



OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference

Plenary Session

September 26, 2023

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PLENARY SESSION

WELCOME, INTRODUCTIONS, SETTING CONTEXT

Adam Schott, Deputy Assistant Secretary for Policy and Programs

Office of Elementary and Secondary Education (OESE)

US Department of Education

Patrick Rooney, Director

OESE School Support and Accountability (SSA)

SSA State Assessment Team Staff

Conference Subject Matter Experts

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AGENDA

- Opening Remarks
 - Adam Schott
- Overview of the Conference, Introductions
 - Focus Area 1-Assessment Peer Review in the Context of Supporting Multiple Approaches to Student Assessment
 - Focus Area 2-Best Practices for Reducing and Maintaining Appropriate Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) Participation Rates
 - Focus Area 3-The Past, Present, and Future of the Innovative Assessment Demonstration Authority (IADA)
- Housekeeping

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CONFERENCE OVERVIEW

- Why These Three Focus Areas?
 - Focus Area 1-Assessment Peer Review in the Context of Supporting Multiple Approaches to Student Assessment
 - Focus Area 2-Best Practices for Reducing and Maintaining Appropriate Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) Participation Rates
 - Focus Area 3-The Past, Present, and Future of the Innovative Assessment Demonstration Authority (IADA)

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OPENING REMARKS

ADAM SCHOTT

Deputy Assistant Secretary for Policy and Programs
OESE, US Department of Education

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FOCUS AREA 1 OVERVIEW

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NATHAN DADEY

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FOCUS AREA 1

Why Assessment Peer Review in the Context of Supporting Multiple Approaches to Student Assessment?

- Turnover among SEA assessment staff
- Increased interest in innovating large scale student assessments



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FOCUS AREA 1 RESOURCES

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Independent Consultant

Nathan Dadey
Center for Assessment

Meagan Karvonen
ATLAS, Univ. of Kansas

Zach Warner
*New York State Education
Department*

Christine Rozunick
Texas Education Agency

Brooke Nash
ATLAS, Univ. of Kansas

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FOCUS AREA 1 PROGRAM SESSIONS

All sessions in Crystal Ballroom "Salon A & B"

Tuesday, 9/26

- 11:00 a.m. Session 1A-Test Design and Development
- 1:30 p.m. Session 1B-Alignment
- 3:00 p.m. Session 1C-Fairness and Comparability

Wednesday, 9/27

- 8:45 a.m. Session 1D-Overall Validity
- 10:15 a.m. Session 1E-Test Administration
- 12:45 p.m. Session 1F-Achievement Level Descriptors and Score Reporting
- 2:15 p.m. Session 1G-Preparing for Assessment Peer Review

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FOCUS AREA 1 CONTEXT

- Under ESSA a wide variety of approaches to assessment are possible, and some are explicitly encouraged through flexibility
- There is a growing interest in these kinds of *multiple approaches*, due in part, to:
 - Willingness to disrupt stemming from the pandemic
 - Pushes from teachers and leaders
 - State legislative requirements
 - Philanthropic organization funding and advocacy
 - Vendor led market shifts

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FOCUS AREA 1 CONTEXT

These kinds of approaches have captured the imagination of many, but...

“Will it pass peer review?”

The purpose of this focus area is to show how the critical elements of peer review can be successfully addressed for these multiple approaches. In sort, showing how to get to:

“Yes”

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FOCUS AREA 1 STRUCTURE

Session	Critical Element (CE)
1A. Test Design and Development	2.1, 2.2, 3.1
1B. Alignment	2.1, 3.1
1C. Fairness and Comparability	4.2, 4.5, 4.6
1D. Overall Validity	3.1
1E. Test Administration	2.3, 2.4, 2.5, 5.3
1F. ALDs and Score Reporting	6.2, 6.3, 6.4, 6.1
1G. Preparing for Peer Review	---

Note: Each session touches on more critical elements than listed. The above CEs, however, are the focus.

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MULTIPLE APPROACHES?

- Multiple approaches: a **blanket term** to summarize designs that are not commonly or widely employed, but are allowable under ESSA.
- We focused on 3 main types (that are not mutually exclusive):
 - Through-year assessment
 - Portfolio, project based or performance assessment
 - Assessments that matrix sample content

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CONSIDERING MULTIPLE APPROACHES

The multiple approaches considered **involve substantial shifts** from the typical domain sampled, end-of-year assessments. However, these multiple approaches **must still meet the requirements of peer review**, and in doing so will need to:

- Be based on state academic content standards
- Produce annual determinations of academic achievement
- Provide for fair, reliable, and valid interpretations of each student's proficiency

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MULTIPLE APPROACHES

The multiple approaches we consider here involve variation in:

- 1. What** knowledge and skills students are assessed on,
- 2. When** and **how often** students are assessed, and
- 3. How** they are assessed,

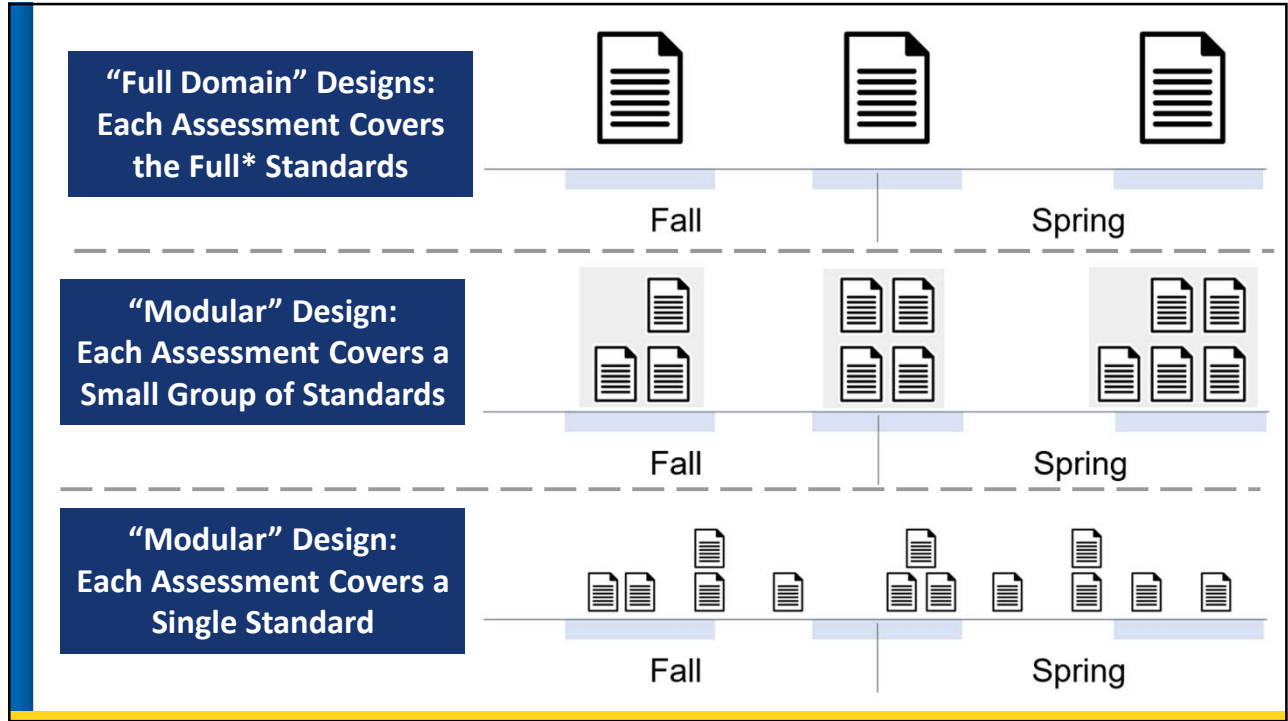
Which in turn **change the inferences** they are designed to support.



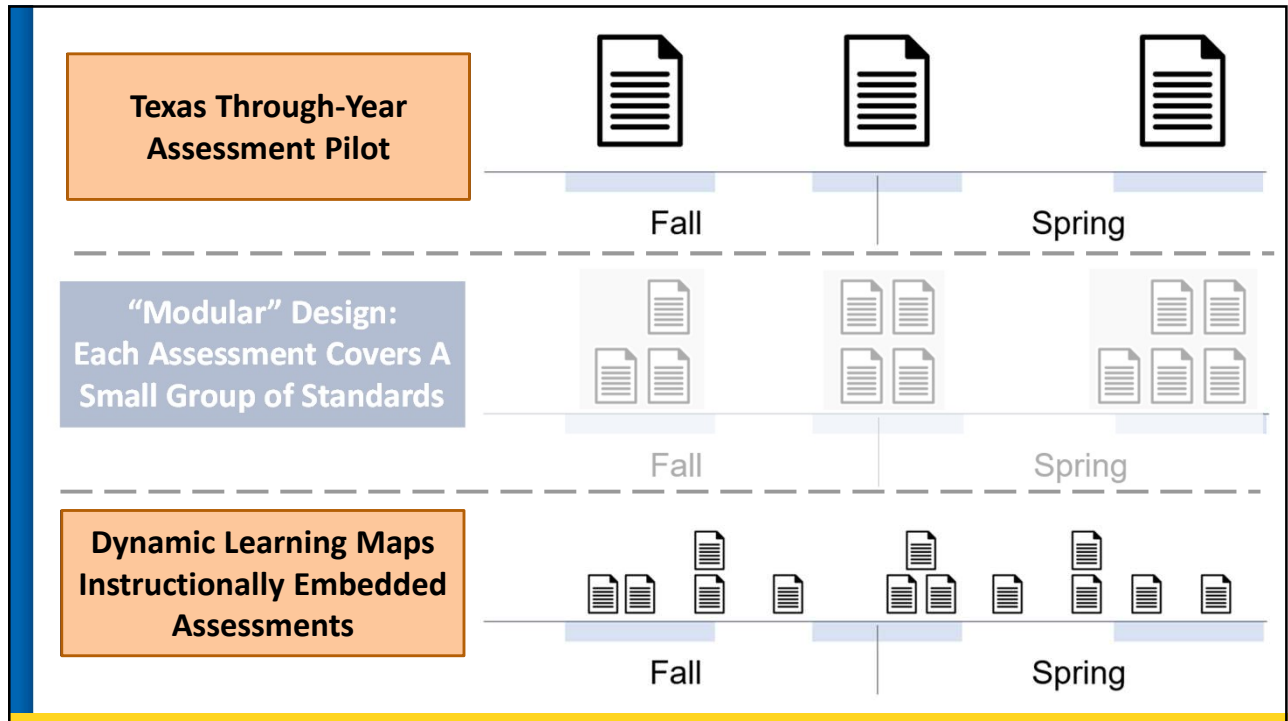
THROUGH-YEAR (TY) ASSESSMENT

A through-year assessment program is one that is:

- Administered in multiple distinct sessions during a school year, and
- Intended to support (a) the production and use of a summative determination, and (b) one or more additional aim(s).



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PORTFOLIO, PROJECT BASED OR PERFORMANCE ASSESSMENT*

- Application of knowledge, skills and abilities to **authentic problems**
- Require the student to **produce something** (e.g., a report, product, experiment, or performance)
- Scored against specific criteria
- May take place over **varying time periods**: of hours, days or weeks depending on the range and complexity of skills to be assessed

*Under ESEA, state assessments "... **may be partially delivered in the form of** portfolios, projects, or extended performance tasks" ESSA, Sec 1111(b)(2)(B)(vi)

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Some Possible Performance Assessment Designs

Performance assessment paired with a shortened summative assessment



Periodic performance tasks administered flexibly throughout the year



Portfolio assessment with evidence collected throughout the year and a culminating performance task



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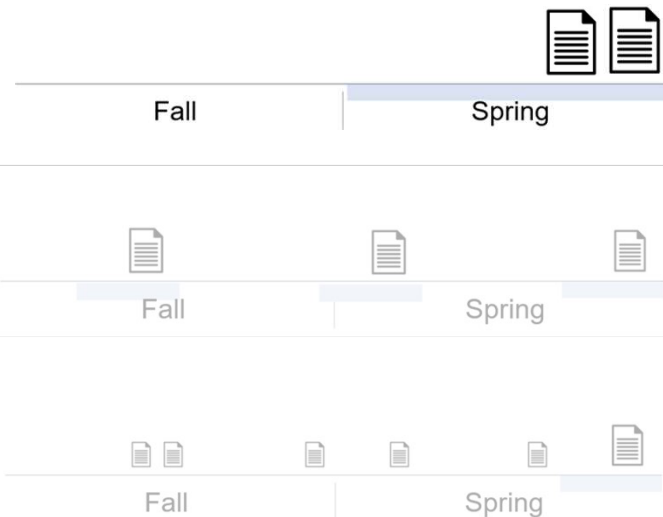
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Some Possible Performance Assessment Designs

NY's Performance-Based Components of Science Tests

Periodic performance tasks administered flexibly throughout the year.

Portfolio assessment with evidence collected throughout the year and a culminating performance task



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CONTENT MATRIX SAMPLING

- Each student receives a **subset of the item content** and associated standards through within the same administration window
 - Based on statistical sampling of items, subject to constraints, across students within the same year
 - Students receive overall achievement scores, based on a representative sample of the content
- Reduces testing time and information at the student-level, while still maintaining information at the school-level

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Example: Sampling within content domains

	Domain 1			Domain 2			...
	Standard 1	Standard 2	Standard 3	Standard 1	Standard 2	Standard 3	...
Student 1	X					X	
Student 2		X			X		
Student 3			X	X			
...							

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A NEED FOR DEVELOPMENT

- There is a robust body of best practices that meet peer review requirements for the typical state program
 - For the multiple approaches considered here, **practices need to be modified or even developed anew**
- To date, only one program based on these multiple approaches has been peer reviewed, **but this is about to change.**
 - A handful of programs that fall into these multiple approaches were implemented operationally in 22-23, with more on the horizon.

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A NEED FOR BOUNDARIES

- Many of these multiple approaches involve:
 - **Expanding the role of state assessment** to purpose and uses over and above the production of summative annual determinations (e.g., scale scores and achievement levels)
 - **Additional assessments** that support these additional purposes and uses
- Peer review is only concerned with assessments that produce **summative annual determinations**

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A NEED TO GET TO YES

- "Will it pass peer review?" → "Yes"
- We will illustrate how to interpret peer review to
 - Explain these kinds of novel approaches to peers
 - Provide context for, and where needed educate, peers to understand and evaluate these approaches
 - Illustrate the kinds of evidence that supports these approaches

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FOCUS AREA 1 GOAL, REVISITED

- “Will it pass peer review?” → “Yes”
- We will illustrate how to interpret peer review guidance to
 - Explain these kinds of novel approaches to peers
 - Provide context for peers to understand and evaluate these approaches
 - Illustrate the kinds of evidence that supports these approaches

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FOCUS AREA 2 OVERVIEW

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Director, National Center on Educational Outcomes

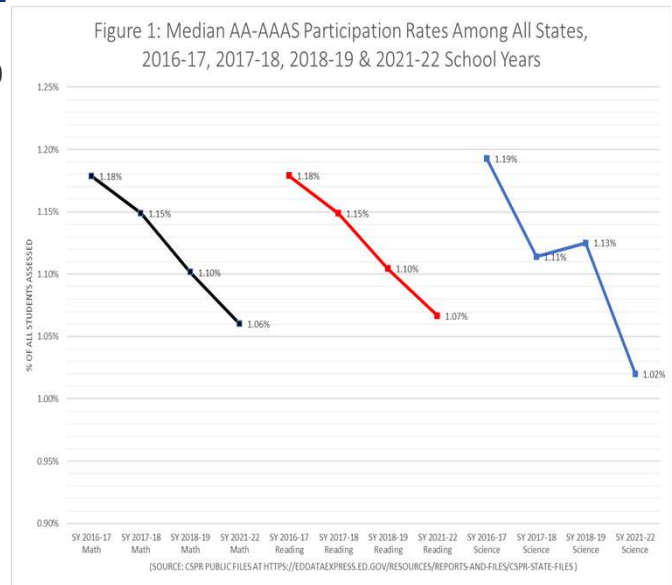
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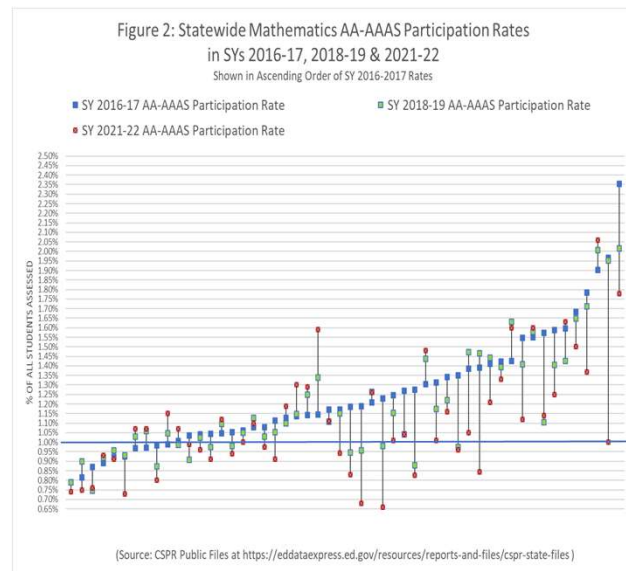
FOCUS AREA 2

- In the year before the implementation of the 1.0 percent cap in (2016-17), there were 42 States that exceeded 1.0 percent of students taking an AA-AAAS in mathematics, compared to 30 States in SY 2021-22
- More than half of all States still exceeded 1.0 percent in SY 2021-22



FOCUS AREA 2

- AA-AAAS participation rates decreased in 33 States in SY 2021-22 compared to 2016-17
- AA-AAAS participation rates increased in 11 other States in SY 2021-22 compared to 2016-17, and remained above 1.0 percent





FOCUS AREA 2 RESOURCES

Sheryl Lazarus

National Center for Educational Outcomes

Andrew Hinkle

National Center for Educational Outcomes

Kathy Strunk

National Center for Educational Outcomes

Robin Stripling

Arkansas Department of Education

Cary Rogers

Kansas Department of Education

Wendy Stoica

Ohio Department of Education

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FOCUS AREA 2 PROGRAM SESSIONS

All sessions in Jackson, Harrison & Wilson Rooms

Tuesday, 9/26

- 11:00 a.m. Session 2A-1.0 Percent Bootcamp, Part I
- 1:30 p.m. 2A, Part II
- 3:00 p.m. Session 2B-Eligibility for Participation in AA-AAAS

Wednesday, 9/27

- 8:45 a.m. Session 2C-Root Cause Analysis and Continuous Improvement, Part I
- 10:15 a.m. 2C, Part II
- 12:45 p.m. Session 2D-Monitoring AA-AAAS Participation Rates
- 2:15 p.m. Session 2E-Addressing the 95% Assessment Participation Requirement

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1% CAP BOOT CAMP (PARTS I & II)

(Tuesday, Sessions 2A Parts I & II)

- For those new in their positions or who want to learn the basics about reducing and maintaining appropriate participation rates for AA-AAAS
- Workshop-style sessions
- Topics include: legal requirements and dear colleague letters, 1% initiative work timelines, hot topics regarding the 1% cap (developing and improving participation guidelines, 1% cap waivers, providing oversight to LEAs, addressing disproportionality, etc.)
- State examples
- Participants will leave with draft plans to implement 1% initiatives in their States

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ELIGIBILITY FOR PARTICIPATION IN THE AA-AAAS

(Tuesday, Session 2B)

- Eligibility guidance on AA-AAAS participation
- Defining/refining the term “student with the most significant cognitive disability”
- Concepts of disposition, high expectation, least dangerous assumption, and start with the end in mind
- States will share successes and challenges

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ROOT CAUSE ANALYSIS AND CONTINUOUS IMPROVEMENT PARTS I & II

(Wednesday, Sessions 2C, Parts I & II)

- 2-session workshop
- Root cause analysis on how to meet the 1% cap, using a continuous improvement approach
- Implementing activities/approaches that lead to the state's continued progress to ensure students are participating in the appropriate assessment.
- Development of high-quality 1% cap waiver requests
- State examples

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MONITORING AA-AAAS PARTICIPATION RATES

(Wednesday, Session 2D)

- Monitoring districts (who, what, where, when why, how)
- Reviewing data & IEPs
- Tiered systems of support
- District action plans
- Addressing disproportionality in AA-AAAS participation
- Justification/assurances process for districts explaining why they have or will exceed the 1% cap
- State examples

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ADDRESSING THE 95% ASSESSMENT PARTICIPATION REQUIREMENT

(Wednesday, Session 2E)

- Strategies and resources to assist States in meeting the 95% participation requirement
- Talking to parents about the importance of involving their children in statewide assessments
- State comments
- Participants will work on an action plan that will help increase student assessment participation

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FOCUS AREA 3 OVERVIEW

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FOCUS AREA 3

Why the Past, Present, and Future of the Innovative Assessment Demonstration Authority (IADA)?

- Increased interest in innovating large scale student assessments
- Desire to provide more actionable information from large scale student assessments
- Policy interest in encouraging use of the flexibilities afforded by the IADA

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FOCUS AREA 3 RESOURCES

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Sheryl Lazarus

National Center for Educational Outcomes

Thomas Lambert

Louisiana Department of Education

King Mbella

North Carolina

Department of Public Instruction

Allison Timberlake

Georgia Department of Education

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FOCUS AREA 3 PROGRAM SESSIONS

Sessions 3A-3G in Crystal Ballroom "Salon C"

Tuesday, 9/26

- 11:00 a.m. Session 3A-The Basics of IADA
- 1:30 p.m. Session 3B-Lessons Learned About the Implementation of IADA
- 3:00 p.m. Session 3C-Planning and Implementation of IADA
- 4:30 p.m. The Future of IADA (*Crystal Ballroom "Salon A & B"*)

Wednesday, 9/27

- 8:45 a.m. Session 3D-Addressing Comparability of IADA (repeated in 3G)
- 10:15 a.m. Session 3E-Including All Students in IADA
- 12:45 p.m. Session 3F-Meeting the Requirements of Assessment Peer Review for IADA
- 2:15 p.m. Session 3G-Addressing Comparability of IADA (repeated from 3D)

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Focus Area 3 Overview


This area will focus on **key features of the IADA requirements** and explore the **opportunities and challenges** associated with participating in an IADA. In addition to **addressing key technical, inclusion, and practical issues**, there will be a chance to **learn from individuals who have implemented** the authority in their States. More specifically, subject matter experts will discuss **approaches for meeting the comparability requirements** in IADA, **considerations for the inclusion of students with disabilities and English learners**, and **how to make an orderly transition** from a legacy statewide assessment to a new IADA assessment

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Focus Area 3 Sessions Today

Time	Session #. Title	Presenters
11:00-12:15pm	3A. Basics of IADA <i>This session will provide an overview of the IADA, including key requirements, flexibilities afforded, and common misconceptions.</i>	Scott Marion Carla Evans
1:30-2:45pm	3B. Lessons Learned about the Implementation of IADA <i>This session will provide a brief overview of the recent Institute of Education Sciences (IES) evaluation report of the first four States granted the IADA. Most of the time will be spent hearing from States that were granted the IADA, their lessons learned, and next steps.</i>	Scott Marion Carla Evans Kinge Mbella (NC) Thomas Lambert (LA) Allison Timberlake (GA)
3:00-4:15pm	3C. Planning and Implementation in IADA <i>This session will provide an understanding of key issues around the planning and implementation of the IADA, including gathering stakeholder feedback, creating the conditions necessary to support successful implementation, considering the needs of all student groups in the initial planning and design phases, scaling up considerations, and planning orderly transitions from legacy assessment programs. This session will also discuss strategies for States to plan for implementation without a formal planning period in the IADA.</i>	Scott Marion Carla Evans

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Focus Area 3 Sessions Tomorrow

Time	Session #. Title	Presenters
8:45-10:00am	3D. Addressing Comparability in IADA [Repeats in 3G timeslot] <i>This session will provide an overview of the challenges associated with the IADA comparability requirements. Drawing on some of the Request for Information (RFI) responses and previous recommendations, there will be an in-depth discussion of options for meeting the IADA comparability requirements.</i>	Scott Marion Carla Evans
10:15-11:30am	3E. Including all Students in the IADA <i>This session will provide considerations and guidance for including all students in the planning, design, implementation, and evaluation components of the IADA with a particular focus on the inclusion of students with disabilities, English learners, and English learners with disabilities. Additionally, panelists will share examples of what they have done to proactively design for all students in both the general assessment program and the IADA program, as well as talk about their challenges and opportunities around inclusion with respect to the IADA.</i>	Sheryl Lazarus Meagan Karvonen Kinge Mbella (NC) Thomas Lambert (LA) Allison Timberlake (GA)
12:45-2:00pm	3F. Meeting the Requirements of Peer Review in the IADA <i>This session will provide an overview of the tensions and challenges between the assessment peer review requirements and the IADA program, as well as goals and strategies for producing and explaining compelling assessment peer review evidence.</i>	Scott Marion Carla Evans Meagan Karvonen Phoebe Winter
2:15-3:30pm	3G. Addressing Comparability in IADA [Repeat from 3D]	Scott Marion Carla Evans

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POST-SESSION OPPORTUNITIES FOR INDIVIDUAL Q/A WITH ED STAFF, SUBJECT MATTER EXPERTS

Crystal Ballroom "Salon A & B"

Tuesday, 9/26

- 5:00-5:30 p.m.

Wednesday, 9/27

- 3:45-4:30 p.m.

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DEPARTMENT OF EDUCATION STAFF SUPPORTING EACH FOCUS AREA

- Focus Area 1: Clayton Hollingshead, School Support and Accountability (SSA), Office of Elementary and Secondary Education (OESE)
- Focus Area 2: Amy Elledge, Office of Special Education Programs (OSEP)
- Focus Area 3: Kathleen Banks, SSA, OESE

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HOUSEKEEPING

- Conference Website
 - All slide decks to be posted as PDFs; some available now, others by end of conference.
 - Other supporting documentation posted for each focus area as well on website.
 - Meeting summaries/proceedings posted by early November.
- Other

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QUESTIONS?



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Thank You!