

# National Assessment Governing Board

## Executive Committee

August 6, 2015

4:30-6:15 pm

### AGENDA

4:30 – 4:35 pm	Welcome and Agenda Overview Introduction of Bill Bushaw, Executive Director <i>Terry Mazany, Chair</i>	
4:35 – 4:40 pm	Plans for 2017 Trial Urban District Assessment (TUDA) <i>Bill Bushaw, Executive Director</i>	Attachment A
4:40 – 4:45 pm	Congressional Activity <i>Lily Clark, Assistant Director for Policy and Research</i>	Attachment B
4:45 – 4:50 pm	<b>ACTION:</b> Nomination of Board Vice Chair for the Term October 1, 2015 – September 30, 2016 <i>Terry Mazany, Chair</i> <i>Lou Fabrizio, Executive Committee Member</i>	
4:50 – 5:10 pm	<b>ACTION:</b> Resolution on NAEP Funding <i>Terry Mazany, Chair</i>	Attachment C
5:10 – 5:20 pm	Governing Board Budget Overview <i>Mary Crovo, Deputy Executive Director</i>	
5:20 – 6:15 pm	<b>CLOSED</b> NAEP Budget and Assessment Schedule: Options for Consideration <i>Terry Mazany, Chair</i> <i>Peggy Carr, Acting Commissioner, NCES</i>	

## **Trial Urban District Assessments: Planning for 2017**

The purpose of this agenda item is to brief the Executive Committee on the timeline and activities associated with planning for Trial Urban District Assessments (TUDA) in 2017. TUDA has been conducted in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. Participation in TUDA is strictly voluntary. Since 2002, Congress has made additional funds available and the number of volunteering districts expanded incrementally from the initial 5 to the current 21 districts in the 2015 assessment.

The President's fiscal year 2016 budget request to Congress for NAEP proposed an expansion of TUDA. If NAEP is appropriated sufficient funds, TUDA would be expanded to include an additional 10 districts in 2017 for a total of 31. There are currently 17 districts that are eligible, but not currently participating in TUDA. Current appropriations bills signal that NAEP should be prepared to receive flat funding levels for fiscal year 2016, and therefore expansion of the TUDA program is likely to be unfeasible for the 2017 NAEP.

With the authorization of TUDA in 2002, Congress assigned the Governing Board the responsibility of identifying the districts willing to volunteer to participate. Identifying volunteers is done in consultation with the Council of the Great City Schools (CGCS). Michael Casserly, the Executive Director of CGCS, is scheduled to present on Friday, August 7 at the Board meeting. His remarks will focus on the benefits of the TUDA program and how the data enhance our understanding of educational progress in large cities.

Consultation also occurs with the National Center for Education Statistics (NCES) on operational issues, especially the timeframe for obtaining district commitments to participate in 2017. NCES will begin operational planning for the 2017 assessments in December of 2015. Therefore, decisions on the TUDA participants for 2017 should be determined at the Board meeting scheduled for November 2015.

The process that will lead up to the NCES notification for the 2017 TUDA assessments is straightforward and the key steps are outlined on the following page.

<b>Timeline and Activities to Identify Participating Districts for the 2017 TUDA</b>	
<b>Timeline</b>	<b>Activity</b>
April 2015	Governing Board staff discuss the 2017 assessment schedule and eligible districts for TUDA with Council of the Great City Schools (CGCS) and NCES.
May 2015 Board Meeting	Governing Board staff brief Executive Committee on the timeline and process for determining TUDA participants for 2017.
August 2015 Board Meeting	Executive Committee discusses the number of districts to participate in TUDA.
August 2015	CGCS consults with current TUDA participants to assess informally their interest in participating in the 2017 assessments. Eligible districts may be notified of the opportunity to apply to volunteer for slots in the event of current TUDA participants declining or expansion of the program due to additional funding from Congress.
September 2015	Governing Board staff send notification letters to continuing districts and opportunity to apply to potentially eligible new volunteering districts, if needed.
September – October 2015	Governing Board staff, in consultation with CGCS and Executive and COSDAM Committees and adhering to Board policy and procedures, identify continuing volunteering districts, and obtain their commitment to participate.
October 2015	NCES provides updated list of eligible districts to Governing Board Staff for possible expansion of TUDA program, if needed.
October – November 2015	Governing Board staff confer with COSDAM and Executive Committees on ranking of potential volunteering districts, if needed.
November 2015	Governing Board staff obtain commitment from new volunteering districts to participate in 2017, if needed.
November 2015 Board Meeting	Governing Board determines TUDA participants for 2017.
January 2016	Governing Board staff provide acknowledgement letters to participants in the 2017 TUDA and notify NCES.

## **List of Eligible Districts for 2017 Trial Urban District Assessments (TUDA)**

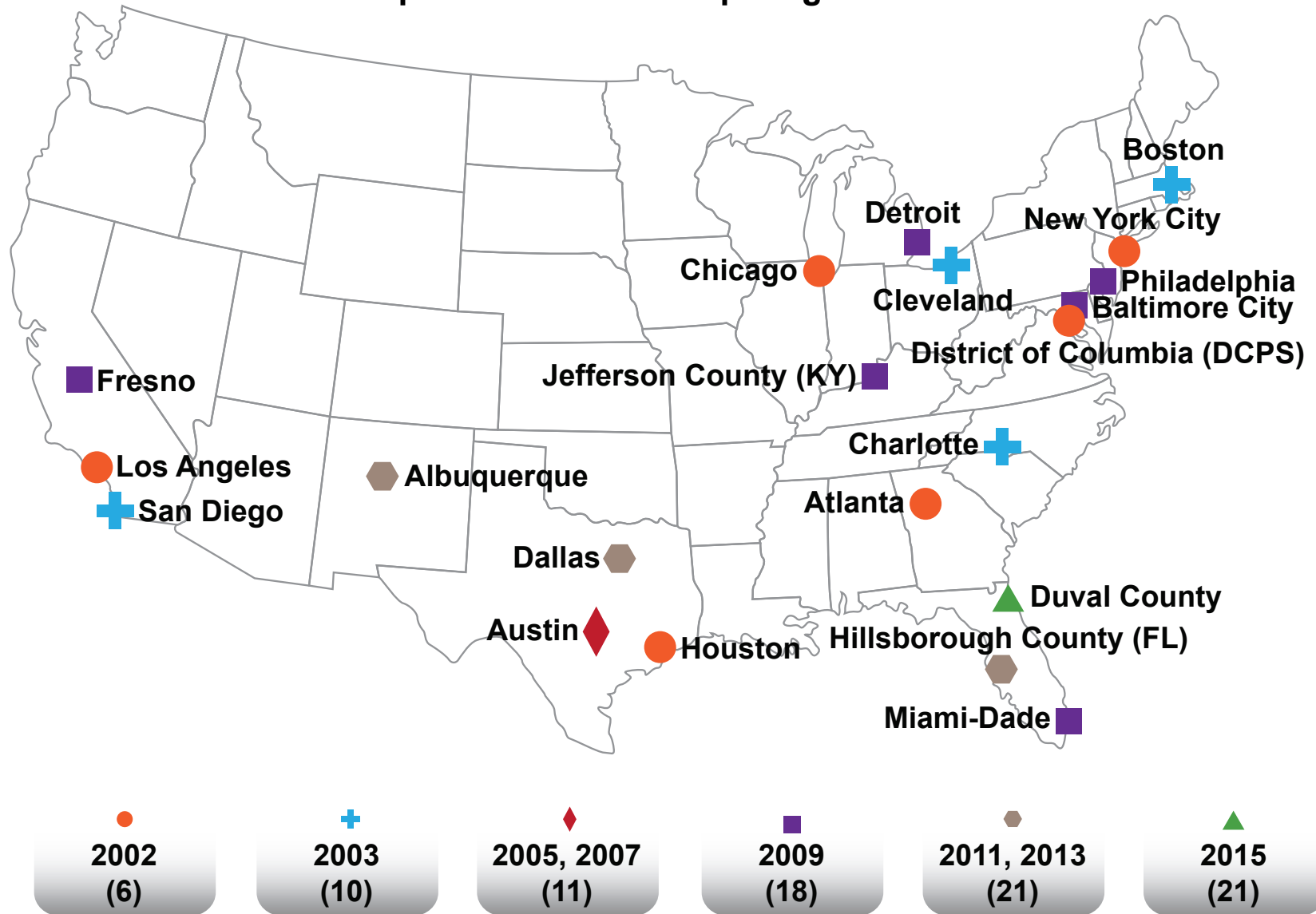
### **Districts Participating in the 2015 TUDA**

- 1) Albuquerque Public Schools (NM)
- 2) Atlanta Public Schools (GA)
- 3) Austin Independent School District (TX)
- 4) Baltimore City Public Schools (MD)
- 5) Boston Public Schools (MA)
- 6) Charlotte-Mecklenburg Schools (NC)
- 7) Chicago Public Schools (IL)
- 8) Cleveland Metropolitan School District (OH)
- 9) Dallas Independent School District (TX)
- 10) Detroit Public Schools (MI)
- 11) District of Columbia Public Schools (DC)
- 12) Duval County Public Schools (Jacksonville, FL)
- 13) Fresno Unified School District (CA)
- 14) Hillsborough County Public Schools (FL)
- 15) Houston Independent School District (TX)
- 16) Jefferson County Public Schools (KY)
- 17) Los Angeles Unified School District (CA)
- 18) Miami-Dade County Public Schools (FL)
- 19) New York City Public Schools (NY)
- 20) School District of Philadelphia (PA)
- 21) San Diego Unified School District (CA)

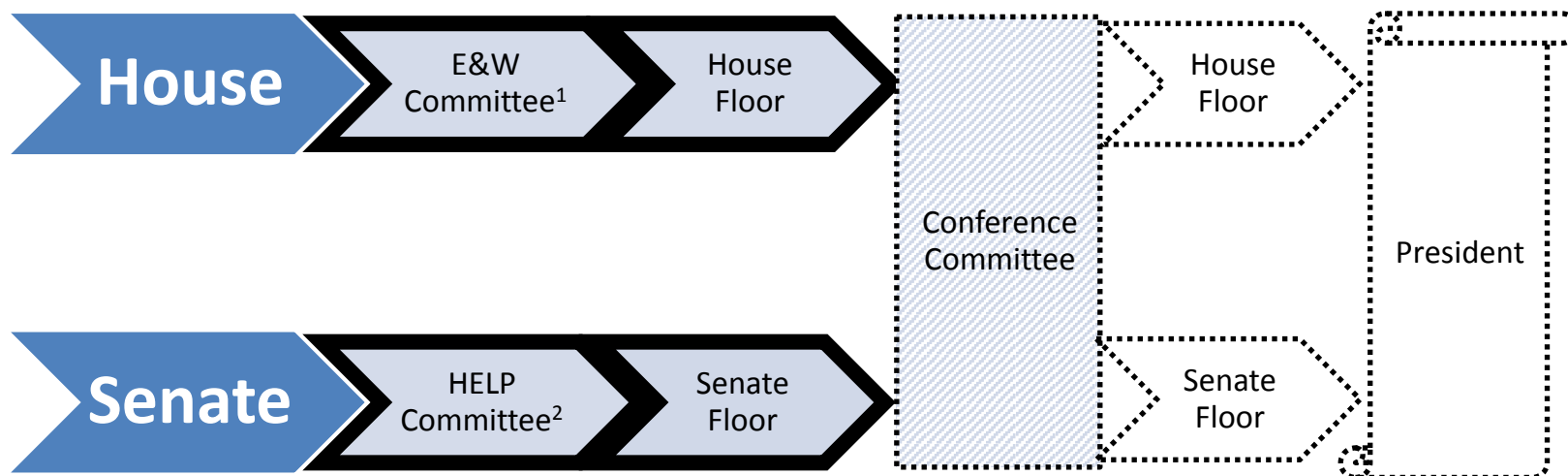
### **Additional Districts Eligible for Participation in the 2017 TUDA**

- 1) Arlington Independent School District (TX)
- 2) Clark County School District (NV)
- 3) Cypress-Fairbanks Independent School District (TX)
- 4) Davidson County Schools (including Nashville, TN)
- 5) Denver Public Schools (CO)
- 6) El Paso Independent School District (TX)
- 7) Elk Grove Unified School District (CA)
- 8) Fort Bend Independent School District (TX)
- 9) Fort Worth Independent School District (TX)
- 10) Guilford County Schools (NC)
- 11) Katy Independent School District (TX)
- 12) Long Beach Unified School District (CA)
- 13) Mesa Public School (AZ)
- 14) Milwaukee Public Schools (WI)
- 15) North East Independent School District (TX)
- 16) Northside Independent School District (TX)
- 17) Shelby County Schools (including Memphis, TN)

## Map of Districts Participating in TUDA



# ESEA Reauthorization Status



<sup>1</sup>U.S. House of Representatives Committee on Education and the Workforce

<sup>2</sup>U.S. Senate Committee on Health, Education, Labor and Pensions

**U.S. House of Representatives**  
**Education and the Workforce Committee Chairman John Kline (R-MN) & -**  
**Early Childhood, Elementary, and Secondary Education Subcommittee Chairman Todd Rokita (R-IN) -**  
**Press Release July 8, 2015 -**

## Kline, Rokita Applaud House Passage of the Student Success Act

**WASHINGTON, D.C. | July 8, 2015** - The House of Representatives today approved the [\*Student Success Act\*](#) (H.R. 5). Introduced by Education and the Workforce Committee Chairman John Kline (R-MN) and Early Childhood, Elementary, and Secondary Education Subcommittee Chairman Todd Rokita (R-IN), the legislation replaces the current K-12 education law, *No Child Left Behind*, with conservative reforms that would reduce the federal role, restore local control, and empower parents and education leaders to hold local schools accountable.

“For too long, Washington’s priorities have outweighed what parents, teachers, and local leaders know is best for their children. Today, we took an important step in a bold, new direction,” **Chairman Kline said**. “After years of working with education stakeholders and members of Congress, I’m pleased the House has advanced responsible reforms that would give the American people what they deserve: a commonsense law that will help every child in every school receive an excellent education.”

“Today, we rejected the Washington-knows-best approach that has plagued K-12 classrooms for years,” **Chairman Rokita said**. “The *Student Success Act* stops this administration and future administrations from promoting a backdoor agenda that includes Common Core. More importantly, the bill takes control away from Washington bureaucrats and puts it back where it belongs: with moms, dads, teachers, and state and local leaders who can directly and meaningfully deliver a quality education to students.”

**Chairman Kline continued**, “The passage of the *Student Success Act* moves us closer to replacing a flawed law that has not delivered on its promises. I look forward to continuing this important effort and I am confident – as we have shown in the past – we can find common ground and send a bill to the president’s desk that will have a lasting, positive impact on America’s families.”

The *Student Success Act* as passed by the House:

- Replaces the current national accountability scheme based on high stakes tests with state-led accountability systems, returning responsibility for measuring student and school performance to states and school districts;
- Protects state and local autonomy over decisions in the classroom by preventing the secretary of education from coercing states into adopting Common Core or any other common standards or assessments, as well as reining in the secretary’s regulatory authority;
- Ensures parents continue to have the information they need to hold local schools accountable;
- Provides states the ability to use federal funds to examine the number and quality of assessments given to students and empowers school districts to administer their own assessments with state approval;
- Eliminates 69 ineffective, duplicative, and unnecessary programs and replaces this maze of programs with a Local Academic Flexible Grant to help schools better support students;
- Empowers parents with more school choice options by continuing support for magnet schools and expanding charter school opportunities, as well as allowing Title I funds to follow low-income children to the traditional public or charter school of the parent’s choice;
- Provides parents the ability to opt children out of annual testing and exempts schools from including students that have opted out in the schools’ testing participation requirements; and
- Strengthens existing efforts to improve student performance among targeted student populations, including English learners and homeless children.

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**U.S. Senate Committee on Health, Education, Labor and Pensions**  
**Chairman Senator Alexander (R, TN)**  
**Press Release July 16, 2015**

07.16.15

## Senate Passes Alexander, Murray Bill to Fix No Child Left Behind

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Bipartisan bill to fix K-12 education law that expired seven years ago passes Senate by a vote of 81 to 17

**WASHINGTON, D.C., July 16** – The Senate today passed by a vote of 81 to 17 the *Every Child Achieves Act*, the bipartisan agreement by Senate education committee Chairman Lamar Alexander (R-Tenn.) and Ranking Member Patty Murray (D-Wash.) to fix the No Child Left Behind law, which is seven years overdue.

**Alexander said:** “Last week, *Newsweek* Magazine called this the ‘law that everyone wants to fix’—and today the Senate’s shown that not only is there broad consensus on the need to fix this law—remarkably, there’s also broad consensus on how to fix it. This is the consensus: continue the law’s important measurements of students’ academic progress but restore to states, school districts, classroom teachers and parents the responsibility for deciding what to do about the results of those tests.

“On the Senate floor, we’ve considered 78 amendments, adopted 65 and passed a bill that says that the path to higher standards, better teaching and real accountability is through the states and local communities, not Washington, D.C. Now our job is to work with the House to produce a conference report that we can send to the president’s desk.”

**Murray said:** “Today, the Senate cleared a major hurdle with this strong bipartisan vote to fix the badly broken No Child Left Behind law, but we still have important work to do as this bill moves to a conference and before it is signed into law. I thank Chairman Alexander for his hard work with me to break through the gridlock and take this important step, and I am hopeful that this bipartisan work can continue as we take the next step to get this done. As we head toward conference, I look forward to working with Ranking Member Bobby Scott, the Administration, and the House and Senate Democrats and Republicans who are willing to work with us to continue improving the bill to make sure all students can get a good education no matter where they live, how they learn, or how much money their parents make.”

### **What the Every Child Achieves Act does:**

**Strengthens state and local control:** The bill recognizes that states, working with school districts, teachers, and others, have the responsibility for creating accountability systems to ensure all students are learning and prepared for success. These accountability systems will be state-designed but must meet



minimum federal parameters, including ensuring all students and subgroups of students are included in the accountability system, disaggregating student achievement data, and establishing challenging academic standards for all students. The federal government is prohibited from determining or approving state standards.

- **Maintains important information for parents, teachers, and communities:** The bill maintains the federally required two annual tests in reading and math in grades 3 through 8 and once in high school, as well as science tests given three times between grades 3 and 12. These important measures of student achievement ensure that parents know how their children are performing and help teachers support students who are struggling to meet state standards. A pilot program will allow states additional flexibility to experiment with innovative assessment systems. The bill also maintains annual data reporting, which provides valuable information about whether all students are achieving, including low-income students, students of color, students with disabilities, and English learners.

- **Ends federal test-based accountability:** The bill ends the federal test-based accountability system of No Child Left Behind, restoring to states the responsibility for determining how to use federally required tests for accountability purposes. States must include these tests in their accountability systems, but will be able to determine the weight of those tests in their systems. States will also be required to include graduation rates, another measure of academic success for elementary and middle schools, English proficiency for English learners. States may also include other measures of student and school performance in their accountability systems in order to provide teachers, parents, and other stakeholders with a more accurate determination of school performance.

- **Maintains important protections for federal taxpayer dollars:** The bill maintains important fiscal protections of federal dollars, including maintenance of effort requirements, which help ensure that federal dollars supplement state and local education dollars, with additional flexibility for school districts in meeting those requirements.

- **Helps states fix the lowest-performing schools:** The bill includes federal grants to states and school districts to help improve low-performing schools that are identified by the state accountability systems. School districts will be responsible for designing evidence-based interventions for low-performing schools, with technical assistance from the states, and the federal government is prohibited from mandating, prescribing, or defining the specific steps school districts and states must take to improve these schools.

- **Helps states support teachers:** The bill provides resources to states and school districts to implement activities to support teachers, principals, and other educators, including allowable uses of funds for high quality induction programs for new teachers, ongoing rigorous professional development opportunities for educators, and programs to recruit new educators to the profession. The bill allows, but does not require, states to develop and implement teacher evaluation systems.

- **Reaffirms the states' role in determining education standards:** The bill affirms that states decide what academic standards they will adopt, without interference from Washington, D.C. The federal government may not mandate or incentivize states to adopt or maintain any particular set of standards, including Common Core. States will be free to decide what academic standards they will maintain in their states.

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## National Assessment Governing Board

### Resolution on the Imperative for Increased NAEP Funding

**Whereas**, the National Assessment of Educational Progress (NAEP)—also known as The Nation’s Report Card—is authorized by Congress and is the largest nationally representative and continuing assessment of what our nation’s elementary and secondary students know and can do;

**Whereas**, since 1969, NAEP has been the country’s foremost resource for measuring student progress and identifying differences in student achievement across various student subgroups;

**Whereas**, in a time of ever-changing state standards and assessments, the need for NAEP as the only national measure to compare student achievement across states and select large urban districts is greater than ever;

**Whereas**, the overwhelming, voluntary participation of states and select urban districts in non-mandatory NAEP assessments is a testament to the usefulness of and demand for NAEP results;

**Whereas**, the nation relies on NAEP to monitor whether students are prepared with the academic rigor, technological skills, critical thinking, and global perspectives necessary to meet the demands of the twenty-first century through assessments in a broad range of subjects;

**Whereas**, NAEP must innovate to keep pace with the changing world of education and technology by transitioning to digital-based assessments (DBA) which provide new ways to measure student achievement that are more precise, more engaging, and better capture a wider range of knowledge and skills than can typically be measured with paper-and pencil tests;

**Whereas**, it is of paramount importance to invest in technology to maintain stringent protections to ensure consistent and fair assessment conditions with DBA by providing uniform digital devices and uninterrupted, secure connectivity in the near-term;

**Whereas**, without additional resources to support the costly but necessary transition to DBA while simultaneously maintaining its ability to report trends, NAEP will be dramatically compromised in its ability to fulfill its mission as it will be reduced to measuring a narrower range of subjects, testing fewer grade levels, and administering fewer assessments at the state level;

**Therefore, the National Assessment Governing Board resolves that timely and significant increases of funds are necessary to ensure that The Nation’s Report Card continues to provide policymakers, parents, principals, teachers, and researchers with the nation’s only continuous and objective measure of student progress in a wide range of subjects and grades at the national, state, and select large urban district levels, capturing the full scope of academic rigor, technological proficiency, critical thinking, and global perspectives necessary for success in the twenty-first century.**