

Assessment Vision and the Every Student Succeeds Act



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Brian Whiston, State Superintendent of Public Instruction
Venessa A. Keesler, Ph.D., Deputy Superintendent, Division of Educator,
Student and School Supports

Overview of Today's Presentation



- Presentation and Discussion on the Assessment Vision (in support of the Top 10 in 10, enacted through ESSA as a vehicle)
- Brief update on ESSA Plan Development and Timelines

Vision for Making MI a Top 10 State in 10 Years



- When you talk to parents and/or the business community, and you ask them what they want—they all say:

In support of becoming a Top 10 state in 10 years, we want our students/employees to:

- Be curious
- Be problem solvers
- Be able to work independently and in teams
- Be able to communicate well
- Set and achieve goals
- Be critical thinkers

To do this, we need **CLASSROOMS** that create these types of learning opportunities; **EDUCATORS** who are prepared to support students in learning those skills; and **ASSESSMENTS** that measure whether or not those students are ready for success in those areas.

Rigorous Standards, More Opportunities to Learn and Demonstrate



- Michigan has rigorous career and college ready standards, and those are a critical core component of becoming a 10 in 10 state.
- We must build on that solid foundation by:
 - Focusing our instructional model on deeper learning
 - Ensure that our assessments encourage and support deeper learning, and ask students to demonstrate a broader range of skills

ESSA provides us with opportunities to enhance our current assessment practices in support of these goals.

Assessment Vision: Broad Goals



Provide timely, meaningful, useful ***INFORMATION*** for:

- **Teachers:** Put data in the hands of teachers, along with appropriate training and tools, so they can develop a game plan for meeting the needs of each child
- **Parents:** Provide parents with timely information on their student's proficiency with grade level expectations—can my student do what he/she needs to be doing in third grade? Why do they get good grades if they aren't proficient?
- **Students:** Help inform students about where they really are in terms of academic performance and help them set goals to achieve.
- **Taxpayers:** How are we truly performing as a state; hold schools accountable for growth AND proficiency

Key Components of the Assessment System



1. Multiple points of feedback throughout the year
2. Increased consistency of use of benchmark tools across the state
3. Less end-of-year summative assessment
4. Possible reduction in overall testing time (in schools that are already using a benchmark tool)
5. Growth measures in addition to proficiency measures
6. Support individual lesson plans for each student
7. Immediate feedback for educators
8. Writing and problem-solving to prepare students for success

To Implement this Vision, We Need:



- Changes to the assessment system
 - Greater focus on growth; transition to benchmark assessments in certain grades
 - Grades 3-7: benchmark assessments, plus a writing component
 - Once in elementary and once in middle school: “summative” assessments and problem-solving/teamwork
 - Innovative assessments to develop a problem-solving/teamwork assessment
 - College/career ready “on track” data through high school
 - Age-appropriate and developmentally appropriate assessment in K-2 (as required by third grade reading law)
 - Supporting schools/districts in using best practices to understand kindergarten readiness

Assessment SHOULD:

- Be an integrated part of instruction
- Represent a range of skills we want students to be able to demonstrate
- Take a variety of forms
- Happen organically throughout the day and year
- Provide meaningful information to teachers and leaders
- Be delivered in a manner that is engaging to students and requires critical thinking

Assessment SHOULD NOT:

- Be a once a year “event”
- Be defined as only the “state assessment”
- Be seen as a punitive measure as opposed to information

MDE's Assessment Vision



Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
5	Innovative assessment (M-STEP like) w/team problem solving	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure
6	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
8	Innovative assessment (M-STEP like) w/ team problem solving -OR- PSAT 8/9	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure –OR-- On track for SAT/college and career readiness
9	PSAT 8/9	ELA, math	Spring	On track for SAT/college and career readiness
10	PSAT 10	ELA, math	Spring	On track for SAT/college and career readiness
11	Michigan Merit Exam (SAT, WK, “M-STEP” Sci/SS)	ELA, math, science, social studies	Spring	College and career readiness

Implementation Considerations



- Timeline and readiness of vendors; working through information from a recent Request for Information.
- Continue to innovate with our assessments, including problem solving, teamwork and critical thinking, and how to best integrate into the overall assessment SYSTEM.
- Federal regulations and timelines = unclear at best right now

Accountability System: Big Ideas



- The information systems that we develop and the informational products that we provide should help to facilitate equal access to a quality education for all students.
- All schools should be held to the same high standards, and these standards must be fair, transparent, and consistently applied.
- The work of our teams should be above reproach, psychometrically sound, high-quality, and relentless toward improvement in process and content.
- We are a customer-focused team that shall provide high quality and timely customer service and support.
- We can help to drive improvement in student outcomes, educator effectiveness, and overall school effectiveness.

http://www.michigan.gov/documents/mde/Guiding_Principles_Of_Accountability_532263_7.pdf

Accountability System: Big Ideas



- Increased emphasis on growth
- Incentivize things that are important in the 10 in 10 (for example, progress toward a postsecondary credential while still in high school through CTE, AP/IB, dual enrollment, early middle college)
- Transparent and as simple as possible, yet fair
- Use to drive supports to the districts most in need
- Still grappling with:
 - How to deal with the impact of poverty
 - How to address subgroups

Poverty and Accountability: An Enduring Dilemma



- On one hand:
 - There is a link between socioeconomic status and achievement (in general) and specifically with proficiency/high scores on assessments.
 - A district with many high-SES students automatically gets a benefit in their test scores, regardless of their actions
- On the other hand:
 - The lower achievement levels of lower-SES students is real—and therefore their long-term life outcomes are diminished.
 - The job of public education is to provide equal access to opportunities for all students—so we need to KNOW where students are not achieving so we can help.

Possible Solutions

- 1) Include growth in accountability systems in greater percentages
 - Michigan is already doing this (this year, will be 50% achievement, 50% growth) and will increase this in the future with more benchmark assessment data
 - Schools should be able to get a student to grow in a year, even if they are not yet proficient
- 2) Account for poverty in the actual accountability system
 - One option: change the actual grade if the scores are higher “than expected” (challenge—this masks the reality of performance)
 - Another option: provide additional labels/indicators to show that a school performed better (or worse) than similar peers

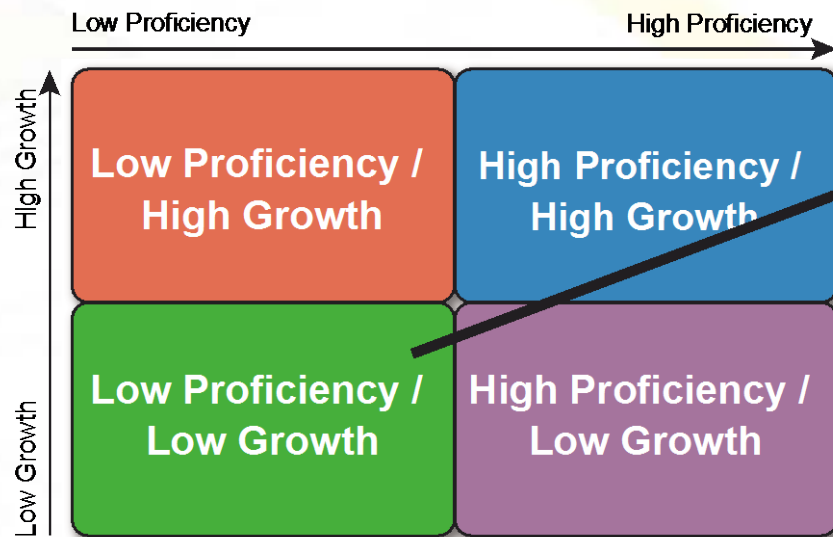
Most compelling solution: Change the way we support districts/schools



- Low achievement and/or low growth is still low achievement and low growth—but simply labeling that will not, in and of itself, bring about change
- Need to change the way we support districts that have these significant challenges and risk factors while still be honest about where performance is for all students

MDE's proposed solution? → The Partnership Model

Partnership Districts



Low Proficiency/
Low Growth

The challenge we are trying to solve



- We believe that in some Michigan school districts, children experience a significant lack of access to opportunity.
- We believe that if we identify these districts and engage in a partnership-based discussion to determine needs, we can also create a set of supports that fundamentally improves that access to opportunity.
- This requires targeted attention and support; coordination and collaboration across partners, state agencies, community organizations, and the schools and district itself.
- For instruction to be successful and for student learning to occur, we need to have the *conditions* in place to support success.

The solution: Partnership Model



- Identify these districts
- Work in the “partnership model” to identify their needs and craft individualized solutions
- Change the way we work at MDE, so that we intensively support these districts with hands-on, “case manager” technical assistance, while doing less with districts who need less assistance.

Basic Overview of the Concept



- Identify districts
- Identify a set of supports that are needed to create that well-rounded access to opportunity
- Engage districts in a partnership model-based discussion
 - Sit down with the district, the ISD, community organizations, education organizations, other state agencies
 - Use data and discussion to identify challenges and what is necessary to create conditions for success
 - Craft an individualized plan
 - Enact with an MDE resource acting as “point person” to see plan implementation through
- Benchmarks in place → districts have X amount of time to meet key benchmarks.

ESSA Update

Overview of Phase 2 Process

Michigan's Journey



Phase 1

Strategic Vision Development

- **Top 10 in 10**
- **Vision committees (accountability, assessment, funding)**

Phase 2

Initial Plan Development

- May-November 2016
- Cycles of development and feedback

Phase 3

Finalize and Submit

- November-December 2016
- Interact with federal guidance

Phase 4

Implementation

- Official USED plan due in Spring 2017; we will be ready before then
- Implementation planning begins January 2017

A detailed [MI ESSA Timeline](http://www.michigan.gov/essa) is located on the ESSA web page at www.michigan.gov/essa under the **State Plan Development** button.

Questions?



Venessa A. Keesler, Ph.D.

Deputy Superintendent, Division of Educator, Student and School Supports

keeslerv@Michigan.gov

517-241-1119

Twitter: @vkeesler