

ASSESSMENTS & ACCOUNTABILITY SYSTEM

Bureau of Indian Education
U.S. Department of the Interior

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Assessments



Assessment - General

- ESSA states that the assessments “shall...include multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking and understanding...which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks.”
- Assessments aligned to standards.
- States can use single summative assessment or multiple interim assessments but must result in single summative score.
- ESSA allows computer-adaptive tests (CATs) and the testing of out-of-grade content.
- Districts can use other tests for high schools if state approves such use (schools are districts/LEAs in BIE system).
- States can limit testing time.

Required Assessments

- Three content areas: English/language arts (Reading), math, and science.
- English/Language Arts and math are included in the accountability system.
- Grades tested –
 - English/language arts and math are administered in grades 3-8 and once in high school.
 - Science is administered three times – once in each grade band (grades 3-5, grades 6-9, and grades 10-12).
- English Learners (EL) with disabilities participate in both content assessments and in English Language Proficiency tests.

English Language Proficiency

English-language proficiency

- A measure of the progress that a school's English learners are making toward English proficiency. (This measure is for the English learner group only.)

Alternate Assessments

- Alternate assessments are for students with the most significant cognitive disabilities.
- Alternate achievement standards define how well students need to perform in order to be proficient.
- The federal government does not define who are the students with the most significant cognitive disabilities.
- Each state is to provide a definition of “students with the most significant cognitive disabilities.” States then develop guidelines for IEP teams based on the state’s definition.
- 1% cap on participation on the “state” level.

Participation Requirements

- Requirement is to test at least 95% of all students and subgroups, including students with disabilities
- Includes all “public” school students
- If school falls below 95% participation, non-participants must be counted as non-proficient
- Opt-outs enable schools to escape accountability for some students
- Assessment participation –
 - Most students participate in general assessments, with or without accommodation
 - Some student participate in alternate assessments based on alternate achievement standards (up to 1% percent or total)

Accommodations

- Accommodations are changes in process or procedures that enable students to meaningfully access instruction and assessments.
- ESSA requires that student with disabilities and ELs be provided with appropriate accommodations.
- IEP teams make accommodations decisions.
- Students who use an accommodation the state test must have been provided the accommodation during instruction, although not all accommodations used during instruction are appropriate for use on the state test.

Native Language Assessments

- Provide definition for “languages other than English that are present to a significant extent in the participating student population” and identify the specific languages that meet the definition
- Identify existing assessments in languages other than English and specify for which grades and content areas those languages are available
- Indicate languages that meet the State’s definition for which
- assessments are not available and are needed

Describe how the State will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent by providing

- Plan and timeline for developing such assessments
- Process for consultation on need for such assessments
- As applicable, explanation of why the State has not been able to develop such assessments

Native Language Assessments

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 - Plan and timeline for developing such assessments
 - Process for consultation on need for such assessments
 - As applicable, explanation of why the State has not been able to develop such assessments.

Accountability System



Accountability Systems

- Accountability systems are the set of policies and practices that a state uses to measure how schools are performing for students, reward those that are serving all of their students well, and prompt improvement in those that are not.

-The Education Trust

Accountability System - Indicators

ESSA requires states to include five indicators.

1. Proficiency on assessments, which may include growth in proficiency in high school;
2. Growth in proficiency in grades below high school or another academic indicator;
3. High school graduation rates;
4. Progress of English language learners toward proficiency; and
5. A non-academic indicator/indicator of school quality or student success (SQSS).

Indicators

Academic achievement

- A measure of how schools' proficiency rates in English/language arts and math for all students and each student group compare with state-set goals.
- For high schools, states can also include student growth as part of this indicator.
- When calculating proficiency rates, states have to count most students who do not participate in the assessment as not proficient.

Indicators

Another academic indicator

- For high schools, a measure of how graduation rates for all students and each student group compare with state-set goals.
- For elementary and middle schools, this measure may include individual student growth or another statewide, valid, and reliable indicator of student learning.

Indicators

Additional indicator of school quality or student success (SQSS)

- Another valid, reliable, and statewide indicator of school quality, which may include measures of postsecondary readiness, student engagement, or school climate. The indicator must measure these results for all students and each student group.

Indicators

School Quality or Student Success Indicator(s) – Examples from States

Examples from States

- Chronic absenteeism and college-and-career readiness are by far the most popular new areas of focus for accountability among the 40-plus states submitted State Plans – *Education Week*
- **Chronic absenteeism or attendance**
 - Related, suspensions and discipline rates (CA)
- **College-and-career readiness**
 - Postsecondary-readiness measure, such as ACT scores, SAT scores, dual enrollment, Advanced Placement, career and technical education pathways, a mix of those factors

Indicators – General

- All accountability system indicators, including the measure of SQSS, must be:
 - Measured annually for all students and for each subgroup.
 - Able to provide meaningful differentiation between schools.
 - Where appropriate, based on the long-term goals in the state plan.
 - Included in state and district report cards.

Indicators

Assigning weight to Indicators

- States will determine exactly how much each indicator will count in school accountability ratings.
- First three indicators – academic achievement, another academic indicator, and English proficiency – must each carry substantial weight, and together, carry much more weight than the additional measure of school quality.

Indicators

Participation Rate

- States must also explain what will happen to a school's rating if fewer than 95 percent of all students, or of any group of students, participate in the state assessment.

Subgroups

Overall Requirements -- Subgroups

List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B)

- If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system
- Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability? Yes or No
 - A student's results may be included in the English learner subgroup for not more than four years after the student exits English learner status

Eight Grade Math Exception

- Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA? Yes or No
- If the State responds “Yes,” does it plan to exempt an eighth- grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA? Yes or No
- If the State responds “Yes” that it plans to use the eighth grade math exception , it must describe strategies to provide all students the opportunity to be prepared for and take advanced
- mathematics coursework in middle school

Minimum N-Size

Accountability – N-size

- Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.
- Describe:
 - How the minimum number of students is statistically sound
 - How the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.
 - How the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

Minimum N-Size Accountability

- If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Note: The N-size in State Plans submitted for peer review ranged from 10 to 30. The Secretary will select for BIE an n-size that makes sense for the size of BIE-funded schools.

Long-Term Goals

Academic Achievement – Proficiency in R/LA & M

- Describe the long-term goals for improved academic achievement based on proficiency in the annual statewide reading/language arts and mathematics assessments, for: all students, and each subgroup of students, including:
 - Baseline data
 - The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students
 - How the long-term goals are ambitious

Long-Term Goals

Academic Achievement – Measures of interim progress

- Provide the measurements of interim progress towards meeting the long term goals for academic achievement.
- Describe how the long-term goals and measurements of interim progress (toward the long-term goals) take into account the improvement that will be necessary to make significant progress in closing statewide proficiency gaps.

Long-Term Goals – Achievement

Examples from states:

- Maine: All students and subgroups hit various performance targets on state exams by 2030; goal is for 75.2 percent of all students to be proficient in reading/language arts, and 69.2 percent to be proficient in math; 90 percent of all students and student subgroups to graduate in 2030 or maintain their current graduation rate, whichever is higher, using the four-year adjusted cohort method.
- Michigan: Proposes 75 percent of schools and 75 percent of all subgroups reach various proficiency targets on state exams in English/language arts, math, science, and other subjects by 2024-25.
- Nevada: By 2022, 61 percent of all students and subgroups proficient in English/language arts and 41 percent proficient in math; have 84 percent of high school students graduate after four years.

Long-Term Goals

Graduation Rate – Four-year adjusted cohort graduation rate

- Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including:
 - Baseline data
 - The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students
 - How the long-term goals are ambitious

Long-Term Goals

Graduation Rate – Extended-year adjusted graduation rate

- If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including:
 - The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students
 - How the long-term goals are ambitious
 - How the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate

Long-Term Goals

Graduation Rate – Measures of interim progress for graduation rate

- Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.
- Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Long-Term Goals

English Language Proficiency (ELP) – Long-term goals for English learners

- Describe the long-term goals for English learners for increases in the percentage of EL students making progress in achieving English language proficiency (as it is measured by the statewide English language proficiency assessment), including:
 - Baseline data
 - The State-determined timeline for such students to achieve English language proficiency
 - How the long-term goals are ambitious
- Provide the measurements of interim progress for the percentage of English learners making progress in English language proficiency toward the long-term goal for increases.

