HIGH SCHOOL TESTING IN DELAWARE:

Opportunities and Challenges: A Policy Brief

Delaware Department of Education

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Report prepared by:
Will Lorié, Ph.D.
Scott Marion, Ph.D.

National Center for the Improvement of Educational Assessment

Center for Assessment

Delaware Department of Education

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ABSTRACT

States are required to test all high school students at least once in each English language arts (ELA), mathematics, and science. The ELA and mathematics results must be used in the state's school accountability system. Unfortunately, no matter which approach to high school testing states implement, there are always many concerns and complaints. There is no question that the legal requirements for high school testing can run headlong into the practical realities of high schools.

In this brief, we explore these requirements and the three major approaches to high school testing: survey, end-of-course, and college admissions testing. We evaluate the opportunities and challenges associated with each approach and present considerations for Delaware policymakers and education leaders as they weigh these issues.

INTRODUCTION

State testing is always a hot topic of discussion between policymakers and educational practitioners. This is especially true of high school assessment because no matter which approach to testing is implemented in a state, there always seem to be many concerns and complaints. There is no question that the legal requirements for high school testing can run headlong into the practical realities of high schools. However, the results of high school assessments can serve important educational monitoring functions that can be used to help policymakers and education leaders direct resources and other types of support to local education agencies.

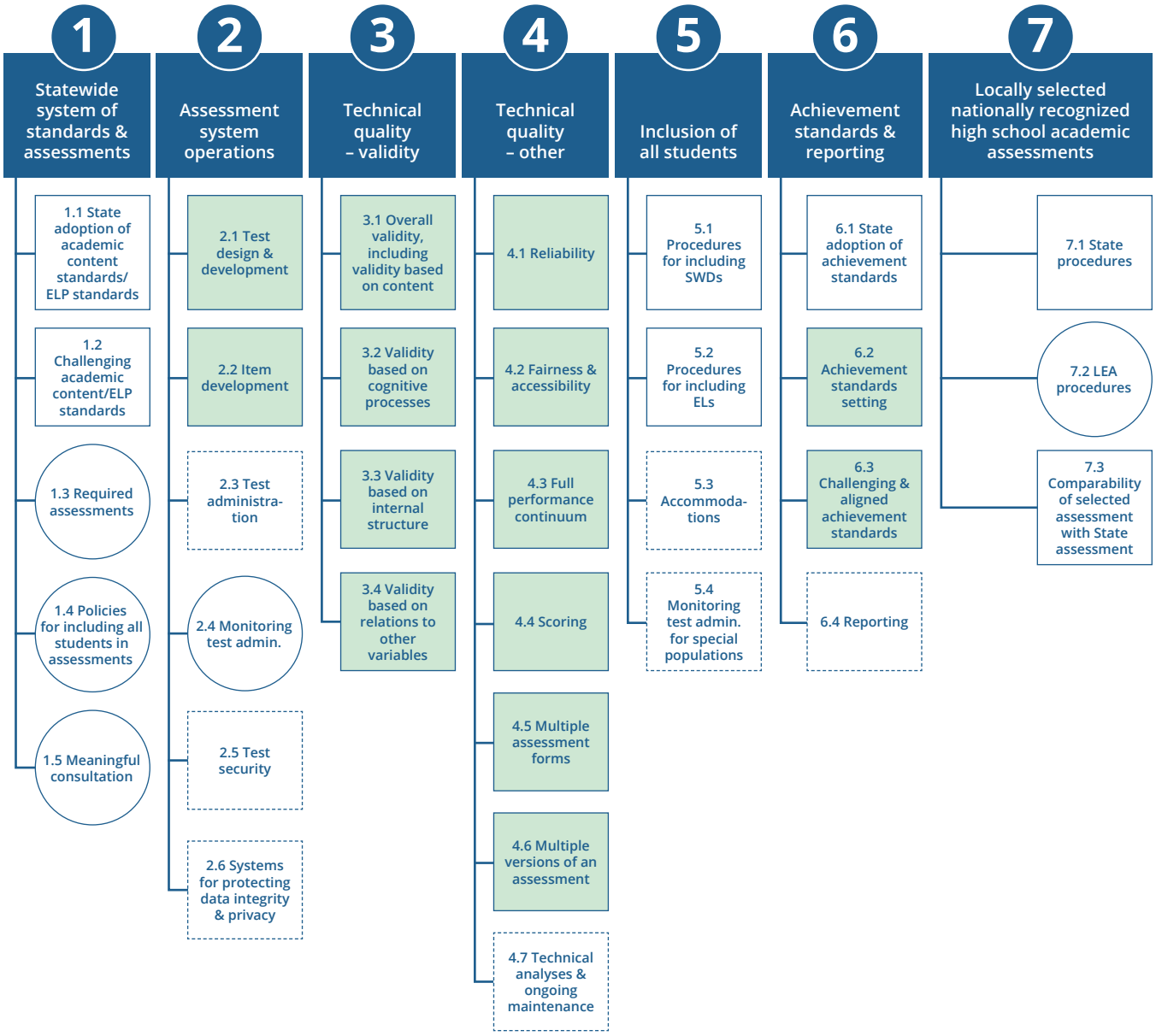
In this brief, we first describe the key high school testing requirements and intended uses. Next, we outline various issues and positions that state leaders should consider when designing their high school assessment system. We then describe potential approaches to meet these requirements while exploring the tradeoffs associated with each of the approaches.

PURPOSES, USES, AND REQUIREMENTS

Any testing discussion must start with clarifying the purposes and intended uses of the test results. While there might be many purposes, U.S. federal education law—the Every Student Succeeds Act (ESSA), the latest instantiation of the Elementary and Secondary Education Act of 1965—requires that states test all students in grades 3-8 and at least once in high school in English language arts (ELA) and mathematics. Additionally, states are required to administer science tests to students at least once in each grade span, including high school. The ELA and mathematics test scores must be used in states' school accountability systems. Therefore, a key use of at least some (or all) high school test scores is to support school accountability determinations. A limited number of states use state high school test scores as part of educator evaluation systems and approximately a dozen states require students to pass a single or a set of exams to be eligible to graduate from high school. Finally, almost all states included a postsecondary readiness indicator in their ESSA school accountability systems, in which exams such as the SAT and ACT play a prominent role. Even before the ESSA became the law of the land, many states had instituted census testing of the ACT or SAT to support college readiness initiatives. With so many potential purposes and uses, a discussion of high school testing can quickly become unwieldy. Therefore, we focus on testing to measure student achievement for use in states' school accountability systems.

All state assessments that are required by ESSA must meet technical requirements described in the law and further specified in the Assessment Peer Review Guidance, established by ESSA under subsection 1111(a)(4) of the law (20 U.S.C. § 1111(b)(H)(iii)(II)). The assessment requirements are organized into six major categories (or seven if pursuing the locally selected option). Each of these categories requires the compilation of a substantial body of evidence as can be seen in Figure 1 below. We present these criteria to illustrate that any assessment or set of assessments selected for use in Delaware or any other state must meet these rigorous requirements.

Figure 1. Critical Elements for State Assessment Peer Review



High School Testing Flexibility

ESSA introduced some changes to the academic assessment provisions of part A of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). (Title I Federal Register, 2016) Among these was the allowance for a state to administer a nationally recognized high school academic assessment as its high school assessment. (Title I Federal Register, 2016) This provision was introduced in Section 1111 (b) (2) (H) as the "Locally-Selected Assessment" that permitted states to allow local education agencies the opportunity to substitute the ACT or SAT for the statewide assessment. However, many states have chosen to simply adopt the SAT or ACT as the statewide assessment.

These requirements are codified in the Code of Federal Regulations (C.F.R.), which also defines a nationally recognized high school academic assessment as "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 entrance or placement into courses in postsecondary education or training programs." (ESSA C.F.R. Section 200.3, 2016)

The law requires the SEA to submit evidence through a peer review process, established by ESSA under subsection 1111(a)(4) of the law (20 U.S.C. § 1111(b)(H)(iii)(II)), after which the SEA may approve the assessments for use by any LEA in the state. (20 U.S.C. § 1111(b)(2)(H)(iii)(III))

Among the criteria a state must meet regarding the quality of its assessments, ESSA defines four that must be addressed for approval of a college readiness assessment (20 U.S.C. § 1111(b)(2)(H)(v)), including:

1. "be aligned to the State's academic content standards" (20 U.S.C. § 1111(b)(2)(H)(v)(I));
2. "provide comparable, valid, and reliable data on academic achievement, as compared to the State-designed assessments, for all students and for each subgroup of students" (20 U.S.C. § 1111(b)(2)(H)(v)(II));
3. Meet all the requirements that statewide assessments must meet under the law; and
4. "provide unbiased, rational, and consistent differentiation between schools within the State to meet the requirements" outlined in the statewide accountability system section of ESSA (20 U.S.C. § 1111(b)(2)(H)(v)(IV)).

The requirements apply if a state decides to adopt a "nationally recognized high school academic assessment," such as the SAT or ACT, as its high school assessment.

Suppose that a state decided to adopt the SAT as its high school assessment for ESSA. The first requirement means that the state would have to ensure that the SAT is aligned with the state's academic content standards, which is a requirement for any assessment that the state creates or adopts for ESSA purposes. The second requirement only applies if part of the state adopts the SAT while the rest of the state uses something else. The third requirement means that the state needs to show that the SAT meets all the other requirements for ESSA tests, which are captured in the critical elements for state assessment peer review. Finally, the fourth requirement requires the state to show that the SAT meets the ESSA requirements for any indicator in the state's accountability system for schools.

CONSIDERATIONS FOR STATE LEADERS

Federal law requires testing in high school and leaves states some latitude on how to design a high school testing system to conform with ESSA requirements. Some considerations that have informed states' decisions about high school testing have included:

1. **Providing fair and valid assessment information for use in state accountability systems.** ESSA requires the administration of ELA and mathematics assessments in high school, in part, to provide information for school accountability determinations. That means that assessments should, to the extent possible, measure the full achievement continuum and be aligned to the required content standards. If growth is an indicator in the high school accountability system, the assessments should have good scale properties and should have adequate reliability throughout the score range.

2. **Prioritizing college readiness.** States prioritizing high school students' readiness for post-secondary education have looked to ESSA's provision that a state may select "a nationally recognized high school assessment" as its high school assessment. Lorié (2020) notes that although the ACT, SAT, and Advanced Placement tests are not named in ESSA, they are named in Title I Federal Register discussions on the topic of "nationally recognized high school assessments." In some cases, it has been challenging for states to receive full approval through the peer review process, but both states and the testing companies have had more recent success in having the assessments approved. Of course, selecting the ACT or SAT as the state's test for high school is not the only way to prioritize college readiness through a choice of test, but because these are accepted (and often required) by many colleges, there are external incentives to adopt them.

3. **Alignment with the state's academic content standards.** A foundational requirement for federal accountability tests in grades 3 through 8 is that these tests measure the "depth and breadth" of a state's academic content standards (U.S. Department of Education, 2018). The rationale is simple: If a school is held accountable for the performance of its students, the academic test used to evaluate that performance should reflect the academic content standards that the students are expected to learn. This is the same logic for accountability tests in grades 3 through 8. Due to the high degree of specialization of course-taking patterns in high school, a state that prioritizes the alignment consideration might try to create a subject area test for any course (in ELA, mathematics, or science) that all high school students take at a fixed grade, and an end-of-course test for the other subject(s).

4. **Signaling multiple valued outcomes.** There are two very different ways to signal multiple value outcomes.
    a. The first way is for a state to emphasize the importance of breadth in students' academic achievements. High school would seem a fitting place to do this, as it marks the end of compulsory education. Following this rationale, a state may wish to require testing not just in ELA and math but also in other curricular areas that align with high school requirements, such as science, foreign language, and the arts. This implies several measures at the high school level.
    b. A different view focuses instead on the increased level of student specialization in high school. A state may want to signal the value of many kinds of accomplishments by allowing schools to offer a variety of measures so that each student may choose how they demonstrate their excellence. High school assessment under such a scenario, for example, through "portraits of a graduate" exhibitions, could be highly specialized. Although challenging to implement, these types of assessments could be instituted with guardrails.

There are intermediate positions between the broad and specialized views of multiple outcomes, which include assessments in multiple categories.

5. **Relevance to students. All assessments should be relevant to students, but some assessments are invariably more relevant than others.** At some points in their schooling, students are asked to take tests that don't mean much to them personally (for example, tests associated with research studies or that otherwise "don't count" toward their grades, etc.) Tests for school accountability, taken at the end of the year and with few (if any) stakes for students (by design), can be perceived as irrelevant. A state prioritizing testing that is relevant for students might promote assessments that students see as contributing to their future prospects or that are personally meaningful to them. College admissions (such as ACT or SAT) or college credit tests (such as AP) can be attractive options for states prioritizing relevance to students, as are other assessment-like experiences such as internships, senior projects, or other exhibits, which students could assemble as part of their college applications or similar post-graduate portfolios or resumes.

6. **Ensuring students have met the requirements for graduation / receiving a high school diploma.** States requiring students to pass certain tests to graduate high school or receive a diploma, or to demonstrate competencies in several key areas, are motivated by a priority to ensure students have met the requirements for graduation, despite having obtained the credits associated with course-taking in various required subjects (or "seat time," to credit-hour skeptics). Nine states currently require high school exit exams (Fairtest, 2023). Depending on what the state prioritizes, the exit test requirement can be broad or narrow in scope.

7. **Meeting ESSA requirements and passing assessment peer review.** Regardless of other priorities, a state might favor an ESSA-compliance approach to high school assessment that minimally meets those requirements while serving the purposes of school identification. A state, for example, might want rich, specialized science assessments in its high school programs and include participation in those assessments as an indicator in its ESSA accountability system but not include proficiency designations from such science testing (which is allowed by ESSA), thereby avoiding unnecessary standardization.

CURRENT APPROACHES

There are two basic types of high school testing: Single grade (e.g., 11th grade) survey tests or end-of-course tests. As the name implies, end-of-course tests are tied to specific high school courses (e.g., American Literature, Life Science, Algebra) where only those students participating in the course sit for the exam. A survey test, in contrast, is administered to all students in a given grade or at some other time point and is designed to broadly cover the grade level or grade span content standards in that subject area. The use of a "nationally recognized high school academic assessment," when used as the achievement indicator, is a special case of the survey test. On the other hand, AP tests can be a special case of an end-of-course test. However, we know of no state that has adopted AP tests as its high school accountability assessment system.

As of this writing, 20 states administer one of the two major college admissions tests for their high school accountability testing system. Eighteen (18) states administer end-of-course tests, while 14 employ a survey test design. The total exceeds 50 because a couple of states employ multiple approaches. Appendix A includes a state-by-state listing of assessments used for grades 3-8 and high school.

End-of-course testing

As of July 2024, 18 states used end-of-course (EOC) tests for school accountability. In certain states, the EOC test results are required to be incorporated into course grades, while in other states, they are prohibited from counting toward student grades. The New York State Regents Exams are probably the most well-known EOC exams in the country.

Potential Advantages of End-of-Course Testing Approaches

There are many benefits of a high-quality EOC exam system, including potentially raising and creating shared expectations across the state and ensuring that students are evaluated using exams that are generally higher quality than those created locally. EOC testing approaches should ensure that students participating in the test have had a fair opportunity to learn the required knowledge and skills. This is a considerable advantage over other high school testing approaches. Similarly, for EOC tests it is easier to ensure alignment between the standards of the course(s) and the test than is the case with a single survey test. However, this assumes that enough EOC tests are available to cover the state-adopted content standards. Finally, EOC tests can help ensure shared expectations across the state regarding student learning of the required knowledge and skills.

Potential Challenges When Using End-of-Course Testing Approaches

A major challenge with EOC tests is determining which courses to test. Anyone who has looked recently at a comprehensive high school course catalog knows that there are hundreds of courses. It would be a financial and logistical nightmare to try to have an EOC testing system that covers most courses. Therefore, states have to prioritize which courses they want to include in their EOC testing system. States with EOC testing systems generally test in courses that are required for all students—especially when the results must support school accountability systems—such as Algebra 1, Geometry, English 9, English 10 (or some other high-frequency course such as U.S. Literature), Life Science, and perhaps one of the physical sciences. Some states also include EOC exams in commonly required courses like U.S. History, World History, U.S. Government, and perhaps Economics.

The costs and capacity necessary to maintain a high-quality EOC system can be considerable. It costs about as much to develop a single 11th-grade survey test as it does to develop one EOC test. Therefore, every additional test employed multiplies the cost of high school testing. If a state adopts an EOC test instead, such as an AP exam, then it would trade custom test development and scoring costs for the cost of purchasing external tests. States can generally develop tests less expensively than the costs of an AP exam, but it will not carry the same external credibility as the AP program. Additionally, every test requires direct review by state personnel to ensure that the state is getting what has been promised and at the level of quality negotiated. Therefore, increasing the content areas tested requires more state personnel to review all aspects of testing and oversight of testing contracts, and thus more money. Money is far from unlimited, and what is spent on high school testing could come at the cost of other assessment opportunities.

Finally, the required accountability uses of high school test results pose logistical and accountability challenges to the state when EOCs are used, compared to the use of a single high school test. Since all students generally do not complete the EOC tests at the same grade, the state needs an efficient data system to track student course-taking and maintain test performance records to aggregate results according to well-conceptualized business rules. Depending on the number of courses used in the school accountability determinations, ensuring that all students are "counted" appropriately requires careful attention from state and district leaders. Algebra I represents a good case study of some of the more serious school accountability challenges with an EOC system. Students typically complete Algebra I in 9th grade, but many higher-performing students do so in 8th grade (or even 7th), while some lower-achieving students

may take two years to complete Algebra I, finishing the course in grade 10. Many states "bank" the 8th-grade Algebra I score for use as part of the high school accountability system. But does it make sense to "reward" high schools for the generally higher performance of those students who take Algebra I in middle school? Conversely, if these scores are not counted for high schools, then it is easy to imagine an unintended negative consequence of districts limiting the number of students permitted to take algebra in middle school. Admittedly, mathematics and science pose more challenges than English language arts in a high school EOC system because differential course-taking patterns are more prevalent in math and science than ELA.

End-of-course exams offer tremendous promise as a high school assessment model because of their close connection with students' opportunity to learn. Unfortunately, the required accountability uses of the test scores create some significant logistical and financial challenges.

Survey Test

A survey test is designed to cover the content standards in a particular content area (ELA, mathematics, or science) for a grade level or grade span. Currently, 14 states administer survey tests, typically to all students in grade 11. A few states do so in 10th grade. We do not know of any states that administer a survey test to 12th grade students, even though the learning standards assessed are considered end-of-high school standards.

Potential Advantages of Survey Testing Approaches

Despite some considerable challenges that we describe below, survey tests offer a convenient way to meet federal and state requirements. State leaders can easily document the alignment of these tests to the body of knowledge and skills students are supposed to learn in high school. In a standards-based accountability system, alignment is a promissory note that says to educators, "If you teach the content standards well, your students will have a fair opportunity to demonstrate their knowledge of the standards on the assessment." There is another critical advantage of using a survey test approach to meet federal requirements. ESSA, like the original Elementary and Secondary Education Act (ESEA), is focused on ensuring that typically underserved students receive appropriate educational opportunities and that these opportunities need to be evaluated by testing all students. Having all students in a specific grade take the same test at the same time helps guard against differential expectations concerning rates of progress for different student groups.

Potential Challenges When Using Survey Testing Approaches

Motivation is a key consideration in evaluating the validity and usefulness of the scores from survey tests for school accountability purposes because the test results, in almost all cases, do not count for students and because the test content is not closely related to what students are learning in their courses at the time. This is especially problematic if the tests ask students to draw on factual and/or basic procedural knowledge from memory rather than applying things they have learned over the years at some deeper level.

A related problem is that students taking the exam vary considerably in their course-taking patterns and prior preparation. Without exaggeration, some students taking an 11th-grade math survey test will be enrolled in an AP Calculus class while others might still be enrolled in remedial algebra. Besides the inferential challenges of trying to make sense of scores for students so differentially prepared, this poses a considerable motivational challenge for students for whom the test is far too easy or far too challenging. These motivational and opportunity-to-learn shortcomings limit the potential utility of these assessments. Educators trying to use the results have to either ignore these threats or try to figure out how to account for them in their evaluations.

Survey tests provide a straightforward way to assess students on the state's high school content standards and enable states to relatively easily meet federal assessment and accountability

requirements. However, the differential course-taking patterns and lack of any incentives for students to perform well pose significant threats to the usefulness of these exams for program evaluation and related purposes.

Nationally Recognized College Entrance Exam

The Every Student Succeeds Act invites states to consider using a "nationally recognized high school academic assessment" for its required high school assessment in ELA and mathematics. Currently, 20 states have taken advantage of this provision of the law. The regulations intended this phrase to apply at least to the ACT, SAT, and AP tests Lorié (2020). In practice, states availing themselves of this option have focused on the two major college entrance exams – the ACT and SAT. There are many potential uses for such exams. For example, both Florida and Georgia passed legislation about eight years ago to consider substituting ACT or SAT scores for end-of-course test results. Both of these potential use cases have significant practical and comparability challenges and will likely have only limited if any, implementation. We focus here on the case of a statewide adoption of either the ACT or SAT for use as the single high school achievement indicator.

Potential Advantages of College Entrance Testing Approaches

In almost all cases, using the ACT or SAT as the high school achievement indicator replaces a single survey test. Therefore, the validity threats associated with the ACT or SAT must be considered in light of the validity threats of the single survey test discussed above. Many district and state leaders have heard complaints about high school testing, such as "students are just drawing Christmas trees on the answer sheets." Therefore, it can be argued that states are making a rational decision to use the ACT or SAT as the achievement indicator in hopes that many or most students will take it seriously.

One of the most commonly discussed arguments for administering college entrance exams to all high school students in a state is that it would increase opportunities for students typically not considered "college-bound." Therefore, we should expect to see observable increases in postsecondary applications and attendance when implementing the ACT or SAT statewide.

Maine was one of the first states to adopt a college entrance exam as its state test in high school. Maine began administering the SAT in 2006 as its high school accountability test. Hurwitz et al. (2015) found that a 2%–3% increase in college-going rate was associated with the use of the SAT in Maine. Similarly, Michigan adopted the ACT as its high school accountability test, which resulted in approximately 50% more low-SES students achieving a college-ready score (because most of those students would not have tested previously). Unfortunately, this translated into an increase of only 6% more of these low-SES students later enrolling at a 4-year institution (Hyman, 2017). Nonetheless, these studies provide some backing for the use of college admission tests to increase higher education opportunities for students, particularly those traditionally underserved.

Sometimes the simple act of registering to take the test might be enough to spark some increased interest in postsecondary options. Many parents of high school seniors have experienced the flood of letters and postcards inviting their child to apply to one school after another, often with financial incentives. For students who have not considered college, having colleges reach out to them can be motivating.

Potential Challenges When Using College Entrance Testing Approaches

While ESSA invites states to use either the ACT or SAT (or both), the law does not provide a free pass to the Standards and Assessment regulations that govern how the U.S. Department of Education evaluates the quality of state assessment systems. The regulations are evaluated via the Standards and Assessment Peer Review process, where state assessment leaders submit evidence regarding the quality of their assessments

to the U.S. Department of Education and a committee of peers. The peers evaluate the assessments against seven major criteria (see Figure 1). Two of the most important when it comes to the ACT and SAT are alignment and inclusion.

Alignment concerns the relationship between the test items, the test as a whole, and the state's content standards. With most custom-designed tests, there is an intentional match between the standards and the test because the items are explicitly written to those standards. With existing tests like the ACT and SAT that are designed to be used nationally to predict students' likelihood of success in college, alignment to each state's specific content standards is not guaranteed.

By now, there have been several independent alignment studies evaluating the relationship between the ACT/SAT and state content standards. In general, the match between the tests and the state standards has improved as states have adjusted their standards, and the test publishers (ACT and the College Board) have adjusted the designs of their tests. When the alignment is not perfect, it would mean that only part of the standards would be tested and many justifiably worry about the narrowing of the curriculum because of the "what gets tested, gets taught" phenomenon. This is a legitimate concern.

Similarly, when ESSA first passed, fewer test accommodations for students with disabilities and English learners were available on the ACT and SAT compared to most state assessments. However, this has improved considerably over the past eight years.

That said, only one state—Wisconsin—has received full approval from the U.S. Department of Education for its use of the ACT as its high school assessment. We find it curious, given the similarities among state standards, that more states have not been fully approved under the peer review process. While most of the states using SAT or ACT have not received full approval, in general, they have received the next highest level of approval.

The 20 states using college admission tests as their high school accountability assessment system generally are doing so because they believe the advantages cited above outweigh some of the threats. Providing opportunities for all students to receive a college-ready score can be a real advantage and the evidence has indicated increases in postsecondary applications and attendance when states offer the SAT or ACT to all high school students.

FINAL THOUGHTS

No matter what configuration of high school assessment a state pursues, it should not be limited by the minimal legal requirements imposed by state or federal law. States should be clear about their goals and priorities for testing in high school, and their responses to related questions regarding commonality and specialization. State leaders should then outline a theory of action that very specifically describes how the proposed assessment choices will best help to support the intended outcomes. But that's not enough. Almost all policy initiatives suffer from unintended negative consequences. It's important to anticipate and mitigate any potential negative impacts these policies might have. This pragmatic approach will help ensure that high school testing not only complies with laws but also genuinely supports student learning and school accountability.

APPENDIX A: TESTING APPROACHES BY STATE[1]

STATE	GRADES 3-8	HIGH SCHOOL ACCOUNTABILITY TEST	TYPE
Alabama	Alabama Comprehensive Assessment Program	ACT with Writing	College Admission
Alaska	Alaska System of Academic Readiness	Alaska System of Academic Readiness	Survey
Arizona	Arizona Statewide Achievement Assessment	ACT and ACT Aspire	College Admission
Arkansas	ATLAS End of Grade	ATLAS EOC's (Cambium)	End-of-Course
California	Smarter Balanced Assessment System	Smarter Balanced Assessment System	Survey
Colorado	Colorado Measures of Academic Success	PSAT and SAT	College Admission
Connecticut	Smarter Balanced Assessment System	SAT	College Admission
Delaware	Smarter Balanced Assessment System	SAT	College Admission
District of Columbia	DC CAPE (PARCC/ Pearson)	DC CAPE/ SAT (non-accountability)	End-of-Course
Florida	FAST (through-year)	EOC & District Choice (Non-Accountability)	End-of-Course
Georgia	Georgia Milestones Assessment System	EOC: Georgia Milestones Assessment System	End-of-Course
Hawaii	Smarter Balanced Assessment System	Smarter Balanced Assessment System and ACT (non-accountability)	Survey
Idaho	Idaho Standards Achievement Test (SBAC)	Idaho Standards Achievement Test	Survey
Illinois	Illinois Assessment of Readiness	SAT	College Admissions
Indiana	ILEARN	ISTEP+ and SAT	College Admission
Iowa	Iowa Statewide Assessment of Student Progress	Iowa Statewide Assessment of Student Progress	Survey
Kansas	Kansas Assessment Program	Kansas Assessment Program	Survey
Kentucky	Kentucky Summative Assessments	Kentucky Summative Assessments and ACT	Survey and College Admission
Louisiana	LEAP 2025	LEAP 2025 (EOCs) and ACT (non-accountability)	End-of-Course
Maine	eMPowerME	Through-year assessment grade 10	Survey

[1] Updated July 28, 2024

Maryland	Maryland Comprehensive Assessment Program	MCAP ELA 10, Math Alg 1 and Geometry	End-of-Course
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	Massachusetts Comprehensive Assessment System (MCAS)	Survey
Michigan	Michigan Student Test of Educational Progress (M-STEP)	SAT	College Admission
Minnesota	Minnesota Comprehensive Assessments (MCA)	Minnesota Comprehensive Assessments (MCA)	Survey
Mississippi	Mississippi Academic Assessment Program	End of course assessments & ACT (non-accountability)	End-of-Course
Missouri	Missouri Assessment Program Grade-Level	Missouri Assessment Program End-of-Course	End-of-Course
Montana	Smarter Balanced Assessment System	ACT	College Admission
Nebraska	Nebraska Student-Centered Assessment System	ACT	College Admission
Nevada	Smarter Balanced Assessment System	ACT	College Admission
New Hampshire	New Hampshire Statewide Assessment System	SAT	College Admission
New Jersey	New Jersey Student Learning Assessments	New Jersey Student Learning Assessments ELA; End of course assessments	End-of-Course
New Mexico	New Mexico Measures of Student Success and Achievement	SAT	College Admission
New York	New York State Testing Program	Regents Exams	End-of-Course
North Carolina	End of Grade Assessments	End of course assessments	End-of-Course
North Dakota	North Dakota State Assessments	ACT	College Admission
Ohio	Ohio State Tests	End of course assessments	End-of-Course
Oklahoma	Oklahoma State Testing Program	ACT	College Admission
Oregon	Smarter Balanced Assessment System	Smarter Balanced Assessment System	Survey

Pennsylvania	Pennsylvania System of School Assessment (PSSA)	End of course Keystone exams	End-of-Course
Rhode Island	Rhode Island Comprehensive Assessment System	SAT	College Admission
South Carolina	SC READY; End-of course Examination Program	End of course examinations in English 1 and Algebra 1	End-of-Course
South Dakota	Smarter Balanced Assessment System	ACT	College Admission
Tennessee	Tennessee Comprehensive Assessment Program; End of course exams	End of course exams	End-of-Course
Texas	State of Texas Assessments of Academic Readiness (STAAR)	STAAR End of course exams	End-of-Course
Utah	Readiness Improvement Success Empowerment	Utah Aspire Plus	End of grade
Vermont	Smarter Balanced Assessment System	Smarter Balanced Assessment System	Survey
Virginia	Standards of Learning (SOL) assessment	Standards of Learning (SOL) assessment	End-of-Course
Washington	Smarter Balanced Assessment System	Smarter Balanced Assessment System	Survey
West Virginia	West Virginia General Summative Assessment	SAT	College Admission
Wisconsin	Wisconsin Forward Exam	ACT Aspire (9 and 10); ACT with writing	College Admission
Wyoming	WY-TOPP	WY-TOPP & ACT (non-accountability)	Survey

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