

## **National Assessment Governing Board**

Meeting of November 16-17, 2023

Westin Arlington Gateway  
801 North Glebe Road  
Arlington, VA 22203 & Virtual

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

*Complete Transcript Available Upon Request*

#### **National Assessment Governing Board Members Present**

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

#### **National Assessment Governing Board Members Absent**

Nardi Routten  
Mark Schneider (*ex officio*)

#### **National Assessment Governing Board Staff**

Lesley Muldoon, *Executive Director*  
Elizabeth Schneider, *Deputy Executive Director*

Rebecca Dvorak  
Stephaan Harris  
Laura LoGerfo  
Munira Mwalimu  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott  
Matt Stern  
Anthony White

**National Center for Education Statistics (NCES)**

Peggy Carr, *Commissioner*  
Daniel McGrath, *Acting Associate Commissioner*  
Tammie Adams  
Gina Broxterman  
Samantha Burg  
Chris Chapman  
Jing Chen  
Brian Cramer  
James Deaton  
Alison Deigan  
Enis Dogan  
Patricia Etienne  
Eunice Greer  
Linda Hamilton  
Dana Kelly  
Shawn Kline  
Tina Love  
Nadia McLaughlin  
Gabrielle Merken  
Emmanuel Sikali  
Holly Spurlock  
Ebony Walton  
Yan Wang  
William Ward  
Grady Wilburn  
Roberta Woods

**American Institutes for Research (AIR)**

Margaret Bartz  
Brittany Boyd  
Ruhan Circi  
Christina Davis  
Danielle Ferguson  
Kim Gattis

Cadelle Hemphill  
Young Yee Kim  
Sami Kitmitto  
Amanda Mickus  
Amy Trauth  
Kerry Vieth

**Council of Chief State School Officers, CCSSO**

Fen Chou  
Kathleen Lyons  
Jonathan Moore

**Council of the Great City Schools, CGCS**

Brian Garcia  
Ray Hart  
Akisha Osei Sarfo  
Chester Holland

**CRP, Inc.**

Monica Duda  
Renee Palmer  
Carolyn Rudd  
Edward Wofford

**Educational Testing Service (ETS)**

Jeff Ackley  
Debby Almonte  
Marc Berger  
Terran Brown  
Mercy Byrne  
Jay Campbell  
Peter Ciemins  
Don Cook  
Gloria Dion  
Patricia Donahue  
Amy Drescher  
Kadriye Ercikan  
Robert Finnegan  
Timothy Fiser  
Helena Yue Jia  
James Norris  
Ranu Palta-Upreti  
Rupal Patel  
Hilary Persky  
Shannon Richards  
Lisa Ward

Jacquelyn Walo  
Karen Wixson

**Hager Sharp**

James Elias  
Joanne Lim  
Kathleen Manzo  
Erik Robelen  
Debra Silimeo

**The Hatcher Group**

Jenny Beard  
Sophia Handel  
Melissa Mellor  
Nandini Singh  
Mallory Werthamer

**Lerner Communications**

Michelle Lerner  
Ashley Zanchelli  
Nancy Zuckerbrod

**Management Strategies**

Micajah Anderson  
Brandon Dart  
Rachel Koether  
Zachary Rosensteel

**Manhattan Strategy Group**

Courtney Beisel  
Adrian Larbi-Cherif  
Lori Meyer  
Martin Orland  
Anne Reeder  
Ying Zhang

**Pearson**

Scott Becker  
Jennifer Dunn  
Paula Rios  
Pat Stearns  
Llana Williams  
Edward Wolfe

**Westat**

Margaret Bartz

Greg Binzer  
Lauren Byrne  
Marcie Hickman  
Zully Hilton  
Tom Krenzke  
Amy Lin  
Kavemuii Murangi  
Lisa Rodriguez  
Rick Rogers  
Keith Rust  
Desrene Sesay  
Leslie Wallace

**WestEd**

Mark Loveland  
Taunya Nesin  
Marianne Perie  
Jennifer Self  
Jill Wertheim

**Other Attendees/Speakers**

Shaunice Afriyieb, U.S. Department of Education, Office of Congressional and Legislative Affairs (OLCA)  
Charles Aiken, North Carolina Department of Public Instruction  
Daniel Alcazar-Roman, University of California, Berkeley  
Aneesa Badrinarayan, Learning Policy Institute  
Vickie Baker, West Virginia Department of Education  
Myra Best, digiLEARN  
Brittany Beth, U.S. Department of Education  
Meredith Blocker, Blythewood High School  
Chad Buckendahl, ACS Ventures  
Elysa Cash, EducationCounsel  
Kristina Chamberlain, Longleaf Middle School  
Susan Cramer  
Jenny Christian, Dallas Independent School District  
Lakeitra Davis-Carter, Wilkinson County Elementary School  
Will Donkersgoed, Wyoming Department of Education  
Jeremy Ellis, Missouri Department of Education  
Elise English, U.S. Department of Education (OLCA)  
Andrea Faulkner, North Carolina Department of Education  
Hollace Fiser, Fulrcum Intel  
James Forester, U.S. Department of Education (OCLA)  
Eliana Geller, University of Michigan  
Cayleigh Heaberlin, Blythewood High School  
Debra Hall, North Carolina Department of Public Instruction  
Michael Heinz, New Jersey Department of Education

Tracy Hinds, Missouri Department of Education  
Nancy Hopkins-Evans, BSCS Science Learning  
Jasmine Jett, EducationCounsel  
Jamie Kasper, Education Commission of States  
Anna Kelly, Blythewood High School  
Heather Kelly, University of South Carolina  
Kathy Kelly, ORHPA  
Andrew Kolstad, P20 Strategies LLC  
Joseph Krajcik, Michigan State University  
Abe Krisst, Connecticut State Department of Education  
Brandon Kwon, U.S. Department of Education (OLCA)  
Beth LaDuca, Ohio Department of Education  
Okhee Lee, New York University  
Regina Lewis, Maine Department of Education  
Jacqui Lipson, FINN Partners  
Brian Lloyd, Michigan Department of Education  
Rebecca Logan, Oklahoma Department of Education  
Terry Mazany, Independent Consultant  
Hillary Michaels, HumRRO  
Barbara Mlawer, NYU Langone Health  
Holly Morado, Arkansas Department of Education  
Raina Moulian, Alaska Department of Education & Early Development  
Blessing Mupanduki, Department of Defense Education Activity  
Jessica North, Waunakee Community School District  
Mary Jo O'Hagan, Baldwin Union Free School District Board of Education  
Dan Pratt, Research Triangle Institute  
Allison Raynor, AEM Corporation  
Allison Reed, Lewis-Burke Associates  
James Robinson, Baldwin Union Free School District  
Edwin Ryan, U.S. Department of Education (OLCA)  
Denise Sao Pedro, Inq-ITS  
Renee Savoie, Connecticut State Department of Education  
Michael Sibley, Alabama State Department of Education  
Sharon Sikora, Sacred Heart Schools  
Joy Simmons  
Michael Slattery, HII  
Thomas Smyth, Brentwood Union Free School District  
Libby Stanford, Education Week  
Leah VanBalricom, FINN Partners  
Zachary Warner, NYS Education Department  
Julie Williams, California Department of Education

*The National Assessment Governing Board Quarterly Meeting convened on November 16, 2023; the meeting was called to order at 8:30 a.m.*

## **Session Summaries – Day 1**

### Secretary of Education’s Remarks and Administration of Oath of Office

The Honorable Beverly Perdue, Chair, called the meeting to order at 8:30 a.m. and welcomed attendees to the November 2023 quarterly meeting of the National Assessment Governing Board (referred to throughout this summary as the Board or Governing Board). She then introduced U.S. Secretary of Education Miguel Cardona to offer opening remarks. The Secretary thanked the Board members for their service and for their help in using data to understand student achievement and to raise the bar in education. He called upon the Board to continue to innovate and collaborate not only to amplify results from the National Assessment of Educational Progress (NAEP) but also to promote academic recovery, support student mental health, ensure successful pathways to college and careers, and foster multilingualism. The Secretary closed his remarks by thanking the Board for their commitment to making the country stronger and the nation’s schools better for students.

The Secretary then administered the oath of office to the following new and reappointed Board members:

- Lisa Ashe, Curriculum Specialist
- Shari Camhi, Local Superintendent
- Michelle Cantú-Wilson, General Public Representative
- Christine Cunningham, Curriculum Specialist
- Angélica Infante-Green, Chief State School Officer
- Patrick Kelly, 12th-Grade Teacher
- Reginald McGregor, Business Representative
- Guillermo Solano-Flores, Testing and Measurement Expert
- Darein Spann, Secondary School Principal
- Jane Swift, Governor (Republican)
- Martin West, State School Board Member

### Approval of the November 2023 Agenda and August 2023 Minutes

Perdue requested a motion to approve the November 2023 meeting agenda. Julia Rafal-Baer moved to approve the agenda, and Suzanne Lane seconded the motion, which passed unanimously. Perdue requested a motion to approve the August 2023 meeting minutes. Scott Marion moved to approve the minutes. Tyler Cramer seconded the motion, and it passed unanimously.

Perdue then took a moment to discuss the importance of the Board's work. She highlighted three goals of the Board to fulfill its congressional mandate and its 2025 strategic vision: (a) inform efforts to improve our nation's schools; (b) innovate how the congressional mandate is carried out; and (c) engage stakeholders in understanding and using NAEP data. Perdue called upon the new Board members to broaden the Board's thinking and to help ensure NAEP remains the gold standard while they work on the 2025 strategic vision together. She reminded the Board of the four pillars of this effort: (1) culture (e.g., hearing each other's perspectives, reaching consensus, supporting the Board's decisions); (2) process (e.g., modernizing NAEP to improve efficiency); (3) frameworks (i.e., revising policies about updating frameworks); and (4) communication (e.g., leveraging new strategies to help stakeholders understand and use NAEP data).

### New and Reappointed Member Remarks

The new and reappointed members introduced themselves to their peers and shared why they sought Board appointment or reappointment. Biographies of these Board members are available on the [Governing Board's website](#).

Lisa Ashe, a new Board member, is a secondary math consultant with the North Carolina Department of Public Instruction. Previously, Ashe served as a high school mathematics teacher and pre-K–12 district curriculum specialist. Ashe wants to see education be relevant for all students and hopes that her experience and expertise will help move this work forward.

Shari Camhi, a new Board member, currently serves as the Superintendent of Baldwin Schools in Long Island, New York. In her role, she uses her children's experiences to think about what it means to be a student right now. She prides herself on working in a diverse school district with 90% students of color, a 99% graduation rate, and a 0% achievement gap. Camhi's vision is for assessment to mirror innovation and align with the future, not with the past.

Michelle Cantú-Wilson, a new Board member, started her career as a bilingual teacher's aide to first graders and then held various teaching positions in third through fifth grades. She also taught junior high English and served as an assistant principal, eventually transitioning to higher education as a development education professor. Cantú-Wilson values the work and collaboration of the Governing Board and is looking forward to working with all the members.

Angélica Infante-Green, a new Board member, is the Rhode Island Elementary and Secondary Education Commissioner. She started her education career as a bilingual classroom teacher when states did not assess bilingual learners. Infante-Green saw the importance of using



assessment data for all learners to help drive the development of learning materials and instruction. Her goal while on the Board is to help influence policy.

Perdue acknowledged that Christine Cunningham, a reappointed Board member, the Senior Vice President of STEM Learning at the Museum of Science in Boston and Vice Chair of the Assessment Development Committee, could not join the meeting.

Patrick Kelly, a reappointed Board member, chairs the Assessment Development Committee and serves on the Executive Committee. He teaches AP U.S. Government and Politics at Blythewood High School in the Richland School District in Columbia, South Carolina. Kelly highlighted that his participation on the Board is deeply personal to him as a teacher and parent. He emphasized the importance of NAEP as the gold standard and all the work that goes into issuing NAEP products, including assessment design, policy, and validity.

Reginald McGregor, a reappointed Board member, works in government relations and is the Governing Board's Nominations Committee Chair. McGregor emphasized that NAEP data is one metric used in the education category of some state ranking models. Companies use these ranking models to help evaluate future worksites.

Perdue acknowledged that Guillermo Solano-Flores, a new Board member and Professor of Education at Stanford University, would be late joining the meeting due to a delayed flight. Later in the meeting, Solano-Flores shared that he has conducted research with NAEP items and has a formal background in psychometrics and cognitive psychology. Most recently, he has focused on investigating issues of item design in computer-administered environments.

Darein Spann, a new Board member, serves as the high school principal at Starkville High School in Starkville, Mississippi. He shared that school districts need to provide students with different pathways to graduation and should focus on individualizing students' work so that they are ready for college or a career when they graduate. Spann is excited to be a member of the Governing Board and for the work that comes with this appointment.

Jane Swift, a new Board member, is the former Governor of Massachusetts and the current president of Education at Work. Swift believes that literacy gaps in learning and poor higher education outcomes for traditionally underserved students are among our country's most pressing issues.

Marty West, a reappointed board member, serves on the Board of Elementary and Secondary Education of Massachusetts. West is an academic dean and professor of education at Harvard Graduate School of Education. He chairs the Governing Board's Reporting and Dissemination Committee. West shared how he brings a multifaceted perspective to the Governing Board: as

a parent, state education representative, and faculty member training the next generation of the education workforce.

### Executive Director's Remarks

Lesley Muldoon, Executive Director of the Governing Board, opened her remarks by sharing her excitement for upcoming work. She highlighted staff progress in implementing the Board's priorities, including the 2025 strategic vision, and framed the discussions to ensue during the meeting. The Board's strategic vision—inform, innovate, engage—serves as a catalyst for action to improve student achievement, inspiring improvement in the quality of assessments and standards, and telling the stories of achievement in the United States. Muldoon aligned the Board's work with the pillars introduced by Perdue. Speaking to Board culture, Muldoon shared how staff reimagined the new Board member orientation and focused on building relationships among Board members. She also described advancements in communications and lessons learned from the framework development process.

She then explained how the NAEP assessment schedule signals what will be assessed nationally and the activities that must be funded in the coming years. Muldoon noted that policy priorities drive the assessment schedule and reminded the Board that Congress requires some assessments, while other assessments are left to Board discretion. Muldoon commended the completion of the NAEP science framework update. She ended by noting that the Board is waiting on Congress to vote on shifting the assessment schedule back to odd years. Muldoon also reminded Board members to complete their annual ethics and records management training requirements. Finally, Muldoon announced that the hiring process for a new Executive Officer is underway.

### National Center for Education Statistics Commissioner Update

Chris Chapman and Daniel McGrath provided an update from the National Center for Education Statistics (NCES) as designees of Commissioner Peggy Carr.

Chapman presented the latest findings from the School Pulse Panel. This initiative began during the pandemic to collect data on school experiences related to the pandemic. These data collections are expedited to ensure NCES gives data to policymakers in a timely manner. The September panel data collection focused on after-school programs and summer school, and the October study focused on staffing challenges in schools. School Pulse Panels in November and December will focus on food supply, school improvement, attendance, school facilities, and learning recovery.

Next, Chapman shared an update on the federal race and ethnicity statistical standards related to the Office of Management and Budget Statistical Policy Directive 15. The revised policy, last updated in 1997, will change the collection and reporting of ethnicity for Hispanics, add categories for Middle Eastern or North African, and update terminology, definitions, and question wording. NCES is studying the implications for NAEP and other NCES studies.

McGrath then provided an update on the NAEP contracts related to the independent cost structure reviews and explained how these reviews will inform the next set of contracts issued by the Department. He also celebrated the success of NAEP Industry Day on August 22, 2023, which attracted many potential contractors and is informing NAEP's market research. McGrath concluded by outlining the new structures for NAEP contracts, which will apply previous lessons learned and align contract structures with industry capabilities to increase competition. One idea is to allow smaller teams and stand-alone contracts to lower the threshold for contract bids. McGrath also shared the upcoming contract milestones, which include drafting solicitation materials in January and February, posting solicitations in February and March, and reviewing proposals in the spring. The contracts will be awarded in the fall of 2024.

In response to McGrath's presentation, Marion underscored the importance of lifting up smaller companies given the consolidation of companies in the assessment industry. McGregor shared his thoughts related to maintaining quality and building the capacity of smaller vendors on upcoming contracts.

McGrath announced that results from the Programme for International Student Assessment (PISA) will be released on December 5 and will provide the first major international comparisons since the pandemic. Rafal-Baer asked about NCES's plans related to the PISA release. McGrath shared that NCES will be briefed on the findings, and they will brief the U.S. Department of Education (Department) and Congress.

Kelly asked about the possibility of doing linkage studies with the NCES School Pulse Panel. Chapman shared there might be ways to coordinate content, the types of questions, and the timing of surveys. He noted if there were topics the Board was interested in learning more about, they could potentially build those into content for upcoming Pulse studies. Camhi asked about the facilities questions in upcoming Pulse studies; Chapman confirmed what facility data will be collected.

### Discussion With the State Policy Task Force and the Trial Urban District Assessment Task Force

This session began with a presentation by Jonathan Moore, Chief Strategy Officer at the Council of Chief State School Officers (CCSSO), and Michael Sibley, Director of

Communications at the Alabama State Department of Education and Chair of the State Policy Task Force, a collaboration between CCSSO and the Governing Board. Moore and Sibley shared the mission of CCSSO and highlighted one of their core priorities: modernizing the education system through student assessment. Moore and Sibley explained the role and function of the task force, which is to provide feedback and recommendations to the Governing Board on NAEP-related policies, issues, and activities. The task force includes deputy superintendents, assessment and accountability directors, and communication directors from state education agencies to discuss how to strengthen NAEP specifically and share best practices in assessment generally.

Moore and Sibley showcased two examples of state innovation. Montana received a waiver from the Department to pilot a new summative assessment program that consists of multiple assessments throughout the year instead of a single end-of-year test. This allows educators to monitor student progress and adjust instruction in real time. The pilot was supported by the community and the state superintendent. In addition, Connecticut is using Tools for Teachers, a resource provided by its summative assessment vendor, to enhance its formative assessment practices. The tool helps educators and students align their formative assessments with the summative assessment and offers professional development and instructional support.

Moore and Sibley shared the task force's suggestions on how to communicate and implement a device-agnostic approach to administering NAEP. Their recommendations included providing a help desk for technical questions, being clear about the reduced-contact staffing model, updating policies based on the lessons learned from field testing, and implementing the changes gradually.

Moore and Sibley also discussed the implications of NAEP now administering and reporting in even years. They shared the task force members' concerns about data being released during federal election years and navigating political shifts. Moore and Sibley thanked the Board for sending communications directors on the State Policy Task Force to NCES's pre-release data workshop in October 2022. This helped the communications directors review and analyze embargoed data, develop a communications plan for the data release, and collaborate more closely with colleagues in their state agencies

Moore and Sibley concluded by calling for more specificity in reporting NAEP results and by advocating for more effective communications in conveying NAEP's import, impact, and implications for education. They also shared what state leaders said about their general use and priorities related to NAEP. States expressed interest in voluntary participation in grade 8 assessments in science, writing, U.S. history, and civics and grade 4 assessments in science

and writing, especially as they relate to critical thinking. Moore and Sibley remarked that states are not interested in volunteering to participate in 12th-grade NAEP assessments.

Swift asked about district preferences related to a device-agnostic NAEP administration. Moore and Sibley stated districts prefer assessments that can be taken on any internet-connected device. They noted the cost and human capacity issue in assessment administration and how much easier the administration is when administrators are familiar with the device and operating system.

Ron Reynolds asked if CCSSO views NAEP as formative at a systems level and as a meta-summative validity check on state and local assessments, and, if both are true, if that creates confusion. Moore and Sibley replied that states tend to view NAEP as a summative measurement that not only informs policy but also serves as a potential connector to their localized administration.

Cramer asked if a contextual question asking how long a student has been receiving educational inputs in a state would be helpful; Moore and Sibley stated that has emerged in conversations and is an interesting consideration. Lane asked how the Board can communicate about NAEP better. Moore and Sibley replied that NAEP and its value should be more visible to states. They elaborated that perhaps CCSSO could develop a repository of effective marketing tactics for NAEP and convene NAEP coordinators in a community of practice to learn best practices.

The second half of this session featured a presentation by Ray Hart, Executive Director of the Council of the Great City Schools (CGCS), and Akisha Osei Sarfo, Director of Research at CGCS. The Governing Board and CGCS collaborated to create the Trial Urban District Assessment Program, referred to as TUDA, in the late 1990s. Just six districts volunteered to participate at first, but now the TUDA program includes 27 districts.

CGCS organizes and hosts meetings of the TUDA Task Force for the Governing Board. The TUDA Task Force membership comprises assessment directors, communications directors, deputy superintendents, and accountability directors from 10 participating TUDA districts. Recently, the task force has discussed NAEP's move to device-agnostic administration, the changes in the assessment schedule, how to communicate and disseminate the NAEP 2022 results, and what assessments might be of interest to add to the TUDA schedule. The TUDA Task Force also provides valuable input and feedback on what is happening in districts (e.g., COVID-19 recovery activities).

The TUDA Task Force developed a communications guidebook to give districts strategies to communicate the 2022 NAEP results. TUDA members expressed an interest in more easily

accessing NAEP data, so CGCS also created a publicly accessible data dashboard that pulls information from the NAEP Data Explorer. The dashboard allows users to compare data by jurisdiction, student group, grade level, and subject, making the data more meaningful to districts.

CGCS uses this dashboard to discover how districts are responding to learning loss, as well as how urban district data may compare to state and national data. CGCS also released a report last year on districts that are overachieving based on the average scores for the student populations they serve to learn more about what policies and practices they use to foster academic achievement.

Hart and Osei Sarfo then fielded questions from Board members. Cramer asked if it would be helpful for districts to know how long a student has been in their schools. Hart and Osei Sarfo stated that student mobility does make a difference but that a way to capture that information accurately does not exist. Michael Pope asked if CGCS works with Department of Defense Education Activity (DoDEA) schools. Hart and Osei Sarfo replied that CGCS looks to DoDEA schools to understand how they achieve positive outcomes for their diverse student enrollment.

Kelly praised CGCS's dashboard and asked how to bolster participation in voluntary assessments. Hart and Osei Sarfo responded that districts must understand the value of the information they receive to merit their voluntary participation. Dil Uswatte asked how the Board can continue conversations and whether communication strategies should be aimed at students. CGCS encourages districts to delve into NAEP data – through the communications guidebook and/or the data dashboard – to find their own stories.

Infante-Green asked if CGCS works with districts on policy changes that could happen at the state level to provide districts with more support. Hart and Osei Sarfo said CGCS works with districts, and their legislative team works at both the state and national levels. Solano-Flores asked about examining NAEP items to conduct a fine-grain analysis of student performance, which Hart and Osei Sarfo endorsed enthusiastically. Rafal-Baer noted some states are releasing data on chronic absenteeism, which might be an interesting addition to the dashboard. Infante-Green agreed that these data are important to collect and evaluate.

Rafal-Baer also asked what additional supports TUDAs need to maximize access to their NAEP data, specifically item-level data. Hart and Osei Sarfo promised to take this question back to the TUDA Task Force for discussion as it relates to making the results more graspable. Marion asked if the transcript survey or School Pulse surveys are reported at the TUDA level. Carr responded that NCES is piloting a Middle School Transcript Study project in districts, some of which participate in TUDA.

*The meeting went off record at 12:09 p.m. and resumed at 12:35 p.m.*

ACTION: NAEP Assessment Schedule (WORKING LUNCH)

This session focused on deciding the future NAEP schedule, including updates proposed to the resolution on policy priorities for the assessment and recommended changes to the assessment schedule. Alice Peisch presented a slide that showed the 2018 Board priorities: utility (i.e., include more states and TUDA results; align to timing of international assessments), frequency (i.e., every 4 years at minimum), and efficiency (i.e., find cost-efficiencies to maintain the breadth of the assessment schedule). The 2023 recommendation includes utility (i.e., prioritize assessments as valuable and informative to education stakeholders, who can change/influence policy so that results can advance policy and practice), frequency (i.e., every 4 years at minimum), efficiency (i.e., develop and implement cost-efficiencies to maintain the breadth of the assessment schedule), and credibility (i.e., maintain bipartisan support and nonpartisan operations and produce trusted data and analyses based on rigorous standards). Peisch noted that these recommendations do not reflect significant changes, though the credibility element is a new addition. Peisch requested a motion to adopt the resolution. Marion moved to adopt the resolution, and Lane seconded the adoption, which passed unanimously.

The discussion then moved to the recommended updates for the assessment schedule. Members were presented with two versions of the assessment schedule—Schedule A, if Congress acts to shift the statutorily required assessments currently scheduled for 2026 to 2027, and Schedule B, if Congress does not approve this shift to 2027. Peisch noted the assessment schedule is a living document which is frequently revised based on changing circumstances. She also instructed that these recommendations should be considered regardless of future budgetary considerations.

West clarified for Board members the two types of assessments. Statutorily mandated assessments are given to fourth- and eighth-grade students in reading and math every 2 years and 12th-grade students in reading and math every 4 years. Discretionary assessments allow the Board to take a more active role in selecting other subjects to assess on the overall schedule.

First, West discussed the recommendation to shift the schedule for administering the long-term trend assessment (the original NAEP assessment, which allows for comparing math and reading performance from the early 1970s, when it was first administered, to today) from 2025 to 2026. This shift is pending action from Congress to shift the main NAEP from 2026 to 2027. If that shift is approved by Congress, West highlighted how these assessment data would provide an additional, useful look at how students' math and reading skills are recovering (or

not) after the pandemic. This also would fill in the 3-year gap that otherwise would be created if assessments were shifted from 2026 to 2027. Finally, this also would allow the Governing Board to assess the same cohorts of 9- and 13-year-olds who were tested in 2022 in 2026.

West then shared the recommendations for the 12th-grade reading and math assessments, which includes state-level reading and math assessments every 4 years starting in 2029 with no TUDA-level administration (based on district feedback). States can choose whether to participate in these assessments. The assessments are proposed as a national representation of student data versus other elective assessments (i.e., SATs, ACTs). States express skepticism about the value of NAEP data for grade 12 since the students move on and the results are not actionable. However, there is enthusiasm about the potential value of these data to show what happens at the end of formal K–12 schooling, which may be of interest to institutions of higher education. A concerted effort would be necessary to convince states to participate.

The next recommendation West spoke about pertained to the High School Transcript Study data collection. Each time NCES administers the 12th-grade NAEP math or science assessments, transcripts from a representative sample of graduating seniors within each school are selected. Most of the transcripts collected are those of students who participated in the NAEP assessments that year, so their course-taking data, grades, etc. can be linked to their NAEP scores. The recommendation is to continue this data collection.

West then transitioned the discussion to discretionary assessments. These assessments are “voluntary,” meaning that the statute gives the Board flexibility to decide if, in addition to reading and math, other subjects should be assessed.

Kelly then discussed the recommendation about science assessments prioritizing Grades 4 and 8, aligning to the new science assessment framework starting in 2029. The recommendation included both state and TUDA administrations in Grade 8 based on feedback. Kelly noted the reason a 12th-grade science assessment is not recommended is due to the new framework that will be adopted later in the meeting since it will take some time for NCES to operationalize the framework and develop new items. NCES is currently on track to have items ready for fourth and eighth grades by 2029 but not for 12th grade. Kelly noted states and TUDAs are not particularly interested in grade 4 science data, because states vary in whether they administer state-level science assessments in elementary school.

The next assessment recommendation related to U.S. history and civics. The existing assessment frameworks will be administered for U.S. history and civics in 2027 at the eighth-grade level nationally. The new U.S. history and civics assessment frameworks are scheduled to start in 2031. These new schedules call for the elimination of fourth-grade U.S. history and



civics assessments at the national level and the addition of state-level assessments in the eighth grade. These changes are recommended due to the inconsistency in how these subjects are taught at elementary levels. States and Congress expressed interest in these data, with grade 12 of particular interest as students prepare to vote and participate fully as citizens.

The final assessment recommendation focused on the NAEP Writing assessment. The recommendation is to postpone the planned 2030 administration to 2033 and state- and TUDA-level administration until an unknown date. These postponements arise due to a delay in developing a new assessment framework, driven in part by the rapid and recent evolution of artificial intelligence (AI). NCEES suggested that administering the writing assessment now using the existing framework would be cost-prohibitive, since items would need to be updated to match new technology used to administer the assessment. If the assessment was not postponed, it would be a snapshot, producing data with few, if any, comparison points. The framework update and revised assessment have shifted to 2033 to give the field more time to determine the impact of AI.

Following this discussion, Peisch moved the Board to vote on the following language:

The Board supports adoption of Schedule A if Congress acts by December 31, 2023, to reschedule the NAEP mandated biennial 4th and 8th grade assessments in reading and mathematics from the 2025-2026 school year to the 2026-2027 school year and to align the mandated quadrennial 12th grade assessment to be conducted during the 2028-2029 school year.

The Board supports adoption of Schedule B if Congress does not act by December 31, 2023.

The Board is acting on both proposed schedules to signal the policy priorities for the program in advance of the next round of contracting for NAEP assessments by the National Center for Education Statistics which will begin in January 2024. The Board recognizes that it is the sole responsibility of Congress to determine whether to reschedule the statutorily mandated assessments.

Kelly initiated dialogue about the impact of the continuing resolution of this action and the implications if Congress should move to adopt the waiver after December 31, 2023 (i.e., whether or not the Board can adjust the schedule if Congress acts early in January 2024). A recommendation was made to adopt a caveat that will allow the Board to delegate authority to the Executive Committee to act without full Board approval.

*The Board went off record at 1:52 p.m. to discuss language to add to the resolution and resumed at 2:07 p.m.*

The new language is as follows:

The Board supports adoption of Schedule A if Congress acts by December 31, 2023, to reschedule the NAEP mandated biennial 4th and 8th grade assessments in reading and mathematics from the 2025-2026 school year to the 2026-2027 school year and to align the mandated quadrennial 12th grade assessment to be conducted during the 2028-2029 school year.

If Congress does not act by December 31, 2023, the Board supports adoption of Schedule B for the purposes of the National Center for Education Statistics' NAEP contracting process.

If Congress acts after December 31, 2023, the Executive Committee has the authority to act on the adoption of Schedule A as soon as is practicable.

The Board is acting on both proposed schedules to signal the policy priorities for the program in advance of the next round of contracting for NAEP assessments by the National Center for Education Statistics which will begin in January 2024. The Board recognizes that it is the sole responsibility of Congress to determine whether to reschedule the statutorily mandated assessments.

Peisch requested a move to adopt the motion. Kelly moved to approve the motion. Rafal-Baer seconded the motion. The motion passed unanimously.

*The general session adjourned and went off-record at 2:14 p.m.; the Board convened in committee meetings for the remainder of the afternoon.*

#### NAEP Budget (Closed)

NCES provided an update on the NAEP program budget and the contracting process underway for NAEP assessments scheduled between 2024 and 2029. These discussions were conducted in closed session because the disclosure of cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

#### Nominations Committee (Closed)

*The National Assessment Governing Board Quarterly Meeting reconvened on November 17, 2023; the meeting was called to order at 9:01 a.m. This was a closed meeting due to the discussion about confidential applications for Board appointment in 2024.*

## **Session Summaries – Day 2**

### ACTION: 2028 NAEP Science Assessment Framework

Following a welcome by Perdue, Kelly introduced the session with the purpose of adopting the updated science framework. Kelly provided an overview of the purpose of NAEP frameworks and the history of the science framework. He described the progress to date on the updated framework, which included a discussion of the goals of the framework, an initial draft of the framework leveraging experts in the field, public comment on the framework, and revisions to the framework. This session is the last step in finalizing the document and its companion document—the assessment and the item specifications that will help NCES operationalize the framework into an assessment.

The two motions brought forward during this session were the formal approval of the 2028 NAEP Science Assessment Framework and a delegation of authority to the Assessment Development Committee (ADC) to approve the Science Assessment and Item Specifications in January 2024.

Kelly introduced the Science Assessment Framework Steering and Development Panel leadership team to provide a summary of their process for creating the framework:

- Aneesha Badrinarayan, Director of State Performance Assessment Initiatives, Learning Policy Institute
- Jenny Ferrell Christian, STEM Director of Science and Wellness, Dallas Independent School District
- Nancy Hopkins-Evans, Associate Director for Program Impact, BSCS Science Learning
- Joseph Krajcik, Lappan-Phillips Professor of Science Education, Michigan State University

The team explained that the NAEP framework was largely informed by the National Research Council's Framework for K-12 Science Education, an evidence-based foundation for assessment standards—the science all K-12 students should know and be able to do related to science and engineering practices, disciplinary core ideas, and crosscutting concepts. The goal of the assessment is to foster a deeper understanding of science concepts, focusing on sensemaking and applying disciplinary concepts to figure out real-world problems. The

leadership team noted that science instruction has changed, so the assessment needed to evolve as well.

Using recommendations from the Steering Panel, the Development Panel made key changes from the prior framework in these areas: the three dimensions of science, the assessment design, and reporting. Since the Board meeting in August, the panel had moved some technical details to the specifications document; streamlined the executive summary and introduction; refined the sample items, complexity frameworks, and achievement level descriptions; added scoring guidance for constructed response items; moved a larger set of sample items to the specifications document; and copy edited/formatted the document.

Following the presentation, the Board moved to discussion. Uswatte expressed her excitement for the framework, noting the intentionality about equity and inclusivity and how it will lead to more conversations about how to engage students in science and sensemaking. Pope asked how the panel considered the distribution of the questions. They sought to have equal distribution across the three domains of disciplinary concepts. The panel also gave careful consideration to the “big ideas” that build from lower grades into high school. Cantú-Wilson complimented the framework and asked about the crosscutting concepts. The panel replied that they had focused on patterns, scales, cause and effect, structure and function, systems and systems models, stability and change, and the flow of matter and energy.

Marion praised the final framework and noted that he looks forward to reviewing the Assessment and Item Specifications. Swift noted the importance of sensemaking skills as they relate to AI. She asked how the new framework will inform policy decisions. The panel shared that they viewed the new framework as a guiding document to allow states and districts to change how they assess science. They also noted it is incumbent on the Board to translate the framework in a way that is useful to policymakers. Lane appreciates how the framework identifies complexity as well as culturally relevant content. Reynolds and Rafal-Baer praised the process and the outcome, highlighting the importance of communicating the framework to a wide array of audiences.

On behalf of the ADC, Kelly moved to adopt the 2028 NAEP Science Assessment Framework. Marion seconded the motion. The motion passed unanimously.

On behalf of the ADC, Kelly moved to delegate authority for the adoption of the 2028 NAEP Science Assessment and Item Specifications document to the ADC. Pope seconded the motion. The motion passed unanimously.

Solano-Flores recused himself from participating in the discussion and action due to a conflict of interest from having served on the Technical Advisory Committee prior to his appointment to the Board.

At the conclusion of the session, Kelly bestowed thanks to everyone involved in updating the framework.

### Member Discussion

This session comprised informal discussion among Board members, including new members' impressions of their first Governing Board meeting and feedback on their orientation. Swift suggested that the Board members and staff wear name tags with their designated roles to help new members navigate general and committee meeting sessions. Perdue mentioned that the Governing Board could print out the seating chart and consider magnetic name tags. New Board members Infante-Green and Spann stated that it was impressive to hear all the work done with the committees.

Camhi asked how the Governing Board members can help spread the word about the new science framework to encourage adoption in the field, asking if there are opportunities to present at the School Superintendents Association's National Conference on Education or the National Science Teachers Association's National Conference on Science Education. Perdue encouraged members to share with their peers and membership groups. McGregor stated how critical it is to develop a rollout and communication plan for the new science framework and a general communications plan for the Board to share their work results.

Muldoon followed up on two discussion items that had surfaced on Day 1 and merited further consideration. First was how the Board can encourage and incentivize states to participate in voluntary assessments, including joining non-mandated and Long-Term Trend assessments. Members discussed barriers to participation, levels of outreach, challenges to communicating value, incentives for involvement, resistance to more test-taking, and the power of communication with everyone from state-level officials to classroom teachers. Spann said that students are inundated with state tests; therefore, they do not want to participate in a voluntary assessment and do not see the value. Carr stressed the importance of having incentives for stakeholders at multiple levels. Infante-Green mentioned that voluntary assessments must be linked to jobs and the economy to encourage statewide buy-in. Board members also discussed the role higher education and industry could play in encouraging more 12th-grade participation and in illuminating the value of the data.

The second item from Day 1 that merited further discussion was the Long-Term Trend assessment. Before and after the pandemic, data was collected on 9- and 13-year-olds, which

allowed the nation to compare student learning pre- and post-pandemic related school disruptions. The Board discussed drawbacks and challenges related to LTT and issues in communicating the difference between this assessment and the main NAEP assessment.

The session concluded with a resolution recognizing the contributions of Mwalimu and expressing gratitude and appreciation for her 22 years of service supporting the Governing Board. The motion was approved unanimously by the Board. The full resolution is shared below.

Whereas, Munira Mwalimu, has served for 22 years as the National Assessment Governing Board Staff, Executive Officer, and for more than 30 years with the Governing Board, given her previous role as a contractor supporting the Governing Board since its earliest days;

Whereas, among her many important achievements, Dr. Mwalimu has fiercely protected the independence of the U.S. Congress intended for the Governing Board under the National Assessment of Educational Progress Authorization Act, and ensured the Governing Board's adherence to the highest standards of fiscal and operational integrity;

Whereas, Dr. Mwalimu's inimitable knowledge of federal contracting and administrative rules and regulations combined with unmatched creativity, problem solving, and perseverance, are so remarkable that they are termed Munira Magic;

Whereas, Dr. Mwalimu exemplifies the best qualities of public service, as she has invested her tireless energy to ensure Governing Board members are fully supported in their work to protect and oversee the National Assessment of Educational Progress, also known as the Nation's Report Card;

Whereas, over her 22 years of service as executive officer, Dr. Mwalimu has brought extraordinary expertise and leadership to the Board's operational activities and has been a trusted advisor to Board chairs and executive directors;

Whereas, Dr. Mwalimu's commitment to public service transcends the Governing Board as manifests through her extensive efforts to bring water to villages in her home country of Zambia, and offering her time to support colleagues across the U.S. Department of Education and the federal government, such as the White House's Criminal Justice Statistics Interagency Group;

And, whereas, Dr. Mwalimu's contributions are as hardworking, detail orienting, dedicated, persistent, and kind person are surpassed by none, and will be greatly missed by Governing Board members and Board staff.

Therefore, be it resolved that the deepest appreciation for the outstanding contributions made by Dr. Munira Mwalimu during her 22 years of public service in support of the National Assessment Governing Board and extends their best wishes as she approaches her well-earned retirement; And be it further resolved that a copy of this resolution be entered permanently into the minutes of the National Assessment Governing Board.

### AI and NAEP

The final session of the November quarterly meeting was a continuation of the Board's AI learning agenda which kicked off at the August 2023 meeting. Nadia McLaughlin, Project Director of NAEP Content Development, and Ebony Walton, a Statistician in NAEP Reporting and Dissemination, presented on near-term plans for using AI in NAEP content development and reporting.

McLaughlin and Walton explained that the goals of incorporating AI with NAEP are to enhance efficiency, improve quality, and expand capabilities while monitoring risks to security and quality. They provided an overview of the Executive Order on Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence, issued on October 30, 2023. They described how automated processes and AI play a role in content and platform development, design and administration, scoring, and reporting and dissemination. McLaughlin next detailed the use of AI tools for content development activities. She described how AI is used to take NAEP content that currently lives in multiple formats and transform it into rendered items on student devices. She also described how NCES has explored the use of AI to generate task ideas and to search for reading passages, which can be an efficient starting point for identifying content.

Solano-Flores asked about the systematic generation of items and about assigning parameters and a framework to feed the AI to reduce risks of construct irrelevance. McLaughlin and Walton replied that AI has not yet been used to create items from scratch; however, item templates exist on what can and cannot be done related to item design. West asked if AI has been trained on the NAEP framework. McLaughlin and Walton shared that the chatbot described has not been trained on the framework, though this is something to consider for the future. NCES had presented findings from automated scoring studies to the Committee on Standards, Design and Methodology, which evaluated commercial scoring engines that could improve efficacy when the AI is trained on NAEP-specific information. Rafal-Baer noted the use of AI for scoring math items can be challenging, often leading to mistakes.

Solano-Flores asked if NCES is considering developing their own AI tools or licensing existing tools. McLaughlin and Walton relayed that NCES is looking at off-the-shelf tools to use with public data but will need a different approach when using embargoed data. Uswatte asked how NCES is staying informed about constant changes in the field. McLaughlin and Walton shared they have contractors and staff who keep up with the technology. The session concluded with McLaughlin and Walton emphasizing that humans will always need to be involved in the use of AI tools.

The Board members then discussed with McLaughlin and Walton about how AI can be used to assist with reporting and dissemination, such as analyzing data points, developing products, and creating custom chatbots that would allow users to ask questions about NAEP data and receive quick responses. They also discussed challenges with using this technology, including mistakes that often happen with AI, how to license AI products, and how to keep up with the rapidly evolving technology.

*The meeting adjourned at 1:10 p.m.*

*Beverly E. Perdue*

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2/12/2024



## **National Assessment Governing Board**

### **Executive Committee Meeting**

**Report of October 31, 2023**

#### **CLOSED SESSION**

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

**Executive Committee Members Absent:** Suzanne Lane.

**National Assessment Governing Board Members:** Shari Camhi, Viola Garcia, Ron Reynolds.

**National Assessment Governing Board Staff:** Lesley Muldoon, Elizabeth Schneider, Becky Dvorak, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Matthew Stern.

The Executive Committee met virtually (via Zoom) from 2:00 – 4:00 pm ET. The session was called to order by Governor Beverly Perdue, Chair, at 2:00 pm ET.

Perdue provided welcoming remarks and reviewed the agenda for the Executive Committee meeting. Perdue remarked that the committee would be in closed session, where only Board members and Board staff were present, for the first thirty minutes to receive an update from Lesley Muldoon, Executive Director, and to prepare for budget and assessment schedule discussions. Afterwards, the committee would be in open session to discuss the draft resolution on Board priorities for the NAEP Assessment Schedule and to review the staff recommendations for updating the NAEP Assessment Schedule. Finally, the committee would return to be in closed session to receive an update from NCEA on budget projections for the program and the contracting process for NAEP assessments to be administered between 2024 and 2029.

The Executive Committee met in closed session from 2:00 – 2:30 pm ET for an update from Muldoon and to discuss the Governing Board budget, in addition to other Governing Board priorities.

These discussions were conducted in closed session because the disclosure of cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

## OPEN SESSION

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

**Executive Committee Members Absent:** Suzanne Lane.

**National Assessment Governing Board Members:** Shari Camhi, Viola Garcia, Ron Reynolds.

**National Assessment Governing Board Staff:** Lesley Muldoon, Elizabeth Schneider, Becky Dvorak, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Matthew Stern.

**National Center for Education Statistics (NCES) Staff:** Peggy Carr (Commissioner), Dan McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Gina Broxterman, Brian Cramer, Allison Deigan, James Denton, Dana Kelly, Gabrielle Merken, Emmanuel Sikali, Ebony Walton, Yan Wang, Grady Wilburn.

The Executive Committee met in open session from 2:30 – 3:30 pm ET to discuss the draft resolution on Board priorities for the NAEP Assessment Schedule and to review the staff recommendations for updating the NAEP Assessment Schedule.

Muldoon reviewed the draft resolution on Board priorities for the NAEP Assessment Schedule. Patrick Kelly expressed support for the addition of a *Credibility* element as a priority. Kelly suggested striking the word “bipartisanship” and adding the word “nonpartisanship” which aligns better with the Board’s duties. Executive Committee members expressed general support for this modification. Tyler Cramer remarked that confidence and credibility go together and that stakeholders and the American public should also have confidence in NAEP. Board staff committed to updating the resolution to replace “bipartisanship” with “nonpartisanship” before the November meeting. The Executive Committee agreed to move the draft resolution to the full Board for consideration at the November meeting.

Perdue then moved the discussion to the NAEP Assessment Schedule recommendations. Perdue stated the goal of ensuring unanimous support for these updates to the NAEP Assessment Schedule at the upcoming November quarterly meeting. Perdue mentioned the other important goal is to get Congress to shift assessments back to an odd year cycle, moving NAEP administration from 2026 to 2027.

Perdue remarked that as the committee makes decisions about the Assessment Schedule, it should not be overly concerned about projected deficits for four or five

years in the future because the political and funding climate will change. Perdue urged the committee to focus on updates to the NAEP Assessment Schedule based on the Board's policy goals and priorities right now.

Alice Peisch suggested that Long-term Trend reporting of results should happen in December, so we do not have the same issue we are seeking to avoid by seeking congressional approval to shift "main NAEP" assessments back to the odd-year cycle.

Marty West stated that the draft, deliberative schedule assumes periodicity of reading and mathematics every two years but that he would support exploring a periodicity shift to every four years for reading & mathematics and then every two years so that the program can focus on assessing the other various subjects.

West also asked whether the additional assessments to be added in history, civics, and science at the state-level would still be voluntary. Muldoon responded they would still be opt-in assessments for states that choose to participate.

Kelly remarked that the deliberative memo included information that states surveyed expressed the most interest in additional twelfth-grade civics assessments but that he felt it was important to prioritize eighth-grade state-level assessments as a practitioner-educator in the field.

Cramer mentioned that the deliberative memo included links to other sources which were helpful and that in the background section, the current trends in education should include a link or clarify that the reference being made is to NAEP results.

Cramer also suggested that additional information should be requested from the Council of Great City Schools (CGCS) to better understand why TUDA districts were not interested in additional civics or history assessments at the eighth-grade level.

The Executive Committee agreed to move the recommendations for updates to the NAEP Assessment Schedule to the full Board for consideration at the November meeting.

## **CLOSED SESSION**

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

**Executive Committee Members Absent:** Suzanne Lane.

**National Assessment Governing Board Members:** Shari Camhi, Viola Garcia, Ron Reynolds.

**National Assessment Governing Board Staff:** Lesley Muldoon, Elizabeth Schneider, Becky Dvorak, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Matthew Stern.

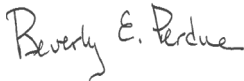
**National Center for Education Statistics (NCES) Staff:** Peggy Carr (Commissioner), Dan McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Gina Broxterman, Brian Cramer, Allison Deigan, James Denton, Dana Kelly, Gabrielle Merken, Emmanuel Sikali, Ebony Walton, Yan Wang, Grady Wilburn.

Finally, the Executive Committee met in closed session from 3:30 – 4:00 pm ET. Perdue invited NCES Commissioner Peggy Carr and Dan McGrath, Delegated Authority of the Associate Commissioner, Assessment Division, to provide an update on the NAEP program budget and the contracting process underway for NAEP assessments scheduled between 2024 and 2029.

These discussions were conducted in closed session because the disclosure of cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

At 4:00 pm ET Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.



\_\_\_\_\_  
Beverly Perdue, Chair

1/12/2024

Date

**National Assessment Governing Board**  
**Assessment Development Committee**  
**Report of November 16, 2023**

**OPEN SESSION**

**Assessment Development Committee (ADC) Members:** Patrick Kelly (Chair), Lisa Ashe, Shari Camhi, Viola Garcia, Reginald McGregor, Dil Uswatte.

**Assessment Development Committee Members Absent:** Christine Cunningham (Vice Chair), Nardi Routten.

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

**National Center for Education Statistics (NCES):** Dana Kelly, Nadia McLaughlin.

**Other attendees:**

American Institutes for Research (AIR): Christina Davis; Educational Testing Service (ETS): Hillary Persky; Manhattan Strategies Group (MSG): Lori Meyer; Westat: Lauren Byrne, Kavemuii Murangi; WestEd: Mark Loveland, Taunya Nesin.

**Welcome and Overview of Agenda**

The Assessment Development Committee met in open session on Thursday, November 16, from 4:00 – 4:15 pm (ET). Chair Patrick Kelly called the meeting to order at 4:00 pm ET.

Kelly welcomed new members Lisa Ashe and Shari Camhi to the committee and noted that the meeting would begin with a brief open session to take action on the science framework, and that the majority of the meeting would be closed to discuss the social studies content advisory group and reviews of reading passages and concept sketches.

**ACTION: 2028 NAEP Science Assessment Framework**

Kelly thanked ADC members for all of their time and effort dedicated to the science framework and noted that the milestone of adopting the framework represents the culmination of more than two years of work. ADC members praised the improvements to the process of updating NAEP assessment frameworks and the high quality of this particular framework.

Kelly explained that the Committee would consider two motions to recommend to the full Board: first to adopt the framework, and then to request a delegation of authority to ADC for approval of the companion document, the Science Assessment and Item Specifications, in January 2024.

Reginald McGregor moved that the Committee recommend to the full Board adoption of the 2028 NAEP Science Assessment Framework; it was seconded by Lisa Ashe and unanimously approved.

Dil Uswatte moved that the Committee recommend to the full Board a delegation of authority to the Assessment Development Committee for approval of the Science Assessment and Item Specifications; it was seconded by Viola Garcia and unanimously approved.

Kelly concluded the session by congratulating and thanking staff and contractors who worked closely on the framework, including from the Governing Board, NCES, and WestEd.

## **CLOSED SESSION**

**Assessment Development Committee Members:** Patrick Kelly (Chair), Lisa Ashe, Shari Camhi, Viola Garcia, Reginald McGregor, Dil Uswatte.

**Assessment Development Committee Members Absent:** Christine Cunningham (Vice Chair), Nardi Routten.

**National Assessment Governing Board Staff:** Executive Director Lesley Muldoon, Sharyn Rosenberg.

**National Center for Education Statistics (NCES):** Dana Kelly, Nadia McLaughlin.

### **Other attendees:**

Manhattan Strategies Group (MSG): Lori Meyer.

The Assessment Development Committee met in closed session from 4:15 – 4:35 pm ET to discuss plans and potential participants for the Social Studies Content Advisory Group. This session was closed because it included personnel information.

### **Update on Social Studies Content Advisory Group**

Kelly noted that in previous discussions, the Committee endorsed the idea of convening a social studies content advisory group to serve two purposes: 1) provide advice on the “pre-work” in advance of launching updates to the 2030 NAEP U.S. History and Civics Assessment Frameworks; and 2) try out the idea of using a content advisory group to monitor updates to frameworks and inform potential revisions to the Board policy for NAEP Assessment Framework Development. He indicated that Rosenberg had sent a secure document to ADC members in advance of the meeting describing potential participants and processes for assembling this group.

Rosenberg briefly presented key highlights from the document of proposed participants and addressed Committee member questions. The Committee agreed that a more detailed spreadsheet of proposed participants and alternates would be discussed at a follow up ADC meeting in January, and then input would be sought from the Executive Committee.

**Assessment Development Committee Members:** Patrick Kelly (Chair), Lisa Ashe, Shari Camhi, Viola Garcia, Reginald McGregor, Dil Uswatte.

**Assessment Development Committee Members Absent:** Christine Cunningham (Vice Chair), Nardi Routten.

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

**National Center for Education Statistics (NCES):** Eunice Greer, Dana Kelly, Nadia McLaughlin.

**Other attendees:**

American Institutes for Research (AIR): Christina Davis; Educational Testing Service (ETS): Hilary Persky.

The Assessment Development Committee met in closed session from 4:35– 6:00 pm ET to review secure reading passages and concept sketches. The session was closed because these materials are for use on future NAEP assessments and have not been released to the public.

**Review of 2028 NAEP Reading Concept Sketches and Passages**

Kelly reminded ADC members that Rosenberg had sent out a link to the secure reading passages and concept sketches for use in the 2028 NAEP Reading Assessment; ADC members sent comments in advance, which Rosenberg compiled in a spreadsheet.

Kelly reviewed the more substantive comments that were submitted in advance of the meeting. Staff from ETS and NCES responded to ADC member questions. ADC comments were submitted to NCES at the conclusion of the meeting.

The meeting adjourned at 5:49 pm ET.

I certify the accuracy of these minutes.



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

January 4, 2024

\_\_\_\_\_  
Date

**National Assessment Governing Board**  
**Committee on Standards, Design and Methodology**  
**Report of November 16, 2023**

**OPEN SESSION**

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

**National Assessment Governing Board Staff:** Elizabeth Schneider.

**National Center for Education Statistics (NCES):** Peggy Carr (Commissioner) Daniel McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Jing Chen, Alison Deigan, Enis Dogan, Eunice Greer, Emmanuel Sikali.

**Other attendees:** American Institutes for Research (AIR): Brittany Boyd, Young Yee Kim; Educational Testing Service (ETS): Debby Almonte, Terran Brown, Jay Campbell, Peter Ciemins, Amy Dresher Kadriye Ercikan, Helena Jia, Ranu Palta-Upete; Pearson: Llana Williams; Lerner Communications: Nancy Zuckerbrod; Manhattan Strategy Group: King Zhang; Westat: Lauren Byrne, Marcie Hickman, Tom Krenzke, Lisa Rodriguez.

**Automated Scoring**

The Committee on Standards, Design and Methodology (COSDAM) met on Thursday, November 16, 2023. Chair Suzanne Lane (Chair) called the meeting to order at 4:05 pm EST.

Lane began the meeting with a thank you to Alice Peisch for serving as COSDAM Vice Chair and introduced the three new committee members– Michelle Cantu-Willson, Guillermo (Willy) Solano-Flores, and Jane Swift.

Lane noted the meeting topics – first an update on automated scoring activities, followed by the move towards device agnostic NAEP administration with a demonstration. She noted that these innovations are being thoroughly studied prior to operational use. Lane introduced Eunice Greer of the National Center for Education Statistics (NCES) and Edward Wolfe of Pearson to present on automated scoring.

Greer provided an overview of automated scoring. She described metrics for monitoring the effectiveness of automated scoring, including quadratic weighted kappa (QWK) for quantifying the difference between hand and automated scoring methods, correlations, and the percent exact and adjacent agreement. She noted standardized mean differences (SMDs) are a statistic computed to examine fairness in automated scoring results compared to hand scoring. Greer presented a timeline of NCES automated scoring activities from 2018 through 2024.



Greer next provided a brief overview of the 2022 automated scoring challenge for reading initiated by NCES to better understand the feasibility of moving in this direction (this was previously presented to COSDAM in March 2023). The challenge involved comparing the accuracy of automated scoring compared to human scoring. One key finding of the reading study was that it was necessary to use item-specific models (e.g., those trained separately for each item) for scoring because generic models did not produce accurate results. The item-specific models for reading items resulted in very small differences in accuracy compared to hand scoring, based on QWK values.

Greer then shared the findings from a similar challenge recently completed for math constructed-response items. There were three contest winners that produced results highly consistent with hand scoring. The math contest could not include some multiple point difficult items because there were too few students during the prior administration who obtained full credit to be included to train the model. The items that were included were generally found to produce automated scores similar to hand scoring, though there were some item types that proved more challenging than others (e.g., algebraic formula items were less similar to hand scoring compared to rational operations).

Greer ended her presentation noting that automated scoring shows promise for most NAEP reading and math constructed response items for increasing efficiency and reducing costs, though more work is needed to explore bias across subgroups and to improve models for challenging item types.

COSDAM members asked clarification questions following Greer's presentation. Lane inquired about the item types used in the math competition, to which Greer responded they were a mix of symbols and text responses, and generally were to "explain your answer" following a selected response item. Scott Marion requested information on how QWK values were estimated, whether findings were compared back to the item- or domain-level. He noted the calculation would be most meaningful at the item-level. Greer followed up after the meeting to confirm computations were at the item-level.

Next, Wolfe presented on a recent shadow scoring study that rescored 2022 math and reading administrations using automated scoring and compared back to the hand scoring results. This was an exploratory study to examine the viability (i.e., accuracy and fairness) of using automated scoring for NAEP reading and math constructed response items. The study was completed in a short timeline and relied on using existing scoring engines; therefore, the study did not include standard operational processes to train new item types or customize for NAEP scoring codes and atypical scoring rubrics. The item types that were consistent with those used to develop the scoring engines performed very well (93% meeting exact agreement with hand scoring), and item types that differed from those used to develop the scoring engine met exact agreement 76% of the time.

Wolfe noted that the exploratory study showed promise for automated scoring, and a dress rehearsal will occur using 2024 NAEP data to evaluate further. Automated scores

will not be operational in 2024; rather, this study will further help inform if automated scoring can happen in later administrations.

Jane Swift asked if commercially available models were used, and Wolfe specified Pearson used its own internal models. Guillermo (Willy) Solano-Flores recommended examining potential linguistic biases by reducing the sample of white students to create a more even distribution across student groups. They could then examine SMDs to see if they differ from the values presented with a disproportionately large white sample. In the future, he added, studies may want to oversample minority groups to better investigate bias concerns. Solano-Flores inquired about the SMDs of English language learners; Wolfe noted that they looked at this and found they were similar to the subgroups presented.

Lane concluded the session and suggested future sessions on automated scoring include more time for COSDAM discussion and questions.

Before moving into the closed session, Lane offered updates on general COSDAM activities. First, efforts are underway to develop an achievement levels validity argument based on an outline COSDAM members discussed in August of 2023. Board staff are working with a contractor to identify a lead to develop the report based on the outline, and Lane and Board staff will participate in a call with NCES staff for their input. Next, Lane noted there will be a joint call between COSDAM and the Assessment Development Committee (ADC) to discuss the assessment and item specifications, including the achievement level descriptions, associated with the updated NAEP Science Framework. Finally, Lane noted she is reviewing research provided by NCES developed by their Design and Analysis Committee (DAC) regarding reporting effect sizes for NAEP, something COSDAM has also been considering.

## **CLOSED SESSION**

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

**National Assessment Governing Board Staff:** Elizabeth Schneider.

**National Center for Education Statistics (NCES):** Peggy Carr (Commissioner) Daniel McGrath (Delegated Authority of Associate Commissioner, Assessment Division), Dana Brown, Jing Chen, Alison Deigan, Enis Dogan, Nadia McLaughlin, Emmanuel Sikali.

**Other attendees:** American Institutes for Research (AIR): Young Yee Kim; Educational Testing Service (ETS): Debby Almonte, Amy Dresher Kadriye Ercikan, Helena Jia, Ranu Palta-Upete; Pearson: Llana Williams; Manhattan Strategy Group: King Zhang; Westat: Lauren Byrne, Tom Krenzke, Lisa Rodriguez.

## **Continued Discussion: Plans for Device Agnostic Administration (CLOSED)**

Under the provisions of exemption 9(B) of 552b of Title 5 U.S.C., this session was closed to allow presentation of operational NAEP items to illustrate comparability of items across device types.

Lane introduced Enis Dogan of NCES and Ranu Palta-Upreti of the Educational Testing Service (ETS) to lead the session.

Dogan provided an overview of the timeline towards device agnostic administration, beginning with the past transition from paper and pencil to digital assessment. He noted that international assessments have conducted comparability studies between paper and pencil and digital assessments, though have not done so between types of digital devices. NCES also conducted comparability studies between paper and pencil administration and digital, and has ongoing efforts to study differences in device types in the coming years.

Palta-Upreti presented the approach to ensuring the NAEP assessment appears similar on screen across device types, including when the screen dimensions differ. School devices will need to meet minimum requirements for use during NAEP administrations, and NAEP will employ letterboxing to ensure consistent appearance. Currently, NCES is seeking information from manufacturers of devices to understand what is likely to be common across schools in the coming years, and in 2024 information will be sought from the schools to better understand what devices are most common. This information will help them in their planning and development.

Michael Pope inquired about how it will be determined that school devices meet the minimum requirements. Palta-Upreti expressed this will be an automated process through an app, and that requires only 30 – 60 seconds per device, or a few minutes for a set of 25 devices conducted together. Solanos-Flores asked about whether desktops would be permitted, and Marion asked about keypads for tablets. Alison Diegan (NCES) noted laptops and desktops will be supported, and Palta-Upreti reported that they investigated tablets and keyboards, and determined tablets are generally too small and keypads too expensive to provide.

Swift asked about comparability of the assessment application bar across devices and browser types. Palta-Upreti noted that the assessment will be administered in lockdown mode, and so students will only have access to an application bar associated with the assessment. Swift next asked who owns the assessment platform, to which Diegan noted the platform and code is owned by NCES.

Marion asked about the impact of device type on accessibility features, including for visually impaired. Palta-Upreti noted there is a zoom feature available, and Diegan added that there are also specific accommodation booklets for students with visual disabilities. Solano-Flores noted most accessibility issues would be similar across devices, and Diegan expressed that the minimum device requirements will address that.

The remainder of the session was an interactive demonstration of item display comparability across devices. Multiple devices of different common brands and specifications were set up and COSDAM members were able to see how the same math and reading items appeared on each. COSDAM members appreciated the opportunity and expressed positive feedback regarding the comparability and security of the system.

The meeting adjourned at 5:50 pm ET.

I certify the accuracy of these minutes.



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Suzanne Lane, Chair

01/16/2024

Date

**National Assessment Governing Board  
Reporting and Dissemination Committee  
Report of November 16, 2023**

**Reporting and Dissemination Committee Members:** Chair Marty West, Vice Chair Julia Rafal-Baer, Tyler Cramer, Angelica Infante-Green, Anna King, Ron Reynolds, Darein Spann, Mark White.

**National Assessment Governing Board Alumni:** Andrew Ho.

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

**National Center for Education Statistics (NCES) Staff:** Gina Broxterman, Brian Cramer, Dan McGrath, Ebony Walton.

**Other attendees:** American Institutes for Research (AIR): Cadelle Hemphill  
Educational Testing Service (ETS): Robert Finnegan, Lisa Ward; Hager Sharp: James Elias, Kathleen Manzo; Erik Robelen; Debra Silimeo; Lerner Communications: Michelle Lerner. Manhattan Strategy Group (MSG): Martin Orland; Westat: Marcie Hickman.

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The Reporting and Dissemination (R&D) Committee convened in Arlington, Virginia, on Wednesday, November 16. Chair Marty West called the meeting to order at 4:02 pm ET, welcomed the committee, and provided an overview of the meeting,

### **Welcome Remarks from R&D Leadership**

West first welcomed new committee members Angélica Infante-Green and Darein Spann, then shared his vision for the committee as he assumes committee leadership. He praised the new approach to communications and media outreach that succeeded over the last year of Nation's Report Card releases. He highlighted how coverage of the results persisted past the initial release and featured board members and their expertise. West urged the committee to continue to refine and innovate that approach.

As for his agenda over the next year, West wants to build a strong foundation to prepare audiences for the 2024 NAEP results and to explain the new measure of socioeconomic status so that others may responsibly interpret the findings. West also echoed

Governing Board Chair Perdue's call for innovation, specifying ways in which the Reporting and Dissemination Committee can innovate, namely in how the Board communicates the meaning of statistical significance and in how the Board helps audiences interpret NAEP reporting metrics.

West introduced the new vice chair of the committee, Julia Rafal-Baer. Rafal-Baer urged the committee to consider NAEP releases as opportunities to connect with audiences and as resources through which Governing Board members can channel their expertise. She encouraged the Board to become more inclusive in reaching different populations, e.g., reaching multi-lingual families and working with Spanish-speaking media outlets. Rafal-Baer reiterated West's intent to make better meaning from NAEP results and underscored the importance of integrity, clarity, and authenticity in improving reporting.

### **Discussion of Strategic Communications Plan**

Two months prior to the Board meeting, Board staff officially contracted with Lerner Communications to lead strategic communications for the Governing Board. Michelle Lerner, the principal for the firm, presented the proposed strategic communications plan and sought feedback from committee members. The plan focuses on bringing attention to NAEP results, putting scores in context, centering messaging on students, empowering leaders to make informed policy decisions, and positioning board members as a valuable resource to key stakeholders and the media.

The committee members all praised the communications plan for its stated goals and the proposed approaches to attaining those aims. The #PoweredbyNAEP campaign, the heart of the strategy, will explain to audience members NAEP's value and utility. Committee members elaborated upon suggested approaches in the plan generally and the campaign specifically.

Anna King suggested that the Board host town halls to discuss why NAEP is the gold standard in assessment and make explicit how NAEP affects families. New committee member, Infante-Green, asked whether the Board can post to TikTok or Snapchat. The federal government prohibits the use of TikTok for security reasons, but Snapchat can be utilized. Infante-Green also thought it worth the Board's time to bolster assessment literacy among the general public, explaining to audiences distinctions between summative and formative assessments.

Mark White appreciated how the strategic communications plan included elements related to the upcoming board meeting that he will host in Tennessee. White shared that Tennessee's most famous resident, Dolly Parton, presented at the National Conference

of State Legislators about the importance of reading and may embrace an opportunity to speak at the national level through collaboration with the Governing Board. Beyond Dolly Parton and her Imagination Library, other education organizations such as the Chamber of Commerce, Ad Council, and Learning Heroes understand NAEP data as essential to their efforts to combat chronic absenteeism and calibrate parent expectations.

West looked to the importance of the 2024 results, which may show signs of recovery but if a normal rate of learning has not resumed, these cohorts of students will not regain the ground necessary for future academic success. In reflecting on the Board's messaging about the 2022 results, West considered how states presented results from state assessments. Some states attempted to use the results to galvanize recovery efforts, while others hid behind the numbers, blaming the pandemic. West asked what the Board wants people to know about NAEP when they interpret what may be unclear or confusing results from the 2024 NAEP assessments. Who needs to know what and how, so people appreciate the real value of NAEP?

The perennial query about engaging parents emerged in this discussion. King emphatically affirmed that the Board should reach parents directly, because an educated parent is an empowered parent. West cautioned that since NAEP does not furnish any child-specific information, parents require other data sources. Throughout the conversation, the committee members agreed that no one single message or narrative works with all audiences. Instead, targeted, judicious messaging to specific audiences, such as Department of Education officials, offers the most effective avenue to dissemination.

In sum, the committee concurred that the Powered by NAEP campaign merits the Board's attention and effort, and the strategic communications plan was informally approved.

### **Improving Interpretations of NAEP Results**

As previewed at the start of the meeting, Marty West intends to use his time as chair to help improve how NAEP results are interpreted by stakeholders and the public. West participated in many media interviews throughout the last year to explain NAEP data and found easy analogies and metaphors lacking when talking with those who may not be steeped in statistics and/or NAEP. Thus, he seeks a more readily comprehensible means to help people decipher results.

An initial exploratory step involved former Governing Board member, Andrew Ho, who volunteered to explain his recommendation for improving interpretability to the

committee in person. West introduced Ho, who framed the issues his proposal addresses: (1) explaining better what points on the NAEP scale mean; (2) distinguishing between achievement levels such as *NAEP Proficient* and common understandings of proficiency as grade level; and (3) comparing change at different ranges of a percentage distribution is inappropriate and confusing, i.e., a change from 70 to 80% is not the same as a change from 40 to 50%. Ho then outlined the goals which underlie his proposal, namely, protecting trend, linking to other data, and solidifying the Board's partnership with NCES.

With that preamble, Ho averred that most people intuitively understand quantitative change in terms of dollars, durations, and counts. As such, change in education-related data as months of learning becomes more easily understandable than a difference of seemingly arbitrary points. Without an intuitive reference point, trends in scale scores and achievement level percentages may seem trivial.

However, lurking beneath each NAEP scale lies an existing basis for cross-grade comparisons. By juxtaposing the grade 4 item map with the grade 8 item map, an overlap can be perceived across the two assessments. In the early days of NAEP, students in grades 4 and 8 answered some of the same questions; these common questions act like a bridge between grades 4 and 8. Indeed, some fourth-graders scored at the grade 8 national average, which reflects that internal vertical scale. If the average distance between grade 4 and grade 8 scores is about 42 NAEP scale score points, then dividing 42 by four years defines a grade level as roughly 10.5 NAEP points. This assumes no variation in learning rate in grades 5, 6, 7, and 8, but does offer an easily familiar unit of interpretability. Ho provided a brief, highly informative memo to explain his assumptions and methods, which will be appended to this report.

Ho fielded questions from the committee members and observed that all committees would need to collaborate to explore this possible approach further. Ho admitted that his mentor Ed Haertel warned against vertical scaling, but only in that no chart or graph should ever present both grade 4 and grade 8 trend lines together. They require separate visualizations to avoid inadvertently presenting misleading results. Ho's recommendations would complement, not supplant, current NAEP reporting methods.

Ebony Walton, who leads communications and outreach for the NAEP program at the National Center for Education Statistics (NCES), then presented on NCES' efforts to make NAEP scores - and changes in those scores - more easily interpretable. She also delineated the constraints and challenges that NCES, as a federal statistical agency, must manage in reporting NAEP data.



These challenges include small sample sizes and multiple comparisons with the same data, both of which require special statistical adjustments and may befuddle the general public. For example, the NAEP sample in Connecticut is not large, and there are relatively few black students (14%) and relatively few Hispanic students (25%). Thus, score changes across time for these subgroups may escape statistical significance as defined by current standards and conventions. In May, the Reporting and Dissemination Committee learned about Bayesian methods, which transcend the  $p < .05$  cutoff for statistical significance and calculate the probability of score differences being educationally meaningful. But revising how change is detected and reported requires consideration, study, and evaluation by NCES.

Walton also pointed out that some prescriptions by the Governing Board to improve interpretability may prove challenging in practice, like lengthy item maps tied to achievement level setting. Those are difficult to post on report cards designed to present information quickly and visually. West inquired about acceptable ways to show non-significant changes, not as flat or no change, which they are not. He suggested perhaps a gray scale to the score difference, but NCES' chief statistician already vetoed that suggestion, which was previously raised by NAEP staff. Effect sizes were discussed by the Governing Board's Committee on Standards, Design and Methodology (COSDAM), but those are still not readily understood by the majority of audiences.

The session ended with agreement on the goal—to improve interpretability—but no easy path to achieve that goal.

The meeting concluded at 5:46 pm ET.

I hereby certify the accuracy of these minutes.

Marty West

Chair

January 11, 2024

Date

# National Assessment Governing Board

## Nominations Committee

### Report of November 17, 2023

**Nominations Committee Members:** Reginald McGregor (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Viola Garcia, Suzanne Lane, Scott Marion, Ron Reynolds.

**Member Absent:** Nardi Routten

**Other Members:** Lisa Ashe, Guillermo Solano-Flores, Anna King, Michelle Cantú-Wilson.

**National Assessment Governing Board Staff:** Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Stephaan Harris, Tessa Regis, Munira Mwalimu.

#### 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 Friday November 17, 2023, from 7:30 a.m. to 8:30 a.m. Eastern Time (EST) to discuss ongoing work.

Nominations Committee Chair Reginald McGregor called the meeting to order at 7:30 a.m. and noted for the record that committee member Nardi Routten was absent. McGregor welcomed other Board members, then reviewed the agenda and provided a brief overview of upcoming work on rating applications and stated that there is a lot of work planned with set due dates for completion.

The Committee discussed the following agenda items:

- Outreach activities and challenges
- A preview of the 2024 nominees
- The rating process
- Changes to the online rating system and rating timeline

#### **Outreach Activities and Challenges**

Stephaan Harris provided an update on the extensive outreach efforts undertaken to solicit a qualified and diverse applicant pool for the 2024 cycle which included the following:

- Outreach to new and diverse groups
- More staff and communications contractors reaching out to their networks
- Published op-eds in The Hill and National PTA blog on the campaign
- Traditional and paid social media outreach

Challenges experienced included the following:

- Stakeholders approached who were nominated before but did not get appointed
- Lack of official definitions for some categories, eliciting questions
- Slow response in many categories, requiring further individual outreach

He noted that staff and contractors conducted direct outreach in efforts to increase the application pool. The outreach resulted an increase in applications received which also reflected a good diversity of applicants and geographical representation.

### **Preview of 2024 Nominees**

McGregor reminded members that there were vacancies in six categories for the 2024 cycle. With the exception of Vice Chair Alice Peisch, incumbent members were eligible for reappointment, and all intend to seek reappointment. The Chair provided a snapshot of the applications received by number, gender, race, ethnicity, region, and geographical representation.

### **Rating Process and Assignments**

McGregor discussed the rating scale and process emphasized the need to carefully review applications in efforts to seek qualified applicants. He also emphasized the need to achieve consistency in ratings using key guidelines.

### **Online Rating System and Timeline**

Tessa Regis highlighted changes made to the online rating system which now require access via a login.gov account. She noted that the Nominations Procedures Manual has been updated to reflect these changes on accessing the Nominations portal. Regis invited members to contact her if they have access issues or questions for the online rating portal.

The Chair revisited the timeline for conducting the ratings. The application portal will be open for rating on Monday, November 20, 2023. Ratings will be conducted in November and December and subgroups would meet no later than January 11, 2024. A virtual committee meeting would be convened in late January or early February to finalize application ratings and make recommendations to the full Board for action at the March 2024 meeting. The finalists would be submitted to the Secretary for consideration by May 2024.

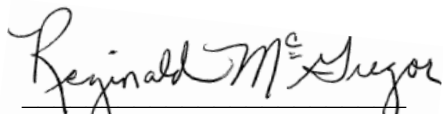
McGregor shared the rating assignments by category and noted that incumbents are not raters.

- 1) General Public (Parent Leader)
- 2) Local School Board member
- 3) Non-public school administrator
- 4) State Legislator (Democrat)
- 5) State Legislator (Republican)
- 6) Testing and Measurement

Members reviewed the timeline for completing ratings. Chair McGregor provided a recap of the discussion and noted that the next committee meeting will be scheduled no later than mid-February 2024.

The meeting adjourned at 8:30 a.m. ET.

I certify the accuracy of these minutes.

  
Reginald McGregor, Chair

11/17/2023  
Date