

# Assessment & Accountability Under the Every Student Succeeds Act

Chris Minnich

Executive Director, Council of Chief State School Officers

@minnichc

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# ESEA & the Foundation for NCLB, ESSA



*By passing this bill, we bridge the gap between helplessness and hope for more than five million educationally deprived children. We put into the hands of our youth more than 30 million new books, and into many of our schools their first libraries. We reduce the terrible time lag in bringing new teaching techniques into the nation's classrooms. We strengthen state and local agencies which bear the burden and the challenge of better education. And we rekindle the revolution--the revolution of the spirit against the tyranny of ignorance. As a son of a tenant farmer, I know that education is the only valid passport from poverty.*

-President Lyndon B. Johnson, April 11, 1965

# No Child Left Behind



*“No longer is it acceptable to hide poor performance. No longer is it acceptable to keep results away from parents. One of the interesting things about this bill, it says that we're never going to give up on a school that's performing poorly; that when we find poor performance, a school will be given time and incentives and resources to correct their problems.”*

*-- President George W. Bush, January 8, 2002*

# No Child Left Behind & Testing

- Required annual testing in math & ELA for grades 3-8 and once in high school
- No Child Left Behind (NCLB) increased the amount of data available to educators, including:
  - Grade-level performance
  - Academic performance by subgroups (racial/ethnic subgroups, English Language Learners, Students with Disabilities, Low-income, etc.)
  - Percentage of students tested by subgroup

# No Child Left Behind: Strengths & Weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Accountability</li></ul>	<ul style="list-style-type: none"><li>• Strict regulation</li></ul>
<ul style="list-style-type: none"><li>• Disaggregated data</li></ul>	<ul style="list-style-type: none"><li>• No state-specific flexibility</li></ul>

- The **Every Student Succeeds Act (ESSA)** builds on the strengths of NCLB, while addressing the weaknesses.

# Major Changes Under ESSA

- There are 7 key areas under ESSA where states have the greatest opportunities to reflect and revise current policies:

Assessment

Innovative  
Assessment Pilots

Accountability

Federal Funding  
Streams

School  
Improvement  
Supports

Teacher & Leader  
Quality

English Language  
Learner



# ESSA & Assessments: What Stays

- ⌘ States must administer high-quality assessments for reading/ELA and math annually in grades 3-8 and once in high school, and once in each of three grade spans for science.
- ⌘ ESSA requires that states assess 95% of all students and subgroups, but statute allows states flexibility in how that requirement is factored into state accountability systems.

# ESSA & Assessments: What Changes

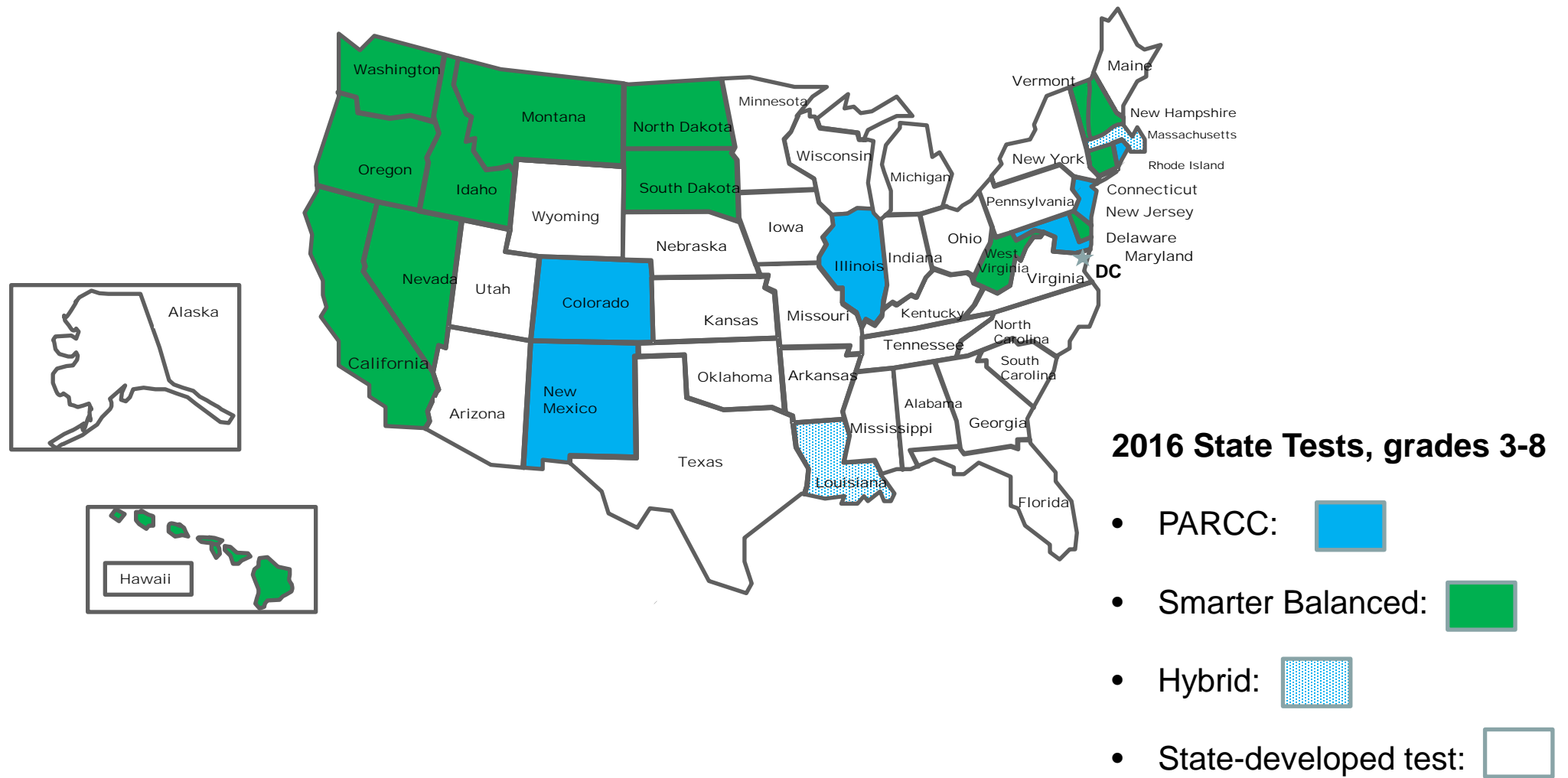
## ⌘ Increased Options:

- Choice to administer one summative assessment v. averaging scores from multiple interim assessments
- Funding available to audit state and local assessments
- Allows, but does not require, states to set a limit on the total amount of time devoted to assessment administration for each grade
- Opportunity to apply for an innovative assessment pilot

# ESSA & Testing

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# Landscape of State Assessments, 2015-16



# The State of the States

## ⌘ High-Quality Tests

- All states are seeking a high-quality test that aligns to its academic standards.

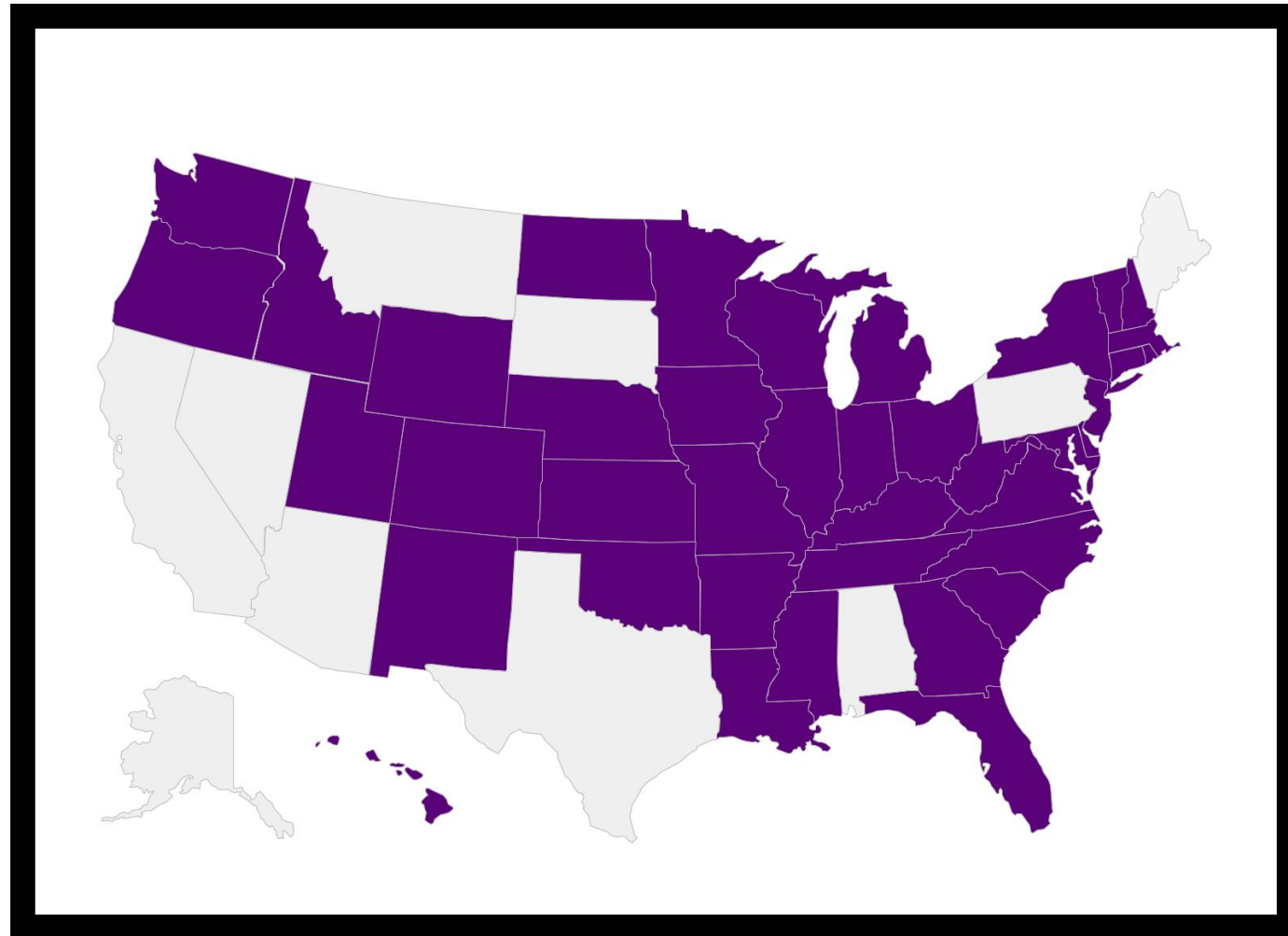
## ⌘ Testing Reduction

- At least 39 states and DC are addressing the need to reduce unnecessary tests. Tests should give meaningful feedback to students and educators.

## ⌘ Challenges

- States still face challenges, such as technology and testing time.
- In the past, many states had tests that couldn't accurately measure how students were performing, or tests that weren't fully aligned to what teachers were teaching.

# States Taking Action to Address Test Reduction



# Putting the Data to Action



# ESSA & Accountability

- ⌘ Moving from a “loose-tight” model of accountability, to a “tight-loose” model
- ⌘ In thinking through accountability, it will be critical to consider:
  - What outcomes does your state value?
  - How will the accountability system drive desired instructional practices?
  - How will collected and reported information be used to advance teaching and learning?



# ESSA & Accountability

- ⌘ Required indicators, all of which must be able to be disaggregated:
  1. Academic proficiency as measured through state assessments
  2. High school graduation rates
  3. Growth or another academic progress indicator for elementary and middle schools
  4. ELL's progress in attaining proficiency in English
  5. At least one school quality of student success indicator
- ⌘ State accountability systems must give “substantial weight” to all indicators and “much greater weight,” in the aggregate, to the specified indicators 1-4

# ESSA & Accountability



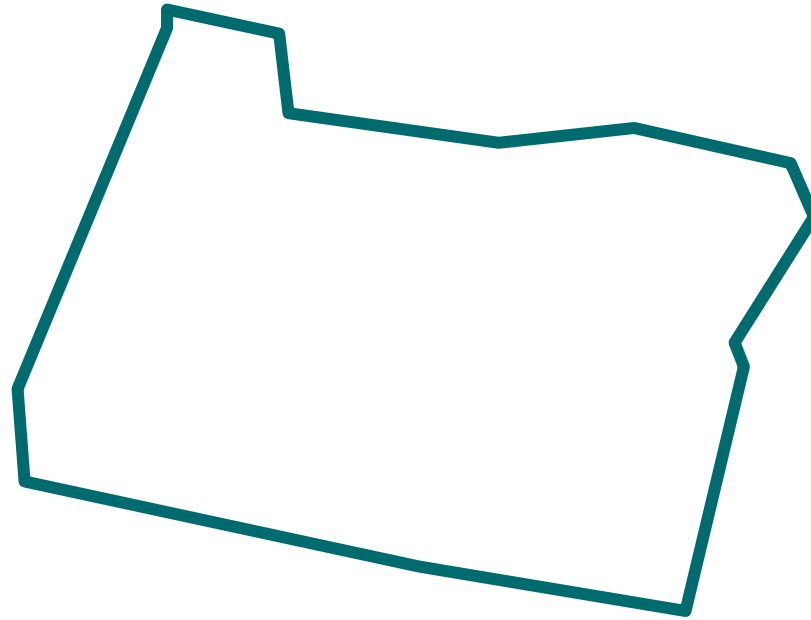
## Every Student Succeeds Act (ESSA) Oregon State Plan

**Oregon Department of Education**  
**ESSA Advisory Committee Meeting #2**  
**July 7, 2016**



# Application to Oregon

ESSA,  
Testing,  
Accountability &  
Oregon



# ESSA Timeline

- ⌘ **Spring/Summer 2016:** USED and states engage stakeholders for feedback on ESSA planning and implementation
- ⌘ **Summer/Fall 2016:** States begin drafting ESSA plans based on stakeholder feedback and recommendations
- ⌘ **Fall/Winter 2016-17:** Federal regulations for ESSA finalized
- ⌘ **Winter/Spring 2017:** State plans for ESSA are finalized
- ⌘ **Spring/Summer 2017:** States submit new ESSA plans to USED; USED convenes peer review panels
- ⌘ **Beginning of 2017 School Year:** States fully implement ESSA for 2017-2018 school year

# What's Best for Kids



# Questions

