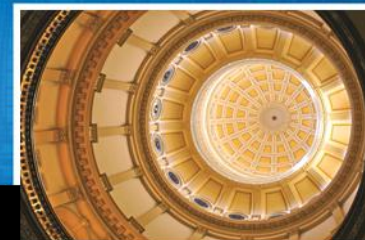




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Informational Hearing:
The Common Core and Alaska's Academic Standards

**Legislative Role in
Implementing College & Career
Readiness Standards**

Anchorage, Alaska
January 8th, 2014



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About NCSL

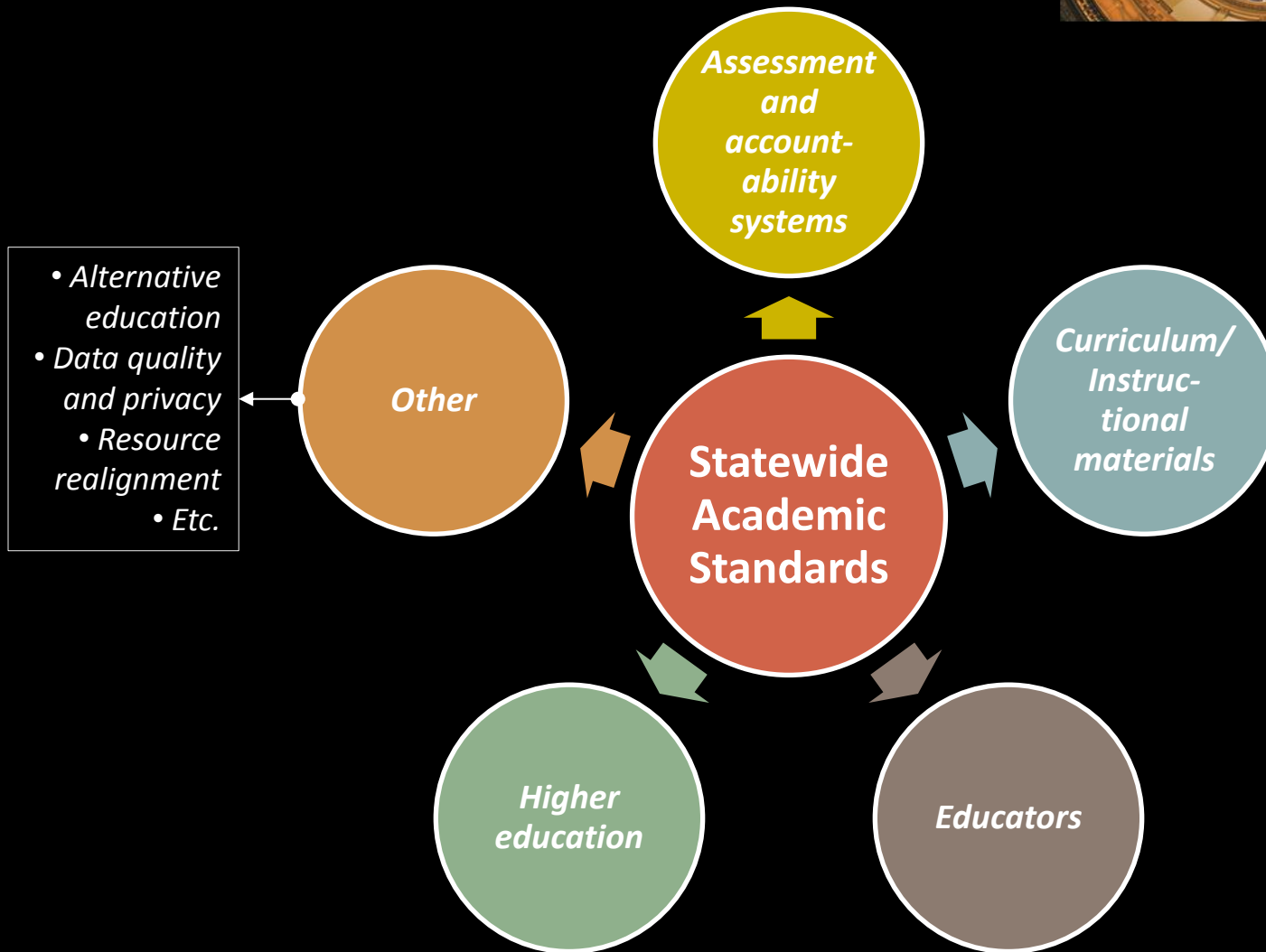
- Instrumentality of all 50 state and territorial legislatures
- Bipartisan
- Provides research, technical assistance and opportunities to exchange ideas
- Advocates on behalf of legislatures before the federal government

NCSL is committed to the success of state legislators and staff. Founded in 1975, we are a respected bipartisan organization providing states support, ideas, connections and a strong voice on Capitol Hill.



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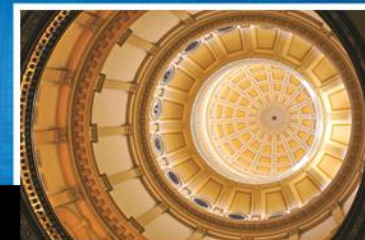
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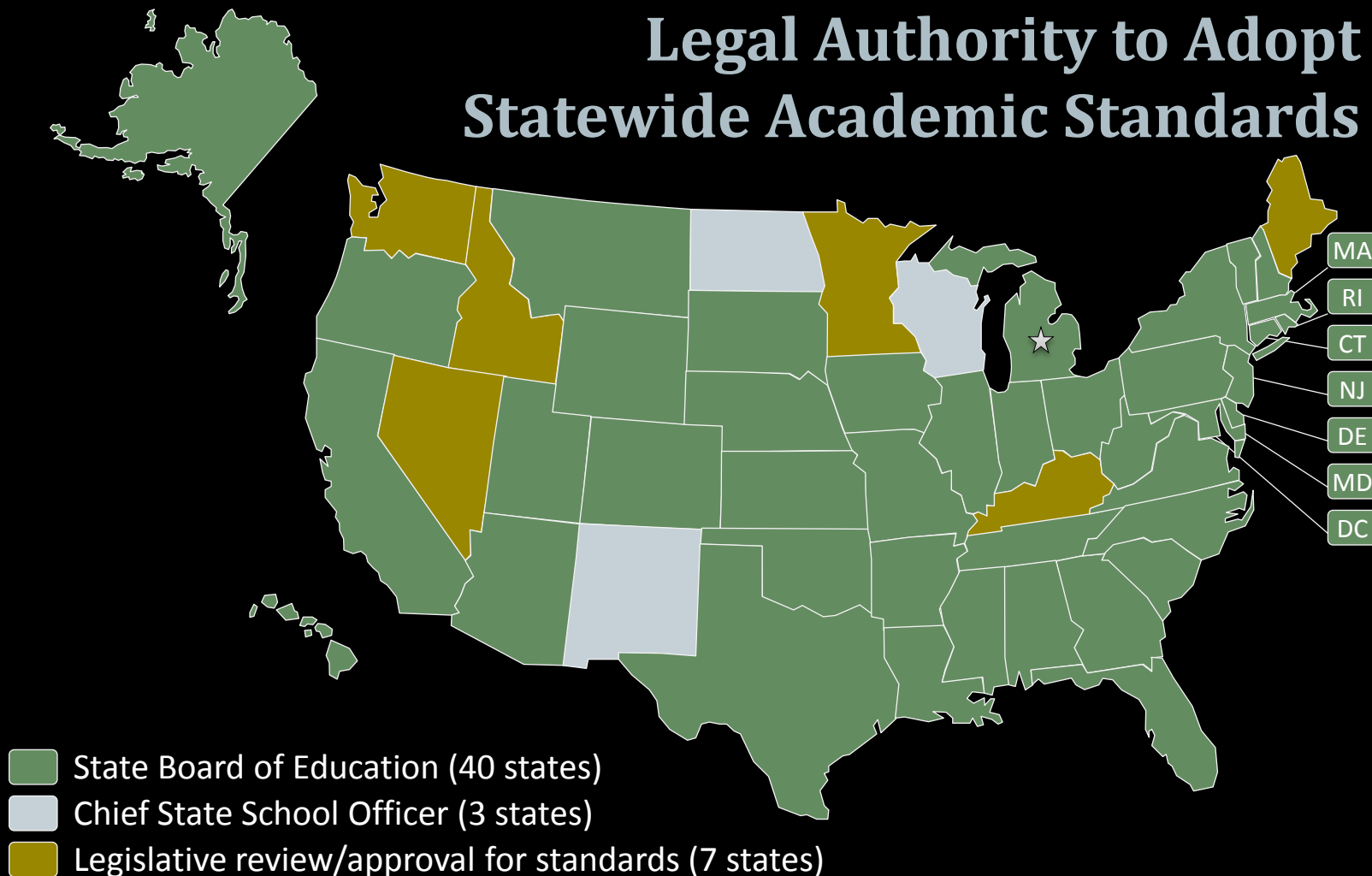


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Legal Authority to Adopt Statewide Academic Standards



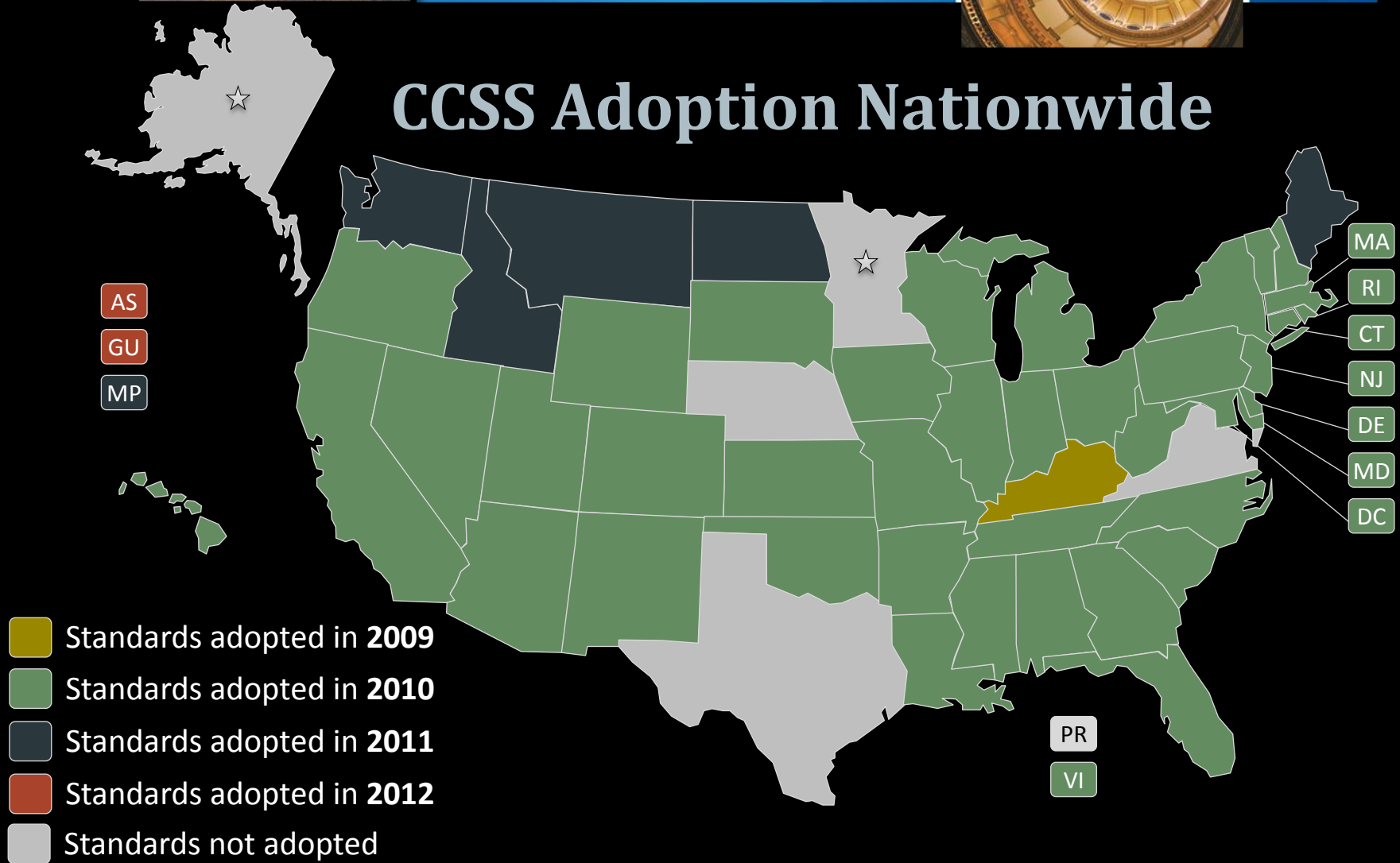


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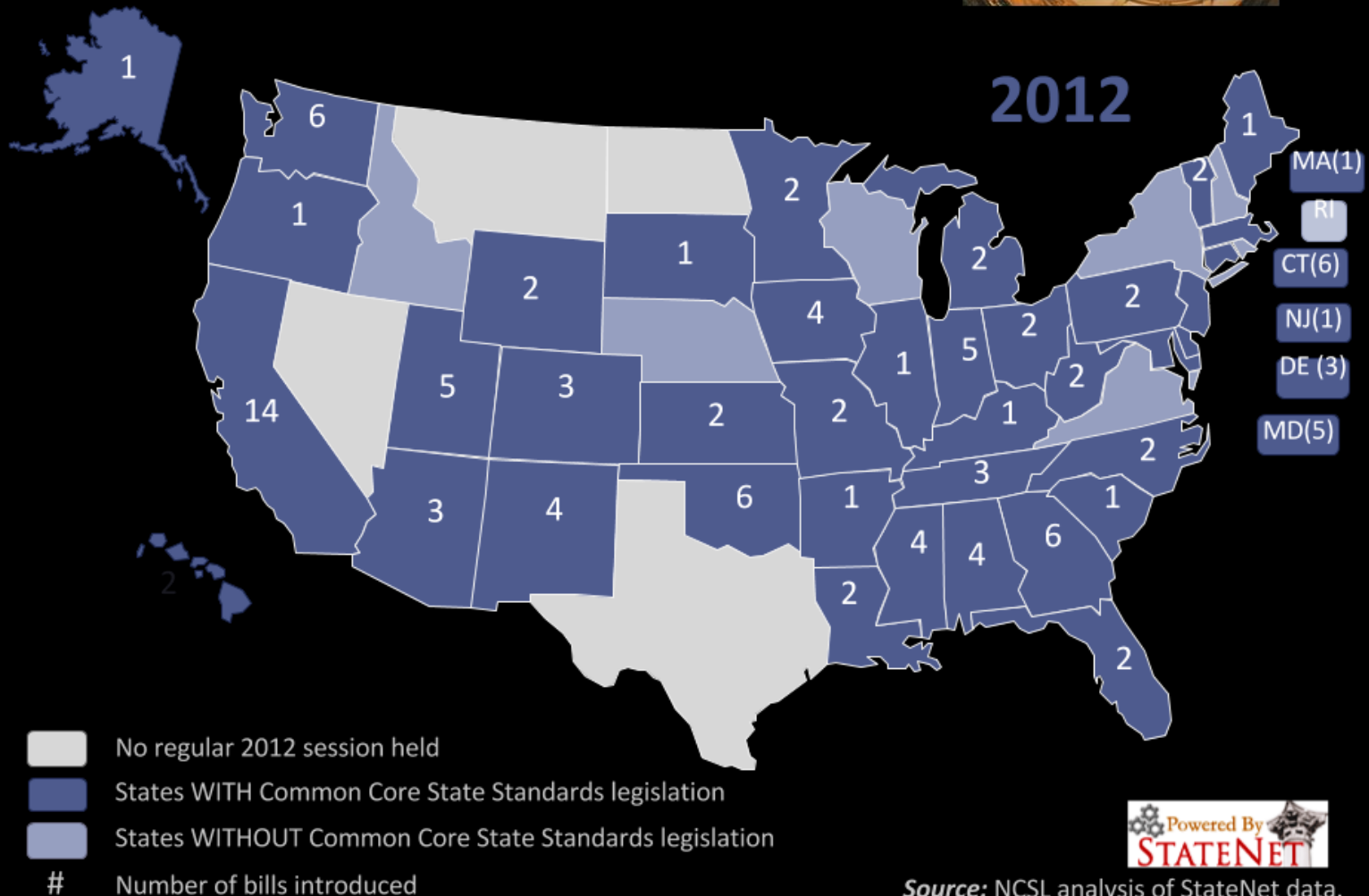
CCSS Adoption Nationwide





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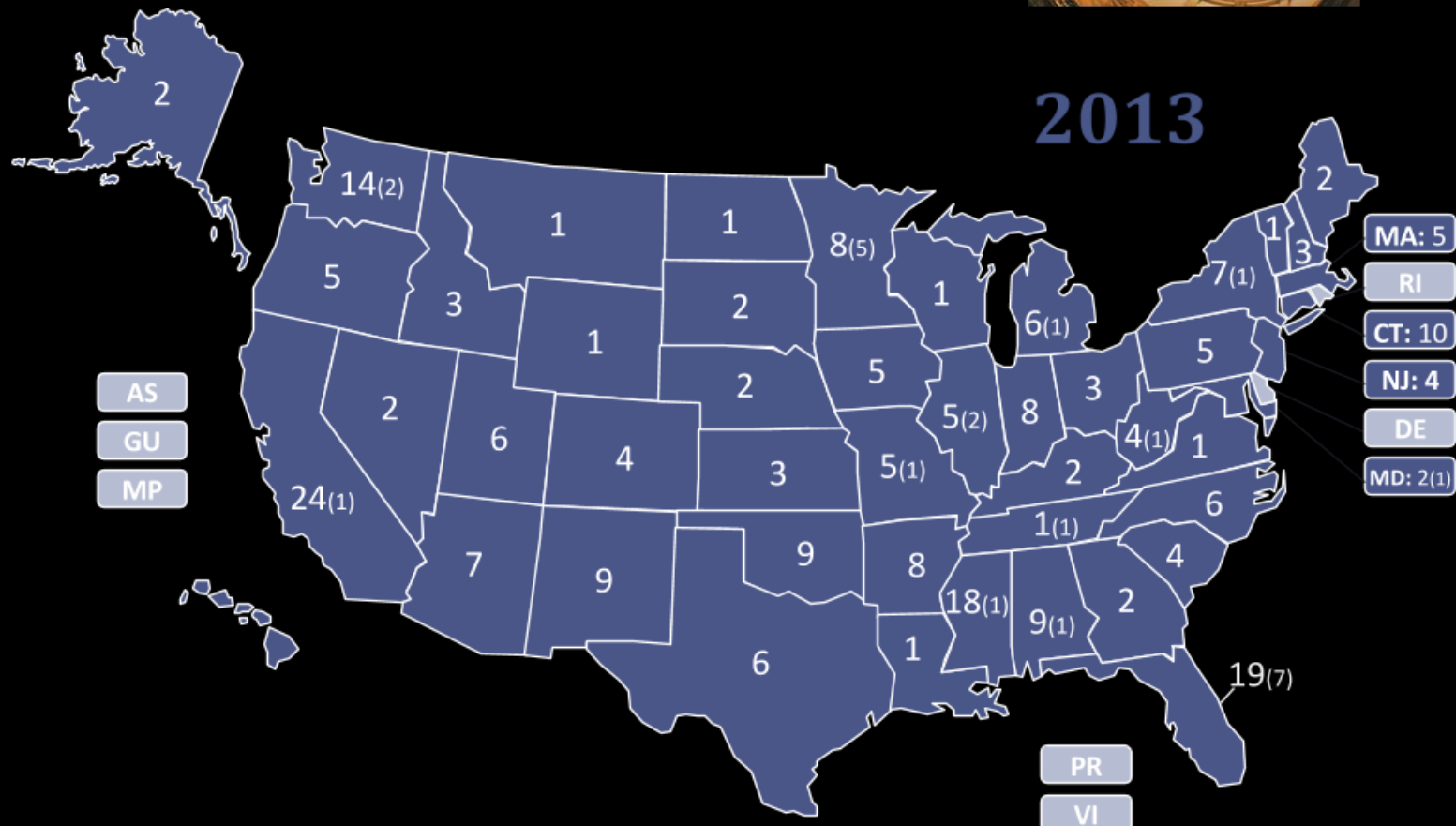


Source: NCSL analysis of StateNet data.



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- States WITH Common Core State Standards legislation
- States WITHOUT Common Core State Standards legislation
- # (#) Number of bills introduced (number of companion bills)

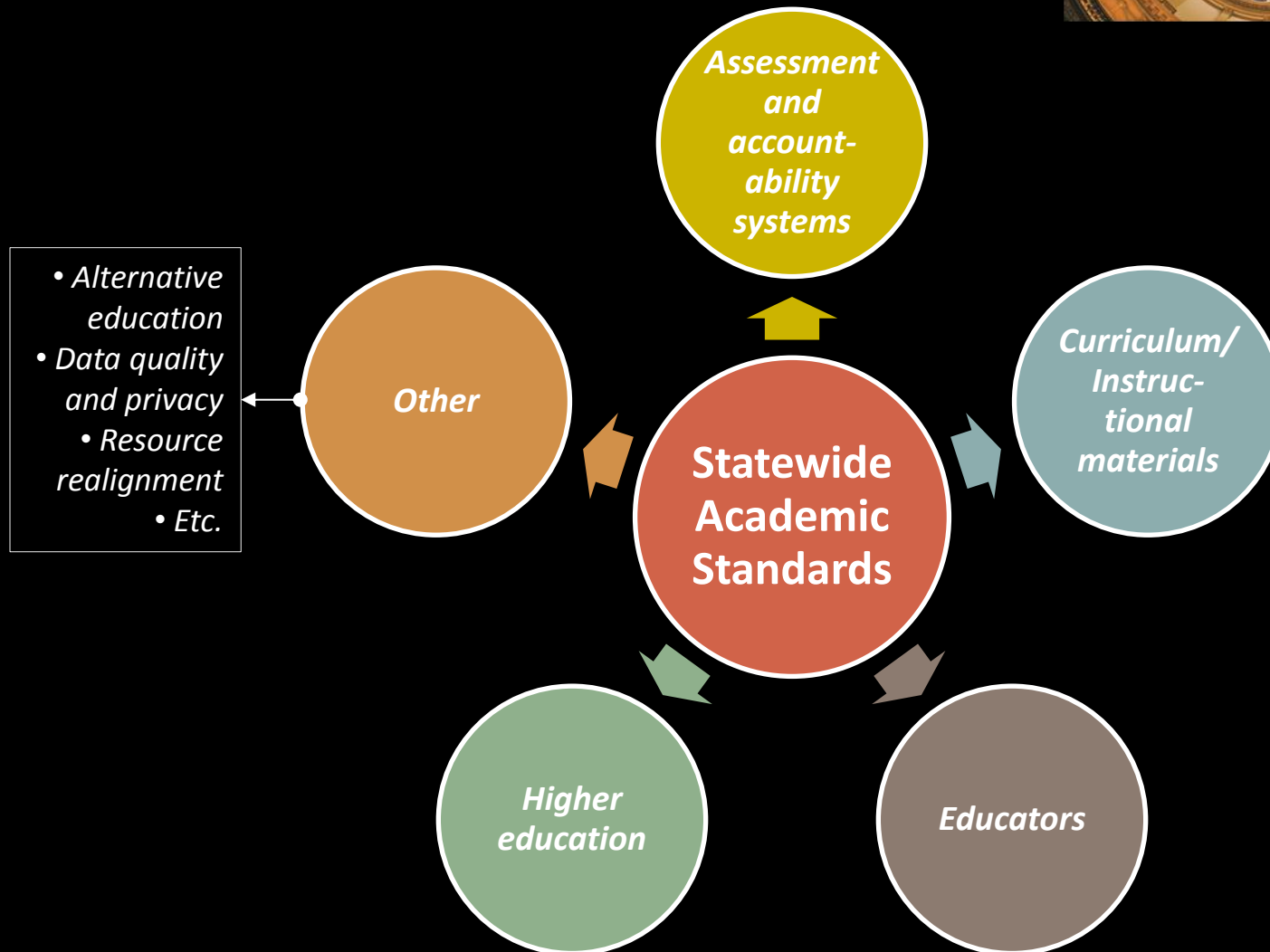


Source: NCSL analysis of StateNet data



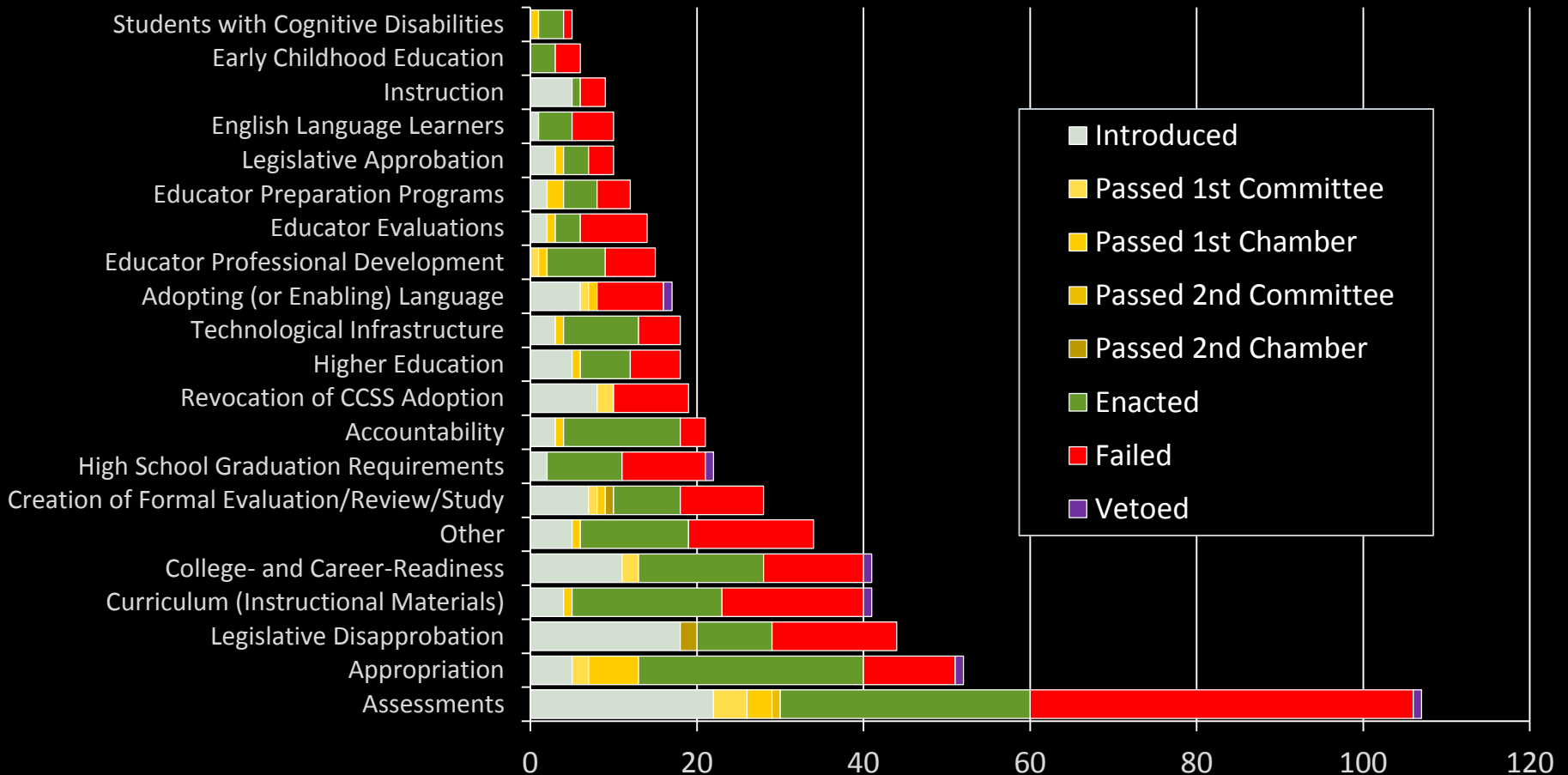
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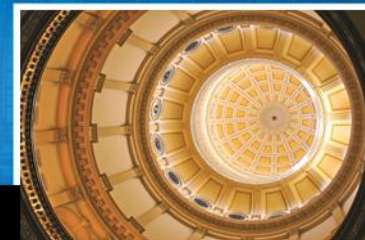
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2013 Legislation by Topic Area





Race to the Top Criteria

- Announced July 24, 2009
- \$4.35 billion in grant funds
- Round One:
 - Total of 500 points available
 - Great Teachers and Leaders (138 total points)
 - State Success Factors (125 total points)
 - Standards and Assessments (70 total points)
 - General Selection Criteria (55 total points)
 - Turning Around the Lowest-Achieving Schools (50 total points)
 - Data Systems to Support Instruction (47 total points)



Race to the Top Criteria

- Total of 70 points available under Standards & Assessment criteria
 - 40 points for “developing and adopting common standards”
 - 20 points for “participating in consortium developing high-quality standards”
 - 20 points for “adopting standards”
 - 10 points for “developing and implementing common, high-quality assessments”
 - 20 points for “supporting the transition to enhanced standards and high-quality assessments”

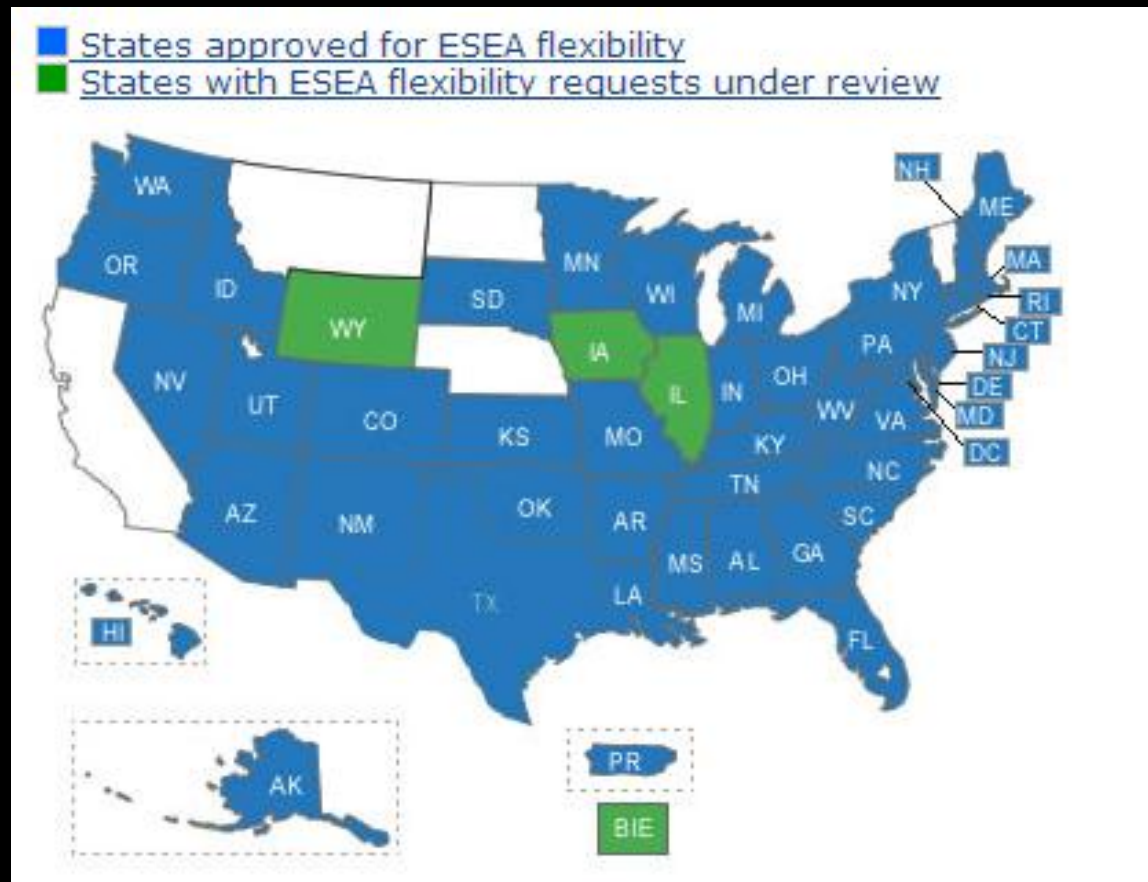


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ESEA Waivers

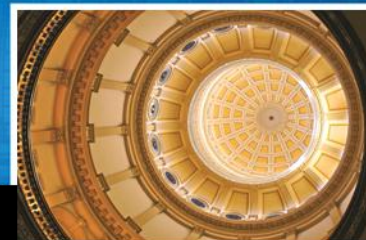


SOURCE: <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>



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Informational Hearing: The Common Core and Alaska's Academic Standards

Teacher Impact & Data Collections

Anchorage, Alaska
January 8th, 2014



Legislative Role in Teacher Policy

- Teacher quality is the most influential school-related factor in student achievement
- State legislators spend a lot of time on teacher policy
 - Preparation
 - Licensure/Certification
 - Recruitment/Retention
 - Induction/Mentoring
 - Professional Development
 - Compensation/Benefits
 - Evaluation



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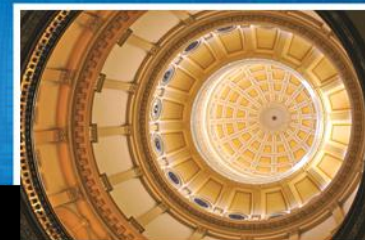
Successful Implementation of C&CR Standards = Examination of Current Teacher Policy

- Teacher Preparation
- Teacher Induction and Mentoring
- Teacher Professional Development
- Teacher Evaluation



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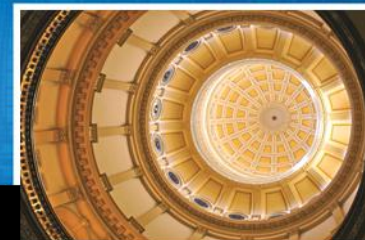
Teacher Policy & New Standards: Timing is Everything

- Significant changes to teacher evaluations – biggest change to teacher policy in decades
- Context: New Standards and New Assessments
- Timing for new evaluations, new prep and PD will be important!



Student/Teacher Data Link

- In order to determine student achievement, we need data points (summative/formative)
- In order to determine teacher effectiveness, we need student data (growth model or value-added)



Student Data Privacy Issues

- Privacy Concerns: Seek Answers
- State Legislation to Protect Student Data Privacy and/or Create Governance Body
 - MD Education Article §§24-703 – 24-704; Creates a governance structure responsible for safeguarding privacy (http://mgaleg.maryland.gov/2014rs/statute_google/ged/24-703.pdf)
 - OK HB 1989 - Student Data Accessibility, Transparency and Accountability Act of 2013 (<http://www.oklegislature.gov/BillInfo.aspx?Bill=HB1989>)



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Informational Hearing: The Common Core and Alaska's Academic Standards

Common Core Assessments

Anchorage, Alaska
January 8th, 2014



Need for New Assessments

- The Common Core State Standards initiative required the development of tools and resources to help participating states implement the new standards, including
 - instructional materials aligned with the standards
 - resources for educators to adjust classroom practices
 - CCSS aligned assessments to measure and report student progress under the new standards



Race to the Top Assessment Program

- In 2010 the U.S. Department of Education created a new Race to the Top grant program to fund the development of assessment systems
- To receive the grant, assessment consortia were required to
 - have a membership of at least 15 states that have agreed to adopt college and career ready standards
 - have a designated one member state as a primary fiscal agent and have a project management service provider



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- To receive the grants, the new assessment systems were required to:
 - include one or more summative assessments in ELA and mathematics for grades 3-8 and one year in high school
 - Produce student achievement and growth data related to college and career readiness
 - assess all students including ELLs and those with disabilities
 - produce data that may be used to determine school, teacher and principal effectiveness and preparation, necessary professional development
 - system must fully implemented by 2014-2015

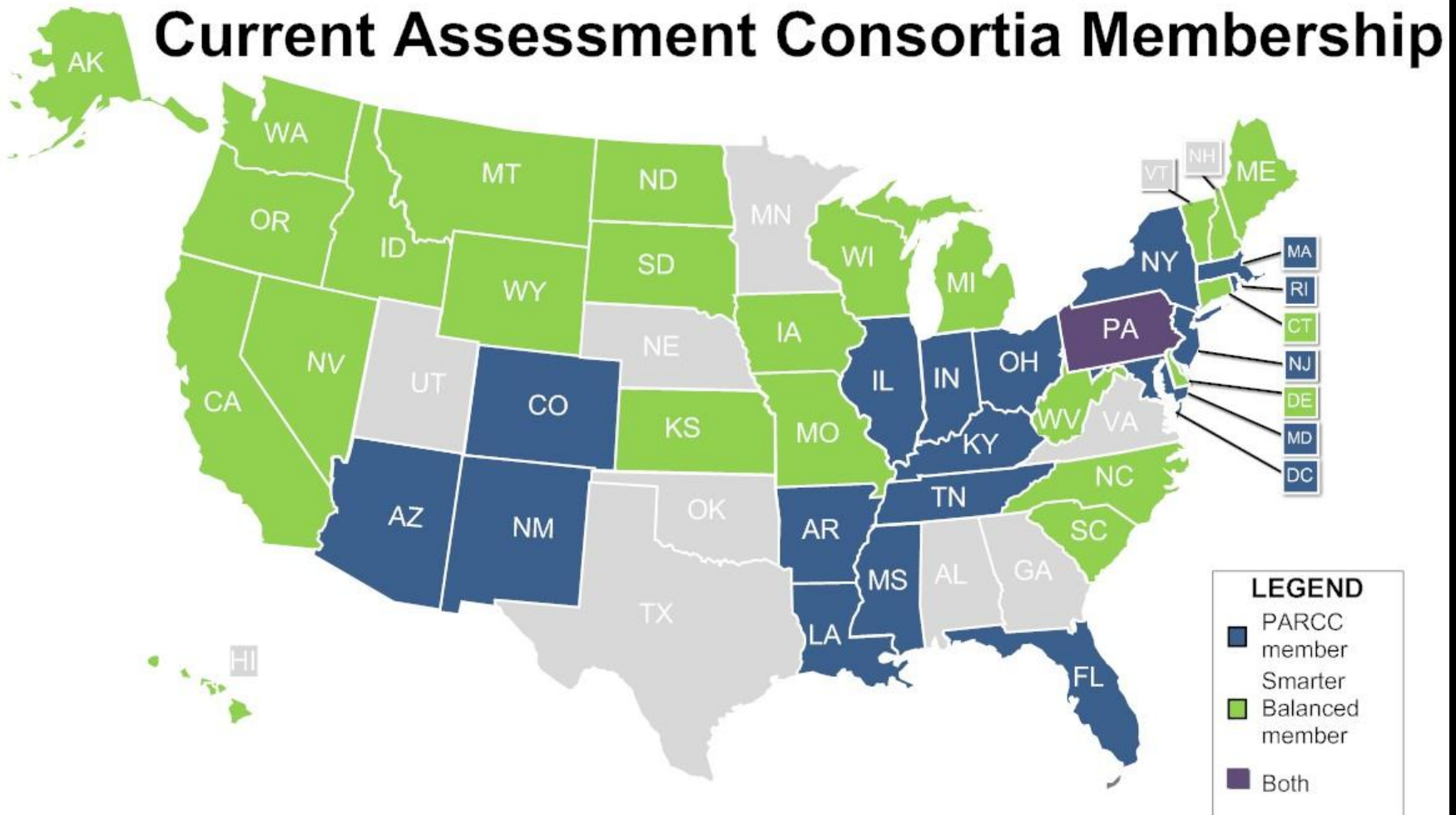


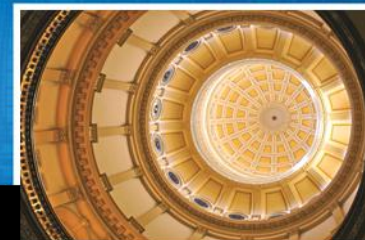
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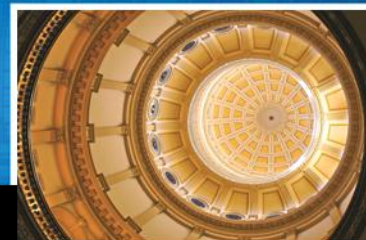
Current Assessment Consortia Membership





PARCC

- The Partnership for Assessment of Readiness for College and Careers (PARCC) received \$186 million RttT Assessment grant
- Florida acted initially as the fiscal agent but Maryland will transition into the role in 2014
- As of Jan. 1, 2014, PARCC transitioned from a “project management” structure to a non-profit entity but retained its state leadership governance
- Assessment system is comprised of two summative required assessments and two optional formative assessments annually for grades 3-8 and high school
- Summative assessments comprised of performance based assessments and end-of-year assessments
- PARCC states will also be required to administer an annual formative assessment to test speaking and listening skills



Smarter Balanced

- Smarter Balanced received a \$175 million Race to the Top Assessment grant
- Washington acts as the primary fiscal agent
- Project management services for Smarter Balanced is provided by West Ed; will be permanently housed at CRESST (UCLA)
- Assessment system is comprised of summative assessments, interim assessments and formative resources for grades 3-8 and 11
- Summative assessments will be a mix of performance tasks and end-of-year adaptive assessments
- Interim assessments and formative resources are optional components that are provided primarily to inform instruction and adjust teaching



Alternative Consortia

- Also in 2010, the U.S. Department of Education offered smaller competitive grants for alternative assessments to accommodate ELL students and students with significant cognitive abilities
- Three consortia received funding and are expected to be implemented in the 2015-2016 school year
 - Dynamic Learning Maps(DLM)
 - The National Center and State Collaborative (NCSC)
 - Assessment Services Supporting English Language Learners through Technology Systems (ASSETS)

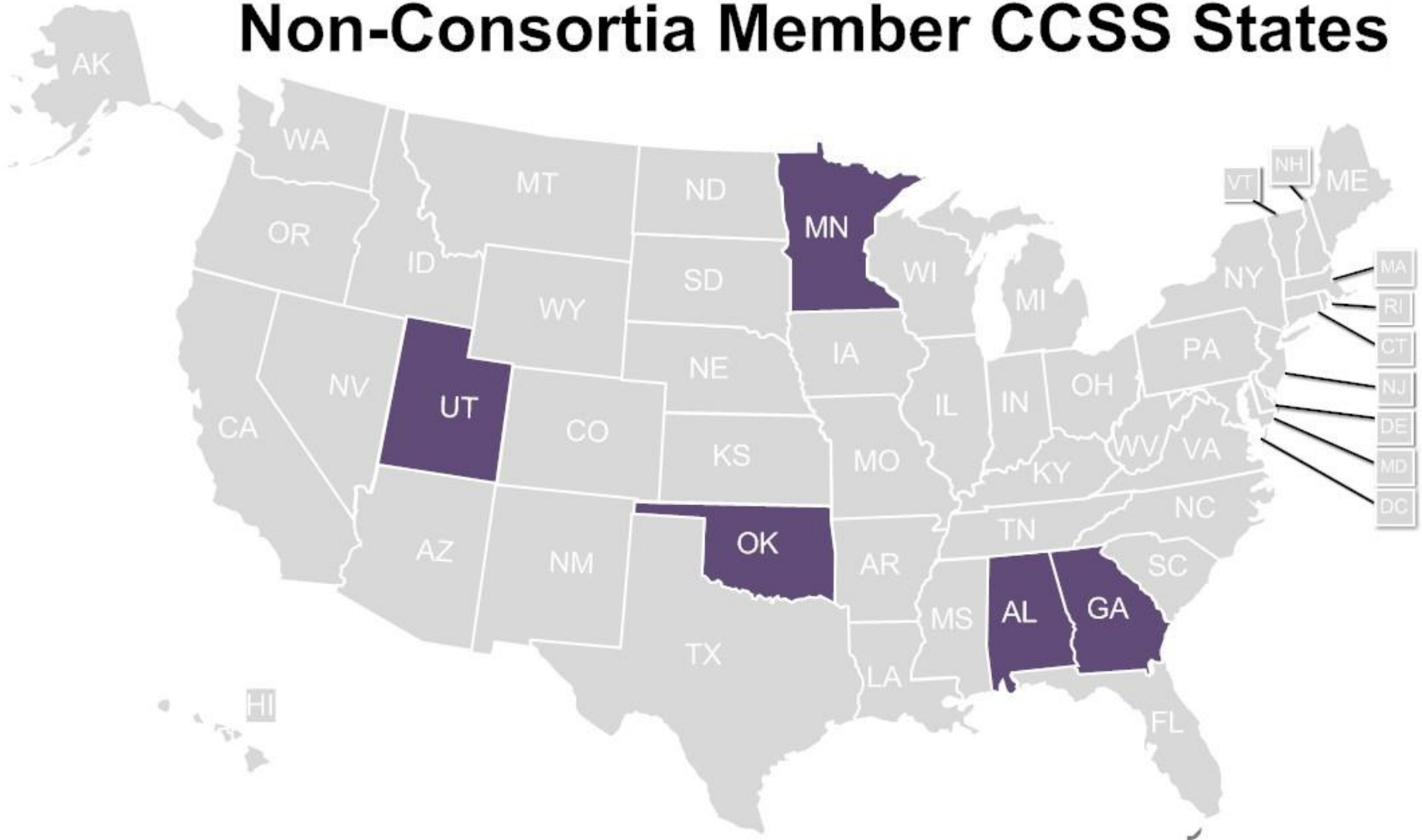


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Non-Consortia Member CCSS States





Key Differences in New Assessments

- Common Core based assessments and new state assessment systems differ from previous systems by:
 - o Focusing on a "balanced" system
 - o Changing the structure of assessments
 - o Integrating more technology and computer use



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Summative:

College and career readiness
assessments for accountability

**Teachers and
schools have
information and
tools they need
to improve
teaching and
learning**

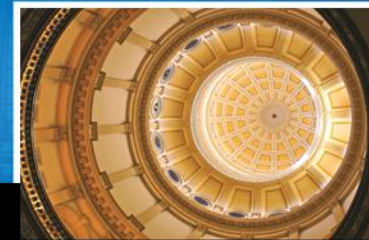
Interim:

Flexible and open assessments,
used for actionable feedback

Formative resources:

Supporting classroom-based
assessments to improve
instruction

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Smarter-Balanced-Overview-Presentation.pdf>



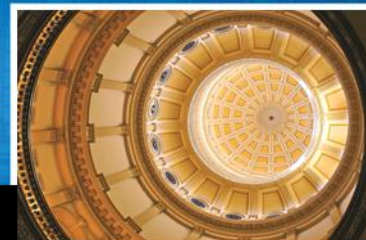
Structure of Assessments

- As state standards focus more on deeper learning, assessments will structure will need to change to accurately assess these skills
- Moving away from "bubble tests" to more performance based tasks, open ended questions, and "real-world" problem solving
- However, this can mean higher development costs



Integrating Technology

- Utilizing computers and other technology with assessments can allow for:
 - More instant results and data
 - A wider variety of assessment questions
 - Adaptive testing
- However, states will need to address technology requirements and bandwidth capabilities and related costs



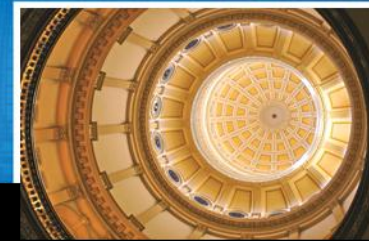
Considerations for States

- Costs of the new assessments
- Time spent on testing
- Proper professional development and resources
- Technology needs and capabilities
- Data and privacy concerns



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