



# The Governing Board CCSSO Policy Task Force



“NAEP sets rigorous goals and provides an objective means of comparing student achievement from state to state. By analyzing NAEP data, educators and policymakers can identify trends and make informed decisions. The Task Force is an opportunity for the National Assessment Governing Board to hear directly from state leaders regarding NAEP policy issues.”

—Patricia Wright, Task Force Chair, Governing Board CCSSO Task Force

Increased attention is focused on the National Assessment of Educational Progress (NAEP), the only independent national measure of student achievement. The National Assessment Governing Board, which sets policy for NAEP, is committed to increasing outreach to the general public. It has partnered with the Council of Chief State School Officers (CCSSO), an association of state school superintendents nationwide, to form an advisory Task Force charged with providing valuable feedback and recommendations on NAEP policies and projects from the state perspective.

The Task Force has addressed various issues, such as misrepresentation of NAEP results and including more students with disabilities and English language learners on NAEP. Upcoming issues include using NAEP to measure 12th grade academic preparedness, linking NAEP results to those on major international tests, and determining how NAEP fits in today's education policies.

## NAEP Reporting

Misuse and misinterpretation of NAEP results has been an ongoing discussion topic for the Task Force. For example, the term “Proficient” has different definitions in NAEP and federally required state assessments. Recommendations include:

- **Address frequent misinterpretations through informational resources, such as brochures.**
- **Consider supporting new legislation that distinguishes NAEP “Proficient” from performance on state assessments.**

## NAEP Inclusion

The Governing Board has adopted a new policy to support school-level decisions on which students with special needs to include in the assessment. The policy's goal is to maximize NAEP's inclusion and minimize year-to-year variations in state and district inclusion and accommodation rates for students with disabilities and English language learners. The Task Force's suggestions were instrumental in developing this new policy.

Recommendations included:

- **Use NAEP Report Cards to clarify why there are different rates of inclusion and accommodations across states.**
- **Focus on maximum participation as an important guiding principle.**

## Future NAEP Issues

*Grade 12 NAEP.* If NAEP is able to report on the preparedness of 12th-graders for higher education or job training, will this information be consistent with related state assessment efforts? How can NAEP ensure that preparedness reporting complements state efforts?

*International Benchmarking.* Will NAEP be able to provide international comparisons for the nation and for states by linking to such international assessments as TIMMS (Trends in International Mathematics and Science Study)?

*Common Core State Standards.* As states begin to partner in developing assessments, how can NAEP better communicate its unique contributions to the nation?

## The Partnership for Outreach

The Policy Task Force began in September 2007 and is funded by the Governing Board. The partnership between the Governing Board and CCSSO has brought together a wide range of experience and perspectives to the Task Force. Members are encouraged to reach out to their peer groups within and across states to ensure their voices represent their peers' concerns. Have a suggestion for a policy topic?

Visit [http://communities.ccsso.org/web/NAGB\\_Policy](http://communities.ccsso.org/web/NAGB_Policy) to suggest topics and to review executive summaries of Task Force meetings.

## The Task Force's Deliberative Process

Topics are selected based on Task Force member suggestions as well as the Board's priorities. To support discussion, topics begin with a short briefing provided by Board staff. Meetings are held every few months. While consensus is noted, agreement and disagreement are both seen as informational resources. Periodically, Task Force members attend the Governing Board's quarterly meetings to present the Task Force's recommendations. Other discussion topics addressed by the advisory Task Force have included the NAEP schedule of assessments, trend reporting for 2009 NAEP Reading results, and reporting categories for race-ethnicity given new federal guidelines.

## National Assessment Governing Board

<http://www.nagb.org>

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The Governing Board is an independent, bipartisan board that sets policy for the National Assessment of Educational Progress (NAEP), commonly known as The Nation's Report Card. The assessment makes objective information available to the public, and has served an important role in evaluating the condition and progress of American education for more than three decades.

## Council of Chief State School Officers

<http://www.ccsso.org>

One Massachusetts Avenue, NW, Suite 700  
Washington, DC 20001-1431  
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The Council is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states and other jurisdictions. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

The Task Force consists of 12 high-level state education agency staff members who were chosen based on expertise and interest in assessment, and geographic representation of the nation.

### 2011 Members

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