



Education Committee

- **Reading and Math Readiness:** Study current local, state, and national policies and programs that improve student achievement in reading and mathematics, with an emphasis on “early readiness” in grades preK-5. Make recommendations to ensure every student has a strong academic foundation in reading and math.
- **Testing Reform:** Review the state's current development and phase-in of the STAAR test redesign and ongoing innovative assessment reforms, including the Texas Through-Year Assessment Pilot (TTAP). Recommend ways to accelerate current testing improvement efforts and the development of a real-time testing program that meets the educational needs of Texas students.



Dan Patrick

Lieutenant Governor of Texas
President of the Senate

2024 Interim Legislative Charges:



1. What are other states doing with Thru-Year Testing & Accountability? Any lessons learned?
2. According to Fair Test, 27 states used to require exit exams to graduate; and now only 9 do. How & why did 18 states remove their exit exam requirements? What are those states using now instead of exit exams?
3. Are other states piloting or implementing *“innovative assessments”*? Did any state take advantage of USDE’s recent call for innovative assessment grants?



Harry Feder

Executive Director

FairTest

The National Center for Fair & Open Testing

FairTest works to end the misuses and flaws of standardized testing and to ensure that evaluation of students, teachers and schools is fair, open, valid and educationally beneficial.



STATE EXIT EXAMS

An Update to the Texas School Alliance
Harry Feder, Executive Director, Fair Test

May 1, 2024

Federal Accountability (ESSA) vs. High Stakes Consequences

About **22 states** use a college entrance exam (ACT, PSAT, SAT) as the high school assessment to meet federal (ESSA) accountability testing requirements¹.

- **Use the ACT:** Alabama, Arizona, Arkansas, Kentucky, Hawaii, Louisiana, Maryland, Mississippi, Montana, Nebraska, North Carolina, North Dakota, Wisconsin, Wyoming
- **Use the SAT:** Colorado, Connecticut, Delaware, Illinois, Indiana, Maine (?), Maryland, Michigan (PSAT), New Hampshire, New Mexico, Rhode Island, West Virginia
- **Free in school SATs or ACTs:** New York City, DC, some Georgia districts, some Missouri districts, Kansas, Nevada
- **ACT or SAT** – Oklahoma districts can choose

¹ Education Commission of the States, Dec. 2021

TREND IS AWAY FROM EXIT EXAMS REQUIRED FOR GRADUATION

- Only 9 states left (FL, LA, MA, NJ, NY, OH, TX, VA, WY)
- Down From High of 27 post-NCLB
- States drop exit exams because of harm to students and realization that standardize tests don't measure what we want HS graduates to know and be able to do
- Development of different measures and criteria for diploma



Are other states piloting or implementing testing reforms and/or *“innovative assessments”*?

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- [Massachusetts Consortium for Innovative Education Assessment](http://mciea.org) (mciea.org) - Eight local districts have formed their own network focused on performance assessment and non-test-based accountability measures
- [New York Performance Standards Consortium](http://performanceassessment.org) (performanceassessment.org) - 38 public high schools serving more than 12K students, allows them to graduate using a performance assessment system instead of taking the states' exit exams (NY Regents exams).
- [Alabama](#) - no longer requires exit exams to graduate from high school; instead of passing state tests to graduate...each student is required to attain at least 1 CCR indicator out of 10 possible indicators. Begins with the Class of 2028.
- [New Mexico](#) – in partnership with Community of Practice, NMPED is developing a new statewide graduation option that culminates with “Capstone” options.
- [Kentucky](#) – [United We Learn](#) is Kentucky Dept. of Education's innovative assessment & accountability pilot (based in part on John Tanner's work with Benefits-Based Accountability).

ALABAMA

College and career readiness (CCR) measures required for graduation

- No Exit Exam
- Beginning with Class of 2028
- Must attain one of 10 indicators:
 - 3+ on an AP Exam
 - 4+ on IB
 - Earn college credit while in HS
 - CTE industry credential
 - Benchmark score on ACT
 - In school youth apprenticeship program
 - Accepted into branch of military before graduation
 - CTE completer status
 - ACT WorkKeys Exam gold or silver
 - Additional approved CCR indicator



What are other states doing with Through- Year Assessments?

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May 1, 2024

Through-year Assessments for Accountability

At least **13 states** are in varying stages of developing, piloting and implementing through-year assessment models. While there are similarities between state approaches, states are making unique design choices as well².

- The states are: Alaska, Delaware, Florida, Georgia, Indiana, Kansas, Louisiana, Maine, Montana, Nebraska, North Carolina, Texas and Virginia.
- The overall purpose is to have more smaller tests that can measure student performance multiple times during the year as opposed to once at the end.
- **Interesting to note:** Illinois recently received a CGSA grant to develop a through-course model for high school Spanish language arts. Both Louisiana and Delaware are developing through-year assessments for science. Similarly, Nebraska has worked with a consortium of states to develop the stackable, instructionally-embedded, Portable Science (SIPS) Assessments project; a model which could be utilized as the foundation for a through-year assessment system.

² <https://www.education-first.com/wp-content/uploads/2023/01/What-are-Through-year-Assessments-1.pdf>

CENTER FOR ASSESSMENT : TEN KEY CONSIDERATIONS ON THROUGH-YEAR ASSESSMENT³

Key Highlights:

1. Research on through-year assessments is limited
2. Through-year assessments will impact local curricular decisions—substance and timing
3. For through-year assessments to be useful for instruction and student improvement, reporting has to be radically different
4. Through-year assessments may compound existing tensions between accountability and instruction: more perceived high-stakes tests will have a negative effect on instruction.
5. Overall testing time will go up, unless state through-year assessments replace existing interim assessments. (in Florida testing time has gone up)

In 2021-22, the total estimate time for state testing was: 4,545-4,550 minutes for K-12, plus an average of 177.5 minutes for the School Day SAT/ACT. In 2023-24, the total estimate time for state testing is: 6,580-6775 minutes for VPK-12, plus an average of 143 minutes for the School Day SAT/ACT/CLT. **With F.A.S.T. testing, the estimated time for state testing has increased by over 2,000 minutes... that is more than 33 hours of increased state testing over a student's school career.**

³ <https://www.nciea.org/wp-content/uploads/2023/03/Ten-Key-Considerations-Through-Year-Assessment-Report-March2023-F.pdf>