



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION





Idaho ESSA State Plan Standards and Assessment Sub-Committee



Goals and Expectations For Our Committee

1. Act as a key advisor to provide knowledge and expertise in the area of Standards and Assessment.
2. Give advice and help the ISDE team make sense of issues and adapt activities in a variety of contexts.
3. Bring the perspectives of your roles and organizations into our work.
4. Engage with your own network and communities about this work in a constructive manner.



Goals and Expectations Continued

5. Serve as a critical thought partner throughout the interpretation, design and development stages of our work.
6. Share ideas and provide input to create information recommendations for Idaho's plan in this area through a collaborative approach.
7. Update your own constituencies using SDE created documentation.
8. Provide input regarding the drafts so that the ISDE captures the intent of the sub-committee.



ESSA and English Learners

Summary of Provisions

- Changed Terminology from “limited English proficient” to “English Learner”
 - ESSA defines an “English learner” as an individual who has difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny him or her the ability to meet challenging state academic standards.
- Under Title III, states must establish and implement standardized EL entrance and exit procedures.
- **Do you feel there is public understanding of EL’s and their unique challenges to academic achievement?**
- **How can the state balance the Federal requirements to establish uniform entrance and exit procedures while respecting local control preferences on processes?**



ESSA and English Learners

Summary of Provisions

- States must demonstrate they have adopted English Language Proficiency Standards
- State must assess all ELs' proficiency in English with an annual ELP assessment aligned to the ELP standards
- States must assess ELs in reading or language arts, math and science
 - Accommodations are available
- State must establish long-term goals and interim measures of process in ELs who make progress in achieving English proficiency

What should the state consider when establishing “ambitious long-term goals” and “interim progress” measures?



ESSA and English Learners

- 2 options for including recently arrived ELs in the assessment accountability system

Option 1

States school performance calculations may exclude the results from math, ELA and English Language Proficiency assessments taken by an EL during their first year in a US school. States can also exempt these students from taking the ELA assessment entirely.

Option 2

Allows states to phase in recently arrived ELs' assessment results for accountability purposes as detailed

- First year: recently arrived ELs take all assessments but the results are not used for accountability
- Second year: ELs take all three assessments and states use the measure of the students growth from year one to year two for accountability purposes
- Third year: ELs' academic results count toward school performance and are reported the same as all other students

What are the pros and cons of each option?



ESSA and Students with Disabilities

Summary of Provisions:

- **Challenging State Academic Standards** ESSA requires the same academic content and achievement standards for all students
 - Exception - alternate academic achievement standards for students with the most significant cognitive disabilities
- **Alternate Achievement Standards** must be:
 - aligned with the challenging State academic content standards
 - promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act;
 - reflect professional judgment as to the highest possible standards achievable by the affected students
 - designated in the individualized education program developed for each such student as the academic achievement standards that will be
 - used for the student; and
 - aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment.



ESSA and Students with Disabilities

Summary of Provisions:

- State must define *significant cognitive disability*
 - IDEA Definition:
- States must test all students on statewide assessments in reading/language arts and math every year in grades 3-8 and once in high school (9-12); and science once in each grade span (3-5, 6-9, 10-12)
 - Students are counted as a participant if they take either the regular or alternate assessment
- ESSA requires disaggregation of assessment results by student subgroups, including children with disabilities as defined under IDEA.

There are some individuals who believe that students with disabilities cannot achieve rigorous standards or demonstrate mastery. As a result, there can be pressure not to include some SWD in general assessments and to push them towards an alternate assessment – do you see this happening in your district/school?



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ESSA and Students with Disabilities

Summary of Provisions:

- All assessments must be developed using principles of Universal Design for Learning (UDL).
 - provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged
 - reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

To what extent is there understanding concerning the principles of UDL?



ESSA and Students with Disabilities

Summary of Provisions:

- Appropriate accommodations must be provided for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA), as well as those who are provided accommodations under an act other than IDEA.

What is the degree of alignment in your state between accommodations used in instruction and assessment settings?

What professional learning is needed to ensure that appropriate accommodations are provided in both instruction and assessment?

How can we improve parent/public understanding of appropriate accommodations



ESSA and Students with Disabilities

Summary of Provisions:

- States are not allowed to test more than 1% of their student population with the alternate assessment
 - The state cannot impose a local cap on participation, but an LEA exceeding the cap must submit information to the State justifying the need to exceed the cap.

What professional learning is needed to address the 1% cap on participation in alternate assessments?

How can the state help parents in understanding assessment types and implications for future?



Resources

Documents

- Today's PowerPoint Presentation
- Critical Area Outline - Innovative Assessment Pilots

Web Links

- **Idaho State Department of Education Website:**
<http://www.sde.idaho.gov>
- **US Department of Education:** <http://www.ed.gov/essa?src=rn>
- **Council of Chief State School Officers (CCSSO):**
http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html



Looking Ahead

Homework for the meeting on August 25, 2016

Review the posted documents

- Critical Area Outline - Innovative Assessment Pilots

Review the SDE Mastery Education Program

<http://www.sde.idaho.gov/mastery-ed/index.html>

Review the SDE Master Education Program Application Instructions

<http://www.sde.idaho.gov/mastery-ed/files/application/Idaho-Mastery-Education-Network-Application.pdf>



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Looking Ahead

Upcoming Meetings:

August 25, 2016: Assessment grants and innovative assessments

Email your feedback to Karlynn Laraway: klaraway@sde.idaho.gov



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