



Session Title: Strategies for Addressing Changing State Assessments

Session presenters/facilitators:

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Linda Caswell, Abt Associates
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Overall summary of the session:

All i3 grantees and evaluators were invited to problem-solve with other grantees and evaluators in their same implementation states about strategies for addressing the transition to the new college- and career-ready state assessments. This session will include a short presentation followed by state-specific working groups.

Key issues or questions discussed:

- The facilitators provided an overview of how many states have dropped out of the Common Core and/or have suspended state assessments. They also provided some alternative measures grantees could consider to measure student progress (existing district assessments, purchase new assessments, student learning objectives, etc.) and the tradeoffs to various approaches.
- Participants noted their frustration in how they were supposed to measure student progress absent assessment data. They are interested in talking points on how to discuss this issue with funders and stakeholders.
- There was a discussion of what has been happening with states dropping out of the Common Core, which is related to the assessment issue.
- There were several participants from California, a state that has recently suspended assessments. They told the group the state sought a waiver from the Federal government on using state assessments for ESEA accountability and other federal initiatives. They suggested this might be a good avenue for other states in this position to pursue.
- The participants understood there is no easy solution to this issue and want the Department to understand their frustrations. Some suggested that the Department relax its standards on using state assessment data until states fully transition to college- and career-ready standards.
- The group was appreciative that a Department representative listened to their concerns.