



Session 7

Navigating the Policy Territory: Shaping Assessment Consequences

Reidy Interactive Learning Series (RILS) Conference
Portsmouth, NH, September 26-27, 2024
AC Marriott Hotel

Access RILS Resources at:

<https://sites.google.com/nciaea.org/rils2024>



The screenshot shows the homepage for the Reidy Interactive Learning Series (RILS) 2024. The header includes the RILS 2024 logo and navigation links for Home, About, Agenda, Location, and Presenters. The main content area features the title "The Reidy Interactive Learning Series (RILS)" and the subtitle "Consequential Uses of Assessment: Taking Stock and Looking Ahead". The event dates and location are listed as "September 26-27, 2024 Portsmouth, New Hampshire". Below this, there are four image-based links: "About RILS" (showing the Center for Assessment building), "Agenda and Resources" (showing a person writing on a notepad), "Presenters" (showing a group of people in a meeting), and "Location" (showing a building at night).



Overview

Panelist Presentations



Moderated Panel



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Panelists



Peter Zamora
Council of Chief
State School Officers



Stephen Pruitt
Southern Regional
Education Board



Lillian Pace
KnowledgeWorks

Part 1: Panelist Presentations

Peter Zamora

Federal Update

Peter Zamora

Director of Federal Relations and Policy
Council of Chief State School Officers

TOPICS

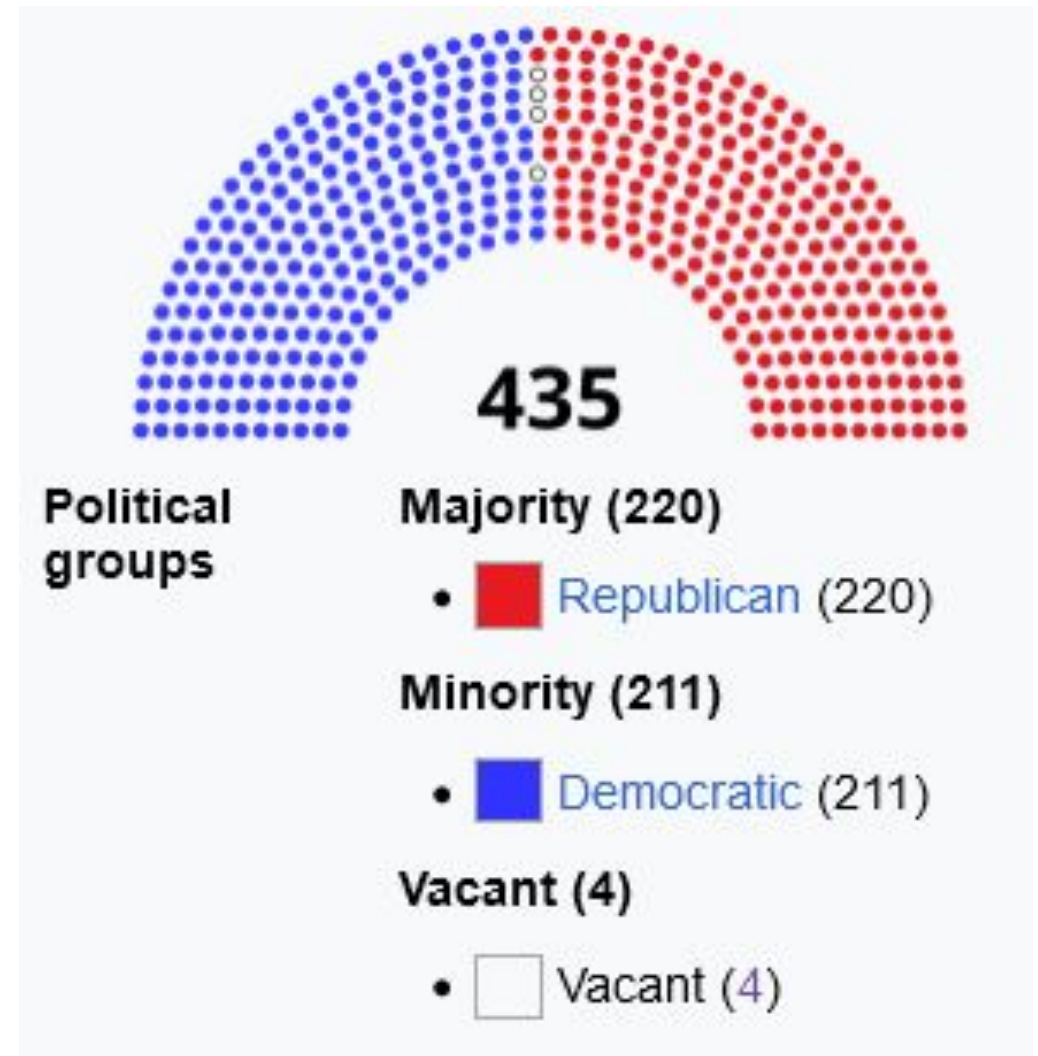
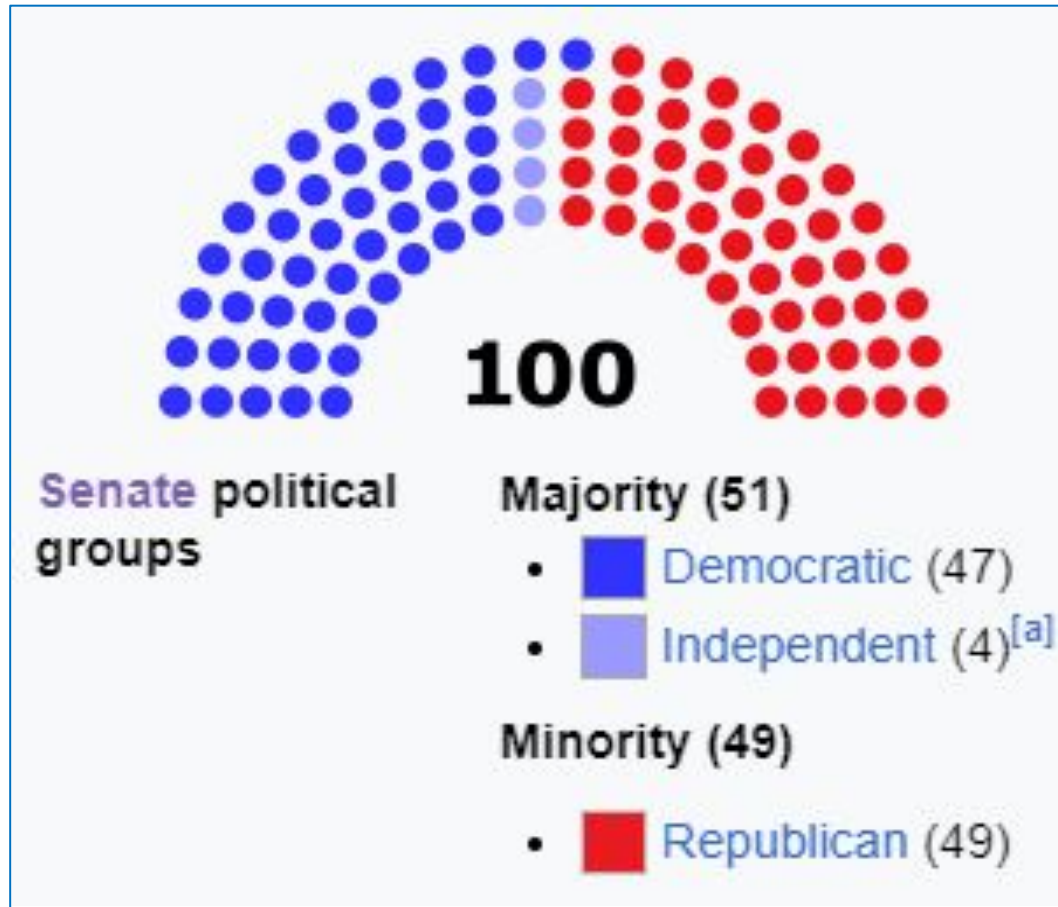
⌘ Federal Assessment Policy

- Fiscal Year 2025 Appropriations
- U.S. Department of Education
- Bills re: ESEA Assessment

⌘ Conclusions



A NARROWLY DIVIDED CONGRESS

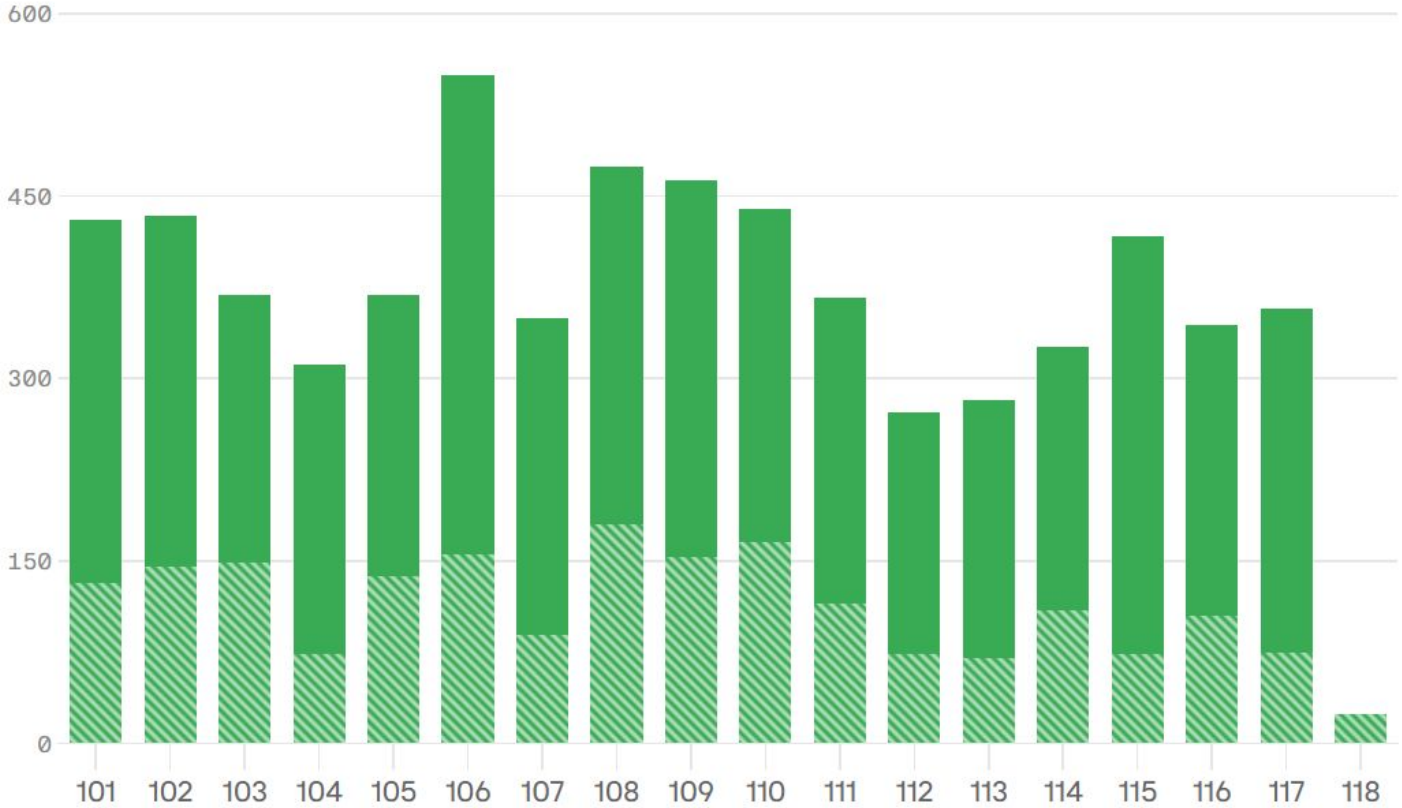


A VERY UNPRODUCTIVE CONGRESS

Bills enacted, by congressional session

101st Congress (1989) to 118th Congress (2023); As of Dec. 18, 2023

Enacted in first year of two-year session



EDUCATION APPROPRIATIONS

	FY 2024 (Bipartisan)	House Committee FY 2025 (Partisan)	Senate Committee FY 2025 (Bipartisan)
Title I	\$18.4 billion	\$14.6 billion and rescinds \$.9 billion from FY 2024	\$18.7 billion
Title II	\$2.2 billion	\$0	\$2.2 billion
Title III	\$890 million	\$0	\$895 million
Title IV, Part A	\$1.4 billion	\$1.4 billion	\$1.4 billion
IDEA, Part B – Grants to States	\$14.2 billion	\$14.2 billion	\$14.5 billion
State Assessments <i>(-\$10m FY24 v. FY23)</i>	\$380 million	\$0	\$380 million

BUDGET AND APPROPS TAKEAWAYS

- ⌘ Challenging federal fiscal climate
- ⌘ In FY 24, larger programs level-funded or slightly increased
- ⌘ Grants for State Assessments received slight cut (CGSA)
- ⌘ With federal COVID relief funds expiring, fiscal pressures on states and districts will soon increase

COMPETITIVE GRANTS FOR STATE ASSESSMENT

⌘ FY 24 (approx. \$30m):

- 10 awards (AR, CT, IN, KS, MA, MN, MO, MT, NE, NC)
- Multiple measures of student learning
- Competency-based education

⌘ FY 25 Biden budget:

- Proposed \$390 million state assessment grants, \$20.9 million CGSA
- CGSA: High-Quality Formative and Diagnostic Assessments

INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA)

Secretary's 11/20/23 Dear Colleague Letter to Chiefs:

- ⌘ Lifts cap on # of states
- ⌘ Clarifies methods to demonstrate comparability
- ⌘ Clarifies timelines, planning period

- ⌘ CCSSO has expressed concern about burden to states
 - No states applied in most recent window



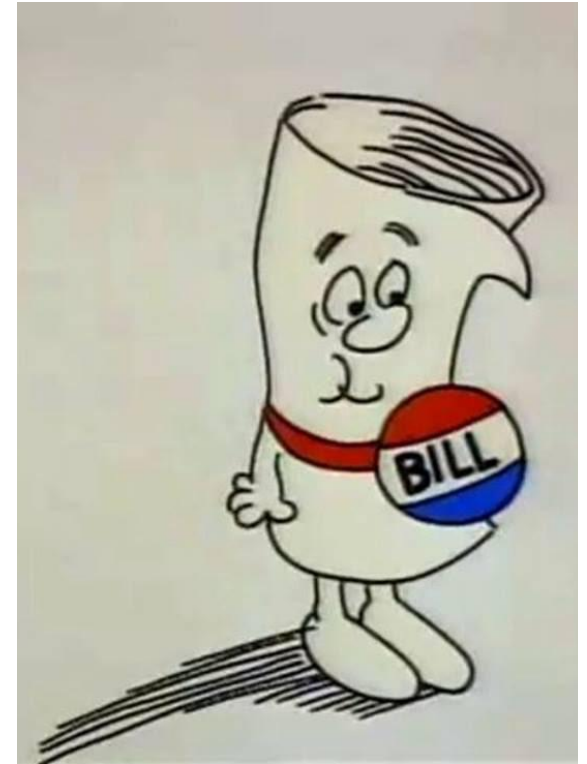
UNITED STATES CONGRESS



- ⌘ ESEA reauthorization NOT imminent
- ⌘ No recent K-12 hearings focused on assessment policy
- ⌘ Members of Congress have introduced “marker legislation”
- ⌘ Policy consensus has not yet emerged

THE MORE TEACHING, LESS TESTING ACT, H.R. 1741

- ⌘ Lead Sponsor Rep. Jamaal Bowman (D-NY)
- ⌘ Would amend ESEA to allow states to decide whether to assess as they do now under current law, use a sampling approach, or assess once in each grade span
- ⌘ Would prohibit states from using assessment results as sole or dominant factor in grade retention, high school graduation, or teacher evaluation



H.R. 1741 ENDORSEMENTS

- ⌘ 25 cosponsors (all Ds), including leaders from Congressional Black, Hispanic, and Progressive Caucuses
- ⌘ **Endorsed** by NAACP, Education Law Center, AFT and NEA, National Indian Education Association, First Focus Campaign for Children
- ⌘ **Opposed** by Education Trust, Consortium for Constituents with Disabilities, SchoolHouse Connection, Teach Plus

THE MAKE EDUCATION LOCAL ACT OF 2023, H.R. 1185

⌘ Lead Sponsor Representative Debbie Lesko (R-AZ)

- Would allow states to consolidate ESEA and other K-12 federal education grants
- Would eliminate ESEA assessment and accountability requirements
- Would require annual reporting of student performance data disaggregated by student groups, as determined by the state



CONCLUSIONS

- ⌘ Congress not moving quickly to reauthorize ESEA
- ⌘ New political and policy pressures, shifting coalitions
- ⌘ Federal inaction provides opportunity for innovation and consensus-building
- ⌘ Let's work together to influence and improve federal policy

Federal Update

Peter Zamora

Director of Federal Relations and Policy

Council of Chief State School Officers

Stephen Pruitt

SREB

Navigating the Policy Territory: Shaping Assessment Consequences

September 22, 2024

Stephen L. Pruitt, Ph.D.
President

Pruitt's Guiding Principles

- Education isn't rocket science; rocket science is easier
- No great education idea ever died in the vision phase
- Silver bullets are only good for werewolves
- Education policy is a mosaic, who can see the picture?
- Good or bad communication, still communicates your priorities

Policy Levers

- Make a state plan, not a federal plan
 - Perkins-WIOA Combined Plans
- Education to Workforce System
 - ESSA-Perkins-WIOA
- Manage change but have urgency
 - ESSA – Opportunity Quotient
- Feedback and research loops
 - Amendment Process
- You will feel, and may be, alone
 - Science Assessment

SREB

Stephen L. Pruitt, Ph.D.

President

Stephen.Pruitt@sreb.org

Southern
Regional
Education
Board

SREB.org

Lillian Pace

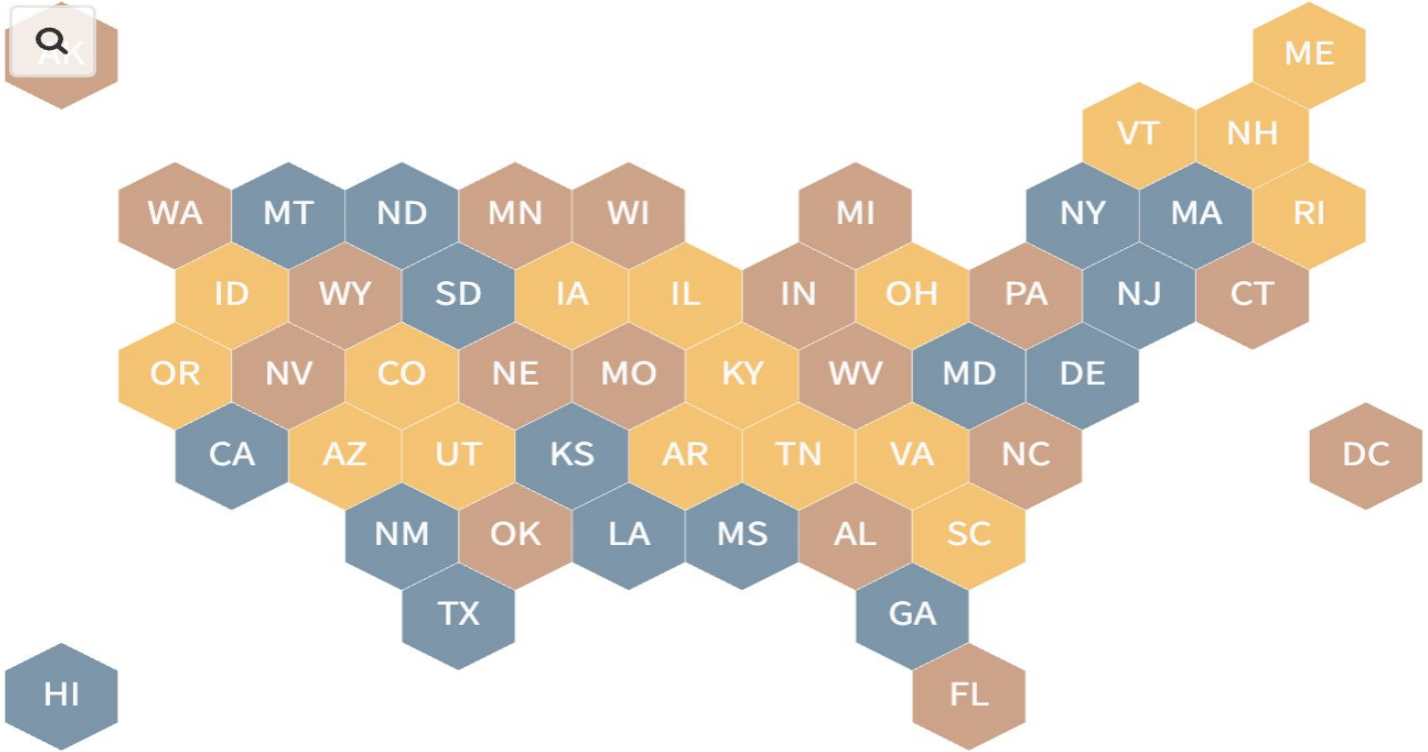
Advancing State Assessment Innovation

Lillian Pace
VP, Policy and Strategic Advancement
KnowledgeWorks

What is the **current state** of
assessment innovation?

All 50 States Now Advancing CBE

Advanced Developing Emerging



SOURCE: Aurora Institute



Policy Shifts Are Enabling Innovation

Accountability



States allowing graduation requirements to be satisfied through student-centered assessment options.

Supporting All Students



States introducing legislation in 2023 that aligned with the KnowledgeWorks policy framework.

School Improvement



States creating innovation schools or zones.

Rising Demand for Federal CGSA Funding

Year	Funding (Millions)	States Awarded	Total Applications
2016	\$8.8	2	Not available
2019	\$17.6	3	Not available
2020	\$12.3	5	Not available
2022	\$29.2	11	16
2024	\$30	10	20

Federal Policymakers “Define” Assessment Innovation

CGSA 2022 and 2024 Absolute Priorities:

- Measuring student academic achievement using **multiple measures** from **multiple sources**
- Performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance task assessments that measure standards and competencies in a **competency-based education model**.

Assessment Trends

Federal-Aligned Systems

- Through-year/course
- Performance-based
- Culturally-responsive
- Curriculum-embedded

State Systems

- Performance-based graduation requirements
 - Mastery of state graduation profiles
- Local performance assessments in non-federally tested subjects

A Path Forward

Transformation Demands Inspiration

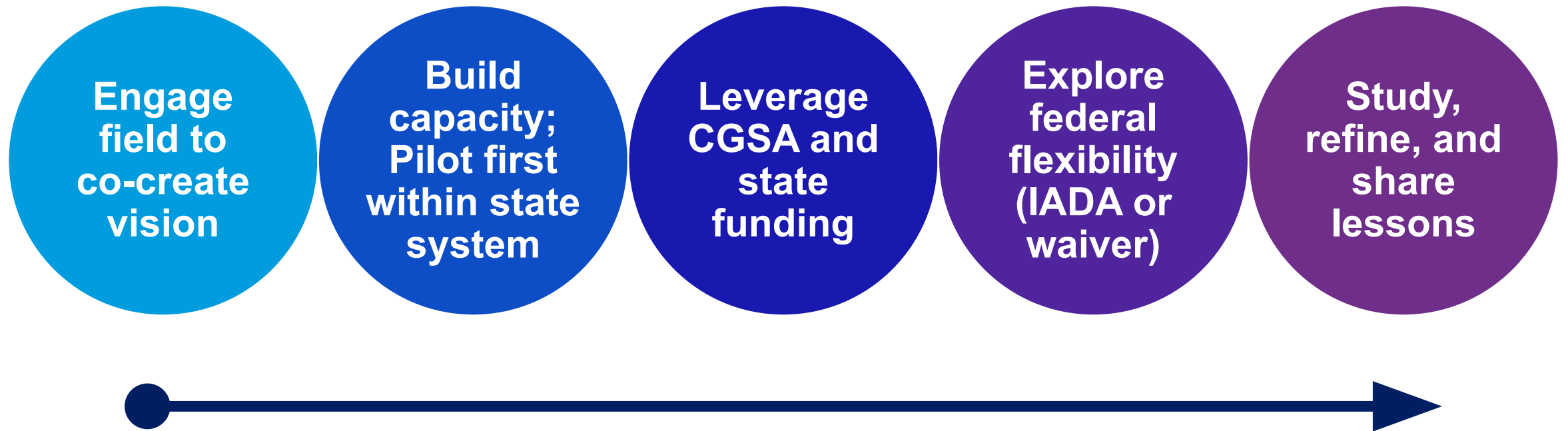
**Every Student
Succeeds Act
2015**

**IADA Authority
& CGSA
Grants**

**The Next ESEA
Reauthorization
TBD**



State Transformation Pathway





Lillian Pace
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Part 2: Moderated Panel

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