

**An Implementation Framework for the
Locally-Selected, Nationally-Recognized
High School Assessment Provision of the
Every Student Succeeds Act**



THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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An Implementation Framework for the Locally-Selected, Nationally-Recognized High School Assessment Provision of the Every Student Succeeds Act

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INTRODUCTION

The Every Student Succeeds Act (ESSA, 2015) provides new flexibility for states with respect to high school assessments. Notably, section 1111(b)(2)(H) of ESSA allows a state to permit a local education agency (LEA) to administer a locally-selected, nationally-recognized assessment in lieu of the state test at high school if the LEA selects an assessment that has been approved for such use by the state.

This provision raises a number of questions for state education leaders seeking to leverage the promise of this flexibility. The purpose of this document is to help state leaders identify key issues to be addressed and help them construct an implementation plan to respond to the locally-selected, nationally-recognized high school assessment (LNHSA) flexibility. This document was developed in consultation with a working group of state leaders convened by the Council of Chief State School Officers (CCSSO) and builds on a previous paper produced in conjunction with that workgroup.¹

This paper addresses two main components of the implementation: 1) coordination and management and 2) evaluation criteria. Coordination and management refers to the tasks associated with operationalizing an additional assessment program. Evaluation criteria refers to the technical standards and the process necessary for approval by the state and ultimately the U.S. Department of Education (USED).

COORDINATION AND MANAGEMENT

Chief among the issues raised by the LNHSA provision are the responsibilities of state education agencies (SEAs) and LEAs related to coordination and management. Notably, these responsibilities go beyond simply administering a new program. Because the LNHSA option is meant to be comparable with respect to interpretations and uses of the state's current high school assessment program, it adds a wide range of responsibilities to ensure the program is fully compatible with and equitable to the state's existing assessment and accountability system.

Communications

SEA Communications

SEAs should develop a plan to communicate with LEAs about the high school assessment option. The communication plan will likely start with an overview of the local assessment option and an invitation for feedback from the LEA to determine

¹ Domaleski, C. & Gong, B. (2017). *Implementing the locally-selected high school assessment provision of the Every Student Succeeds Act: Key questions and considerations*. Washington, DC: Council of Chief State School Officers.

whether it is interested in exploring this alternative. Even at this early stage, this communication should signal to LEAs the depth and breadth of technical criteria and their responsibilities connected to this option to avoid setting any false expectations.

Describing the full technical and administrative requirements (addressed in a subsequent section) to be evaluated represents another significant communication priority. This communication should describe the purpose and intent of the criteria and how they serve the state's interest in preserving standards-based assessment. If the criteria and process are still being developed, this communication may describe the proposed timeline and process for developing and distributing this information.

Additionally, the SEA should communicate any conditions or requirements for continued administration of an SEA-approved assessment. For example, the SEA should clarify that the locally-selected assessment is not only required to get SEA approval, but must also undergo federal peer review.

The communication strategy should outline LEAs' management and coordination responsibilities. This will involve clarifying the process for handling future changes to the assessment plan in order to renew the application. It is also important to identify the type and range of interactions (e.g., regular updates to the SEA, participation in Technical Advisory Committee [TAC] meetings) necessary for the ongoing management of the LNHSAs initiative.

Finally, SEAs should develop a plan to communicate the objectives and process of the LNHSAs initiative with USED. That plan will likely involve interaction with USED early in the process to describe how the SEA intends to review and potentially use LNHSAs in the state's assessment and accountability system. This may mitigate the likelihood of encountering complications later in the process related to federal approval. Additionally, SEAs should consider the role of the LNHSAs in the state's ESSA accountability plan. While it may be premature to address the LNHSAs in the state's initial ESSA accountability submission, implications to the ESSA system may be addressed through amendments or other communications with USED as the nature and scope of LNHSAs may dictate. The timeline and process for assessment peer review is another consideration that should be addressed during the planning process.

LEA Communications

The ESSA regulations also specify requirements for the LEA related to several types of communication.

Before applying, the LEA must notify parents of students about the option. The regulations require LEAs address their intent to request approval from the state and any effect on the instructional program. It may also be advisable for LEAs to address how the proposed LNHSAs will meet the needs of all learners (e.g., accessibility features

and accommodations). Notification must also address the mechanism for providing meaningful input about this request, including consultation with all public charter schools whose students would be included. Although not explicitly addressed in the regulations, if the LEA intends to use the LNHSAs for any additional requirements (e.g., diploma eligibility) this should be addressed in the notice as well.

As part of requesting approval, ESSA regulations require an update to the LEA plan or other relevant agreements (e.g., state performance plan or compliance agreement). Charter schools must provide required assurances that use of the LNHSAs is consistent with school law and the school has consulted with an authorized chartering agency. For example, the charter may mention performance goals in terms of state assessment scale score or other metrics that should be adapted if a LNHSAs would be used.

If approved, the LEA must notify parents of students in high school that they intend to administer the LNHSAs. In subsequent years, the LEA must notify the state and parents of its intentions to continue to administer the LNHSAs.

Procurement and Contract Management

Procurement and contract management refers to the process and responsibilities for acquiring and administering the assessment program. This includes establishing terms for selection of and contracting for the assessment(s). It is possible for an SEA or LEA to handle all or some of these responsibilities (e.g., the SEA selects a provider and negotiates the contract, but the LEA is financially responsible). The SEA should also determine whether limiting the period of time for entertaining district requests is necessary to facilitate procurement and management. That is, the state may wish to establish a 'cut off' date for participation. The state should also consider if it wishes to allow a LNHSAs to be used for one content area, but require the state assessment, or even another LNHSAs for another content area.

There are multiple models for procurement and contract management. This document describes two alternatives—state coordination and local coordination.

State Coordination

Under a state-coordinated model, the SEA would procure any assessment approved for use by the LEA in lieu of the state assessment. The state would also provide primary oversight for all contract decisions, including the scope of work for development and administration. By so doing, the state may better ensure the assessment is suitable for the intended interpretations and uses and safeguard the quality and timeliness of test results. With this alternative, the SEA may be able to leverage a more competitive price due to economy of scale.

Local Coordination

This approach requires the LEA or a group of LEAs to handle all responsibilities related to procurement and management. This may be more operationally feasible, especially if the SEA's capacity to take on additional management responsibilities is limited. The SEA would maintain an interest in ongoing quality control, which is addressed in a subsequent section. The SEA should offer support in the form of procurement best practices, and should consider setting requirements for inclusion in all procurements. For example, procurements issued by LEAs must address required test dates, expected number of testers, and requirements for data to be collected and delivered to the LEA or SEA by a certain date in order to be factored into accountability models.

Certification of Program Management Capacity

If the SEA permits one or more LEAs to assume responsibility for coordination and management of the assessment program(s), the SEA should consider establishing criteria for the LEA's program management plan. Such criteria might address the expectations for personnel and capacity required for successful management of the assessment program. Moreover, requirements should account for the role SEAs play in reviewing and approving the decisions of the management team.

For example, the criteria could require the program management team to have staff with specific experience and expertise and/or specify the number and types of program management reports and engagements with the SEA. Such criteria might motivate LEAs to reassign, hire, or otherwise contract for personnel to meet the SEA's requirements. These criteria are distinguished from ongoing quality control and management responsibilities, which are addressed in the next section.

Operational Quality Control

Regardless of the management structure selected, the SEA maintains an interest in ensuring the program meets professionally-accepted criteria for technical quality and preserving the purposes and uses the SEA wishes to support. For this reason, the SEA should develop detailed guidance and criteria for LEAs, especially if the LEA (or other program management entity) is providing primary oversight. These criteria should address the following:

- Data sharing agreements to ensure the SEA can securely and efficiently receive the data it needs to support uses such as
 - Including data in school accountability determinations
 - Enabling the state to conduct quality assurance analyses, such as investigations of potential testing irregularities

- Responsibilities, process, and expectations for providing the SEA and/or its advisors access to adequate information (e.g., technical documents, data) needed to support the SEA's efforts to certify the program is appropriately managed
- Responsibilities for determining test administration dates that will result in optimal participation rates (e.g., school day testing), and timely reporting of results
- Responsibilities and criteria for reporting
- Protocols for appropriate test administration procedures to include verification that
 - The state's accessibility and accommodations policies are followed
 - The state's requirements for secure and standardized test administration are followed
 - Key personnel (e.g., test coordinators and administrators) are properly trained and credentialed
 - Certification that any proposed computer-based testing platform meets appropriate standards for quality and security
 - Certification that districts and schools have the capacity to successfully administer the locally-selected test on the proposed computer-based platform with minimal threat to disruption
 - Assurance of appropriate support from the contractor, such as help desk personnel, to support successful administration of the assessment

Test Development and Technical Considerations

The SEA also maintains an interest in ongoing decisions made about development, scoring, and reporting. Any assessment program requires critical decisions throughout the life of the program such as those related to future item development, blueprints, standards, and scoring procedures. The SEA should establish standards for these ongoing development and technical considerations to include

- Standards for and acceptable deviation from approved scoring procedures (e.g., use of AI, required training and read-behinds)
- Guidance to determine when deviations from the approved blueprint threaten comparability claims
- Protocols to review and advise on deviations to the approved claims, reports, and standards
- Assurance of comparability (e.g., due to mode of administration) within and across testing programs. That is, for any one testing program, results should be internally comparable. This concern is augmented when an SEA oversees multiple state assessment programs.

The SEA should also specify the process for working with the state’s TAC or another appropriate technical advisory group approved by the state to vet decisions about the technical properties and development activities of the program. For the SEA’s purposes, this serves to minimize threats to the defensibility of results.

More broadly, the SEA may wish to establish an ongoing technical review and advisory process to ensure the program continues to operate in a manner consistent with established standards (e.g., ED peer review criteria) and professional practices (e.g., the joint standards). All of the criteria addressed in this section should apply regardless of whether the SEA or the LEA procures the services for LNHSA.

Accountability

The SEA should establish criteria and processes for use of locally-selected assessment results for accountability purposes. These may include

- School accountability
- Educator evaluation
- Diploma eligibility
- Use of results as a factor in course grades

A primary consideration for accountability uses is the establishment of comparable cut scores at each performance level. This may be established through a combination of qualitative and/or empirical processes, including simulations using test data to determine comparability prior to operational use in accountability systems.

Other accountability uses may include use as part of academic growth, achievement gaps, or other metrics.

EVALUATION CRITERIA

Another significant responsibility related to implementation of the LNHSA provision is the evaluation of technical criteria that must be satisfied to receive approval by the state. ESSA statute and ESSA assessment regulations set forth the technical requirements.² The regulatory language regarding this provision is included in the appendix to this document.

The regulation provides an important definition:

“Nationally-recognized high school academic assessment” means an assessment of high school students’ knowledge and skills that is administered

² Congress, through exercise of the Congressional Review Act, voided regulations promulgated regarding ESSA accountability and evaluation of schools of education on March 31, 2017. However, Congress did not address the regulation regarding assessment, which went into effect in January 2017.

in multiple States and is recognized by institutions of higher education in those or other States for the purposes of entrance or placement into courses in postsecondary education or training programs.

If augmented, assessment must meet the defined requirements.

The regulation also specifies several requirements for States to address for LNHSAs:

- Participation
- Alignment
- Comparability of rigor
- Comparability of administration frequency
- Comparability of applicability to subgroups
- Support differentiation of schools for accountability purposes
- Establishment of additional criteria by State
- The process for evaluating LEA applications

This section offers an elaboration on the requirements related to participation, technical quality, and evaluation. Additionally, it lays out some illustrative approaches of alternatives for SEAs to develop an implementation plan.

Participation

The regulation stipulates that an LEA must administer the same locally-selected, nationally-recognized academic assessment to all high school students in the LEA, except students participating in an approved alternate assessment with alternate academic achievement standards.

This raises a question about the process used and sources of evidence required to satisfy participation requirements. Options for SEAs to consider include

- LEA provides written assurance in the application or otherwise (e.g., letter from superintendent)
- Report of tests prepared prior to administration (e.g., order from vendor; data files or reports of registered students)
- Report of test scores (e.g., data file of participants and scores)

Another issue to consider is when the LNHSAs are administered relative to the statewide assessment it replaces. For example, the SAT is usually administered to students in the 11th grade, while high school ELA assessments are usually administered in earlier grades. Policies regarding participation must take these kinds of issues into account.

Technical Quality Evaluation Criteria

ESSA specifies that certain technical criteria must be satisfied to receive approval for use by the state.³ These requirements should be considered minimum standards, meaning the state may establish additional requirements.

Examples of the evidence that SEAs may require to satisfy these criteria include the following:

- Studies and analyses (e.g., independent alignment review, technical reports) that address acceptable technical quality of the LNHSAs. In addition, ways the evidence must support not only that the LNHSAs are adequate on their own, but also are adequately comparable to the state's regular assessment. The evidence should address
 - Target content standards for inclusion in alignment analysis and rationale for any exceptions
 - Depth and breadth of coverage
 - Comparability of test rigor
- Student achievement data expressed are consistent with the state's achievement levels, such as concordance of achievement levels and/or scale scores and separate analyses for
 - Key subgroups of students
 - Mode of administration
- Evidence that the assessment is comparably reliable to the state test such as
 - Internal consistency reliability for all students and subgroups
 - Conditional standard error of measurement (CSEM) across the scale
 - Classification accuracy analyses
- Evidence of accessibility and fairness such as
 - Description of the test development process that incorporates professionally accepted practices such as universal design and/or evidence centered design

³ These criteria are listed in the appendix of this document. USED peer review guidance is available here: <https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf>.

- o Documentation of process and outcomes for item writing and review to include bias and sensitivity reviews
 - o Details on pilot/field test procedures and subsequent analyses and review based on these events (e.g., DIF studies, data reviews)
 - o Assurance that the test provides appropriate accommodations, opportunities to participate, and benefits for students with disabilities and English learners. This requires a comparison across state tests and LNHSAs of both accommodation policies and qualification procedures. Accommodations may be similar, but the process for getting approval to use them may be different such that administration conditions in practice are dissimilar.
- Additional validation evidence appropriate for the SEA and LEA purposes and uses which may include
 - o Evidence of relationship with external variables
 - o Analyses of internal structure
- Evidence that the LNHSAs are administered in appropriately standardized, secure, and comparable conditions to include review/audit of
 - o Test administration manuals
 - o Training materials
 - o Test monitoring and security procedures
 - o Accessibility features and accommodations
- Evidence that scoring procedures and criteria are appropriate and comparable such as
 - o Protocols for scoring constructed response items
 - o Evaluation of scoring rubric
 - o Inter-rater reliability statistics
- LNHSAs achievement data incorporated into the state's accountability system to show impact for schools and subgroups in comparison to state tests. This should be run in simulations or with legacy data to inform the decision on whether to use the LNHSAs.
- Review of reports and interpretation guides to ensure that both the appropriate information and the mechanisms for distributing to stakeholders meet SEA requirements

Evaluation Process

Criteria and Review

The state must establish criteria and conduct a process to evaluate each proposed LNHSAs. The process should be designed to ensure the LNHSAs meet the criteria set forth by ESSA and the state at the time of application and moving forward. Evaluation processes should include broad representation from various state stakeholder groups, such as experts in accessibility and fairness or representatives from institutions of higher education.

As noted in the previous section, the process will likely involve an initial application for the first time an assessment is considered, ongoing reviews, and an appeals process. It may be appropriate to design a process that is differentiated for certain assessments and implemented in stages.

One differentiated approach involves identifying selected assessments (e.g., SAT and ACT) as a priority for initial review based on the SEA's determination that these assessments are of increased interest and/or more likely to meet the standards for approval. Alternatively, the SEA would set up a separate process, perhaps an expedited review, for assessments that are lower priorities and/or viewed as less likely to meet the state's criteria. By so doing, the state can avoid setting unrealistic expectations and focus resources on the assessments that are more promising alternatives.

Additionally, it may be appropriate to design an evaluation process to be implemented in stages. For example, an initial stage may be a review of assurances from the LEA (e.g., certify participation policy, data sharing practices, selected administration criteria). Subsequent stages would address factors such as technical quality and suitability for use in accountability. A staged implementation may also include an orientation before each new stage to ensure there is mutual understanding and agreement on terms and expectations.

Following initial evaluation, the process should include ongoing monitoring and review to ensure the LEA has met the state's requirements each year. If no major changes are contemplated, this may be as straightforward as providing an annual certification or renewal based on the LEA's assurances that the SEA's criteria will be met. However, a re-application or more extensive review will be necessary if substantial changes are contemplated, such as a change in vendor, a proposal to adjust performance standards, or a change to the test blueprint.

The process should also include the conditions and process for revoking approval. This may be based on review or triggered automatically if certain assurances or criteria are not satisfied.

Roles and Responsibilities

A process for initial and ongoing evaluation should identify roles and responsibilities for all participants, including external partners as appropriate. Table 1 lists some potential participants and roles that may be established.

Table 1: Participants and Roles in the Evaluation Process

Entity	Potential Roles
State Education Agency	<ul style="list-style-type: none"> - Develop criteria in collaboration with technical advisors - Communicate evaluation process and criteria - Implement evaluation process and communicate results - Submit evidence for federal peer review - Ongoing monitoring and review
Local Education Agency	<ul style="list-style-type: none"> - Communicate to stakeholders as required by ESSA and SEA - Provide evidence and assurances as appropriate in response to evaluation criteria and support submission for federal peer review - Implement and monitor assessment program in compliance with SEA criteria - Share assessment results in compliance with SEA criteria
Vendor(s)	<ul style="list-style-type: none"> - Provide evidence and information as required to support the evaluation process and support submission for federal peer review - Implement program in compliance with SEA and LEA requirements - Share data in compliance with SEA/LEA requirements
Technical Advisory Group(s) ⁴	<ul style="list-style-type: none"> - Help draft evaluation criteria - Help conduct evaluation process to provide a recommendation to SEA

Timeline and Procedures

It is expected that the time required for planning, notification, and operation will be considerable. Therefore, once an initial plan has been developed, it is important to disseminate guidance, signal the responsibilities of all participants, and release the timeline as soon as possible. Figure 1 represents an illustrative process for the essential tasks associated with review and implementation of the LNHSAs option. This process will likely require at least a full year after the SEA has clarified policies and procedures to implement with fidelity. For example, an SEA that is positioned to establish and implement the review by spring 2018 might approve (an) assessment(s) for 2018-2019 pending federal peer review requirements. If the review process is not completed by spring/summer 2018, it is unlikely the LNHSAs can be in place before 2019-2020.

⁴ This role could be fulfilled by the state’s existing TAC or an advisory group commissioned for this purpose.

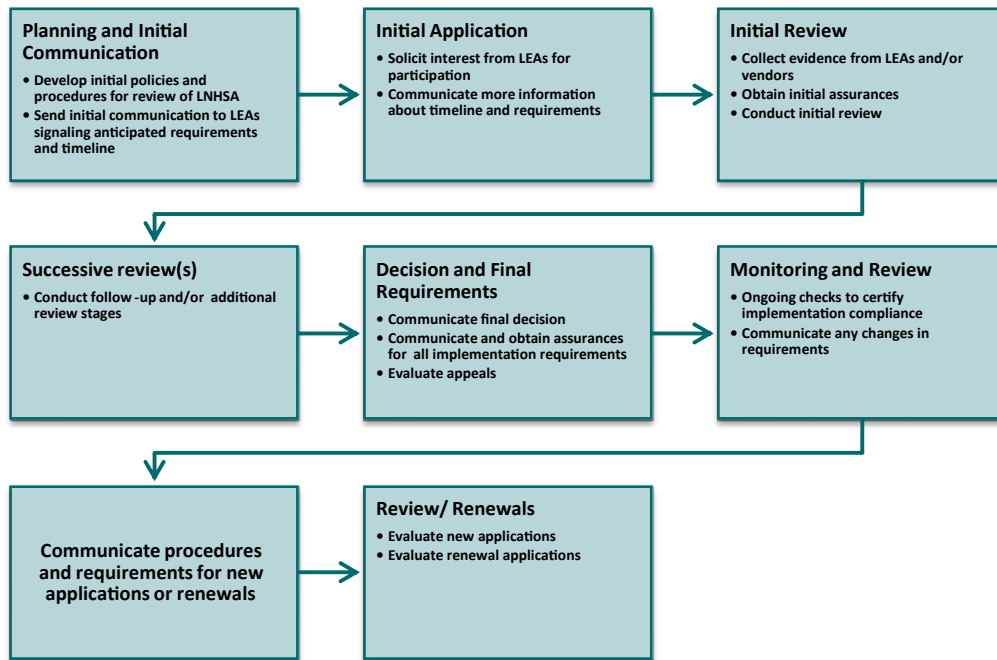


Figure 1. Illustrative Review Process for LNHSA

CONCLUSION

By itself, implementing and validating a new state assessment is a substantial investment of time and resources. However, the ESSA LNHSA option asks much more. This option calls for states to consider how to implement a system that comprises multiple assessments without sacrificing system-wide quality, comparability, or fairness. The cumulative burden of this initiative is more than the sum of the efforts required for any one test.

When a system is based on multiple assessments administered contemporaneously and used for the same purpose, states must evaluate not only the adequacy of any one program, but also the impact of the interaction among programs. For example, a computer-based administration system may be deemed satisfactory for assessment A and a different platform may be suitable for assessment B, but the differences in characteristics and features across programs present a new challenge to comparability that must be resolved across all assessments.

Moreover, many states are designing and implementing new ESSA compliant accountability systems, which will be influenced by the selected high school assessments. States must ensure that any decisions made in response to the LNHSA option do not disrupt or threaten the credibility of these accountability systems.

In sum, developing an effective response to the flexibility offered through ESSA for LNHSA will require substantial effort and ongoing monitoring. In the best case, policymakers should work closely with SEA and LEAs, stakeholder groups, and with technical experts to design a comprehensive plan to implement the LNHSA option, supported by sufficient time and resources for implementation.

APPENDIX: ESSA ASSESSMENT REGULATION

Federal Register/Vol. 81, No. 236/Thursday, December 8, 2016/Rules and Regulations **88933**⁵

§ 200.3 Locally-selected, nationally-recognized high school academic assessments.

(a) *In general.* (1) A State, at the State's discretion, may permit an LEA to administer a nationally-recognized high school academic assessment in each of reading/language arts, mathematics, or science, approved in accordance with paragraph (b) of this section, in lieu of the respective statewide assessment under § 200.5(a)(1)(i)(B) and (a)(1)(ii)(C) if such assessment meets all requirements of this section.

(2) An LEA must administer the same locally-selected, nationally-recognized academic assessment to all high school students in the LEA consistent with the requirements in § 200.5(a)(1)(i)(B) and (a)(1)(ii)(C), except for students with the most significant cognitive disabilities who are assessed on an alternate assessment aligned with alternate academic achievement standards, consistent with § 200.6(c).

(b) *State approval.* If a State chooses to allow an LEA to administer a nationally-recognized high school academic assessment under paragraph (a) of this section, the State must:

(1) Establish and use technical criteria to determine if the assessment—

(i) Is aligned with the challenging State academic standards;

(ii) Addresses the depth and breadth of those standards;

(iii) Is equivalent to or more rigorous than the statewide assessments under § 200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable, with respect to—

(A) The coverage of academic content;

(B) The difficulty of the assessment;

(C) The overall quality of the assessment; and

(D) Any other aspects of the assessment that the State may establish in its technical criteria;

(iv) Meets all requirements under § 200.2(b), except for § 200.2(b)(1), and ensures that all high school students in the LEA are assessed consistent with §§ 200.5(a) and 200.6; and

(v) Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the LEA that—

(A) Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level;

⁵ Final regulations. 34 CFR Part 200. Title I—Improving the Academic Achievement of the Disadvantaged—Academic Assessments. Office of Elementary and Secondary Education, Department of Education. Retrieved November 14, 2017, from <https://www.gpo.gov/fdsys/pkg/FR-2016-12-08/pdf/2016-29128.pdf>.

(B) Are expressed in terms consistent with the State’s academic achievement standards under section 1111(b)(1)(A) of the Act; and

(C) Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State-determined accountability system under section 1111(c) of the Act, including calculating the Academic Achievement indicator under section 1111(c)(4)(B)(i) of the Act and annually meaningfully differentiating between schools under section 1111(c)(4)(C) of the Act;

(2) Before approving any nationally-recognized high school academic assessment for use by an LEA in the State—

(i) Ensure that the use of appropriate accommodations under § 200.6(b) and (f) does not deny a student with a disability or an English learner—

(A) The opportunity to participate in the assessment; and

(B) Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not English learners; and

(ii) Submit evidence to the Secretary in accordance with the requirements for peer review under section 1111(a)(4) of the Act demonstrating that any such assessment meets the requirements of this section; and

(3)(i) Approve an LEA’s request to use a locally-selected, nationally-recognized high school academic assessment that meets the requirements of this section;

(ii) Disapprove an LEA’s request if it does not meet the requirements of this section; or

(iii) Revoke approval for good cause.

(c) *LEA applications.* (1) Before an LEA requests approval from the State to use a locally-selected, nationally-recognized high school academic assessment, the LEA must—

(i) Notify all parents of high school students it serves—

(A) That the LEA intends to request approval from the State to use a locally-selected, nationally recognized high school academic assessment in place of the statewide academic assessment under § 200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable;

(B) Of how parents and, as appropriate, students, may provide meaningful input regarding the LEA’s request; and

(C) Of any effect of such request on the instructional program in the LEA; and

(ii) Provide an opportunity for meaningful consultation to all public charter schools whose students would be included in such assessments.

(2) As part of requesting approval to use a locally-selected, nationally-recognized high school academic assessment, an LEA must—

- (i) Update its LEA plan under section 1112 or section 8305 of the Act, including to describe how the request was developed consistent with all requirements for consultation under sections 1112 and 8538 of the Act; and
- (ii) If the LEA is a charter school under State law, provide an assurance that the use of the assessment is consistent with State charter school law and it has consulted with the authorized public chartering agency.

(3) Upon approval, the LEA must notify all parents of high school students it serves that the LEA received approval and will use such locally-selected, nationally-recognized high school academic assessment instead of the statewide academic assessment under § 200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable.

(4) In each subsequent year following approval in which the LEA elects to administer a locally-selected, nationally-recognized high school academic assessment, the LEA must notify—

- (i) The State of its intention to continue administering such assessment; and
- (ii) Parents of which assessment the LEA will administer to students to meet the requirements of § 200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable, at the beginning of the school year.

(5) The notices to parents under this paragraph (c) of this section must be consistent with § 200.2(e).

(d) *Definition.* “Nationally-recognized high school academic assessment” means an assessment of high school students’ knowledge and skills that is administered in multiple States and is recognized by institutions of higher education in those or other States for the purposes of entrance or placement into courses in postsecondary education or training programs.



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