

## **TUDA Perspectives on Opportunities for NAEP to Innovate**

### **Overview and Purpose**

In March 2022, the Governing Board began to discuss opportunities to innovate the National Assessment of Educational Progress (NAEP). At that meeting, Board members explored potential ways to enhance the assessments' relevance for key stakeholders. Board members requested more information on “use cases” for NAEP data by education leaders, in particular—i.e., how districts can and/or should use NAEP assessment data to inform policy and practice. An additional question of imminent importance centers on how the Governing Board can help districts communicate results from the forthcoming 2022 NAEP, due for release this fall.

Thus, the Governing Board invited several leaders of districts which participate in the Trial Urban District Assessment to share their insights at the August 2022 Quarterly Board meeting and engage in a discussion with Board members. The panelists are listed below, along with their biographies.

One of the Board's key goals is to ensure NAEP's relevance in a changing education landscape. The Board is interested in learning about:

1. How districts currently use NAEP data (effectively or ineffectively);
2. Ways in which NAEP could enhance its utility, value, and relevance for districts in the short-term, including with the release of 2022 NAEP reading and math results later this year; and over the long-term.

Alberto Carvalho, Board member and superintendent of Los Angeles Unified School District, will serve as panel moderator.

### **Panelist Biographies**



#### ***Monica Armenta, Albuquerque Public Schools, Executive Director of Communications***

Monica Armenta serves as the Executive Director of the Albuquerque Public Schools (APS) Communications Department. In July 2007, Armenta joined the APS Communication Department as Executive Director after spending the previous year and a half as the Executive Director of the APS Foundation. Armenta oversees all internal and external communications for Albuquerque Public Schools.

Armenta joined APS in December 2005. Armenta had been with the NBC affiliate in Albuquerque, New Mexico since 1982, initially as a news intern while attending the University of New Mexico from which Armenta graduated in 1984 with a Bachelor of Arts degree in journalism. While at the University, she won the New Mexico Broadcaster Association Scholarship. After graduating, Armenta was hired to be a reporter and fill-in anchor for the morning news. In less than two years, she became the co-anchor of the highest-rated morning news show and co-anchored “Eye On New Mexico,” a KOB-TV public affairs talk show. Armenta was also a former journalism teacher at West Mesa High School. She still enjoys teaching and is a regular guest speaker for numerous organizations and schools including UNM, TVI, and various Albuquerque Public Schools.



***Theresa Jones, Baltimore City Public Schools, Chief Achievement and Accountability Officer***

Theresa D. Jones (B.S. American University, M.B.A. Duke University and M. Ed Broad Center for the Management of School Systems) has served as Chief Achievement and Accountability Officer for Baltimore City Public Schools (City Schools) since 2015. She leads the district’s efforts to provide teachers, principals, and district leaders with the tools and expertise they need for strategic planning and decision making, while supporting them in the implementation of research and evidence-based practices.

Prior to her tenure with Baltimore City, Ms. Jones led brand and marketing organizations and teams for over 12 years before transitioning into a career in education. Her experiences in education include leading employee evaluation redesign for Prince George’s County Public Schools, employee and school effectiveness and accountability for City Schools, as well as teaching in the Center for Leadership Education at Johns Hopkins University.



***Cecilia Oakeley, Dallas ISD, Deputy Chief, Evaluation and Assessment***

Cecilia Oakeley is the Assistant Superintendent for the Evaluation and Assessment Department at Dallas Independent School District. She oversees more than 50 evaluation, analysts, and assessment staff. Oversight and responsibilities include district, state, and federal accountability systems/compliance; state and local assessments; data analysis for campuses; program evaluations; and computations for teacher, counselor, and campus leadership appraisals. She has worked in Dallas

ISD for 34 years. The Dallas Independent School District is the 14th largest school district in the nation and serves a diverse student population of about 155,000 students. The district has a 95% minority population. She received her Ph.D. in Educational Research from New Mexico State University.



***Akisha Osei Sarfo, Director of Research for the Council of the Great City Schools***

Akisha uses her years of experience and interest in program evaluation, experimental and quasi-experimental research design, urban education, race and equity in education, teacher quality and school accountability to guide and support research and data use in Council districts. Prior to joining the Council, Akisha served as senior associate partner at Bellwether Education Partners and as Chief Performance Officer at Guilford County Schools in North

Carolina. In this role, she led the division of Accountability, Research and Planning, which received the Excellence in Education Data award from Harvard's Strategic Data Project.

Prior to working in Guilford, Akisha worked as research assistant professor at the Center for Research on Education and Social Policy at the University of Delaware and as a Harvard Strategic Data Project fellow. She earned a bachelor's in Political Science and a master's in Educational Research Methods from the University of Michigan. She received her Ph.D. in Education Evaluation, Measurement, and Statistics from the University of Delaware and is an AERA Dissertation Fellow.