

# Archived Information

## STATE ASSESSMENTS

<b>Goal:</b> States establish strong accountability systems based on high State standards and annual assessments for all students in grades 3-8.	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
<b>Legislation:</b> To be determined.	1985	\$0	2000	\$0
	1990	\$0	2001	\$0
	1995	\$0	2002 (Requested)	\$320

### Program Description

*No Child Left Behind*, the Administration's proposal to reform elementary and secondary education and close the achievement gap, calls for States to establish strong accountability systems based on high State standards, expanded annual assessment of student achievement, and consequences for schools that fail to educate disadvantaged students. The foundation of these new State-based accountability systems is annual State assessments in reading and mathematics for all students in grades 3-8. States would have 3 years to develop and implement such assessments, which must be in place by the 2004-2005 school year. States would be permitted to select and design their own assessments, so long as they are aligned with State standards and student achievement results are comparable from year to year. States will be expected to include all students in their assessment systems, with few exceptions. The proposed State Assessments fund would make grants to States to help finance the development and implementation of these assessments.

Assessment results would be regularly reported to the public and would be broken down by gender, race, ethnicity, English proficiency status, migrant status, disability status, and socioeconomic status. These assessments would provide parents the information they need to know how well their child is doing in school and how well the school is educating their child.

School districts would use assessment results to make sure that all schools and students are making adequate yearly progress toward State content and performance standards, and that no groups of students are left behind. States would use assessment results to measure the performance of school districts and schools and to identify schools needing improvement under the school improvement and corrective action provisions of the Title I Grants to Local Educational Agencies program.

Once the new accountability systems are in place, the assessments also would be used to reward States and schools that make significant progress in closing the achievement gap between poor and minority students and their more advantaged peers. States that fail to show sufficient gains would risk losing a portion of their administrative funds. State assessment results will be confirmed by the results of an annual sample of students in each State on the National Assessment of Educational Progress (NAEP) 4th and 8th grade assessments in reading and mathematics.

The Administration's proposal builds on existing Title I requirements for annual testing of students in reading or language arts and mathematics at least once between grades 3 and 5, 6 and 9, and 10 and 12. Many States meet the current requirements, for example, by testing in grades 4, 8, and 12. No Child Left Behind would maintain the requirement for testing students served under Title I at least once during high school.

## Program Performance

OBJECTIVE 1: STATES WILL IMPLEMENT STANDARDS-BASED ASSESSMENTS FOR ALL STUDENTS IN GRADES 3-8.

Indicator 1.1 Annual assessments: All states will have annual assessments for all students in grades 3 through 8 in reading and mathematics.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	Not applicable	Not applicable	<b>Status:</b> Unable to judge.  <b>Explanation:</b> Baseline data for 2000 indicate that 15 states have annual assessments in grades 3-8 in reading and mathematics.  <b>Source:</b> Consolidated state performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2002.  <b>Validation Procedure:</b> Verified by Department attestation process and <u>Standards for Evaluating Program Performance Data</u> .  <b>Limitations of Data and Planned Improvements:</b> No known limitations.
<b>2000:</b>	<b>15 states</b>	<b>Baseline</b>	
2001:		15 states	
2002:		20 states	
Indicator 1.2 Standards-based assessments: States' annual assessments in grades 3 through 8 in reading and mathematics will meet the criteria for alignment with state standards, providing comparable student achievement results from year to year, and inclusion of all students.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	Not applicable	Not applicable	<b>Status:</b> New program.  <b>Explanation:</b> New program.  <b>Source:</b> Peer review records. <i>Frequency:</i> One-time. <i>Next collection update:</i> 2004. <i>Date to be reported:</i> 2005.  <b>Validation Procedure:</b> Not applicable.  <b>Limitations of Data and Planned Improvements:</b> No known limitations.
<b>2000:</b>	<b>Not applicable</b>	<b>Not applicable</b>	
2001:		Not applicable	
2002:		Not applicable	