

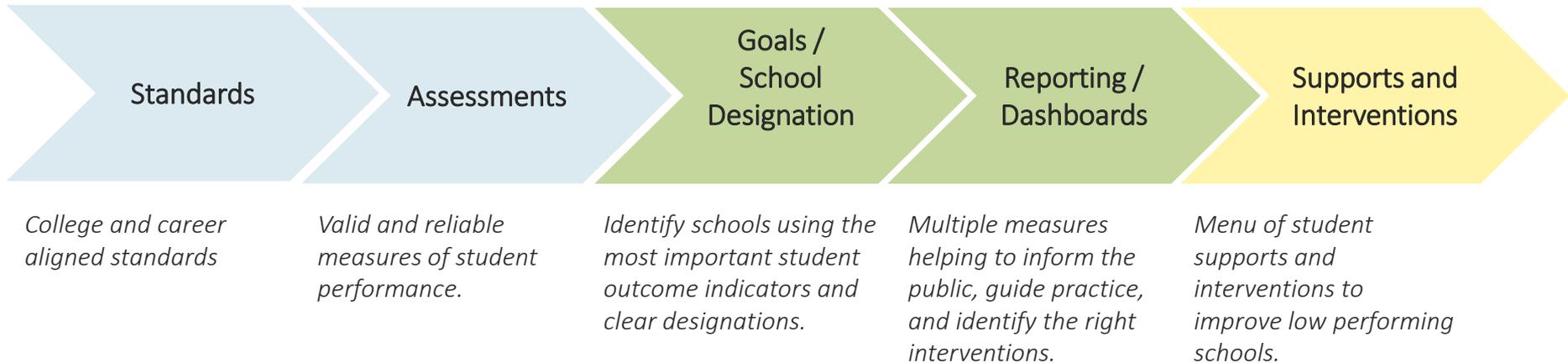
**EVERY STUDENT SUCCEEDS ACT (ESSA)**  
**IMPLICATIONS FOR STANDARDS AND ASSESSMENTS**  
WEDNESDAY WEBINAR #2, MAY 2016

# Defining “State Accountability System”

## What is the purpose of state accountability systems?

- Hold schools responsible for helping all students achieve their full potential;
- Set clear goals to rally around — goals that are meaningful, ambitious, and achievable;
- Provide information to parents, educators, and community members about school performance;
- Prompt and support improvement where it’s needed; and
- Protect taxpayer investment in education.

## Components of a state accountability system



# Shifts in Accountability Policy: Who is Responsible?

	NCLB	ESSA
Standards	State but, under waivers, Feds required Common Core or sign off by higher ed.	State must demonstrate alignment to college coursework
Assessments	State with Federal review and approval	State with Federal review and approval
Goals	Federal	State
School Designation	Federal	State must incorporate certain indicators for each subgroup
Supports and Interventions	Federal Cascading set of Federal consequences, states choose amongst SIG options	States and Districts



# Components of an Accountability System



## Requirements for Standards under ESSA

### States must adopt challenging academic standards in reading, math and science.

- Standards must apply to all students with the exception of alternate academic achievement standards for students with the most significant cognitive disabilities.
- States must demonstrate that their standards are aligned with college entrance requirements and relevant career and technical education standards.

### Limits on Secretarial review.

- As under NCLB, the Secretary may not require states to submit their standards for review or mandate, direct or exercise any control over states' standards.



# Components of an Accountability System



## Characteristics of a high-quality assessment system

- Assessments are high quality and produce **meaningful, timely, and accurate data**.
- State assessments are **aligned** to state college and career standards, measure higher order thinking skills, and provide results that are **comparable** with other states.
- **Parents should know the purpose** of an assessment, when the results will be provided, and how the results will be used to help their child.
- States and districts should strive to provide **the best possible information using the fewest possible assessments** and the least possible amount of total testing time.
- Assessment outcomes are used to **strengthen instruction** and **better target interventions** to struggling students.

**What to know about TNReady**

- 1 TNReady is designed to measure students' **real-world** understanding of mathematics, not just basic memorization and test-taking skills.
- 2 TNReady includes the **arithmetic** math and English language arts (ELA) tests. There will be no additional tests for English language arts and math.
- 3 The results from TNReady will provide parents and teachers with more and **clearer** information about what students know.
- 4 The **best** preparation for TNReady comes from ongoing instruction in the classroom every day.
- 5 TNReady provides students with **multiple ways** to show what they know and can do.
- 6 Most of 2017 Tennessee education is shifting to **focus on the next 10 years**.
- 7 TNReady has been **aligned** with Tennessee's state standards for the former TN Core tests in math and English language arts.
- 8 There is one number of 10, which will tell you each performance level category (excellent, advanced).
- 9 TNReady will change over time as our math and English language arts standards are revised and improved.
- 10 Because this is a new and different type of test, we expect student performance to drop, but **improving** the skills our students and teachers get used to in the classroom and in higher expectations.

**Why Proficiency Matters**

Students who are **proficient** in math and English language arts are more likely to graduate from high school and attend college. They are also more likely to be employed and earn higher wages. They are also more likely to be employed in high-paying jobs and to be employed in high-paying jobs.

Is your child being prepared for success?

Enter a state to see the gap:

**ENGLISH LANGUAGE ARTS DETAILS** | Tennessee | Grade 5 | October, 2018

Assessment Name	Assessment	Assessment	Assessment	Assessment
Assessment Name	Assessment	Assessment	Assessment	Assessment
Assessment Name	Assessment	Assessment	Assessment	Assessment

**FEWER AND BETTER LOCAL ASSESSMENTS: A TOOLKIT FOR EDUCATORS**

**PLAYBOOK**

educationfirst



# Assessment Requirements under ESSA

## Assessments

### Annual assessments.

- Reading and math in grades 3-8 and once in high school; science at least once in each grade span.
- With state permission, districts can use a **locally-selected, nationally recognized high school assessment**. These assessments must:
  - be aligned to state standards;
  - provide comparable, valid and reliable data; and
  - be administered in multiple states + used by higher ed for entrance or placement (SAT, ACT, PARCC, Smarter Balanced, AP, IB, others?)  
*(definition developed by Negotiated Rulemaking committee).*

### English learners.

- States must have one statewide test for English language proficiency.
- States must “make every effort” to develop tests in other languages that are present in the state “to a significant state.”



# Assessment Requirements under ESSA

## Clarifying the Opt Out Rules

- States must test at least 95 percent of students overall and within each subgroup.
- States determine whether individual parents are legally permitted to opt their students out of assessments.
- States determine the consequences for schools that fail to meet the 95 percent requirement.
- When calculating proficiency rates, states must use as a denominator the greater of:
  - 95 percent of all students (or all students in the subgroup), or
  - the number of students actually participating in the assessment.



# Assessment Opportunities under ESSA

## Assessments

**Assessment audits.** The Secretary can make grants to states to audit their assessment systems.

- Grants of up to \$200K are available under this year's Enhanced Assessment Grants.

### **New delivery options.**

- Assessments may be administered as a single test or as a set of interim tests rolled up into a single annual result.
- Assessments can be partially delivered using portfolios, projects, or performance tasks
- Computer adaptive assessments are explicitly allowed.

**Innovative Assessment and Accountability Demonstration Authority.** The Secretary can run a pilot for up to 7 states to experiment with new, innovative assessment and accountability systems.



# Fewer, Better Tests

## Taking Advantage of Opportunities Under ESSA

### Streamline assessment systems

- Apply for a federal grant to fund assessment audit.

### Transition to innovative assessment models.

## Additional Policy Recommendations

### Provide more time for instruction.

- Move statewide testing dates to the end of the school year.

### Empower teachers with usable, timely information.

- Require student score reports be provided to the current year and incoming teacher. Require results of formative tests to be provided to teachers within a useful timeframe.

### Provide better information to parents.

- Ensure parents understand student expectations, how students will reach them, and how summative assessments will measure them.
- Provide parents with easy-to-understand score reports that include actionable steps on how parents can help their child improve.
- Ensure statewide tests provide results that are comparable with other states.



# Innovative Assessment and Accountability Demonstration Authority

## Summary

- Up to 7 states (including those in consortia) to participate.
- States must demonstrate validity, reliability, comparability, and accessibility of new system and plan to scale statewide.
- States may choose to no longer continue the use of the statewide academic assessments otherwise required if not used in proposed accountability system.
- Examples: Competency-based assessments; interim assessments; cumulative year-end assessment; or performance-based assessments that combine into an annual summative determination for a student.

## States to Watch



The ESEA waiver for NH’s Performance Assessment of Competency Education (PACE) system helped to inspire this pilot.



OH state law established Innovation Lab Network assessment waivers as well as a competency-based education pilot program.

CCSSO Innovation Lab Network: [The Innovation Lab Network \(ILN\)](#) is a group of states taking action to identify, test, and implement student-centered approaches to learning.

Current states in the ILN include CA, CO, IA, KY, ME, NH, OH, OR, VA, VT, WV and WI.

## Recommendations

- **Understand the far-reaching commitment.**
  - Developing and validating new assessments will require substantial time and costs as well as input from key stakeholders.
- **Begin by authorizing an Innovation Schools program.**
  - Interested states should pilot new models or identify districts that have begun the transition to competency-based education.

## Resources

- [Competency-Based Education Policy Summary](#)
- [Competency-Based Education Model Legislation](#)
- [Council of Chief State School Officers: Innovation Lab Network Roadmap to Competency-Based Education](#)

**Competency-Based Education: MOVE ON WHEN READY**

Every student has unique talents and abilities, and every student deserves an education that allows to their needs rather than requiring conformity to an outdated model of education. They receive a goal and motivation for all students have clear, the environmental, evidence-based systems of education must evolve and adapt to meet the individual needs of each student and equip them for success in the 21st Century.

**The focus is on competency, proficiency, and mastery of skills and knowledge.**

Competency-based education is a system of instruction where students advance to higher levels of learning when they demonstrate mastery of concepts and skills regardless of time, place or pace.

A collaboration of innovative leaders and practitioners, led by CompetencyWorks and INACOL, developed the following key elements of competency-based education models:

- Students advance upon mastery
- Competencies include explicit, measurable, transferable learning objectives that empower students
- Assessment is meaningful and a positive learning experience for students
- Students receive timely, differentiated support based on their individual learning needs
- Learning outcomes emphasize competence that include application and extension of knowledge along with the development of important skills and dispositions.

A traditional, time-based education system advances students based on their age, regardless of what they have learned. This outdated model leaves student achievement in two fundamental ways: it holds back students who could be excelling more quickly, and it pushes students forward who are not yet ready, leaving them with gaps in knowledge, skills and understanding that must be filled later.

**"We continue to transform education to a personalized system where every learner is met at their level. They are passionate learners. They are challenged. They are joyful and they want our system ready to meet theirs or their own."**

Thomas Runney, superintendent of Lindsay Unified School District, California



# How ExcelinEd Can Help

ExcelinEd is available to help state policymakers deepen their understanding of ESSA, set the stage for new opportunities and prepare to tackle new challenges.

- Provide technical assistance related to accountability system design.
- Identify ways new federal funds can support state reforms in areas including K-3 reading, college and career readiness and digital learning.
- Support state efforts to participate in the U.S. Department of Education’s rulemaking
- Provide advocacy support for states to preserve rigorous standards and assessments and strong accountability systems during the transition to the new law.



## Next Week’s Webinar:

What Does ESSA Mean for School Identification and Interventions?  
 Wednesday, May 18th at 3:00pm ET  
 Expect an invitation in your inbox.

Contact Us:

 alex@excelined.org

 claire@excelined.org