

# National Assessment Governing Board

## Executive Committee

### Report of May 16, 2013

Attendees: David Driscoll, Chair, Susan Pimentel, Vice Chair, Lou Fabrizio, Alan Friedman, Shannon Garrison, Tonya Miles, Fielding Rolston. Other Board Members: Rebecca Gagnon, Andrew Ho, Terry Holliday, Hector Ibarra, Terry Mazany, Joseph O'Keefe, S.J., W. James Popham, Cary Sneider. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Larry Feinberg, Stephaan Harris, Michelle Blair, Munira Mwalimu. NCES Staff: Jack Buckley, Peggy Carr, Andrew Kolstad, Arnold Goldstein, Jamie Deaton, Janis Brown, Dan McGrath, Grady Wilburn. ETS: Jay Campbell, Amy Dresher, Rebecca Moran, Andres Oranje. HumRRO: Laress Wise, Steve Sellman. Westat: Dianne Walsh. AIR: Kim Gattis, Cadelle Hemphill, George Bohrnstedt, Fran Stancavage. Reingold: Amy Buckley. Hager Sharp: Debra Silimeo, David Hoff. Pearson: Brad Thayer, Connie Smith. CRP, Inc.: Edward Wofford, C. Rudd. Fulcrum IT: Saira Brenner. Optimal Solutions Group: Sadaf Asrar, Robin Marion.

#### **1. Call to Order**

Chair David Driscoll called the meeting to order at 4:30 p.m. Mr. Driscoll commented on the inspiring Board visit to Solano Elementary School on May 15, 2013, hosted by Board member Shannon Garrison, who teaches 4<sup>th</sup> grade there. He said there was a significant turnout of local leaders for the May 15 outreach meeting. The attendees represented a wide range of perspectives and made many valuable comments and suggestions. Mr. Driscoll noted the fact that Andrés Alonso had resigned as superintendent of the Baltimore City Public Schools, that he had taken a teaching position at Harvard, and that Mr. Alonso was pleased that he would be able to continue serving as a Governing Board member.

#### **2. Committee Issues and Challenges**

##### **Ad Hoc Committee on Background Information**

Terry Holliday, Committee Chair, said that the Ad Hoc Committee on Background Information had met earlier in the day on May 16, 2013. The Committee heard presentations comparing the background questions used in NAEP, TIMSS, PISA, and PIRLS; on ways to improve the NAEP Data Explorer; and on potential focused NAEP reports. The Committee reviewed the NAEP background information framework that was adopted in May 2002. The Committee also discussed whether to establish a new Board committee on background information or to specify how the work should be divided among the current Board committees. Mr. Holliday said that the Committee would present its recommendations at the August 2013 Board meeting.

##### **Committee on Standards, Design and Methodology (COSDAM)**

Lou Fabrizio, COSDAM Chair, provided a brief overview of the Committee agenda. He said there would be a joint session with the Reporting and Dissemination Committee on the implementation of the Board policy on inclusion of students with disabilities and English

language learners. Mr. Fabrizio said that a key issue before the COSDAM is on how to set achievement levels for the 2014 NAEP Technology and Engineering Literacy (TEL) assessment. Setting achievement levels on this type of assessment requires careful consideration because it is new in so many ways. TEL is computer administered, cross-disciplinary, and based on evidence centered design. The objective for the May 2013 meeting is to gather the Committee members' perspectives on the challenges and issues that need to be addressed, which will be used by staff in developing the work statement for the TEL achievement level-setting procurement.

### **Assessment Development Committee (ADC)**

Alan Friedman, ADC Chair, reviewed the Committee agenda. On May 16, 2013, the ADC met in closed session to review interactive computer tasks (ICTs) in grades 4, 8, and 12 in preparation for the 2015 NAEP science assessment. On May 17, the ADC will meet first in closed session for a briefing on the 2013 computer-based TEL pilot at grade 8, which was administered January through March 2013. In open session, Mr. Friedman will speak about the recently released Next Generation Science Standards and their implications for the NAEP science and TEL assessments. The ADC will receive an update on plans to report lessons learned and key findings from the grade 4 computer-based writing pilot, as well as an update on assessment development activities under the new NAEP contracts.

Mr. Friedman highlighted a topic that had been prompted as a result of the Board discussion at the March 2013 meeting—whether to revisit the 2003 NAEP Foreign Language Framework. The ADC will begin considering whether this framework should be on a faster track for an assessment. It is currently on the staff-proposed NAEP assessment schedule for 2020.

The NAEP Foreign Language Framework and Specifications were originally developed by the Board between 1999 and 2000. Originally designed as a two-stage assessment, the NAEP Foreign Language Framework focuses on testing 12th grade students' Spanish language skills in reading, writing, listening, and speaking. The first stage includes a brief language screener as well as background questions. The main NAEP Foreign Language Assessment was designed to be administered to a targeted sample of 12th graders—both native Spanish speakers and students who had taken or were enrolled in Spanish language classes. The ADC discussion will address the challenges experienced in the 2003 foreign language pilot, including participation rates, complexity of the assessment design, the need for more sophisticated digital technology, and other issues. The ADC will consider whether it is time to revisit this framework, given NAEP's current computer-based assessment capabilities and the level of interest in testing students' Spanish language skills.

### **Reporting and Dissemination Committee (R & D)**

David Driscoll, acting for Andrés Alonso, the R&D Chair, reviewed the Committee agenda. He noted that the Committee will be reviewing the Board Policy on Reporting, Release, and Dissemination of NAEP results, last updated in 2006. The chief issues are how the policy might be changed to accommodate two goals: (1) giving the Board the opportunity to have an earlier role in shaping the content of NAEP reports, and (2) making results and Internet data tools even more accessible to the public.

Mr. Driscoll said an action item to be addressed is the configuration of the fall releases for the 2013 Grade 4 and 8 NAEP Mathematics and Reading Report Cards. The Committee will decide how the reports will be released, whether in separate events for reading and mathematics or at a single event. Separate events would allow for more in-depth examination and discussion of each subject. A single event would emphasize comparisons between the states. If conducting separate release events is the decision, the reports would be released two or three weeks apart in late September or early October. The release of the 2013 TUDA Mathematics and Reading Report Cards will not be affected by this decision. They will be released together in December 2013.

### **Nominations Committee**

Tonya Miles, Chair of the Nominations Committee, provided updates on the 2013 and 2014 nominations processes. The letters of commitment and resumes of the nominees approved by the Board in March 2013, for terms beginning on October 1, 2013, were presented to the Secretary's senior staff in April. There are five vacancies: elementary principal, testing expert, state legislator (Democrat) and two general public positions. Decisions by Secretary Duncan on these Board vacancies are expected in late summer or early fall.

Ms. Miles noted that the Board won recognition for the 2013 nominations outreach website as part of the 19th annual Communicator Awards. This national award was earned for exceptional marketing effectiveness. Ms. Miles commended the Board staff and Reingold, Inc., the Board's communications contractor, for this achievement.

On May 18, 2013, the Committee will begin planning the nominations outreach process for 2014, with the goal of generating more nominations, particularly from states that are under-represented in the nominee pool. The Committee will also work to expand the use of social media as part of the nominations outreach process. The six positions for 2014 are: chief state school officer, 4th grade teacher, 8th grade teacher, business/industry representative, general public representative, and secondary school principal.

### **3. Draft Policy Statement on the Conduct and Reporting of NAEP**

Alan Friedman, Shannon Garrison, and Lou Fabrizio were appointed as members of a subcommittee to update the Board's 1996 policy statement "Redesigning the National Assessment of Educational Progress." Ms. Garrison and Mr. Friedman presented the draft policy for discussion by the Executive Committee, in preparation for presentation to the full Board on May 17, 2013.

This 1996 policy has served as a compass for the Board and NAEP. It contains many fundamental Board positions, such as setting 6 months as the goal for reporting NAEP results, defining the "general public" as the primary audience for NAEP reports, and adopting a 10-year schedule of assessments. Ms. Garrison observed that the educational environment NAEP serves has changed substantially since 1996, with the advent of regular state participation in NAEP reading and mathematics assessments under No Child Left Behind; the Common Core State

Standards and the two state-based assessment consortia; and the Governing Board's initiative on 12<sup>th</sup> grade academic preparedness for college and job training.

Ms. Garrison said the fundamentals of the policy are still intact and valid, but a number of provisions are out of date. Further, the purpose of the proposed policy is quite different from the current policy. The current policy, with "redesigning" being the operative word in its title, was intended to make NAEP more efficient, increase subject coverage, and provide student achievement results to the public more regularly. On the other hand, the proposed policy builds on the Board's and NAEP's experience of the last 25 years; acknowledges NAEP's history, role, essential core functions and associated values; and is intended to serve as an enduring guide for the conduct of the program long into the future.

Mr. Friedman discussed the timeline for review and revision of the policy. At the November 2012 Board meeting, the Executive Committee reviewed a set of questions about the currency of the 1996 policy. At the February-March 2013 Board meeting, the full Board discussed and refined recommendations for format, content, and policy revisions. The subcommittee met by teleconference several times after the February/March 2013 Board meeting to prepare a draft policy statement, taking into account the Board discussions and two rounds of comments from NCES. On April 11, the Executive Committee discussed an initial draft of the policy by conference call. At the May 2013 Board meeting, the draft will be discussed by the Executive Committee and by the full Board in plenary session. At the August 2013 Board meeting, a final draft of the policy will be presented for action by the full Board.

#### **4. Interpreting NAEP Proficient Using Preparedness Research Findings**

Lou Fabrizio, as COSDAM Chair, presented the draft validity argument for proposed inferences about 12<sup>th</sup> grade academic preparedness for college, prepared by staff.

Mr. Fabrizio said the Governing Board has been carefully examining the feasibility of NAEP reporting on academic preparedness for college and job training. This began with the March 2004 recommendations of a blue-ribbon panel the Board commissioned to look at the future of 12<sup>th</sup> grade NAEP. The Board Chair, David Driscoll, and former Board members Dave Gordon and Louis Ramos served on the panel before they were appointed to the Board; Ray Fields staffed the panel. The panel recognized NAEP as the only source of nationally representative 12<sup>th</sup> grade student achievement data and, because of its credibility, as a "truth teller" about student achievement. The panel cited the importance to the nation of knowing how well-prepared 12<sup>th</sup> graders are at the transition point to adult pursuits. They recommended continuing 12<sup>th</sup> grade NAEP, adding 12<sup>th</sup> grade state NAEP, implementing bold steps to improve school and student participation and engagement, and the transformation of grade 12 NAEP into a measure of 12<sup>th</sup> grade academic preparedness for college and job training.

The Board revised the 12<sup>th</sup> grade reading and mathematics frameworks for the 2009 assessments to make them measures of academic preparedness for college and job training. Recognizing validity as a central issue, the Board convened a technical panel to advise on validity research that would be the basis for potential statements about preparedness for use in NAEP reports.

The Board embraced the Technical Panel’s recommendations and initiated a comprehensive program of research based on the recommendations.

Phase 1 of this program of research is completed, with results from more than 30 studies. The Board reviewed the Phase 1 results and determined that the study reports and findings should be shared with the public; that a single preparedness cut score would not address the nuances observed in the data collected to date; that the research does not support conclusions about “prepared for job training” in relation to NAEP; and that the Phase 1 results should be released online in the form of a technical report.

The Phase 1 research has been analyzed and distilled by staff in the form of a validity argument to support a proposed interpretation of the 12<sup>th</sup> grade Proficient achievement levels for reading and mathematics. This draft validity argument is based on a model developed by Michael Kane, a renowned psychometrician and validity theorist. The model provides for the statement of a score interpretation; the propositions or assumptions underlying the score interpretation; and the evidence by which the propositions/assumptions can be evaluated.

COSDAM approved using the Kane model. Michael Kane is working with the Board as an advisor in developing this validity argument. General considerations in the use of the model are that validity is a continuing process and absolute “truth” is an unrealizable goal. Therefore, under Kane’s model, the plausibility of the validity argument is the criterion that must be met.

The draft validity argument is being discussed at the May 2013 Board meeting by the Executive Committee, COSDAM, and the full Board in plenary session. The purpose of these discussions is to review the Phase I preparedness research and results, and to provide feedback to staff on the draft validity argument in relation to the requirements of the Kane model.

The score interpretation being proposed addresses academic preparedness for college only because the research to date does not support statements about preparedness for job training.

Mr. Fabrizio said that Board feedback is needed on the following questions:

- Are the propositions/assumptions optimally framed?
- Does the evidence appropriately address the propositions/assumptions?
- Are there propositions/assumptions that should be added?
- Taken as a whole, does the argument seem to meet the plausibility criterion?
- Should the inferences be revised?

The score interpretation statement in this validity argument says:

12th grade students scoring at or above the Proficient achievement level on the 12th grade NAEP Reading or Mathematics Assessment are

- likely to be academically prepared for first year college courses,
- likely to have a first-year college GPA of B- or better, and
- not likely to need remedial/developmental courses in reading or mathematics in college.

**CLOSED SESSION**

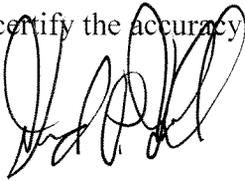
**6. NAEP Contracts, Budget, and Schedule for 2013 and Beyond**

The Executive Committee met in closed session from 5:30 p.m. to 6:30 p.m. Peggy Carr, NCES Associate Commissioner, discussed contractor costs and contract options under NAEP contracts for FY 2013 through FY 2017.

The Executive Committee received and discussed costs for specific activities under individual current contracts, and independent government cost estimates from the National Center for Education Statistics (NCES) staff on various options for proposed item development, data collection, scoring and analysis, and reporting of National Assessment of Educational Progress (NAEP) results for 2013-2017, and their implications on future NAEP activities. The costs of specific activities budgeted under current contracts would disclose financial information that is proprietary, protected under Section 552b(c)(4) of Title 5 U.S.C. The discussion of independent government cost estimates for the NAEP 2013-2017 contracts is necessary for ensuring that NAEP contracts meet congressionally mandated goals and adhere to Board policies on NAEP assessments available at [www.nagb.org/policies.html](http://www.nagb.org/policies.html). This part of the meeting must be conducted in closed session because public disclosure of this information would likely have an adverse financial effect on the NAEP program by providing contractors attending an unfair advantage in procurement and contract negotiations for NAEP. Discussion of this information would be likely to significantly impede implementation of a proposed agency action if conducted in open session. Such matters are protected by exemption 9(B) of section 552b of Title 5 U.S.C.

After the presentation and discussion by Executive Committee members, it was determined that the Governing Board will need to make decisions on the NAEP budget and schedule of assessments for 2015 at the August 2013 Board meeting. Governing Board and NCES staff will work collaboratively on options that will be presented for consideration at the August 2013 Board meeting.

I certify the accuracy of these minutes.



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David Driscoll, Chair

05/17/13

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Date