

Every Student Succeeds Act (ESSA) – Assessment and Accountability Provision Webinar

Meeting Outcomes

- Enhanced knowledge and increased resource access to key ESSA assessment and accountability topics
- Establishment of relationships and networking among state assessment and accountability staff
- Determination of state education agency staff needs and proposed next steps for the network



AGENDA

1:00	Welcome/Overview	Kathleen Theodore
1:10	Introductions	Concepcion Molina
1:15	Overview of ESSA Impact on Key Issues	Deborah Sigman

Assessment

- Use of a nationally recognized high school assessment
- Participation in an innovative assessment demonstration pilot
- Administration of a single summative assessment or multiple statewide interim assessments

Accountability

- Single summative rating
- School quality or student success indicators
- Failure to meet 95% participation rate

AGENDA (cont.)

1:35 Sharing Resources

Deborah Sigman

1:45 Q&A

Deborah Sigman

1:55 Next Steps

Robyn Madison-Harris
or Concepcion Molina

2:00 Adjournment and Feedback
(survey)

Concepcion Molina



Welcome from SECC and CSAI



Ramona Chauvin
AIR Senior TA Consultant



Robyn Madison-Harris
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Kathleen Theodore
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Deborah Sigman
CSAI Co-Director

Every Student Succeeds Act (ESSA) – Assessment and Accountability Provisions

Deb Sigman

Webinar on behalf of the Southeast Comprehensive Center at
American Institutes for Research (AIR) | August 30, 2016



THE CENTER ON
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This document is produced by The Center on Standards and Assessment Implementation (CSAI). CSAI, a collaboration between WestEd and CRESST, provides state education agencies (SEAs) and Regional Comprehensive Centers (RCCs) with research support, technical assistance, tools, and other resources to help inform decisions about standards, assessment, and accountability. Visit www.csai-online.org for more information.

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Topics for Discussion

- Shifting of power
 - Authority
 - Responsibility
- Highlighted assessment topics
- Highlighted accountability topics
- Discussion



ESSA Maintains Core Ideas or Pillars of the Law

Promote Educational Excellence and Equity



Standards

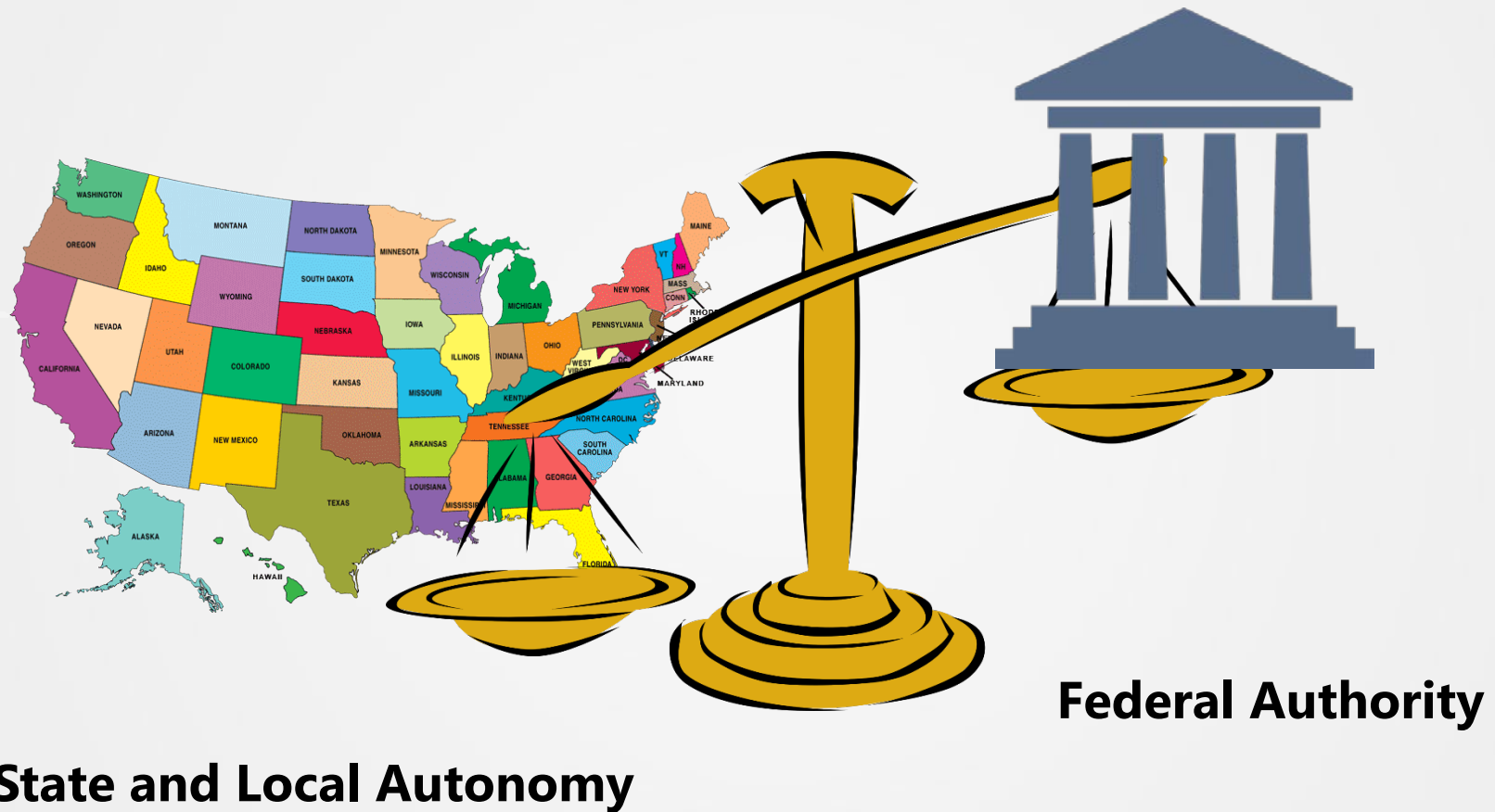
Assessment

Disaggregation, Transparency, and Accountability

School Support and Interventions



ESSA Shift in Balance of Power



Assessment Topics for Discussion

TOPIC	NCLB	ESSA
Locally Selected, Nationally Recognized High School Academic Assessments	N/A	Piloting of local high school assessments is allowed, provided they are reliable, valid, and comparable. If 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.)
Piloting of Innovative Assessments – Demonstration Authority	N/A	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 states to use annual state tests for accountability purposes in the pilot for a period.
Administration Options	N/A	States are given the option to administer a single summative assessment (as they did under NCLB) or multiple statewide interim assessments that result in a single summative score about student achievement and growth.



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 ensure that **the use of appropriate accommodations**, as determined by the appropriate school-based team
- Would require the state to **offer to all LEAs**
- 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

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

Assessment Administration Options

- Each state must implement a set of high-quality, yearly student academic assessments in, at a minimum, reading/language arts, mathematics, and science.
- At a state's discretion, may be administered through a single summative assessment or **through 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, growth

Assessment Administration Options – 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

Proposed Federal Regulations Regarding Assessment

- Title I – Improving the Academic Achievement of the Disadvantaged – Academic Assessments
 - Released July 11, 2016
 - Comment period closes September 9, 2016
- Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act – Innovative Assessment Demonstration Authority
 - Released July 11, 2016
 - Comment period closes September 9, 2016



Accountability Topics for Discussion

TOPIC	NCLB	ESSA
Single Summative Rating	N/A	A state must define annual meaningful differentiation in a manner that... ... results in a single rating from among at least three distinct rating categories for each school , based on a school's level of performance on each indicator, to describe a school's summative performance as part of the description of the state's system for annual meaningful differentiation on LEA report cards...
School Quality or Student Success Indicators	N/A	Requires, for all public schools in the state, not less than one indicator of school quality or student success that, allows for meaningful differentiation in school performance, is valid, reliable, comparable , and state-wide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and may include one or more of the measures described in the statute.
Meeting the 95% participation rate	N/A	States must maintain an at least 95% participation rate on state assessments and factor the participation rate into school ratings. States can pass opt-out laws regarding state testing participation. However, states must have an action plan to respond to the participation rate falling below 95%.

Single Summative Rating

- ...Significant value in providing a summative rating for each school that considers the school's level of performance across all of the indicators
- A single summative rating is easy for stakeholders, parents, and the public to understand, summarizes complicated information into a more digestible format, and provides clear comparisons among schools.
- Further, a summative rating sends a strong signal to educators and school leaders to focus on improving school performance across all indicators in the system, as each will contribute to the summative result.

Single Summative Rating – Regulations

Annual meaningful differentiation of school performance.

- Each state must describe how its statewide accountability system establishes a system for annual meaningful differentiation for all public schools.
- A state must define annual meaningful differentiation in a manner that...
 - Results in a single rating from among at least three distinct rating categories for each school, based on a school's level of performance on each indicator, to describe a school's summative performance as part of the description of the state's system for annual meaningful differentiation on LEA report cards

School Quality or Student Success Indicators

The state may include a measure(s) of

- Student engagement;
- Educator engagement;
- Student access to and completion of advanced coursework;
- Postsecondary readiness;
- School climate and safety; and
- Any other indicator the state chooses that meets the requirements of this clause.



School Quality or Student Success Indicators – Regulations

- **Reiterates the statutory language** that the indicator or indicators may differ by each grade span and may include one or more measures of (1) student access to and completion of advanced coursework, (2) postsecondary readiness, (3) school climate and safety, (4) student engagement, (5) educator engagement or any other measure that meets the requirements in the proposed regulations



School Quality or Student Success Indicators – Regulations (Cont.)

- Additionally, a state would be required to ensure that each measure it selects to include within an indicator
 - Is valid, reliable, and comparable across all LEAs in the state;
 - Is calculated the same for all schools across the state, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
 - Can be disaggregated for each subgroup of students

School Quality or Student Success Indicators – Regulations (Cont.)

- Under proposed regulations, a state would be required to ensure that each measure it selects is supported by a research finding that performance or progress on such measure is likely to increase student academic achievement or, for measures used within indicators at the high school level, graduation rates.
- Finally, a state would be required to ensure that each measure it selects to include aids in the meaningful differentiation among schools by demonstrating varied results across all schools.



Percent Participation in Assessments

- The statute as amended by ESSA, requires each state, for the purpose of school accountability determinations, to **measure the achievement of not less than 95% of all students**, and 95% of all students in each subgroup of students, who are enrolled in public schools on the annual statewide assessments in reading/language arts and mathematics
- The statute further ensures that **this requirement is taken into account when determining proficiency on the Academic Achievement indicator** by specifying that the denominator used for such calculations must include at least 95% of all students and 95% of students in each subgroup enrolled in the school.
- Each state also must provide **a clear and understandable explanation** of how the participation rate requirement will be factored into its accountability system.

Percent Participation – Regulations

- The state would be **required to take one of the following actions** for a school that misses the 95% participation requirement for all students or one or more student subgroups:
 - (1) Assign a lower summative rating to the school;
 - (2) Assign the lowest performance level on the state's academic achievement indicator;
 - (3) Identify the school for targeted support and improvement; or
 - (4) Identify another equally rigorous state-determined action, as described in its state plan, that will result in a similar outcome for the school in the system of annual meaningful differentiation and will lead to improvements in the school's assessment participation rate so that it meets the 95% participation requirement.

Percent Participation – Regulations (Cont.)

- Would require schools that miss the 95% participation rate for all students or for one or more subgroups to develop and **implement improvement plans** that address the reason or reasons for low participation in the school and include interventions to improve participation rates in subsequent years
 - The improvement plans would be developed in partnership with stakeholders, including parents, include one or more strategies to address the reason or reasons for low participation rates in the school and improve participation rates in subsequent years, and be approved and monitored by the LEA.
- In addition, **would require each LEA** with a significant number of schools missing the 95% participation rate for all students or for one or more subgroups of **students to develop and implement an improvement plan** that includes additional actions to support the effective implementation of school-level plans to improve low assessment participation rates, which would be reviewed and approved by the state

Proposed Federal Regulations Regarding Accountability

- Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act – Accountability and State Plans, Notice of Proposed Rulemaking
 - Released May 31, 2016
 - Comment period closed August 1, 2016
 - ED received over 20,000 comments
 - Expect final rulemaking by end of calendar year

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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