

Briefings from our State and TUDA partners, featuring representatives from the Council of Chief State School Officers, the State Policy Task Force, the Council of the Great City Schools, and the TUDA Policy Task Force

As part of the Board's effort to expand involvement and input from state education leaders, the Governing Board partnered with Council of Chief State School Officers (CCSSO) to create a State Policy Task Force in September 2007. In 2018, the Board partnered with the Council of the Great City Schools to create a Trial Urban District Assessment (TUDA) Policy Task Force. These Board-funded Task Forces are charged with providing feedback and recommendations to the National Assessment Governing Board on policy areas and projects related to the National Assessment of Educational Progress.

The following pages include speaker bios, task force rosters and meeting minutes from 2018.

Speaker Bios



Michael Casserly has served as Executive Director of the Council of the Great City Schools, the nation's primary coalition of large urban public school systems, since January 1992. Before assuming this position, Casserly served as the organization's Director of Legislation and Research for 15 years.

As head of the Council, Casserly unified urban schools nationwide around a vision of reform and improvement; launched an aggressive research program on trends in urban education; convened the first Education Summit of Big City Mayors and Urban School Superintendents; led the nation's largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP); led the first national study of common practices among the nation's fastest improving urban school districts; and launched national task forces on achievement gaps, leadership and governance, finance, professional development, and bilingual education.

While Director of Legislation and Research for the Council, Dr. Casserly initiated major reforms in Title I, Vocational Education, and Drug Free Schools. He also initiated and wrote the federal Magnet School Act and the Urban Schools of America Act. Since 1989, he has garnered over \$25.0 billion in extra federal money for urban schools.

Casserly has also written numerous studies, reports and op-ed pieces on urban schools, including "Beating the Odds"—the nation's first look at urban school performance on state tests. His legislative work has been the subject of a college textbook on how Capitol Hill really works. He is considered by many to be one of Washington's best education advocates and lobbyists, and an expert on urban education, governance, finance, and federal legislation and policy. *Washington Almanac* listed Casserly as one of Washington D.C.'s 400 most powerful individuals, and *USA Today* calls Casserly a "crusader" for city schoolchildren.

Dr. Casserly is a U.S. Army veteran, and holds a Ph.D. from the University of Maryland and B.A. from Villanova University. When not working, he participates in a local Shakespeare group.



Ray Hart is the Director of Research for the Council of the Great City Schools and has more than 20 years of experience in research and evaluation. His work has spanned policy areas such as post-secondary success and college readiness, professional learning communities and school improvement, teacher effectiveness and value-added analysis, early childhood education, and adult and workforce literacy. He has worked with clients from a number of federal agencies, including the U.S. Department of Education, the U.S. Department of Housing and Urban Development, the U.S. Department of State, the National Science Foundation, and many state and local departments of education.

Hart recently led the Analytic Technical Support Task for the Regional Educational Laboratory – Mid Atlantic. He served as the Executive Director of Research, Planning and Accountability for the Atlanta Public School District; President and CEO of RS Hart and Partners, which is an evaluation and assessment consulting firm; and an Assistant Professor of Research, Measurement, and Statistics at Georgia State University. Prior to his work as a consultant, Dr. Hart served as the Director of the Bureau of Research Training and Services at Kent State University. His career began in 1989 as a program director for African American, Hispanic, and Native American students in Engineering and Science.

Hart holds a Ph.D. in Evaluation and Measurement from Kent State University, a M.Ed. with a focus on Curriculum and Instruction – Educational Research from Cleveland State University, and a bachelor's degree in Industrial Engineering from the Georgia Institute of Technology.



Shelley Loving-Ryder serves as the Chair of the joint CCSSO & National Assessment Governing Board State Policy Task Force. She has been the Assistant Superintendent for Student Assessment and School Improvement at the Virginia Department of Education since 2001. In 2007, she was given the additional responsibility of overseeing the office of school improvement, and in 2014 she became responsible for the Program Administration and Accountability unit within the Department. She currently oversees staff in the offices of test administration, scoring, and reporting; test development; and federal program administration and accountability.

Prior to 2001, Ms. Loving-Ryder worked in various capacities with the assessment unit, including serving as director, managing both criterion-referenced and norm-referenced testing programs; managing the development of tests in mathematics, reading and writing; and developing and implementing rubrics used to score open-ended items. During her tenure as assistant superintendent, she has led Virginia's transition from paper and pencil testing to one of the most extensive online testing programs in the country. Recently she led an initiative to move Virginia's testing program to a computer adaptive testing model.



Carissa Moffat Miller is the Executive Director of the Council of Chief State School Officers (CCSSO), where she works with state education chiefs to ensure all students have the opportunity to graduate from high school prepared for college, careers and life.

With a deep understanding of education policy at the state and national levels, Miller leads CCSSO's efforts to help states deliver equitable education opportunities to every student.

She was named executive director of CCSSO in 2018 after serving for nearly five years as a deputy executive director overseeing membership, advocacy, communications, and data and information services.

Prior to joining CCSSO, Dr. Miller served as a deputy superintendent at the Idaho State Department of Education and led the implementation of statewide online testing for the Idaho State Board of Education.

Carissa holds a Ph.D. in education from the University of Idaho, a master's degree in sociology from the University of Wyoming, and a bachelor's degree in journalism from the University of Nebraska-Lincoln.

State Policy Task Force CCSSO & National Assessment Governing Board

Member List

Chair: Shelley Loving-Ryder Vice Chair: Michael Sibley

Michelle Center

*Director, Assessment Development &
Administration
California Department of Education*

Kari Eakins

*Communications Director
Wyoming Department Education*

Deborah Frison

*Deputy Superintendent
Nebraska Department of Education*

Joy Hofmeister

*State Superintendent of Public Instruction
Oklahoma State Department of Education*

Abe Krisst

*Assessment Bureau Chief
Connecticut Department of Education*

Shelley Loving-Ryder

*Assistant Superintendent, Student Assessment and
School Improvement
Virginia Department of Education*

John Payne

*Deputy State Superintendent
South Carolina Department of Education*

Michael Sibley

*Director of Communications
Alabama State Department of Education*

Pete Smith

*Chief of Communications and Government
Relations
Mississippi Department of Education*

Michael Thompson

*Deputy State Superintendent
Wisconsin Department of Public Instruction*

David Tilly

*Deputy Director and Administrator
Iowa Department of Education*

Joyce Zurkowski

*Director of Student Assessment
Colorado Department of Education*

National Assessment Governing Board Staff

Lesley Muldoon
Executive Director

Lisa Stooksberry
Deputy Executive Director

Lily Clark
Assistant Director for Policy & Research

Council of Chief State School Officers Staff

Carissa Moffat Miller
Executive Director

Scott Norton
Deputy Executive Director

Fen Chou
Program Director

Jocelyn Salguero
Program Associate

**Council of Chief State School Officers (CCSSO)
& National Assessment Governing Board
State Policy Task Force Webinar
Summary of Proceedings for
April 3, 2018
4:00 p.m. – 5:00 p.m. (Eastern Time)**

List of Participants

State Policy Task Force members: Kathleen Airhart, Kim Benton, Michelle Center, Kari Eakins, Abe Krisst, Shelley Loving-Ryder, Nate Olson, Michael Sibley, Michael Thompson, David Tilly, and Joyce Zurkowski

State Policy Task Force members not in attendance: Joy Hofmeister

Council of Chief State School Officers staff: Fen Chou, Scott Norton, and Jocelyn Salguero

National Assessment Governing Board staff: Bill Bushaw, Lily Clark, and Lisa Stooksberry

National Center Education Statistics staff: Gina Broxterman

Remarks and Updates from the Council of Chief State School Officers
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<i>Scott Norton, Deputy Executive Director, CCSSO</i>

- CCSSO is launching a brand new initiative called the Diverse and Learner-Ready Teacher Initiative. Nine states have signed on to increase the diversity of their teacher pipeline.
- Carissa Moffat Miller has been appointed as the new Executive Director of CCSSO.
- The States Leading campaign is a media campaign to show that states are in fact leading the way to improve America's education system, particularly in terms of ESSA (Statesleading.org).
- There are two new task force members: Kathleen Airhart and David Tilly. David Tilly is the Deputy Director of Education in Iowa. Kathleen Airhart has been involved at the Department of Education for seven years and is currently serving as the Deputy Commissioner/COO and Interim Superintendent for the achievement school districts in Tennessee.

National Assessment Governing Board Updates
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<i>Bill Bushaw, Executive Director, Governing Board</i>

- Lynn Woodward is the new commissioner for NCES. He began his role in late March, 2018.
- Peggy Carr from NCES still oversees NAEP as the associate commissioner for assessment.

- Mark Schneider, former commissioner of NCES, has recently been confirmed by the Senate as the director of IES.
- The CCSSO and Governing Board's Joint State Policy Task Force has been so successful that the Governing Board established a similar task force with the Council of the Great City Schools to focus on urban districts participating in the Trial Urban District Assessment (TUDA). Lily Clark and Laura LoGerfo have been working with the leadership at the Council of the Great City Schools to establish this new TUDA Task Force, which recently held its first meeting. The potential was noted for a joint meeting of the State and TUDA Task Forces in the future.
- The Board is currently working on establishing revised achievement levels for the fourth grade NAEP writing assessment. A panel of teachers and other educators will be convened to make recommendations to the Governing Board, which the Board will consider in setting the achievement levels for the fourth grade NAEP writing assessment.
- The Board is expecting to receive a draft report in May on state level mathematics standards, prepared by AIR to help inform the Board's efforts to update the NAEP Mathematics framework.
- The Governing Board's Ad Hoc Committee on Measures of Postsecondary Preparedness hosted an expert panel of business and industry leaders in February in Alexandria, VA to discuss the future of work and necessary skills for students to develop. The ad hoc committee plans to convene a panel of higher education representatives in April and a panel of futurists in June.
- Bill Bushaw will retire from his position as Executive Director of the Governing Board in August. The position for Executive Director has been posted, and the Board is seeking applicants.

Reflections on the March Governing Board Meeting

Shelley Loving-Ryder, Task Force Chair, Virginia Department of Education

Ms. Loving-Ryder attended the March 2018 Governing Board meeting as the State Policy Task Force representative. She reported that it was an interesting and engaging meeting.

She noted that of particular interest was the meeting of the Ad Hoc Committee on Measures of Postsecondary Preparedness, which was created to address the Board's strategic vision goal to develop new approaches to measure the complex skills required for the transition to postsecondary education and career. The ad hoc committee mentioned existing NAEP resources, such as the Technology and Engineering Literacy assessment (TEL), to help inform a potential measure of postsecondary preparedness, and also discussed the possibility of compiling numerous measures and artifacts from various sources to report on postsecondary preparedness, (rather than introducing a new NAEP assessment). The ad hoc committee suggested consulting with young people to help identify which skills are necessary, particularly for those in their first two years after high school, including those who felt prepared and those who did not.

Ms. Loving-Ryder attended the Assessment Development Committee (ADC) meeting, where ADC members finalized changes to the NAEP framework development policy, to include a standard process to review and update existing frameworks. ADC also discussed its plans to reviewing existing frameworks for potential updates. Specifically, a panel of six experts provided a rich discussion on potential changes and considerations for the NAEP reading framework. One of the topics the experts discussed was the difference in modality: online reading as oppose to traditional paper and pencil reading and the implications for NAEP’s reading assessment.

Bill Bushaw, Executive Director of the Governing Board, reported that at the March 2018 meeting the Board:

- Approved a resolution on priorities that will help guide the development of the NAEP Assessment Schedule beyond the current one which goes until 2024.
- Approved the framework development policy.
- Decided, after a year of thoughtful deliberation and investigation, that the NAEP Long-Term Trend (LTT) will be transadapted from paper and pencil to a digital assessment with an effort to maintain the trend reporting; the LTT policy will be updated; new documentation about what content is covered by the LTT assessment will be developed; and the Board will explore new communication strategies to better convey what the value and distinction of the LTT versus the main NAEP reading and math trend results.

Upcoming Events/Meetings

Bill Bushaw, Executive Director, Governing Board

Mr. Bushaw provided the State Policy Task Force with an overview of the upcoming release of the 2017 Nation’s Report Card on Reading and Mathematics in Grades 4 and 8 on April 10, which he referred to as “NAEP Day.” The event will be held at the National Press Club in Washington, DC, with 150-200 in-person attendees expected and more participants via the live webcast. The focus of the morning session will be on the release of the national and state results. Associate Commissioner of NCES Peggy Carr will present the high-level results, which will be followed by two panels: one featuring state leaders and the other consisting of reading experts. The afternoon session will focus on the results of the NAEP Trial Urban District Assessment (TUDA). Ms. Carr will report the TUDA results. Michael Casserly, the Executive Director of the Council of the Great City Schools will then provide his remarks about the TUDA results. The TUDA panel will feature representatives from Miami-Dade, Chicago, San Diego, and Austin.

Mr. Bushaw noted that the several pre-release briefings with key stakeholders are scheduled, included with state Chiefs through CCSSO, which are used to provide embargo access to the results and, in this release, to explain the transition from paper and pencil to digital assessments.

Informational Items/Next Steps

In closing, the Task Force noted the following items:

- State Policy Task Force representation at upcoming Governing Board meetings:
 - Michael Sibley will be the Task Force representative at the Board meeting on May 17-19 in Montgomery, Alabama.
 - Representative to attend the August Board meeting in Washington, D.C. is still not determined.
- The Board is working with CCSSO to host a focus group on postsecondary preparedness at the National Conference on Student Assessment (NCSA) in San Diego, CA; Task Force members attending the conference are welcome to attend.
- Kari Eakins, Nate Olsen, and Michael Sibley will be presenting in July at the 2018 National School Public Relations Association (NSPRA) Seminar in California, on behalf of the Task Force.
- The next State Policy Task Force in-person meeting will be held on June 5, 2018 at 8:30 am–2:00 pm in Washington, DC, at the CCSSO office.

**Council of Chief State School Officers (CCSSO)
& National Assessment Governing Board
State Policy Task Force
Summary of Proceedings for
June 5, 2018
In-Person Meeting
8:30 a.m. – 2:00 p.m. (Eastern Time)**

List of Participants

State Policy Task Force members: Kathleen Airhart, Kim Benton, Michelle Center Kari Eakins, Abe Krisst, Shelley Loving-Ryder, Nate Olson, Michael Sibley, David Tilly, and Joyce Zurkowski.

Task Force members not in attendance: Michael Thompson and Joy Hofmeister.

CCSSO staff: Fen Chou, Carissa Moffat Miller, Scott Norton, and Jocelyn Salguero.

National Assessment Governing Board staff: Michelle Blair, Bill Bushaw, Lily Clark, and Laura LoGerfo.

National Center Education Statistics staff: Gina Broxterman.

Welcome Remarks, Introductions, and Agenda Overview

*Shelley Loving-Ryder, Task Force Chair, Virginia Department of Education
Nate Olson, Task Force Vice Chair, Washington Office of Superintendent of Public Instruction*

After welcoming remarks from Shelly Loving-Ryder, the Task Force approved the summaries from the November 29, 2017 in-person Task Force meeting with edits offered by Ms. Loving-Ryder.

Governing Board Review of State Mathematics Standards

Michelle Blair, Assistant Director for Assessment Development, Governing Board

Michelle Blair provided an overview of the Governing Board’s Review of State Mathematics Standards. The Governing Board has contracted AIR to conduct research looking across the Mathematics Standards of all 50 states. A unique aspect of this study is that the approach involves not only looking at the Mathematics Standards, but also looking at standards in the mandated subjects outside of mathematics. This is intended to provide a more holistic picture of the mathematics content addressed in states. The study results were shared at the May Governing Board meeting, featuring state-by-state profiles of what the coverage looks like for the NAEP Mathematics Framework in 2017 relative to the State Mathematics Standards implemented in the 2017–2018 school year. The study also produced a consolidated list of all

of the state mathematics standards that are considered not covered by NAEP, and a list of NAEP Mathematics Framework objectives that are not covered by states.

Coverage for each NAEP Mathematics Framework objective for grades 4 and 8 was rated as being complete, partial, or not covered. The ratings also noted when the coverage was complete and also reflected extended coverage in state standards, i.e., including additional content not covered by NAEP. Overall, the findings indicated that there was significant overlap of the NAEP Framework and state mathematics standards. However, a third of the Grade 4 NAEP Mathematics Framework objectives in Data Analysis, Statistics, and Probability were deemed partially covered by states, and the remaining two thirds of these objectives were classified as not covered by states. The report has not been made public yet. The timeline for the release of the report is summer 2018.

The purpose of this study is to inform the update process for the NAEP Mathematics Framework. Bill Bushaw noted that NAEP must remain a curriculum neutral assessment.

The Governing Board Assessment Development Committee (ADC) is charged with overseeing all of the NAEP frameworks that outline the content of each NAEP assessment. The ADC's deliberations for the NAEP Mathematics Framework also included a May 2018 panel discussion with a group of experts who each produced position papers regarding whether the NAEP Mathematics Framework needed to be updated. The ADC is reviewing these papers along with the results from the mathematics standards review study in order to prepare a recommendation to the Board regarding the scope of revision that will be anticipated for the NAEP Mathematics Framework. The Board will take action on this ADC recommendation in August 2018, which will then allow for framework panels to be convened to provide detailed recommendations on the needed revisions for a framework update.

The Task Force provided feedback on the Governing Board's Review on Mathematics Standards. Task Force members' comments included:

- From a Public Relations perspective, it is important to note that misalignment has been an ongoing feature of NAEP. NAEP is not supposed to have direct alignment with any one state, and lack of overlap is not a result of state adoptions of the Common Core State Standards.
- This resource is as an opportunity for the NAEP Mathematics Assessment to address the what is covered in states.
- NAEP should align with what is going on in the classroom.
- The Board should review additional factors beyond state standards to determine needed framework revisions.

Remarks and Update from the Council of Chief State School Officers

<i>Carissa Moffat Miller, Executive Director, CCSSO</i>

Carissa Moffatt Miller provided the Task Force with several updates. In March 2018, Carissa was named Executive Director of CCSSO.

Ms. Miller thanked the Governing Board and NCES for their continued effort to improve the NAEP assessments. CCSSO knows the value of NAEP for states to set benchmarks and monitor their improvements.

Scott Norton briefed the Task Force about a series of studies that the NAEP Validity Studies (NVS) Panel asked CCSSO to conduct regarding the Grade 12 Mathematics. The purpose of this study is to review the alignment of NAEP grade 12 Mathematics with state content standards. The NAEP NVS is an independent panel of experts that meets to commission and discuss research addressing the validity considerations for NAEP. NVS has been doing NAEP mathematics alignment studies since 2015; this will be the third component for NVS to research where NAEP is in context of what states are doing.

Debrief on the 2017 NAEP Reading and Math Release from the State Perspective

<i>Shelley Loving-Ryder</i>

Shelley Loving-Ryder briefed the Task Force on the 2017 NAEP Reading and Math Release for grades 4 and 8. The Board and NCES hosted pre-release conference calls with state Chiefs, the National Governors Association, district leaders from the TUDA districts, congressional staffers, and with the White House (the Governing Board does not release embargoed data information with advocacy groups). On April 9th, the day prior to the release, Peggy Carr presented the embargoed results to over 80 media outlets nationwide. On the day of the results release, the Board hosted large in-person and virtual audiences for reports of the national, state and TUDA NAEP results and panels featuring reading experts, state education leaders, and urban district leaders.

Gina Broxterman briefed the Task Force on the pre-release workshop that was held in February, where the state NAEP coordinator and two state staff from each state (e.g., CIO's, Assessment Directors, Curriculum Specialists, etc.) attended. The Task Force members who attended this workshop cited it as very valuable for states to prepare for the release, and expressed interest in more senior state staff, such as Deputies, attending in the future. Ms. Broxterman noted the benefits of conducting the workshops in person and noted the risks to maintaining the embargo of pre-released data with any virtual meetings.

NAEP Ambassadors are a set of retired state and district Superintendents. They visit with State Chief and TUDA District Superintendents to discuss what is going on in their states in regards to NAEP. The NAEP Ambassadors ask for feedback in regards to what has been going with NAEP in the past year and what they are thinking about moving forward. Last year the NAEP ambassadors asked for feedback about NAEP's potential transition to school-based equipment. The NAEP coordinator is aware of when the NAEP ambassador is making the visit to each state.

NCES has been testing different delivery platforms for the NAEP assessment. While NCES provides the networking equipment, they have been studying the feasibility of using the school's networking equipment. At some point NCES might have to go down a path of not providing

100% of the equipment for NAEP assessments, and might even consider a hybrid model in the future. It is going to take some time to figure out what the best approach is for states while still maintaining uniformity.

The Task Force provided feedback on the 2017 NAEP Reading and Math Release. The Task Force comments included:

- Lauding NCES for being transparent behind the reasoning of extended timeline to release the NAEP Reading and Math results being the transition to a digital platform;
- Observing the widespread misinterpretations of what proficiency means between state definitions and NAEP and the challenges in communicating that to the public (this Governing Board one page document was referenced as a resource to help address this issue: <https://www.nagb.gov/content/nagb/assets/documents/naep/achievement-level-one-pager-4.6.pdf>);
- Noting the minimal press coverage of the results release in smaller districts;
- Identifying the public skepticism about the mode effect of switching to a digital assessment impacting the results; some believe that paper and pencil versus digital assessments will yield different results.

The Task Force inquired about the potential and likelihood for NAEP to switch its approach of bringing in technology for the NAEP assessments to relying on local technology within the schools. Ms. Broxterman responded that the 2019 NAEP assessments will use the same approach as was used in 2017 with NCES providing all of the technology to support the NAEP assessment. The feasibility of using school equipment in future years is being explored; yet there is great variability across states and districts within a state about preferences and capabilities for using existing school equipment for NAEP assessments.

May 2017 Governing Board Meeting Discussion

Bill Bushaw, Executive Director, Governing Board

Michael Sibley, Task Force Member, Alabama

The May 2018 Governing Board meeting was hosted by Board member Chasidy White in Montgomery, Alabama. Mr. Bushaw provided an overview of the Board meeting, which featured a panel of experts on the state's pre-kindergarten program. The Board spent a portion of its meeting discussing what should be on the NAEP Assessment Schedule for the next 10 years, noting that the current Assessment Schedule goes to 2024. The Board considered a variety of approaches to setting the NAEP Assessment Schedule but no decisions have been made yet.

Task Force member Michael Sibley attended the May Governing Board meeting. Mr. Sibley described his experience touring rural Pike County, Alabama with the Board. The district provides students with numerous opportunities, including the ability for students to earn their pilot license or an Associate's Degree while still attending high school. These schools have shown innovation and ingenuity. Mr. Sibley noted that the Board's visit to an agricultural based high school impacted the Board's conversation about postsecondary preparedness.

Ad Hoc Committee on Measures of Postsecondary Preparedness

<i>Lily Clark, Assistant Director for Policy & Research, Governing Board</i>
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Lily Clark provided updates on the Governing Board's Ad Hoc Committee on Measures of Postsecondary Preparedness. She reviewed the charge to the committee, which includes developing and reporting recommendations to the Board by November 2018. As a part of the committee's effort to review existing research and collecting expert testimony, it has focused on the following three research questions:

1. Work of the future (readiness for what?) The committee defines the future as the year 2030, when this year's kindergarten class graduates high school. What are we preparing students for as changes in the workplace are accelerating and are expected?
2. Requisite skill for future with work (skills for what?) With a better understanding of the future workforce we can better understand the skills that students will need in order to be successful.
3. Measures of preparedness (measure for what?) What metrics exist to measure the skills that students will need in the workplace, community, and in their personal lives?

The committee has convened panel meetings with industry and higher education experts. Meetings with futurists, state assessment experts at the National Conference on Student Assessment (NCSA), and young adults are forthcoming. Ms. Clark noted some of the lessons learned from these consultations and reviewed a draft list of potential recommendations that the committee discussed in May. While the committee has not yet coalesced on what recommendation it intends to make to the Board, the May discussion was decisive that the committee will recommend further activity in this arena (i.e., the option to "do nothing" was rejected).

The Task Force expressed interest in continuing to receive updates from the Governing Board about the progress and deliberations of the Ad Hoc Committee. Task Force members supported the plan to consult with young adults who have recently graduated from high school as an important perspective to consider on what it means to be prepared for life after high school.

Members noted that working with technology and data is a skill that everyone needs to acquire; it was suggested that the Board consider how the NAEP Technology and Engineering Literacy (TEL) assessment could help inform measures of postsecondary preparedness.

Ms. Clark mentioned that the Board's contractor, HumRRO, would be preparing a paper about states' postsecondary initiatives to help inform the ad hoc committee's understanding about what the field is doing. Task Force members provided the following suggestions for the paper to potentially include regarding how states define and measure postsecondary preparedness:

- State graduation requirements define college and career readiness;

- Wyoming’s readiness indicator now includes the completion of a curriculum with some additional measure (e.g. state wide scholarship courses, ACT, college earning credit, the completion of a CTE pathway, WorkKeys score, a certification that goes along with the pathway, or military option);
- Some states use WorkKeys scores or industry-specific certifications for students;
- Iowa has included a measure on postsecondary readiness as an indicator; and
- California is collaborating with UCLA to conduct a study on career readiness specific to careers, such as Web Designer, to determine if there needs to be future item development to increase the prediction of career readiness.

State Policy Task Force Activities and Next Steps
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<i>Shelley Loving-Ryder</i>

In closing to the meeting, Shelley Loving-Ryder asked the Task Force members to suggest topics for future meetings. Task Force members suggested the following topics for future meetings:

- How communications directors across the country are using social media as a tool to communicate with parents and kids;
- Updates on the next steps of the Ad Hoc Committee on Measures of Postsecondary Preparedness;
- Briefings on any NAEP assessment frameworks updates; and
- A report out on the Task Force’s session as the National School Public Relations Association (NSPRA) Seminar.

**Council of Chief State School Officers (CCSSO)
& National Assessment Governing Board
State Policy Task Force Webinar
Summary of Proceedings for
August 24, 2018
2:00 p.m. – 3:00 p.m. (Eastern Time)**

List of Participants

State Policy Task Force members: Kari Eakins, Shelley Loving-Ryder, John Payne, Michael Sibley, David Tilly, and Joyce Zurkowski

State Policy Task Force members not in attendance: Michelle Center, Deborah Frison, Joy Hofmeister, Abe Krisst, Nate Olson, Michael Thompson

Council of Chief State School Officers staff: Fen Chou, Scott Norton, and Jocelyn Salguero

National Assessment Governing Board staff: Lily Clark and Lisa Stooksberry

National Center Education Statistics staff not in attendance: Gina Broxterman

Welcome Remarks, Introductions, and Agenda Overview
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<i>Shelley Loving-Ryder, Task Force Chair, Virginia Department of Education</i>

After welcoming remarks from Shelly Loving-Ryder, the Task Force approved the summaries from the April 3, 2017 Webinar and the November 29, 2017 in-person Task Force meeting.

Ms. Loving-Ryder welcomed new Task Force member John Payne, Deputy Superintendent at the South Carolina Department of Education.

CCSSO Updates

<i>Scott Norton, Deputy Executive Director, CCSSO</i>

Scott Norton provided the Task Force with several updates. CCSSO has hired Annie Holmes as the new Chief Equity Officer. Ms. Holmes has a background in higher education, equity and inclusion, and community development. CCSSO is advertising for the Chief Development Officer position.

Mr. Norton informed the Task Force on the upcoming meetings CCSSO will be hosting in the fall which include: the Fall SCASS meetings, the EIMAC convening, the Teacher Leading and Learning Collaborative (TLLC) meeting, the Innovation Lab Network (ILN) bi-annual meeting, and the New Skills for Youth convening.

Overview of the August Governing Board Meeting

<i>Lisa Stooksberry, Interim Executive Director, Governing Board</i>
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Lisa Stooksberry provided the Task Force with several Governing Board updates. Bill Bushaw has officially retired as Executive Director of the Governing Board in August. Ms. Stooksberry is serving as the interim Executive Director until the position is filled.

Ms. Stooksberry briefed the Task Force on the major highlights from the August Governing Board meeting in Washington, DC:

- The Ad Hoc Committee on Measures on Postsecondary Preparedness continued the development of its recommendations which are due to the full Board in November 2018.
- The Board unanimously approved the charge to the Mathematics Framework panel.
- For the second year, the Governing Board hosted NCES's NAEP summer interns who participated in a poster gallery to showcase their NAEP research projects.
- The Board had a robust discussion around Sharyn Rosenberg and Eunice Greer's presentation on the NAEP Assessment Schedule with the focus on ways to more efficiently administer the US History, Civics, and Geography NAEP assessments, through various approaches of coordinating or consolidating them.
- The Governing Board seeks nominations for vacancies on the Board annually. The Board is seeking nominations for 8 vacancies for terms beginning in 2019. The categories for the vacancies include: Chief State School Officer, Testing and Measurement Expert, Curriculum Specialist, 12th Grade Teacher, State School Board Member, and Local School Superintendent.

Task Force member Shelley Loving-Ryder asked if there is anything the Task Force needs to know about the discussion regarding the achievement level setting? Ms. Stooksberry stated that the Committee on Standards, Design, and Methodology is looking to take action on the policy in November.

Updates on the Ad Hoc Committee on Measures of Postsecondary Preparedness
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<i>Lily Clark, Assistant Director for Policy & Research, Governing Board</i>
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Lily Clark provided updates on the Governing Board's Ad Hoc Committee on Measures of Postsecondary Preparedness. She reviewed the charge to the committee, which include developing and reporting recommendations to the Board by November 2018. As a part of the committee's effort to review existing research and collecting expert testimony, it has focused on the following three research questions:

1. Work of the future (readiness for what?) The committee defines the future as the year 2030, when this year's kindergarten class graduates high school.
2. Requisite skill for future with work (skills for what?) With a better understanding of the future workforce we can better understand the skills that students will need in order to be successful.

3. Measures of preparedness (measure for what?) What metrics exist to measure the skills that students will need in the workplace, community, and in their personal lives?

The Governing Board is interested in having a universal measure or report that addresses pathways students take after Grade 12. The landscape in higher education is changing. The future work force industry is valuing signals of competency which don't require a college degree. The access to high quality training online is transforming the work force. However, this also raises a concern over equity. As the Board agreed that they should continue reporting on academic preparedness, the Board should not develop a new framework or assessment. The Board will continue to explore existing NAEP and NCES data to provide partial indicators of postsecondary preparedness.

The Task Force's feedback includes:

- Providing more information on what existing NAEP and NCES data might be used for a partial indicator
 - In the Board's Ad Hoc Committee on Measures of Postsecondary Preparedness meeting, Peggy Carr from NCES presented a potential conceptual framework on skills such as content knowledge, literacy, and cross-cutting cognitive skills. She stated that NAEP addresses financial literacy through the NAEP Economics assessment.
- The Task Force commends the Governing Board for the work they are about to do in interviewing young adults. Young adults are the population that can provide the best information about what skills students really need to be prepared for post-secondary life.

Presentation at the National School Public Relations Association (NSPRA) Seminar

Kari Eakins, Task Force Member, Wyoming Department of Education

Michael Sibley, Task Force Member, Alabama Department of Education

Kari Eakins and Michael Sibley briefed the Task Force on their presentation at the National School Public Relations Association (NSPRA) seminar. Task Force members Kari Eakins, Michael Sibley, and Nate Olson gave a presentation on NAEP results and how it relates to state and local assessment results. There was a deep discussion around how the NAEP results are communicated, the history and role of NAEP, the role of the NAEP State Policy Task Force, and what resources are available online. There were several questions around what it means to be NAEP proficient and how to capitalize on the expertise of state NAEP coordinators.

State Policy Task Force Activities and Next Steps

Shelley Loving-Ryder

In closing, the Task Force noted the following items:

- Governing Board Meeting - November 15 – 17 in Washington, DC
 - Task Force Representative: Kari Eakins
- August 2019 Governing Board Meeting – Cheyenne, Wyoming

- NAGB/CCSSO State Policy Task Force Meeting (in-person)
 - November 28, 2018 (8:30 am – 2:00 pm) in Washington, DC (CCSSO Offices)

**Council of Chief State School Officers (CCSSO)
& National Assessment Governing Board
State Policy Task Force
Summary of Proceedings for
November 28, 2018
In-Person Meeting
8:30 a.m. – 2:00 p.m. (Eastern Time)**

List of Participants

State Policy Task Force members: Michelle Center, Kari Eakins, Deborah Frison, Abe Krisst, Shelley Loving-Ryder, John Payne, Michael Sibley, Pete Smith, Michael Thompson, David Tilly, and Joyce Zurkowski.

Task Force members not in attendance: Joy Hofmeister.

CCSSO staff: Fen Chou, Scott Norton, and Jocelyn Salguero.

National Assessment Governing Board staff: Lily Clark and Lisa Stooksberry

National Center for Education Statistics staff: Gina Broxterman.

Welcome Remarks, Introductions, and Agenda Overview

Shelley Loving-Ryder, Task Force Chair, Virginia Department of Education

Michael Sibley, Task Force Vice Chair, Alabama State Department of Education

Shelley Loving-Ryder welcomed new members Deborah Frison, John Payne, and Pete Smith to the task force. Deborah Frison is the Deputy Superintendent at the Nebraska Department of Education. John Payne is the Deputy Superintendent at the South Carolina Department of Education. Pete Smith is the Chief of Communications and Government Relations at the Mississippi Department of Education.

Nate Olson left his position at the Washington Office of Superintendent of Public Instruction. Michael Sibley has agreed to serve as the Vice Chair of the State Policy Task Force following the departure of former Vice Chair Nate Olson.

After welcoming remarks from Shelly Loving-Ryder, the Task Force approved the summaries with no edits from the August 24, 2018 State Policy Task Force webinar.

Remarks and Updates from the Council of Chief State School Officers

Scott Norton, Deputy Executive Director, CCSSO

Scott Norton briefed the task force on CCSSO's new resource, [Unlocking Potential: Strategies for Building a Strong Communications Culture within Your SEA](#). The new resource is focused on improving internal communications and staff engagement within the state education agency. The guidance is closely aligned with CCSSO's [Leadership Playbook](#).

Mr. Norton updated the task force on Chief changes after the November 2017 general election. Tony Evers claimed victory as the Governor of Wisconsin. He has not yet named an interim appointment for State Superintendent. Arizona and California elected new chiefs - Kathy Hoffman was named Arizona's Superintendent of Public Instruction and Tony Thurmond was named California State Superintendent of Public Instruction. Richard Woods holds his seat as Superintendent at the Georgia Department of Education. Sherri Ybarra holds her seat as Superintendent at the Idaho State Department of Education. Joy Hofmeister holds her seat as Superintendent at the Oklahoma State Department of Education. Margie Vandeven has been hired to return to her role as State Commissioner for the Missouri Department of Elementary and Secondary Education

State Updates from Task Force Members

Task Force members shared recent news from their states which revealed many education-related changes. Several states commented on the election results leading to new governors and chiefs, as well as the results of education bills. States are in the process of revising their content standards, introducing new assessments, transitioning to digital assessments, implementing new accountability systems, launching new state report cards, and/or awaiting the US Department of Education's comments on their required Every Student Succeeds Act (ESSA) plans.

Update on November 2018 Governing Board Meeting

Lisa Stooksberry, Deputy Executive Director, Governing Board

Kari Eakins, Task Force Member, Wyoming Department of Education

Lisa Stooksberry shared highlights from the November Governing Board meeting. Beverly Perdue was appointed as the Governing Board Chair. Ms. Perdue has served on the Governing Board for a year. Four new members joined the Governing Board: a fourth-grade teacher from Florida, an eighth grade teacher from Colorado, a secondary school principal from New York, and the education secretary from Puerto Rico.

There was a discussion around the Board Policy on Developing Student Achievement Levels. The Governing Board has established policy definitions for the NAEP Achievement Levels: NAEP Basic, NAEP Proficient, and NAEP Advanced:

- NAEP Basic: demonstrates partial mastery of the knowledge and skills that are essential for proficient work at a given grade.
- NAEP Proficient: represents proficient academic performance for the given grade level and competency on the subject-matter knowledge, application of the knowledge to real world situations, and analytical skills appropriate to the subject matter.
- NAEP Advanced: Superior academic performance beyond NAEP Proficient.

Kari Eakins was the designated Task Force member that attended the Governing Board meeting. Ms. Eakins noted that the panel on the history and context of the NAEP achievement levels was

valuable, especially differentiating between the role of the NAEP assessment and the state wide assessment. The Board discussed the tension between the definitions of state assessment proficiency and NAEP proficiency and noted that it is possible to have two different scores on the assessments and still be considered proficient.

The Task Force provided comments on the November Governing Board Meeting. Task Force member's comments included:

- Establishing the different NAEP Achievement Level definitions is helpful for states to understand the meaning of being NAEP Proficient.
- Some states (e.g., Connecticut and Wisconsin) have already been using the term being NAEP Proficient.
- Don't change the achievement levels, explain them better.
- How can we better explain NAEP Proficient to the public and parents?
 - The interpretive guide discusses items that are geared towards parents, teachers, and reporters.
- A task force member suggested doing a webinar prior to the next NAEP release with communication directors would be beneficial to make sure the conversation around NAEP is consistent at the state level.

The August Governing Board meeting will be hosted by Governor Geringer in Wyoming. The Governing Board is seeking a Task Force member to be in attendance.

Ad Hoc Committee on Measures of Postsecondary Preparedness

<i>Lily Clark, Assistant Director for Policy & Research, Governing Board</i>
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Lily Clark provided updates on the Governing Board's Ad Hoc Committee on Measures of Postsecondary Preparedness. As a part of the committee's effort to review existing research and collecting expert testimony, it has focused on the following three research questions:

1. Work of the future (readiness for what?)
2. Requisite skill for future work (skills for what?)
3. Measures of preparedness (measure for what?)

HumRRO, a technical support contractor, conducted research on behalf of the committee to explore the research questions and review existing research. HumRRO conducted a literature review on the work of the future, skills of the future, and state indicators of college and career preparedness.

Five panels were established to collect expert testimony. The five expert panels included industry representatives, higher education administrators, futurists, state assessment experts, and young adults. Ms. Clark noted the main takeaways from the panels:

- 21st century skills such as communication, collaboration, and problem-solving are critically important.

- Technology is changing the work of the future. Most high skilled jobs will require facility with data analysis and collaboration with technology.
- The nation does not have a grasp on how to assess or monitor the development of the skills that education and industry experts consider essential.

The committee used the following guiding principles to help shape its recommendations:

- The nation needs to know if 12th graders are prepared after high school.
- There is no existing comprehensive measure of postsecondary preparedness.
- The Board should do something to address this information need.
- There are some existing results and measures which partially represent postsecondary preparedness.
- The Board should not create a new NAEP assessment.

The committee's [recommendations report](#) was unanimously approved by the Board. As next steps, the Board will work in partnership with NCES to explore the feasibility of creating a Postsecondary Preparedness Dashboard. The Governing Board will create a conceptual framework to define what content should be included in the dashboard and NCES will lead the development of building the prototype dashboard.

NAEP Assessment Schedule

Lily Clark

Lily Clark briefed the Task Force on proposed changes to the NAEP assessment schedule. Board policy states that the assessment schedule should be at least ten years out. The current assessment schedule goes through 2024, therefore the Board is preparing to extend the NAEP Assessment Schedule through Board action in 2019. Amendments to the schedule will be guided by the Board's priorities for utility, frequency, and efficiency.

The Task Force provided feedback on the proposed changes to the NAEP assessment schedule. Task Force members' comments included:

- It would be beneficial to have the option for the NAEP assessment to be delivered on local school technology.
- Assessing at Grade 12 is difficult.
 - The Board is grappling with the post-secondary preparedness work. Having NAEP assessed in grade 12 will contribute to the dashboard.
- It may not be beneficial to assess science at grade 4 if some states are not teaching science until grade 5.
- If the assessments aren't required, are they optional? What levels?
 - Science and Writing are optional at the state level.
 - States have the option to sign up for the additional subjects to have the state level results.
 - Nationally, the assumption is that states are opted in unless they indicate otherwise.

- Economics is not on the list of assessments.
 - Economics and Finance is an elective in most states.
 - In other states, Economics and Finance is a graduation requirement.

Governing Board Informational Items

Lisa Stooksberry

Lisa Stooksberry provided the Task Force with updates on recent activity and current plans of the Governing Board.

At its November 2018 Board meeting, the Governing Board approved revisions to the Policy on [Developing Student Achievement Levels for NAEP](#) which include cut scores, the NAEP interpretative guide, and the NAEP proficiency definitions.

The Governing Board has begun its effort to [update the NAEP Mathematics framework](#). A visioning panel, consisting of state level representatives, teachers, principals, and researchers, convened in November to discuss what the future Mathematics framework will look like. The visioning panel takeaways include:

- Paying attention to Mathematics practices - including modeling and problem solving.
- Revisiting and refining the current model of Mathematics complexity.
- Updating statistics and data analysis.
- Improving accessibility going beyond universal design learning.

The Board intends to complete its Mathematics Framework revision in 2019; following which, the NAEP reading framework will be reviewed for potential changes.

The NAEP Technology and Engineering Literacy (TEL) assessment is slated to be released in April, with the release event to be held in North Carolina.

Ms. Stooksberry highlighted [Mississippi](#) and [Tennessee](#) for their efforts in school improvement through their NAEP results and educating their districts about the significance and importance of NAEP.

State Policy Task Force Activities and Next Steps

Shelley Loving-Ryder

In closing to the meeting, Shelley Loving-Ryder asked the Task Force members to suggest topics for future meetings. Task Force members suggested topics for future meetings included:

- Updates on the next steps of the Ad Hoc Committee on Measures of Postsecondary Preparedness
- Update on local devices/technology use
- Mapping studies and the implications
- Updates on the NAEP Assessment Schedule

- Guidance and suggestions on NAEP communications

The group suggested that they meet via webinar in advance of Chair Loving-Ryder's presentation to the Governing Board on behalf of the State Policy Task Force.

**National Assessment Governing Board
Council of the Great City Schools
Trial Urban District Assessment Policy Task Force**

Second Task Force Meeting Minutes

**Baltimore Marriott Waterfront
Baltimore, Maryland
October 23, 2018**



Overview

On Tuesday, October 23, 2018, the Trial Urban District Assessment (TUDA) Policy Taskforce met at the Baltimore Marriott Waterfront in Baltimore, MD. The Task Force comprises ten high-level TUDA district staff members who were chosen based on their experience with the National Assessment of Educational Progress (NAEP) and reflect a geographic and demographic representation of urban school districts. As part of the National Assessment Governing Board's (Governing Board) continuing outreach efforts, the Governing Board contracted with the Council of the Great City Schools (Council) in January 2018 to form this Task Force, which is charged with providing district feedback and recommendations to the Governing Board on projects and NAEP policy.

Task Force Meeting Attendees

Michael Casserly
Executive Director
Council of the Great City Schools

Ray Hart
Director of Research
Council of the Great City Schools

Lily Clark
Assistant Director (Policy & Research)
National Assessment Governing Board

Cindy Marten
Superintendent
San Diego Unified School District

Susana Cordova
Deputy Superintendent
Denver Public Schools

Daisy Gonzalez-Diego
Chief Communications Officer
Miami-Dade County Public Schools

Tamara Lewis
Data Management, Planning, and Program Evaluation
Jefferson County Public Schools

Ironetta Wright
Deputy Superintendent
Detroit Public Schools

Lisa Stooksberry
Deputy Executive Director
National Assessment Governing Board

Laura LoGerfo
Assistant Director (Reporting & Analysis)
National Assessment Governing Board

Dan McGrath
Branch Chief – Reporting and Dissemination
National Center for Education Statistics

Gina Broxterman
Statistician
National Center for Education Statistics

Cecilia Oakley
Assistant Superintendent
Dallas Independent School District

Wanda Mobley
Director of Communications
Guilford County Public Schools

Nicole Binder
Director of Assessment and Accountability
Hillsborough County Public Schools

Larry Feldman
Board Chair
Council of the Great City Schools

Task Force Committee Members Absent

Janice Jackson
Chief Executive Officer
Chicago Public Schools

Shannon Haber
Chief Communications Officer
Los Angeles Unified School District

Topics addressed by the TUDA Task Force include:

- 1) NAEP schedule of assessments
- 2) Releasing NAEP results
- 3) Reporting NAEP results
- 4) NAEP contextual data
- 5) Postsecondary preparedness
- 6) Misuse and misinterpretation of NAEP data

During the second meeting, the following key policy issues were discussed:

Topic #1: NAEP Schedule of Assessments	
Task Force Discussion and Input	Governing Board Follow-Up Activities
<ul style="list-style-type: none">• The Governing Board representatives noted that they will begin developing the assessment schedule for the next ten years. The Board will contemplate consolidating some assessments and more cost-effective means of administering the test. The Board will also consider either adding more TUDA districts or adding more tested subjects (e.g., Writing). Science will be administered in 2023.• The group discussed that due to sampling requirements to administer NAEP for one subject, smaller districts may have students taking multiple subjects of NAEP if more are added.• The group discussed the relevance of testing high school grades given factors that include natural attrition of high school students who do not have necessary credits to progress through 12th grade. NCES has conducted studies that show high engagement among 12th graders. District representatives expressed support for expanding testing to additional grade levels (particularly 12th grade).	<ul style="list-style-type: none">* The Governing Board continued this discussion at the March quarterly Board meeting. A follow-up conversation is planned for the upcoming TUDA Task Force meeting. A new assessment schedule will be moved to action at the May meeting of the Governing Board.
Topic #2: Releasing NAEP Results	
Task Force Discussion and Input	Governing Board Follow-Up Activities
<ul style="list-style-type: none">• Participants expressed an interest in more targeted workshops prior to the NAEP pre-release workshop for new staff and/or district participants. They expressed that these individuals tend to need more time adjusting to the data analysis and reporting at the workshop. Their more seasoned peers seemed to have a better plan and process for analyzing the data and developing district reports. The extra time for new employees could be used to bring them up to speed on the release process.	<ul style="list-style-type: none">* NCES hosts workshops for TUDA coordinators. Developing a more opportune timeline and/or a more effective strategy to facilitate data analysis and reporting would be great to learn at the upcoming Task Force meeting. NAEP Reading and Mathematics results will be released this fall. What can we do now to improve the experience?

	Additional workshop? Add a day to the existing workshop? Peer coaching? Connecting new TUDAs with veteran TUDAs on reporting issues?
Topic #3: Reporting NAEP Results	
Task Force Discussion and Input	Governing Board Follow-Up Activities
<ul style="list-style-type: none"> Participants were informed that before NAEP Day, the Governing Board released infographics and one-pagers to explain how to interpret achievement levels and to describe the transition from paper-and-pencil NAEP administration to digital-based administration. The Board disseminated that work through social media to highlight partners' discussions about the NAEP release and to explain how to understand the results. District representatives find the infographics very helpful when they come from NCES or another entity. The message receives more credibility when originating outside the district. Participants expressed interest in the Council developing similar infographics. The group suggested exploring automating the creation of infographics and customizing analysis. Districts would like the Governing Board and Council to lead a conversation on how to spot significant findings in the NAEP results and communicate those results to the public and local/regional reporters. This could be regional briefings with districts, reporters, and other stakeholders. Often, local media and school board members only pay attention to the rank order of districts rather than delving into the data. In addition, changes in scores over time are usually reported between two consecutive administrations rather than over a longer period, leading the public to believe very little has changed. 	<ul style="list-style-type: none"> The Council and the Governing Board communications directors are attending the next meeting of the TUDA Task Force to discuss the communications recommendations in greater detail.
<ul style="list-style-type: none"> One participant noted that their district tried to use the NAEP questions tool with teachers but there was little interest. Many others agreed that the questions tool should be updated to make it more useful for educators. A possible data point for future consideration is the kind of curriculum districts are using. This could provide additional context for including relevant information in the NAEP questions tool. 	*
Topic #5: Postsecondary Preparedness	
Task Force Discussion and Input	Governing Board Follow-Up Activities
<ul style="list-style-type: none"> Governing Board representatives shared that a committee has been created to generate recommendations to define college readiness/success measures. The committee has found that there is no comprehensive measure of postsecondary preparedness but believes that the Governing Board has a role in outlining the cognitive skills that are important for postsecondary preparedness. 	* Governing Board staff will share progress on this work.

Topic #6: Misuse and misinterpretation of NAEP data	
Task Force Discussion and Input	Governing Board Follow-Up Activities
<ul style="list-style-type: none"> One district noted that their state has now included the district NAEP results as a new measure on the local school district report card. Teachers want to know more about NAEP and how to interpret the results. There has been some discussion of whether this is an appropriate use of the NAEP results since the data are a sample of schools and students. 	*