National Assessment Governing Board
Meeting of August 6-7, 2026
Washington Plaza Hotel
10 Thomas Circle, NW
Washington, DC
& Virtual

Official Summary of Quarterly Governing Board Meeting

Complete Transcript Available

Disclaimer: The initial draft of meeting minutes was generated using a large language model. Outputs were then fact-checked, reviewed, and revised by Governing Board staff.

Participant List

National Assessment Governing Board Members Present

Mark White, Chair
Martin West, Vice Chair
Lisa Ashe
Phil Bryant
Kymyona Burk
Shari Camhi
Christine Cunningham
Danielle Gonzales
Patrick Kelly
Anna King
Suzanne Lane
Scott Marion
Reginald McGregor
Michael Pope*
Ron Reynolds
Nardi Routten
Michael Sidebotham
Guillermo Solano-Flores
Darein Spann

National Assessment Governing Board Members Absent

Michelle Cantú-Wilson
Angélica Infante-Green
Julia Rafal-Baer
Jared Solomon

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director
Rebecca Dvorak
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Sharyn Rosenberg
Angela Scott
Joshua Warzecha

National Center for Education Statistics

Matthew Soldner, Acting Commissioner
Jing Chen*
Brian Cramer*
Enis Dogan*
Janel Gill*
Nadia McLaughlin
Alex McMillan*
Gina Ruehl*
Ebony Walton*
Yan Wang

American Institutes for Research

Christina Davis
Young Yee Kim*
Amanda Mickus*
Jasmine Park*

US Department of Education

Carter Volz

Educational Testing Service

Terran Brown*
Peter Ciemins*
Amy Dresher Hauger*
Robert Finnegan*
Mat Kandathil*
Daniel McCaffrey*
Rupal Patel*
Shannon Richards*

Lerner Communications

Michelle Lerner
Nancy Zuckerbrod

Management Strategies

Brandon Dart*
Rachel Koether

Manhattan Strategy Group

Charlie Butler
Melissa Cristler*
Monica Johnson
Joanne Lim

Pearson

Scott Becker
Sue Lottridge*
Paula Rios*
Llana Williams*

Westat

Lauren Byrne*
Marcie Hickman*
Zully Hilton*
Tom Krenzke*
Jason Nicholas*
Lisa Rodriguez*
Desrene Sesay*
Rima Zobayan

Other

Latosha Branch, Virginia Department of Education*
Jacqueline Branco, Rhode Island Department of Education†
Cecilia Chase Camuzzi, Sanametrix (WDOMS) *
Jennifer Castagna, EducationCounsel*
Betsy Chapman, South Dakota Department of Education
Lucy Colangelo, Knowledge Alliance*
Andrea Conver, Sanametrix*
Tyler Cramer, Remarc Associates LLC*
Angela Dugas, Wisconsin Department of Public Instruction†
Andrea Faulkner, North Carolina Department of Public Instruction*
Brian Garcia, The Council of the Great City Schools*
Alison Gerrior, Massachusetts Department of Elementary and Secondary Education*

Tracey Hembry, HumRRO
Sharmia Jones, Parent
Beth LaDuca, Oregon Department of Education*
Regina Lewis, Maine Department of Education†
Brian Lloyd, Michigan Department of Education
Rebecca Logan, Oklahoma Department of Education*
Mark Loveland, WestEd*
Lori Meyer, LLM Strategies, LLC*
Raina Moulian, Alaska Department of Education & Early Development
Akisha Osei Sarfo, The Council of the Great City Schools*
Renee Palmer, CRP Incorporated*
Mary Pitoniak, Pitoniak Educational Measurement*
Dani Sauter, RTI International (WDOMS) *
Renee Savoie, Connecticut State Department of Education†
Timothy Shaw, Forum One*
Noor Shehzad, Sanametrix/RTI International*
Christy Talbot, American Educational Research Association*

**Present only on 8/6.*
†Present only on 8/7.

The National Assessment Governing Board Quarterly Meeting convened in open session on August 6, 2026.

Session Summaries – Day 1

Welcome and Chairman's Remarks, Approval of the August 2026 Agenda, Approval of the May 2026 Minutes

The session started at 9:31 a.m. Chair White opened the meeting by welcoming all members and expressing appreciation for their attendance. Chair White noted the busy agenda but took a moment to acknowledge that five Board members would be concluding their Board service at the end of September, underscoring the importance of preserving and carrying forward their institutional knowledge.

Chair White invited Executive Director Lesley Muldoon to recognize the staff for their contributions. Muldoon acknowledged staff members for their work in support of the meeting and the Board's operations. Muldoon further acknowledged the Board's NCES colleagues, noting that collaboration with NCES is essential to the Board's work.

Chair White called for a motion to approve the meeting agenda, which was made by Scott Marion and seconded by Christine Cunningham. All members responded in favor. Chair White then asked for a motion to approve the minutes from the May 2026 meeting. A motion was made by Suzanne Lane, seconded by Kymyona Burk, and approved unanimously.

Approval of Governing Board Vice Chair for Term Beginning October 1, 2026

Chair White introduced the agenda item for the nomination of the Governing Board Vice Chair. The Board selects a vice chair annually, and the Executive Committee voted on the nomination for vice chair earlier that morning. Chair White then recognized Nardi Routten to present the nomination of Marty West to serve as Vice Chair of the National Assessment Governing Board for the term of October 1, 2026, through September 30, 2027. In support of the nomination, Routten noted that West had served as an exemplary vice chair over the prior two years, helping to lead the Board through critical transitions for the NAEP program, and that he brings clarity, judgment, and expertise to the Board's deliberations. The motion was seconded by Mike Sidebotham.

Chair White opened the floor for discussion and offered remarks in support of the nomination, emphasizing the value of West's institutional knowledge especially given the turnover in membership in 2026 and 2027, including West himself next year. No further discussion was raised, and all members responded in favor, carrying the motion. Marty West was elected to serve as Vice Chair of the National Assessment Governing Board for the term of October 1, 2026, through September 30, 2027.

Chair White then invited Executive Director Muldoon to provide her update.

Executive Director's Report

Executive Director Muldoon opened with logistical comments, noting that all members were participating in person and that member Darein Spann would join later in the day.

Muldoon reported on several action items arising from the May quarterly meeting. The Board had approved changes adding opt-in opportunities for states in civics, science, and 12th grade reading, math, and civics. The Board had charged staff with conducting outreach to states to gauge interest, and Muldoon reported strong interest among states for Grade 8 civics in 2028. States have until January 2027 to make a formal commitment.

On the NAEP Civics framework update, Muldoon reported that following Board approval of a charge to the framework development panel in May, a nomination process had been opened for panelists. Over 275 applications were received for 20 positions, which reflects overwhelming interest, especially from educators. The Executive Committee reviewed panelist recommendations earlier that morning, and panel membership would be finalized and announced in the coming weeks. Muldoon also reported that two procurements will support the framework process: (1) a contractor to provide content support for the framework development panel, and (2) a different contractor to support a content advisory group. Muldoon noted that the goal is to have the revised framework approved at the August 2027 meeting, and that the Assessment Development Committee (ADC) would hold a session later that day to orient members on the framework development process.

Muldoon next shared a follow-up from the Board's update of the Trends in Urban Districts Assessment (TUDA) program policy and eligibility criteria. Staff had conducted initial outreach to nine districts, all of which are in states not currently represented in TUDA, consistent with the policy's new emphasis on geographic representativeness. Three districts have expressed interest and additional conversations are ongoing. Formal invitations will be sent to interested districts, with the Executive Committee making final selections in November for inclusion in the 2028 NAEP administration.

Muldoon declared that the release of the Long-Term Trend results in June went well. The rollout was smooth, with intentionally limited media attention given that the results were national-only. She previewed the upcoming 4th and 8th grade reading and math report card release, expected in early 2027, and noted that embargoed briefings on 2026 results were expected at the November 2026 quarterly meeting. She specifically called upon members of the Reporting and Dissemination Committee to prepare for an active winter.

Muldoon reported that a closed session had been scheduled for the following day to address questions raised at the May meeting about NAEP participation of students with disabilities, trends in accommodations, and student exclusion and inclusion rates on NAEP assessments. She noted that NCES would share embargoed preliminary information from the 2026 assessment on participation rates, and that outside experts on state and federal policy would provide broader context.

Muldoon then offered an update on the Next Generation NAEP project, which is focused on innovating data reporting and visualization. Approximately 30 participants attended a Design Sprint Workshop held in June at the Institute of Design in Chicago, during which teams explored how NAEP users interact with data and identified opportunities presented by advances in technology, artificial intelligence, and data science. After the workshop, the design team developed prototypes of potential reporting concepts which board members would have an opportunity to consider and discuss later that afternoon.

Muldoon also shared that NCES would present findings from the 2024 state mapping study, which shows where each state's proficiency percentages fall in relation to NAEP achievement levels. She also noted that the Nominations Committee would meet early the following morning to review additional candidates for the 4th grade teacher position on the Board.

Muldoon closed her remarks by formally recognizing the five outgoing Board members and expressing gratitude for their service. She encouraged all members to complete the post-meeting feedback survey, explaining that staff review responses following each Board meeting to plan and improve subsequent quarterly meetings.

Following Muldoon's report, Chair White expressed appreciation for the extensive work completed by staff between meetings. He then invited questions. Kymyona Burk asked whether there was an update on the Democratic governor position nomination. Muldoon responded that the matter was still in process and offered to discuss it further offline. Chair White added that work on the matter was ongoing. No further questions were raised. Chair White reflected on the importance of leadership and collective decision-making, drawing a parallel to the Board's current work and the challenge of transitioning institutional knowledge as multiple members depart within the coming year.

Chair White then invited Acting NCES Commissioner Matthew Soldner to provide an update on the work of NCES since the last quarterly meeting.

NCES Acting Commissioner’s Report

Acting Commissioner Matt Soldner delivered a report on recent activities at the National Center for Education Statistics (NCES) and the Institute of Education Sciences (IES). Soldner reported that NCES had released its annual Condition of Education report in

May, a congressionally required publication covering education from pre-K through post-secondary, and that planning was already underway for the 2027 edition. He also announced the release of several datasets and data products over the summer, including two datasets from the Common Core of Data — a revision to school-level finance survey data and the 2025–2026 school directory files, which serve as the official roster of institutions from which NAEP sampling and other NCES activities are derived. Additionally, NCES released the IPEDS fall 2025 survey files for post-secondary users. Soldner revealed updates to NCES web-based data tools PowerStats and TrendStats, which allow users without statistical software to generate charts and graphs from NCES data.

Soldner reported on IES-wide activities, highlighting work by the Regional Educational Labs (RELs), which released several reports reflecting on-the-ground collaboration with states and districts on topics including early math, early literacy screening, and play-based learning. He also announced the release of the tenth REL toolkit, which includes web-based, free professional development modules designed to translate What Works Clearinghouse practice guides into actionable resources for classroom teachers and instructional teams.

In June, IES received four programs transferred from the Department of Education's Office of Elementary and Secondary Education. These programs — the Education Innovation and Research Program, the Javits Gifted and Talented Students Education Program, the Comprehensive Centers Program, and the Equity Assistance Centers Program — are evidence-based in nature and well-suited for integration into IES. Fourteen staff members joined IES as part of the transition. Soldner noted that the transition had proceeded smoothly to that point, with ongoing competitions for new awards continuing to be supported by staff from the Office of Elementary and Secondary Education until completion, after which IES would assume oversight of the finalized awards.

Soldner concluded his report with an announcement that he described as the first public disclosure of IES fiscal year 2027 grantmaking plans, noting that no other public announcements had yet been made. He reported that three sets of grant competitions would be launched across the fiscal year, with five competitions announced in August — including Using State Longitudinal Systems to Support Education Policymaking, Research Training Programs in the Education Sciences, and Statistics and Research Methodology in Education. Two additional competitions, From Seedlings to Scale and Transformational Research in Special Education, were planned for late September or early October, and a final set including Education Research and Development Centers, Research Networks Focused on Critical Problems of Education Policy and Practice, and

Education Research grants planned for December. IES expects to make more than $250 million in awards through these competitions.

Following the report, Vice Chair Marty West asked about the status of the private school survey data collection, noting that NAEP depends on it, along with the Common Core of Data, for sampling. Soldner responded that the Private School Survey for 2025–2026 should be available by September 1st, pending completion of the accompanying user's manual. Chair White asked Soldner to elaborate on the transition of the four K-12 programs into IES, including any challenges encountered. Soldner responded that the transition had been smooth, describing the programs as strong fits for IES given their emphasis on evidence-building and technical assistance and that current program staff were supporting ongoing award competitions through completion before IES assumed full oversight. No further questions were raised. Chair White thanked Soldner and announced a fifteen-minute recess before the closed session.

NAEP Budget and Assessment Schedule Update (CLOSED)

The Governing Board convened in closed session from 10:31 a.m. to 11:33 a.m. to receive an update on the NAEP budget and assessment schedule. These discussions included confidential budget, procurement, and unreleased assessment information. Public disclosure of this information would reveal proprietary contract costs of the current NAEP contractors, independent government cost estimates for future assessments, and unreleased assessment content, and would have an adverse financial effect and significantly impede the implementation of future assessments if shared in open session. These matters are protected from public disclosure under exemption 9(B) of the Government Sunshine Act, 5 U.S.C. 552b.

The National Assessment Governing Board Quarterly Meeting convened in open session from 11:49 a.m. to 12:45 pm.

Next Generation NAEP Update and Discussion

Chair White reconvened the meeting and asked Muldoon to introduce the session. Muldoon provided a brief overview of the Next Generation NAEP project, which was launched in January 2026 with a broad focus on modernizing the NAEP program. The initial scope of inquiry encompassed questions about accelerating development and reporting timelines, modernizing technology infrastructure, improving the usefulness and accessibility of results for stakeholders, and reducing burden on schools and students participating in NAEP. During the spring, the project narrowed its focus to data reporting and visualization as the first priority. She described the current technological landscape as presenting both risks and significant opportunities for innovation and emphasized that the moment was well-suited for modernization efforts. Acting Commissioner Matt Soldner echoed Muldoon's enthusiasm, expressing appreciation for her leadership in

spearheading the effort and noting that the NCES team had embraced the spirit of innovation.

Muldoon outlined four objectives for the session: (1) developing a shared understanding of emerging opportunities and challenges around reporting, data access, and visualization; (2) reflecting on potential shifts in how users would be served by proposed changes; (3) discussing implications and potential barriers to future implementation; and (4) identifying the conditions needed for successful change. She emphasized that the session was not intended to reach final decisions, but rather to engage the Board in informing the next steps in prototyping and user testing.

Muldoon then introduced Anijo Mathew, who participated via Zoom. Mathew is the former dean of the Institute of Design at Illinois Tech, where the project was initiated, but he recently assumed the deanship at the Iovine and Young Academy of Innovation at the University of Southern California. The project will remain housed at the Institute of Design, with himself and Institute of Design faculty and students continuing to conduct the work.

Mathew explained the Institute of Design's approach to design innovation, organized around three phases: (1) discovery, which involves understanding users, stakeholders, context, needs, and aspirations; (2) prototyping, which involves building and testing prototypes with users; and (3) application, which involves integrating prototypes into existing systems. He reported that the discovery sprint had been completed and that the project had moved into the prototyping sprint, with an application sprint focused on integration into existing NAGB and NCES systems planned for September and October.

Mathew described the process leading to the Sprint 1 workshop held in Chicago. The process involved four sessions:

- an initial virtual engagement with an advisory committee;
- a scope-setting in-person workshop in Chicago with NAGB and NCES staff;
- a second virtual engagement with the advisory committee; and
- the Design Sprint itself—a problem-framing and decision-making workshop.

Mathew noted that the Chicago sprint was well-attended and included Board members, NAGB and NCES staff, and leaders from an array of professional backgrounds. The Institute of Design team presented research-based vignettes representing different NAEP user personas; facilitated a Decision-Uncertainty-Values exercise designed to identify what the project can control, what is uncertain, and what values should guide the work; and held a brainstorming and requirement-gathering session to generate conceptual ideas for prototypes. The vignettes represented five types of NAEP stakeholders, including human actors and non-human actors such as AI that ingest and

present NAEP data. He emphasized that the personas were not intended as final articulations of users, but as collections of insights drawn from research.

Mathew presented a data visualization summarizing the workshop, generated from AI and human analysis that coded and clustered conversations by common content. He identified the major clusters as: (1) accessibility; (2) AI infrastructure; (3) data context; (4) data guardrails; (5) democratization; (6) editorialization; (7) modernization; and (7) personalization. He illustrated the flow of conversation topics and their relationship to emerging design concepts, explaining that the thickness of lines indicated the volume of interest in particular topics and the dozens of lines reflect an inclusive design process.

Mike Sidebotham, the Board's elementary school principal, asked whether any teachers or school leaders had been included among the stakeholder groups used in the user research. Mathew responded that teachers had not been included in the user research. Muldoon clarified that the decision to focus on district-level and state-level representatives had been made by NCES and NAGB staff, because NAEP does not produce school-level results and that data are most directly applicable to district and state leaders.

Following Mathew's presentation, Chair White outlined the session's planned activities. Board members were directed to spend 45 minutes walking around the room to review the five physical vignettes, using Post-it notes to record reactions, questions, and observations. Board members were encouraged to engage with one another and the design team members stationed at each vignette. At 1:00 p.m., members transitioned to small group discussions facilitated by Marty West, Matt Soldner, and Danielle Gonzales, all of whom had attended the Chicago workshop.

The National Assessment Governing Board Quarterly Meeting convened in small group discussions on Next Generation NAEP until 2:20 p.m.

Next Generation NAEP Small Group Discussion Debrief

Chair White reconvened the full Board at approximately 2:30 p.m. for a debrief of the small group discussions on Next Generation NAEP. Soldner began and reported that his group identified "relevance" as the standout benefit of the proposed Next Generation NAEP concepts, i.e. making NAEP data relevant to a wide range of stakeholders according to their individual needs. The primary risk identified by his group was the potential downsides of AI use and the need for strong guardrails. Soldner also raised what he described as an existential risk: that when reporting becomes highly flexible and adaptable, it may no longer constitute reporting in the traditional sense. He noted that the group debated whether the proposed concepts represented structured reporting, in which all users see the same content and receive the same narrative, or

something better characterized as data exploration and customization, and questioned what this shift would mean for the concept of consistent and reliable NAEP reporting.

Danielle Gonzales shared that her group had relatively little conversation about the challenges of AI, in contrast to Soldner's group. She described her group as accepting the notion that AI would play a significantly larger role in NAEP reporting. As a result, her group's discussion focused primarily on human error and human interpretation, particularly the politicization of NAEP data and the risk of users drawing causal inferences from the data. She described substantial conversation around the guardrails needed to protect data quality, ensure proper AI training, and maintain data accuracy, as well as discussion about the timing and integration of the new vision with the current reporting timeline.

Marty West explained that his small group began by focusing on risk, particularly the concern that some of the proposed tools could make it easier for users to draw unhelpful or misleading conclusions or inferences from NAEP data, potentially giving the appearance that NAEP was endorsing those interpretations. He noted that this reinforced the need for strong guardrails. West added that, while the work done to date had been focused primarily on what is technologically possible, his group suggested that an additional lens would be valuable: identifying the ideal use cases for NAEP and focusing on areas where NAEP has a comparative advantage, such as reporting on long-term trends, enabling cross-state comparisons, and validating state assessment data over time. He suggested that prioritizing these power use cases could help steer users toward more appropriate and productive uses of the tools.

Following the small group reports, Chair White opened the floor for broader discussion. Governor Bryant raised the question of whether documentation distributed to superintendents and other users could include a disclaimer stating that the information is provided for research purposes only and should not be used for political purposes or in political advertisements. He acknowledged that such a statement would not carry binding authority but suggested it would provide the Board with a basis for response when results are misused in political contexts. Muldoon noted the concept of "misNAEPery" — the intentional or accidental misuse of NAEP data — and indicated the suggestion was worth considering, while noting her uncertainty about what the NAEP law permits. Governor Bryant acknowledged that misuse for political purposes is common and reiterated that even a non-binding disclaimer would represent a meaningful step.

Guillermo Solano-Flores commented that decision-makers tend to use data from large-scale testing programs to justify predetermined decisions, even when the evidence does

not support those decisions. He suggested that, in addition to including a disclaimer, education and awareness efforts would be needed to help users understand this risk.

Chair White expressed strong support for the Next Generation NAEP initiative, deeming it among the most important work undertaken during his six years on the Board. He compared the situation facing NAEP to the disruption that streaming services caused for Blockbuster, suggesting that if the Board does not actively embrace and shape the role of AI in NAEP reporting, AI could undermine the program's relevance and authority.

Scott Marion asked about the timeline for iterative testing of the prototypes, expressing particular interest in whether the testing would reveal whether users change their behavior in meaningful ways or continue what they have always done. He also raised the question of how the outcomes of the testing would be evaluated. Sylvia Kim, one of the project leads working with Mathew, explained that outcomes would be evaluated against two categories: data literacy and trust in the data. Soldner built on Marion's comments, suggesting that in both the iterative testing phase and any eventual production deployment, it would be important to capture what users are querying — whether through a chatbot or other interface — in order to monitor for misuse or to identify high-value use patterns and ensure solutions are responsive to what users actually need.

Solano-Flores suggested that the design work should not lose sight of the broader assessment system. The current effort is focused on data reporting, visualization, and access, but consideration also should be given to the design of the testing platform itself, including how advances in knowledge could be applied to minimize extraneous factors such as cognitive load in test-taking. Muldoon acknowledged the point, noting that the project had begun with broader questions than reporting alone and expressing hope that future phases would address other aspects of the NAEP program.

Suzanne Lane raised the importance of capturing the accuracy of user interpretations during iterative testing, noting that validity of interpretation is a fundamental standard in assessment and that understanding how users interpret and intend to act on the data they receive would be critical to evaluating the success of any new reporting system. She described her primary concern as ensuring that users are drawing accurate conclusions from the data, regardless of the reporting format. Muldoon indicated that notes were being taken on incorporating questions about user interpretation and intended use into the testing and interview protocols. No further comments were raised, and Chair White announced a brief recess before transitioning to a closed session at 3:00 p.m.

The National Assessment Governing Board Quarterly Meeting convened closed session on August 6, 2026, at 3:01 p.m. to 3:43 p.m.

Briefing on State Mapping Study (Closed)

The Governing Board met in closed session to receive a briefing on the NAEP State Mapping Study from 3:01 p.m. to 3:43 p.m. This session was closed, because it included preliminary data not ready for public release, and disclosure would impede implementation of the assessment and compromise its integrity. These matters are protected from public disclosure under exemption 3 of the Government Sunshine Act, 5 U.S.C. 552b(c)(3).

Day 1 of the National Assessment Governing Board Quarterly Meeting went off record at 3:43 pm ET.

Session Summaries – Day 2

The National Assessment Governing Board Quarterly Meeting convened closed session on August 7, 2026, at 9:15 a.m. to 11:25 a.m.

Students with Disabilities and NAEP (CLOSED)

The Governing Board met in closed session from 9:15 a.m. to 10:45 a.m. to learn about participation rates of students with disabilities sampled to take NAEP, accommodations provided by federal and state assessment programs, and related state and federal policies. This session was closed, because the presentation and discussion included unreleased participation and exclusion rate data from the 2026 NAEP administration. Public disclosure of these data would significantly impede the implementation of the assessment and compromise its integrity. These matters are protected from public disclosure under exemption 3 of the Government Sunshine Act, 5 U.S.C. 552b(c)(3).

Gina Ruehl of NCES presented preliminary 2026 NAEP data on accommodations and participation rates. Next, a panel discussion with Andrew Hinkle of the National Center of Educational Outcomes, Patrick Rooney of the Office of Elementary and Secondary Education, and Juli Taylor of the Office of Special Education Programs provided information about state and federal policy, rules, and guidelines relevant to large-scale assessments for students with disabilities and English learners. Board members were invited to ask questions of Ruehl and the invited panelists.

Nominations Discussion (CLOSED) 10:53 a.m. to 11:25 a.m.

The Board continued in closed session from 10:53 a.m. to 11:25 a.m., to discuss the 2026 member appointments. This discussion concerned internal personnel rules and practices of an agency and information of a personal nature where disclosure would constitute a clearly unwarranted invasion of privacy. As such the discussions are protected by exemptions 2 and 6 of the GSA. See 5 U.S.C. 552b(c)(2) and (6).

The National Assessment Governing Board Quarterly Meeting convened open session on August 7, 2026, from 11:26 a.m. to 11:45 a.m.

ACTION: Nominations for Board Member Terms Beginning October 1, 2026

Upon returning to open session, Chair White recognized Reginald McGregor, who thanked the Board for their feedback and discussion during the preceding closed session and moved that the Board approve the additional slate of finalists for the position of 4th Grade Teacher, as discussed in closed session. Suzanne Lane made the motion, which Lisa Ashe seconded. Chair White opened the floor for discussion, and none was offered. All members voted in favor, and the motion carried. White expressed appreciation to the Nominations Committee, noting that he had attended the Committee's morning meeting, which he described as an intense discussion about a strong group of nominees.

Farewell Remarks

Chair White opened the farewell session and recognized departing Board member Christine Cunningham, who delivered remarks reflecting on her seven years of service.

Cunningham recalled that at her first Board meeting she misheard the term "hollow square" as "hallowed square," and shared that after seven years she had come to believe her original misunderstanding was not entirely wrong, as it is the people around the table who make the space hallowed through the seriousness with which they approach their responsibilities. She reflected on the Board's strength in bringing together diverse perspectives — educators, governors, researchers, assessment experts, state chiefs, school board members, and business leaders — and noted that the Board's greatest strength lies not in thinking alike but in being willing to think together. Cunningham described the Board as a learning organization that asks difficult questions, invites outside expertise, examines evidence, and adapts to changing circumstances while remaining grounded in the principles that give NAEP its credibility. She hoped that the Board would continue to protect not only the integrity of NAEP itself but also the integrity of the deliberations that make NAEP possible, including the willingness to listen, the respect for differing perspectives, and a commitment to evidence over assumption. She urged members never to lose sight of the students behind the data.

Nardi Routten described her eight years of service as one of the greatest honors of her career, explaining that the experience had changed her both professionally and personally. She reflected on the Board's ability to bring together educators, researchers, policymakers, and leaders from different generations, backgrounds, and political viewpoints around the shared purpose of doing what is best for students. Routten shared that one of the most meaningful gifts of her service was gaining the confidence

to use her voice on behalf of classroom teachers across the country, including through writing op-ed articles. She identified school visits as among her favorite experiences on the Board, describing them as irreplaceable opportunities to hear directly from students and teachers. She offered three pieces of advice to continuing members: (1) prioritize school visits; (2) listen to teachers, whose perspectives cannot be found in reports or data alone; and (3) never stop telling the story behind the data, emphasizing that the Board's role is not to solve every problem but to illuminate where students are succeeding and where they need greater support so that others can make informed decisions.

Darein Spann offered brief farewell remarks. He said he had arrived at the meeting with some concerns, but the preceding discussions had shifted his perspective. He urged the Board to continue educating the Department on the culture of the Board, including ensuring that all designated categories are filled to preserve diversity of thought. He expressed appreciation for the leadership of Governor Perdue when he first joined the Board, describing that period as reflecting the nonpartisan character the Board should embody. Spann indicated that as he departs, he intends to continue assisting with recruitment and will monitor the Board's website to check whether its culture of diversity is maintained.

Anna King, the outgoing parent representative, offered brief remarks expressing gratitude for the opportunity to serve and encouraging the Board to continue its important work.

Following the individual farewell remarks, several continuing members offered comments. West described the remarks as inspiring, noting that the departing members' comments represent how the Board can function at its best. Reginald McGregor publicly thanked the Nominations Committee for its responsiveness in undertaking additional work on short notice and expressed appreciation to staff — specifically citing Muldoon and Stephaan Harris — as well as Chair White for their work in preparing the Board to fulfill its responsibilities during what he characterized as an unorthodox situation.

Suzanne Lane thanked the departing members for their service and their remarks, and echoed Spann's comments by expressing hope that the principle of representativeness would continue in discussions of future Board candidates.

Muldoon expressed her thanks to the departing members and noted that Michael Pope could not offer remarks in person due to travel constraints. She announced that the Board would seek to strengthen its alumni association engagement, noting that opportunities such as writing op-eds continue to be available to former members.

The next Board meeting is scheduled for November 19th and 20th in the Washington, D.C. area. Before then, staff will share information about new appointments as soon as it is possible to do so. The public announcement will be coordinated with the Secretary's Office. In response to a question from McGregor asking whether new Board members would be assigned Board mentors following orientation, Muldoon clarified that mentor assignments are typically made before orientation once committee assignments are known. Muldoon closed by reminding members to complete the post-meeting feedback survey, and Chair White adjourned the meeting.

Day 2 of the National Assessment Governing Board Quarterly Meeting went off record at 11:45 a.m. ET.

National Assessment Governing Board

Executive Committee

Report of August 6, 2026

OPEN SESSION

Executive Committee Members Attending: Mark White (Chair), Marty West (Vice Chair), Christine Cunningham, Patrick Kelly, Suzanne Lane, Scott Marion, Reginald McGregor

Executive Committee Members Absent: Michelle Cantú-Wilson, Julia Rafal-Baer

Board Members: Lisa Ashe, Shari Camhi, Danielle Gonzales, Ron Reynolds, Guillermo Solano-Flores

NAGB Staff: Lesley Muldoon (Executive Director), Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Joshua Warzecha

National Center for Education Statistics: Matt Soldner (Acting Commissioner), Enis Dogan, Gina Ruehl, Ebony Walton

U.S. Department of Education: Carter Volz (Budget Service)

Other Attendees: CGCS: Ray Hart, Akisha Osei Sarfo; ETS: Peter Ciemens, Amy Drescher; Lerner Communications: Michelle Lerner; Management Strategies: Brandon Dart; Sanametrix: Chase Camuzzi, Andrea Conver; Westat: Marcie Hickman, Tom Krenzke

Welcome and Opening Remarks

The Executive Committee met in open session from 8:15-8:45 am EDT on Thursday, August 6, 2026. Mark White (Chair) welcomed members and called the meeting to order at 8:15 am EDT.

Inviting New Districts to Participate in the Trends in Urban Districts Assessment (TUDA)

In May 2026, the Governing Board approved updates to the TUDA Policy, including changes which expand the potential pool of eligible districts and a priority on regional representation across the nation among participating districts. Twenty-four TUDA districts participated in 2026 NAEP and there is availability for additional districts to join 2028 NAEP.

Lesley Muldoon (NAGB Executive Director) reported on implementation of the updated TUDA Policy, sharing a list of all eligible TUDA districts and a list of recommended TUDA districts (newly eligible districts in states without a current TUDA district). Muldoon shared that, in partnership with the Council of the Great City Schools (CGCS), staff have conducted initial outreach to nine school districts:

- Anchorage School District (AK)
- Memphis-Shelby Country Schools (TN) (previously participated from 2017-2022)
- Newark Public Schools (NJ)
- Oklahoma City Public Schools (OK)
- Omaha Public Schools (NE)
- Seattle School District (WA)
- Tucson Unified School District (AZ)
- Virginia Beach City Public Schools (VA)
- Wichita Public Schools (KS)

Ray Hart (CGCS) reported strong interest and enthusiasm for TUDA among CGCS's membership. Committee discussion focused on clarifications about the timeline and process for extending invitations, and the maximum number of additional districts that could be added to TUDA. Muldoon shared that Board staff will continue to work with CGCS to confirm the interest of eligible districts, prioritizing those in states without a current TUDA.

Governing Board Vice Chair for Term Beginning October 1, 2026

Nardi Routten nominated Marty West to serve as Governing Board Vice Chair from October 1, 2026, through September 30, 2027. This nomination was approved unanimously by the Executive Committee, moving this action out of committee and to the full Board for a vote.

CLOSED SESSION

Executive Committee Members Attending: Mark White (Chair), Marty West (Vice Chair), Christine Cunningham, Patrick Kelly, Suzanne Lane, Scott Marion, Reginald McGregor

Executive Committee Members Absent: Michelle Cantú-Wilson, Julia Rafal-Baer

Board Members: Lisa Ashe, Shari Camhi, Danielle Gonzales, Ron Reynolds, Nardi Routten, Guillermo Solano-Flores

NAGB Staff: Lesley Muldoon (Executive Director), Rebecca Dvorak, Stephaan Harris, Sharyn Rosenberg, Joshua Warzecha

National Center for Education Statistics: Enis Dogan, Gina Ruehl, Ebony Walton

Other Attendees: Lerner Communications: Michelle Lerner

NAEP Civics Framework Development Panel Nominations

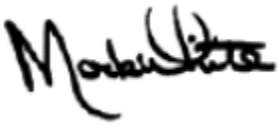
The closed session of the meeting began at 8:45 am EDT. This discussion concerned internal personnel rules and practices of an agency and information of a personal nature where disclosure would constitute a clearly unwarranted invasion of privacy. As such the discussions are protected by exemptions 2 and 6 of the GSA. See 5 U.S.C. 552b(c)(2) and (6).

Patrick Kelly, Assessment Development Committee (ADC) Chair, presented ADC's recommendations of panelists for the Civics Content Advisory Group and the Civics Framework Development Panel. The Executive Committee discussed and approved ADC's panelist recommendations.

Adjournment

Chair White thanked members and staff for their work. The meeting was adjourned at 9:30 am EDT.

I certify the accuracy of these minutes.



11/5/2026

Mark White, Chair — Date

National Assessment Governing Board

Assessment Development Committee

Report of August 6. 2026

CLOSED SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Kymyona Burk, Shari Camhi, Anna King, Nardi Routten.

ADC Members Absent: Jared Solomon.

National Assessment Governing Board Staff: Sharyn Rosenberg, Joshua Warzecha.

National Center for Education Statistics (NCES): Gina Ruehl.

Other attendees:

American Institutes for Research (AIR): Christina Davis. Educational Testing Service (ETS): Terran Brown, Cheryl Van Ness. Westat: Lisa Rodriguez.

The Assessment Development Committee (ADC) met in closed session on Thursday, August 6, from 3:45 – 5:20 pm EDT. Chair Patrick Kelly called the meeting to order at 3:45 pm EDT.

Review of Concept Sketches for 2030 NAEP Mathematics at Grade 8

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

CLOSED SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Kymyona Burk, Shari Camhi, Anna King, Nardi Routten.

ADC Members Absent: Jared Solomon.

National Assessment Governing Board Staff: Lesley Muldoon, Sharyn Rosenberg, Joshua Warzecha.

Update on Contracts and Next Steps for NAEP Civics Assessment Framework and Content Advisory Group

Kelly began the session by noting that most ADC members were not on the Board during the process of updating the NAEP Science Framework a few years ago. The purpose of this session was to provide some information about: 1) the general process and procedures for updating NAEP frameworks; and 2) specific details, next steps, and potential considerations for the 2032 NAEP Civics Framework.

Rosenberg began by describing the intended roles of various groups, including: the framework development contractor; the framework development panel; the technical advisory committee; the educator advisory committee; the content advisory group contractor; the content advisory group; Board members and staff; and NCES staff and contractors. Rosenberg also shared the likely process and timeline for key milestones in the process, including: the content advisory group initial guidelines; launch of development panel meetings; development of framework outline; public comment; framework revision; and adoption of final framework and specifications documents.

Committee members engaged in discussion and provided feedback about the plans and timeline for the work.

The meeting adjourned at 5:20 pm EDT.

I certify the accuracy of these minutes.



Patrick Kelly, Chair

September 11, 2026
Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of August 6, 2026

OPEN SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Scott Marion (Vice Chair), Danielle Gonzales, Michael Pope, Guillermo Solano-Flores.

COSDAM Members Absent: Michael Sidebotham

National Assessment Governing Board Staff: Rebecca Dvorak

National Center for Education Statistics (NCES): Jing Chen, Enis Dogan, Alex McMillan.

Other attendees: AIR: Young Yee Kim; ETS: Amy Dresher, Dan McCaffery; Pearson: Matt Brunscheen, Sue Lottridge, Paula Rios; Sanametrix: Chase Camuzzi, Andrea Conver; Westat: Tom Krenzke.

The Committee on Standards, Design and Methodology (COSDAM) began in open session on Thursday, August 6, 2026. Suzanne Lane (Chair) called the meeting to order at 3:50 pm EDT.

Lane thanked Michael Pope, whose term is ending in October, for his contributions as a member of COSDAM. She expressed her appreciation for bringing his perspectives as an educator. Next, Lane shared her plans to step down from the Board one year early in October of 2027. She added that she will be stepping down as COSDAM Chair following the August 2026 meeting. The Board Chair will identify new COSDAM leadership.

Lane next provided an overview of the meeting; The first two sessions were open to the public. First, Becky Dvorak, Assistant Director for Psychometrics, would provide an update on recent steps towards revising NAEP Reporting Achievement Level Descriptions (ALDs) for 2026. Lane noted that in the second session Dvorak would share an update on research activities that may be of interest to COSDAM. The meeting would conclude with a presentation by Sue Lottridge of Pearson and Helena Jia of ETS to present findings from automated scoring activities for 2026.

Revising the Reading and Math Reporting Achievement Level Descriptions for 2026

Rebecca Dvorak, Assistant Director for Psychometrics, reported progress towards revising the Reporting Achievement Level Descriptions (ALDs) for reading and math at grades 4 and 8, ahead of the 2026 data release. The Reporting ALDs, first developed for the 2022 data release, describe what students performing at each NAEP achievement level likely know and can do based on responses to assessment items. She reminded attendees that the revision efforts are intended to be small-scale and will retain relevant content from existing ALDs.

Dvorak shared that a contract was awarded to Quality Information Partners (QIP) in July, with WestEd and EdMetrics as subcontractors to conduct the Reporting ALD revision. The project aims for a quick turnaround, with draft revisions ready for COSDAM review by mid-October. The team is nearly finished anchoring items to achievement levels and recruiting content experts to review assessment items and recommend revisions.

COSDAM will see additional achievement levels activities in the coming years. First, a more extensive review and revision of the Reporting ALDs will coincide with the 2028 data release. This effort will include all grades 4, 8, and 12 for reading and math, and incorporate a validity check to examine how well the new Reporting ALDs align with the assessment frameworks. Next, the Board anticipates a standard setting to set new cut-scores to address the updated NAEP Science Framework for the 2029 administration at grade 8.

Updates: Planned Research Studies

Rebecca Dvorak provided updates on ongoing and planned research studies relevant to COSDAM. The Board intends to award a contract to examine the landscape of test accommodations across state assessments in the U.S., comparing these practices to those used in NAEP. This study responds to the Board's request for more information about accommodations, raised during the May quarterly Board meeting.

Dvorak also highlighted additional research initiatives. NCES is currently investigating how shifts in enrollment patterns may affect NAEP scores, as part of its technical services contract. Furthermore, Board staff noted that external researchers are exploring new methods to link and compare NAEP scores with state assessment scores. Board and NCES staff are monitoring these developments.

Before proceeding to the automated scoring session, Lane invited COSDAM members to raise any additional topics. Scott Marion inquired about NAEP's progress on multi-stage testing (MST) and requested that COSDAM be briefed early in the process to provide input. Enis Dogan (NCES) confirmed that a study on reading and math MST is

planned for 2028, with operational implementation and a bridge study anticipated in 2030. The design remains unchanged since it was last presented to COSDAM. Marion requested that NCES present the methodology at the November COSDAM meeting because some committee members are new, and others may have forgotten the details.

CLOSED SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Scott Marion (Vice Chair), Danielle Gonzales, Michael Pope, Guillermo Solano-Flores.

COSDAM Members Absent: Jhone Ebert, Michael Sidebotham

National Assessment Governing Board Staff: Rebecca Dvorak

National Center for Education Statistics (NCES): Jing Chen, Brian Cramer, Enis Dogan, Alex McMillan.

Other attendees: AIR: Young Yee Kim; ETS: Amy Dresher, Dan McCaffery; Pearson: Matt Brunscheen, Sue Lottridge, Paula Rios; Sanametrix: Chase Camuzzi, Andrea Conver; Westat: Tom Krenzke.

2026 Automated Scoring of Reading Items

Under the provisions of exemption 9(B) of 552b of Title 5 U.S.C., this session on automated scoring was closed to allow presentation of non-public preliminary data and item information, and discussion of planned procurement activities.

Susan Lottridge of Pearson described the item-level criteria used to evaluate the reliability of automated scoring in comparison to hand scoring. These criteria were selected to be consistent with field best practices, and they provide measures of consistency between automatedly derived scores and human scores. Lottridge presented the reliability statistics for 2026 NAEP Reading constructed response items. She then described the process for conducting bias analysis and flagging potentially problematic items.

Helena Jia of ETS shared information about how items flagged during the scoring process are addressed during the analysis phase. She noted that automatedly scored and hand scored items go through the same processes to link new assessment results to the prior administration year for maintaining trend lines.

COSDAM members asked clarification questions throughout the presentation. Guillermo Solano-Flores expressed interest in exploring further the impact of item difficulty and item response length on the success of automated scoring. He suggested analyses to examine if differences exist between human-to-human and automated scoring-to-human reliability rates for these variables.

Lottridge ended the presentation sharing plans to conduct automated scoring for reading and math in 2028 – noting that not all math items are suitable for the automated scoring models at this time, and so they expect more items will be scored by humans

than for reading. Automated scoring for science is anticipated for 2029; studies have shown strong promise for successful scoring of science items.

The meeting concluded at 5:25pm EDT.



_____ 09/21/2026

Suzanne Lane, Chair Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of August 6, 2026

Reporting and Dissemination Committee (R&D) Members: Reginald McGregor, Ron Reynolds, Darein Spann, Marty West.

Reporting and Dissemination Committee (R&D) Members Absent: Julia Rafal-Baer (Chair), Michelle Cantú-Wilson (Vice Chair), Governor Phil Bryant, Angélica Infante-Green.

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

National Center for Education Statistics (NCES) Staff: Brian Cramer, Gina Ruehl, Ebony Walton.

Other attendees: American Institutes for Research (AIR): Jasmine Park. Council of the Great City Schools: Akisha Osei Sarfo. Educational Testing Service (ETS): Peter Ciemins, Robert Finnegan. Forum One: Tim Shaw. Lerner Communications: Michelle Lerner, Nancy Zuckerbrod. Manhattan Strategy Group (MSG): Joanne Lim. RTI/Sanametrix: Danielle Sauter, Noor Shehzad. Westat: Marcie Hickman.

Reporting and Dissemination (R&D) Committee staff liaison and Governing Board Assistant Director for Reporting and Analysis, Laura LoGerfo, called the meeting to order at 3:50 pm EDT.

Strategic Communications Update

LoGerfo updated the committee on communications activities since the last meeting in May 2026. In June, the Governing Board and NCES released results from the 2025 Long-Term Trend (LTT) reading and mathematics assessments for ages 9 and 13. As national-only results, the LTT news elicited fewer articles and citations than the 2024 NAEP results, which included state and district data. Additionally, the LTT release occurred just a week after the Education Opportunity Project updated their state and district data tools, which garnered much coverage. Given this context, however, the LTT release did well.

The initial release merited more than 1,500 media mentions, due to the Associated Press' picking up the story. Overall, the coverage was of high quality, with minimal instances of misNAEPery and close alignment with intended messaging. Governing Board members, Kymyona Burk and Julia Rafal-Baer, wrote op-eds on the results, which were published in prominent education trade outlets--*Education Week* and *The 74,* respectively.

At the May meeting, the Reporting and Dissemination Committee members recommended keeping any video related to the LTT release to a short duration. Staff heeded this insightful suggestion, releasing a 96-second video which explained a distilled set of results. This video elicited more views than the science video and the 12th grade video from the last release, and viewers watched a higher percentage of the video than those previous iterations. In sum, anticipating modern attention spans led to higher quality views.

The Board sent a newsletter heralding the release of the results, which had an average open rate of 16.5%. This is not as high as historically top-performing emails, yet still strong. For more detailed statistics on how the LTT release fared in traditional and social media channels, please see the slide deck presented during the committee meeting.

Other communications work during the summer included outreach to states about volunteering to participate in state-level NAEP civics and 12th grade reading and mathematics. To urge states to sign up for state-level civics, Rhode Island state chief and Governing Board member, Angélica Infante-Green, and Iowa state chief, McKenzie Snow, co-authored an op-ed explaining the value and power of state-level NAEP data.

Other outreach focused on the NAEP Civics Assessment Framework Update effort, led by the Board's Assessment Development Committee (ADC). This work requires expert panels to review items, provide feedback, and offer input about what an updated civics assessment should measure. To support this work, the communications team helped recruit potential panelists through broad outreach to key organizations, calls to state education agencies and districts to nominate teachers and education leaders, and advertisements on social media targeted to 4th grade teachers, one of which featured a video starring ADC Chair and 12th grade teacher Patrick Kelly. Nearly 300 applications were received, a number higher than expected. The immense success of this campaign yielded insightful lessons learned for the upcoming Board nominations campaign.

Looking ahead, the autumn months will be spent preparing for the release of the 2026 NAEP results. That release is complicated by new mathematics and reading frameworks, which will require new examples of skills and knowledge tied to each achievement level. Early planning and continuous planning will lead to a smooth

release. Additional ongoing work comprises (1) launching the nominations campaign and announcing the newest Board members on October 1; (2) continuing to promote voluntary state-level NAEP participation; and (3) announcing the Civics Assessment Framework Update panel members.

Ron Reynolds asked what lessons were learned from the LTT release which could be applied to the upcoming 2026 Main NAEP release. LoGerfo replied that the brevity of the video should be noted as relevant for future releases. And, with state and district data, the 2026 Nation's Report Card should spark more post-release events with stakeholders.

The meeting then shifted to Robert Finnegan, the reporting lead for NAEP at ETS, who introduced the next session.

Considering Contextual Questionnaires and Reporting Updates

Finnegan introduced his co-presenter for this session, Tim Shaw of Forum One, a firm that conducts user experience research for the Nation's Report Card. Finnegan and Shaw sought committee members' reflections on what they most want to see on future report card sites. Shaw led a lively brainstorming session, centered on two primary questions.

First, Shaw asked the R&D Committee: What are the most important topics or policy questions NAEP should address the day results are released? Committee members wrote their responses on sticky notes, which Shaw then shared with the group to foster discussion. Members wanted Day 1 messaging to focus on why NAEP is important, how student performance trends change, and how score changes relate to specific skills. They also recommended averting any confusion about data quality on Day 1 by explaining thoroughly and clearly how the data collection, analysis, and reporting processes did or did not change from previous years.

The next question--What statistics, findings, contextual information should be available for deeper understanding and reference beyond initial release period?--drew much conversation. Inevitably, the focus of the initial release is a comparison to results from the most recent prior year on a national scale. Achievement gaps and differences across subgroups typically emerge below the proverbial fold, but still attract some engagement, especially from advocacy groups. A question arose about whether state comparisons constitute a first-day priority or if those are more Day 2 or Day 3 articles, op-eds, and posts. For example, the "southern surge" stories appeared weeks after the last release.

Committee members shared what questions and interests about NAEP results emerge among the groups they represent. Reginald McGregor observed that his business colleagues wonder how students in Advanced Placement classes fare on NAEP compared to other students. Contextual data rarely emerge as points of interest, given their significant limitations, i.e., awkward reporting of “students whose teachers report...” and sparse data. Researchers explore factors that may explain variance in NAEP scores, but those analyses are typically published much later.

Innovative ideas surfaced, such as how to incorporate a longitudinal data component into NAEP. The discussion then turned to predicting which stories will predominate when the 2026 Nation’s Report Card is released in winter 2027. Suggestions included stronger performance among fourth-graders, given the latest LTT results, and weaker performance in grade 8 mathematics, considering how far this cohort’s performance fell during the pandemic. Committee members expressed interest in seeing how the divergent trends progress and queried if and how the political climate will play a role. NAEP watchers may compare red state performance to blue state performance, check for signs of possible weakening in the “southern surge,” and look for changes in Massachusetts after the Bay State’s recent education policy changes.

The discussion concluded with Finnegan and Shaw promising to try to incorporate committee members’ ideas into reporting plans for NAEP 2026. LoGerfo adjourned the meeting at 5:25 pm.

Julia Rafal-Baer

Julia Rafal-Baer

9/15/26

Date

National Assessment Governing Board

Nominations Committee

Report of August 7, 2026

CLOSED SESSION

Nominations Committee Members: Reginald McGregor (Chair), Lisa Ashe, Patrick Kelly, Suzanne Lane, Scott Marion, Ron Reynolds, Nardi Routten.

Nominations Committee Members Absent: Angélica Infante-Green.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Stephaan Harris.

Other attendees: Lerner Communications: Michelle Lerner, Nancy Zuckerbrod.

The closed session of the meeting began at 7:30 am EDT. This discussion concerned internal personnel rules and practices of an agency and information of a personal nature where disclosure would constitute a clearly unwarranted invasion of privacy. As such the discussions are protected by exemptions 2 and 6 of the GSA. See 5 U.S.C. 552b(c)(2) and (6).

Chair Reginald McGregor welcomed members and reviewed the objectives for the committee's meeting. He invited Executive Director Lesley Muldoon to provide an update on the status of the Secretary's appointments to the Governing Board for terms beginning October 1, 2026, and other updates in Board membership. Muldoon reported that the Secretary's office had requested additional nominees for consideration in the category of Fourth-Grade Teacher.

Muldoon also shared two updates regarding Board membership:

1) Board member Jhone Ebert (Chief State School Officer) resigned effective 7/31/2026 after leaving the role of state chief in Nevada to become Superintendent of the Clark County School District.
2) Board member Suzanne Lane intends to complete her NAGB service one year earlier than expected (9/30/2027 rather than 9/30/2028).

Staff have updated the Board member roster by term end date and informed the Secretary's office of the changes. Following Ebert's resignation, the Secretary's office intends to appoint a state chief to a new four-year term beginning this fall. The Board

will add the testing and measurement expert vacancy created by Lane's decision to complete her term early to the outreach campaign for 2027 nominations.

McGregor transitioned the Committee to a discussion of the additional candidates for the vacancy of fourth-grade teacher. Members of the Committee discussed ratings of individual candidates and recommendations for an additional slate of finalists. After a full Committee deliberation, McGregor called for the committee to take action on a slate of finalists to recommend to the full Board later that morning. The Committee unanimously approved the slate as discussed and prepared to present it to the Board in plenary session.

After taking the action, McGregor invited Michelle Lerner and Nancy Zuckerbrod from Lerner Communications, the Board's strategic communications consultants, to join the meeting. Assistant Director of Communication Stephaan Harris presented the Committee with initial recommendations for outreach strategies in each of the positions on the Board eligible for appointment in 2027. Harris described both overarching recommendations and strategies specific to each category of Board membership. The Committee provided initial feedback, including the importance of emphasizing in our outreach that NAGB is a working board (not merely an advisory one) and ways to seek potential nominees with strong knowledge and understanding of NAEP in each category.

Given the limited time available, the Committee agreed to meet virtually in the subsequent weeks and provide more substantive feedback to Harris on strategies to recruit nominees for each of the upcoming vacancies.

McGregor thanked the Committee members for their willingness to undertake the additional responsibilities that the Nominations Committee requires and their outstanding contributions to ensuring the Board recruits members of the highest caliber, and he thanked the NAGB staff for providing the Committee with the support and resources needed to fulfill its duties.

The meeting was adjourned at 8:58 am EDT.

I certify the accuracy of these minutes.



11/4/2026

Reginald McGregor, Chair Date