

Overview of Assessments and Accountability System

Governor's Commission on Access to Sound Basic Education

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Background

➤ Early Testing Focused on Program Evaluation

- Elementary and Secondary Education Act (ESEA) of 1965
- Not administered at every grade
- "Shelf Test" not 100 percent aligned to content standards
- No high stakes for students
- Emphasis on program evaluation

➤ Shift to Tests Aligned to Content Standards

- Early 1990s with the development of End-of-Grade and End-of-Course Tests
- Administered grades last three weeks of the school year
- Customized assessment; improved alignment
- Emphasis on school accountability
- Eventually high stakes for students

Background

➤ **No Child Left Behind (2002)**

Required...

- Tests to be aligned to the state-adopted content standards
- Assessments to meet technical standards; peer review
- All students to be assessed on grade-level content standards
- Test results to include achievement levels and achievement level descriptors

➤ **Race to the TOP (2010)**

- Required college and career readiness content standards

➤ **ESEA Flexibility Waiver (2011)**

- Required college and career readiness content standards

➤ **Every Student Succeeds Act**

- Continues requirements for testing

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Building a Test

➤ **What is the purpose of the test and how is it going to be used?**

- Admissions: ACT, SAT
- Promotion: Next grade level
- Accountability: Measure student achievement
- Teacher Evaluation: Measure teacher performance
- Program Evaluation: Input on merits of instructional programs
- Diagnostic: Identify areas students need to improve
- Intelligence Quotient: Mental ability

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N.C. State Statute



➤ **G.S. § 115C-174.10**

- The testing programs in this Article have three purposes:
 - i. to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
 - ii. to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
 - iii. to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.

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Federal Law



➤ **ESSA: December 10, 2015**

- States required to test students in reading and mathematics annually in grades 3-8 and once in grades 9-12
- States required to test students in science once in grades 3-5, 6-8, and 10-12
- Individual schools, school districts and states must publicly report test results in the aggregate and for specific student subgroups, including low-income students, students with disabilities, English language learners, and major racial and ethnic groups
- States required to establish ambitious long-term goals, which shall include measurement of interim progress toward meeting the goals: all students and subgroups

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Assessments

- Alignment
- Development
- Administration
- Flexibility
- Cost

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NC Developed Assessments



➤ Alignment/Development

- Well-aligned to the SBE adopted content standards
 - When new content standards are adopted; new tests are developed
- North Carolina teachers write and review items
- North Carolina teachers convene to recommend the test specifications (percent of items that measure each content standard)

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NC Developed Assessments

➤ Administrations

- State sets policies and protocols

➤ Flexibility

- Allows accommodations for students with disabilities and English-language learners to be as flexible as possible
 - Print tests on colored paper as approved
- Allows state to decide when to provide additional test materials to ensure all students are tested
- Allows adjustments to testing windows such as providing tests for the Credit by Demonstrated Mastery
- Allows state to set the testing window

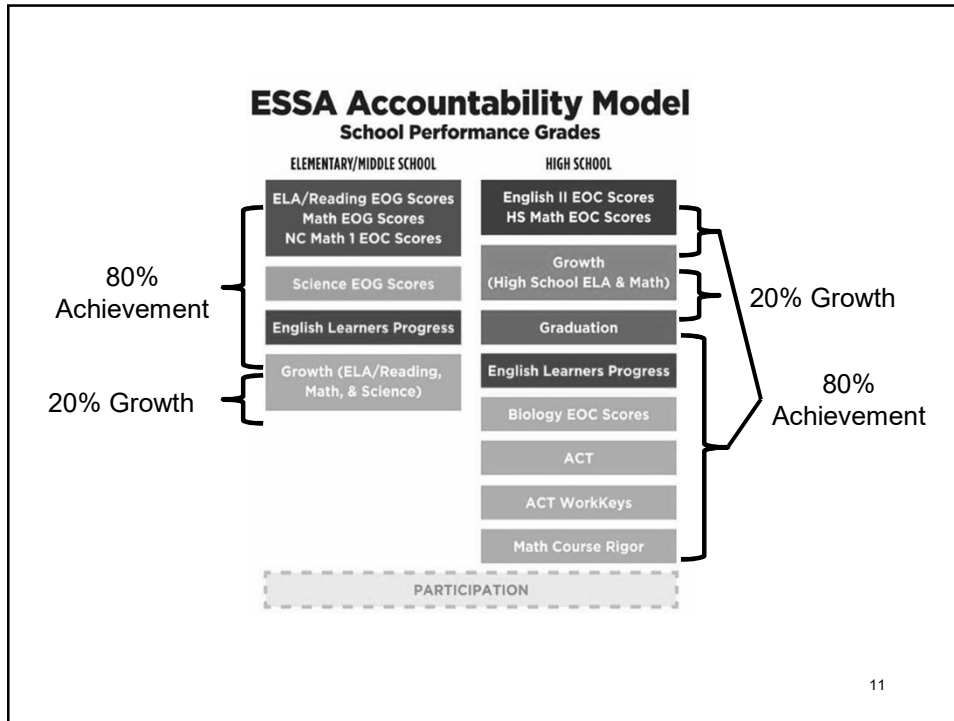
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Accountability

➤ School Performance Grades (SPGs)


- NC Statute and U.S. Congress's Every Student Succeeds Act
- North Carolina began reporting SPGs in 2013-14
- NC General Assembly amended SPGs to meet the federal requirements of ESSA
- Measures Achievement Indicators (80%) and School Quality or Student Success Indicators (20%)

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Accountability Reports

- **School Performance Grades**
- **Student Subgroup Performance Grades**
- **Long-term Goals**
 - Interim targets set to meet end goal in 10 years
 - Reading Grades 3-8
 - Mathematics Grades 3-8
 - Reading High School
 - Mathematics High School
 - English Learners Progress
 - Participation



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Support & Improvement

➤ State Designations

- Low-Performing Schools
- Low-Performing Districts
- Recurring Low-Performing Schools
- Continually Low-Performing Charter Schools



➤ Federal Designations

- Comprehensive Support and Improvement (CSI)
 - Low Performing
 - Low Graduation Rate
- Targeted Support and Improvement (TSI)
 - Consistently Underperforming Subgroups
 - Additional Targeted Support
- CSI-Additional Targeted Support Not Exiting Such Status

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