

# Assessment, Transparency and Accountability: Three Critical Elements of a Bi-Partisan Approach to Advancing both Excellence and Equity

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## 1. Assessments:

Continue current law, requiring annual, statewide assessment of all students in grades 3-8, and at least once in high school, in both reading and math. All students also must be assessed in science at least once, each, during elementary, middle and high school. All means all students taking the same test. Only students with the most significant cognitive disabilities, who are up to 1 percent of the total student population, should be assessed using alternate assessments based on alternate achievement standards.

## 2. Public Reporting:

Transparent, accessible reporting at the state, district, and school level of:

- a. The percent of students at each achievement level on the statewide assessment; accurate assessment participation rates; accurate high school graduation rates, and all other indicators in the accountability system, overall, and for income status, major racial/ethnic groups, disability status, English Learners, gender, and cross-tabbed by gender and disability.
- b. Accountability ratings

## 3. Accountability:

Statewide accountability systems that expect and support all students to graduate from high school ready for college and career.

- a. Indicators:
  - Measures of student learning outcomes, including assessments (growth and reading, math, and science proficiency), accurate high school graduation rates, and other academic measures of college/career readiness must be predominant.
  - Other indicators (attendance, student surveys, school safety, parent satisfaction, working conditions, etc.) may be included, but must play a secondary role.
  - Evidence of English proficiency and time in program should be taken into account for English learners.
  - Accurate assessment participation rates must be included.
- b. States must set public statewide improvement goals on indicators of student learning outcomes and translate these goals into improvement targets for districts and schools for students overall and for all subgroups, with greater progress expected for groups that have been behind.
- c. Performance against those targets must be the predominant factor in statewide school accountability systems, with other indicators making up the rest.
- d. State accountability systems must ensure that steps — including targeted interventions, supports, and ratings changes — are taken for all schools that consistently miss targets for any group of students. If these systems designate districts as the first responder for interventions and supports, states must assure effective action if those district supports and interventions don't work.



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