

ESSA Assessment & Accountability Requirements – What's New, What's Not, and What's Still Unclear?

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Overview of the Presentation

- Assessment Requirements
 - Elementary and Secondary Education Act (ESEA)
 - Improving America's Schools Act (IASA)
 - Individuals with Disabilities Education Act – 1997 Amendments (IDEA-97)
 - No Child Left Behind (NCLB)
 - Every Student Succeeds Act (ESSA)
- Accountability Requirements



Assessment Requirements

Elementary & Secondary Education Act

- The Elementary and Secondary Education Act (ESEA) was signed into law in 1965
 - Required states to conduct needs assessments to guide Title I compensatory education efforts
 - States used off-the-shelf norm-referenced tests or developed their own assessments - Michigan started in 1969-70
 - During the 1970's, about 20-25 states developed state assessment programs
 - Some were needs assessments
 - Others were for system accountability
 - Some were for student accountability – graduation or promotion tests
 - Some used NAEP items in “piggy-back” state assessments
- ESEA authorized federal Title programs (e.g., Title I, II, III, etc.) and provided funding for states

Assessment & Accountability

- Reports such as *A Nation at Risk* (1983) on the condition of education had a significant impact on schools
- The National Assessment of Educational Progress added a state component to it and became “the Nation’s Report Card” - changes in performance and the gaps in performance between sub-groups became the major foci of NAEP (starting in 1990)
- International achievement studies became the international benchmark of our schools’ performance - studies in reading, mathematics, science, and other areas showed where the U.S. stood comparatively

Improving America's Schools Act

- When ESEA was re-authorized in 1994 (the *Improving America's Schools Act*), testing was mandated Federally for the first time
 - States were required to develop content standards in mathematics and reading/ELA K-12
 - States had to implement a standards-based assessment at one elementary, one middle school and one high school grade
 - States had to set performance standards to define proficiency (and at least two other levels)
 - States also had to set targets (“adequate yearly progress”) for schools to meet each year on the assessments
 - There were consequences for schools that did not make AYP

IDEA – Amendments of 1997

- Education for All Handicapped Children Act (EHA) of 1975 required the education of all students with disabilities
- In 1990, Congress reauthorized EHA and changed the title to Individuals with Disabilities Education Act (IDEA)
- In 1997, Congress re-authorized IDEA, requiring *all* students with disabilities to participate in state assessments:
 - Without accommodations
 - With accommodations
 - Through an alternate assessment of alternate achievement standards (AA-AAS)
- The performance of all students with disabilities is to be included all school, district, and state assessment and accountability reports

No Child Left Behind

- When ESEA was re-authorized in 2001, the *No Child Left Behind* law was established
 - Testing was expanded to grades 3-8 plus one HS grade in mathematics and reading/ELA
 - Science assessment was to be added at one elementary, one middle school, and one high school grade
 - The requirement for both *performance* and *participation* of important subgroups was added
 - Consequences for failing to make AYP were increased
 - Assessment requirements for ELLs were increased
 - The Federal government required the approval of states' standards and assessment systems, with significant financial penalties for failure to comply (peer review began in 1995)
 - Every state had to have state standards and a state assessment program

Some Criticisms of NCLB

- Too much state testing
- Questions raised about the feasibility of the higher level of performance required
- Larger schools have more ways to not make AYP
- ELL and SWD sub-groups less likely to make AYP
- Schools with SWD center-based programs may be penalized
- The law is under-funded
- Had a restrictive definition of “highly qualified teacher”
- One-size-fits-all consequences of failing to make AYP
- Too many differences between states in accountability models were permitted (e.g., minimum group size)

Every Student Succeeds Act

In 2015, the *Every Student Succeeds Act*, the most recent re-authorization of ESEA, was signed into law. It included:

200.2. State responsibilities for assessment.

- (4) (i) Be valid, reliable, and fair for the purposes for which the assessments are used;
- (ii) Be consistent with relevant, nationally recognized professional and technical testing standards;
- (5) Be supported by evidence that (i) The assessments are of adequate technical quality;

ESSA ASSESSMENT REQUIREMENTS

- States need to demonstrate that its content standards
 - Promote college and career readiness
 - Are coherent
 - Are rigorous
 - State policymaker approval is sufficient to assure this
- States must continue its high-quality assessments in ELA and Math at grades 3-8 and high school and Science, one time at each of grades 3-5, 6-9, and 10-12
- Assessments must be aligned to the depth and breadth of the state content standards
- Assessments must be valid, reliable, fair, and be technically sound

Additional ESSA Assessment Requirements and Options

- States required to have “meaningful stakeholder engagement” in crafting state plans
- States allowed more flexibility in choosing their assessments (as long as they meet federal requirements and can pass peer review) – but ESSA requirements often don’t permit much flexibility
- 95% participation requirement remains
- Use of a college entrance exam at HS permitted
- Online and computer adaptive testing permitted
- Other areas of ESSA emphasis are
 - Improving assessment literacy of users
 - Making results more timely and usable
 - Improving the quality of state assessments

Assessment Innovation Pilot

- States can apply to be one of seven states/consortia of states to implement an innovative systems of assessments
- Selected states have 5-7 years to create a different approach to assessment and implement it statewide
 - Strict requirements for assessments for both students and schools – for comparability and rigor
 - Participating pilot schools exempted from existing assessment requirements while the system is developed and expanded statewide
 - At the end of 5-7 years, new approach to be used statewide
- Note: Per ESSA, Innovative Assessment Demonstration Authority (IADA) will undergo USED peer review in 2018.



USED Peer Review
Requirements and
Procedures

ESSA Peer Review Guidance

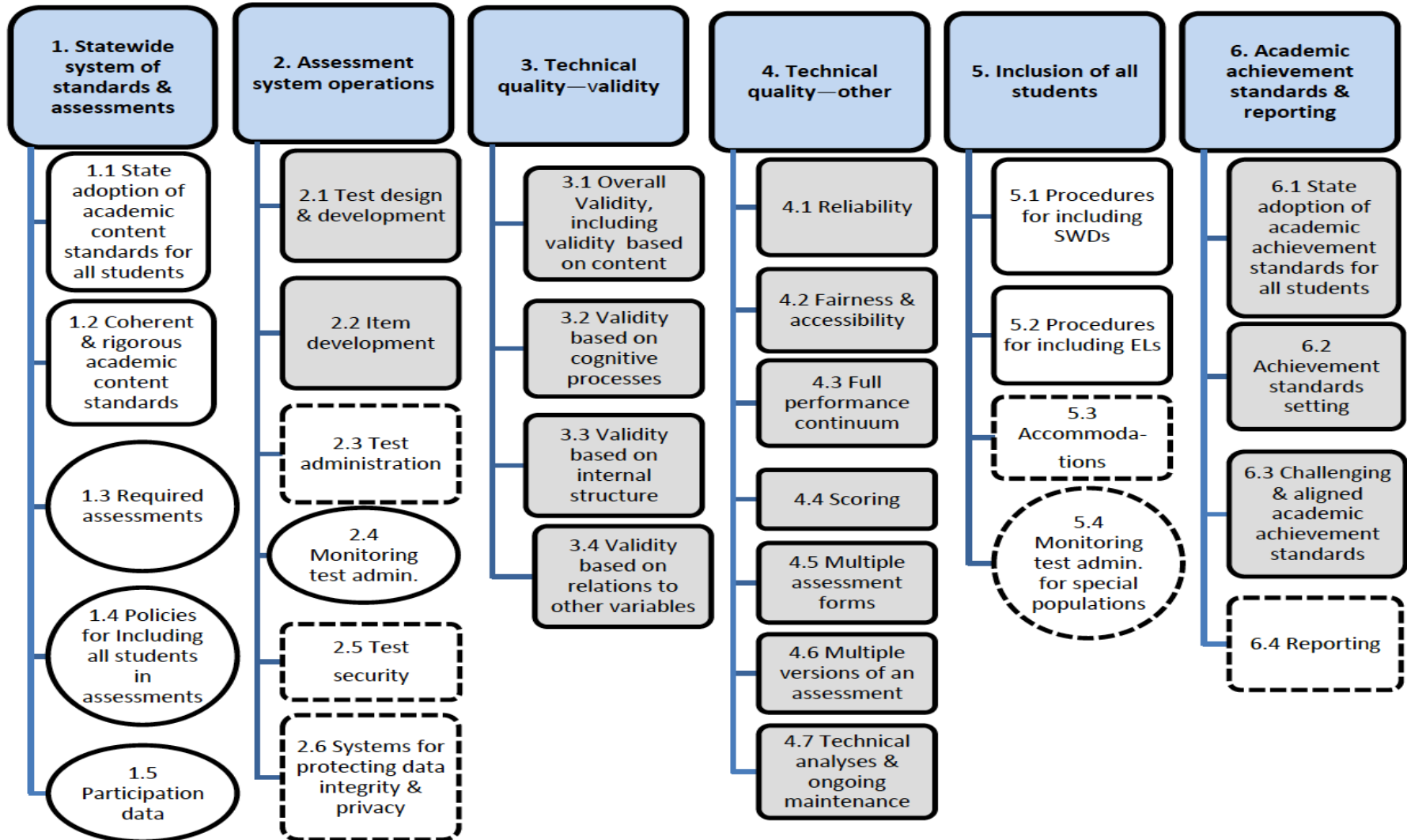
- U. S. Department of Education Peer Review of State Assessment Systems is based on
 - *Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended*
 - New document released to states in September 2015
- New/revised state assessment program components require peer review and approval from USED
 - Some assessment options from states require pilot testing and extra scrutiny from USED
 - New design options may be available through the ESSA pilot, but won't be used statewide for several years

Peer Review Criteria

- The *Peer Review Non-Regulatory Guidance* includes 30 Critical Elements in six areas:
 - (1) Statewide System of Standards and Assessments,
 - (2) Assessment System Operations,
 - (3) Technical Quality – Validity,
 - (4) Technical Quality – Other,
 - (5) Inclusion of All Students, and
 - (6) Academic Achievement Standards and Reporting
- The map of Critical Elements (next slide) provides an overview of the six sections and the Critical Elements within each section

Peer Review Critical Elements

Map of the Critical Elements for the State Assessment System Peer Review



Sample Peer Review Element

Assessment Peer Review Guidance

U.S. Department of Education

SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content

	Examples of Evidence
<p>The State has documented adequate overall validity evidence for its assessments, and the State’s validity evidence includes evidence that the State’s assessments measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none">• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State’s academic content standards, balance of content, and cognitive complexity;• If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State’s academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.	<p>Collectively, across the State’s assessments, evidence to support critical elements 3.1 through 3.4 for the State’s general assessments and AA-AAAS must document overall validity evidence generally consistent with expectations of current professional standards.</p> <p>Evidence to document adequate overall validity evidence for the State’s general assessments and AA-AAAS includes documents such as:</p> <ul style="list-style-type: none">• A chapter on validity in the technical report for the State’s assessments that states the purposes of the assessments and intended interpretations and uses of results and shows validity evidence for the assessments that is generally consistent with expectations of current professional standards;• Other validity evidence, in addition to that outlined in critical elements 3.1 through 3.4, that is necessary to document adequate validity evidence for the assessments. <p>Evidence to document adequate validity evidence based on content for the State’s general assessments includes:</p> <ul style="list-style-type: none">• Validity evidence based on the assessment content that shows levels of validity generally consistent with expectations of current professional standards, such as:<ul style="list-style-type: none">○ Test blueprints, as submitted under Critical Element 2.1—Test Design and Development;○ A full form of the assessment in one grade for the general assessment in reading/language arts and mathematics (e.g., one form of the grade 5 mathematics assessment and one form of the grade 8 reading/language arts assessment);⁶○ Logical or empirical analyses that show that the test content adequately represents the full range of the State’s academic content standards;○ Report of expert judgment of the relationship between components of the assessment and the State’s academic content standards;○ Reports of analyses to demonstrate that the State’s assessment content is appropriately related to the specific inferences made from test scores about student proficiency in the State’s academic content standards for all student groups;• Evidence of alignment, including:<ul style="list-style-type: none">○ Report of results of an independent alignment study that is technically sound (i.e., method and process, appropriate units of analysis, clear criteria) and documents adequate alignment, specifically that:<ul style="list-style-type: none">▪ Each assessment is aligned to its test blueprint, and each blueprint is aligned to the full range of State’s

State Response to Peer Review

- States prepare an extensive response to the USED peer review Critical Elements for each assessment component
- The state reviews each Critical Element and determines its response
 - How will it demonstrate that it meets the Critical Element?
 - What evidence (procedural or empirical) can it cite to support its assertion that it has adequately addressed the Critical Element?
 - How can the evidence be provided to peer reviewers so that they can quickly and accurately review the evidence to determine its sufficiency and accuracy?
- State assembles its responses and supporting evidence in as coherent and comprehensive manner as possible

Sample State Response

Exhibit 3: Examples of a Prepared State Index for Selected Critical Elements

Critical Element 4.2 – Fairness and Accessibility (EXAMPLE)

	Evidence	Notes
<p>The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.</p>	<p>General assessments in reading/language arts and mathematics:</p> <p>Evidence #24: Technical Manual (2015). The technical manual for the State assessments documents steps taken to ensure fairness:</p> <ul style="list-style-type: none"> • Pp. 30-37 discuss steps taken during design and development. • Pp. 86-92 discuss analyses of assessment data. <p>Evidence #25: Summary of follow-up to differential item functioning (DIF) analysis.</p> <p>Evidence #26: Amendment to assessment contract requiring additional bias review for items and added instructions for future item development.</p> <p>Alternate assessments in reading/language arts and mathematics:</p> <p>The State’s alternate assessments were developed by the ABC assessment consortium. Evidence for the assessments was submitted on this State’s behalf by State X. (See State Assessment Peer Review Submission Cover Sheet)</p>	<p>General assessments in reading/language arts and mathematics:</p> <ul style="list-style-type: none"> • DIF analyses showed differences by gender for several items in reading/language arts assessments for the grades 3 and 4. Examination of the items showed they all involved reading informational text. To address this for the next test administration, a sensitivity review of all grade 3 and 4 reading/language passages involving informational text will undergo an additional bias review. Instructions for item development in future years will be revised to address this as well. <p>Alternate assessments in reading/language arts and mathematics:</p> <p>No notes.</p>

Why this works:

- Concise and clearly written
- Evidence, including page numbers, clearly identified
- Content areas addressed and clearly identified
- Both general and alternate assessments addressed, as appropriate
- Where evidence identified shortcoming, notes discuss how State is addressing
- Cross references submission for assessment consortium

Peer Review Process

- Peer reviewers are individuals with expertise in large-scale assessment, curriculum/instruction, psychometrics
- A small group selected for each state
- Peer reviewers independently review state response in advance of meeting
- Peer review team meets in person and compiles an overall written analysis of the state-supplied response/evidence – its sufficiency and accuracy

Peer Review Process

- USED staff reviews peer notes plus its own analyses and drafts the decision letter to be sent to the state. Decisions can be:
 - Meets
 - Substantially Meets
 - Partially Meets
 - Does Not Meet

the requirements for each assessment component

- The U.S. Secretary of Education (or designee) signs decision letter and sends it to the state's chief state school officer
- State is given a deadline to provide any additional evidence or to address flaws in its system (must provide a plan to do so)



Accountability Requirements

Historical Accountability Requirements Under ESEA

Accountability Policy Era	
Suggested Title for Era	Year
<i>Impetus for Policy Emphasis</i>	
Equal Access to Educational Opportunity	
<i>Civil rights</i>	1965
A Nation at Risk	
<i>U.S. losing ground to other nations</i>	1988
Standards-Based Reform	
<i>Goals to drive universal proficiency</i>	1994
Focus on Basic Skills for All	
<i>Sanctions to drive universal proficiency</i>	2001
Focus on Postsecondary Readiness	
<i>Great Recession - ARRA Incentives</i>	2009
<i>Great Recession - RTTT Incentives</i>	2010
<i>Legislative Gridlock - ESEA flexibility</i>	2012
<i>Referendum on Obama/Duncan policies</i>	2015

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Governing Statutes	
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Version of ESEA	Other Statutes
		ESEA	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	X	

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Accountability Policy Era		Governing Statutes		
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Version of ESEA		Other Statutes
		ESEA	ESSIA	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	X	-	
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Governing Statutes			
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		ESEA	ESSIA	IASA	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	X	-	-	
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	

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Accountability Policy Era		Governing Statutes					
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		Equal Access to Educational Opportunity <i>Civil rights</i>	1965	X	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X

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		Equal Access to Educational Opportunity <i>Civil rights</i>	1965	X	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X

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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X

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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X	
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	-	-	-	X	-	X	-	-	

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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X
<i>Legislative Gridlock - ESEA flexibility</i>	2012	-	-	-	X	-	X	-	-
<i>Referendum on Obama/Duncan policies</i>	2015	-	-	-	-	X	X	-	-

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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-	-	-	-	-	-	R	R	-	R	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-	-	-	-	-	-	-	-	-	-	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X	-	-	-	-	-	-	-	-	-	
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X	-	-	-	-	-	-	-	-	-	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	-	-	-	X	-	X	-	-	-	-	-	-	-	-	-	-	-	
<i>Referendum on Obama/Duncan policies</i>	2015	-	-	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	

R Required

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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-	-	-	-	-	-	R	R	-	R	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-	R	R	R	R	R	R	R	R	R	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X	-	-	-	-	-	-	-	-	-	
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X	-	-	-	-	-	-	-	-	-	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	-	-	-	X	-	X	-	-	-	-	-	-	-	-	-	-	-	
<i>Referendum on Obama/Duncan policies</i>	2015	-	-	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	

R Required

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Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-	-	-	-	-	-	R	R	-	R	
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<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X	R	R	R	R	R	R	R	R	R	
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<i>Referendum on Obama/Duncan policies</i>	2015	-	-	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	

R Required **R** Required, but not a trigger for consequences

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Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-	R	R	R	R	R	R	R	R	R	R	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X	R	R	R	R	R	R	R	R	R	R	
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X	R	R	R	R	R	R	R	R	R	R	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	-	-	-	X	-	X	-	-	R	R	R	R	R	R	R	R	R	R	
<i>Referendum on Obama/Duncan policies</i>	2015	-	-	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	-	

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		Equal Access to Educational Opportunity <i>Civil rights</i>	1965	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	X	-	-	-	-	-	-	-	-	-	-	R	R	-	R	-	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	X	-	X	-	-	R	R	R	R	R	R	R	R	R	R	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	-	-	-	X	-	X	X	X	R	R	R	R	R	R	R	R	R	R	
<i>Great Recession - RTTT Incentives</i>	2010	-	-	-	X	-	X	X	X	R	R	R	R	R	R	R	R	R	R	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	-	-	-	X	-	X	-	-	R	R	R	R	R	R	R	R	R	R	
<i>Referendum on Obama/Duncan policies</i>	2015	-	-	-	-	X	X	-	-	R	R	R	R	R	R	R	R	R	R	

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests
Suggested Title for Era	Year	General
<i>Impetus for Policy Emphasis</i>		
Equal Access to Educational Opportunity		
<i>Civil rights</i>	1965	-
A Nation at Risk		
<i>U.S. losing ground to other nations</i>	1988	-
Standards-Based Reform		
<i>Goals to drive universal proficiency</i>	1994	R

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests		
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A

R Required

A Allowed as a component, but not required

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests		
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-

R Required **A** Allowed as a component, but not required

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences	
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit	
					Districts	Schools
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E

E Consequences are explicit (and consistent)

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences			
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit			
					Districts	Schools	Leaders	Teachers
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E		
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E		
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E		
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E		

E Consequences are explicit (and consistent)

I Consequences are implicit (and inconsistent)

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences			
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit			
					Districts	Schools	Leaders	Teachers
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E		

E Consequences are explicit (and consistent)

I Consequences are implicit (and inconsistent)

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences			
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit			
					Districts	Schools	Leaders	Teachers
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I

E Consequences are explicit (and consistent)

I Consequences are implicit (and inconsistent)

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences					
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced	
					Districts	Schools	Leaders	Teachers	Districts	Schools
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I		
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E		
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E		
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E		
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I		

U Consequences are not enforced by USED

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences					
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced	
					Districts	Schools	Leaders	Teachers	Districts	Schools
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E

U Consequences are not enforced by USED **E** Consequences are enforced by USED

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences								
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	-	-	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	-	-	-
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	-	-	-
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	-

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences								
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	E
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	E
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	E
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	-

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences								
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	E
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	E
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	E
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	-

U Consequences are not enforced by USED
 E Consequences are enforced by USED
 - Unenforced and implicit

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences										
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)		
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-			
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E			
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E			
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E			
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-			

M Intervention/potential loss of employment

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences										
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)		
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E			
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E			
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E			
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-			

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences										
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)		
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-			

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences									
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)	
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences												
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)				
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H			
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H			
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H			
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M			

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences												
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)				
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M			

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences												
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)				
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M	L	L	

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Tests			Accountability Consequences										Identification							
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	General	Alternate (1%)	Modified (2%)	Implicit or Explicit				Federally Enforced or Unenforced				Stakes (High, Mid, or Low)				AYP/Comprehensive	Targeted	Priority	Focus	Reward	LEA ELL Programs
					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers						
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	R	R	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L						
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M						
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M						
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M						
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M	L	L						

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					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers						
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	R	R	-	-	-	
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L	R	-	-	-	-	
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M						
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M						
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M						
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M	L	L						

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					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers						
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	R	R	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L	R	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	R	-	R	R	R	R
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	R	-	R	R	R	R
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	R	-	R	R	R	R
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M	L	L						

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					Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers	Districts	Schools	Leaders	Teachers						
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	-	-	E	E	I	I	U	U	-	-	M	M	L	L	R	R	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	A	E	E	I	I	E	E	-	-	H	M	L	L	R	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	R	-	R	R	R	R
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	R	-	R	R	R	R
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	E	E	E	E	E	E	E	E	H	H	H	M	R	-	R	R	R	R
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	-	E	E	I	I	E	E	-	-	M	M	L	L	R	R	R	-	-	-

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators						
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators						
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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators						
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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-

R Required **A** Allowed as a component, but not required

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators						
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	R	A	R	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	R	A	R	A

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Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators						
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Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	R	A	R	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	R	A	R	A
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	R	R	R	R

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Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators														
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						Improvement/Growth								
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)	ELA Growth	Math Growth	Other Growth	EL Growth	Safe Harbor	Achievement Gap	Graduation Rate	Other (5th)
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-	A	A	-	R	A	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-	-	-	-	-	-	-	-	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	R	A	R	A	-	-	-	-	-	-	-	-
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	R	A	R	A	-	-	-	-	-	-	-	-
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	R	R	R	R	-	-	-	-	-	-	-	-

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Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators														
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						Improvement/Growth								
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)	ELA Growth	Math Growth	Other Growth	EL Growth	Safe Harbor	Achievement Gap	Graduation Rate	Other (5th)
Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-	A	A	-	R	A	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-	R	R	-	R	A	-	A	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	R	A	R	A								
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	R	A	R	A								
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	R	R	R	R								

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Historical Accountability Requirements Under ESEA

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Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						Improvement/Growth								
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Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-	A	A	-	R	A	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-	R	R	-	R	A	-	A	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	R	A	R	A	R	R	A	R	A	A	A	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	R	A	R	A	R	R	A	R	A	A	A	A
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	R	R	R	R								

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Historical Accountability Requirements Under ESEA

Accountability Policy Era		Criterion-Referenced Indicators														
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						Improvement/Growth								
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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	R	R	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	R	R	-	R	-	R	-	A	A	-	R	A	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	-	R	-	R	-	R	R	-	R	A	-	A	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	R	A	R	A	R	R	A	R	A	A	A	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	R	A	R	A	R	R	A	R	A	A	A	A
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	R	R	R	R	A	A	A	R	-	R	A	R

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Historical Accountability Requirements Under ESEA

Accountability Policy Era		Norm-Referenced Indicators						
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status						
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)
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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	-	-	-	-

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Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	-	-	-	-

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A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	-	-	-	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	-	R	A	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	-	R	A	A

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Norm-Referenced Indicators													
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status							Improvement/Growth						
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)	ELA Growth	Math Growth	Other Growth	EL Growth	Achievement Gap	Graduation Rate	Other (5th)
		Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	-	-	-	-	R	R	-	-	-	-	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	-	R	A	A							
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	-	R	A	A							
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	A	A	A	R							

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Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	-	-	-	-	R	R	-	-	-	-	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	-	R	A	A	R	R	A	-	A	A	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	-	R	A	A	R	R	A	-	A	A	A
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	A	A	A	R							

Historical Accountability Requirements Under ESEA

Accountability Policy Era		Norm-Referenced Indicators													
Suggested Title for Era <i>Impetus for Policy Emphasis</i>	Year	Status							Improvement/Growth						
		Reading/ELA	Mathematics	Other Subjects	EL Proficiency	Achievement Gap	Graduation Rate	Other (5th)	ELA Growth	Math Growth	Other Growth	EL Growth	Achievement Gap	Graduation Rate	Other (5th)
		Equal Access to Educational Opportunity <i>Civil rights</i>	1965	-	-	-	-	-	-	-	-	-	-	-	-
A Nation at Risk <i>U.S. losing ground to other nations</i>	1988	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Standards-Based Reform <i>Goals to drive universal proficiency</i>	1994	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Basic Skills for All <i>Sanctions to drive universal proficiency</i>	2001	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Focus on Postsecondary Readiness <i>Great Recession - ARRA Incentives</i>	2009	R	R	A	-	-	-	-	R	R	-	-	-	-	-
<i>Great Recession - RTTT Incentives</i>	2010	R	R	A	-	R	A	A	R	R	A	-	A	A	A
<i>Legislative Gridlock - ESEA flexibility</i>	2012	R	R	A	-	R	A	A	R	R	A	-	A	A	A
<i>Referendum on Obama/Duncan policies</i>	2015	R	R	A	A	A	A	R	A	A	A	A	A	A	R

A Few Loose Ends

- State implementation of assessments/accountability systems include measures of achievement via
 - An annual summative assessment or multiple statewide assessments, fixed or computer-adaptive format, measuring the state's content standards at grades 3-8 and one high school grade
 - Assess students using on-grade-level standards
 - Produce a comparable summative score for all students and schools

A Few Loose Ends

- Additional assessment measures may be used in accountability system (but must be approved by USED)
- Measures of “school quality or student success” can include many things but majority of states chose to use chronic absenteeism (attendance) and a postsecondary readiness measure (e.g. CEE scores, AP, career/technical education pathways, etc.)

Exciting, but Very Difficult, Opportunities

- Local option for nationally-recognized high-school assessment to be used in lieu of the state's high school assessment
 - Must produce comparable results to the state high school assessment
 - An incredibly tall order for assessments based on different content standards, different item types, different blueprints, and different conditions.

Exciting, but Very Difficult, Opportunities

- Through-course assessment
 - Using multiple interim assessments to roll up into a single summative score for ELA and for mathematics
 - An incredibly tall order, not as simple as it looks
 - Not just selecting options from a menu - still has to pass assessment peer review

Exciting, but Very Difficult, Opportunities

- Innovative assessment & accountability pilot
 - Still have to pass assessment peer review demonstrating reliability, validity, and comparability across participating districts.
 - Still have to pass accountability peer review.
 - Have to have a plan in place for statewide implementation within 5 years.