production.

Releasing the NAEP results in a compelling manner is always the Governing Board's primary goal. This event featured assessments in three subjects, which offered the opportunity to include a range of perspectives across multiple disciplines. The program embraced a creative storytelling format to share national, state, and local voices.

OUTREACH AND ATTENDANCE

The event proved successful, if judging by registration and attendance data: 1,192 people registered to attend and 1,336 people actually attended the event. More people tuned into the livestream than registered, because registration was not required, and people could join directly via the Governing Board splash page.

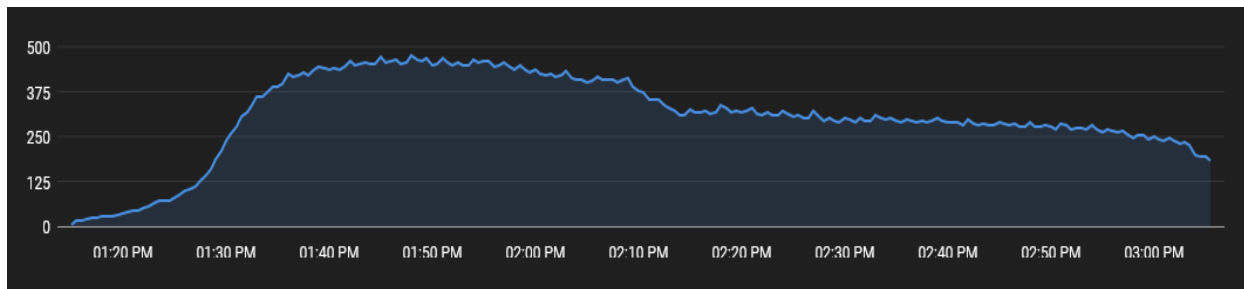
Outreach strategies included four email invitations, promotion of the event on social media, and a digital advertising campaign on Facebook. To ensure the best return on investment and use of time, the outreach list and digital ad campaign focused on targeted audiences of groups and individuals likely to be interested in attending.

Facebook ads to promote the event generated 556 registrations at a cost of \$1.80 per registration, significantly lower than the estimate Facebook provided of \$2.22 cost per registration. The ads were seen 59,915 times by 40,896 people.

SOCIAL MEDIA

Leading up to and during the event, the Governing Board sent 25 tweets, earning 58 retweets, 540 engagements, and 39,039 impressions. During the event, The Hatcher Group live-tweeted from the Governing Board's account, designing quote cards for each speaker and stills from the presentations to provide interesting content for the audience following along. Live tweeting earned 494 engagements and 33,080 impressions.

The livestream saw a steady number of viewers, hitting a peak of just under 500 people at once, and remaining consistently at that level until after Peggy Carr’s presentation, when there was a slight dip in viewership. Viewers spent an average of 27 minutes watching the livestream. This chart shows the activity on the livestream:



VENUE AND LOGISTICS

This release was originally planned to be held in the Congressional Auditorium of the U.S. Capitol Visitor Center, a venue that was well-suited to reflect the subject areas assessed. Approximately six weeks before the release, the global pandemic forced a virtual event, which required managing a new set of logistics and hiring an online event production team.

RaffertyWeiss Media (RW), Hatcher’s partner, operated the event on a proprietary online platform, which helped produce a high-quality, technically demanding virtual event broadcast in high definition (HD). Throughout the production process, RW, Hatcher, and Governing Board staff effectively navigated the federal IT space, working closely with the Department of Education’s Chief Information Office to ensure access and connectivity for viewers within the U.S. Department of Education, as well as the general public. RW coordinated the livestream broadcast and the closed captioning that satisfied 508 compliance. Additionally, they provided raw video and audio files for post-event videos.

In preparation for the event, Hatcher and RW coached each speaker on how to navigate the platform for best execution, as almost all were participating from their own homes. The combination of RW’s proprietary technology, the saturated use of the Department of Education’s virtual private network (VPN), and the generally overtaxed internet during this pandemic created an unusually challenging online environment. Every effort was made to ensure platform stability and solve potential user errors, which were ongoing concerns.

Admittedly, there were audio glitches in the external feed during Tonya Matthews’ introduction of presenters. Her microphone was muted then as well as during the final minutes of her Q&A panel when interference garbled the transmission. The vendor’s “control room” did not pick up on those

technical errors in real time. The vendor cannot explain the two glitches. Fortunately, the audio and video recordings captured clear sound for the event archive.

PROGRAM

The Governing Board and Hatcher originally decided that the live event would be most engaging if it employed a storytelling format for the programming that followed NCES's presentation of results. That did not change with the switch to a virtual event. Presenters – Jon Peede (Chair, National Endowment for the Humanities), Michael Solem (American Association of Geographers), Jessica Baghian (Deputy State Superintendent, Louisiana Department of Education), Shelina Warren (District of Columbia Public Schools), and Jeffrey Rosen (CEO, National Constitution Center) – were already prepared to deliver highly visual presentations and accompanying remarks.

The presentations were styled after the *pecha kucha* model. Speakers were invited to share a compelling story about how their organization is improving education in a span of about 15 “non-PowerPoint” slides and five minutes.

Logistics and program successes included:

- Technical support to ensure that the NCES team was comfortable with the platform, resulting in a very smooth delivery of Associate Commissioner Carr's presentation;
- Several “dry runs” to ensure everyone was familiar with the platform, how to advance slides, how questions would be asked, etc.;
- Calls with U.S. Department of Education IT staff to ensure VPN access;
- Detailed instructions to facilitate clear communications;
- Creative problem-solving, which resulted in texting questions to Tonya Matthews, enabling her to manage her Q&A session expertly, despite not being on the platform;
- Speaker preparation resulted in all five presenters delivering strong, visually engaging, thought-provoking *pecha kucha* presentations; and
- Videos for Civics, Geography, and U.S. History played for attendees in the virtual waiting room.

The presentations were passionate, personal, and very reflective of the content featured in the results. Speakers shared thoughtfully-prepared slides and kept to the allotted time limits. This format worked well and added a welcome creative dimension to the event.



TO: Members of the National Assessment Governing Board

FROM: Lesley Muldoon, Executive Director

DATE: May 8, 2020

RE: Strategic Vision 2025 planning process

In November 2016, the National Assessment Governing Board adopted its first-ever Strategic Vision, designed to focus the Board’s efforts on strategic priorities and provide information on American student achievement and progress in the most innovative and effective ways. The vision, intended to focus the Governing Board’s efforts through 2020, includes two broad goals: Inform and Innovate.

In August 2019, the Executive Committee recommended that the Board initiate the next iteration of its Strategic Vision, establishing priorities through 2025. Like its predecessor, the next Strategic Vision will guide the essential role the Governing Board plays in informing policymakers, educators, and the public about student achievement in our nation.

Since then, Board members and staff have engaged in a planning process for the next Strategic Vision. This included:

- November 2019 – Executive Committee discussed initial key questions and ideas to guide the development process and set target for Board adoption in August 2020;
- December 2019 – Sought written input from all Board members on a few key questions;
- January 2020 - Executive Committee retreat to prepare for Board discussion at next quarterly meeting;
- March 2020 - Full Board discussion on impact and ways to achieve it; and
- March to May 2020 - Subsequent effort to distill emerging ideas into 4-5 key questions (discussed in “sprint teams” composed of Governing Board members and staff) that the next Strategic Vision should answer.

At the May 2020 Governing Board meeting, you will discuss a draft set of priorities for the next Strategic Vision – a reflection of Board discussions since January. In the table accompanying this memo, you will see:

- Proposed priorities for Strategic Vision 2025;
- Links between the proposed priorities and their predecessors in the first Strategic Vision, as a way of indicating which priorities would remain key functions of the Board and how they may have evolved;
- Brief rationale for each priority; and
- A sample activity for each priority for illustrative purposes only.

At this point, the priorities are not grouped into pillars similar to the first Strategic Vision (“inform” and “innovate”). Your discussion at the May meeting will lead to decisions about the pillars of Strategic Vision 2025.

At the May meeting, a brief presentation will introduce sprint team discussions, including key themes and how that led to the corresponding draft strategic priorities. Then, Board members will be invited to share overall feedback on the proposed priorities by reflecting on these questions:

- How will these strategic priorities help the Governing Board achieve the impact you discussed at the March meeting? In reminder, those impact statements are:
 - Serving as a catalyst for action to improve achievement through relevant information and engagement of broad audiences;
 - Inspiring improvement in the quality of assessments and standards; and
 - Telling the stories of American student achievement over time and in context
- Are any of these strategic priorities unclear or off-target?
- Are any critical responsibilities of the Governing Board missing?
- Are the priorities relevant despite external influences, such as the COVID-19 pandemic?

We look forward to your discussion and guidance at the May meeting.

ACCOMPLISHMENTS AND REMAINING PRIORITIES FOR STRATEGIC VISION 1.0

Strategic Vision 1.0 Inform & Innovate= Impact		Accomplishments	Remaining Priorities
<p>INFORM The National Assessment Governing Board will promote The Nation’s Report Card’s wealth of information to facilitate the awareness and uses of NAEP in appropriate, timely, new, and meaningful ways. Examples of NAEP resources include results; trends; test questions and tasks; studies; measurement innovations; frameworks that specify the content and design of NAEP assessments; and contextual variables about student demographics and educational experiences collected from students, teachers, and schools. The Governing Board will:</p>	<p>SV Priority 1 Strengthen and expand partnerships by broadening stakeholders’ awareness of NAEP and facilitating their use of NAEP resources.</p>	<ul style="list-style-type: none"> •Expanded network of partners and colleagues through regular meetings, conference calls, and social media posts with relevant tags •Maintain database of meetings and points of contacts among stakeholders and partner organizations (i.e., Salesforce), allowing targeted outreach •Promoted work of NCES secondary research grants, i.e., annual poster fair, video •Engage strategically with State Policy Task Force, TUDA Task Force, and membership organizations for state policymakers and district leaders to strengthen relationships with and outreach strategies to state and urban district partners 	
	<p>SV Priority 2 Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments.</p>	<ul style="list-style-type: none"> •Conducted several studies to link NAEP to other assessments and indicators of student achievement 	<ul style="list-style-type: none"> •Determine how to synthesize and report results from NAEP linking studies to provide context for NAEP
	<p>SV Priority 3 Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice.</p>	<ul style="list-style-type: none"> •Adopted statement of intended meaning of NAEP results (March 2020 Board meeting) •Developed social media toolkits for external partners to disseminate messaging about NAEP •Innovated motion graphics and short videos highlighting NAEP data analyses, along with infographic featuring multiple data points to convey cohesive message about NAEP results 	<ul style="list-style-type: none"> •Develop a set of principles to guide questionnaire revisions in ways that reflect the Board’s expectations for how NAEP data should be used (in conjunction with the Reporting and Dissemination Committee) •Create new tools for stakeholders to understand and interpret NAEP data, especially achievement levels

ACCOMPLISHMENTS AND REMAINING PRIORITIES FOR STRATEGIC VISION 1.0

Strategic Vision 1.0 Inform & Innovate= Impact		Accomplishments	Remaining Priorities
	<p>SV Priority 4 Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever changing multi-media technologies.</p>	<ul style="list-style-type: none"> •Increased avenues for outreach and dissemination, specifically through emailed newsletters, frequent posts on social media and paid promotions on Facebook and LinkedIn •Social media outreach expansion of NAEP data and event promotion that led to a 20% increase in Twitter followers and a nearly 8% increase in Facebook followers, with the latter gain being above the national benchmark 	
<p>INNOVATE The National Assessment Governing Board will revise the design, form, and content of The Nation’s Report Card using advances in technology to keep NAEP at the forefront of measuring and reporting student achievement.</p>	<p>SV Priority 5 Develop new approaches to update NAEP subject area frameworks to support the Board’s responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends</p>	<ul style="list-style-type: none"> •Revised Board policy on Framework Development (approved March 2018) •Initiated framework reviews for NAEP Reading and Mathematics Frameworks •Implemented a NAEP Mathematics Framework Update (adopted November 2019) •Streamlined reviews of NAEP assessment items, paving the way for more proactive NAEP framework reviews •Revised the Board policy on NAEP achievement level setting (approved November 2018) •Formed the Achievement Levels Working Group to develop a comprehensive plan for implementing the remaining recommendations from the recent evaluation of NAEP achievement levels •Adopted Achievement Levels Work Plan at March 2020 Board meeting 	<ul style="list-style-type: none"> •Implement a NAEP Reading Framework Update (to be presented in August 2020) •Revise the Board’s Item Development and Review Policy with additional linkages to framework reviews

ACCOMPLISHMENTS AND REMAINING PRIORITIES FOR STRATEGIC VISION 1.0

Strategic Vision 1.0 Inform & Innovate= Impact		Accomplishments	Remaining Priorities
		<ul style="list-style-type: none"> •Completed Achievement Levels Procedures Manual 	
	<p>SV Priority 6 Continue improving the content, analysis, and reporting of NAEP contextual variables by considering the questions’ relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.</p>	<ul style="list-style-type: none"> •Produced graphics for dissemination featuring contextual data at least twice per month 	<ul style="list-style-type: none"> •Improve measure of socioeconomic status on NAEP
	<p>SV Priority 7 Research policy and technical implications related to the future of NAEP Long Term Trend assessments in reading and mathematics.</p>	<ul style="list-style-type: none"> •Determined to continue LTT with investment to explore feasibility of trans adapting to a digital assessment •Commissioned white papers, organized a symposium, and presented at conferences on the policy and technical considerations of the NAEP Long Term Trend (LTT) Assessment; updated Assessment Schedule to include a 2020 administration of LTT after receiving appropriations for this specific purpose (approved March 2019) 	<ul style="list-style-type: none"> •Consider future design of LTT as digital based assessment for 2024 and beyond
	<p>SV Priority 8 Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP.</p>	<ul style="list-style-type: none"> •Held international assessment symposium during the March 2017 Board meeting •Commissioned a white paper on other countries’ assessment programs to inform frameworks, framework processes, contextual data, and reporting 	
	<p>SV Priority 9 Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s</p>	<ul style="list-style-type: none"> •Established policy priorities (adopted March 2018) and approved the NAEP Assessment Schedule (May/July 2019) 	<ul style="list-style-type: none"> •Consider potential design changes to Technology and Engineering Literacy assessment

ACCOMPLISHMENTS AND REMAINING PRIORITIES FOR STRATEGIC VISION 1.0

Strategic Vision 1.0 Inform & Innovate= Impact		Accomplishments	Remaining Priorities
	evolving needs, the Board's priorities, and NAEP funding.	<ul style="list-style-type: none"> •Explored technical implications of consolidating frameworks and coordinating assessments •Planned changes to design of 2021 Reading and Math assessments 	
	<p>SV Priority 10 Develop new approaches to measure the complex skills required for transition to postsecondary education and career.</p>	<ul style="list-style-type: none"> •Established the Ad Hoc Committee on Measures of Postsecondary Preparedness, which recommended pursuing a conceptual framework and dashboard •Created drafts of conceptual framework and dashboard for Board discussion in November 2019 •Drafted conceptual framework for postsecondary preparedness and collaborated with NCES on prototype dashboard for postsecondary preparedness 	<ul style="list-style-type: none"> •Determine whether and how postsecondary preparedness should be part of the next Strategic Vision •Determine how to proceed with the Board's earlier research on academic preparedness for college considering recent efforts to develop a postsecondary conceptual framework and dashboard

Strategic Vision 2025
Draft Strategic Priorities for Board Review – May 2020

Strategic Vision 2020 (2016 – 2020)	Strategic Vision 2025 (proposed 2021 – 2025)	Sprint Team	Rationale	Example activity (for illustrative purposes only)
(1) Strengthen and expand partnerships by broadening stakeholders’ awareness of NAEP and facilitating their use of NAEP resources. (INFORM)	(A) Develop, sustain, and deepen strategic partnerships to ensure that NAEP remains a trusted, relevant, and useful resource.	3	SV 2020 focused on expanding partnerships. SV 2025 will focus on deepening those relationships to enhance the use of NAEP. NAEP data are more likely to be actionable if they are relevant to stakeholders, which requires understanding stakeholders’ needs and developing audience-specific messages.	Building off existing survey results, conduct targeted focus-group meetings (e.g., with NGA, CGCS, AASA, and other educational leadership organizations) to further explicate current uses of, barriers to, and possible new uses of NAEP resources.
(2) Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments. (INFORM)	(B) Link NAEP resources with external data sources (e.g., workforce data, data from other assessments) and disseminate what is learned from these studies so that NAEP can inform policy and practice in understandable and actionable ways.	2, 4	SV 2020 promoted linking studies without specifying “to what end” or how findings might be disseminated. Links to predictive and other external data would increase the impact of NAEP. If stakeholders access policy-relevant data from NAEP linking studies, these data could inform decisions about policy and practice.	Develop a policy statement to reflect the urgency of this priority, such as goals for pursuing new studies and strategies for synthesizing and disseminating key findings from existing studies.
(3) Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice. (INFORM)	(C) Identify and disseminate high-quality uses of NAEP resources to demonstrate NAEP’s utility and to highlight the unique value of the Nation’s Report Card to inform improvements in education.	3	Progress has been made since 2016, with a desire in SV 2025 to actively promote cases of states and TUDAs using NAEP results to improve student performance. Demonstrating how states and districts have used NAEP data and resources to craft successful policy efforts can help key stakeholders better understand NAEP’s usefulness and relevance to them.	Work with constituent organizations to inform state-level policymakers about NAEP and help them understand how states and TUDAs have used NAEP to improve outcomes for students.
(4) Promote sustained dissemination and use of NAEP	(D) Same as SV 2020	2, 5	SV 2020 introduced the importance of this priority, which has changed how the Board	Co-host a panel or focus group(s) with one or more constituent

Strategic Vision 2025
Draft Strategic Priorities for Board Review – May 2020

Strategic Vision 2020 (2016 – 2020)	Strategic Vision 2025 (proposed 2021 – 2025)	Sprint Team	Rationale	Example activity (for illustrative purposes only)
information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies. (INFORM)			approaches dissemination efforts. There was consensus in sprint teams that the Board build upon initial successes and expand this effort.	organizations interested in using NAEP results to inform state and/or district policy.
(5) Develop new approaches to update NAEP subject area frameworks to support the Board’s responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends. (INNOVATE)	(E) Improve the utility, relevance, and timeliness of NAEP subject-area frameworks and assessment updates to measure evolving expectations for students.	1, 5	In 2016, NAEP frameworks had not been updated in a decade or more, requiring significant revision. In 2025, the goal for relevance continues. However, the timeline for developing and updating NAEP frameworks and assessments is out of step with today’s technologies and the needs of students and the public. If processes were improved, the frameworks could have greater impact.	Develop a work plan to identify improvements and efficiencies in the timeline and process for updating and implementing NAEP frameworks.
	(F) Ensure NAEP reflects advances in assessment design and reporting so that NAEP remains relevant in a changing world.		In 2016, the SV focused more generally on supporting reporting trends. In 2025, the SV aims to capitalize on advances in technology, distance learning, and assessment design that have implications for NAEP and the Board’s work. It is important to understand advancements in the assessment field to ensure NAEP stays current and is looking ahead to the future.	Develop research agenda to inform projects the Board undertake (e.g., forums to understand best practices in revising the Item Development and Review Policy) and collaborative efforts with NCES.
(6) Continue improving the content, analysis, and reporting of NAEP contextual variables by	(G) Promote the use of NAEP contextual data to enable educators, researchers,	2	In SV 2020, the focus was on improving the contextual data. In SV 2025, the emphasis is promoting use of contextual data.	Seek exemplary uses of contextual data, highlight those exemplars, and develop and maintain a

Strategic Vision 2025
Draft Strategic Priorities for Board Review – May 2020

Strategic Vision 2020 (2016 – 2020)	Strategic Vision 2025 (proposed 2021 – 2025)	Sprint Team	Rationale	Example activity (for illustrative purposes only)
considering the questions’ relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice. (INNOVATE)	advocates, and policymakers to understand and improve student achievement.		Contextual data give meaning to scores and connect us to stakeholders who need more than scores, achievement levels, and trends. Better measures of data will mean greater value and utility of NAEP.	curated, annotated bibliography of model uses of contextual data.
(7) Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics. (INNOVATE)	In late 2018, Congress allocated additional funds to the NAEP budget to support the administration of the NAEP LTT assessments. The Board will continue to discuss the design and administration of future assessments as LTT transitions to DBA, but this topic no longer rises to the level of a strategic priority.			
(8) Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP. (INNOVATE)	For SV 2025, this 2020 strategic priority has been subsumed under (F) above.			
(9) Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s evolving needs, the Board’s priorities, and NAEP funding. (INNOVATE)	(H) Proactively monitor and make decisions about the NAEP assessment schedule based on the Board’s policy priorities to ensure NAEP results that are policy relevant.	1	Since 2016, the Board developed and implemented policy priorities of frequency, efficiency, and utility in setting the assessment schedule, which is among the Board’s most critical functions. Going forward, those priorities will continue to be used in determining what is assessed and whether/how content areas are consolidated or coordinated.	Form task force of stakeholders, staff and Board to determine the future of the 12th-grade assessments.
(10) Develop new approaches to measure the complex skills	(I) Help stakeholders understand how the	5	Since 2016, the Governing Board developed a postsecondary preparedness conceptual	Build relationships with key stakeholders in workforce

Strategic Vision 2025
Draft Strategic Priorities for Board Review – May 2020

Strategic Vision 2020 (2016 – 2020)	Strategic Vision 2025 (proposed 2021 – 2025)	Sprint Team	Rationale	Example activity (for illustrative purposes only)
required for transition to postsecondary education and career. (INNOVATE)	Governing Board and NAEP can illuminate important skills for postsecondary education and workforce.		framework and with NCES, attempted to use NAEP and other data to visualize the skills outlined in the framework. With SV 2025, the Governing Board will capitalize on its outreach efforts with stakeholders invested in the postsecondary transition while also continuing to explore how NAEP data can contribute to this field.	development to inform how the conceptual framework becomes actionable in states and districts.
There is no precursor priority in 2016.	(J) Develop a body of validity evidence supporting the interpretation and communication of NAEP achievement levels to ensure that they are reasonable, valid, and informative to the public.	2	Simultaneous to the Board’s 2016 adoption of the Strategic Vision, the National Academies released the evaluation of NAEP achievement levels. Several Board discussions about achievement levels since that time have indicated that validation of achievement levels should be a priority in the next Strategic Vision.	Conduct studies to review and revise the Math and Reading achievement level descriptions (ALDs) at grades 4, 8, and 12, as recommended by the recent evaluation of NAEP achievement levels (as described in the Achievement Levels Work Plan adopted at the March 2020 Board meeting).