The Nation's Report Card and 12th Grade Academic Preparedness

Regional Symposium

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Charleston, West Virginia

NAEP—the National Assessment of Educational Progress—is also known as The Nation's Report Card. Congressionally authorized and funded since 1969, NAEP reports to the public on the status and progress of student achievement in core subjects at grades 4, 8, and 12.

The National Assessment Governing Board that oversees NAEP is conducting a comprehensive program of research to transform it into an indicator of 12th-grade academic preparedness for college and job training.

The Governing Board established the NAEP 12th Grade Preparedness Commission to raise public awareness of and receive feedback on the Governing Board's planned research program on 12th-grade preparedness, the research results, and the potential of NAEP 12th-grade data as an indicator of academic preparedness for postsecondary education and training.

As a part of this work, the Commission is conducting a series of symposia around the nation with leaders in K-12 and higher education, business, civil rights, and legislative policy. This is a record of the symposium conducted on December 3, 2012, in Charleston, West Virginia.

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PRESIDING

Honorable Ronnie Musgrove
Chair, NAEP 12th Grade Preparedness Commission
Former Governor of Mississippi

OPENING REMARKS

Honorable Joe Manchin
United States Senator

Honorable Jay Rockefeller (Via video)
United States Senator

PRESENTATION

Lloyd Jackson
Member, West Virginia State Board of Education
Chair, NAEP Business Policy Task Force

Ray Fields
Assistant Director for Policy and Research, National Assessment Governing Board

PANEL

Charles K. Heinlein
West Virginia Superintendent of Schools

Brian O. Hemphill
President, West Virginia State University

Paul L. Hill
Chancellor, West Virginia Higher Education Policy Commission

J. Thomas Jones
President and CEO, West Virginia United Health System

Honorable Robert H. "Bob" Plymale
Chairman, West Virginia Senate Education Committee

Honorable Mary Poling
Chair, West Virginia House Committee on Education

Mark Musick, Panel Moderator
Advisor, NAEP 12th Grade Preparedness Commission
James H. Quillen Chair of Excellence in Education and Teaching,
East Tennessee State University

Lloyd Jackson:

Good morning to everyone, and welcome to the West Virginia Symposium on the National Report Card's 12th Grade Academic Preparedness. I really do appreciate everyone being here today. I'm Lloyd Jackson. I serve as a member of the West Virginia Board of Education, and remind me to thank Governor Tomblin for that soon. I'm the owner of Jackson Gas Company, a West Virginia family-owned business with its roots of over 100 years here in our state. I'm also Chair of NAEP's Business Policy Task Force established by the National Assessment Governing Board, which also created today's sponsor, which is the NAEP 12th Grade Preparedness Commission.

I have the privilege of introducing Governor Ronnie Musgrove who will preside over this morning's symposium. Governor Musgrove is the Chair of NAEP's 12th Grade Preparedness Commission. The Governing Board established the Commission to inform leaders across the nation about the work being done to make The Nation's Report Card, NAEP, an indicator of the 12th grade academic preparedness. Ronnie Musgrove was governor of the state of Mississippi from 2000 until 2004, having served two terms as state senator and chair of the Education Committee. He is an attorney practicing with a firm in Mississippi.

As Governor of Mississippi, he introduced many educational reforms that remain in place today. He has held and continues to hold numerous leadership positions on national, regional, and I learned last night international boards and organizations. Governor Musgrove is a former member of the National Assessment Governing Board—I might say a former Chair of the Southern Regional Education Board where we spent some time together—and as you will see, he is a strong proponent of public education. It gives me great honor and pleasure to welcome to West Virginia and to introduce to you Governor Ronnie Musgrove. Governor?

***Governor Musgrove**:*

Lloyd, thank you very much for a kind introduction to West Virginia. Lloyd and I go way back. As you can tell, the years have been kinder to him than they have to me in the way we look. I want to welcome you this morning to today's symposium. We're pleased that you are here. You are leaders from across the state of West Virginia, representatives from K through 12 education, higher education, policy-making and legislative arenas, the business community, and the civil rights community—all who understand the critical importance to West Virginia, the region, and to the nation of producing 12th graders who are well-prepared academically for either college or the work world, and you understand the necessity of having a trusted source to tell us whether we are succeeding.

Are we producing people who are well prepared to advance the nation in the global marketplace? Will our 12th graders be prepared to train for a good job,

enter into college, and participate effectively in civil life? Does our education system produce human capital that will promote West Virginia's economic vitality?—All important questions which we will explore today.

Now some of you may wonder—Why have a symposium in West Virginia? Some of you may think that's a good question. I think it's just a real simple question. There are two really good reasons. I'll give you the personal one first. As Chairman, I get a little say in the selection. I wanted to come back to West Virginia. West Virginia is such a great place. I spent a summer in West Virginia while I was in college, long before I had grey hair, and I spent the summer in White Sulphur Springs.

Now I did not stay in the Greenbrier. I stayed in the shadow of the Greenbrier but I saw it every day, and I knew one morning that I was very impressed with the state of West Virginia when I was driving in front of the Greenbrier and on the golf course that appeared to be at the time—I was not on the interstate, the highway right in front of it—less than 25 feet from my car, teeing off on the first tee was Joe DiMaggio and Jack Nicholas, and I thought, "This is a really, really important place." As a person who likes sports, it struck me.

But also it struck me that the people in West Virginia are just great, genuine people; and I didn't spend a week, I literally spent several months here, and I got to know a lot about West Virginia. As a person in a policy-making position, you compare things, like in Mississippi and here, and you realize that a lot of the struggles, a lot of the challenges, a lot of the goals and ambitions, are very similar. And so for me personally, it was a really good and easy choice for West Virginia as a place to do the symposium.

But there's a second reason and a much more important reason that West Virginia was chosen, because you have a long history as a leader in education reform and in using student achievement data from The Nation's Report Card, the National Assessment of Education Progress or NAEP. In 1986 and again in 1987, West Virginia was one of the first eight states in the U.S. seeking a rigorous measure to compare student achievement. Working with the Southern Regional Education Board and with Mark Musick who is with us this morning, these states chose NAEP as that rigorous measure, testing their 11th graders with NAEP and produced the first-ever honest state comparisons in both reading and writing.

To bring public attention to these results, state leaders displayed them in the state capitol building for several weeks. It was this early experiment with SREB, with West Virginia, and with the other heroic partner states that used NAEP to compare achievement across states, that showed it was doable and there was an appetite for this type of information.

Shortly thereafter in 1988, Congress authorized state NAEP on a regular voluntary basis, and West Virginia signed up to participate. Today, NAEP reading

and mathematics results at grades 4 and 8 figure prominently in West Virginia's K through 12 accountability system. West Virginia also led the way in 2009 as one of the 11 courageous states to volunteer for the first-ever 12th grade state NAEP assessment, and has signed up again for 2013.

West Virginia educational leaders have played a prominent role in the Governing Board. Roy Truby and Dan Taylor, former West Virginia state superintendents, were the first executive director and deputy of the Governing Board; and Steve Paine, who served as state superintendent from 2005 to 2011, served as a member of the National Assessment Governing Board and on our NAEP 12th Grade Preparedness Commission. Steve regrets not being here today. He had a previous commitment long before today. Finally, as you will see later in the presentation, a number of states are critical partners with the Governing Board in the NAEP preparedness research. We hope to examine today how West Virginia might add to and benefit from these initiatives.

You know, all of us come to the table this morning and all of us come to our various positions in life and our communities from different backgrounds. Some of you come from the more populated areas of West Virginia. Some of you, maybe like me, come from a more rural area. I grew up in one of our largest towns in Mississippi—population 42. It's all we had. So my background is a little different. My mom and my dad did not graduate from high school, and I'm the first person in my family to have ever graduated from college. So, to me, it was very important, the educational opportunity I received, coming from a background where that was not expected.

I'll never forget always wanting to be a lawyer from the time I was 8 years old. It's kind of unusual when you don't have a father who's a lawyer or someone in the family, but that's what I've always wanted to do. The first day we were in law school, I was so apprehensive, to use a very good word, to be quite honest with you, since I was completely scared to death. So I went to my first class 30 minutes early, I guess under the theory that I would get mentally prepared before the professor walked in.

Well, there were three other guys sitting there, and I don't know what their deal was that morning, but I shook hands with the three of them and sat down beside one of them and struck up a conversation, and in literally less than five minutes I came to two distinct conclusions. Number one, I wasn't that impressed with the guy that I had sat down beside; and number two, I got to thinking, "If they've accepted him and they believe he can do this," then I felt better about my chances, just to be quite honest with you.

Now I must tell you in a sense of complete honesty, later on that young man was speaking in front of about 5,000 people and he recited that same story, from his perspective. As it turned out, that was John Grisham that I had sat down beside. So before you look at me and attack me for my inability to ascertain talent when

I'm up close and personal to it, I say to kindergarten teachers, to pre-K teachers, to 1st grade teachers, wherever I am, who among us can tell when a child walks in and sets down in a class what the potential is? Don't we have an opportunity to help develop that potential?—And it is a huge responsibility.

That's why I believe that when we're trying to set standards, when we're trying to move forward, when we're trying to compete in this global economy, it is so important that we make sure that we give our young people a chance. And to me, that's why NAEP is so important, because it is a trusted standard.

As a result, in my opportunity to be Chair of the Mississippi Education Committee and otherwise, I'll never forget, we passed some things that I thought were really important. For the first time ever, we put air conditioners in classrooms. It might not be significant to you. In Mississippi it's extremely significant. We caught about three more months of real education opportunity as a result.

We raised teacher pay from the time I walked into the legislature in 1988, our starting salary was $13,500 with no healthcare benefits, and I authored three of the teacher pay-raise bills and now it is $44,000 year with full benefits—not enough but still headed in the right direction. We're the first state in the nation to put internet-accessible computers in each classroom because I thought it was important enough, looking into the future, that we should do that; and we raised our accountability effort from 50th in the nation to the top 10 in the nation.

And when we did the Mississippi symposium, I had not seen the statistics, and when Ray Fields put on the board the statistics dealing with Mississippi, as we will do today in West Virginia, I realized that the greatest jump in NAEP scores in the history of the state since we've been keeping them took place between 2000 2004 when there was a concentrated, focus on education and an investment of money to make that happen. We also changed the education funding formula so that it took into consideration equity and adequacy. And I think all of those things—not just one single thing—together, put a focus on education. And I want to say thank you to West Virginia for putting that kind of focus on education, because I think it is important to do that.

So today as we go through our symposium, which is set up in a couple of different ways—we'll have a presentation first with some facts and statistics and then we will have a panel discussion from people here in West Virginia so that you'll get a chance to hear their perspectives, and then we'll have audience participation to give us some of your feedback as well.

I also want to thank Liza Cordeiro of the State Department of Education for helping us plan today's symposium. Liza, if you're here—are you here this morning? Stand up and be recognized. Say thank you to Liza for all the work that she's done. *[Audience applause.]*

I would also be remiss if I didn't thank Lloyd Jackson for his support, sage advice, and hard work, without whom the gathering today would not have been possible. Lloyd, thank you very much for the work that you've done.

We're also appreciative to you, the audience, leaders in West Virginia, to make sure that the input that we have is genuine, it's true, it's real, and it's from the people who are decision-makers here in West Virginia.

Before we start this morning, we have two or three welcomes that I want to note today. Governor Tomblin could not be here but he has certainly a representative here and he is here in spirit with regard to what it is that we're doing. Also in a moment I want to introduce to you a video message from Senator Jay Rockefeller saying "Welcome," that he certainly wanted to be here and could not be here.

But the other person to give a welcome this morning, as you saw him walk in, is here and I want to introduce him to say a few words of welcome today. The Honorable Joe Manchin was sworn into the United States Senate on November the 15th, 2010, to fill the vacant seat left by the late Senator Robert C. Byrd. He began his tenure as West Virginia's 34th Governor in January of 2005. Senator Manchin served as Secretary of State from 2004, where his office was known for excellent customer service. He was a state legislator from 1982 to 1996 where he earned a reputation for standing up for West Virginians.

Senator Manchin currently serves on the Senate Energy and Natural Resources Committee, the Senate Armed Services Committee, and the Senate Special Committee on Aging—three critical committees that tackle the important work of addressing the nation's energy needs, standing up for the members of the military, and keeping our promises to seniors. Senator Manchin has served in several leadership capacities in various associations including Chairman of the National Governors Association, Chairman of the Southern States Energy Board, President of the Council of State Governments, Chairman of the Democratic Governors Association, and Chairman of the Southern Governors Association.

Senator Manchin became a successful businessman after attending West Virginia University on a football scholarship. He has been married for more than four decades to the former Gayle Connolly of Beckley. They have three children—Heather, Joseph IV, and Brook, and are the proud grandparents of Joseph V, Sophie, Kelsey, Madeline, Chloe, Jack, and Carlin.

And on a personal note, my son Jordan, who works with the National Mining Association in Washington, told me to tell Senator Manchin hello. He has had a chance to meet him two or three times and has been very impressed with him and said, "Dad, he's actually a lot taller than I thought he was." So, would you welcome Senator Joe Manchin this morning.

Senator Manchin:

That was me that knocked over all the cups back there. I was trying to sneak around. I knew Ronnie would catch me. Let me just say thank you to Governor Musgrove for the commitment that he still has. It's pretty easy to kind of, after you're moving on to other things in life, to kind of let the things that basically you started, and he's set such a high standard of education in his beloved Mississippi, and I know I talked to Haley Barbour and Haley was very appreciative of all the work that had been done and spoke very highly many, many times.

To Brian Hemphill and to Paul Hill, of course to Lloyd—I had the pleasure of serving with Lloyd for many years and I know his commitment and dedication. I know his expertise, and West Virginia is a much better place because of his involvement, not just in the political process, but because of his commitment to education. To Senator Bob Plymale—I know you'll all be hearing from Bob later, I'm sure. Bob is Chairman of the Senate Education Committee. Also to delegate Mary Poling, Chair of the West Virginia House Committee, and of course to Mark Musick—good to have you here, Mark. Thank you so much.

My colleague, Senator Rockefeller, Rocky (his staff assistant) is here representing him, and of course Kelly goes in my office and we have Sarah Payne back here, and all of us are working well, very well together and we're all committed to education because we know it begins and it ends in the classroom. And to our good friend, Governor Tomblin, and Haley and all of you all that are doing what you're doing.

As you know, my wife is very much committed and she lives and breathes education, wanting us to do better, working hard every day to make sure that that happens. So I appreciate very much all the commitment that everybody in this room has made to education and for the children, not just of West Virginia but really the entire country.

As Ronnie had said, we have a long history with NAEP. Of course NAEP is The Nation's Report Card to inform education. I think we started back in '86, '87. It was the first of 8 states to try to figure out how to rigorously assess students, and in 1990 I think we were the first to sign up and be part of that process. 12th grade is such a critical time; I think that we all know. It's a time when it finally becomes—it's a defining moment in a young person's life that they've been asked all their life, "What do you want to do when you grow up?" Now they've got to figure it out. They've got to figure out what they're going to try to do and prepare themselves for that, and it's up to us to make sure they have that opportunity.

Of course NAEP has been the gold standard for academically prepared to pursue the goals of all of these students, to make sure that we're doing our job. Thomas Jefferson once said, "Education is important to maintain a free and good government," and that's still true today. It's absolutely true today. It's also been

said in today's world, "A strong military remains our best defense but a strong education system is our best offense," and when you think about that, you know, I have been able to travel around the world and see many, many places, and I think the strongest impression I have in travelling was when I was in Kabul in Afghanistan, and this was in 2006.

I was with at that time Jeb Bush, myself, Mitch Daniels, and Tom Vilsack. Usually we travel two Democrats and two Republicans. I guess in case something happens, they want to say it was equal, that we were treated the same. Anyway, we go over and say thank you to our troops, the National Guard, and we were all in Kabul and I'll never forget one morning we got up and they were going to drive us to Bagram Air Force Base, and back then, as dangerous—right now you can't even drive any more anywhere in Afghanistan, it's so bad. Back then they were, so we got up in the car that morning and we were driving through Kabul, right through the streets—and I mean, it's just something to behold—but I kept seeing all these little girls, I mean anywhere from 6, 7, years of age to 10, 12, 14, 15, and they had little white scarves on their heads, and they were walking through a war zone to go to school—through an absolute war zone just to go to school, and for the first time. This was the first time that females were afforded an education in Afghanistan, and they were doing everything they could to take advantage of that.

So when I saw that, it made me really take a hard look at what we do and also how we do it and the commitment other people have made and the commitment people are still making, and I think that if you do that and take a hard look at how we can do better and—America used to be number 1 in college, graduating from college. We now rank 14th. I think Lloyd is going to be going, all of you are going to be going through so many statistics that do not fare well for our country or our state. We've got to change. It's not will we change. We have to change. There's no question about it, and we know that.

If we're going to compete with other countries tomorrow, we're going to have to educate them today. It's the only way we can do it, and they're saying predictions that we'll be the last generation that has attained the education—those generations coming after us will not attain the level across the board that we have. God help this country if that's true, and that's why we have to change it and that's why we're committed to it.

About this fiscal cliff—I've always said this—government can do two things with your money. We can spend it as a government or we can invest it. We've done a poor job of investing in this country but we've done a really great job at spending a lot of money. When you think about where we are today—think about in 2001, we were on track. In 2001, we were on track to be totally out of debt by 2012, this year. We'd have had a balance, no national debt, we'd have been great; and I'm not going to second-guess because if you look and the economy was dipping and we had four straight years of record surpluses from '97 to 2001, and they thought, well, it was time to cut taxes.

Well, what happens if you don't put triggers in and you start cutting, and then we had two wars unpaid for and they were going this way, so you've got expenses going this way, revenue going this way, and you wonder, "Why do we have a problem?"—And we have to correct it. You can sit here and blame. If you want to blame Republicans, there's plenty of blame for Republicans. If you want to blame Democrats, plenty of blame for Democrats.

George Bush took over, 5.3 trillion dollars of debt—he left 10.6 trillion dollars of debt. We're now over 16 trillion. We'll have to vote again in February to raise it again, and we're having a hard time capturing where we should be, but I can tell you this, if we cut back on education—and as you know in every state, higher education's taken a hit and it's a shame—if you don't protect your investments and if you don't invest in what really is important to you, you're going to pay the price. You can't catch up on that one. There's no way. So I've always said this: set your priorities based around your values—your children, your education, your future, whatever your vision may be for your seniors also and also your veterans. You set that. You can't be everything to everybody.

The thing that fixed it for me, and I'm right now—and I'll finish up real quickly here—but this is a shame where we are at. First of all, I would apologize to all of you in the room to have to watch the fiasco that goes on in Washington today, and I mean that. I'm sincerely sorry. There's no reason for it. Everyone's hunkered down and they want to say "well, revenue," and then they can't even define what a revenue is. Is revenue going to be basically going back to the tax rate?

Mind you, we've never spoken about ever raising taxes more than what you paid in 2001—Never been spoken about. When the taxes were spoken about in 2001, then they've even cut further in 2003, they were supposed to go off in 2004. Then they extended to 2005, and they keep extending it. And government has never because—and then they have payroll taxes. They cut the 2%. I went around the state—nobody even knew that they had 2% savings in their checking account, 2% more. They had no idea. They weren't paying attention to what their FICA taxes were. They thought, "Well no, I didn't—."

I said, "Did you buy a new car?" They said, "What are you talking about?" And I said, "Did you go out and remodel? What did you do with your money?" Not a person, not one person could I find that knew that they had a reduction from 6.2 participation to 4.2. That's costing us 85 billion dollars a year. It did not help the unemployment one bit. Those types of crazy spending—and all we did for the first time in seven years, our cash flow was short for Social Security—first time. So it doesn't take rocket science to figure this out.

Now I've gotten to the point where I'm going to tell you what I would recommend, how to fix the fiscal cliff immediately. First of all, they keep saying, the economists say, "Well, if you go back, there's too much of a shock to the system

because that's taking 3 trillion dollars out from the tax rolls and putting them back into the Treasury so it's out of the economy." They can't agree—$250,000 or above, you know. And the bottom line is, I said, "Why don't you look and find out?" All of us in this room, go back through the tax code, look at 2001, from 2001 when the first tax cut was given by President Bush to where we are today, look at what class benefited the most. Was it the 15%? Was it the 23%? Was it 28%? Was it 33%? Was it 39.6%? Who benefited the most?

Now if everybody benefited, shouldn't proportionately everybody pay a little bit more? Now if they can't come to that agreement because they're afraid of what this or that, then I would say this. They had the sequestering. Do you know about the sequestering? We're going to cut taxes automatically because we were supposed to get a super deal? They couldn't get a super deal. That's $1.2 trillion. They said, "Oh, my God, we really didn't mean it. We can't cut $600 billion out of defense." Well, why not?—If you look again at the facts.

After the Korean War, we downsized our military 43%, the amount of revenue we put in; after Vietnam, 36%; after Gulf War, 33%. So we've downsized every time we've come off of a theater. Now if all the sequestering kicks in which you've been led to believe will destroy the military as we know it—it only takes us down to 31%. It's higher than any time but they've let you believe that if we do this, it all comes to an end.

What they're not telling you is all of the increase in costs have come through contracting, not men and women in uniform, not military. It's all in contracting, private contractors. We have more people working for the military today from the private sector than we do people in uniform. A bigger part of the budget in defense goes to private contracting than it does to men and women in uniform, and they've led you to believe, "Oh, my goodness, you're going to devastate the whole system." That's wrong. And then $600 billion more as far as in discretionary.

So, here's the fix—why couldn't we just agree as Democrats and Republicans and say, "I'll tell you what we're going to do. We're going to do a third, a third, and a third." Since you can't come to an agreement at all, we're not going to raise anything. All we're going is back to what it was in 2001. A third of the tax increases or the benefits you received, in any category, will be put back on next year. A third of all the expenses, so sequestering, cutting expenses, they'll be done taken next year—not all of then; then the second year the other third, then the third year. That gives them the time, if they're really serious about doing any type of a change, we haven't gouged anybody.

We know that system will work because it worked from 1997 to 2001, one of the most prosperous times we've had. We know we have to continue to keep cutting expenses, and Republicans are mad because Democrats, they say, will not cut. That automatically cuts. And Democrats are mad at Republicans because they

want revenue. Well, there's the revenue. And it's a third, a third, and a third, and it will not hurt the system whatsoever and it'll give us some confidence. Nobody's talking about common sense. I cannot for the life of me believe why they don't sit in a room and work it out. It doesn't make any sense to me whatsoever, and we're going down this, and the markets are so shaky right now, if we don't do something by Christmas, you're going to see the markets react very, very unfavorably.

So this is what we're talking about and do you know what'll happen?—It'll be education because it is a big expenditure item that'll get hit the hardest, and that's what we can't let happen. We're at the fork in the road and every one of us knows that education is key to our economic growth and prosperity and it runs right through the classrooms and it will continue to do so. Our DNA as far as Americans is basically around education. We are who we are as a country because of our educated populace.

So I'm going to be fighting every day and trying to make the difference that I think that needs to be made by setting the example of where we're putting our priorities. I'm not going to be cutting research. I'm not going to be cutting or voting to cut education or our science. I'm not going to do that. There's other wasteful places we can cut but that's one we can't afford to cut, so I assure you that we will fight for that and we will make sure that we're going to be strong, and we'll be a strong nation and a prosperous nation because of what you're doing.

And to all of you—to Ron and Lloyd and Mark, all of you here, I appreciate so much the commitment you all have made in coming from around and coming to West Virginia. It's pretty special for us to have you here. So I say thank you on behalf of a grateful state and the people in this state, and I appreciate very much your commitment and dedication for the future of our country. Thank you.

Governor Musgrove:

If you'll allow me to say Joe and not be disrespectful, thank you very much for being here this morning. We appreciate your commitment and appreciate the opportunity that you've made to be here. I know his schedule is busy, it's going to be pushed, and he asked could he be excused this morning, and I certainly wasn't going to argue with him a bit. I just said, "Yes, sir."

The next person you're going to hear from this morning is also a person that you're very familiar with, Senator Jay Rockefeller, who has a video clip that he wanted to play for you this morning, and first of all let me say to Rocky Goodwin, thank you very much for allowing and making this happen. We appreciate all of your work and coordination and effort on behalf of Senator Rockefeller. As you know, Senator Rockefeller has proudly served the people of West Virginia for over 40 years. He first came to West Virginia in 1964 as a 27-year-old VISTA volunteer serving in the small mining community of Emmons. Many of the lessons that Senator Rockefeller learned in Emmons have shaped his public

service career and led to his life-long commitment to improving the lives of West Virginians and all Americans.

Senator Rockefeller is recognized as one of the strongest champions for health care reform, fighting to reduce the number of uninsured children and working families, protecting and improving seniors' and veterans' health care, and fighting for the promised health benefits of retired coal miners and steel workers. Senator Rockefeller is the Chairman of the Senate Committee on Commerce, Science, and Transportation. He is also the Chairman of the Health Care Subcommittee on Finance, and a member of the Senate Select Committee on Intelligence. He also serves on the Senate Committee on Veterans Affairs. Would you please listen to Senator Rockefeller in his video.

Senator Rockefeller [Via Video Recording]:

Good morning, everyone. It's such an honor to have you all here in West Virginia and I surely am glad that my friend Lloyd Jackson invited me to say a few words today. Lloyd Jackson is brilliant. He's made unbelievable contributions to our public life and to our private life.

West Virginia has had a long history with the National Assessment of Education Progress and the Southern Regional Education Board, dating all the way back to the mid-1980s which isn't really that far back. This is something, however, that we should be very proud of. Back then we could not have imagined classrooms connected by the internet and all the possibilities that brings, like kids in Charleston linking up with NASA astronauts, which I've seen take place.

Things have changed this group since it first began, and education is going to have to change, too. We have to prepare students for the jobs of today and the jobs of tomorrow, and I get so sick of hearing that sentence and knowing that not enough is being done about it, except for perhaps what you're doing, but that is absolutely an imperative. We have to be innovative. We have to be forward thinking and open to technology, and always make sure education aligns with the needs of the job market now and in the future. We have made extraordinary progress on this but we have work to do and we have got to get education policy right.

It's absolutely crucial to join forces with education, business, and labor leaders for the most fundamental end goal, which is to see our students grow throughout their academic careers and enter the workforce strong and ready. You know that, and you know that real progress in education demands seamless collaboration—easy to say, hard to get. West Virginia works hard to develop partnerships and bring together all levels of education from pre-K through college to create a culture of life-long learning. You hold the key to aligning workers' skills within an evolving marketplace, and I strongly believe that West Virginia's economic success is directly linked to the strengths and to the innovation of our education system.

Now if we could get the kids to believe that, that would surely help the teachers and a lot of other folks.

In April, I held a roundtable discussion with community and technical colleges, vocational education, business and labor representatives on this issue, and it's likely some of you are here today. So, hi. I wanted to have that dialogue because I know from talking with businesses across our state that they have jobs that they want filled by West Virginians but cannot get them filled by West Virginians, and there is an opportunity for West Virginia to make that happen.

NAEP and this meeting represent another step in that direction. We have to take the next leap in education policy, embracing technology and preparing for the jobs of tomorrow. It starts with nurturing a love of learning during crucial early years, just as parents and teachers do. That means that parents have to read to kids. Parents have a huge role in this. A lot of parents in states take that seriously. A lot of parents don't take that seriously. The kid pays the price or wins the prize, either way. It continues with access, technology, and financial aid so our students can pursue their dreams, and it continues with ongoing support and smart planning to make sure they have what they need to succeed today and for years to come.

Thank you for being here today. Thank you again, Lloyd Jackson, and for keeping the future of West Virginia students in mind.

Governor Musgrove:

Rocky, thank you, and tell the Senator thank you very much for those kind words. Okay, let me give you the presentation logistics right now so we can go ahead and get started. As I said, there will be two presentations. One will be led by Lloyd Jackson—whom I will introduce formally, and he will be assisted by Ray Fields, the Assistant Director for Policy and Research of the National Assessment Governing Board—about the statistics about West Virginia, what NAEP is and our preparedness research. Then we'll take a break and afterward we will have a distinguished panel that I will introduce at that time, and it will be moderated by Mark Musick, former President of the Southern Regional Education Board, to discuss some of these findings and some things about the research that NAEP's doing. Then they will be available for question and answer. The third segment this morning will be for you to interact about two particular questions dealing with some of the research that NAEP is doing with regard to 12th grade academic preparedness for college and job training.

So let me formally introduce to you Lloyd Jackson this morning. He's an attorney and President of Jackson Gas Company. From 1995 to 2003, Lloyd served as Chair of the West Virginia Senate Education Committee, Chair of the Senate Finance Subcommittee on Education Funding, and Co-Chair of the Legislative Oversight Commission on Education Accountability.

Lloyd was a principal author of legislation creating the Promise Scholarship and West Virginia's 4-year-old Early Childhood Initiative. He was an active member of the Southern Regional Education Board where he sat on both the Executive Committee and the Finance Committee, and chaired the Legislative Advisory Council; and in 2011 he was appointed by Governor Earl Ray Tomblin to a 9-year term on the West Virginia Board of Education. Lloyd also serves as trustee of the Claude Worthington Benedum Foundation in West Virginia, Wesleyan College, as Director of the Clay Center for the Arts and Sciences, and is Chair of the NAEP Business Policy Task Force.

Lloyd, thank you very much for taking the time and energy to do what you do. Please come forward. He will be assisted, as I said, by Ray Fields, as they make the presentation on the NAEP preparedness research. Please welcome Lloyd to the podium.

Lloyd Jackson:

Governor, thank you very much. My job today is to explain what NAEP is, what it's about, and the research results, and I'm going to do that as quickly as I can. If you're not familiar with the NAEP's 12th Grade Preparedness Commission, the three logos up here will help me explain that.

The logo on the top is the logo of the National Assessment Governing Board. The Governing Board is a nonpartisan group of state and local policy-makers, teachers, principals, state and local school board members, business professionals, representatives from across the country. The Board is appointed by the Secretary of Education, but by law, the Board is independent of the Secretary of Education and the United States Department of Education. The Governing Board sets policy for NAEP, and you've heard that acronym many times. It stands for the National Assessment of Educational Progress, also known as The Nation's Report Card.— More about NAEP in just one second.

The logo on the bottom is for the NAEP's 12th Grade Preparedness Commission. The Governing Board established the Commission to raise awareness about 12th graders' academic preparedness for college and job training, and that's what we're going to discuss here today. We'll talk about that in just a moment. NAEP is America's only continuing nationally representative measure of student achievement, and it's been authorized and funded for Congress for 44 years.

NAEP reports to the public on student achievement at grades 4, 8, and 12 in core subjects like reading, writing, math, and others. In 2014, NAEP will assess for the first time technology and engineering literacy or the STEM measures of technology, engineering, science, and mathematics. It's the only source of student achievement data that can be compared across the states. People like to know how they do against other states and NAEP is the only way we can do that. It also

reports for 21 large urban districts and allows them to compare themselves with each other and across the states as well.

I want to show you now the results of West Virginia in mathematics in grade 4, just so you can get an example of what we do at NAEP. These were provided from 1992 to 2011 and the comparisons are made to the nation, to the highest- and lowest-scoring jurisdictions in 2011, and comparisons with all other states obviously are available if you go to our website. Now being able to see the trends over time, you can see, is very powerful. Results for the nation are shown in the blue line that starts just above West Virginia on the left. Massachusetts is the dark blue line on top—the best-scoring jurisdiction—and District of Columbia is the light blue line at the bottom. You can see the chart shows that West Virginia's average math scores in the 4th grade have increased over time, but unfortunately, not as fast as the national average.

NAEP also compares result between groups and, particularly, gaps based on race and ethnicity. For example, you can see the chart here shows that there have been significant gains in achievement for white and African-American students from '92 to 2011 but while there have been consistent gains in closing that gap, also those gaps remain too large. The gap between West Virginia white and black 4th graders in math was 15 points in 1992. You can see that shrunk to 8 points in 2011, and we're very proud of that. These are some very positive signs in West Virginia but unfortunately the gaps are persistent and remain too large. NAEP also reports on gaps based on gender, for students with disabilities, English language learners, and by economic status.

NAEP provides unique benefits to the states. It allows us to compare our scores across the states. It allows us to show progress over time, as you can see the progress from the last chart. It provides all states with a common measure—and this is important—that enables valid cross-state comparisons. It's very important that we be able to do that. State assessments are so different in form and in substance and in content that they can't be compared without something like NAEP that can compare them.

There's no cost to state government for the rich information that NAEP provides. The federal government picks up the tab on these. The burdens on the schools and the students is minimal. Student testing time is about 60 minutes. The tests are secured and administered by our NAEP staff. There are no individual student scores. NAEP does not do individual student scores. It only reports on results of groups so there's no incentive to take away time in a classroom to prepare for the test.

NAEP is also unique because it can be linked with international tests. NAEP was linked in 2011 with both TIMSS—the Trends in International Mathematics and Science—and PIRLS—the Progress in International Reading Literacy Study– for their study in the 4th grade, which was important. The intention is to use the

states' NAEP scores to compare them with competitive international scores. As we try to attract jobs from overseas, you can see how important that is—that international comparisons are made and that we do well and do better. So we'll be able to see how states compare with countries from across the world that we compete with.

It's also unique because NAEP is the only source of student achievement data at the 12th grade level—which is what we're going to talk about today—the only source of student achievement data at the 12th grade level. Now you might say that, "What about ACT and SAT?" Well, obviously those are taken selectively by students who choose to take them. That isn't the case with NAEP. The common core is known here as West Virginia's next generation content standards and objectives. If you haven't read about that, you'll be reading a lot more about it, but today NAEP is the gold standard of 12th grade preparedness.

It's the only source of nationally representative, as I said, and you can see from this chart, this is the results of the first 12th Grade Preparedness Study. In 2009, the state-level achievement results were taken. Eleven courageous states, including West Virginia, volunteered to participate in this pilot program. These states wanted to set baselines for tracking progress in reading and mathematics achievement at the end of high school, that important time, as the Senator said, in the student's life.

As already mentioned, West Virginia was one of those 2009 volunteers. Here they are on this chart, and they are displayed in alphabetical order. NAEP 12th Grade reading and math will be given again next year and we're pleased that West Virginia again will be participating in this assessment. As mentioned, we are beginning to plan for this research in connection with the 2013 assessments, and one of the reasons we want to hear to hear from you today is that we plan accurately and adequately for that.

So what role does NAEP play with 12th grade academic preparedness? In 2004, a national blue-ribbon panel recognized NAEP's potential as the only source of 12th grade student achievement data. The panel included both producers, representatives of the education community who produce students, and consumers, people from higher education, business, and the military who consume our 12th graders. The slim blue report in your packet contains their recommendations, when you get a chance, please take a look at that.

The panel recommended that NAEP be transformed to report on the academic preparedness of 12th graders. You can see that that was back in 2004, and this year is the first year we're able to do that. It takes a while to do these things in student testing, as you may know. The panel's rationale was this: that grade 12 is the transition point for post-secondary, for work and for those areas, that for national security and economic viability, it's important for the United States to have this indicator of 12th grade preparedness, that NAEP has earned a reputation

for its quality and integrity, and has great credibility, we believe, to do that, and is the only source of nationally-representative data on 12th grade student achievement. NAEP is uniquely positioned to do this.

So we want to ensure that high school students are as prepared as they can be. We need a productive, efficient work force. Paraphrasing Thomas Jefferson, we need educated citizens for a vibrant democracy. Clearly a good education is important but there is a problem: too many students are graduating from high school with diplomas that really in some ways are just meaningless.

So the most recent data from the National Center for Educational Statistics indicates that nationally, more than 40% of the public community college students, 28% of all college students, and 20% of public 4-year students need remedial courses in reading, writing, and math; and in some states—and unfortunately including our state—the picture is even worse. According to West Virginia Higher Education Policy Commission data, 66% of our first-year students in West Virginia's community colleges were enrolled in at least one remedial course, and in West Virginia public 4-year post-secondary institutions as a whole it was 20%.

The cost to the students, their families, and the system in both money and time spent in non-credit remedial courses and additional time required to finish a college degree is just not acceptable. Especially troubling is the fact that college students who need remediation are the most likely to drop out. Minority students are generally over-represented among those needing remediation. The cost to our country is enormous, and we know that what is happening in the education pipeline is an issue that has to be a concern of all West Virginians; and while there's widespread focus on increasing high school graduation rates, there's also a growing recognition that we have to increase the percentage of high school graduates who are prepared for college and the world of work.

There are direct costs to post-secondary institutions and additional costs to businesses if we don't do that. This is terrible waste of human potential and also wasteful spending. The West Virginia Department of Education has taken steps to address this problem, having launched remedial courses for seniors who don't perform well enough on West Virginia state tests, the West Test, and we may hear more about that from our panelists.

We know that education and training beyond high school have important economic implications. For example the most recent data with these comparisons are for June 2012 from the U.S. Department of Labor. They show a clear relationship between unemployment and education. If you look at the numbers, the overall unemployment in June was 8.2%. For those with only a high school diploma it was 12.6%. For those with a bachelor degree, it was 4.1%. There is similar data when it comes to earnings. Average weekly earnings for this with a high school diploma—$464 a week, versus those with a degree in higher

education, 2 times higher, over $1100 a week. Clearly, we have to be concerned about student academic preparedness from a lot of different levels.

The National Academy of Sciences said it well in its report, "Rising Above the Gathering Storm"—this a very important quote. "Because other nations have the competitive advantage of a low-wage structure, the United States must compete by optimizing its knowledge-based resources, particularly in science and technology." Both as a state policy-maker and a businessman, I can tell you this is particularly important to me. To be globally competitive, we have to educate our 12th graders to a higher level.

The nation's demography and thus the labor supply is becoming increasingly diverse. In 1992 nationally, 73% of the nation's 4th grade school children were white. That's in 1992. 1992, 73% were white. In 2011, that percentage was 54%. Today's4th graders will be our future leaders and the workers and taxpayers of tomorrow. We've already seen too much and too large and persistent achievement gaps between white students and students of color. The point here I know you see, that we have to address these issues and we have to address them now.

While a K-12 education is important, we all know today it is no longer sufficient. Today education or training beyond high school is critical, and as a policy matter it's important to know whether our 12th graders have the knowledge and skills to meet the challenge of today's college-level work and the academic demands of job training. But how are we going to know that? Let's examine briefly how we can know. For example we know the daily changes on the stock market. We all look at that. I look at the changes of natural gas prices every day, almost every hour on my phone. We know the number of bushels of wheat produced and we know the price of gold at the end of every day.

Bu I can tell you something today, very few people can answer this critical question: how well-prepared academically are our 12th graders for college and for job training? We need a credible, trust-worthy indicator, and that's what we want to talk to you about. Remarkably, there is no common definition of preparedness generally understood by students, parents, and educators, and so to answer that question, "How are we doing or how are we going to know?"—A program of research is being conducted to transform the National Assessment of Educational Progress at the 12th Grade in reading and math into indicators of preparedness for post-secondary education and the workforce.

I'm going to turn this podium over now to Ray Fields who's going to talk to you about the NAEP 12th Grade Prepared Research and where NAEP is heading in this area. Ray?

Ray Fields:

Good morning, everybody. Thank you, Lloyd. As you've all heard this morning, the Governing Board that oversees NAEP is sponsoring research that is designed to make NAEP an indicator of 12th grade preparedness. My job today is to provide a little background on what prompted the initiative. I'll talk about our working definition of academic preparedness, give an overview of the five kinds of research that we're doing, and describe the results so far and our plans for 2013.

This slide is to show you how long we've been at this. The Governing Board takes this work very seriously and goes about its responsibilities very methodically. We started down this path in 2002. That Blue Ribbon Commission that Lloyd mentioned, that slim blue report in your packet, was established in 2002 and delivered its report in 2004. It made its recommendation to transform NAEP into an indicator of academic preparedness, and to do so is really a validity question. We need to be able to stand behind the statements that NAEP might make about academic preparedness in a solid, scientific way.

The first step was to design research to accomplish this, and in 2006 the Governing Board established a technical panel to recommend a program of research. This panel consisted of distinguished scientists, psychometricians and statisticians. It was chaired by Michael Kirst, then Professor Emeritus at Stanford University and currently President of the California State Board of Education, and a number of other distinguished individuals. The technical panel made its report in November of 2008, and its report, "Making New Links," is in your packets. The technical panel recommended a program of validity research that we have undertaken, and I'll describe that to you.

There are five types of research that I'll be talking about, and I'll begin by describing the working definition of preparedness that underpins our work. We needed a working definition in order to design the research. Our working definition addresses the academic knowledge and skills in reading and mathematics to qualify without remediation for entry-level, credit-bearing course work and for job training. The definition assumes that 12th graders will need training beyond high school in order to have a career—not that they're ready for a career after high school.

The definition focuses on academic preparedness because assessing academic proficiency is what NAEP does best. The definition addresses what it takes to qualify for entry into post-secondary education and training, not on success in a course or the likelihood of completing a degree or a training program. It's the academic knowledge and skills to qualify for entry. There are many factors beyond academic preparedness that affect success in college or training. These are personal qualities and attributes such as possessing good study skills, effective time management, and the like. The NAEP working definition focuses on

academic preparedness rather than these kinds of attributes because, again, these are difficult to measure and NAEP does not measure them.

Finally, our definition makes no assumptions about whether being academically prepared for college and training for specific jobs are the same or not the same. Our position is: we'll see what the research says.

So we have five types of research that we have conducted and will continue to conduct. The five types are content comparison, and this type of study answers the question: Is the content of NAEP similar to relevant tests? A second type of research that we're doing is called statistical linking, and that answers the question: How does performance on NAEP compare to performance on the other tests?

The third type is called standard setting, where the question that's answered is: What is the point on the NAEP scale that experts judge as just academically prepared? The fourth kind of study is called "benchmarking" where we administer NAEP to a population of interest, and that answers the question: How do selected reference groups perform on NAEP? And the last kind of research that we're conducting is a survey of higher education institutions, and the question there is: What tests do they use for placing students and what are the cut scores on those tests?

As you'll see, the research results so far give us cause for optimism. I'll talk first about content comparisons. The content comparison studies look at the degree of overlap between what NAEP at the 12th grade in reading and measure and tests used for college admissions and placement—the ACT, the SAT, and Accuplacer. These content comparison studies have been completed and what we found was there's a great deal of overlap between the NAEP content in reading and math and the ACT, SAT, and Accuplacer. Our conclusion is: what NAEP measures is relevant to placement in the first year of college.

For the job training preparedness side of the research, we conducted a content comparison of NAEP and WorkKeys. WorkKeys is a nationally recognized test developed to measure types of reading and mathematics skills and knowledge encountered in job situations. The research results indicate that there is overlap of some content between NAEP and WorkKeys. NAEP is generally broader, though, and more rigorous, but some content in WorkKeys is not measured on NAEP; and where work place situations are the primary focus of the WorkKeys test items, this is not so with NAEP, which has more of an academic focus.

In our statistical linking studies, we administered NAEP at the 12th grade and compared performance on NAEP with performance on another test, in this case the SAT. So we looked, in 2009, at the NAEP test-takers and their SAT scores. Results of linking NAEP and SAT mathematics indicated a high correlation. Now this may surprise you but it was .91. The correlation between performance on

NAEP math and SAT math—.91; and for reading, the results were a little lower, .74.

I'd like to add a word here about 12th grade student motivation on NAEP, which some have questioned because NAEP is a low-stakes test. No student gets a NAEP score and performance doesn't affect any life choices of the students; so for the students, it's a low-stakes test. However these correlations between performance on NAEP and performance on the high-stakes SAT do not support the contention that 12th graders are not taking NAEP seriously.

In fact in 2009, 12th graders answered 95% of the test questions and not just the multiple choice but the open-ended items as well. Those are the ones that really take some effort on the part of the students. They're more demanding and they require the students to do something more than fill in a little bubble on the sheet. So what we see empirically does not support a conclusion of low motivation on 12th grade NAEP. This is important.

Getting back to the linking studies, it appears that performance at the Proficient achievement level on NAEP is equivalent to about a 500 on the SAT—and I'll be showing you some charts later of the results of these linking studies—and a 500 on the SAT is the score that the College Board considers its college-readiness benchmark. These are promising results and we're continuing further analyses.

Another statistical linking project is underway with the state of Florida, and you may well know that Florida has one of the—possibly the—most well-developed longitudinal database among the states. States are all working now on developing longitudinal databases and this will be very important for our research going forward. But our study matches NAEP results for the 2009 state sample of 12th graders who took NAEP and follows them into college. I'll be showing you the results in a little while.

It examines the relationship between student achievement on NAEP and the ACT, Accuplacer, SAT, and COMPASS. It is also analyzing employment data and salary data for the Florida examinees along with course grades in college, and will continue to follow these students for another four or five years. What have we learned? These results, as I'll show you in a few minutes, confirm the NAEP/SAT linking results; and we're hoping to replicate this in other states, which we'll be talking about in a few minutes.

Standard setting—in the standard setting studies, we convened panels of experts in student college placement and in training for specific jobs. These panels carried out a standard setting process which identifies the cut scores on NAEP in reading and math that represent the knowledge and skills needed to qualify for placement into credit-bearing college courses or into the job training program.

In the first phase of the research we looked at five job-training programs. These were automotive master mechanic, computer support specialist, heating/ventilation/air conditioning technician, licensed practical nurse, and pharmacy technician. Why did we look at these jobs? Well, we had some criteria. We wanted to be sure that there were significant numbers of positions in the economy now and projected into the future. We wanted to have a wide range of occupations, and we wanted to have occupations with comparability to occupations in the military.

We wanted to have jobs that required significant training beyond high school, but not a bachelor's degree, because if it required a bachelor's degree, then it would be college preparedness criteria that we'd be looking at. Among the jobs we wanted to see a range of reading and math skills needed to qualify for the training, reasonably good compensation with growth potential, and familiarity to the public so that when we reported the results, there would be public understanding of what the results meant in terms of the jobs. These would be jobs that people were familiar with.

For college, the research looked at the knowledge and skills to qualify for entry-level math courses and the reading skills needed to handle first-year college texts in subjects such as history, psychology, and the sciences. We performed 12 studies—one in reading, one in math for each area—and what we learned, especially for the job training studies, was consistent with the results we found from the WorkKeys study, and that is, whereas NAEP is currently very academically-oriented, it is really less well aligned with workplace situations.

Other research that we are conducting, I think, will be of great interest to you. We are in the midst of conducting a content analysis of college courses and of job training programs in those five occupations. What we're looking at are course syllabi, course examinations, course textbooks, and what we're trying to do is identify the prerequisite reading and math skills needed to perform in these job training programs and in first year college courses. What we're hoping to get out of this is a rich description of what students need to know and be able to do to qualify for college and for the job training programs.

We know that, not just for our research but all across the country, education leaders in states are asking the question, "How do we define academically prepared for college and job training?" Some of our higher education survey results show that there is not consensus on this definition, and I would guess that even within the state of West Virginia there may not be a consensus. We're hoping that in addition to informing our work, this research and the other research will be beneficial to you.

In the benchmarking studies, NAEP reading and math assessments will be administered to specific reference groups. We are looking for partners. Examples that we have imagined include individuals in job training programs, military

recruits, and freshmen college students. So the idea would be to identify a population, administer NAEP, and use the results as a reference point on the NAEP scale.

I mentioned our higher education survey a minute ago—it was just released to our Governing Board on Friday and will be made public in a few weeks. But again, what the survey did is ask the question: What are the national standardized tests that are used for placement and what are the cut scores that determine student need for remediation or that they can be placed into regular credit-bearing courses? What we found was there's variability in these cut scores, and we think this information, too, will be useful in higher education and in discussions about what constitutes academic preparedness.

This chart shows how we are viewing the relationships among the studies. The hexagons represent each of the five types of studies. The arrows between the hexagons indicate how we will be looking for mutually confirming results among the studies. The more we find mutually confirming results, the stronger the validity argument we can make about NAEP as an indicator of 12th grade academic preparedness.

The bar on the right with colors represents the NAEP score range, in this example 0 to 500. The colors represent the NAEP performance standards or achievement levels—*Basic, Proficient*, and *Advanced*—plus the range below *Basic*. The arrows pointing to the bar indicate where the research results could align with the NAEP scale. Let's take a look now at some of the research findings.

These are the results from the linking study with the SAT—the NAEP to SAT linking study—and what you see here are arrows pointing to the location on the NAEP scale for various probabilities of getting a 500, and as you see, they're close to the *Proficient* range. The gold section of the scale is the *Proficient* range on NAEP. The green is *Advanced*, red is *Basic*, and blue is below *Basic*.

Now recall that we're doing a longitudinal study with Florida, so here are the Florida results. So for Florida students in 2009 who went on to college in Florida, the arrows point to the NAEP score for those students who met the SAT college-readiness benchmark, and because we were able to do this longitudinal study, looking at their ACT scores as well, we also have the NAEP scores for the students who met the ACT college-readiness benchmark; and here's where the scores were for the students who didn't meet the ACT benchmark. So for reading you see students at or above Proficient from these results are likely to have the knowledge and skills in math to be prepared for first-year courses. Here are the reading results, the SAT on the left and the Florida on the right, and you see we have similar results here for reading, so the Florida results confirm the SAT results.

Next steps—we're going to continue to review our findings with technical experts. We will soon publish online the results of our studies themselves, and we're planning our research program for 2013 when 12th grade NAEP will again be administered. We will repeat the NAEP SAT linking study and we're working with ACT to do a similar study with the ACT, that is matching the national NAEP 12th-takers' results with their ACT results.

We are increasing the numbers of state partners beyond Florida. Currently we have about five that want to do research with us. These are states that are participating in 12th grade state NAEP in 2013; they have well-developed longitudinal data bases so that we'll be able to follow the students into the first year of college and the years beyond.

And we're trying something new in 2013. We're going to look at 8th grade. ACT has a test called EXPLORE. There are some states that in addition to administering ACT to all students, also administer 8th grade EXPLORE to all students. EXPLORE results are on the same scale as the ACT scale, so what we want to do is see if we can find in 8th grade NAEP reading and math the point on the scale that would show that students are on track to be academically-prepared by 12th grade. We're excited about this new venture.

So, what are the takeaways that we're hoping you will have from today's presentation?—First that the Governing Board's research is rigorous, comprehensive, methodologically sound, well-documented. We are conservative in our interpretations but we are feeling a little more than cautious optimism about NAEP's potential as a preparedness indicator.

And lastly, it does seem that the NAEP content may not be well-aligned with job-training requirements, so that content study that I was talking about where we were going to be looking at job training course work, syllabi, exams, and textbooks will help us determine whether the content of NAEP is or isn't well-aligned for measuring academic preparedness for job training, and at that point we'll make a decision about whether NAEP should be changed or should stay focused on college preparedness.

So I want to thank you for your attention. As we turn now to our panel, please be thinking about the implications of all this for West Virginia. What is the potential use of this research in West Virginia? What additional research should the Governing Board consider? Who are potential partners for this research? What research should be considered given that West Virginia has volunteered for 12th grade NAEP at the state level in 2013? Thank you.

Governor Musgrove:

Ray, thank you and thanks to Lloyd. All right, now let me give you kind of the logistics here. Ray gave you the setup for what our distinguished panel will be

addressing this morning, and I'm not going to give you the introductions, but the distinguished panel is made up of Brian Hemphill, Paul Hill, J. Thomas Jones, Charles K. Heinlein, the Honorable Bob Plymale, and the Honorable Mary Poling; and as I said, that panel will be moderated this morning by Mark Musick, and we will do so when we take a short break, and part of the responsibility by virtue of the authority invested in me is to keep you on time this morning.

So I tell you that setup to say that when we come back from the break, do not do like our church at home the night that we were addressing a controversial budget vote in our church. Our 43-year-serving treasurer walked up and pulled out of his briefcase a gun and set it up on the top and he said, "I expect there'll be little discussion tonight about this." Well, it was a pellet gun but no one really knew it. It scared us all to death. So do not take that approach this morning when the opportunity for discussions or questions comes about. It's just the opposite. Let's take a five-minute break and we'll come back, and I'll introduce our panel participants.

[Return from break.]

We're grateful this morning to have an eminently qualified panel to address the two questions that we posed to them: first, the potential relevance and utility to West Virginia of the NAEP 12th Grade Preparedness Initiative that Ray and Lloyd talked about this morning; and second, what additional research should we consider conducting, and the potential benefit to West Virginia and to our initiative?

So I want to introduce our panel to you this morning. You see them sitting on stage this morning. First we have Brian Hemphill, who joined the West Virginia State University as its tenth president on July 1, 2012. His emphases are threefold: to establish a commitment to excellence, to create a culture of accountability, and to provide student-centered service in every interaction. President Hemphill has a strong background in student advocacy, advancing diversity, and equity. He has promoted initiatives to expand recruitment and retention programs, has established a framework to increase academic and social support outside of the classroom, and has appointed a degree completion task force.

In October, President Hemphill launched the University's new strategic plan entitled "Vision 2020: State's Roadmap to the Future" in which West Virginia State University will become the most student-centered research and teaching land grant university in the state of West Virginia and beyond. He has contributed to numerous journal articles and professional presentations in the areas of leadership, crisis management, ethics, and diversity. Dr. Hemphill has fulfilled various leadership roles within student affairs and higher education administration, and he was named a pillar of the profession in 2009.

Dr. Hemphill earned a Ph.D. in higher education administration from the University of Iowa, a Master of Science degree in journalism and mass communication from Iowa State University, and a Bachelor of Arts degree for organizational communication from St. Augustine's College.

Our next panelist is Paul Hill, who was named Chancellor of the West Virginia Higher Education Policy Commission on May 18th, 2012. He previously served as interim chancellor beginning in January of 2012, and as vice-chancellor for science and research beginning in 2007. Dr. Hill has more than 25 years of experience in academic research, grant administration, public policy, and management, and has held CEO positions in state, federal, and private organizations. He has held a position at West Virginia University in research and economic development, served as an adjunct faculty member in biology at the University of Charleston, and was chairman and chief executive officer of the U.S. Chemical Safety Board appointed by President Clinton and confirmed by the U.S. Senate.

In addition, Dr. Hill is active in numerous state and federal committees, boards, and commissions, including service as chairman of the West Virginia Science and Research Council, chairman of West Virginia Regional Technology Park Corporation Board of Directors, and service on the West Virginia Commission on International Education. Most recently Dr. Hill was appointed as a member of the state higher education executive officers federal relations committee. A native of West Virginia, Dr. Hill holds BS and MS degrees from Marshall University and a Ph.D. in biology and chemistry from the University of Louisville.

The Honorable Mary Poling has served in the West Virginia House of Delegates since 2000, representing District 40. Delegate Poling chairs the Education Committee and serves on the Agriculture, Finance, and House Rules Committees. Delegate Poling serves as Commissioner of the Education Commission of the States. She is a member of the Barbour County and Tucker County Chambers of Commerce, Barbour County Economic Development, Barbour County Educational Association, the Association of Retired School Employees, Barbour County Farm Bureau, and West Virginia 4H All Stars. A retired teacher, Delegate Poling received her BA and MS degrees from West Virginia University.

J. Thomas Jones is President and CEO of the West Virginia United Health System. The system consists of West Virginia University Hospitals, United Hospital Center, East Camden Clark Medical Center, United Physicians Care, and Health Partners Network. He has served in that position since 2002. Prior to serving in this role Mr. Jones functioned as CEO of the Genesis Hospital System and Executive Director/CEO of St. Mary's Medical Center, both located in Huntington, West Virginia.

Mr. Jones was recognized as one of the 50 most influential leaders in West Virginia in 2008 by *West Virginia Executive* magazine. He has served on the

board of the American Hospital Association and is chair of the American Hospital Association Region 3 Policy Board, chair of the West Virginia Round Table, and chair of the West Virginia Higher Education Policy Commission. He currently serves as chair of the West Virginia State Chamber of Commerce, Board of Directors, and on the boards of the West Virginia Hospital Association, Premier Inc., and Arch Coal Inc.

Mr. Jones received his Bachelor of Science degree in business administration with a major in accounting from West Virginia University. He obtained a Masters degree in hospital administration from the University of Minnesota, and a certificate in the CEO Program for Healthcare Leadership from the Wharton School of the University of Pennsylvania.

Charles K. Heinlein is currently serving as the West Virginia Superintendent of Schools and most recently served as Deputy Superintendent of Schools. Prior to becoming Deputy, he served as executive director of the Office of Organizational Effectiveness in Leadership and the residential director for the West Virginia Institute for the 21st Century Leadership at the West Virginia Department of Education.

He received his bachelor's degree at West Virginia Institute of Technology in social studies, and served as a social studies teacher in middle and high school levels for 13 years. Mr. Heinlein did graduate work in political science at West Virginia University, and curriculum and instruction at Salem College. Mr. Heinlein was recognized as a Milken Educator in 1996 and a Leader of Learning in West Virginia in 2001. He served as a state representative to the National Assessment Governing Board regarding increasing NAEP scores in the senior year of high school.

The Honorable Bob Plymale is currently serving his fifth term in the West Virginia State Senate for District 5. He is chairman of the Senate Education Committee and serves on the Budget Conference, Rules, Finances, Pensions, Confirmations, Health, and Human Services Resources, and Transportation and Infrastructure Committees. Senator Plymale is also CEO and Director of the Rahall Transportation Institute working to enhance safety and economic development opportunities through transportation.

In 2003, Mr. Plymale was appointed by Governor Bob Wise to the Board of Control for the Southern Regional Education Board. He was reappointed by Governor Joe Manchin in 2006 and now serves on the Executive Committee. In 2004, Senator Plymale was named to the National Conference of State Legislatures National Taskforce on No Child Left Behind, and from 2005 to 2006 he was chairman of the NCSL Education Committee and a member of the Blue Ribbon Commission on Higher Education. In 2012 he was selected to serve on the NCSL Executive Committee, having previously served from 2008 to 2010 in that capacity.

He is the recipient of the Presidential Citation from Glenville State College, a Distinguished Service Award from the West Virginia Athletic Directors Association, and the Michael Prestera Award of Excellence in recognition for his efforts to improve the lives of individuals living with behavioral health issues. In 2005, he received the Distinguished Service to the Community Award from Marshall University. In March 2010 he received the Legislative Leadership of Arts for his significant and consistent support of trail planning, design, and implementation through strong leadership and legislative efforts. Senator Plymale is a graduate of Marshall University.

Now to moderate the talents of this distinguished panel we have Mark Musick who holds the James H. Quillen Chair of Excellence in Education and Teaching at East Tennessee State University and is President Emeritus of the Southern Regional Educational Board, America's first inter-state compact for education. Mr. Musick was appointed by three U.S. Secretaries of Education to chair the National Assessment Governing Board. He is a charter member of the new Board of ACT Inc., serving as lead director of the ACT Board and as a member of the ACT Executive Committee. Mr. Musick was elected in 2006 to the Board of Directors of the National Center for the Improvement of Educational Assessment. Would you all welcome this distinguished panel, and Mark, I will turn it over to you.

Mark Musick:

Thank you, Governor, and we'll get very quickly to the distinguished panel. I will make one disclaimer here—Musick: Russell County, Virginia, is my home. That is where Anna Musick was in the 1770s when she and her children were kidnapped, her husband was killed, and she was rescued by one Ephraim Hatfield, whom she married, and we'll just leave it at that. I don't have a dog in the Hatfield or McCoy situation but my father was born in Appalachia, Virginia, and grew up in Roda so I don't view myself as carpetbagger and am proud to be an honorary West Virginian, and I may use one or two analogies here, which I hope you will bear with me.

Governor Musgrove said a moment ago, talking about educational things he had done in Mississippi, that it was not enough but we were headed in the right direction. Lamar Alexander, Senator Alexander, former Governor who probably has had more to do with NAEP as a governor and senator than anyone, he once said, in fact he said when the Saturn plant was located and announced it was coming to Tennessee, and folks were saying, "Why are they doing this?"—And Lamar Alexander said about the education system in Tennessee something pretty much to this effect, "It's not first and foremost where you are. It's the direction and the speed in which you are moving in education," and I think that's very apropos for us here today and for the information you have heard.

And maybe the only coal analogy or background I'll use, NAEP has been called a lot of things—the gold standard, you've heard that here today, a national treasure. Well, I think you could also call NAEP, and Ray Fields may wince when I say this, the canary in the mine. NAEP is telling us something if we listen and if we pay attention, and if we don't listen and pay attention, there are potentially some consequences.

NAEP also, we've heard about being on the NAEP scale. You might also say NAEP is like a scale. If you're on a diet trying to lose weight, you may have that favorite bathroom scale that you use, okay, because you know that if you move it a little in one corner, there's a little low place in the bathroom floor, and if you get this and you get on it, well, okay. When you go to your doctor's office, that scale, now it may not—it's not measured by the U.S. Standards of Weights and Measurements, but that scale, well, probably—one, it gives you another measure of your weight. It might give you, you know, if those two readings are different, yeah, you might want to pay some attention and try to figure out what's going on.

You have seen today some figures on the board about what's going on with some of the West Virginia NAEP results, and I would just say before we turn to the panel, you've heard the word that West Virginia was "courageous" in 1986 and '87, one of the first states in America to say, "Here am I. Measure me by this NAEP scale," and everybody knew the results weren't going to be—this wasn't going to be something to wave the flag for. This was the toughest test in America.

West Virginia signed up then and West Virginia signed up again for the 12th grade, one of the first states in America to step forward and say, "All right. Measure us."—Knowing—knowing, Superintendent—the results weren't going to be something to hold a parade about but again, it's that canary in the mine information. We want to know where we are. One of the best things that former Governor, former President Bill Clinton, his was one of those seven states to sign up and he said, "You're always better off knowing where you are than not knowing," but the question is when you know where you are, what do you do about it?

Senator Plymale, West Virginia wouldn't have signed up and have stayed the NAEP trail and used the NAEP information, signed up when it was voluntary again and again if you hadn't been for it, I suspect, given your leadership position in the legislature. NAEP and the relevance of what you've heard today, NAEP, the research at the 12th grade, the research on NAEP preparedness, what does all this mean to you from your perspective in the Senate?

Senator Plymale:

Well first off, the fact that NAEP is looking at international benchmarking and standards is important but we have to know from a state perspective where we rank or stand up against the nation and the world because it's such a global

economy that if we are not preparing our students up to the levels that we need to be, we will not participate in the economic prosperity in the future. So to me it is just a matter of course.

We have to look at these data from a national perspective and we have to know how to take that data. I think we're a data-driven society and we have very poor data, and let me very clearly say that I'm a firm believer of unfiltered data. We get a lot of filtered data from higher education. We get a lot of filtered data from public education. We need to have sort of the truth of where we are at this point. Now, how do we make the changes policy-wise? All policy is going to be driven by the data that you receive and where you stand so you make the right policy decisions.

Mark Musick:

Unfiltered data. Non-Brita data. Isn't that the best-known filter, those Brita water filters? Superintendent, you're on this data, what do you say to what Senator Plymale says about filtered and unfiltered and knowing where you are?

Charles K. Heinlein:

I would concur with Senator Plymale in the fact that data is definitely an element that you have to have to make good decisions about what needs to be in terms of educational pedagogy as well as where you dedicate your resources. I think with the legislators' support, the P-20 system that is in effect with higher education in our policy commission where we'll be able to have some longitudinal data that should be unfiltered so that the legislature can make good decisions about allocation of resources, and we in education can make good decisions about what we do, will be beneficial.

I would say that NAEP in itself certainly is a gold standard and it has driven decisions for us in education in terms of how we set up our content standards, our next generation content standards, as well as our participation in the Smarter Balanced Consortium. If NAEP is the gold standard, and that's what we aspire to be, and I know that SREB, I know that Senator Plymale and Delegate Poling, the Education Chairs, both believe that that's the gold standard, and that's our standard. That's what we have to shoot for in order to correct any of the inefficiencies in our system in order to achieve those desired results.

Mark Musick:

And we're talking today mostly about 12th grade. Those 4th grade reading results for West Virginia students are, when you look at those you hear a canary tweeting almost.

Charles K. Heinlein:

I wouldn't disagree although I think you've seen some improvement in math from 1992 as well. I think it says a lot to the system as a whole, not just K-12 but also higher education in terms of what we need in order to accomplish an improvement; helps drive the decisions that post-secondary institutions have to have in preparation for our teachers, the expectations that individual districts have to have, as well as for the State Department of Education. Those expectations can clearly be delineated from looking at, as Senator Plymale said, at the data that NAEP provides.

Mark Musick:

Right. The courageous aspect of West Virginia participating in NAEP, and I'll say that again, I mean I really mean that. If one wants to look at a number, and maybe this is filtered or unfiltered, but one of the numbers we've heard today, Chancellor, that 66% number for community colleges—and I know that we've got 28-year-olds, and that a lot of them, and those persons need a second chance—but that 66% number has got to be one that relates to NAEP 12th grade preparedness. What do you say about that?

Paul L. Hill:

Well, indeed it does. We see this as a growing issue. It's not only true here in West Virginia but across the country that we're seeing more need for developmental education once a student arrives at college, and what that tells me is maybe we are not matching up as closely the preparation with the expectation and vice versa, sharing that relationship. I do believe we're working on that.

I do believe that, as the Superintendent pointed out, we have this new P-20 database for the very first time and that is now just coming online, but for the very first time we're going to be able to track a student from the time they enter into the educational system all the way through post-secondary education and be able to begin to pinpoint what types of environments, what types of experiences those students had along the way, what sorts of academic testing they may have undertaken along the way and how that prepared the student for success.

So I think for the first time we're going to have better data. I agree with the Senator, we would like to be further along than where we are but that system will give us much more ability to pinpoint and to make corrective action.

Mark Musick:

Delegate Poling, weigh in here in terms of the legislative perspective. What would you add, particularly from what you just heard?

Delegate Poling:

Much of what I just heard I would agree with. I think specifically that we can use the results on the NAEP 12th grade assessment to determine whether our own state efforts in adopting the Common Core Standards, which we're calling the next generation content standards, and then our new assessment which will replace WestTest, the Smarter Balanced Assessment, whether those are indeed valid based on a national standard now. And then I think we need to use these results to go back and drive classroom instruction, to drive professional development, and pre-service training for our teachers, to make sure that student learning does improve based on results that we will receive from our own assessments. We have both summative and benchmark assessments that will be available with Smarter Balanced. But during all of that, we need to make sure that in the end, a 12th grader's scores show that what we tested and what we taught all the way through were actually based on standards that we expect for college and career readiness.

Mark Musick:

In terms of this 12th grade preparedness for NAEP, going way back to my freshman year in college, when I went back as all so many of those freshmen—you went back to your high school during the Christmas, you know, and you walked through, and those teachers—Ms. Emily Dardy, my chemistry teacher, wanted to know, "Mark, were you ready for college chemistry?" I mean she genuinely, I mean, that was really important to her, and I'm assuming that's still really important to teachers today. Do you see the NAEP 12th grade information as something we can systematically use to help 12th grade and 11th grade teachers get a sense of that, rather than have to ask students as they might or might not wander back through high school?

Delegate Poling:

I think it would be a good measure. I myself being a retired high school mathematics teacher often had high school seniors in advance math courses, and the only instrument that I had to use to measure their success and likelihood of success in college was the SAT or ACT, I think. We definitely did not have a 12th grade assessment. So students who were headed into other careers and not going to college were not assessed at the 12th grade level, and the results from SAT and ACT were never followed through with all the data systems to see how those students did actually achieve in college. I just had numbers, I knew how the students performed in my classes, but there was no definite follow-up.

Mark Musick:

And no systematic –

***Delegate Poling**:*

Right.

Mark Musick:

Right. Right. President Hemphill, you're getting these 12th graders. Ready or not, here they come. What is your sense of how NAEP 12th grade preparedness information might be helping or could help your university?

Brian O. Hemphill:

I think it's going to be beneficial. I commend the leadership within the state for making the decision back in the '80s to step forward and then making that decision to step forward again. I mean, it's not easy in many occasions to have to ask yourself the difficult question knowing that the results might not be as positive as you would like them to be, but I think that there's nothing more critical for us as universities, the community colleges or our four-year universities, than to be able to have information that will give us good insight to the level of preparation that a 12th grader will have coming to our campus.

It's important because it allows us on the front end to be able to know as that student's coming through the door what are some of the challenges, what are some of the things that we're going to need to have in place to make sure they are successful because it does not help the state, it does not help the workforce, it doesn't help that individual student for them to come into the university and we not have the resources in place to provide that support. If it's something that's remedial in nature, I'm of the belief that that's something that we should be working very closely with our community college partners to provide those individual students. If it's something more of a service, whether it's tutoring, whether it's some other form of supplemental instruction, we need to be prepared for that.

So I am pretty excited about what I'm seeing and hearing in terms of this conversation and what I know that NAEP will provide us, and I'm looking forward to some of the longitudinal data because I think that's going to tell us some additional stories.

Mark Musick:

Right. That longitudinal data can be really important. One of the figures we haven't talked about today that has to do, I think, with the NAEP 12th grade preparedness, that 66% number, but behind that 66% number then—and I don't know exactly what the next number is, Chancellor—but is if you're in a remedial or developmental course in college, your chances of being successful go right down.

Paul L. Hill:

27%. So your chances are not good, and if you do not pass that course, that developmental course, your chances almost go to zero. So it really is the preparedness standard for coming into postsecondary education as to whether or not a student makes it through that first course. It is very, very critical. Now what we've done here in West Virginia is have in the high schools what we call transitional math and transitional English courses to try to bridge that gap, but those are offered in the 12th year, so a student really has to be aware in the 11th grade that they need to take those courses if they are deficient on their initial scores to be able to go into those courses.

But that number, we would like to drive that down. Of course we're working with SREB right now on a preparedness initiative that really brings our programs closer together to talk about how faculty from postsecondary education can work with faculty in the high schools to ensure that we are meeting a common standard, to try to ensure that. But NAEP really gives us that snapshot that tells us how well we're doing, or in some cases not doing, and where need to work.

Mark Musick:

Right. President/CEO Jones, you get these students, these 12th graders, these 16th-year-graders—you are hiring people at all points on the spectrum in the work that you're in charge of, so as you've heard what has been said this morning on the podium, as you've listened to your colleagues, what would be your first comment about the 12th grade preparedness NAEP? I'm assuming NAEP is not an everyday word in your world?

J. Thomas Jones:

Well, actually it is because I served 10 years on the Higher Education Commission.

Mark Musick:

Well, all right. All right.

J. Thomas Jones:

Well let me say first of all, first of all, I don't think the state is courageous to do this. In order to improve, you absolutely have to know where you are and this tells us where we are. The second thing it tells us is where do we need to go? What is the national average and what is the average of the best states? So it gives us a point of where we're at and where we need to go. Where the courageousness comes in is do we have the will power to make the changes necessary to move from where we are to where we need to be. That's where courage really starts.

I think the thing that NAEP could be more helpful on is to tell us, of the people that are doing well, what are the 5 or the 10 or the 20 components that make them successful, and how do we differentiate from those, and what do we need to do to change, to give us a roadmap and to give us the priorities, you can't—you know, if we're not doing 10 of them well, what are the 5 that will make the most difference that we can do in order to improve?

Now in terms of our employees, we employ 11,000 people. Interestingly on one of your slides, you were doing a study of 5 particular disciplines, we employ 4 out of that 5.—We don't do automobile mechanics, but we probably will some day.—But we employ all the rest of them, and I would say that it greatly depends where these kids come from. If they come from certain counties, they tend to do very, very well. If they come from other counties, they tend not to do so well, quite frankly. If they come from certain institutions, they tend to do well. If they come from other institutions, they tend not to do well or as well, let's put it that way.

Most of them can be remediated but it does take time and effort and money, and so it's obviously a concern not only to me as a CEO of a major employer in West Virginia. It's a concern to the entire business community that if we're going to be competitive on a national and an international stage, we've got to improve the quality of education in our state and the academic preparedness of our students.

Mark Musick:

Now is there any systematic formal or informal feedback to those institutions, those schools, and those colleges on what you just said about your students who do pretty well and your students who don't do as well?

J. Thomas Jones:

Well, I would say it's reflected in the hiring patterns and I'd say that's pretty direct feedback, that we tend to hire more from certain institutions than others because we know their graduates are well-prepared. We know they're going to pass their boards if they're in a professional field. The way it's judged more than anything is: What is the history of the graduates from that institute? If it's good, we hire more. If it's not so good, we tend to shy away from them.

Mark Musick:

And those hiring patterns, are they known informally or known formally?

J. Thomas Jones:

I would say they're at least known informally, yes.

Mark Musick:

Right. And I accept your courageous, your statement. That's a statement that a fellow named Hugh McCall may have made. Maybe you remember him in CNB Bank years ago. You may have heard him say this, Senator. He said then in CNB Bank, "We don't give rewards for forecasting rain. We only give rewards for building arks." So the courageousness comes in doing something about the problem. But it was, when the chief state school officers met to decide whether or not there was going to be these state NAEP results, I believe, Ray, the vote was 20 to 19, so just agreeing to see the results at that point was courageousness. Yes, Senator?

Senator Plymale:

One thing that I think's interesting is Chancellor Hill has mentioned that they're getting together on the preparedness side of this for college and career. This weekend I attended the SREB Legislative Advisory Council, and David Spence, who took your position after you retired from there, mentioned that Senate Bill 568 that we passed in the Senate last year was the best college readiness and preparedness bill that he had seen in the 16 states, and it's one that he would champion as a call-to-action for where we need to go as a policy.

So from a standpoint, you know, we can pass policies all we want in some cases but if we don't start seeing the action taking place and the results coming back, that's where I'm really, really sad to see where we are as a state in the results. You know, I think we can make all the excuses. When you talk about reading and the question was asked about reading going down—yes, it is, but we turn it to say, "But we're doing well in math." But that's not the right thing that we need to be saying. How do we improve that reading? We've done a lot in early childhood and different things like this. We shouldn't be having the problems in 4th grade reading that we have.

Mark Musick:

Those 4th-grade reading results have to be—absolutely. You can't say, "Oh, look over there," or something. I agree with that. I agree with that. On the other hand, you know, one of the reasons that 20 to 19 vote was 20 to 19 was state superintendents thought, "Well, this is going to be used as a 2x4 to hit us education leaders over the head again," and I think NAEP has really, really tried to avoid that, although that can clearly happen.

Delegate Poling, what else would you, from a standpoint both of having been in the classroom, being in the legislature now, and thinking about Mr. Jones' comment about what NAEP could be doing. We've talked about the NAEP, the 12th graders—what more? Mr. Jones said, "Well, tell us more about what's going on in those states that are doing better." Now NAEP fights to say the cause and

effect of these NAEP results, you know, you've got to be careful about getting those mixed up, but what else would you say about what NAEP could be doing for West Virginia?

Delegate Poling:

I think in general, just to mention the policies—you know, all of us in this room who are from West Virginia know that we're going to have a legislative session coming up that is somewhat driven by an audit that was performed for our education system, and I think one of the things that audit found was that on paper, West Virginia looks good. Many of our policies and many of our statutes look like we have everything in place for classroom instruction to improve, but it's not so; we need to make sure that what's in policy is actually implemented all the way through and that our students are performing at the levels we expect.

And I think that we need to use, as we would with any assessment results, the results of an assessment are not just to tell us how we're doing but to improve what we're doing, and that is, as I said before, to drive classroom instruction, to drive our teacher preparation programs and our professional development programs, because, besides what happens outside the classroom, that so much affects West Virginia students, we need to make sure that what's going on in the classroom is directed to improving.

I was at a meeting the other day when they were talking about the Reconnecting McDowell Project—and I don't know, I think most people at this panel and in the room are familiar with that—and one of the speakers said that as soon as they got into McDowell county and talked about improving education, they determined that education could not improve on its own. They had to look at all of the other systems, the social systems in place; and I know sometimes we expect schools to be everything to everybody but I think we can do more in addressing the social needs and the other problems that our students have by improving classroom instruction.

Mark Musick:

So what's on paper, what's in policy, what the legislature has passed, and then looking at the results from ACT, NAEP, the next generations—and how important is it to try to connect the dots from 12th grade NAEP, ACT, EXPLORE, the next generation assessments you're going to be doing? Superintendent, do you?

Charles K. Heinlein:

I was interested in seeing the slide on the concordance of the NAEP scores in relation to ACT. I think that concordance and that correlation between not just ACT and SAT but all of our assessments is critical. At least we'll have everything on the same page with a singular target moving toward that final 12th grade

NAEP assessment. I think we're working that way in terms of making sure that our Smarter Balanced will be in concordance with NAEP as well as our summative tests that we currently have, making sure that we drive our instruction through those assessments that are aligned to an end result, that 12th grade test which would be, in this case, NAEP.

One of the other pieces that I thought was of critical importance was you began to talk about job-related skills that couldn't be clearly defined through the NAEP testing, but give some indication of what's necessary in terms of math and reading. We have WorkKeys, and there was some duplication, an overlap between NAEP and WorkKeys from what I've read in your literature.

I think that's another area that is so critical to help define what our kids that want to enter the workforce with skills, and hopefully a two-year preparation program for that, will help them to find what they need as basic skills to enter that and be successful. I know that SREB is very interested in the middle-school curriculum that identify career training, career interest, and career skills; and I think we also have to consider that as an integral part of this work in preparation for our kids to be successful as they exit 12th grade into a post-secondary education, either a two-year or a four-year.

One other comment I had that I thought was interesting too, I think it's important that as we look at those certain counties that do well for—the CEO, I think he said that certain institutions and certain counties—if we want to make NAEP really relevant to schools, not just to the state level or to the legislative level, I think we also have to provide that data to those schools to make it interesting. I talked with Mr. Fields prior to the panel and to this symposium because I know that in 2005, IES convened a group to make some recommendations to NAGB regarding some of the 12th grade barriers that we might be facing, and one of those recommendations dealt with ownership that would be provided through the data that was relevant to their schools or to their district because if I'm a teacher, if you give me a target and you let me know what my school's doing, just as those kids that came back and Mary would say, "Well, how are you doing in college? Did my preparation help you?"

If you can give that same kind of data back to the schools, I assure you, teachers come to school every day with the best interests of their kids at heart to do the best job they can to prepare them for their future. We just need to make sure that we have a target and give those people the information they need to make decisions and continue to make decisions.

Do I think we haven't reached our goal?—Certainly. I think it's evident in the data, whether it be reading or math, and I think that West Virginia teachers, I think West Virginia educators, I know our legislature, wants us to improve. I think the consistency of that testing and those assessments all geared toward a final end product, a final end test that defines how well we did in K-12 is important, and

I'm assured that with that correlation and that concordance between all of those assessments, a line toward NAEP would benefit all of us greatly.

Mark Musick:

Good. This linking, connecting the counties, the high schools, the colleges, the employers, is something I want to come back to in just a second because I'll be meeting tomorrow night with the former Chancellor Ryan Nolan, who is now president of an institution that I do some work with at East Tennessee State, and one of the things we'll be talking about is that at this institution with 15,000 students and a medical school and a pharmacy school, 60% of the entering students come from 25 high schools in 4 counties, so you know where your students are coming from. You know the high schools, and the ability to connect—not point fingers, not beat somebody over the head—but connect this 12th grade preparedness, this college or this employment, seems to me to be critically important, and maybe there's a role for NAEP to provide school data, I don't know how you'd get there from here but you're saying look for ways to try to make those connections. Chancellor, what do you think?

Paul L. Hill:

I think, picking up on what the superintendent said, is that we're talking about a greater granularity of the data, if you will, and some of the things that NAEP is now looking at, I think, looking at STEM skills, for example, looking at longitudinal studies, and looking at job training. I know this is an area that you critique yourself in that but what we're doing in the community college system is beginning—although that's not my particular area. Chancellor Skidmore is not here today—but is beginning to look at how some of the training can be differentiated much more so for students who are going for specific job skills, and if we could go back and measure that earlier perhaps we could do a better job of matching them up.

For example a student who is not in a technical field doesn't necessarily have to take pre-calculus, as I was just talking to the President of Pierpont who was up here just a moment ago. So if we could begin to have that kind of granularity, and again I applaud NAEP for taking on the assessment to begin to look at that aspect, and if we could get some guidance from future tests then I think that would be useful in how we structure these programs.

Mark Musick:

Yes, President?

Brian O. Hemphill:

I guess just one thing I would like to add. I agree with all of my colleagues, and we've mentioned that when you look at our state, there's very clear policy in place that's cutting edge in terms of policy, but when you break that down and you go in and you begin to look at the data and look at performance, the accountability piece, where are we and how are we connecting to that from a performance standpoint?

A part of some of the things that I've taken a look at, when you look at the number of sophomores in terms of our 9th graders, in terms of high school, and when you look at that final number that arrives on our campus to enroll across the state, that is something that just jumps out. But then we have a responsibility, as I think all of the presidents of public universities would agree, we are under-performing in terms of graduating these students. We have a great deal of work to do in degree completion, and it was mentioned earlier today in terms of not having enough West Virginians with a degree to be able to handle the employment demand.

So there is a great deal of work to do, but I'm encouraged. Being fairly new, when I'm able to be a part of or witness conversations like this of educators, policy makers, and individuals from across the state having meaningful conversations, but how does that move to action? How does that move accountability?—Which is one of the reasons we've talked about at my university specifically excellence, accountability, and being student-centered, because the thing that I've made very, very clear is that when we have that young man or that young woman that comes to the institution full of hopes and dreams, but for whatever reason they didn't connect or something happened, regardless of what it may have been, and they walk away from their education, we failed that young man or we failed that young woman, and we have a responsibility to go back, reconnect, and see what we can do to get them back on our campus and continuing their progress toward their degree.

I think that we have to be intentional on multiple levels because we've got to address this. I think there's too much at stake for this state if we don't address this and look at it very seriously, but do more than study it and talk about it. We've got to have some results.

Mark Musick:

Okay. Yes, Tom.

J. Thomas Jones:

I think, and it may not be the role of your organization to measure the cause, to come up with the cause-and-effect, if you will, but I think that's where you can partner with someone that can do that because I really, truly believe if you can

identify a half-a-dozen things that are critical to the success, and give those to the states and say, "These are the things that if you do those, you will have a very high probability of success," just as if you pass this test, you have a very high probability of doing well in college, I think states will do that.

I think if we drive it down, and I agree with you, it needs to be driven down to the county level. If you let people compete, no one wants to look bad, that bar will rise for everybody. That ship will rise as the tide rises because no one will want to look bad. It'll happen across the country. If you look, as the federal government did in health care, when they started publicizing certain things in health care, a lot of hospitals didn't look real good and suddenly everybody started looking a whole lot better because they competed and didn't want to look bad, and people that started out at 90, which was a really good score in those days, you could have a 99 right now and still look bad because there's so many people getting 100. So I really think that competition factor plays a huge role in wanting to be good and wanting to be the best and not wanting to look bad in your locality or in your organization.

Mark Musick:

Okay. Well, Senator, you had the first word. You have the last word here because we're going to open it up and get more questions. We want everybody to just sort of stay right where you are.

Senator Plymale:

Well, the first thing I would like to say is, and I think everyone has said this but what NAEP has done and what the NAGB Board has done has made it very relevant that we realize that data and the comparisons can be helpful for a corrective purpose, and if we take that seriously then we'll be successful. However I will have to tell you that SREB and NAEP has also told me that if you don't get this data and all these groups providing and sharing data, you're not going to be able to see the whole picture from pre-K to workforce, and that's what we've talked about here today, and to me that is a critical piece as we look at this.

And I applaud NAEP for looking at the preparedness not just for the college side. I think the study that you're doing right now, to me, is what we have to know from a policy-makers standpoint particularly when you look at only—I read a, we had a figure that in Oklahoma and in West Virginia it's in the 30-some percent but only 18% of the future employees in the workforce in Oklahoma will be able to enter the workforce with a high school or less degree. So if we don't start looking at this, we're going to be in trouble.

Mark Musick:

All right. And I think what I've heard, from some of the things I've heard today, when you look just as you were saying, Senator, if you look at the 4th grade reading results, if you look at the 66% community college remedial developmental results, and if you look at those 12th grade NAEP results in West Virginia by doing this again, by measuring it—Mr. Jones, and I might disagree, but not much—about how courageous that is, but to do that, believe me, when you're only one of 11 states in the country that have signed up and said, "We did it. We did it again. We're going to do it again because we want to know those results." Now do something about it becomes the key factor, because you've got 4th grade information, 12th grade information, and 13th, 14th year information that should be spurring you to action.

Governor Musgrove, we're going to at this point take—the panel just can stay in place because there may be comments or questions for members of our panel but I think it would be appropriate to thank our panel at this point while we stay seated, right?

Governor Musgrove:

So this morning you have heard the innermost recesses of the thoughts of the panel members on this particular subject, and we're going to open it up for questions that you may have, if you want to delve further into something that they said that you didn't understand, or if you wanted to know something further. So if you will, we've got two people walking around with microphones. If you will seek recognition, we will recognize you and let you ask a question or comment. Yes, back there in the back. You can comment as long as your comment doesn't turn into a stump speech, okay?

Eugenie Taylor:

Hi. I wanted to thank you all so much. I wanted to comment on something that Dr. Hemphill, I think, kind of started to touch upon, something that concerns me that I didn't hear discussed, and that is disengagement. You can have students who can take in information in order to output on a test but the spark might still not be lit. So in light of the focus on data which asks how intelligent are you, I'm curious what the panel things about—and this is certainly not my phrase—but, you know, how are you intelligent?—The concept that many students might not fit into the paradigm of academic that is measured in a NAEP or an ACT for that matter, and where in all of this surveying and measuring of success do we allow for the spark, the engagement, the artistic creativity that some kids might possess more so than the strengths, the part of the brain that makes you a really great mathematician etc.?

Governor Musgrove:

Before they respond, would you identify who you are?

Eugenie Taylor:

I'm sorry. I'm Eugenie Taylor with the West Virginia Chamber of Commerce, and I also appreciate Mr. Jones' comment.

Governor Musgrove:

Okay. Any comment? Any response? Any question raised? Musick, bail me out here.

Mark Musick:

I don't know. I would say one thing—the different ways of measuring what we know, what we can do, first of all, I think probably everybody on this panel would be for that. You mentioned WorkKeys, Superintendent, and the WorkKeys assessment is different, as the research has shown, from NAEP or SAT or ACT. The various performance items, Ray Fields at NAEP is going to be measuring some things about technology and information—I mean, NAEP's going to be measuring some things that have never measured before. We've had an arts assessment as a part of the National Assessment which has been really supported by teachers across the country because they say sort of what you're saying, this doesn't get enough attention.

So to me—and this is probably an answer that *some* might not agree with—different kinds of assessment which can mean more assessment, and one other thing as Lloyd Jackson pointed out, you don't study for the NAEP test which is a wonderful—you can't have test prep for NAEP, at least I don't think you can or should. I'm not for "test prep" for assessment in our classrooms, taking time from instruction

Charles K. Heinlein*:*

I will address that. I think that's where the need for, in middle schools, to have career exploration and more exposure to what kinds of careers are out there, where we do start to develop career pathways that I don't think we do a very good job of in this state. So that is an area to explore, to be able to do that. Unfortunately in our vocational side, it is primarily available only to 11th and 12th graders, and we've got to really change that. Also in terms of the arts and different areas like that, the more you get in the middle school, the more you can see and what that can lead to.

Governor Musgrove:

The EXPLORE assessment is intended to sort of encourage that. I don't know how well it gets implemented across the board. Other questions? Back here at the back. Identify yourself and ask the question.

Jeannine Branch:

I'm Jeannine Branch from the Appalachia Regional Comprehensive Center. I guess I have two comments, not really a question. I wanted to applaud what Mr. Heinlein said when he talked about perhaps thinking or exploring providing more feedback to individual counties and schools and teachers about how their students do on NAEP. I know when I was a teacher in the classroom and my students took the NAEP, I was always proud of what they were able to do, and I was really disappointed that I didn't get any feedback from how my kids did, and I've talked to other teachers and they feel the same way. I think that would hold them more accountable, and that competition that somebody mentioned, all of those things I agree with. So that's my first comment.

And then the other one is that I agree with what we're talking about now as far as students who have other abilities. I think of the students who could take anything apart and put them back together again, and who are good with their hands. Maybe we've pushed going to college too much, when we look at all the students now who have all this debt from going to college and all the dropouts at the freshman level at the universities. My husband and I were freshmen parents at WVU for four years so I know all about that. You know, not everyone is meant to go to college, so I applaud any work that we do to support those kids who might benefit from other career paths.

Governor Musgrove:

Any comments from the panel? Okay. Delegate Poling.

Delegate Poling*:*

This relates to her comments and also what Senator Plymale said, that through the efforts of the Department of Education and the legislature, we have started a GED option for students who find themselves in high school in the 11th grade, not having passed their required courses, and being pulled out of their career technical education classes in order to take more math and English. I believe that is becoming a practice of the past, that those students can be put in a GED option class and remain in their career technical education classes so they at least can get a job credential and a diploma at the end of their 12 years of high school because we certainly acknowledge that everyone is not going to college.

Charles K. Heinlein:

I'll comment if I may.

Governor Musgrove:

Go ahead.

Charles K. Heinlein:

Thank you, Governor. I'd like to get back to the disengagement in just a moment but first I'd like to react to Delegate Poling's statements as well as Senator Plymale's. Senate Bill 568—am I correct, Senator?—Really laid out a seamless program for kids, a seamless program in transition into post-secondary education that takes into account those kids that might not be college interest-ready, that might be vocationally-ready—and that's a poor word—career-ready in terms of entering the workforce with certain skills; and I do think that's an area that we have to give much more attention to.

Our society needs people that can do a variety of work, from the academic work to the vocational career workforce work, and I think that is something we need to spend time on. I think that NAEP, the information that we can garner from NAEP at grades 4, 8, 12, can help us begin to think about a couple of things—course-taking sequences for kids, being able to track those kids into the workforce to ensure whether or not they've been successful wherever they may be. That course-taking sequence can begin to inform us about differentiating the expectations we have for our kids. Right now our expectation is that every student will have x-number of credits in English, math, science, social studies, etc., and which may be good. I think that's something we need to examine. But I think we also have to consider differentiating those expectations for our kids in school so that they can move toward the area that they want to be successful in and achieve.

In terms of the disengagement, I think when we look at NAEP, the question may be are our seniors, particularly at grade 12, disengaged with the test and not doing well? I had the opportunity to speak with Mr. Fields prior to this particular panel, and Mr. Fields and I talked about the open-ended questions that are on NAEP that allow NAEP to look at the research to see the degree of disengagement that has occurred, and NAEP's position right now would be that our students are more engaged with the tests than they have been in the past. I believe in 2001, out of the sampling that was taken, 66% of the seniors actually were engaged with the test or who actually took the test out of the sample that was to be established. I think that's risen up into the 80s according to Mr. Fields as well as the open-ended responses have been much more defined and engaged.

However if I'm not getting any ownership at my school level, just to reiterate that point, if I'm not getting any ownership at my school level, then I'm not sure how

much it means to me as a senior. It's my school. I want to do well for my school, and in order to do that I have to have a score. Thank you, Governor, for the time.

Governor Musgrove:

Other questions? Comments? No. Going once –

Charles K. Heinlein*:*

Governor, I want to make one GED comment here. If the GED high school, my only comment/suggestion would be GED-plus because—and you've essentially said that because for an 18-year-old to get a GED and that's all, you're connecting that to either a national career-readiness certificate, to a real employment-specific certificate.

Delegate Poling:

I don't think we're calling it that. It's only with the career-tech focus.

Governor Musgrove:

Well, let's do this. Before I dismiss the panel with our appreciation, there are evaluation forms. If you will take and fill out the evaluation form, if you had comments or questions that you did not feel comfortable standing up and asking, would you please write those down because we will take those as part of our meeting today. We'll take those as part of our input today, and I think that would be very helpful. And, as I said, I am the person to make sure that we stay on schedule so if you'll take about 8 minutes—if you need longer we'll do it—and then I'll close us out so that we will complete our morning. But before you do that, would you thank the panel for their work this morning. And go ahead and fill out those evaluation forms and I'll close us out. [Applause.]

Let me close us out but at the same time not run you out of the room if you need more time to finish up or to write anything more. I don't want to cut you off. But first of all, let me say thank you for being here. Thank you for participating. Thank you for your interest in making sure that the long-term economic viability of West Virginia is enhanced by the educational opportunities that your young people have. I believe that ought to be the dream for all of us all across the country, and I appreciate and applaud the work and the challenges that you have ahead because our challenges are not dissimilar from a lot of states across the country. But thank you very much for being here. We're adjourned.

[End of Audio]