Assessment Vision and the Every Student Succeeds Act

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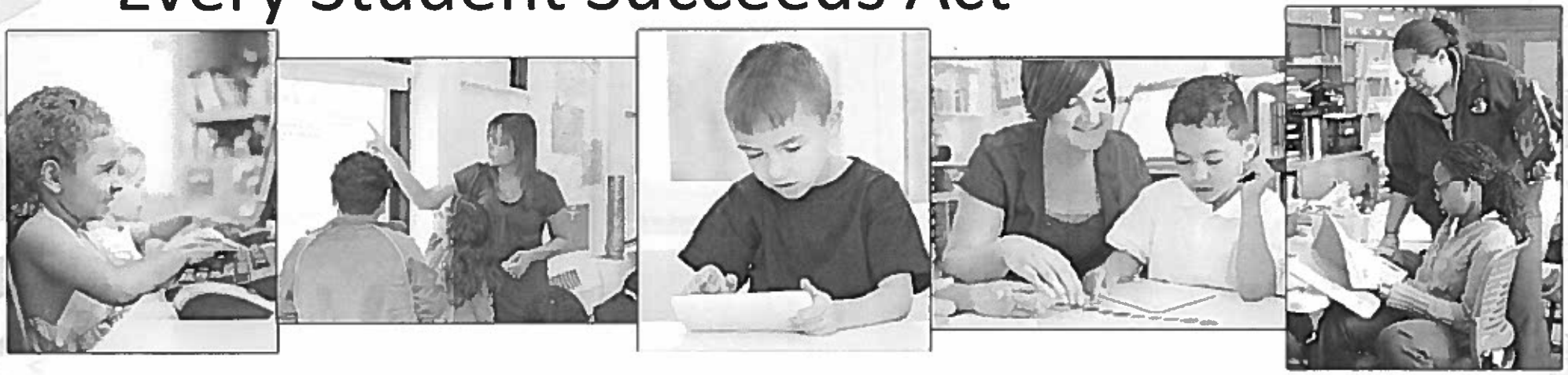

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

12/1/2016

Presentation to the House Education Committee
December 1, 2016

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Overview of Today's Presentation

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

Vision for Making MI a Top 10 State in 10 Years

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- 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

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- Michigan has rigorous career and college ready standards, and those are a critical core component of becoming a Top 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

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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

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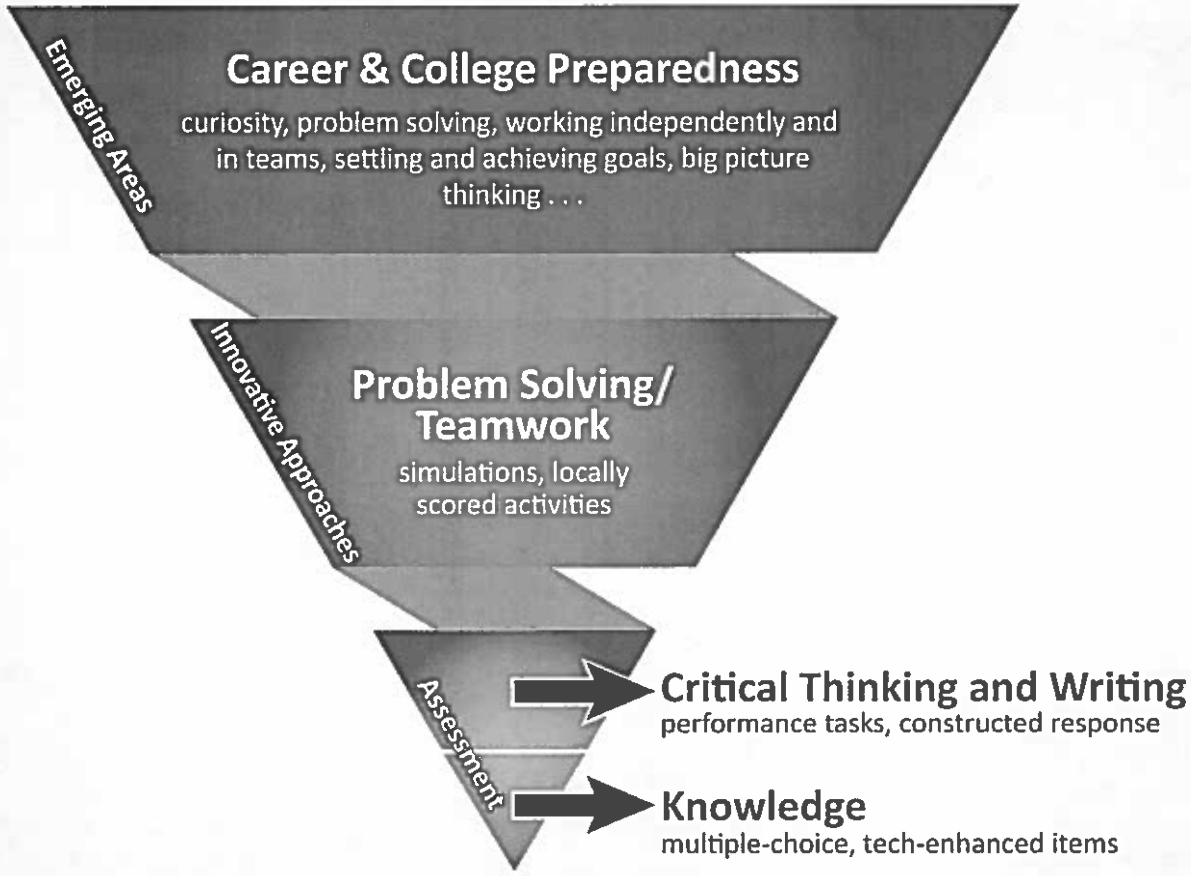
1. Multiple points of feedback throughout the year
2. Increased consistency of use of benchmark tools across the state
3. Reduction in overall testing time (for schools that are already using a benchmark tool)
4. Growth measures in addition to proficiency measures
5. Support individual lesson plans for each student
6. Immediate feedback for educators
7. Writing and problem-solving to prepare students for success
8. Goal setting for students
9. Maintain high academic standards
10. Continuous accountability (no gap or freeze on accountability with this change)
11. Assessment items must be developed from the standards to meet the rigor of the standards



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To Implement this Vision, We Need:

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- Adjustments to the assessment system
  - Greater focus on growth; transition to comprehensive benchmark assessments in certain grades
    - Grades 3-7: comprehensive benchmark assessments, plus a writing component
    - Once in elementary and once in middle school: "summative" assessments and problem-solving/teamwork/with writing
  - 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:

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

Assessment SHOULD NOT:

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- 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

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Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark w/writing	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
4	Innovative assessment (M-STEP like) w/team problem solving and writing	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
5	Benchmark w/writing	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure
6	Benchmark w/writing	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
7	Innovative assessment (M-STEP like) w/team problem solving and writing	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
8	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, Work Keys, "M-STEP" Sci/SS)	ELA, math, science, social studies	Spring	College and career readiness

Implementation Considerations

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- Timeline and readiness of vendors; working through information from a recent Request for Information, which shows this change will take time.
- Continue to innovate with our assessments, including problem solving, teamwork, writing, and critical thinking, and how to best integrate into the overall assessment SYSTEM.

Accountability System: Big Ideas

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- 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

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- Increased emphasis on student growth
- Incentivize things that are important in the Top 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
- How to address impact of poverty, while maintaining high academic standards for all

Poverty and Accountability: An Enduring Dilemma

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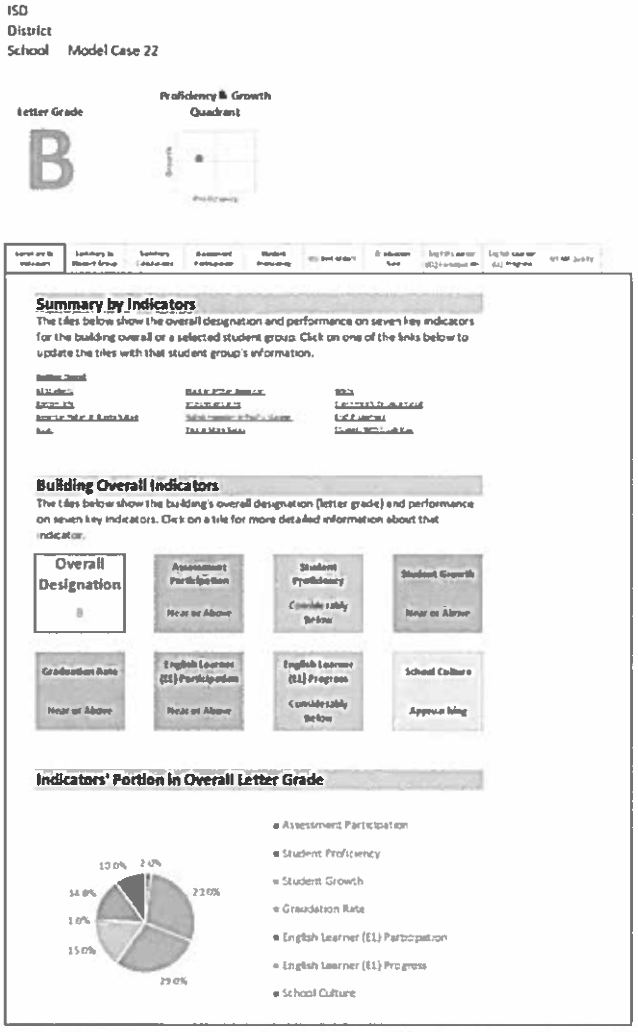
- On one hand:
  - There is a link between socioeconomic status (SES) and achievement (in general) and specifically with proficiency/high scores on assessments.
  - A district with many high-SES students automatically gets a benefit in their test scores, regardless of their actions
- On the other hand:
  - 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.

Report Card

-Based upon the workgroups and feedback of ESSA work.
-Could be presented with or without a final summative grade at the top.



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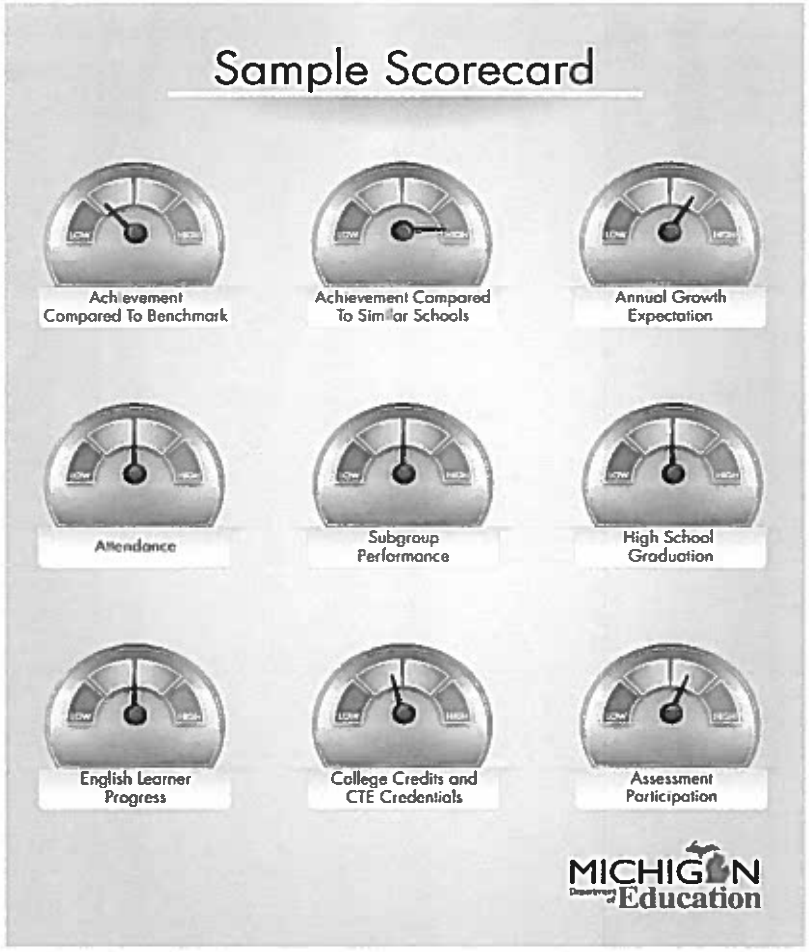
Alternative Report Cards



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

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- 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 being honest about where performance is for all students

MDE's proposed solution? → The Partnership Model

Partnership Districts

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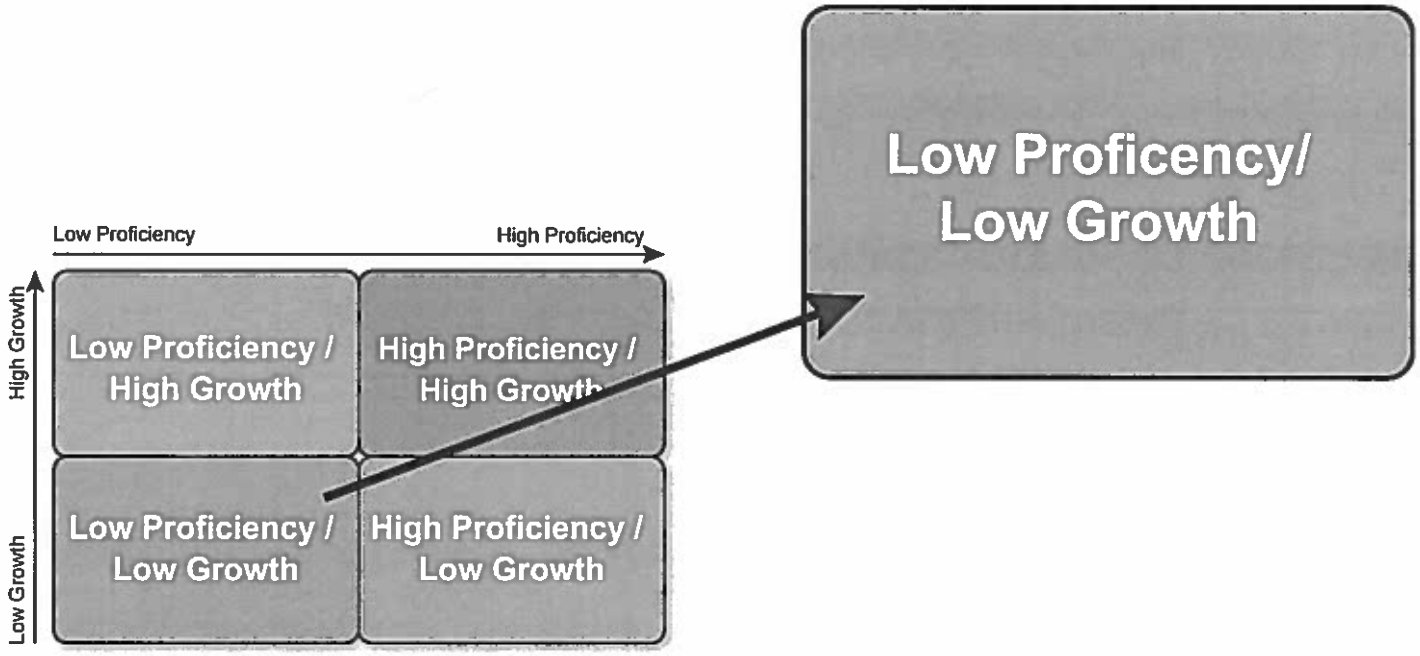

The challenge we are trying to solve

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- 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.
- Improve academic success of our students.

The solution: Partnership Model

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- 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

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- 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.
- 3 months to sign the agreement
- 18 month view to see if working; if working, continue another 18 months – if not, turn over to SRO for action

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ESSA Update

Overview of Phase 2 Process

Michigan's Journey

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Strategic Vision Development

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

Initial Plan Development

- May-November 2016
- Cycles of development and feedback

Finalize and Submit

- November-December 2016
- Interact with federal guidance

Implementation

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

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

Questions?

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