

The Every Student Succeeds Act: Implications for Student Assessment

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Interim Committee to Study ESSA

Denver | August 31, 2016



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

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Presentation Goals

- Identify what's new in ESSA, and what remains largely unchanged, around assessment issues
- Focus on ESSA areas of assessment flexibility and their potential implications for CO
 - Administration of a single summative assessment or multiple statewide interim assessments
 - Use of a nationally recognized high school assessment in lieu of the state assessment
 - Participation in an innovative assessment demonstration pilot



ESSA Assessment Timeline

Date	Event
December 2015	President Obama signs ESSA into law.
March-April 2016	Negotiated rule making committee convenes to address assessment statutes.
July 2016	USED releases proposed regulations.
September 2016	Public comment period ends.
October-Dec 2016	Final regulations will be published and go into effect.
March-July 2017	SEAs submit their State plans to USED for review.
July 2017	Changes to funding for ESSA formula grant programs will go into effect.
SY 2017-2018	All other ESSA provisions go into effect.



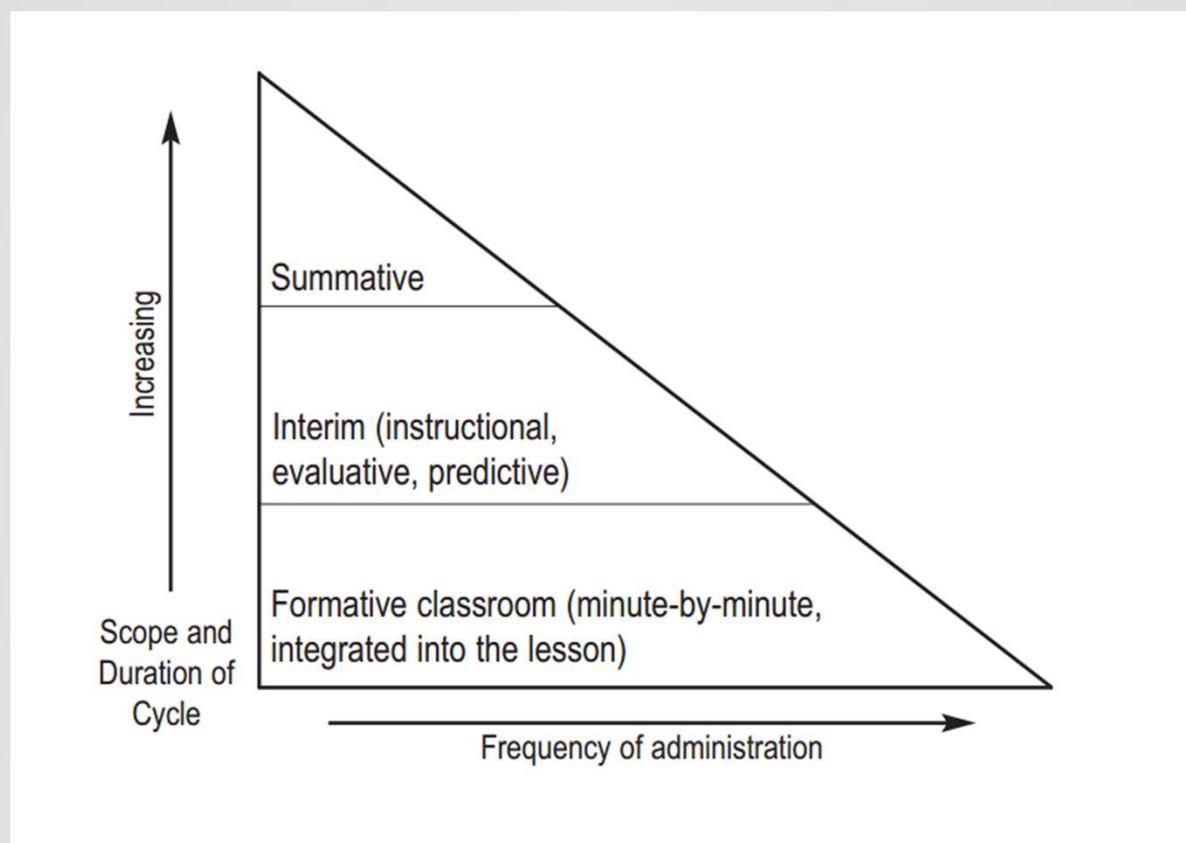
Summative Assessment Remains Critical

- Must test in grades 3-8 and once in high school (HS) in ELA and math; must test once in each grade band (3-5, 6-8, and HS) in science.
- States must disaggregate results by subgroups

BUT

- State assessments may be administered in a single summative assessment or as assessments that are given throughout the school year (that result in a single summative score) to provide more frequent information on student achievement and growth.

Tiers of Assessment



Source: Perie, M., Marion, S., Gong, B. & Wurtzel, J. (2007). The role of interim assessments in a comprehensive assessment system. Available at: <http://www.achieve.org/files/TheRoleofInterimAssessments.pdf>.

Summative Assessment – Regulations

- The proposed regulations would specify that a state may, at its discretion, measure student growth; use portfolios, projects, or extended performance tasks as part of its assessment system; **administer multiple interim or modular assessments through the course of the school year**; or offer a single summative assessment statewide. Specifically,
- At the state’s discretion, be administered through
 - (i) A single summative assessment; or
 - (ii) **Multiple statewide interim assessments** during the course of the academic year **that result in a single summative score** that provides valid, reliable, and transparent information on student achievement and, at the state’s discretion, student growth, consistent with paragraph (b)(4) of this section;
- The assessments required under this section must
 - (i) Be valid, reliable, and fair for the purposes for which the assessments are used; and
 - (ii) Be consistent with relevant, nationally recognized professional and technical testing standards

States Can Permit LEAs to Use a National HS Assessment in Lieu of the State Assessment

If the state allows, local education agencies (LEAs) may be given the ability to use a nationally recognized high school assessment (e.g., ACT and SAT) in lieu of a state-developed assessment, provided that the test provides comparable data and is approved by the state. (Must meet peer review requirements.)



Locally Selected, Nationally Recognized High School Academic Assessment

- **State has discretion** over whether to permit its LEAs to select and administer a nationally recognized high school academic assessment in lieu of the statewide assessment.
- State **must establish technical criteria** to determine if the assessment meets specific requirements. More specifically, the assessment must do the following:
 - Be **aligned with the state's academic content standards**, address the depth and breadth of those standards, and be equivalent in its content coverage, difficulty, and quality to the statewide assessment
 - **Provide comparable, valid, and reliable data** on academic achievement compared to the respective statewide assessment for all students and each subgroup of students, expressed in terms consistent with the state's academic achievement standards among all LEAs in the state
 - **Provide unbiased, rational, and consistent differentiation** between schools within the state for accountability purposes

Locally Selected, Nationally Recognized High School Academic Assessment – Regulations

- Would **define “nationally recognized high school academic assessment”** to mean an assessment of high school students’ knowledge and skills that is administered in multiple states and is recognized by institutions of higher education in those or other states for the purposes of entrance or placement into credit-bearing courses in postsecondary education or training programs
- Would require the state to **offer to all LEAs**
- Would require the state to ensure **the use of appropriate accommodations**, as determined by the appropriate school-based team
- Would ensure that **no student with a disability or an English learner is denied the opportunity to participate in the assessment** or any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not English learners

Innovative Assessment Pilot

Innovative assessment pilot allows up to seven states and a consortia (that does not exceed four states) to pilot new tests. These assessments may include competency- or performance-based tests and removes the requirement for participating districts to use annual state tests for accountability purposes during the pilot period.

Demonstration Authority to Pilot Innovative Assessment in Lieu of Statewide Assessment

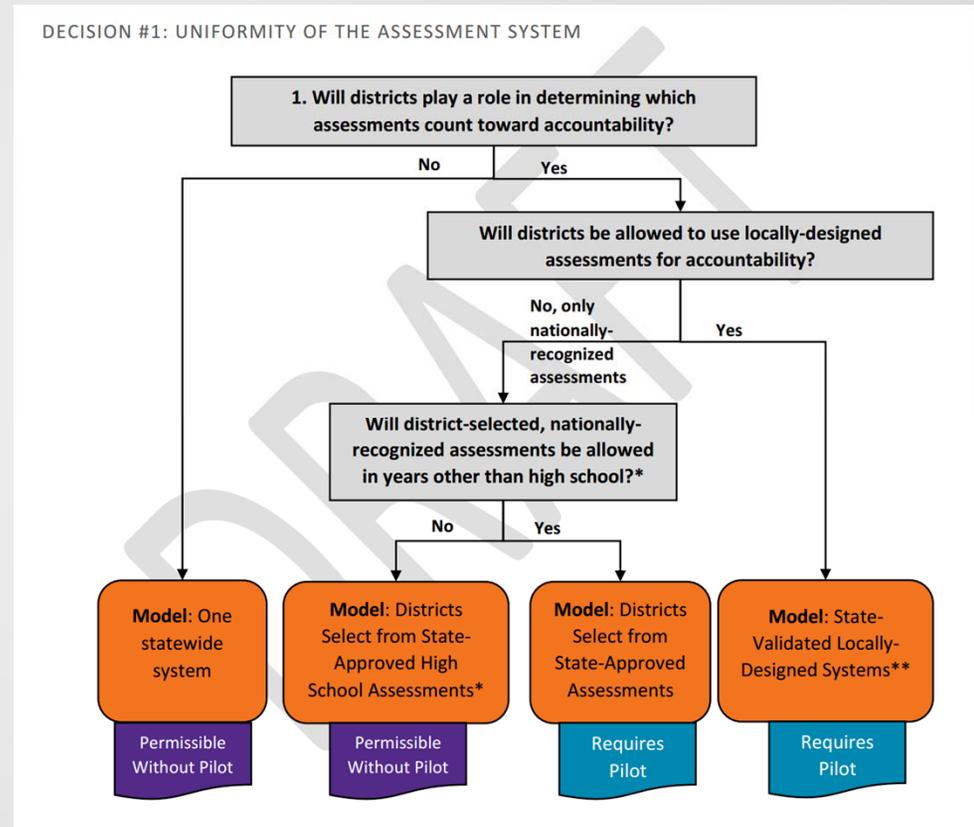
- Specifies that the **Education Secretary may provide demonstration authority for a period not to exceed 5 years** and that, during the first 3 years in which the secretary provides demonstration authority (referred to as the “initial demonstration period”), no more than seven state education agencies (SEAs) may participate (including those participating in a consortium), and a consortium may include no more than four SEAs
- **May include** competency-based assessments, instructionally embedded assessments, interim assessments, cumulative year-end assessments, or performance-based assessments that
 - (1) combine into an annual summative determination for a student, which may be administered through computer-adaptive assessments; and
 - (2) validate when students are ready to demonstrate mastery or proficiency and allow for differentiated student support based on individual learning needs.

Demonstration Authority to Pilot Innovative Assessment in Lieu of Statewide Assessment – Regulations

- Would clarify the process for applying to the Secretary for the demonstration authority, including the statutory requirement that applications from an SEA or a consortium of SEAs be peer reviewed to inform the Secretary's decision to award an SEA with the authority
- Regulations include all requirements that the general statewide assessment would include
- Additionally:
 - ...Be developed in collaboration with stakeholders representing the interests of children with disabilities, English learners, and other historically underserved children; teachers, principals, and other school leaders; LEAs; parents; and civil rights organizations in the state

Additional Resources for Innovative Pilots

- CCSSO’s “Critical Area Outline: Innovative Assessment and Accountability Pilots”
- Conversations with NH DOE and the 4 PACE districts about lessons learned to date



Source: ([http://www.ccsso.org/Documents/2016/CriticalAreaOutlineInnovativeAssessmentPilots\(0\).pdf](http://www.ccsso.org/Documents/2016/CriticalAreaOutlineInnovativeAssessmentPilots(0).pdf))

CSAI Resources

Resources for ESSA implementation

- <http://www.csai-online.org/collection/2579>

Every Student Succeeds Act assistance

- <http://www.csai-online.org/spotlight/every-student-succeeds-act-essa-assistance>

Communications from U.S. Department of Education

- <http://www.csai-online.org/collection/2267>

Additional Resources

- http://www.csai-online.org/search?type=resource&search_api_views_fulltext=ESSA

For more information, please contact:

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