National Assessment Governing Board
Executive Committee

February 27, 2014
4:30-5:30 pm

AGENDA

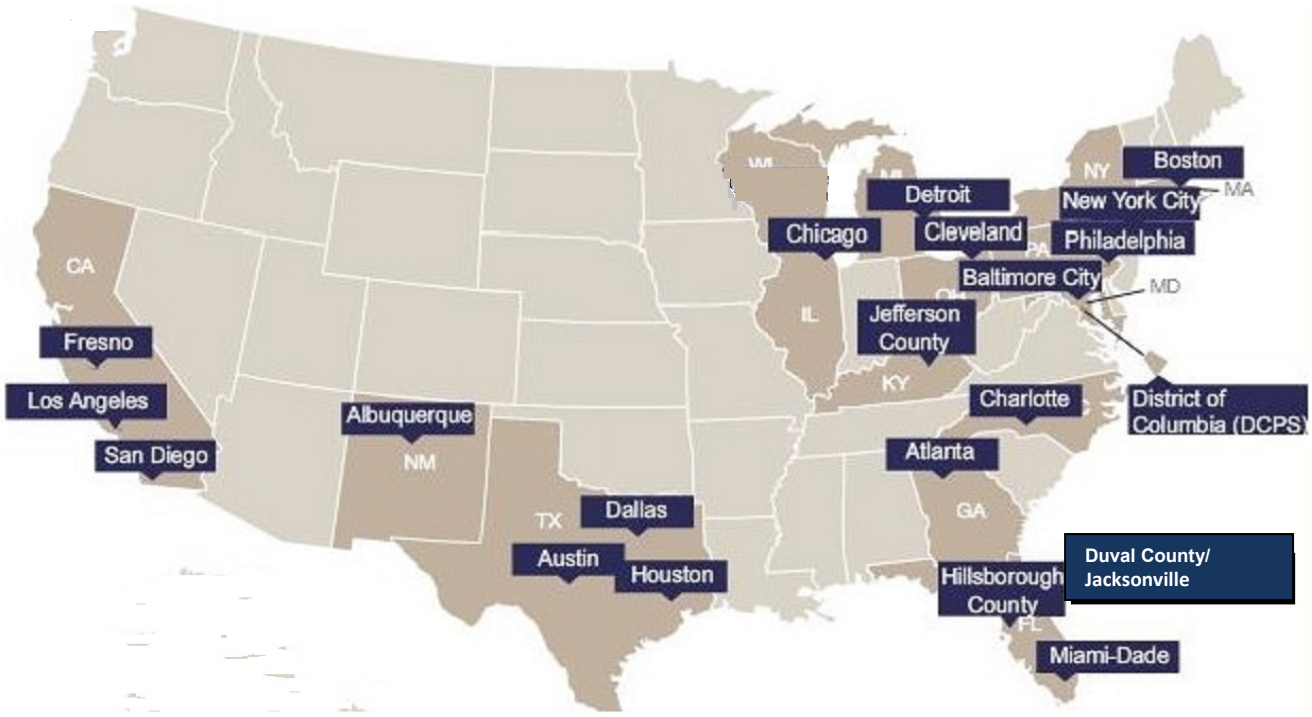
4:30 – 4:40 pm	Welcome, Introductions, Comments, and Agenda Overview *David Driscoll, Chair* Full Board Agenda Overview – Desired Outcomes *Cornelia Orr, Executive Director*	
4:40 – 4:45 pm	TUDA for 2015 – Status Report *Cornelia Orr*	Attachment A
4:45 – 5:05 pm	Committee Topics: Issues and Challenges Assessment Development – *Shannon Garrison* COSDAM – *Lou Fabrizo* Reporting and Dissemination – *Andres Alonzo* Nominations – *Tonya Miles*	
5:05 – 5:10 pm	Feedback from January 2014 Education Summit for Parent Leaders *Tonya Miles, Terry Mazany* *Summit Planning Committee Members*	Attachment B
5:10 – 5:25 pm	Update: NAEP Budget for FY14 and NAEP Reauthorization *Cornelia Orr* Policy Discussion: State NAEP in Civics, U.S. History, Geography *Mary Crovo, Deputy Executive Director*	Attachment C
5:25 – 5:30 pm	Future Topic Suggestions *Committee Discussion*	
5:30 pm	Adjourn	

Trial Urban District Assessment Participants 2002- 2015

Initial Year Participating*	Districts in TUDA
2002	Atlanta, Chicago, District of Columbia, Houston, Los Angeles, New York City
2003	Boston, Charlotte, Cleveland, San Diego
2005	Austin
2009	Baltimore, Detroit, Fresno, Jefferson County (Louisville), Miami-Dade, Milwaukee**, Philadelphia
2011	Albuquerque, Dallas, Hillsborough County
2015	Duval County (Jacksonville)

* Unless noted, listed districts continue to participate in successive assessment years.
**Declined to participate in the Trial Urban District Assessments scheduled for 2015.

TUDA Participants in 2015



EVENT DEBRIEF
Executive Summary

Overview
On January 13, 2014, the National Assessment Governing Board hosted the first Education Summit for Parent Leaders, in Arlington, Va. The daylong event featured presentations from leaders in education, civil rights, business, and government about the urgent need to improve student achievement and close achievement gaps between demographic groups. The morning session was live streamed for those who could not attend in person. The luncheon for attendees was sponsored with the generous support of the Spencer Foundation.

Event Panelists (in the order in which they appeared)

- Arne Duncan, U.S. Secretary of Education
- Kati Haycock, President, The Education Trust
- Charles Payne, The University of Chicago
- Steve Murdock, Director, Hobby Center for the Study of Texas
- The Rev. Barry Black, Chaplain, U.S. Senate (by recorded video)
- Janet Murguía, President and CEO, National Council of La Raza
- Marc Morial, President and CEO, National Urban League
- Lee Blitch, Chair, California Business for Education Excellence
- Otha Thornton, President, National PTA

Event Attendance

In-person attendance
The Governing Board set a target of 150 parent leader in-person attendees, and saw an ample response rate to the invitations. Expecting a falloff of 10 to 20 percent of registrants, the registration limit was set at 160, somewhat over the target. Registrations reached 160 on December 30—two weeks before the event. Additional registrants were placed on a waiting list.

Fall-off was much higher than anticipated, reaching about 50 percent of the original 160, with 80 of the in-person registrants actually attending. In-person event attendance totaled 176 people, including speakers, workshop facilitators, staff, and others.

Seven reporters registered to attend, representing The Atlantic, Education Daily, Education Week (two), PBS WHUT (two), and U.S. News & World Report. Three reporters actually attended, representing The Atlantic, Education Daily, and U.S News & World Report.

Live stream attendance
Registration in response to the invitation and promotional outreach efforts to watch the live stream of the Summit resulted in a total of 492 registrants from across the country. Live stream registrants hailed from 43 states, the District of Columbia, and as far away as Korea (from the Department of Defense Education Activity). The states with the most online participants were Maryland and California. Nineteen states and the District of Columbia had 10 or more registrants each, led by Texas, Virginia, and New York.

Media Coverage Highlights

- The five news placements—Education Week, Education Week's blog "Curriculum Matters," The New York Times, U.S. News & World Report, and The Washington Post—had the potential to reach millions of unique visitors.
- New York Times columnist Thomas Friedman devoted a column to Secretary Duncan's keynote address. His column was picked up in five additional outlets, and as of January 21 the column had been tweeted more than 1,000 times, "liked" on Facebook 4,840 times, and shared 3,539 times on Facebook from The New York Times placement alone.

Social Media Results

- Tweets from @GovBoard promoting the summit were retweeted 12 times, potentially reaching 48,927 users.
- The U.S. Department of Education posted three tweets promoting the event, which were retweeted 64 times, potentially reaching 998,493 users.
- Other users' tweets promoting the summit were retweeted 80 times.
- A social media hashtag was developed for the Education Summit, #NAGBParentsCan. A total of 785 tweets included the hashtag. Of these, 237 were original tweets and 548 were retweets. It is estimated that these tweets resulted in 1,053,270 impressions, which is the total number of followers of the tweets' authors.
- The majority of the content of tweets were retweets of quotes, data, and facts from the speakers' presentations.
    - 185 tweets referenced education.
    - 101 tweets referenced Secretary Duncan's address.
    - 80 tweets referenced Marc Morial's presentation.
    - 62 tweets mentioned the achievement gap.
    - Several tweets mentioned the lack of acknowledgement of students with disabilities.

Education Summit for Parent Leaders Media Coverage – Full Text of Articles

Parents Should Demand Partnerships with Schools to Boost Achievement

Education Week—Karla Scoon Reid
Published January 13, 2014, 6:40 p.m.

Are parents in America "too nice?"

That's what Charles M. Payne, a professor at the University of Chicago's School of Social Service Administration, told about 150 parent leaders attending a National Assessment Governing Board meeting today in Arlington, Va.

Payne, who along with U.S. Secretary of Education Arne Duncan addressed the Education Summit for Parent Leaders, added that parents let schools "get away with everything." Instead, Payne suggested that parents should seek to cultivate partnerships with schools that are rooted in trust.

Lack of trust—between parents and schools, among teachers at a school, between the principal and teachers at a school, and between a school and the community—is the most significant impediment to reforming the nation's academically struggling schools, Payne said. Schools with a strong culture of trust are three times more likely to improve student achievement, he added.

Payne and Duncan were among a slate of speakers delivering frank messages to parent leaders gathered for the National Assessment Governing Board's first-ever parent summit. Duncan, who kicked off the summit, urged parents to become relentless in their quest for better schools, much like parents in South Korea. (Read more about Duncan's remarks from Education Week's Catherine Gewertz here.)

Parents should visit the best schools in their communities and determine why their children are not receiving the same education, Payne said. He suggested that parents and community groups find instructional coaches to help them analyze what good teaching looks like so they can demand better for their children.

Education Trust President Kati Haycock acknowledged that some parents are viewed as useful school partners while others are considered "less useful" because of their education level or the language they speak, for example.

"We've made that choice," Haycock said of dismissing poor and minority parents. She added that engaging parents as partners rather than opponents over the next decade would yield positive student achievement results.

But the summit's goal was to move past the inspirational to action, arming parent leaders with data and tools from the National Assessment of Educational Progress (NAEP) that would help them craft school-improvement strategies to boost academic performance and close the achievement gaps that persist among students in their local communities.

The National Assessment Governing Board, which supervises the NAEP tests, hopes that its test-score data will help parent leaders become more effective change agents. Attendees participated in afternoon breakout sessions to analyze NAEP data more closely.

If the school improvement efforts hatched at this parent summit gain traction, NAEP results may finally have more resonance among America's test-weary parents.

Duncan at 'Parent Summit:' Press for Better Schools

Education Week ("Curriculum Matters" blog)—Catherine Gewertz
Published January 13, 2014, 10:56 a.m.

U.S. Secretary of Education Arne Duncan urged parents on Monday to demand more of policymakers and their local schools so that their children are well prepared to thrive in a competitive global economy.

Addressing about 150 parents gathered in Washington for a "parent summit," Duncan focused his remarks on the countries that outscore the United States on international tests, saying that both their cultures and their policies support stronger education systems than in the United States. He recounted a favorite story about how President Barack Obama met in 2009 with South Korean President Lee Myung-bak, who said that one of his biggest challenges was contending with parents who relentlessly demanded better schools for their children.

In his remarks, Duncan repeatedly cited Amanda Ripley's book, The Smartest Kids in the World, which explores the experiences of American teenagers who study abroad and foreign students who study in the United States. Duncan argued that U.S. students find too little rigor in their academic programs and that that parents must demand better. That means demanding policies that require recruiting the strongest college graduates into teacher-preparation programs, and providing stronger training, he said. Duncan also said it means better rewards for teachers that take on the toughest assignments, and making sure the neediest children have access to the best academic offerings.

But parents must also "change expectations about how hard our kids should work," Duncan said. Americans "talk the talk" about those things, but the top-performing countries "walk the walk," he said.

"We have to work with teachers and principals to create schools that demand more from our children," Duncan said.

It's an especially important time for parents to raise their voices, the secretary said, as states put the Common Core State Standards into practice and field-test assessments designed to gauge mastery of the standards.

"Don't ever, ever underestimate the power of your collective voice" as schools move through these rocky transitions, he said.

High Expectations, but 'Well-Rounded' Study

In a short question-and-answer session, one attendee expressed concern that stepping up academic pressure on children can increase stress to unacceptable levels. Duncan was quick to temper his call for rigor with the recognition that children need a "well-rounded" education that includes physical education, arts, drama, and debate.

While South Korea has lessons to teach us in high expectations, he said, the United States shouldn't emulate every aspect of its approach, either. He noted passages in Ripley's book that report on a 10 p.m. curfew to keep students from staying too late in tutoring sessions, and that describe how some South Korean students wear "napping pillows" on their wrists in school because they've lost so much sleep studying.

Duncan made his remarks at a summit organized by the National Assessment Governing Board, which sets policy for the National Assessment of Educational Progress, widely known as the nation's report card. It was billed as a "day of inspiration and action" intended to arm parents with NAEP data on the achievement gap so they can return to their home districts and use it to spark parent activism. About 150 parents, drawn by calls from the PTA and local education foundations, are attending today's summit.

On their schedule after Duncan's address were other speeches by scholars and education activists who will paint them a picture of today's educational achievement landscape, and help them learn to "ask the right questions" of their policymakers at home. Then they'll move into small-group sessions where staff members from NAGB will guide them through the trove of interactive NAEP data so they can see how their states—and in some cases, their districts—perform relative to others on NAEP.

Using NAEP Data to Drive Change

"We are going to arm you with NAEP data that tells you the truth," NAGB chairman David Driscoll told the parents in opening remarks as the day began.

As board chair, Driscoll has been pushing for several years to use NAEP data to create an ongoing dialogue about how student achievement can be improved. He's been dismayed that NAEP tends to be only a "one-day story," as each new set of NAEP data is released. As part of his charge, NAGB has created a new site intended to be parent-friendly, with an interface that's unlikely to scare non-eduwonks away.

Its resource page, in particular, aims to be a primer for parents, few of whom have ever heard of NAEP. It even lists every state and participating district's NAEP coordinator, with his or her phone number and email address. It connects parents to NAEP results for their state and district (if they live in one of the 21 urban school systems that participate as distinct entities).

In a bid to reach a wider audience, NAGB's even got a Facebook page now, and a Twitter feed. It's not exactly a household word on the social media scene just yet—its Facebook page has only 346 "likes," and its Twitter feed boasts 998 followers. But NAGB's hoping those numbers will rise.

Cornelia Orr, NAGB's executive director, said in an interview that this first parent summit was several years in the making. NAGB conducted two rounds of outreach to parents, in 2011 and in 2012, inviting parent leaders from across the country, and representatives of national parent groups, to talk about what parents want to know.

One theme that emerged from focus groups, she said, was that parents often feel they don't know the right questions to ask to get the information they need to press for change. That theme guides the work of the summit, as parents dive into NAEP data.

Parents will be encouraged to ask how their states' performance on NAEP compares with that of other states, and they'll be walked through the data that answers that question, Orr said. They'll also be guided through information that helps them compare the rigor of their own states' tests to that of NAEP. Many states' tests are easier than NAEP, resulting in high proficiency rates and what Duncan calls a "complacency" about the need for educational improvement. When NAEP comes out, however, it paints a much more humbling picture for many states, since its definition of proficiency is tougher than what is used on many state tests.

Arne Duncan: School Expectations Are Too Low in the United States

U.S. News & World Report—Allie Bidwell
Published January 14, 2014

Today's parent advocates do not limit themselves to coaching soccer teams and organizing bake sales as a way to get involved in their students' schools. But parents, educators and policymakers alike need to do more to "walk the walk" in working to close achievement gaps and improve education in the United States, Secretary of Education Arne Duncan told an audience of parent leaders Monday.

While other countries have made strides in student performance on international tests in reading, math and science, American students have stagnated, and in some cases regressed, while achievement gaps in the country remain "staggeringly large," Duncan said at an education summit for parent leaders hosted by the National Assessment Governing Board.

Comparing American students to those in South Korea – a country that ranks among the highest in the world in terms of academic achievement – Duncan said part of the problem is a culture in the United States that perpetuates low expectations in schools. Parents in the United States do not demand the same kind of educational excellence as those in other countries, he said.

"As you think about how to use your voice, your time, and your energy, I want to pose one simple question to you: Does a child in South Korea deserve a better education than your child?" Duncan said. "If you answer is no – that no child in America deserves any less than a world-class education – then your work is cut out for you."

Part of the reason students in other countries outpace American students on these exams, Duncan said, is simply because they are more serious about education, not just in their cultures, but in their policies.

The former head of the Chicago public school system, Duncan told parents that there is a sense of complacency regarding education in the United States, but also a lack Duncan said, but also a lack of action by politicians.

"Both South Korean and U.S. citizens believe that the caliber of teacher matters tremendously, and the great teachers make a huge difference in children's lives," Duncan said. "The difference is: they act on their belief. We don't. We talk the talk, and they walk the walk."

While teachers in America often come from the bottom of the academic barrel and are disproportionately teaching students from disadvantaged backgrounds, Duncan said, teachers in South Korea are selected from the top of the class and are rewarded for working with low-income students.

Still, when people see statistics showing that by age 24, students from high income backgrounds earn bachelor's degrees at almost seven times the rate of those from low income families, they often blame poor academic achievement on the students' race, their family background or their cultures – not the school or school leaders, said Kati Haycock, president of The Education Trust.

"Our question back to them is if you're right, why are low income students and students of color performing so much higher in some schools?" Haycock said.

Haycock gave examples of schools across the country – such as Halle Hewetson Elementary in Las Vegas, George Hall Elementary in Mobile, Ala., and Elmont Memorial Junior-Senior High School in Elmont, N.Y. – with high numbers of minority and low-income students and histories of poor performance that were able to turn around due to changes in leadership, teachers, staff training and parent involvement.

Now, students in those schools are outperforming students throughout the state.

Not only does the quality of the teachers matter for low income and minority students to improve academically, said Charles Payne of the University of Chicago. Students from those backgrounds also benefit more from more rigorous standards, but are the least likely to gain access to them – and it's up to parents to work with schools to push for those higher expectations, he said.

But because people are often "skittish" about bringing up issues of race, Payne encouraged parents to "ask a lot of questions," about how race relates to education and work to build trust between parents, teachers and students.

"Schools that pride themselves on color blindness ... are living in a false world," said Payne, a professor in the university's School of Social Service Administration. "That is simply a lie. If you live in America, you see race."

Otha Thornton, president of the National PTA, said parents should take that next step to become more "connected, dedicated, and advocacy-minded" to drive change within American schools, rather than standing on the sidelines.

"Accountability for education begins at home. But unfortunately, not all children have an advocate at home," Thornton said. "Be committed to speak up and speak out, and sometimes show out, to ensure that no child falls through the cracks."

Obama's Homework Assignment
The New York Times—Thomas L. Friedman
Published January 18, 2014

PRESIDENT OBAMA will deliver his State of the Union address on Jan. 28, but, for my money, his secretary of education, Arne Duncan, already gave it. Just not enough people heard it.

So instead of Obama fishing around for contrived ideas to put in his speech — the usual laundry list that wins applause but no action — the president should steal Duncan's speech and claim it as his own (I won't tell) because it was not a laundry list and wasn't a feel-good speech. In fact, it was a feel-bad speech, asking one big question. Are we falling behind as a country in education not just because we fail to recruit the smartest college students to become teachers or reform-resistant teachers' unions, but because of our culture today: too many parents and too many kids just don't take education seriously enough and don't want to put in the work needed today to really excel?

Is this the key cause of income inequality and persistent poverty? No. But it is surely part of their solutions, and it is a subject that Obama has not used his bully pulpit to address in any sustained way. Nothing could spark a national discussion of this more than a State of the Union address.

I'll get to Duncan's speech in a moment, but, if you think he's exaggerating, listen to some teachers. Here are the guts of a letter published recently by The Washington Post from a veteran seventh-grade language arts teacher in Frederick, Md., who explained why she no longer wants to teach. (She asked to remain anonymous.)

After complaining about the "superficial curriculum that encouraged mindless conformity," she wrote: "I decided that if I was going to teach this nonsense, I was at least going to teach it well. I set my expectations high, I kept my classroom structured, I tutored students, I provided extra practice and I tried to make class fun. ... I quickly rose through the ranks of 'favorite teacher,' kept open communication channels with parents and had many students with solid A's. It was about this time that I was called down to the principal's office. ... She handed me a list of about 10 students, all of whom had D's or F's. At the time, I only had about 120 students, so I was relatively on par with a standard bell curve. As she brought up each one, I walked her through my grade sheets that showed not low scores but a failure to turn in work — a lack of responsibility. I showed her my tutoring logs, my letters to parents, only to be interrogated further.

"Eventually, the meeting came down to two quotes that I will forever remember as the defining slogans for public education: 'They are not allowed to fail.' 'If they have D's or F's, there is something that you are not doing for them.' What am I not doing for them? I suppose I was not giving them the answers. I was not physically picking up their hands to write for them. I was not following them home each night to make sure they did their work on time. I was not excusing their lack of discipline. ... Teachers are held to

impossible standards, and students are accountable for hardly any part of their own education and are incapable of failing."

I got an almost identical letter last month from a high school teacher in Oregon: "Until about 1992, I would have at least one kid in every class who simply wouldn't do anything. A bad class might have two. Today I have 10 to 15. I recently looked back at my old exams from the '80s. These were tough, comprehensive ones without the benefit of notes. Few would pass them today. We are dumbing down our classes. It is an inexorable downward progression in which one day all a kid will need to pass is to have a blood pressure. The kids today are not different in 'nature.' ... The difference is that back then, although they didn't want to, they would do the work. Today, they won't. ... This is a real conversation I had with a failing student who was being quite sincere in her comments: 'I know you're a really good teacher, but you don't seem to realize I have two hours a night of Facebook and over 4,000 text messages a month to deal with. How do you expect me to do all this work?' When I collect homework at the beginning of class, it is standard out of a class of 35, to receive only 8 to 10 assignments. If I didn't give half-credit for late work, I think most would fail."

Now you have some idea why Duncan gave this speech to the National Assessment Governing Board's Education Summit for Parent Leaders. Here's an excerpt:

"In 2009, President Obama met with President Lee of South Korea and asked him about his biggest challenge in education. President Lee answered without hesitation: parents in South Korea were 'too demanding.' Even his poorest parents demanded a world-class education for their children, and he was having to spend millions of dollars each year to teach English to students in first grade, because his parents won't let him wait until second grade. ... I [wish] our biggest challenge here in the U.S. was too many parents demanding excellent schools.

"I want to pose one simple question to you: Does a child in South Korea deserve a better education than your child?" Duncan continued. "If your answer is no ... then your work is cut out for you. Because right now, South Korea — and quite a few other countries — are offering students more, and demanding more, than many American districts and schools do. And the results are showing, in our kids' learning and in their opportunities to succeed, and in staggeringly large achievement gaps in this country. Doing something about our underperformance will mean raising your voice — and encouraging parents who aren't as engaged as you to speak up. Parents have the power to challenge educational complacency here at home. Parents have the power to ask more of their leaders — and to ask more of their kids."

Citing Amanda Ripley's new book — "The Smartest Kids in the World, and How They Got That Way" — Duncan said, "Amanda points a finger at you and me, as parents — not because we aren't involved in school, but because too often, we are involved in the wrong way. Parents, she says, are happy to show up at sports events, video camera in hand, and they'll come to school to protest a bad grade. But she writes, and I quote: 'Parents did not tend to show up at schools demanding that their kids be assigned more

challenging reading or that their kindergartners learn math while they still loved numbers.' ... To really help our kids, we have to do so much more as parents. We have to change expectations about how hard kids should work. And we have to work with teachers and leaders to create schools that demand more from our kids."

Now that's a State of the Union speech the country needs to hear — and wouldn't forget.

Arne Duncan: Why can't we be more like South Korea?

The Washington Post—Valerie Strauss
Published January 18, 2014, 10:01 a.m.

For years, Education Secretary Arne Duncan has lamented that the United States isn't anywhere near as serious about educating its young people as the South Koreans. He did it in 2010, for example, in a speech in which he told the story about how South Korea's then-president, Lee Myung-bak, once told President Obama that his country's biggest educational challenge was that "parents are too demanding." And he just did it again, in a Jan. 13 speech to a parents summit sponsored by the National Assessment Governing Board, in which he told the story about how South Korea's then-president, Lee Myung-bak, once told President Obama that his country's biggest educational challenge was that "parents are too demanding."

In his latest speech, Duncan also said that the South Koreans "walk the walk" while Americans only "talk the talk" when it comes to developing great teachers, because in South Korea, teachers are selected from "from the top 5 percent of their high school cohort" while in the United States "a significant proportion of new teachers come from the bottom third of their college class."

He also said that in South Korea, "students from low-income families are actually more likely than students from rich families to have high-quality teachers." He did not note, however, that it was his Education Department that persuaded Congress to include in the definition of "highly qualified teacher" student teachers and Teach For America recruits who get five weeks of summer training before being assigned to some of America's neediest classrooms.

Duncan did say in this speech that Americans should not try to emulate South Koreans in all things educational, noting that the pressure to study in South Korea "can get out of hand" and that kids there are so tired that they wear pillows on their wrists in school to take a nap. But most of his Korean references are in the context of "Why can't we be like that?"

Here's the text of Duncan's Jan. 13 speech, as provided by the Education Department:

Thanks, David, for that warm introduction, and for all your leadership. I'm delighted to see leaders whose work has been so important to empowering parents: Otha Thornton of the National PTA; Janet Murguía of the National Council of La Raza; Marc Morial of the National Urban League; and Kati Haycock of The Education Trust.

But, just like me, they all came here as part of their day job. I want to give a special shout-out to the many parent leaders here. You have taken time out of your busy lives to come to Washington, to think about how you, other parents, and your communities can improve education. That means a lot, and I want you to know the story behind this event.

In 2009, President Obama met with President Lee of South Korea, and asked him about his biggest challenge in education. President Lee answered without hesitation: parents in South Korea were "too demanding." Even his poorest parents demanded a world-class education for their children, and he was having to spend millions of dollars each year to teach English to students in first grade, because his parents won't let him wait until second grade. President Lee was very serious. Korean parents were relentless and had the highest of expectations – insisting their children receive an excellent education.

I told that story when I spoke to the National Assessment Governing Board a couple of years ago, and said that I wished our biggest challenge here in the US was too many parents demanding excellent schools.

Well, David and his fellow board member Tonya Miles took me seriously. They invited you – parents, leaders in your communities, people who care so much about education – to come together and raise your voices for better schools and increased educational opportunity.

I'm so grateful that all of you are here. As you think about how to use your voice, your time, and your energy, I want to pose one simple question to you: Does a child in South Korea deserve a better education than your child? If your answer is no — that no child in America deserves any less than a world-class education — then your work is cut out for you.

Because right now, South Korea – and quite a few other countries – are offering students more, and demanding more, than many American districts and schools do. And the results are showing, in our kids' learning and in their opportunities to succeed, and in staggeringly large achievement gaps in this country.

Doing something about our underperformance will mean raising your voice—and encouraging parents who aren't as engaged as you to speak up.

Parents have the power to challenge educational complacency here at home. Parents have the power to ask more of their leaders – and to ask more of their kids, and themselves.

And all of those will be vital in a time when we are losing ground.

It's not that we are failing to make progress in the U.S.

For example, last year, math and reading scores for fourth- and eighth-graders edged up to a new high on the National Assessment of Educational Progress.

Dropout rates are down and college-going is up, especially for African-American and Latino students. This is real and meaningful progress.

But, as we saw last month on a major international assessment of the skills of 15-year-olds – the PISA exam –other countries are progressing much faster, leaving us behind.

In today's knowledge-based, global economy, jobs will go, more and more, to the best-educated workforce.

That will either be here, or it will be in places like South Korea, Singapore, China, and India. Let's look at the facts. Your children aren't competing just with children in your district, or state – they are competing with children across the world.

America now ranks 22nd in math skills and 14th in reading among industrialized countries — and our achievement gaps are not narrowing.

Now, some would like you to believe that our mediocre achievement results are due just to the presence of large numbers of low-income and minority students in the US – that without them, we'd be the world leaders.

Not true. That's an excuse.

While we've been treading water, other countries have moved ahead.

Just one generation ago, we were Number 1 in the world in college completion among young adults. Today, we have dropped to Number 12 in the world. Dropping from 1st to 12th – that's not something any of us can be proud of.

President Obama has set regaining world leadership in college completion as our educational North Star.

That Number 1 spot is now occupied by – guess who? — South Korea. So, you may be asking: What are countries like South Korea doing for their kids that we aren't? The answer is, a lot.

There's a new book out called "The Smartest Kids in the World, and How They Got That Way."

The author, Amanda Ripley, found an interesting way to compare American schools with those in top-performing countries.

She spent time with American students who did a year of school abroad, and with students from other countries who went to school in the United States.

One of the countries she compares us to is South Korea.

Amanda came away believing that these other countries are doing a lot better than the United States in education because – simply put — they're more serious about it.

And that seriousness, that sense of educational purpose, has its roots in both policy and in culture.

On the policy side, as one example, Korea is serious about developing and rewarding great teachers.

That means recruiting top college graduates into teaching, training them effectively for the job, and making sure vulnerable students have strong teachers.

Both South Korean and US citizens believe that the caliber of teacher matters tremendously, and the great teachers make a huge difference in children's lives. The difference is: they act on their belief. We don't. We talk the talk, and they walk the walk.

In the United States, a significant proportion of new teachers come from the bottom third of their college class, and most new teachers say their training didn't prepare them for the realities of the classroom.

So underprepared teachers enter our children's classrooms ever year, and low-income and minority kids get far more than their share of ineffective teachers.

In contrast, in South Korea, elementary teachers are selected from the top 5 percent of their high school cohort.

Teachers there get six months of training after they start their jobs. They are paid well, and the best receive bonus pay and designation as "master teachers."

And please, listen very closely to this: in Korea, according to an international study, students from low-income families are actually more likely than students from rich families to have high quality teachers. Students from low-income families are actually more likely than students from rich families to have high quality teachers.

Why? Because teachers get extra pay and career rewards for working with the neediest kids.

Their children who need more, get more. Our children who need more get less.

And it's not just about teachers.

Many countries that outdo us educationally hold high standards for all students – an area where we're just trying to come up to speed.

South Korea isn't a standout in providing public preschool, but many of the other countries that also out-educate us help kids start strong, by making sure they can attend preschool.

We have to expand access to high quality early learning here.

And they know that they have to give their schools modern tools – including high-speed Internet.

In Korea, 100 percent of students have access to broadband Internet. Here in the United States, it's more like 20 percent.

Let me be clear: I'm not saying we should be just like South Korea, where – as President Lee told President Obama – the pressure to study can get out of hand.

In her book, Amanda Ripley talks about how Korean authorities have to enforce a 10 pm curfew on extra-tutoring schools, and students so exhausted that they wear napping pillows on their wrists in school.

We absolutely shouldn't aim to emulate all aspects of Korea's education system – there should be a sense of balance and common sense.

But we need to act on what we know about countries that are out-educating us – and your role as parent leaders is vital.

Amanda Ripley's most intriguing point – maybe her most unsettling point – isn't just about schools, it's about culture, too.

It's about what we as a country, and as parents, expect of our children.

The high-performing countries she looked at set high standards for what students should learn, and measured mastery with tests that mattered.

In too many schools with low expectations here in the United States, everyone who comes to school passes, because, she writes, "kids deserved a chance to fail later, not now."

Repeatedly, she found that school in the United States was simply easier than in higher-performing countries.

That's a point that was echoed, with devastating clarity, at a panel she moderated recently with me and a group of foreign exchange students from Korea, Brazil, Germany and Australia.

Some of them were going to really strong high schools here in the United States – but they all said that school here was easier than at home.

Four teenagers, from four different countries, and all said they were challenged more back home.

And Amanda points a finger at you and me, as parents – not because we aren't involved in school, but because too often, we are involved in the wrong way. Parents, she says, are happy to show up at sports events, video camera in hand, and they'll come to school to protest a bad grade. But she writes, and I quote:

"Parents did not tend to show up at schools demanding that their kids be assigned more challenging reading or that their kindergartners learn math while they still loved numbers."

Here's her point: We love going to our kids' games and seeing them perform on stage in a play or in a concert.

Parents who volunteer and raise money are the lifeblood of schools – especially those that are stretched for resources.

But to really help our kids, we have to do so much more as parents. We have to change expectations about how hard kids should work. And we have to work with teachers and leaders to create schools that demand more from our kids.

I know I'm preaching to the choir here today. You're here because you're committed to raising your voice. But you're also a leader of other parents. And this is a singularly important moment.

So let me speak to you as parent leaders, and leaders of parents, because you have the power to drive change. Don't ever underestimate the power of your collective voice.

America's schools are undergoing some of the greatest changes in decades right now.

Forty-five states and DC have adopted new, higher, internationally benchmarked standards for what students should learn – standards that call for more critical thinking and deeper problem solving.

Most school systems will give a dry run this year to new assessments that measure mastery of those standards.

These assessments are better than what you've seen in the past, but there's a reason for the dry run.

The new assessments will be taken on line, and I can guarantee you there will be technical glitches, as well as some questions that won't make it past this "field test" stage.

Teachers are working really hard to come up to speed with these new standards, which are driving big – and positive – changes in the classroom.

Schools are putting new systems in place to use data on students' growth and improvements in learning to support and evaluate teachers, which is a really good thing for the teaching profession – but it also causes anxiety.

Great teaching matters tremendously – we have to get better at recognizing and rewarding excellence.

Every part of this sea-change in the classroom is about schools expecting more of students, helping teachers be more creative, telling the truth about our performance, and improving teaching and learning.

It's about giving our kids a fair chance to succeed, to compete, to become part of the middle class – to do better than you and I did. Our children deserve the best – we have to stop settling for less.

These changes are hard. They're controversial. And your support can make so much difference.

Take, for example, what's happening in Louisville, Kentucky.

The transition to higher standards is going well there, and parents are a huge part of why.

The 15th District PTA began training parents on the state's new, high standards there in 2011, holding workshops at 36 schools, 42 community groups, and every single library in Louisville.

They reached over 15,000 parents and community members face-to-face. And, in part because these new standards are more rigorous, the PTA sponsors an afterschool assistance program at Middletown Elementary where teachers volunteer and parents provide support.

That's the kind of engagement, communication, and academic enrichment we need in communities across the country.

Your voice matters, too, in how schools handle discipline.

Last week, Attorney General Holder and I announced new guidelines aimed at reducing inappropriate suspensions and expulsions.

Too often, students – and disproportionately, students of color and those with disabilities – are put out of school for relatively minor infractions.

That discrimination that still exists today in too many of our schools and districts is unacceptable and must be challenged by all of us.

Please, work with educators to support them in setting high expectations for appropriate behavior and safety at school – and to fight back against unnecessary out-of-school discipline. You can learn more at our ed.gov website.

What we, as parents, do now matters so much.

Please raise your voice for excellence–and against complacency.

Organize other parents.

Ask your political and school system leaders what they're doing to support higher standards, to improve teaching, and how you can partner with them in this difficult, but critically-important work.

Ask the hard questions, even when it means shaking things up and challenging the status quo.

And — regardless of politics or ideology — in the voting booth, cast your ballot in local, state, and national elections for those who will invest in education – in quality preschool, in college opportunities that families can afford, in schools that offer more to your kids.

Every politician says they are pro-education – but how many get beyond the platitudes and easy sound bites, and actually walk the walk? The answer is not enough – but it's our fault, not theirs, because we don't hold them accountable.

Collectively, parents have the power to transform educational opportunity in this country. We must stop fighting the wrong fights and unite against our common enemy – and that's academic failure.

Thank you so much for what you have done and, more importantly, thank you for what I know you will do going forward.

I look forward to your questions.

Considerations in Assessing Civics, U.S. History and Geography at the State Level

NAEP first measured achievement in Citizenship/Social Studies in 1975-76, U.S. history in 1986, and Civics and Geography in 1988. These initial NAEP assessments, as well as all subsequent testing in these subjects, have been at the national level only.

Since 2004, there has been consistent interest in Congress for NAEP to conduct state-level assessments of civics and U.S. history at grades 8 and 12. Bills authorizing NAEP to conduct such state-level assessments have been introduced in the House or Senate in 2004 (S. 2721), 2005 (S. 860), 2007 (S.1414), 2008 (H.R. 6525) and 2009 (S.659).

In June 2005, then Executive Director Charles Smith was invited to testify on S. 860 before the Senate Health, Education, Labor and Pensions Committee (HELP), chaired at the time by Senator Lamar Alexander (Attachment C1). Mr. Smith shared the opinion that, based on the experience of voluntary participation in state NAEP, there was reason to believe that states would sign up for civics and U.S. history. He concluded his testimony with the following statement

> Mr. Chairman, it is commendable that you and Senator Kennedy have introduced the American History Achievement Act…As the bill so eloquently states: "…the strength of American democracy and our standing in the world depend on ensuring that our children have a strong understanding of our Nation's past."
>
> Regrettably, the NAEP results, especially at the 12th grade and by race/ethnicity, give cause for concern about the state of knowledge of American students about U.S. history and civics. We ignore at our own peril the implications of these results for our nation's future.
>
> Drawing from her remarks about the NAEP U.S. history and civics results, I would like to close with these quotes made by former Governing Board member Diane Ravitch: "Preparing our youth to be responsible members of a democratic society is one of the most important missions of American education." "Our ability to defend—thoughtfully and intelligently—what we as a nation hold dear depends on our knowledge and understanding of what we hold dear." "We cannot be content when so many…are so poorly prepared."

The FY 2006 appropriation conference report contained a request to the National Assessment Governing Board to prepare a report on the feasibility of conducting NAEP state-level assessments in civics and U.S. history. In addressing this request, the Board surveyed the states to determine the degree of interest in participating in such assessments. Of 26 respondents, 20 indicated interest in participating at 8th grade and a sub-group of 13 at 12th grade as well. The Board's June 20, 2006 report to Congress concluded that with adequate additional funding and sufficient advance notice, state-level assessments in civics and U.S. history are feasible to conduct. This is likely to be true for geography as well.

In 2011, H.R. 3564, The Sandra Day O'Connor Civic Learning Act of 2011 was introduced with a "sense of the Congress" provision asking that NAEP's sample size be increased "…to improve disaggregation and analysis of data regarding progress in history and civics." We understand the intent of this provision to include state-level reporting.

Various versions of the bills cited above contain this statement in the respective Finding sections

> "America's past encompasses great leaders and great ideas that contribute to our shared heritage and to the principles of freedom, equality, justice, and opportunity for all."

Referring to this finding, Charles Smith in his June 2005 appearance before the HELP Committee said that "… the [NAEP civics and U.S. history] data cited [in my testimony] raise serious questions about how well these noble principles are being transmitted to and absorbed by rising generations of young adults. The disparate performance between minority and non-minority students in U.S. history and in civics is egregious and poses challenges to our nation's progress in achieving those very principles."

Charles Smith's and Diane Ravitch's statements were true in 2005 and never more true than today. The presentations at the May 2012 Board meeting on the changing demographic patterns of the U.S. population underscore the importance of ensuring that the nation's students possess knowledge about U.S. history, civics, and geography. Monitoring student achievement in these subjects, especially at the state level, will shine a light on the value inherent in these subjects to individuals, the nation, and a vibrant democracy.

NAEP Schedule of Assessments – Approved August 3, 2013		
Year	**National**	**State**
2005	Reading **MATHEMATICS** Science High School Transcript Study	Reading (4, 8) **MATH (4, 8)** Science (4, 8)
2006	U.S. History Civics **ECONOMICS (12)**	
2007	Reading (4, 8) Mathematics (4, 8) Writing (8, 12)	Reading (4, 8) Math (4, 8) Writing (8)
2008	Arts (8) Long-term trend	
2009	**READING** Mathematics* **SCIENCE**** High School Transcript Study	**READING (4, 8, 12)** Math (4, 8, **12**) **SCIENCE (4, 8)**
2010	U.S. History Civics Geography	
2011	Reading (4, 8) Mathematics (4, 8) Science (8)** **WRITING (8, 12)****	Reading (4, 8) Math (4, 8) Science (8)
2012	Economics (12) Long-term trend	
2013	Reading Mathematics	Reading (4, 8, 12) Math (4, 8, 12)
2014	U.S. History (8) Civics (8) Geography (8) **TECHNOLOGY AND ENGINEERING LITERACY (8) ****	
2015	Reading Mathematics Science**	Reading (4, 8) Math (4, 8) Science (4, 8)
2016	Arts (8)	
2017	Reading **Mathematics** Writing**	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)

*New framework for grade 12 only.
**Assessments involving test administration by computer.

NOTES:
(1) Grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.
(2) Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Board will decide whether a new or updated framework is needed.
(3) In 2009, 12th grade assessments in reading and mathematics at the state level were conducted as a pilot in 11 volunteering states (AR, CT, FL, IA, ID, IL, MA. NH, NJ, SD, WV). For 2013, 13 states agreed to participate (with MI and TN added).
(4) The Governing Board intends to conduct assessments at the 12th grade in World History and Foreign Language during the assessment period 2018-2022.

NAEP Schedule of Assessments – Discussion Draft		
Year	**National**	**State**
2013	Reading Mathematics	Reading (4, 8, 12) Math (4, 8, 12)
2014	U.S. History (8) Civics (8) Geography (8) **TECHNOLOGY AND ENGINEERING LITERACY (8) ****	
2015	Reading Mathematics Science**	Reading (4, 8) Math (4, 8) Science (4, 8)
2016	Arts (8)	
Assumption: Technology Based Administration for All Assessments Beginning in 2017		
2017	Reading Mathematics Writing	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)
2018	U.S. History Civics Geography Technology and Engineering Literacy (8, 12)	
2019	Reading Mathematics Science High School Transcript Study	Reading (4, 8) Math (4, 8) Science (4, 8)
2020	Long-term trend Economics (12) **FOREIGN LANGUAGE** (12)	
2021	Reading Mathematics Writing	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)
2022	**U.S. HISTORY** **CIVICS** **GEOGRAPHY** **WORLD HISTORY** (12) Technology And Engineering Literacy (4, 8, 12)	

**Assessments involving partial or full test administration by computer.

NOTES:
(1) Grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.

(2) Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Board will decide whether a new or updated framework is needed.