POLICY PLATFORM

K-12 EDUCATION

ACT®

2018 EDITION

ACT's Policy Platform

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EDUCATION

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This K-12 Policy Platform offers ACT's unique experience and research in education and workforce assessment to focus on the challenge of **ensuring that all students are prepared for college and the workforce.**

In December 2014, ACT identified several opportunities in the K–12 sector to improve existing policies and craft new ones to help improve students' preparation for college and the workforce.[1]

Fast forward three years and both the federal and state policy landscapes have undergone significant changes. From the passage of the Every Student Succeeds Act (ESSA) to major transitions in both state and national leadership and administrations, many of the recommendations offered in the prior K–12 policy platform remain relevant, but deserve revising within this new and evolving context.

ACT's mission of helping all individuals achieve education and workplace success persists today. High numbers of individuals are taking the ACT test: three of five (60 percent) of 2017 graduating seniors, or just over 2 million students—a 13 percent increase over 2013.[2]

Further, many states are now offering all students an opportunity to take the ACT for free, allowing students to unlock options they might never have pursued or known to exist.[3] But testing alone isn't enough to solve the existing opportunity gaps, and while among some student demographic groups there have been improvements in readiness for success in credit-bearing, first-year courses at a postsecondary institution without remediation, there has been only a slight corresponding increase in readiness among students generally.[4]

Readiness is also a concern prior to high school,[5] as is the issue of differing perceptions of readiness, leading to confusion about who is ready and, often, what readiness itself means. In a recently published survey of parents of eighth-graders, 90 percent believed their children were performing at grade level in math and reading—running counter to national test results showing that only 1 in 3 US eighth-graders are proficient in these subjects.[6]
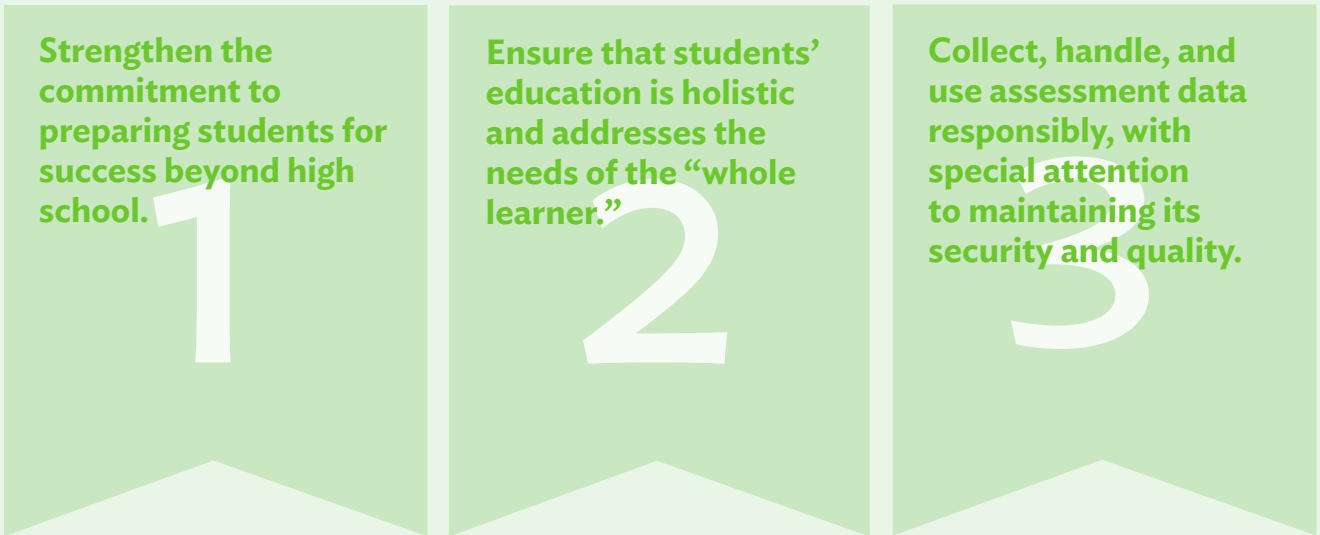
PARENTAL UNDERSTANDING OF THEIR CHILDREN'S PROFICIENCY

PARENTAL PERCEPTION	– VS –	ASSESSMENT PERFORMANCE
91% MATH		**33%** MATH
89% READING		**34%** READING

Comparison of parent surveys of their eighth-graders' performance to grade level (percent responding "Yes") with proficiency in grade 8 as measured by federal assessments (percent proficient) | Note: Data are taken from *Parents 2017: Unleashing Their Power & Potential* (Alexandria, VA: Learning Heroes).

To be sure, multiple factors affect students' educational achievement, and multiple federal, state, and district policies have been instrumental in helping to determine how the nation's children are educated. As was the case with ACT's first K–12 policy platform, this new platform does not purport to address all of these factors and policies and how to improve their respective impacts, but instead focuses on the three broad categories of readiness, rigor, and high-quality assessment. However, it also notes new and emerging opportunities, along with some significant and persistent challenges.

The 2018 edition of the K–12 Policy Platform is organized around **three themes:**

Strengthen the commitment to preparing students for success beyond high school.

1

Ensure that students' education is holistic and addresses the needs of the "whole learner."

2

Collect, handle, and use assessment data responsibly, with special attention to maintaining its security and quality.

3

The following sections present detailed recommendations for each of the themes.

1 STRENGTHEN THE COMMITMENT TO PREPARING STUDENTS FOR SUCCESS BEYOND HIGH SCHOOL.

1st RECOMMENDATION

ENCOURAGE STATES TO CONTINUE USING COLLEGE AND CAREER READINESS STANDARDS AS THEIR STATE STANDARDS.

The implementation of higher academic standards was a watershed moment in US education that states used as an opportunity to support students as they strive to meet higher expectations.[7] Though most states initially adopted and implemented college and career readiness standards, current federal law requires only that states adopt "challenging" academic standards, largely leaving the task of defining this term up to the states and eliminating federal oversight of the standards.[8]

The US Department of Education has now determined that all 50 states and the District of Columbia have adopted college- and career-ready standards. However, not all states clearly define or explain what they mean by college and career readiness, and even where they do, the meanings are not always uniform across states or based on empirically measurable goals beyond students' eventual enrollment in college.

Maintaining college and career readiness as an essential component of standards is critical to elevating opportunities for all students. This is especially true as conversations around choice and nontraditional schools continue: states must actively monitor the use of rigorous college and career readiness standards for all students in whatever type of institution they attend.

2nd RECOMMENDATION

ENHANCE OPPORTUNITIES FOR PERSONALIZED LEARNING WHILE ENSURING STUDENTS' CONTINUED EXPOSURE TO RIGOROUS ACADEMIC STANDARDS.

New flexibility in ESSA offers states numerous opportunities to develop and implement personalized learning programs in K–12 education.[9] In addition, ESSA includes provisions related to digital learning, including online assessments and technologies that can enable or increase students' degree of personal engagement with learning materials. In the past few years, school reformers have called for the introduction of personalized, student-centered learning into K–12 education. For example, competency-based education allows students to learn at their own pace, moving on when they have demonstrated proficiency rather than being constrained by rules about "seat time"; and blended or project-based learning opportunities help students to explore topics that fit with their interests.

Whatever the format, personalized learning programs should be evidence based, targeted, and efficient. At the same time, personalized learning should complement students' exposure to rigorous academic standards or their being taught, by quality teachers, the essential knowledge and skills they will need to succeed in postsecondary education and the workforce.
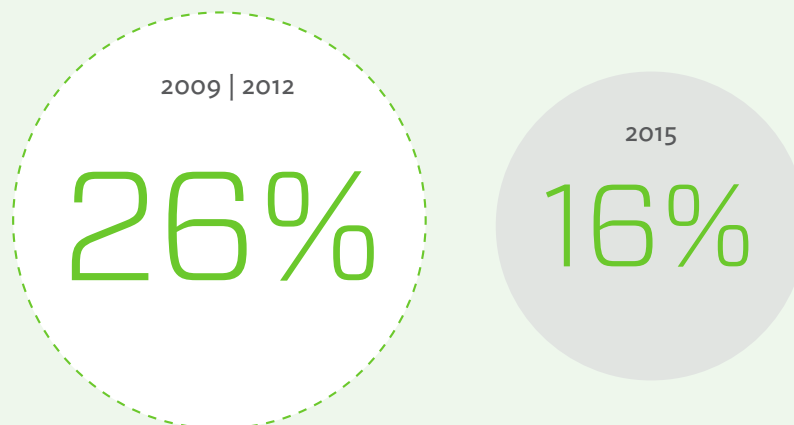
3rd RECOMMENDATION

PERIODICALLY REVIEW AND UPDATE STANDARDS TO ENSURE THAT THEY REMAIN RELEVANT TO THE RAPIDLY CHANGING SKILL AND TECHNOLOGY NEEDS OF POSTSECONDARY EDUCATION AND THE WORKFORCE.

As implementation of challenging, college- and career-ready standards began and has continued, doubts about whether high school graduates are academically prepared for college-level work persist and have even increased. In 2009 and 2012—respectively, before and after states' shift to college and career readiness standards—ACT surveyed national cross-sections of college instructors about how well their incoming first-year students were prepared for college-level work in the instructors' particular content areas. In both cases, just 26 percent of the instructors reported that their students were "well" or "very well" prepared. In 2015, shortly after enactment of ESSA, that percentage had fallen to 16.[10]

This drop in college instructors' perception of students' college readiness from an already low percentage is of concern not only in itself, but also because, at the same time that standards are being implemented, the requirements for postsecondary education and the workforce have been evolving and will continue to evolve. For example, in recent years some experts have called attention to the growing need for graduates to pursue careers in the STEM fields; others have indicated the need for students and workers to be able to think critically.

If students are to succeed in the colleges and jobs of the future, the academic standards they are held to must evolve along with the requirements of those colleges and jobs. To achieve this goal, states should engage with stakeholders representing K-12, higher education, and workforce to develop a regular process of review and revision of their academic standards to ensure that they continue to reflect the requirements of life after high school.

PERCENTAGES OF COLLEGE INSTRUCTORS RATING THEIR STUDENTS AS *"WELL"* OR *"VERY WELL"* PREPARED FOR COLLEGE LEVEL WORK, 2009–2015

2009 | 2012

26%

2015

16%

2 ENSURE THAT STUDENTS' EDUCATION IS HOLISTIC AND ADDRESSES THE NEEDS OF THE "WHOLE LEARNER."

1st RECOMMENDATION

EDUCATION SHOULD ENCOMPASS NOT JUST ACADEMICS BUT ALSO BEHAVIORAL SKILLS, CROSS-CUTTING CAPABILITIES, AND EDUCATION AND CAREER NAVIGATION.

Education consists of much more than just academic learning. Core academic achievement is one part of a broader approach that encompasses other important dimensions, including social and emotional learning.[11]

ESSA codifies a holistic approach to education in its requirement that state accountability systems encompass more than academics, and in its support for "well-rounded" educational opportunities. One way to build in well-roundedness is to include (as many states have) multiple measures in their accountability systems under the indicator measuring school quality or student success.[12]

THE ACT HOLISTIC FRAMEWORK™

ACT has been advancing the national conversation around readiness by placing core academic achievement within a research-based Holistic Framework that encompasses other equally important dimensions of readiness. This research-based framework integrates the knowledge and skills that empower people to achieve success in both education and career. The framework consists of four domains:

Core academic skills in mathematics, science, and English language arts (ELA) based on an expanded, more granular definition of the skills and mapped to learning progressions from kindergarten through career (K–Career)

Cross-cutting capabilities, such as critical thinking, collaborative problem solving, and information and technology skills

Behavioral skills related to success in education and the workforce, such as dependability, working effectively with others, adapting, and managing stress

Education and career navigation factors related to education and career paths, including self-knowledge of abilities, values, likes, and dislikes; knowledge about majors and occupations; and a variety of skills related to education and career exploration, planning, and decision making

Together, the degree of an individual's skills and capabilities in each of these areas presents a broader picture of the likelihood of a student's success in education and eventually the workplace.

2nd RECOMMENDATION

SCALE UP NONACADEMIC SERVICES, ESPECIALLY FOR UNDERSERVED STUDENTS.

One of the guiding principles behind taking a holistic approach to education is to start by meeting students where they are, acknowledging that students come to school not only with differing educational experiences and academic achievement levels, but also with differing personal, family, and cultural experiences. These experiences can influence students' ability to learn and persist in school and thus are no less important for schools to address than are students' academic needs.

Just as some students may need tutoring, or extra time on assessments, others—especially those students who have historically been underserved by the K–12 education system—may need supports or services ranging from supplemental nutrition, a focus on social and emotional learning, or school-based mental health care. Students closer to high school graduation may also need education in financial literacy, help obtaining fee waivers for college admission tests,[13] help with college applications,[14] or exposure to the job interview process. These and other behavioral skills and navigation factors are well recognized by educators as being important to success in school.[15]

States should take maximum advantage of ESSA language permitting them to allocate funds to local education agencies to develop, either on their own or in collaboration with community-based or other organizations, programs and activities that would provide many of these nonacademic services to students. The law's new Student Support and Academic Enrichment grant program and updated 21st Century Community Learning Centers program are particularly well aligned to these services, but Title I and other key ESSA formula resources are also flexible enough to support them as well. Thus, adequate funding of these grants and programs, and a strong vision for their use, are especially critical for expanding these services for underserved students.

3ʳᵈ RECOMMENDATION

INCENTIVIZE TRAINING, SUPPORT, AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS AND PRINCIPALS TO HONE THEIR STRATEGIES FOR ENGAGING THE "WHOLE LEARNER."

Without teachers and principals, the holistic approach to education is no more than a well-intentioned theory. At school, it is educators who interact with students most frequently, observe students' strengths and needs most closely, and have the greatest opportunity to reach students with targeted interventions. Research has demonstrated the value great teachers add for students in grades 4–8 with respect to later student outcomes, including some indicators of success in college.[16]

Similar to the types of academic professional development discussed in and incentivized by ESSA, states should also support access to resources for teachers to expand ways to use a "whole learner" approach with their students—and be appropriately compensated for this work. While the federal government can help by maintaining and expanding research on this subject through the research program of the Institute of Education Sciences, states can offer technical support and advice for improving district professional development systems through their regional education support centers.

In addition, states should ensure that educator preparation programs at state universities incorporate the "whole learner" approach into their curricula.

Whether resources take the form of periodic training sessions, developing lesson plans, or opportunities for brainstorming and collaboration among fellow educators and across school departments, all have in common the goal of integrating academic content with behavioral skill development and sensitive, careful attention to students' nonacademic needs.

ESSA Title II-A provides formula support to states and school districts to fund professional development of this nature. States may also set aside a portion of the funding to administer the program and to support other activities that seek to strengthen the pipeline of qualified instructors and build educator and school leader capacity.

3 COLLECT, HANDLE, AND USE
ASSESSMENT DATA RESPONSIBLY, WITH SPECIAL ATTENTION TO MAINTAINING ITS SECURITY AND QUALITY.

1ˢᵗ RECOMMENDATION

PROTECT STUDENT DATA PRIVACY WITHOUT HAMPERING STUDENTS' ABILITY TO BENEFIT EDUCATIONALLY OR ORGANIZATIONS' ABILITY TO CONDUCT RESPONSIBLE RESEARCH.

Efforts at the federal and state levels to update student data privacy policies should be commended; antiquated privacy laws allow far too many loopholes regarding access to and sharing of data. Standard policy in sharing assessment data should be to mask and encrypt all personally identifiable information (e.g., name and address). Assessment results should be used and disclosed in a secure and confidential manner and in conformity with industry standards as well as applicable US law. Following these principles minimizes the likelihood that student information may be compromised.

At the same time, numerous benefits accrue from judicious use and/or sharing of data. For example, portability—the sharing of student data records by one education system with another—allows student performance to be monitored across time. Some student data are necessary in order to inform students about certain educational intervention programs or scholarship opportunities. The science behind assessments—the evidence

base and ongoing research—relies on the ability of test developers to analyze these data. Scholars both within and outside the test development field should also be able to study student academic performance data to evaluate programs and make recommendations regarding needed improvements in school organization, classroom instruction, teacher training, or the education system as a whole.

The importance of protecting student data privacy must thus be balanced with the need to ensure continued, responsible educational research, including encouraging the use of de-identified student performance data whenever individually identifiable data is not required for the research. Ways of ensuring the protection of student data privacy while also providing flexibility for educational research include permitting the use of data for legitimate educational purposes such as research, evaluation, aiding in scholarship opportunities, and validation of fair, reliable assessment systems; and supporting restrictions on commercial data mining and unrequested advertising targeted at students or their parents.

2ⁿᵈ **RECOMMENDATION**

CONTINUE TO PRIORITIZE DATA LITERACY FOR TEACHERS AND SCHOOL AND DISTRICT LEADERS IN EFFORTS TO IMPROVE INSTRUCTION.

Teachers and administrators report having sufficient educational data but also report that there are barriers to their use of the data. It is critical to provide teachers and administrators with training and professional development opportunities that will assist them in applying, protecting, and making appropriate interpretations from the data gained from assessments. In surveys of school staff conducted by ACT during the past few years, teachers identified data literacy—understanding what test data mean and how they can be used in the classroom—as one barrier to the effective use of data in their schools.[17]

Some of the funding provided by the educator training component of ESSA (mentioned earlier) should be directed toward improving teachers' data and assessment literacy skills early in their training, so that they will be better able to apply student assessment data for diagnosis, guidance, and instructional improvement purposes.

3ʳᵈ **RECOMMENDATION**

IN IMPLEMENTING THE STUDENT ASSESSMENT COMPONENT OF ESSA, FOLLOW THE PRINCIPLES OF HIGH-QUALITY ASSESSMENT SYSTEMS.

No single assessment or assessment type can capture all aspects of student performance and readiness, especially in the context of a holistic approach to education. In 2014, ACT stated its principles for a high-quality assessment system.[18] In the wake of ESSA, these principles are revisited and updated for the current era of federal accountability (see following pages).

ACT Principles of High-Quality Assessment Systems

A HIGH-QUALITY ASSESSMENT SYSTEM*:*

1. **Monitors growth over a student's educational experience.** Per ESSA, states may include an academic growth indicator for grades 3–8; they are also allowed to use measures of student growth—not simply student proficiency on the state assessment—as a component of the academic achievement indicator in high school. As of this writing, several states have chosen to do so in their accountability plans.[19]

2. **Is an effective tool for students, teachers, administrators, and parents to monitor student progress.** ACT maintains that the best way for an assessment system to monitor student progress toward readiness for college and career is by testing an established sequence of knowledge and skills in which performance on each assessment not only provides educators with a snapshot of a student's current strengths and needs but also empirically predicts, based on current performance, how the student is likely to perform in later components of the system and, eventually, in college or targeted workforce training.

3. **Incorporates the unique accessibility needs of English learners and students with disabilities.** ESSA places a great deal of emphasis on English learner proficiency and on the needs of students with disabilities. In order to accurately assess their progress, an assessment must allow these students to demonstrate what they know with as few impediments as possible. To this end, assessments should be constructed in consultation with experts on these populations. Further, in fairness to these students, approved and appropriate supports must not hinder them from earning the same benefits the assessments offer to students without disabilities or whose first language is English.

4. **Varies assessment formats according to the type of standards that need to be measured.** Assessment systems should include a variety of item types: multiple choice, technology enhanced, constructed response, and essay. In addition, supplementing summative assessment with periodic (also known as interim or formative) assessments will enable schools to shift from annual snapshots of student progress to more immediate understanding of their learning, so that interventions can be made as needed. Approached thoughtfully and judiciously, there is room in school for both accountability testing and classroom-based testing.

5. **Measures behavioral skills.** As states implement programs that prioritize social and emotional learning for diagnostic and/or developmental (not high-stakes) purposes, and use them to monitor student progress and personalize support as needed, assessment developers should offer practical, useful assessments to provide students, parents, and teachers with information and insight about the acquisition of academically related student behaviors such as sustained effort, getting along with others, and maintaining composure.

6. **Is offered through multiple comparable platforms.** Like NCLB before it, ESSA permits the use of computer-based assessments. ACT has invested in developing both online and paper/pencil options for its major testing programs, and works to ensure that the scores reported for students who take its assessments online indicate the same level of academic achievement and predicted postsecondary performance as those earned in the paper versions of the test.[20] However, a divide still exists between schools that have greater access to the technology that enables computer-adaptive, computer-based, and online assessment and those that have lesser or no access. Rather than remove support, as has recently been proposed,[21] the federal government should maintain or increase support for programs such as E-rate, which enable schools to access affordable broadband internet.

A HIGH-QUALITY ASSESSMENT SYSTEM*:*

7. **Offers multiple stakeholders—especially teachers—ongoing, real-time, interactive reporting and access to assessment results and other related data, as well as the supporting documentation to understand and appropriately use the results.** Title II of ESSA is devoted in part to enhancing capacities among teachers, principals, and other school leaders by providing funds to assist them in designing (or selecting and implementing) formative assessments to improve instruction and student academic achievement. These funds are a critical resource in providing teachers with the knowledge and expertise to deliver short-duration assessments that can help them identify when a student may require additional or special attention in order to learn an essential skill or skills.

8. **Is well aligned to state learning standards.** When selecting any type of assessment, states should make sure that the assessments are measuring relevant information. Without alignment between the standards and assessments, students could be tested on content and skills they were never taught. However, alignment need not mean that each and every standard is tested on each assessment. Rather, as outlined in a recent white paper commissioned by the Council of Chief State School Officers, determining the alignment of

an assessment to standards "is about coherent connections across various aspects within and across a system."[22] This approach, while it may not necessarily reflect an exact item-to-standard match, still provides a comprehensive and useful view of what a student should know and has learned.

9. **Yields useful data bolstered by acceptable student participation rates.** In recent years, there has been an increase across the nation in the numbers of students opting out of assessments. When all students do not participate, valuable information—needed to measure the performance of students, classes, schools, or districts; to improve classroom instruction; and to strengthen research and program evaluation[23]—is lost and/or rendered inaccurate or unusable, because the data do not reflect the strengths and needs of the entire student body or because some groups of students, particularly those who have been historically underserved, are not accurately represented. States should develop actionable plans for ensuring that all schools meet or exceed the 95 percent student participation rate required by ESSA on state assessments.

The recommendations offered in this platform continue a framework that acknowledges the importance of ***aligning the education and workforce sectors*** to help fulfill ACT's mission of helping people achieve education and workplace success.

ACT's mission is to help people achieve education and workplace success.

At a time when the nation's economy is changing quickly and states are now operating within the context of the Every Student Succeeds Act, this updated K–12 Policy Platform offers ACT's unique experience and research in education and workforce assessment to focus on the challenge of ensuring that all students are prepared for college and the workforce. The recommendations offered in this and ACT's three other 2018 policy platforms continue a framework, established more than three years ago, that acknowledges the importance of aligning the education and workforce sectors to help fulfill ACT's mission.

ALL OF ACT'S POLICY PLATFORMS ARE AVAILABLE ONLINE:
www.act.org/policyplatforms

Notes

1. *Policy Platform: K–12 Education* (Iowa City: ACT), *http://www.act.org/content/dam/act/unsecured/documents/Policy-Platforms-k-12-online.pdf*.

2. *The Condition of College & Career Readiness 2017: National* (Iowa City: ACT, 2017), *http://www.act.org/content/dam/act/unsecured/documents/cccr2017/CCCR_National_2017.pdf*.

3. Joshua Hyman, "ACT for All: The Effect of Mandatory College Entrance Exams on Postsecondary Attainment and Choice," *Education Finance and Policy 12*, no. 3 (2017): 281–311, doi: 10.1162/EDFP_a_00206.

4. *The Condition of College and Career Readiness 2017.*

5. *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School* (Iowa City: ACT, 2008), *http://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddle.pdf*.

6. *Parents 2017: Unleashing Their Power & Potential* (Alexandria, VA: Learning Heroes), *https://r50gh2ss1ic2mww8s3uvjvq1-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/LH_ParentsReport2017_20170719_MasterScreen_SinglePages_AN.pdf*.

7. *Policy Platform: K–12 Education.*

8. "Standards," New America, *https://www.newamerica.org/education-policy/policy-explainers/early-ed-prek-12/college-and-career-readiness/standards/*.

9. *Embracing the Opportunity: Recommendations for Scaling Personalized Learning under a New Presidential Administration* (Cincinnati: Knowledge Works, 2016), *http://knowledgeworks.org/presidential-administration-recommendations*.

10. *ACT National Curriculum Survey 2016: Education and Work in a Time of Change* (Iowa City: ACT, 2016), *http://www.act.org/content/dam/act/unsecured/documents/NCS_Policy_Report.pdf*.

11. "Framework for 21st Century Schools," 21st Century Schools, *http://www.21stcenturyschools.com/framework-for-21st-century-schools.html*; Rebecca D. Taylor, Eva Oberle, Joseph A. Durlak, and Roger P. Weissberg, "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects," *Child Development* 88, no. 4 (July/August 2017): 1156–1171, doi: 10.1111/cdev.12864; Wayne Camara, Ryan O'Connor, Krista Mattern, and Mary Ann Hanson, ed., *Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success* (Iowa City: ACT, 2015), *https://www.act.org/content/act/en/research/beyond-academics.html*.

12. See, e.g., *Reflections on State ESSA Plans* (Washington, DC: American Institutes for Research, 2017), *https://www.air.org/sites/default/files/downloads/report/AIR%20Reflections%20on%20State%20ESSA%20Plans.pdf*.

13. The benefit to underserved students of taking a college admission test at no cost to the students or their families is illustrated by a study, based on extensive data from Michigan, showing that students less likely to take such a test, and students from the poorest schools, were more likely to enroll in college when they took the ACT as part of a state-funded program than were the same categories of students before introduction of the state-funded program. See Hyman, "ACT for All."

14. Websites such as Steps2College (*http://www.steps2college.org/*), supported by the ACT Center for Equity in Learning, help counselors address students and parents' needs for these types of supports, particularly with respect to the college application process.

15. Daniel M. Elchert, Christian A. Latino, Becky L. Bobek, Jason Way, and Alex Casillas, *The Importance of Behavioral Skills and Navigation Factors for Education and Work Success* (Iowa City: ACT, 2017), *http://www.act.org/content/dam/act/unsecured/documents/R1633-behavior-and-navigation-2017-04.pdf*.

16. Raj Chetty, John N, Friedman, and Jonah E, Rockoff, *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood* (Cambridge, MA: National Bureau of Economic Research, 2011), *http://www.nber.org/papers/w17699*.

17. Raeal Moore and Michelle Croft, *Eliminating Barriers to Educator Data Use* (Iowa City: ACT, forthcoming).

18. *Policy Platform: K–12 Education.*

19. *Reflections on State ESSA Plans.*

20. See, e.g., Dongmei Li, Qing Yi, and Deborah Harris, *Evidence for Paper and Online ACT Comparability: Spring 2014 and 2015 Mode Comparability Studies* (Iowa City: ACT, 2016), *http://www.act.org/content/dam/act/unsecured/documents/Working-Paper-2016-02-Evidence-for-Paper-and-Online-ACT-Comparability.pdf.* Recent evidence has shown discrepancies in student performance across some online and paper test-delivery platforms that may be attributable to students' differing degrees of familiarity with computer-delivery systems. See Benjamin Herold, "PARCC Scores Lower for Students Who Took Exams on Computers," *Education Week,* February 3, 2016, *http://www.edweek.org/ew/articles/2016/02/03/parcc-scores-lower-on-computer.html.*

21. Michael Stratford, "Final Vote on DeVos Today," *Politico,* February 7, 2017, *http://www.politico.com/tipsheets/morning-education/2017/02/final-vote-on-devos-today-218612.*

22. Ellen Forte, *Evaluating Alignment in Large-Scale Standards-Based Assessment Systems* (Washington, DC: Council of Chief State School Officers, 2017), *http://www.ccsso.org/Documents/TILSA%20Evaluating%20Alignment%20in%20Large-Scale%20Standards-Based%20Assessment%20 Systems%20-%20FINAL.pdf.*

23. Michelle Croft, *Opt-Outs: What Is Lost when Students Do Not Test* (Iowa City: ACT, 2015), *https://www.act.org/content/dam/act/unsecured/documents/5087_Issue_Brief_Opt_Outs_Web_Secured.pdf.*

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