

National Assessment Governing Board
Friday August 4, 2017

Panel Session on Policy Priorities for the Assessment Schedule

The National Assessment Governing Board's Strategic Vision adopted at the November 2016 Board meeting included a priority to: ***"Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation's evolving needs, the Board's priorities, and NAEP funding"*** (SV #9).

Setting the NAEP Assessment Schedule is one of the Governing Board's most important statutory responsibilities. Historically, the Governing Board has amended the NAEP Assessment Schedule to reflect legislative changes to NAEP's authorization, new opportunities, and evolving expectations in what students should know and be able to do. To begin pursuing this strategic priority, Governing Board Members engaged in small group and plenary discussions on this topic at the May 2017 Board meeting. From these sessions emerged a consensus on the primary questions for the Board's August discussions:

1. What is the value of providing NAEP national-only results, as compared to providing state and possibly TUDA results?
2. What is an ideal interval between assessments, i.e., two years, three years, four years?
3. Are there other domains of knowledge and skills the Governing Board should consider assessing than the ones already scheduled? In addition to, or in place of?
4. Should the administration of some assessments be restructured, possibly providing subscale scores, i.e., science, technology and engineering literacy, and math (STEM); reading & writing (ELA); civics, geography, U.S. History and economics (social studies)?

On Friday, August 4th, these discussion questions will be posed to the following panel of policy experts.



Lillian M. Lowery
Vice President for PreK-12 Policy, Research, and Practice
Ed Trust

Lillian M. Lowery, Ph.D. serves as Ed Trust's, vice president for preK-12 policy, research, and practice, leading Ed Trust ambitious agenda to focus national attention on inequities in public education as well as the actions necessary to close gaps in opportunity and raise achievement. Most recently, she served as president and CEO of FutureReady Columbus, where she led a commission of representatives from across the Columbus, Ohio, region to focus on college and workforce readiness. Prior to her time in Ohio, she served as the education lead for two states, both as the state superintendent of schools for the Maryland State Board of Education and as the secretary of education for the State of Delaware. Additionally, she served as superintendent of the Christina School District in New Castle County, Delaware; assistant superintendent in Fairfax County Public Schools in Fairfax

County, Virginia; and area administrator for Fort Wayne Community Schools in Fort Wayne, Indiana. She also has school-level experience, having been a high school principal and assistant principal, a minority student achievement mentor, and a secondary English teacher. Lowery holds a doctorate in education and educational leadership and policy studies from Virginia Polytechnic Institute and State University, a master's degree in education curriculum and instruction from the University of North Carolina, and a bachelor's degree in English and secondary education from North Carolina Central University.



Carmel Martin
Executive Vice President for Policy
Center for American Progress

Carmel Martin is the Executive Vice President for Policy at American Progress. She manages policy across issue areas and is a key member of CAP's executive team. Before joining American Progress, Martin was the assistant secretary for planning, evaluation, and policy development at the U.S. Department of Education. In this position, she led the Department's policy and budget development activities and served as a senior advisor to Secretary of Education Arne Duncan. Prior to coming to the Department of Education, Martin served as general counsel and deputy staff

director for the late Sen. Edward Kennedy (D-MA) as chairman of the Health, Education, Labor and Pensions Committee. She also previously worked at American Progress as the Associate Director for Domestic Policy, and in the Senate as chief counsel and senior policy adviser to former Sen. Jeff Bingaman (D-NM) and special counsel to former Sen. Tom Daschle (D-SD). Through her years in Congress, she worked on legislation related to education, welfare, health care, and other issues of national importance. Early in Martin's career, she worked as a trial attorney for the Civil Rights Division of the Educational Opportunities Section at the Department of Justice, as well as in the private sector as a member of Hogan & Hartson's education practice. She graduated with a J.D. from the University of Texas School of Law and a master's degree in public affairs from the Lyndon B. Johnson School of Public Affairs. After graduate school, Martin was a law clerk to the Hon. Thomas M. Reavley, judge in the U.S. Court of Appeals for the Fifth Circuit.



Michael J. Petrilli
President
Thomas B. Fordham Institute

Mike Petrilli is president of the Thomas B. Fordham Institute, research fellow at Stanford University's Hoover Institution, executive editor of Education Next, and a Distinguished Senior Fellow for Education Commission of the States. An award-winning writer, he is the author of *The Diverse Schools Dilemma*, and editor of *Education for Upward Mobility*. Petrilli has published opinion pieces in the *New York Times*, *Washington*

Post, *Wall Street Journal*, *Bloomberg View*, and *Slate*, and appears frequently on television and radio. Petrilli helped to create the U.S. Department of Education's Office of Innovation and Improvement, the Policy Innovators in Education Network, and, long, long ago, Young Education Professionals. He serves on the advisory boards of the Association of American Educators, MDRC, and Texas Aspires. He lives with his family in Bethesda, Maryland.