STATE ASSESSMENT

DEREK BROWN
ASSISTANT SUPERINTENDENT
OREGON DEPARTMENT OF EDUCATION
Topics We’ll Address

- Smarter Balanced test results
- Look forward to 2015-16
- Legislative implementation
- Essential Skills
- Accountability updates
### SMARTER BALANCED TESTS ADMINISTERED IN 2014-15

- Participation: must respond to at least 5 items on the CAT and 1 item on the PT.
- A fairly large number of students started the assessment but were not counted as participants.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Name</th>
<th>Number of Tests Started</th>
<th>Number of Tests Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Compute Adaptive (CAT)</td>
<td>285,345</td>
<td>283,011</td>
</tr>
<tr>
<td></td>
<td>Performance Task (PT)</td>
<td>284,129</td>
<td>281,168</td>
</tr>
<tr>
<td></td>
<td>Total Participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>282,037</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Compute Adaptive (CAT)</td>
<td>284,482</td>
<td>281,887</td>
</tr>
<tr>
<td></td>
<td>Performance Task (PT)</td>
<td>283,258</td>
<td>282,807</td>
</tr>
<tr>
<td></td>
<td>Total Participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>281,651</td>
<td></td>
</tr>
</tbody>
</table>
# SMARTER BALANCED TESTING TIME

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Grades</th>
<th>Smarter Balanced Estimate CAT &amp; PT</th>
<th>50th Percentile Oregon CAT &amp; PT*</th>
<th>80th Percentile Oregon CAT &amp; PT**</th>
<th>80th Percentile 2014 OAKS Single Instance***</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3-5</td>
<td>3:30</td>
<td>3:21</td>
<td>4:55</td>
<td>1:32</td>
</tr>
<tr>
<td>Language Arts</td>
<td>6-8</td>
<td>3:30</td>
<td>3:36</td>
<td>5:04</td>
<td>2:12</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>4:00</td>
<td>3:17</td>
<td>4:47</td>
<td>4:11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
<td>2:30</td>
<td>1:47</td>
<td>2:35</td>
<td>1:28</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>3:00</td>
<td>2:02</td>
<td>2:52</td>
<td>1:41</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>3:30</td>
<td>1:40</td>
<td>2:30</td>
<td>1:44</td>
</tr>
</tbody>
</table>

*Half of the students finished in this time or less.

**Twenty percent of students needed more than this amount of time to complete the assessment.

***Approximately half of students re-tested same subject. No writing assessment grades 3-8. 11th grade writing estimate 135 min.

The amount of time was summed across CAT and Performance Task sections (the preparatory classroom activity and computer log-in time are not included).
## State Participation Rates

### Participation by Grade

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>97.0</td>
<td>96.9</td>
</tr>
<tr>
<td>4</td>
<td>97.7</td>
<td>97.5</td>
</tr>
<tr>
<td>5</td>
<td>97.5</td>
<td>97.2</td>
</tr>
<tr>
<td>6</td>
<td>97.2</td>
<td>97.1</td>
</tr>
<tr>
<td>7</td>
<td>96.9</td>
<td>96.6</td>
</tr>
<tr>
<td>8</td>
<td>96.2</td>
<td>95.9</td>
</tr>
<tr>
<td>11</td>
<td>88.9</td>
<td>87.4</td>
</tr>
<tr>
<td>All</td>
<td>95.9</td>
<td>95.5</td>
</tr>
</tbody>
</table>

### Participation by Subgroup

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>96.8</td>
<td>96.4</td>
</tr>
<tr>
<td>English Learner</td>
<td>98.3</td>
<td>98.1</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>93.6</td>
<td>93.2</td>
</tr>
<tr>
<td>American Indian/AK Native</td>
<td>95.9</td>
<td>95.4</td>
</tr>
<tr>
<td>Asian</td>
<td>97.1</td>
<td>96.6</td>
</tr>
<tr>
<td>Black/African American</td>
<td>93.4</td>
<td>92.6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>97.4</td>
<td>97.1</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>97.1</td>
<td>96.7</td>
</tr>
<tr>
<td>White</td>
<td>95.5</td>
<td>95.1</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>95.3</td>
<td>94.8</td>
</tr>
</tbody>
</table>
English Language Arts Results

Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 11

Projections  Actual
Achievement by Subgroup

- American Indian/AK Native: ELA 37, Math 25
- Asian: ELA 71, Math 66
- Black: ELA 34, Math 20
- Hispanic: ELA 37, Math 24
- Pacific Islander: ELA 41, Math 27
- White: ELA 60, Math 46
- Multi-Racial: ELA 59, Math 45

Legend: ELA, Math
Achievement by Subgroup

- All Students: ELA 54, Math 41
- Economically Disadvantaged: ELA 41, Math 29
- Limited English Proficient: ELA 10, Math 10
- Students with Disabilities: ELA 17, Math 13
Comparing State Data

- Many states in the consortium have reported state results on Smarter Balanced, including Washington, Idaho, and California.
- The data are not entirely comparable.
  - State rules for including students in the calculation can vary.
  - Some states gave paper-pencil, some were fully online, some delivered a mix.
- Data are for comparative purposes only and should not be inferred as a formal ranking of states, due to reporting rule differences.
Grade 4 Mathematics

Bar chart showing the percentage of students at Grade 4 Mathematics proficiency in various states. The states are listed as follows:

- West Virginia: 35%
- California: 35%
- Maine: 40%
- Connecticut: 44%
- Oregon: 44%
- Vermont: 45%
- Hawaii: 46%
- Idaho: 46%
- Delaware: 47%
- Missouri: 50%
- Washington: 55%
SMARTER BALANCED ACHIEVEMENT GAPS

We are also looking at Achievement Gaps on Smarter versus OAKS.

Achievement Gaps -- 8th Grade Math
We are also looking at Achievement Gaps on Smarter versus OAKS.

Achievement Gaps -- 8th Grade Math

- All Students
- Economically Disadvantaged
- English Learner
- Students with Disabilities

Smarter Balanced vs OAKS

[Bar chart showing achievement gaps for different student categories]
A LOOK FORWARD
LESSONS LEARNED FROM THE FIRST YEAR OF SMARTER BALANCED

• District Survey
  • Administered April 22- June 19 to DTCs
  • 94 districts responded as of June 12

• District Focus Groups
  • 3 WebEx sessions with district and school staff
  • Over 40 districts participated

• Student Focus Groups
  • In-person, small-group sessions with students
  • Over 50 students from 10 districts participated
LESSONS LEARNED - STRENGTHS

• Focusing on classroom instruction, not using multiple choice in the classroom, teaching to standards
• Using practice tests and interim assessments to prepare students (and teachers) for the assessment
• Participating in professional development around scoring PT-like formative assessments
• Providing teachers with mini refresher trainings leading up to the test window
LESSONS LEARNED - CHALLENGES

• Information was provided too late
• Too many reference materials, need central location (TAM, OAM, TA User Guide, Promising practices, etc.)
• Need for more training/professional development resources
• Combine practice and training tests and make all item types available
• Assigning supports/accommodations was confusing and time consuming
• Performance Task 10-day window is too short
• Most prevalent issues: testing time, scheduling/lab space
PLANNED ENHANCEMENTS - SCHEDULING

• Statewide test window opens a month earlier

• Performance Task expiration period extended from 10 calendar days to **20 calendar days**

• Local High School Smarter Balanced test windows extended from 7 to **12 weeks**
# 2015-16 TEST WINDOW AT A GLANCE

<table>
<thead>
<tr>
<th>Test Series</th>
<th>Test Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Math</td>
<td>February 9&lt;sup&gt;th&lt;/sup&gt; to June 10&lt;sup&gt;th&lt;/sup&gt;*</td>
</tr>
<tr>
<td>Smarter Balanced ELA</td>
<td>February 9&lt;sup&gt;th&lt;/sup&gt; to June 10&lt;sup&gt;th&lt;/sup&gt;*</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt; Grade SB Retest Math and ELA</td>
<td>February 9&lt;sup&gt;th&lt;/sup&gt; to June 10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>OAKS Extended</td>
<td>February 18&lt;sup&gt;th&lt;/sup&gt; to April 28&lt;sup&gt;th&lt;/sup&gt;**</td>
</tr>
<tr>
<td>Science and Social Sciences</td>
<td>January 5&lt;sup&gt;th&lt;/sup&gt; to June 10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>ELPA 21</td>
<td>February 2&lt;sup&gt;nd&lt;/sup&gt; to April 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Kindergarten Assessment</td>
<td>August 10&lt;sup&gt;th&lt;/sup&gt; to October 22&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

*Testing may begin after students receive 66% of instruction  
**Available for download February 11<sup>th</sup>; data entry deadline May 13<sup>th</sup>

Appendix A of the 2015-16 Test Administration Manual  
[http://www.ode.state.or.us/wma/teachlearn/testing/schedules/testingschedule.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/schedules/testingschedule.pdf)
New for 2015-16: Grade 12 students may take the High School Smarter Balanced Assessments

- Available for any 12th grade student for Essential Skills or college placement purposes
- No instructional day requirement before Grade 12 students may access the test
- Retest opportunity is available beginning February 9, 2015 (no early window)
LEGISLATIVE UPDATES
HOUSE BILL 2655 – OPT OUTS

What the bill does:

• Establishes a Student Assessment Bill of Rights permitting parents or adult students to opt out of required statewide summative assessments

• Requires ODE to develop an opt-out form

• Requires ODE to develop notice about statewide summative assessments that school districts and public charter schools must provide at the start of each school year
HOUSE BILL 2655 – OPT OUTS

Implementation process and timeline
August – December 2015:
• ODE will develop opt out form and notice template for districts to use
• ODE will update Administrative Rule 581-022-1910: Exemptions

Bill goes into effect January 1, 2016
HOUSE BILL 2680 – USING SMARTER BALANCED TEST RESULTS

What the bill does:

• Restricts use of the 2014-15 Smarter Balanced test results for accountability purposes (systems and educator)

• Instructs ODE to convene a work group to determine how to use the Smarter Balanced test results

• Directs that the work group’s findings and recommendations for legislation be submitted to the State Board of Education and to the interim legislative committees pertaining to education
ESSENTIAL SKILLS UPDATE
Essential Skills

- State Board of Education adopted Essential Skills cut scores on Smarter Balanced assessments in September 2015
- Fundamental principle – equivalency
- ELA test: claim level cut scores
  - Reading – 2515 (middle of Level 2)
  - Writing – 2583 (Level 3)
- Math test: composite score
  - Math – 2543 (low Level 2)
- State Board of Education will continue to evaluate Essential Skills graduation requirements
- Multiple sources of evidence available
School Accountability

School Ratings – Summer 2016
• Identification of next cohort of Priority and Focus Schools
• Resume yearly identification of Model schools

ESEA Reauthorization
• Common themes between Senate and House versions
  ▪ Students test once per year in grades 3-8 and high school
  ▪ Participation
  ▪ Identification of low performing schools
• Greater local control to establish assessment and accountability systems
CONTACT INFORMATION

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