

## **National Assessment Governing Board**

Meeting of February 29–March 1, 2024  
Hermitage Hotel  
231 6<sup>th</sup> Avenue North  
Nashville, TN 37219  
& Virtual

### **Official Summary of Quarterly Governing Board Meeting**

*Complete Transcript Available*

#### **Participant List**

##### National Assessment Governing Board Members Present

Beverly Perdue, *Chair*  
Alice Peisch, *Vice Chair*  
Lisa Ashe  
Shari Camhi  
Michelle Cantú-Wilson  
Tyler Cramer  
Christine Cunningham  
Jhone Ebert  
Viola Garcia  
Angélica Infante-Green  
Patrick Kelly  
Anna King  
Suzanne Lane  
Scott Marion  
Reginald McGregor  
Michael Pope  
Julia Rafal-Baer  
Ron Reynolds  
Nardi Routten  
Guillermo Solano-Flores  
Darein Spann  
Jane Swift  
Dilhani Uswatte  
Martin West  
Mark White  
Mark Schneider, *Ex-officio*

##### National Assessment Governing Board Staff

Lesley Muldoon, *Executive Director*  
Elizabeth Schneider, *Deputy Executive Director*  
Rebecca Dvorak  
Stephaan Harris  
Donnetta Kennedy

Laura LoGerfo  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott  
Vanessa Tesoriero  
Anthony White

National Center for Education Statistics (NCES)

Peggy Carr, *Commissioner*

Tammie Adams  
Gina Broxterman  
Jing Chen  
Brian Cramer  
James Deaton  
Alison Deigan  
Enis Dogan  
Veda Edwards  
Patricia Etienne  
Eunice Greer  
Dana Kelly  
Shawn Kline  
Tina Love  
Daniel McGrath  
Nadia Mclaughlin  
Gabrielle Merken  
Emmanuel Sikali  
Holly Spurlock  
Ebony Walton  
Yan Wang  
Grady Wilburn  
Angela Woodard

American Institutes for Research (AIR)

Brittany Boyd  
Markus Broer  
Christina Davis  
Kim Gattis  
Cadelle Hemphill  
Young Yee Kim  
Sami Kitmitto  
Jasmine Park

Council of Chief State School Officers (CCSSO)

Fen Chou

Council of the Great City Schools, (CGCS)

Akisha Osei Sarfo

CRP, Inc.

Monica Duda  
David Hoff  
Renee Palmer  
Edward Wofford

United States Department of Education

James Forester  
Janel Gill

Educational Testing Service (ETS)

Siva Angappan  
Terran Brown  
Jay Campbell  
Peter Ciemins  
Patricia Donahue  
Amy Drescher  
Kadriye Ercikan  
Yue Helena Jia  
Brian Johnson  
Kris Anne Kinney  
Ranu Palta-Upreti  
Rupal Patel  
Hilary Persky  
Luis Saldivia  
Courtney Sibley  
Lisa Ward  
Andy Weiss  
Sarah Wood

Hager Sharp

James Elias  
Kathleen Manzo  
Erik Robelen  
Debra Silimeo  
Chelsea Spring

The Hatcher Group

Jenny Beard  
Sophia Handel  
David Loewenberg  
Nandini Singh  
Mallory Werthamer

Lerner Communications

Michelle Lerner  
Ashley Zanchelli

Management Strategies

Micajah Anderson  
Brandon Dart  
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Peter Sobich

Manhattan Strategy Group

Courtney Leigh Beisel  
Adrian Larbi-Cherif  
Lori Meyer  
Anne Reeder  
Cecilia Roe  
Ying Zhang

Pearson

Scott Becker  
Joy Heitland  
Paula Rios  
Pat Stearns  
Llana Williams

Westat

Greg Binzer  
Lauren Byrne  
Marcie Hickman  
Jacquie Hogan  
Tom Krenzke  
Kavemuii Murangi  
Lisa Rodriguez  
Rick Rogers  
Desrene Sesay  
Victoria Vickers

Other Attendees/Speakers

John Bailey, *American Enterprise Institute*  
Vickie Baker, *West Virginia Department of Education*  
Myra Best, *Digilearn*  
Latosha Branch, *Virginia Department of Education*  
Jacqueline Branco, *Rhode Island Department of Education*  
Nora Briggs, *Dollywood Foundation*  
Jeff Conyers, *Dollywood Foundation*  
Heidi Cook, *ASL Interpreter*  
Antarah Crawley, *Neal Gross Court Reporters*  
Will Donkersgoed, *Wyoming Department of Education*  
Kayla Geide, *ASL Interpreter*  
Brigid Hubberman, *Family Reading Partnership*

Jamie Kasper, *Arts Education Partnership*  
Shelby Kessler, *ASL Interpreter*  
Andrew Kolstad, *P20 Strategies LLC*  
Beth Laduca, *Oregon Department of Education*  
Amy Lankheit, *ASL Interpreter*  
Joanne Lim, *Consultant*  
Brian Lloyd, *Michigan Department of Education*  
Rebecca Logan, *Oklahoma Department of Education*  
Terry Mazany, *Independent Consultant*  
Raina Moulain, *Alaska Department of Education & Early Development*  
Munira Mwalimu, *Senior Advisor*  
Shannon Richards, *Greater Albany Public Schools*  
Sarah Rodgers, *Edge Research*  
Renee Savoie, *Connecticut State Department of Education*  
Michael Slattery, *HII Director*  
Jennifer Stone, *University of North Carolina at Chapel Hill*  
Bryon Trauger, *Nashville Board of Public Education*

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## **Day 1 – February 29**

### Welcome

The Honorable Beverly Perdue, Chair, called the meeting to order at 1:02 p.m. CST and welcomed attendees to the quarterly meeting of the National Assessment Governing Board (referred to throughout this summary as the Board or Governing Board). Perdue thanked Mark White, a state representative from Tennessee and member of the Governing Board, for hosting the Governing Board's meeting in Nashville and for organizing the morning's visit to a rural school district. She praised this informative visit and Wednesday's panel discussion with Tennessee education leaders as well as the chat with Lamar Alexander, former U.S. Senator from Tennessee, former U.S. Secretary of Education, and former Governor of Tennessee. Perdue invited White to speak, acknowledging his skillful hosting.

White welcomed Board members to Nashville, expressing gratitude to attendees for traveling to his home state. He shared the rich history of Nashville generally and the Hermitage Hotel specifically in passing the amendment granting women the right to vote. White explained that Wednesday's panel of outstanding Tennessee education leaders reflected the continuity of smart, dedicated advocates for education in Tennessee who inform and support his work and that of the legislature invaluable.

### Approval of March 2024 Agenda and November 2023 Minutes

Perdue requested a motion to approve the March 2024 meeting agenda. Scott Marion moved to approve the agenda and Vice Chair Alice Peisch seconded the motion, which passed unanimously. Perdue then requested a motion to approve the November 2023 meeting minutes. Marion moved to approve the minutes. Peisch seconded the motion, receiving unanimous approval.

## New and Reappointed Member Remarks

Perdue highlighted the importance of holding quarterly meetings outside of Washington, DC, to gain insights into what happens in different states. She stressed the importance of bipartisan collaboration among Board members and expressed appreciation for the Board's diverse perspectives. Perdue also observed that administration of the National Assessment of Educational Progress (NAEP) was underway and that NAEP's five-year contract will be rebid soon. Additionally, she noted progress on the Governing Board's strategic goals related to communication, culture, and innovation, anticipating further advancement in her final year of service.

Perdue welcomed new and reappointed Board members. Christine Cunningham was absent due to a flight delay but would attend and speak later in the day. She invited new Governing Board member, Nevada Superintendent of Public Instruction Jhone Ebert, to introduce herself.

In her remarks, Ebert expressed gratitude for joining the Board, acknowledged the importance of diverse perspectives, and highlighted Nevada's political diversity. She discussed her appointment by governors from different parties and their shared commitment to education. Ebert explained significant changes in Nevada's education funding formula, resulting in increased support for students, especially English language learners and those at risk of not graduating on time. She expressed eagerness to collaborate with the Board and emphasized the importance of recognizing both commonalities and differences among members.

## Executive Director Remarks

Lesley Muldoon, Executive Director, praised Nashville's academic progress, highlighting the recent Education Recovery Scorecard's positive findings for Metro Nashville Public Schools. Muldoon also reminded Board members of key actions from the previous quarterly meeting, including approving a new assessment schedule through 2034 and a framework update to the NAEP science assessment.

Muldoon outlined the meeting's agenda and reviewed progress made on recent Board priorities. She welcomed Vanessa Tesoriero as the Board's new Executive Officer. She also discussed preparations for the 2024 Nation's Report Card release, including discussions with stakeholders. Muldoon also revealed that the Governing Board is launching a "Powered by NAEP" campaign to highlight NAEP's contributions to understanding student achievement.

Muldoon addressed budget concerns, including ongoing budget-related matters in Congress. She stated that legislative processes are slow compared to the past, and the Governing Board is awaiting legislative approval of transitioning the NAEP assessments back to odd years. She explained the importance of preparing for a potential government shutdown and the need to address the challenges it poses for staff and efforts to recruit new staff, given that during a shutdown staff may not be compensated afterward. Muldoon also mentioned the ongoing preparations for the Fiscal Year 2025 and 2026 budgets, indicating that the President will release the 2025 budget soon. The 2026 requests are due to the U.S. Department of Education by May. Simultaneously managing multiple budget timelines adds complexity for the Governing Board and National Center for Education Statistics (NCES).

Muldoon then listed major accomplishments toward achieving the Governing Board's 2025 strategic vision to inform, engage, and innovate. She mentioned that many states are lowering

cut scores for proficiency on state assessments and that this shift raises questions about maintaining high standards and expectations for students, a principle long upheld by the Board and the NAEP program. Muldoon referred to the Alexander-James commission report and Senator Alexander's insightful quote about NAEP being a crucial tool for decision-makers. She stressed the importance of maintaining NAEP's credibility and protecting its nonpartisan nature. Muldoon encouraged the Board members to push for clarity around the strategic vision's innovation pillar and emphasized the strategic vision's focus on leveraging NAEP to improve student outcomes amidst evolving educational landscapes, such as AI. She urged the Board to consider NAEP's role in supporting efforts to improve education, setting high standards for student achievement, and preserving NAEP's trend line data.

Muldoon concluded her presentation by reviewing major accomplishments of the Board and NCES, highlighting their nimble response during the pandemic, the addition of long-term trend assessments for 9- and 13-year-olds, and the transformation of communication strategies. She commended the release of four major report cards and collaboration with NCES on assessment modernization plans. She rated progress toward the strategic vision goals, noting achievements in informing and engaging stakeholders but acknowledging areas like postsecondary preparedness and innovation where more effort is needed. Muldoon expressed excitement about discussing the role of innovation in shaping NAEP's future.

Following Muldoon's presentation, Perdue opened the floor to questions. Suzanne Lane stated that she does not feel that states are lowering standards, based on her recent experiences in Tennessee and Texas. Muldoon reiterated that some states have lowered their proficiency standards and suggested discussing this further offline. Perdue agreed to discuss the topic at the next meeting and emphasized the importance of keeping track of nationwide developments.

Noticing that Cunningham had arrived, Muldoon asked to give Cunningham a moment to speak. Cunningham expressed her commitment to her second term. She reflected on the challenges faced by the education system, exacerbated by the COVID-19 pandemic. She emphasized the importance of the NAEP assessment as a tool for measuring change and highlighted efforts to update the reading and science frameworks. Despite progress, she expressed concern about widening disparities and the failure to meet educational aspirations. She urged for a focus on collecting and disseminating information that drives positive change.

Perdue recognized the profundity of Cunningham's remarks, in particular about issues of inclusivity and real progress, especially for marginalized students.

#### National Center for Education Statistics Commissioner Update

Peggy Carr, NCES Commissioner, reflected on the enormous impact of the state mapping study that allows states to compare their state scores and standards to NAEP scores, something that Senator Alexander explained in clear, plain, nontechnical language the previous evening.

Carr previewed the upcoming NAEP contract process and updated the Board on the progress of the 2024 data collection. Carr then shared insights from the Programme for International Student Assessment (PISA), juxtaposing those with NAEP 2022 results. She acknowledged declines in math scores but stability in reading and science, focusing on the United States' rankings among other education systems, despite longer closures than other countries. Even with score declines, Carr mentioned the U.S. improved in ranking due to greater declines in other countries.

Carr highlighted the School Pulse Panel survey and noted its innovative adaptation during the pandemic. The survey used the sample drawn for the postponed 2021 NAEP to ask school administrators about pandemic-related issues initially, but now about a wider range of topics, such as school safety, student mental health, and teacher recruitment, transcending its initial purpose. In October 2023, findings indicated 44 percent of public-school administrators in the sample perceived students starting a grade level behind in at least one academic subject compared to 36 percent of administrators prior to the pandemic. School administrators reported a 90 percent average daily attendance rate in November 2023, lower than the pre-pandemic rate of 93 percent. Carr and NCES plan to investigate chronic absenteeism further. Data from December 2023 revealed nearly one-third of public schools exist in older facilities, which are on average 49 years old, underscoring the importance of infrastructure issues. The survey will continue monthly data collections, with forthcoming reports focusing on student mental health and social-emotional learning for students.

Carr then updated the Board on NAEP contracts. The main NAEP contracts are recompleted every five years, with the next round scheduled for June, although Carr expects delays. The budget allocated for implementing the approved schedule of assessments is \$185 million. Despite increases in funding over the years, the spending power has remained flat when adjusted for inflation. Carr pointed to a temporary influx of \$28 million due to COVID-19, providing additional funding for two years.

Carr discussed the timeline for this NAEP recomplete process. She highlighted the success of Industry Day, which drew 200 attendees from 64 vendors. Collaboration with *Education Week* informed potential vendors about upcoming procurement opportunities, emphasizing NAEP's interest in areas like AI and the new socioeconomic status (SES) index. A request for information released on February 6 generated 28 responses, with broad support for the proposed contract structure. Carr explained the expected deadlines for releasing the request for proposal in March and April and awarding contracts in October and November 2024.

Carr explained the restructuring of NAEP contracts. The new contract structure, influenced by the evaluation of the Assessment Solutions Group, aims to streamline contracts, increase competition, and strengthen management practices. Contracts will be restructured with three smaller teams and two stand-alone procurements. Carr provided an overview of the proposed teams, including the core team focusing on design analysis, reporting, and sampling; the assessment content team for instrument development and scoring; and the data collection team incorporating the NAEP state service center. Additionally, Carr mentioned stand-alone contracts for program support management and web development and maintenance.

Carr concluded with updates on the 2024 NAEP administration, highlighting notable firsts, including the transition to Chromebooks instead of SurfacePros and the transition to school-based internet access, with 71 percent of schools allowing NAEP field administrators to use their school-based internet access with a 98 percent success rate in connectivity. Additionally, most administration teams included one fewer field staff member since the information management became automated. This administration also tested automated scoring to show progress toward matching manual scoring.

Perdue opened the floor to questions for Carr.

- White asked if there was any difficulty around the country with field staff, noting staff availability in Tennessee was a challenge. Daniel McGrath highlighted challenges in hiring and retaining field staff, resulting in an extended field collection period. Despite



these difficulties, administration remained on track, and the help desk was performing effectively.

- Marion sought clarification on the progress of data collection, to which Carr explained that data collection occurs nationwide with varying timelines.
- Dilhani Uswatte expressed concerns about the social-emotional well-being of students born during COVID-19 and wondered if NCES could track those students through school to understand their progress.
- Shari Camhi shared the varying impacts of aging school buildings across different regions and suggested exploring AI's potential in crafting non-multiple-choice questions for online testing to promote critical-thinking skills.

Perdue requested the Board hold any further questions they had for Carr and McGrath until the longer budget session.

### Institute of Education Sciences Director Update

Perdue introduced Mark Schneider, Director of the Institute of Education Sciences (IES), recognizing his leadership and thanking him for his service and vision. By dint of his position as director of IES, Schneider serves as an ex-officio member of the Board. His six-year term concludes in April, thus marking this his final quarterly meeting. Perdue expressed appreciation for Schneider's dedication to enhancing IES and for his insightful contributions to Board discussions.

Schneider reflected on his nine-year involvement with the Board (three years as NCES Commissioner and six as IES Director). He highlighted IES's role as the country's largest investor in education research, allocating over \$200 million annually and aiming to modernize the education research infrastructure. He stressed the importance of prioritizing meaningful progress in outcomes over statistical significance alone, advocating for practical significance alongside scientific merit. Schneider spotlighted the applied nature of the agency's work and its establishment of Standards for Excellence in Education Research (SEER) to elevate the quality of educational research. These standards include equity, emphasizing impact on student groups, and collaboration with states, districts, and technology firms for scalability.

Schneider stressed the importance of scaling up interventions beyond experimental conditions to maximize real-world impact and potentially reach millions of students. He emphasized the involvement of technology companies in the scaling process, recognizing that academics may lack the skills for widespread implementation. Schneider highlighted the renaissance of implementation science and the importance of monitoring to ensure interventions work in real-world settings. Cost analysis in educational research is crucial; interventions must be effective but also cost-effective and scalable. He noted insights on efforts to enforce cost analysis requirements, noting significant progress despite initial noncompliance.

Schneider discussed attempts to modernize research and development (R&D) efforts by establishing an Advanced Research Projects Agency (ARPA) for education, or the National Center for Advanced Development in Education (NCADE). Despite challenges, Congress tagged \$40 million to fund ARPA-like activities. Schneider proposed funding seedling projects, which last 14 to 16 months and cost approximately \$1 million. These projects are clustered into specific areas, such as neurodiversity, with approximately four seedlings targeted to attention-deficit/hyperactivity disorder (ADHD), dyslexia, and social-emotional supports, respectively. After the initial year, seedling projects can apply for additional funding that spans one to two years and focus on scaling and commercialization. This process reflects similar processes in

venture capital. The culture of education research must change; not only should programs under development fail fast but also learn from that failure. IES is supporting this transformation.

Schneider stated that transformative research projects can significantly impact the education R&D ecosystem, driving substantial progress. Digital learning platforms have proliferated, serving millions of students, which offers a unique advantage in terms of experimentation and innovation due to their large user base. By conducting experiments swiftly and embracing failure as a part of the process, the goal is to establish replication as standard practice in education R&D. Education research tends to focus on the fifth decimal point, when it should focus on replication and scalability. Experiment fast. Evaluate fast. Replicate fast. Learn fast. All of these drive the implementation of effective, innovative programs. IES emphasizes timeliness in research, with a focus on practical applications that work for given students under specific conditions, which also can work among larger numbers of students, rather than demanding exhaustive precision.

Schneider concluded by offering insights and suggestions regarding NAEP. He asked why NAEP is lagging behind every other large-scale assessment program in trying potential efficiencies borne by AI and in incorporating automated scoring. He urged the Board to lean into their legislative mandate and lead where it can as mandated by Congress. He expressed concern about the complex process researchers must endure to access NAEP data and called for greater inclusivity. Finally, Schneider stressed the importance of strengthening the Governing Board's staff expertise in domains like contracts, finance, and information technology to navigate the complex landscape into innovation and enhance the fulfillment of legislative mandates. He remarked that few people beyond the hollow square consider NAEP the gold standard in educational assessment, but returning to that standard represents a worthy goal.

Perdue thanked Schneider for his insightful presentation and opened the floor to questions.

- Julia Rafal-Baer sought further elaboration on AI's intersection with the What Works Clearinghouse data. Schneider replied with the need for digital modernization to enhance usability and communication of research findings, emphasizing the importance of plain language in conveying results.
- Marion countered that the state leaders with whom he collaborates still consider NAEP the gold standard. Schneider clarified that those who do not deem NAEP the gold standard work in the philanthropic, business, and research sectors.

Perdue concluded by thanking Schneider for his leadership and dedication to improving educational research for the benefit of students.

### Reviewing and Refreshing the Strategic Vision

Perdue introduced the Governing Board's 2025 strategic vision, emphasizing NAEP's vital role as the Nation's Report Card in gauging educational progress and the considerable progress made toward achieving the goals of the vision. Perdue expressed eagerness for an efficient process in refreshing the vision and encouraged incoming Board members to help shape NAEP's future through this work. Perdue advocated for renewed innovation and collaboration, while also stressing the importance of revisiting the congressional mandate to reaffirm NAEP's purpose and priorities.

Muldoon emphasized the need for a streamlined yet effective strategic vision refresh process, stressing the importance of consensus among Board members on strategic priorities. With

many new Board members, she said there is an opportunity for fresh perspectives on the program's future. She introduced prompts for Board members to think through before convening in small groups, including maintaining NAEP's reputation as the gold standard, meeting legislative mandates efficiently, embracing innovation, and leveraging AI. Muldoon suggested areas of discussion like accelerating reporting timelines, using AI for data interpretation, and fostering demand for state-level twelfth-grade assessments. The goal is adoption of a refreshed vision at the August meeting so new members coming on board in November do not take over something that has been underway for a while.

Muldoon instructed attendees to break into small group discussions, with facilitators identified as Marion, Reynolds, and Uswatte. Key questions were provided to guide discussions, emphasizing idea generation over editing the current strategic vision.

*The National Assessment Governing Board Quarterly Meeting transitioned to small group discussions at 3:25 p.m. CST and reconvened at 5:07 p.m. CST. Small group discussions were not transcribed.*

#### Small Group Discussions on Updating the Strategic Vision Debrief

Perdue initiated the debrief session and invited the chairs of the small groups to present their reports.

- Uswatte's group outlined key challenges and opportunities facing the Governing Board over the next five years, including engaging stakeholders, building trust, enhancing communications, and maximizing data utilization. The group stressed the importance of innovation, particularly in AI, diverse representation on the Board, and optimizing decision-making processes.
- Reynolds summarized discussions on AI's dual role as both a challenge and an opportunity. The group proposed establishing an AI subcommittee within the Governing Board to address these issues, emphasizing the importance of clear communication, assessment literacy, and public awareness of NAEP. Additionally, they highlighted the need to prepare for the renewal of the U.S. history and civics frameworks with a focus on equity and collaboration.
- Marion's group highlighted opportunities such as leveraging twelfth-grade assessments and improving NAEP assessment literacy. Challenges identified included user receptivity to NAEP data and maintaining trend comparability while incorporating innovation. They discussed AI applications in item generation, scoring, and data analysis, proposing research-practice partnerships to better utilize NAEP data and improve reporting accuracy.

Muldoon outlined steps to follow up from the small group discussions, such as setting up interviews with interested Board members about specific ideas and reviewing notes from these small groups to determine a path forward. A draft update for the strategic vision is slated for discussion in May. Perdue expressed satisfaction with the pace of progress, assuring that the process would be finalized in August.

*Day 1 of the National Assessment Governing Board Quarterly Meeting went off record at 5:26 p.m. CST.*

## Day 2 - Friday, March 1

### ACTION: 2024 Slate of Governing Board Nominees

The meeting was called to order at 10:12 am CST. Peisch opened the session for approving the slate of finalists for the Governing Board vacancies and outlined the voting process with incumbents in most categories.

- Reginald McGregor motioned to accept proposed finalist and incumbent Rafal-Baer for the general public representative category, with Uswatte seconding. The motion was carried unanimously with Rafal-Baer abstaining.
- Michael Pope motioned to accept finalist and incumbent Viola Garcia for the local school board member category, with McGregor seconding. The vote passed unanimously with Garcia abstaining.
- Lane motioned to accept finalist and incumbent Reynolds for the nonpublic school administration/policymaker category, seconded by Martin West. The motion was carried unanimously with Reynolds abstaining.
- Marion motioned to accept the proposed finalist for the state legislator Democrat category, seconded by Michelle Cantú-Wilson. The motion was carried unanimously.
- Ebert motioned to accept finalist and incumbent White in the state legislator Republican category, seconded by West. The motion was carried unanimously with White abstaining.
- Tyler Cramer motioned to accept the proposed finalist for the testing and measurement expert category incumbent Lane, seconded by Angélica Infante-Green. The motion was carried unanimously with Lane abstaining.

### Inspiring Kids to Read: The Impact of the Imagination Library

Peisch welcomed Jeff Conyers and Nora Briggs of the Dollywood Foundation. Conyers expressed his enthusiasm for being able to present, emphasizing the significant impact of the Foundation's work on child development at individual, community, and national levels.

Conyers shared a heartwarming story of how Dolly Parton's childhood experiences shaped her philanthropic endeavors, leading her to establish the Imagination Library. Born out of her desire to give back to her community and address her father's struggle with illiteracy, the Imagination Library began in 1995 in Sevierville, Tennessee, reflecting Parton's dedication to nurturing young minds through reading. The program delivers personalized books monthly, free of charge, to the homes of children ages 0–5.

Conyers detailed the rapid growth of the Imagination Library. By 2000, a replicable model was established. Currently, over 229 million children in the United States participate in the program. Its impact extends globally, with initiatives in Canada, the UK, Ireland, and Australia, surpassing its initial goal of reaching 10 percent of children.

Briggs then elaborated on the program's expansive reach. Initiatives span various entities, from school districts to Head Start programs, with over 3,200 community partners. Briggs noted expansion into statewide initiatives, with 21 states participating and Oregon soon to launch. State initiatives aim for equitable access and partnering with communities to reach underrepresented populations, including those in foster care. To conclude, Briggs invited

questions from the audience.

- Lane asked about offering books in languages other than English. Briggs noted a recent partnership with California, where two out of 12 books are bilingual in English and Spanish. California provides a fully bilingual English/Spanish collection. Peisch also expressed interest in extending bilingual books to other states, suggesting a Portuguese option for Florida. Briggs confirmed plans for a phased approach in other states, citing technological readiness for expansion.
- Rafal-Baer asked about plans for continued expansion and maintaining connections with students. Briggs outlined how community partnerships facilitate access to local literacy events and provide reading tips for parents. Collaboration with school districts ensures book availability in early childhood facilities, aiding engagement before formal schooling. The program has led to improved kindergarten readiness and academic performance by third grade. Data analysis reveals reduced retention rates and substantial benefits for marginalized children.
- West inquired about how the program ensures that the selected books do not advance any agenda. Conyers described the book selection process involving early childhood experts reviewing hundreds of children's books annually. They prioritize engaging storytelling, diversity, and age-appropriate content, avoiding controversial topics. The focus is on introducing children to new experiences while reflecting on their lives. Briggs added that selected books avoid religion or divisive themes, emphasizing quality children's literature.
- Uswatte raised concerns about the shift toward e-books, especially among young readers. Conyers explained the Foundation's research on e-books, revealing that findings showed that most enrolled families preferred physical books, consistent with market trends favoring print books over e-books for young readers. Briggs shared insights from the American Academy of Pediatrics discouraging screen time for young children and emphasizing the tactile benefits of physical books for early development.
- Patrick Kelly expressed concerns about declining reading enjoyment among students, highlighting efforts by his school board to track students' reading habits over time. Conyers shared anecdotal evidence of improved reading scores through targeted incentives and personalized book selections. Briggs shared the Foundation's data collection methods and potential collaboration with states to measure the program's impact on reading habits. She highlighted the emotional attachment to books fostered by the program, suggesting its long-term influence on reading enjoyment.
- Marion asked about the logistical challenges of reaching transient children. Conyers shared a targeted enrollment strategy in Shelby County, Tennessee, focusing on children in urban areas and collaborating with public services to ensure book delivery regardless of address changes. It led to comparable enrollment rates with suburban areas.
- Jane Swift asked if the program extends to preschools. Briggs confirmed partnerships with preschools, childcare centers, and Head Start to distribute books and organize enrollment drives.
- Peisch inquired about collaboration with "Reach Out and Read." Briggs affirmed the partnership and its significance in enrolling children in the program. Children receive a book during their visit and are then enrolled to receive the monthly books.

At the session's end, Bryon Trauger, a member of the Dollywood Foundation's Board of Directors, offered remarks and emphasized the importance of statewide implementation of the Imagination Library, highlighting Tennessee's success with 70 percent enrollment. Peisch suggested exploring collaborative efforts to promote the program, especially given reading

challenges highlighted by state assessments.

### Member Discussion

Vice Chair Peisch opened the session and invited Board members to raise any questions or issues they would like considered for discussion.

- Reynolds expressed concern about the validity of using the number of books in the home as part of SES indices, particularly given the potential impact of programs such as the Imagination Library. West responded, noting the historical use of this factor in educational research and its robust relationship with achievement over time.
- Rafal-Baer emphasized the need for concrete action regarding the establishment of an AI subcommittee, urging progress beyond abstract discussions. Peisch acknowledged the support for this initiative and expressed hope for progress by the next meeting.
- Swift proposed a revised approach to new Board member orientation, advocating for a more continuous process to better understand the role's complexity and build connections. She stressed the importance of incorporating student perspectives, such as through one of the General Public Representatives or special subcommittees. Peisch agreed on the need for orientation adjustments and recognized the value of engaging student voices.
- Cramer highlighted the value of new Board members attending Executive Committee meetings for valuable insights and previews of Board processes. Peisch acknowledged declining attendance at Executive Committee meetings when conducted over Zoom and proposed reassessing the format or accessibility of these meetings, recognizing their significance for all members, particularly newcomers.
- McGregor and Marion emphasized the necessity for extended discussion time during Board meetings, distinct from presentations and Q&A. Kelly and Lane concurred; Peisch acknowledged the suggestions, indicating that agendas should block off distinct time for Board discussion on important topics following presentation and Q&A.
- Ebert asked for slide decks to be provided in advance of Board meetings to improve preparation. Peisch acknowledged the request's validity and directed the question to McGrath. McGrath agreed to accommodate this request on certain topics but noted potential limitations, particularly for the budget information. Peisch suggested follow-up conversations to address this before the next meeting.
- Lane raised an operational concern regarding providing adequate notice for Wednesday activities during out-of-town gatherings. Peisch stressed the importance of planning ahead and urged members to plan to attend midday Wednesday activities during the August Board meeting in Boston.

### Working Lunch: AI Demonstration and Discussion: AI Implications for NAEP Content Generation, Reporting, and Policy

Peisch began the session, expressing the Board's interest in learning more about AI. She introduced John Bailey, a senior fellow at the American Enterprise Institute. Bailey emphasized the significance of understanding AI's potential and implications and his goal to stimulate critical thinking among Board members and prompt reflection on the opportunities and challenges AI presents. Bailey's presentation highlighted the following themes:

- *Evolution of Generative AI:* Bailey presented on the emergence of new AI models capable of predicting and generating coherent text. He emphasized the significance of

using premium versions, like GPT-4, which demonstrate exponential improvements in academic performance compared to free versions like GPT-3. Tests conducted by OpenAI showed GPT-4's proficiency in tasks such as the SAT, AP exams, LSAT, and the bar examination, indicating significant academic growth within a short period.

- *Empathy in AI:* Bailey highlighted healthcare studies where AI responses surpassed doctors' accuracy in answering medical questions and were rated as more empathetic by human reviewers. This suggests the potential for empathy to be programmed into AI systems, offering opportunities to enhance educational responses and tutoring.
- *New Approach to LLMs:* Bailey proposed an innovative approach to utilizing large language models (LLMs) like ChatGPT, suggesting a shift from treating them as search engines and moving to include activities such as summarizing, identifying, suggesting, and comparing.
- *Creating Adaptive Tutors:* Bailey highlighted the potential of LLMs in creating adaptive tutors for personalized learning experiences. He demonstrated how users could input parameters to customize the subject, grade level, language, and lesson content. This allows for a personalized learning experience without the need for coding.
- *Advanced Data Analysis:* Bailey discussed the advanced data analysis feature of LLMs, which allows users to upload data and analyze it. Bailey showed how ChatGPT could suggest questions and generate comparative analyses, even creating tables in real time. This capability extends beyond basic word prediction, enabling complex data analysis tasks and facilitating data-driven decision-making.
- *Transformative Potential in Data Analysis:* Bailey emphasized the transformative potential of LLMs in data analysis, comparing them to traditional methods like Excel pivot tables. Using natural language prompts, users can interact with data to create scatter plots, identify trends, and derive insights without specialized technical skills.
- *Hypothesis Development:* Bailey highlighted ChatGPT's capability to develop hypotheses based on data analysis, using Emily Oster's dataset on school openings during the pandemic as an example. ChatGPT not only generated requested graphs but also offered hypotheses based on external information, highlighting its capacity to interpret data beyond the immediate dataset. Bailey emphasized the accessibility of this technology, suggesting its potential to democratize data-driven decision-making across various domains.
- *ChatGPT Vision:* Bailey introduced ChatGPT Vision, which enables AI to analyze images and perform tasks based on visual input. The AI system can analyze a picture and provide relevant information or assistance. Bailey provided examples of Google's application, allowing users to take pictures of math equations for instant tutoring sessions or converting handwritten notes into interactive tutoring sessions in real time.
- *Google NotebookLM:* Bailey introduced Google NotebookLM, which brings AI capabilities to Google Drive. By importing documents, such as practice guides from the What Works Clearinghouse, educators can interact with the content, ask questions, and receive responses based on the document's information. Bailey highlighted the potential of this integration to transform how educators interact with educational resources, making valuable information more accessible and actionable.
- *Adobe Acrobat Reader's AI Assistant:* Bailey demonstrated Adobe Acrobat Reader's AI assistant feature, which enhances users' interaction with documents. The AI assistant can provide relevant information and summaries based on the document's content, facilitating more effective document management and understanding.
- *Importance of Writing Proficiency:* Bailey shared that researchers at Microsoft showed that with sophisticated prompting, GPT-4 could outperform Google's Med-PaLM that was trained specifically for medical purposes. This highlights the importance of crafting prompts to leverage specialized knowledge while mitigating biases and inaccuracies in

AI-generated responses. With the correct prompting, it may not be necessary to develop a model for specific purposes, but rather a more generic LLM could be accurate in various settings.

Bailey outlined several potential use cases for AI in education, many of which are already being explored or implemented by educational organizations. These include automated scoring; using AI tools to score open-ended responses, essays, and other complex items; using multiple AIs to check for consensus scores or to detect biases; leveraging generative AI to generate suggested questions aligned with cognitive targets and tasks, potentially reducing the cost of content creation; employing AI to analyze assessment data in real time, allowing for immediate insights and calculations; utilizing AI to improve assessment security by detecting anomalies and potential cheating or fraud attempts; leveraging AI for translation, custom interfaces for people with disabilities, and assessing reading fluency through voice recognition; employing AI to review passages and items to detect and mitigate biases, serving as a quality control measure; moving away from static PDF reports toward interfaces that engage users in a dialogue, making reports more accessible and user-friendly; and leveraging NAEP data as a resource for AI companies to fine-tune their capabilities and benchmark the intelligence of their systems.

Bailey emphasized the importance of maximizing the benefits of AI while minimizing risks, acknowledging that current AI capabilities are evolving rapidly and addressing faults at a remarkable pace. He encouraged evaluating AI based on its trajectory rather than its current limitations, setting benchmarks for trust and confidence in deploying AI in educational settings. He said he believes the U.S. Department of Education may be tasked with creating a framework that guides the use of AI, with principles such as fairness, reliability, safety, privacy, security, inclusiveness, transparency, and accountability.

Bailey concluded his presentation by outlining three key points for consideration in the implementation of AI in education. First, the Board should leverage AI experts. The expertise of organizations like the U.S. Digital Service (USDS) can be utilized to help identify how to engage with AI experts in a government setting. Second, he urged the Board to look beyond the education sector and to the technology field and other communities to understand innovative AI developments and their potential applications in education. Finally, Bailey suggested that the Board should think bigger. Rather than just focusing on data analysis and reporting, explore more ambitious applications of AI in education, such as predictive analytics for identifying at-risk students. Bailey closed by emphasizing the need to recognize the vast potential of AI in education and to think creatively about how to leverage AI technologies to improve outcomes for students.

Peisch opened the discussion to members with questions for Bailey.

- Rafal-Baer sought clarification on the Board's role in promoting responsible and ethical AI usage and maintaining NAEP as the gold standard. Bailey emphasized the need to collaborate with AI companies to ensure quality and bias-free development, urging the Board to articulate clear standards and work with these companies to achieve them. He emphasized the Board's role in promoting a responsible AI framework, urging the articulation of principles of fairness and responsibility to guide decisions. Bailey also encouraged collaboration with external AI companies and fostering a sense of urgency driven by responsibility within the organization to push for innovation and expedite AI adoption.
- Camhi expressed concerns about AI integration in education, covering readiness, impact on teaching roles and skills, and implications for assessing student abilities. Bailey



stressed the importance of providing teachers with opportunities to experiment with AI tools to discover their potential applications. He highlighted the simplicity and complexity of using language prompts with AI, suggesting ways AI could support tasks like lesson planning and curriculum development. Bailey underscored the need for school systems to obtain enterprise accounts for AI tools for data privacy and security. He advocated for developing frameworks to determine when AI systems are ready for rollout and emphasized risk-based frameworks for evaluating AI errors, especially in high-stakes scenarios like grading papers, with human oversight to mitigate risks. Bailey also noted the increased importance of reading and writing proficiency for effectively leveraging AI tools, with equity implications as proficient students are better positioned to benefit from AI technologies.

- West highlighted the challenge of planning contracts for item generation due to AI advancements. Bailey acknowledged this dilemma and suggested engaging with AI companies such as OpenAI, Google, and Microsoft to explore the feasibility of AI-driven item generation and its potential cost and time implications. Regarding contract construction, he proposed including shorter times for renewal options, or clauses requiring contractors to incorporate exploration into AI use for item generation to decrease costs and increase efficiency and to provide evidence of doing so. Bailey suggested seeking guidance from organizations like USDS experienced in addressing similar challenges in government projects impacted by cutting-edge technology.
- Marion emphasized the high costs associated with content and bias reviews, field-testing, and statistical analysis. AI holds potential to reduce time and costs, but concerns exist about engaging small vendors lacking AI expertise in contracts. Bailey acknowledged these challenges and recommended direct engagement with AI companies to explore possibilities. He also suggested seeking guidance from organizations like USDS for navigating complex procurement processes.
- Marion noted the challenge of effectively utilizing NAEP data for decision-making. AI shows promise in connecting disparate datasets and offering insights grounded in best practices. Bailey agreed, highlighting the importance of innovative contract design and external expertise to navigate the evolving landscape of AI-driven item generation.
- McGrath posed a question regarding data optimization for AI engines, particularly in developing a reporting engine akin to the Nation's Report Card. McGrath questioned whether it is preferable to adopt established tools from companies like Google, Microsoft, and OpenAI or to focus on refining data formats to better align with these tools. He sought advice on optimizing data for maximum utility with AI engines. Bailey responded, likening the current technology landscape to the early days of the internet where innovations continually reshaped the field. He stressed prioritizing capabilities over specific tools or companies, enabling flexibility to adapt to evolving technologies. Addressing McGrath's query on data optimization, Bailey proposed making data more accessible and structured for AI system training. He advised engaging with AI companies to explore leveraging publicly available data and simplifying file structures to enhance compatibility with AI.
- Kelly raised a question about the impact of AI on writing assessments and frameworks, outlining the three purposes associated with writing in the NAEP framework: persuasion, explanation, and conveying an experience. He sought Bailey's opinion on whether these purposes remain relevant in a world influenced by AI or if there is a need to broaden the driving purposes of writing. Bailey emphasized that the fundamental purposes of writing remain relevant. He emphasized that writing now serves as a gateway to unlocking AI capabilities and suggested that strong writing skills are essential for individuals driving AI initiatives. Bailey discussed research illustrating how writing a prompt logically and expressing ideas coherently can enable individuals to leverage AI effectively. He

emphasized the power of writing to facilitate critical thinking and to develop effective prompts for use with generative AI tools.

- Reynolds sought advice on handling the large volume of PDF documents before Board meetings and the possibility of obtaining an enterprise license for an internal document management system. Bailey suggested an enterprise license might be useful, and it is also likely that platforms like Microsoft OneDrive, Dropbox, and Box will soon offer interactive features for document handling. He also mentioned the potential of advanced AI tools to create personalized apps for document analysis. Bailey noted Board members could potentially develop a tailored app for Governing Board documents, facilitating quick summarization, question generation, and meeting preparation.
- Cramer expressed frustration with using NAEP data effectively and raised concerns about compliance with the Evidence Act. Bailey acknowledged the importance of complying with the Evidence Act and emphasized the significance of the Biden administration's Executive Order on AI and the Office of Management and Budget directive to agencies. He suggested embracing these directives as they provide momentum and permission to align AI initiatives with other governmental requirements. Bailey noted that agencies are mandated to consider integrating AI efforts with existing governance structures.

## Committee Reports

Peisch opened the session for committee reports and provided the first report.

- *Executive Committee*: Peisch provided a report on their February 13, 2024, meeting, where they discussed updates from Board staff; introduced the new Executive Officer, Tesoriero; and shared that the Board is waiting on Congress to provide a waiver to move the reading and math assessments from 2026 to 2027. Additionally, the committee discussed plans to refresh the strategic vision rather than completely redesigning it and received updates on NAEP cost structures, contracting, and funding projections. Carr informed the committee that the testing window was extended by two weeks through March 22 to address initial staffing difficulties.
- *Assessment Development Committee (ADC)*: Kelly provided two updates. He announced the completion of the science framework update. The ADC held a joint meeting with the Committee on Standards, Design and Methodology (COSDAM) in December to discuss a draft of the Assessment and Item Specifications. In January, the ADC met again and unanimously voted to approve the document. This milestone allows NCES to begin operationalizing the new framework. Kelly then outlined the ongoing work of the ADC, including review of reading passages aligned with the new framework adopted in 2021, and upcoming meetings to discuss contextual variables for reading and math in March and for science in May, focusing on revising survey questions based on the updated frameworks.
- *Committee on Standards, Design and Methodology*: Lane mentioned the committee is meeting on March 11 to discuss the development of a validity argument document, summarizing evidence for NAEP's claims, specifying proper interpretations of achievement levels, and identifying misguided interpretations of NAEP data. Additionally, COSDAM will discuss methodological considerations, including multistage adaptive testing, automated scoring, device-agnostic administration, and providing more meaningful interpretations of differences across states or over time. Lane highlighted interactions with NCES to ensure fairness and equity in automated scoring procedures. The committee plans to engage with the Reporting and Dissemination Committee to broaden the conversation on these issues.

- *Nominations Committee:* Nardi Routten shared that the committee met in closed session on February 28 and discussed finalists for six categories to fill vacancies for terms beginning October 1, 2024. The categories include a general public representative-parent leader, local school board member, nonpublic school administrator, state legislator Democrat, state legislator Republican, and testing and measurement expert. The slate of finalists was presented to the Board for action at a previous session on Friday. Additionally, they discussed topics for the May meeting in preparation for the next nominations campaign for terms beginning in 2025.
- *Reporting and Dissemination Committee:* West shared that the committee discussed the implementation of the strategic communications plan, including the “Powered by NAEP” campaign. Additionally, they received an update from NCES on plans for reporting the new SES index. This index includes factors such as free lunch eligibility, school-level free lunch eligibility, books in the home, and parental education. The committee believes this new index will enhance the reporting of NAEP results and plans to continue discussions on how to communicate these results effectively to the public.

Peisch invited questions following the committee reports.

- Swift inquired about the impact of universal free lunch proposals on data disaggregation for SES. West clarified that individual student eligibility information is still collected for reporting, ensuring consistent data disaggregation and maintaining data quality.
- Kelly asked about the impact of the new SES criteria on trend reporting. West clarified that reporting based on economic disadvantage, using the free lunch eligibility indicator, will persist. However, there may be changes to what information is foregrounded within reports. Additionally, the new SES index can be retroactively calculated back to 2017, with ongoing efforts to extend this analysis further back, up to 20 years.
- Marion expressed support for transitioning to the new SES index, applauding the move away from relying solely on free and reduced lunch (FRL) eligibility. Acknowledging the challenges associated with FRL data, he emphasized the importance of adopting the new index to enhance the meaningfulness of reporting. He suggested comparing trends between FRL and the new index to evaluate their effectiveness over time.
- Muldoon directed a question to state leaders, including chiefs, state Board members, and legislators, regarding their awareness of forthcoming changes related to the new SES index and its potential impact on education narratives. Infante-Green expressed concerns about chiefs’ potential lack of awareness regarding the new SES index and emphasized the need for concerted efforts to inform and engage state leaders, suggesting collaboration with the Council of Chief State School Officers (CCSSO) for prompt action. Ebert and Swift emphasized the importance of clear communication to ensure stakeholders are informed, with Swift highlighting the need to reach governors and legislators directly. Marion suggested leveraging accountability directors at CCSSO to disseminate information to chiefs and stakeholders and proposed relevant presentations for upcoming meetings.

*The meeting moved to closed session and went off the record at 1:47 p.m. CST.*

#### NAEP 101: Introduction to Long-Term Trend

The closed plenary session featured the presentation of highly secure items taken from NAEP assessments currently in the field. Those items must be protected and not seen publicly. Nadia McLaughlin of NCES presented on the long-term trend (LTT) assessment and provided a primer

on what the LTT assessment is and the features that distinguish it from Main NAEP.

For over five decades, beginning in 1971, the LTT NAEP has assessed randomly selected cohorts of students ages 9, 13, and 17 in reading and mathematics. LTT reading started in 1971, with math following in 1973. The LTT content, deemed “more traditional” than what Main NAEP assesses, changed in the 1970s and 1980s to reflect curriculum changes in the nation’s schools, but the change was not so dramatic as to warrant breaking trend.

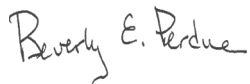
The LTT primarily uses multiple-choice questions with a few short-answer questions. On the reading LTT assessment, a few questions require an extended answer. No ancillary materials, e.g., calculators or manipulatives, are provided for LTT. Students with disabilities and English language learners take the assessment; their participation is guided by the same accommodation protocols as in Main NAEP. LTT results are reported at the national level only as average scores, score changes over time, and at five performance levels, i.e., 150 vs. 200.

In the 2022–23 school year, NCES and the Governing Board released both LTT results and Main NAEP results. Main NAEP includes results that represent not only the nation but also 53 states/jurisdictions and 27 urban districts that volunteer to participate in the Trial Urban District Assessment (TUDA) program. Main NAEP is administered every two years to fourth- and eighth-graders in reading and mathematics and every four years to the same grades in other academic subjects, such as civics, U.S. history, and science. Twelfth-graders take the reading and math assessments every four years, and their results are reported only at the national level. Main NAEP provides results in terms of average scores, score changes, and achievement levels, as set by the Governing Board, i.e., NAEP Proficient.

Administering two programs or types of NAEP assessments may cause confusion, but clarifying their differences, as outlined above, can help stakeholders distinguish the utility and value of both LTT and Main NAEP. Some research analysts and NAEP users consider LTT as an “audit” to Main NAEP findings, helping to contextualize and understand unexpected Main NAEP results. LTT can play a critical role in establishing the degree to which fundamental knowledge and basic skills are obtained, even as curricular and instructional focus shifts to more complex learning objectives are captured in Main NAEP.

McLaughlin addressed questions from the Board. After this session concluded, Vice Chair Peisch adjourned the meeting.

I certify the accuracy of these minutes.

  
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May 2, 2024

# **National Assessment Governing Board**

## **Executive Committee Meeting**

**Report of February 13, 2024**

### **OPEN SESSION**

**Executive Committee Members:** Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Suzanne Lane, Reginald McGregor, Julia Rafal-Baer, Marty West.

**Executive Committee Members Absent:** Patrick Kelly.

**National Assessment Governing Board Members:** Viola Garcia, Anna King, Ron Reynolds.

**National Assessment Governing Board Staff:** Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Tony White.

**National Center for Education Statistics (NCES) Staff:** Peggy Carr (Commissioner), Dan McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Tammie Adams, Gina Broxterman, Jamie Deaton, Enis Dogan, Veda Edwards, Pat Etienne, Janel Gill, Eunice Greer, Shawn Kline, Tina Love, Nadia McLaughlin, Gabrielle Merken, Amy Rathbun, Eddie Rivers, Emmanuel Sikali, Ebony Walton, Bill Ward, Yan Wang, Grady Wilburn.

**Other attendees:** Myra Best.

### **Welcome and Overview of the Agenda**

The Executive Committee met virtually (via Zoom) from 3:30 – 5:00 pm ET. The session was called to order by Governor Beverly Perdue, Chair, at 3:30 pm ET.

Perdue provided welcoming remarks and described the meeting as a preview of important topics to be covered during the in-person Board meeting in Nashville, Tennessee, taking place about two weeks later. She noted that Deputy Executive Director Elizabeth Schneider would provide an update on Governing Board activities and plans for the Strategic Vision refresh. Afterwards, the committee would be in closed session to receive updates from NCES on the cost structure review and contracting process for NAEP assessments to be administered between 2024 and 2029, followed by budget projections for the program.

## **Executive Director Update and Strategic Vision Refresh**

Elizabeth Schneider began by introducing Vanessa Tesoriero, the Governing Board's new Executive Officer. Next, Schneider noted that the Governing Board and NCES were still waiting to receive a waiver from Congress to reschedule the NAEP mandated biennial 4<sup>th</sup> and 8<sup>th</sup> grade assessments in reading and mathematics from 2026 to 2027 and every two years thereafter, returning to odd year administrations of main NAEP. Schneider was hopeful that the waiver would be included in the upcoming Fiscal Year 2024 budget and noted that once Congress has acted, Board staff would reach out to Executive Committee members by email for formal adoption of Schedule A with the authority that the Board granted to the Committee at the November 2023 Board meeting.

Schneider then provided an update on strategic communications activities that are underway. She described an upcoming "Powered by NAEP" campaign to highlight NAEP findings, including data that may not be initially spotlighted surrounding NAEP releases. She also noted that the Board would be hosting a series of roundtables with key stakeholders throughout the year to help strategize on how to use the next set of NAEP results to improve educational outcomes.

Finally, Schneider reported on plans for updating the Board's Strategic Vision, which is expected to be a refinement rather than a complete revamping of Strategic Vision 2025. She referenced the description of the planned timeline and process for the refresh that appeared in the Board materials. During the March Board meeting, Board staff will review the current Strategic Vision and progress toward realizing it; then members will work in small groups to talk about key issues to consider for the refresh. Between the March and May meetings, members will be asked to participate individually in 30-minute interview sessions with Terry Mazany (former Board Chair who is serving as a consultant on this work) to gather reflections, thoughts, and ideas for the refreshed Strategic Vision. The May Board meeting will devote time to incorporate input from Board members and research from staff, and the goal is to present a new Strategic Vision for adoption at the August Board meeting.

Perdue reiterated that the refresh is intended to be an evolution rather than a revolution and that it is anticipated that the time needed for this activity would be less than previous iterations of the Strategic Vision.

### **CLOSED SESSION**

**Executive Committee Members:** Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Suzanne Lane, Reginald McGregor, Julia Rafal-Baer, Marty West.

**Executive Committee Members Absent:** Patrick Kelly.

**National Assessment Governing Board Members:** Viola Garcia, Guillermo Solano-Flores.

**National Assessment Governing Board Staff:** Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Tony White.

**National Center for Education Statistics (NCES) Staff:** Peggy Carr (Commissioner), Dan McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Tammie Adams, Gina Broxterman, Jing Chen, Brian Cramer, Jamie Deaton, Enis Dogan, Veda Edwards, Pat Etienne, Janel Gill, Eunice Greer, Shawn Kline, Tina Love, Nadia McLaughlin, Gabrielle Merken, Emmanuel Sikali, Ebony Walton, Bill Ward, Yan Wang, Grady Wilburn.

**Other attendees:** Myra Best.

The Executive Committee met in closed session from 4:00 – 5:00 pm ET to hear updates from NCES on the cost structure review and contracting process for NAEP assessments to be administered between 2024 and 2029, followed by budget projections for the program.

These discussions were conducted in closed session because the disclosure of cost data and budget information 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.

### **NAEP Cost Structure Review and Contracting**

Perdue stated that both the Governing Board and NCES have been hard at work addressing recommendations from the 2022 report by the National Academies of Sciences, Engineering and Medicine (NASEM) for cost containment and technology updates for NAEP. She noted that one of the recommendations that NCES has been working on is a comprehensive cost structure review, and that this effort is very timely given the upcoming re-bid of the NAEP contracts. Perdue then introduced Peggy Carr and Dan McGrath of NCES.

Carr and McGrath presented information about plans for the upcoming contracts and responded to Board member questions and comments.

### **NAEP Budget Update**

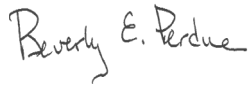
Perdue noted that the final agenda item would be an update on the NAEP budget. She acknowledged how helpful it has been for NCES to share this information with the Executive Committee ahead of the full Board discussions on this topic and praised NCES for the helpful format of the budget presentations.

Carr and McGrath presented budget projections for the next several years of NAEP assessments under two different scenarios: with the main NAEP reading and mathematics assessments remaining in 2026 and then shifting to 2027. They responded to Board member questions and comments.

Finally, Carr informed the Executive Committee that the end of the NAEP administration window would be extended two weeks (from March 8 to March 22) to account for some initial difficulties with staffing for the NAEP administrators.

At 5:00 pm ET Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.



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Beverly Perdue, Chair

4/26/24

Date



**National Assessment Governing Board**  
**Assessment Development Committee**  
**Report of March 15, 2024**

**OPEN SESSION**

**Assessment Development Committee (ADC) Members:** Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Viola Garcia, Reginald McGregor, Nardi Routten.

**Assessment Development Committee Members Absent:** Shari Camhi and Dil Uswatte.

**National Assessment Governing Board Staff:** Sharyn Rosenberg.

**National Center for Education Statistics (NCES):** Brian Cramer, Veda Edwards, Eunice Greer, Dana Kelly, Daniel McGrath, Gabrielle Merken, Nadia McLaughlin, Holly Spurlock.

**Other attendees:**

American Institutes for Research (AIR): Christina Davis, Kim Gattis, Young Yee Kim, Amy Rathbun, Kerry Vieth; Bose Public Affairs Group: Charles Shoalmire; CRP, Inc: Renee Palmer; Educational Testing Service (ETS): Debby Almonte, Terran Brown, Daniel Nicastro, Jaime Rice-Napolitano; Hager Sharp: James Elias, Kathleen Manzo, Erik Robelen; Management Strategies: Micajah Anderson, Zach Rosensteel; Manhattan Strategies Group (MSG): Adrian Larbi-Cherif, Ying Zhang; Oregon Department of Education: Beth LaDuca; Pearson: Pat Stearns; WestEd: Mark Loveland.

**Welcome**

The Assessment Development Committee met in open session on Friday, March 15, from 3:30 – 4:30 pm (EDT). Chair Patrick Kelly called the meeting to order at 3:30 pm EDT. He thanked ADC members for making time to meet virtually on a Friday afternoon and noted that the packed agenda in Nashville did not allow for conducting the committee meetings in person.

**Review of Reading and Mathematics Contextual Variables – Grades 4 and 12**

Kelly reminded ADC members that the contextual variable review materials were posted on the NAEP item review platform in advance of the meeting. Comments were sent to Sharyn Rosenberg in advance for discussion at this meeting. ADC members engaged in discussion of the comments and questionnaires and determined what changes to request from NCES. ADC comments were submitted to NCES shortly after the meeting concluded.

Kelly closed the meeting by noting that there were no additional updates to share at this time. He reminded members that the next ADC meeting will take place during the in-person Board meeting being held in the Washington, DC area on May 16-17.

The meeting adjourned at 4:30 pm EDT.

I certify the accuracy of these minutes.



\_\_\_\_\_  
Patrick Kelly, Chair

April 29, 2024

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Date

**National Assessment Governing Board**  
**Committee on Standards, Design and Methodology**  
**Report of March 11, 2024**

**CLOSED SESSION**

**Committee on Standards, Design and Methodology (COSDAM) Members:** Suzanne Lane (Chair), Alice Peisch (Vice Chair), Michelle Cantu-Willson, Jhone Ebert, Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

**National Assessment Governing Board Staff:** Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Elizabeth Schneider, Angela Scott.

**National Center for Education Statistics (NCES):** Peggy Carr (Commissioner) Daniel McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Tammie Adams, Gina Broxterman, Jing Chen, Brian Cramer, Alison Deigan, Enis Dogan, Veda Edwards, Eunice Greer, Dana Kelly, Nadia McLaughlin, Gabrielle Mergen, Emmanuel Sikali, Ebony Walton, Yan Wang, Bill Ward, Grade Wilburn.

**Other attendees:** American Institutes for Research (AIR): Markus Broer, Christinea Davis, Kim Gattis, Young Yee Kim, Sami Kitmotto, Cadelle Hempill, Bobbi Newman; Alaska Department of Education: Raina Moulian; CRP, Inc: Renee Palmer; Educational Testing Service (ETS): Terran Brown, Jay Campbell, Peter Ciemins, Amy Dresher, David Freund, Helena Jia, Sara Wood; Hager Sharp: Kathleen Manzo, Erik Robelen; Management Strategies: Micajah Anderson, Brandon Dart; Manhattan Strategy Group: Adrian Labri-Cherif, Ying Zhang; Missouri Department of Education: Jeremy Ellis; Oregon Department of Education: Beth LaDuca; Pearson: Scott Becker, Joy Heitland, Paula Rios, Pat Stearns, Llana Williams; Westat: Lauren Byrne, Marcie Hickman, Lloyd Hicks, Tom Krenzke, Leslie Wallace.

**Exploring the Use of Rolling Averages to Report on Small Subgroups**

The Committee on Standards, Design and Methodology (COSDAM) met virtually on Monday, March 11, 2024. Chair Suzanne Lane (Chair) called the meeting to order at 4:03 pm EST.

Lane welcomed the group and provided an overview of the agenda. She described that the intent of the first session was to learn about research being explored by the National Center for Education Statistics (NCES) to address subgroups with sample sizes too small to meet minimum thresholds for reporting. Under the provisions of exemption 9(B) of 552b of Title 5 U.S.C., this session was closed to allow presentation of data that did not meet guidelines for inclusion in reporting. Lane introduced Enis Dogan of NCES, Helena Jia of Educational Testing Services (ETS), and Tom Krenzke of Westat as the presenters.

Dogan introduced the session by noting two reporting challenges NCES hoped to address: 1) the inability to report out on select subgroups in public schools that have populations too small meet the minimum threshold of 62 sampled students for reporting, and 2) the inability to report out on private schools because their school-level response rates regularly fall below the threshold of 70% participation. NCES is investigating whether using “rolling averages”, incorporating two years of data into one data point, might allow for valid estimations to gain insight into the academic performance of these groups.

Jia presented findings from the studies examining small subgroups within public schools. COSDAM members indicated some concern with the representativeness of the combined samples – Lane inquired whether the study examined representativeness of the sample to the intended population. Lane and Scott Marion expressed concern with the interpretability of the research when using rolling averages. Dan McGrath (Associate Commissioner of NCES) requested clarification, noting rolling averages across years could help eliminate some of the concerns with year-to-year variability in the sample, and potentially provide better match with the full population. Marion expressed that it is also possible that if one sample is skewed, and the following year is skewed in a similar way it might inflate deviation from the population. Dogan reminded Marion and Lane that for this example, the issue is that the samples are small by nature; it is not nonresponse, which is more likely to result in biased samples.

Next, Krenzke walked through the methodology for private schools; private schools have had participation rates too low to be reported on overall since 2013, and non-Catholic private schools have been too low to report as a separate private school category even longer. The methodology for addressing private schools was different from the method proposed for small subgroups in public schools because it must address non-response bias.

Lane thanked all presenters for the interesting work and opened the meeting for COSDAM member questions and discussion to end the session. Alice Peisch requested background information on why these methods are necessary for the small subgroups, noting the discussion was highly statistical and difficult to follow. Krenzke clarified that these are groups not meeting the minimum thresholds to allow traditional reporting, and Lane added that these thresholds are intended to ensure samples are representative of the population, to allow confidence in the results.

Marion expressed appreciation for the attention to and creativity around this challenge. He suggested pulling multiple matched samples, if there are enough replacement schools to allow this, for the private schools to see how consistent the results remained as an extra measure of validity. Marion also suggested identifying minimum participation required for each year for using each of the two methods. If the numbers are too low, it may not be advisable. Krenzke noted the private school method described works best when participation rates are at least 50% or 60%, and agreed with this recommendation. He noted they would also look into how this works using 2022 and

2024 data. Michael Pope expressed concern with consistency in how the methodology works over time, and suggested they look back to earlier years to compare the findings.

Guillermo Solano-Flores asked if this reporting would be done alongside traditional reporting, or if this would be included in a separate report and with different generalizations. Dogan noted they need to follow NCES statistical standards, which include minimum thresholds for traditional reporting, and so these small sample sizes would not be included in the typical report. He also added that NAEP is not required to report out these subgroups – however, he believes there is added value to being able to share academic achievement information for these groups. Dogan thanked COSDAM for the feedback.

## **OPEN SESSION**

**Committee on Standards, Design and Methodology (COSDAM) Members:** Suzanne Lane (Chair), Alice Peisch (Vice Chair), Jhone Ebert, Michelle Cantu-Willson, Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

**National Assessment Governing Board Staff:** Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Elizabeth Schneider, Angela Scott.

**National Center for Education Statistics (NCES):** Peggy Carr (Commissioner) Daniel McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Tammie Adams, Gina Broxterman, Jing Chen, Brian Cramer, Alison Deigan, Enis Dogan, Veda Edwards, Eunice Greer, Dana Kelly, Nadia McLaughlin, Gabrielle Mergen, Emmanuel Sikali, Ebony Walton, Yan Wang, Bill Ward, Grade Wilburn.

**Other attendees:** American Institutes for Research (AIR): Markus Broer, Christinea Davis, Kim Gattis, Young Yee Kim, Sami Kitmotto, Cadelle Hempill, Bobbi Newman; Alaska Department of Education: Raina Mouljian; CRP, Inc: Renee Palmer; EdMetric: Anne Davidson; Educational Testing Service (ETS): Terran Brown, Jay Campbell, Peter Ciemins, Amy Dresher, David Freund, Helena Jia, Sara Wood; Hager Sharp: Kathleen Manzo, Erik Robelen; Management Strategies: Micajah Anderson, Brandon Dart; Manhattan Strategy Group: Adrian Labri-Cherif, Cecilia Roe, Ying Zhang; Missouri Department of Education: Jeremy Ellis; Oregon Department of Education: Beth LaDuca; Pearson: Scott Becker, Joy Heitland, Paula Rios, Pat Stearns, Llana Williams; Westat: Lauren Byrne, Marcie Hickman, Lloyd Hicks, Tom Krenzke, Leslie Wallace.

## **Achievement Levels Work Plan Updates and Discussion**

The group took a brief break to transition and to admit attendees to the open session.

Lane introduced the second and final session as focused on the Board's Achievement Levels Work Plan. To attend to the four new COSDAM members, the session began with background information on achievement levels, and the responsibilities of COSDAM. Lane reported that the National Academies of Sciences, Engineering, and Medicine (NASEM) conducted an evaluation of the NAEP achievement levels in 2017 and offered seven recommendations to the Board to support their validity, synthesize information, and enhance communications. Lane noted she was part of the NASEM panel that conducted the evaluation. The Board responded to the recommendations in an Achievement Levels Work Plan, adopted in 2020. Since that time, COSDAM and the Board has been working towards the activities identified in the plan.

Lane noted that the first set of recommendations involved collecting validity evidence to ensure alignment among the NAEP frameworks, item pools, achievement level descriptions (ALDs), and the cut scores. NASEM also recommended regular reviews to ensure the ALDs remain valid over time. The Board's response included updating the achievement levels policy to incorporate recommendations, and conducting ALD review studies with two key outcomes – first, development of ALDs for reporting that are based on what students performing at each achievement level demonstrated they likely know and can do on the NAEP assessment items, and second, aligning these reporting ALDs back to the content ALDs included in NAEP frameworks to check how well the assessments matched what was intended. This work has been completed for all three grades of NAEP Mathematics and Reading, and for grade 8 NAEP Science, Civics, and U.S. History.

Next, Lane asked Becky Dvorak (Assistant Director for Psychometrics) to describe activities related to linking studies to address the fourth NASEM recommendation, which focused on relating NAEP achievement levels to external data. Dvorak noted that a linking studies working group was convened with COSDAM and Reporting and Dissemination (R&D) members to consider utility of existing linking studies, and to make recommendations for priorities of linking studies moving forward. The group concluded with a resolution adopted by the Board indicating support for prioritization of future linking studies that use overlap samples (i.e., the same sample of students that take NAEP and an external measure), and for greater dissemination of data and reports to allow those external to the NAEP program to gain further understanding of NAEP data, and to conduct additional studies using linked datasets. Dvorak added that there are existing linking studies that link NAEP Achievement Levels to external data that help provide meaning to the levels and that these are being considered for inclusion in the NAEP Achievement Levels Validity argument.

Finally, Lane described ongoing activities related to NASEM recommendations focused on the need to articulate the intended interpretations and uses of the NAEP Achievement Levels, and to synthesize validity evidence to support them. She noted that the Board's strategic communications team used the recently developed ALDs for reporting to create informational briefs for the 2022 and 2023 data releases. In the future, COSDAM plans to collaborate to create additional briefs to help stakeholders understand the achievement levels.

Lane next discussed the NAEP Achievement Levels Validity Argument, currently under development. The purpose of this technical document is to provide background information on the NAEP Achievement Levels, synthesize validity evidence, and highlight appropriate and inappropriate uses and interpretations of the levels. Lane noted that today will be an opportunity for COSDAM members to offer feedback on the outline being used to generate the argument, and that there will be additional opportunities for COSDAM input along the way. The intent is to have a full draft for committee review in advance of the August 2024 COSDAM meeting.

Lane noted Annie Davidson of EdMetric is assisting with developing the argument under the Board's technical services contractor, the Manhattan Strategies Group (MSG). She expressed that she had read a draft of the introductory sections and thought it looked great.

Lane requested feedback from COSDAM members regarding the validity argument. Pope requested that the validity argument be kept in simple language as much as possible so that practitioners can follow it. Lane noted that though the full validity argument may be technical, information in the argument may be pulled for communication briefs and language revised to be targeted to certain stakeholder groups. Peisch concurred with Pope, requesting, when at all possible, to incorporate examples geared towards specific audiences. Lane noted that this report is probably intended towards measurement professionals and those at state departments of education familiar with assessment. The goal will be to develop additional communications that will expand to a larger audience. She acknowledged that for some people this document will be too much, but it is important to compile the validity evidence in one place.

Jane Swift appreciated Peisch's comment, and noted that different stakeholders will have different needs. She expressed that she has always struggled with the term "basic" as used in assessments, and interprets the difference between "basic" and "proficient" as greater than the difference between "proficient" and "advanced", even if that is not the case. She added that she would be offended if her child was referred to as "basic". Swift also noted that she finds it most useful when achievement levels are linked to examples of the types of questions students can answer. Lane expressed agreement, and mentioned the NAEP Item Maps, which are publicly available and offer example items across the scale and across achievement levels. She noted COSDAM had discussed these in the past and noted the value they add when linked to achievement levels. Dvorak pointed the group to the communications briefs developed for the 2023 NAEP U.S. History and Civics data release that incorporated released items and item map information for each NAEP Achievement Level. Swift clarified she didn't see this as necessary to include in the validity argument, but rather for communicating with specific stakeholders.

Marion expressed the importance of how people interpret the words we use (e.g., *NAEP Proficient*), and recalled a discussion with Robert Linn (former psychometrician) who

suggested labeling levels as “1, 2, 3, 4” to avoid misinterpretations. He noted that if many people see the difference between *NAEP Basic* and *NAEP Proficient* as greater than it is, as Swift had noted, that could be problematic.

Solano-Flores asked if COSDAM should consider the level of specificity of the ALDs to help aid interpretations. Lane noted that the recently developed ALDs for reporting are more descriptive than what is included in the NAEP frameworks, but we have not discussed altering the level of specificity to meet different stakeholder needs. Dvorak noted that we can take the information and simplify and reduce for stakeholders who are unlikely to read more extensive text, and this was done to some extent with the strategic communications team for the recent releases. Solano-Flores suggested that different levels of specificity could be useful for various stakeholders, though he acknowledged it is easier said than done. Marion expressed that he is not sure we need to extend to all stakeholders – NAEP most needs to be interpretable by policy makers. Teachers and students are more likely to rely on state and classroom assessments to make decisions. Lane expressed that COSDAM had discussed priority stakeholders to generate communications briefs – for example, journalists and policy makers. Because teachers are more likely to be informed by state and classroom assessments, they were not necessarily a target for our materials. She requested Dvorak share information from prior COSDAM meetings regarding stakeholder group discussions and decisions.

Jhone Ebert noted the ongoing discussion has focused on so many diverse stakeholders. She wondered if the validity argument should include steps that can be taken by policy makers based on achievement level data. Marion noted that this is something he had been interested in early on, though he has learned this is not the intent of this report. Lane expressed that the main purpose of this document is to synthesize all validity evidence to support interpretations. Once we have this information, we may be able to pull information to create briefs that are more targeted to certain stakeholder groups. Dvorak added that we also want to include inappropriate uses and interpretations, and so if COSDAM members in their different roles have heard misinterpretations, to send them along to make sure they are addressed. Lane added that this is not a state assessment, and not consistent with how states define grade level and proficiency; therefore, we cannot use NAEP to indicate whether students are on grade level.

Lane acknowledged that this is the first time many COSDAM members have seen the validity argument outline and invited members to provide ongoing input after they have had the chance to digest the information. Marion noted he agreed with getting the validity argument generated first, and then quickly follow up with communications documents for a wider audience.

Swift made a final suggestion to reduce the use of acronyms in the report for readability.

Lane concluded by requesting COSDAM members provide feedback to her and Dvorak as they have it. She added that in addition to opportunities for COSDAM members to review, we also plan to gather input from external measurement experts. She asked that



if members had suggestions for others who should review the document they provide that input as well.

The meeting adjourned at 5:51 pm ET.

I certify the accuracy of these minutes.



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Suzanne Lane, Chair

04/29/2024  
Date

**National Assessment Governing Board**  
**Reporting and Dissemination Committee**  
**Report of February 20, 2024**

**Reporting and Dissemination Committee (R&D) Members:** Chair Marty West, Vice Chair Julia Rafal-Baer, Tyler Cramer, Anna King, Ron Reynolds, Darein Spann.

**Reporting and Dissemination Committee Members Absent:** Angélica Infante-Green, Mark White.

**National Assessment Governing Board Staff:** Laura LoGerfo, Rebecca Dvorak, Stephaan Harris, Sharyn Rosenberg, Elizabeth Schneider, Angela Scott.

**National Center for Education Statistics (NCES) Staff:** Gina Broxterman, Jing Chen, Brian Cramer, Enis Dogan, Veda Edwards, Patricia Etienne, Eunice Greer, Dana Kelly, Dan McGrath, Nadia McLaughlin, Emmanuel Sikali, Ebony Walton, William Ward, Grady Wilburn.

**U.S. Department of Education:** Janel Gill, Yan Wang.

**Other attendees:** American Institutes for Research (AIR): Yifan Bai, Brittany Boyd, Markus Broer, Kim Gattis, Cadelle Hemphill, Young Kim. Connecticut Department of Education: Renee Savoie. CRP, Inc.: Renee Palmer, Edward Wofford. Educational Testing Service (ETS): Terran Brown, Amy Dresher, Kadriye Ercikan, Robert Finnegan, Courtney Sibley. Hager Sharp: James Elias, Kathleen Manzo, Erik Robelen, Debra Silimeo. Lerner Communications: Michelle Lerner. Management Strategies: Micajah Anderson, Brandon Dart, Rachel Koether, Zachary Rosensteel. Manhattan Strategy Group (MSG): Ying Zhang. Oklahoma State Department of Education: Rebecca Logan. Pearson: Scott Becker. Westat: Lauren Byrne, Marcie Hickman, Tom Krenzke, Kavemuii Murangi, Leslie Wallace.

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The Reporting and Dissemination Committee convened on February 20, 2024, via Zoom, because the March quarterly board meeting in Nashville, Tennessee could not include committee meetings. This committee meeting was open to the public and recorded. Chair Marty West called the meeting to order at 11:03 am EST.

## Strategic Communications Update

The first session focused on efforts underway to expand, fortify, and sustain the Board's communications prior to the next release of NAEP results in January 2025. Assistant Director for Reporting and Analysis Laura LoGerfo described three essential activities, or prongs, in the implementation of the strategic communications plan: (1) stakeholder roundtables; (2) the Powered by NAEP campaign; and (3) ongoing pitches of op-eds.

As of this committee meeting, one roundtable discussion had taken place and another would follow two days later, with another a month later. The first included staff from the National Center for Education Statistics (NCES) and the Governing Board to discuss what messages in the 2022 NAEP data escaped attention initially but deserve coverage. Ebony Walton of NCES presented some of these 'lost messages,' a few of which the Board's communications team promptly pitched to media outlets. One turned into a Proof Point for the Hechinger Report that featured quotes from R&D Committee member Ron Reynolds and analyses by Ebony Walton.

The second roundtable, which LoGerfo previewed at this meeting, convened representatives of state and district organizations with whom the Board partners for the State Policy Task Force and the Trial Urban District Assessment (TUDA) Task Force to discuss what questions states and districts may have about the 2022 NAEP data and what questions they anticipate about the 2024 NAEP results. Jonathan Moore of the Council of Chief State School Officers, along with Angélica Infante-Green—Rhode Island Commissioner of Elementary and Secondary Education and Governing Board member—shared state perspectives. From the Council of the Great City Schools, Ray Hart, Akisha Osei Sarfo, and Tonya Wolford, Chief of District Evaluation, Research, and Accountability in Philadelphia shared TUDA perspectives. Claus Von Zastrow of the Education Commission of the States completed the participant list.

The third roundtable, which LoGerfo also previewed, occurred at the end of March and focused on research, inviting researchers such as Sean Reardon, Matt Chingos, and Dan Goldhaber as well as policy analysts such as Stefan Lallinger of The Century Foundation and Heather Schwartz of RAND to visit Governing Board world headquarters in Washington, DC for a conversation centered on how the Board can facilitate external research with NAEP data and what research questions would be helpful to spotlight prior to the next release of NAEP results. Future roundtables, with stakeholders such as business leaders and members of the philanthropic community, are planned.

The second prong in the Governing Board's communications strategy for 2024—the Powered by NAEP campaign—was set to launch in mid-March. This campaign involves

briefs on topics for which useful research relies on NAEP data. The debut brief in March examined how NAEP data informs considerations of the United States' economic competitiveness and distilled work from former Board member, Rick Hanushek, and Harvard professor, Tom Kane. The campaign included pitches to media, two of which succeeded (*K12 Dive* and *Education Week*), posts on social media, and emails to the Board's newsletter subscriber list. The next installment of Powered by NAEP is underway.

The third prong is not new but is the Board's consistently applied approach of pitching op-eds to media outlets that highlight Board members' expert insights accompanied by NAEP results. The Lerner Communications team interviewed all Board members to determine their strengths, expertise, and interests in topics to craft op-eds and posts. This tactic has resulted in steady coverage of NAEP several times a month. Board members Lisa Ashe, Darein Spann, and Dil Uswatte all shared their thoughts on improving outcomes in schools and classrooms, paired with NAEP data, on various platforms. This effort keeps the focus on the value of NAEP results and the urgency the education field must perceive to persist with accelerating student learning.

All three prongs of this communications strategy endeavor to anticipate what the education sector needs to know before the next release of NAEP data, what they want to know, how the Board and NAEP can meet them where they are, and how the Board can lead them to where they can interpret the 2024 results accurately and with impact. The committee members expressed strong interest in and support for the Powered by NAEP briefs and the roundtables. LoGerfo invited questions and comments from the committee.

Tyler Cramer asked if the Council of the Great City Schools would want a contextual question about how long a student has been enrolled in their district, to account for how long students are exposed to a given district's educational inputs that NAEP assesses. Cramer also requested that Board staff ask the Council representatives if they wish the Board would pursue NAEP's interoperability with other federal databases.

Cramer also recalled the Board's assessment literacy campaign from 2014, which intended to educate people in understanding assessments. He suggested that the Board create a document or kit to educate people on how to interpret NAEP correctly, perhaps a one-pager in the fall, with a heavily visualized presentation on best practices in using and interpreting NAEP data. Or perhaps a quiz on the Board website that visitors could take to learn more about assessments.

Marty West thanked Stephaan Harris for culling and distributing news articles featuring NAEP on a weekly basis and remarked that the volume of articles seems higher than in

the past, but no objective evidence to affirm that perception exists. Ron Reynolds agreed and gave kudos to Harris, noting that these weekly summaries helpfully illuminate how NAEP data are used and interpreted. Both West and Reynolds encouraged other R&D members to receive the summaries.

Julia Rafal-Baer asked about the Governing Board website, which she recommended undergo a redesign to facilitate searches for content. Harris replied that a redesign is in process, and the refreshed website should draw more attention to the Board's LinkedIn and X feeds.

Before concluding this session, LoGerfo pointed out that the Board's upcoming meeting in Nashville would include plenary sessions on reviewing and renewing the Strategic Vision. Several Strategic Vision pillars and elements rely or focus on communications; committee members should consider how the communications strategy intersects with the Strategic Vision work. LoGerfo thanked the committee members for their feedback and returned the spotlight to West.

### Reporting of New Socioeconomic Status Index

West introduced the next item on the agenda about the new socioeconomic status (SES) index, which will be reported on the 2024 Nation's Report Card. West explained that NAEP is required by law to collect data on SES and to disaggregate the data by whether students are economically disadvantaged.

Traditionally, capturing SES relied on a proxy indicator: student eligibility for the National School Lunch Program (NSLP), otherwise known as free or reduced price lunch. However, three challenges arise with the NSLP variable. First, the variable is based on income, not SES, which typically comprises measures of parent occupation status and educational attainment. The proxy measure—NSLP eligibility—essentially omits the 'socio' from 'socioeconomic.' Second, the NSLP variable is binary, which does not provide a nuanced way of considering even just income, which is not a decontextualized binary factor. Third, changes in eligibility rules over time, such as the community eligibility provision (i.e., if the percentage of students in a school exceeds a set threshold, then all students automatically receive free lunch), make the variable difficult to interpret, especially changes over time.

NCES and their contractors invested years to improve NAEP's measure of economic disadvantage, the result of which is a new index that will debut in the 2024 NAEP results. West introduced NCES' Bill Ward, who directs the NAEP sampling and data collection program and leads the SES Working Group for NAEP, to share more. Ward presented to the R&D committee about this new index in March 2021, along with

Markus Broer from the American Institutes for Research (AIR), and to the full Board in May 2023.

This work to improve how NAEP measures SES started in 2012, when an expert panel convened to discuss a theoretical foundation for capturing and reporting socioeconomic status. This resulted in a white paper with four key recommendations:

1. The “big three” SES indicators or proxies should be developed for use in reporting. The “big three” are parental income, highest parent education attainment, and parent occupational status.
2. School or neighborhood SES should be added to an expanded measure of SES.
3. NCES should attempt to develop a composite measure of SES.
4. Linking to Census data on SES should be explored.

To the panel’s first recommendation about the “big three,” NCES explained that no viable proxy for occupational prestige exists on NAEP. Fourth-graders find it challenging to respond accurately or reliably to that question about their parents, but such a challenge should not forestall efforts to construct a more useful SES index on NAEP. NCES adhered to three guiding principles in developing the new SES index: (a) be useful for research and easy to understand for reporting; (b) generate simple rules for scoring the index; and (c) function the same way across all grade levels NAEP assesses.

With this guidance, NCES developed an SES index that differs slightly between grades. Three variables run common to all three grades: (1) students’ reporting of how many books are in their home; (2) students’ eligibility for NSLP, taken from school records; and (3) schoolwide percentage of students eligible for NSLP, based on the Common Core of Data (CCD). This third measure manifests the second recommendation from the 2012 panel—include a measure of school or neighborhood SES. The fourth variable, which only applies to grades 8 and 12, is students’ self-report of the highest level of education either parent completed. Fourth-graders did not answer this question in pilot testing with accuracy or reliability, so that will be collected only for eighth- and twelfth-graders.

To follow the guiding principles (easily reportable, simple to score), the new SES index is additive, essentially creating a 0-12 scale for grades 8 and 12 and a 0-9 scale for grade 4.

When testing the SES index’s performance in past NAEP data, answers to three main questions evaluated its success:

1. How well does the NAEP SES index explain variance in NAEP performance?
2. How well does the NAEP SES index account for achievement gaps in NAEP?

### 3. Does the SES index function similarly for major racial/ethnic subgroups?

All tests to date of the new SES index show that it performs similarly to findings from international assessment indices and explains just as much variation in achievement as other indices. This index may be new to NAEP, however other NCES survey and statistical programs as well as the international assessments have used indices for years.

With that background helpfully outlined, Bill Ward introduced Ebony Walton who works in NAEP's reporting and dissemination division and oversees the technical review of all NAEP reports. Walton thanked the committee for the invitation to present and cautioned that the 2024 reporting plans remain preliminary, since the data are still being collected.

For reporting the new SES index, the NCES team is replicating what Markus Broer at AIR did at the national level with robust, vast data to construct the index. Walton and the team are analyzing the SES index with past NAEP data over time, across jurisdictions, and within student subgroups, which complicates reporting. For example, only 1% of student-level NSLP eligibility data are missing at the national level, but some states have more missing data than others, e.g., New Hampshire has high missing rates; Department of Defense Education Activity (DoDEA) schools have no NSLP data.

For obtaining school percentages of NSLP eligibility, the NAEP team relies on official school records submitted to NCES for the Common Core of Data (CCD), which lends a trustworthiness and strength to the data for determining and reporting trends. Student self-reports of the number of books in their homes (grades 4, 8, and 12) and highest education attained by a parent (grades 8 and 12) show low levels of missingness in the data and expected relationships to NAEP scores.

However, challenges do emerge. First, six states do not require their students to complete the NAEP questionnaires, meaning that gaps in data will exist. Those gaps could be addressed in one of two ways - exclude them from the analysis (easiest, safest approach but the data would not be nationally representative) or impute data for those gaps based on other data (more complex, riskiest approach). Second, with one variable omitted from the grade 4 index, explanations of the SES index across grades may differ, possibly causing confusion. Third, examining change in SES over time may become tricky as well. NCES conducted analyses that support tracing trend back to 2000 with the new SES index, as based on 2019 data, but the 2024 data may change that. Further analyses will test for what years the new index can be compared over time.

Walton shared with the committee another important change. With the inclusion of the new index on the 2024 Nation's Report Card, the NSLP eligibility variable will earn a new label. NCES has used NSLP eligibility as a proxy for socioeconomic background

since 1996, but the community eligibility provision muddies that particular variable. Schools with high levels of students with NSLP eligibility provide free lunch to all students, rendering obsolete the need for NSLP applications, which is how student NSLP eligibility information was collected. Instead, NCES will label that binary variable “economically disadvantaged.” The trend lines will remain, just the label will change.

Walton concluded her presentation by reassuring the committee that the SES index will be included on the 2024 Nation’s Report Card, at national, state, and likely TUDA levels for grades 4 and 8 and at the national level for grade 12. She invited questions.

Marty West inquired about the missingness problem and noted that people will be interested in whether achievement gaps by SES have widened or narrowed over time. Cramer asked what the NAEP index will look like relative to other federal agencies’ uses and interpretations of the poverty threshold. Walton does not know yet but did underscore that the index differs from the measure of income.

West inquired if the index will be reported in categories. Walton noted that other indices on NAEP report low, medium, and high categories, which may or may not work for the new SES index. The 2024 data will reveal more about what categories should be defined. NCES is leaning towards three or four categories, but that is still unknown. More categories raise issues of statistical power and how to infer meaning from differences between groups.

Cramer asked for additional measures and links to other sources of SES-related data. Ward responded that learning what gaps and analyses interest the field and the Board would be helpful as would the Board’s priorities for NCES’ investment. Linking to data from the Census would benefit NAEP but requires resources.

Reynolds asked if external researchers such as Tom Kane and Sean Reardon will find this new SES index sufficiently powerful for their research. Ward did not wish to answer on the researchers’ behalf but did share that the new index has been presented to NAEP’s technical committees, who have provided feedback and approval to proceed. Ward explained that the index need not be static and can be improved in each iteration; this is just the start.

West thanked the presenters and adjourned the meeting at 12:06 pm ET.

I hereby certify the accuracy of these minutes.

Marty West

Chair

April 18, 2024

Date



# National Assessment Governing Board

## Nominations Committee

### Report of February 28, 2024

**Nominations Committee Members:** Reginald McGregor (Chair), Tyler Cramer, Viola Garcia, Suzanne Lane, Ron Reynolds, Nardi Routten.

**Member Absent:** Scott Marion, Alice Peisch.

**Other Board Members in Attendance:** Lisa Ashe.

**National Assessment Governing Board Staff:** Elizabeth Schneider (Deputy Executive Director), Stephaan Harris, Tessa Regis, Vanessa Tesoriero (Executive Officer).

**Interpreters:** Heidi Cook, Kayla Geide

#### CLOSED SESSION

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the Nominations Committee met in closed session on Wednesday, February 28, 2024, from 2:15 to 3:10 p.m. Central Standard Time (CST) to discuss ongoing work.

Nominations Committee Chair Reginald McGregor called the meeting to order at 2:15 p.m. and noted committee members Alice Peisch and Ron Reynolds as being absent. He also welcomed Board member Lisa Ashe, staff member Vanessa Tesoriero and other guests; he reviewed the agenda, process, timeline and the three goals of the meeting:

- (1) summarize activities undertaken for the 2024 nominations process.
- (2) prepare for the presentation to the full Board at 8:00 am on Friday morning' and
- (3) reflect on the 2024 campaign/rating process.

McGregor reminded members that there are vacancies in six open categories for 2024, and applicants' ratings were discussed during the January 22 virtual meeting. At that meeting, the members reached consensus on the slate of finalists in those categories.

Members briefly discussed the finalists by category and made suggestions on points to emphasize during the plenary session on Friday morning, March 1<sup>st</sup>. McGregor informed members that he would call upon the subgroups to respond to questions, if any, from the Board.

He also suggested that if there was anything that a member thinks the Board should be aware of, they should feel free to speak up. He described next steps once the Board takes action on the final slate of candidates to be presented to the Secretary.

The committee reflected on the 2024 campaign/rating process. McGregor noted that the committee will discuss this topic, in more detail, at the May meeting.

Questions presented from staff in advance of the meeting were:

- (1) What insights on the quality of this year's nominee pool are important for staff to know in shaping how we conduct outreach and with whom we network to find nominees?

(2) Are there any other issues, concerns, or questions regarding the rating process in this last cycle?

The committee reflected on some challenges experienced to include the following:

- Quality of candidates in some categories
- Lack of official definitions for some categories, e.g., Non-Public School Administrator/ Policymaker
- Low response in the State Legislator (Republican) category, to require extending the campaign.

Tyler Cramer asked how do staff go about the process of encouraging state legislator applicants. Stephaan Harris noted that he reached out to the chair of National Conference of State Legislatures (NCSL) and that there was outreach to other organizations with legislators as members; however, there was a challenge on the GOP side.

The committee discussed the rating scale and process; they emphasized the need to carefully review applications in efforts to seek qualified applicants. They also agreed on the need to achieve consistency in ratings using key guidelines.

Elizabeth Schneider informed the committee that staff will undertake the responsibility of reviewing and developing recommendations related to the description of Board membership categories, the questions asked of applicants regarding their personal statements as well as regarding their knowledge and experience with NAEP, and the language related to letters of recommendations. Those recommendations will be shared in advance of and discussed at the May meeting. Staff will also consider drafting rating guidelines for the various categories and overall, for review in May as well.

McGregor thanked everyone and adjourned the meeting at 3:10 pm (CST).

I certify the accuracy of these minutes.

  
Reginald McGregor

March 28, 2024  
Date