2015-16 OREGON ASSESSMENT AND ACCOUNTABILITY OVERVIEW

JON WIENS, DIRECTOR OF ACCOUNTABILITY REPORTING

Topics We'll Address

- Look back at 2014-15
- 2015-16 Test Window
- Smarter Balanced Assessment Updates
- Other Assessment Updates
- Legislative Updates
- Accountability Updates
- Diploma Requirements and Essential Skills

Tests Administered in 2014-15

<table>
<thead>
<tr>
<th>Test Subject</th>
<th>Number of Tests Completed</th>
</tr>
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<tbody>
<tr>
<td>SB ELA CAT</td>
<td>283,015</td>
</tr>
<tr>
<td>SB ELA PT</td>
<td>281,158</td>
</tr>
<tr>
<td>SB MA CAT</td>
<td>282,897</td>
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<tr>
<td>SB MA PT</td>
<td>291,887</td>
</tr>
<tr>
<td>Science</td>
<td>149,815</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>5,093</td>
</tr>
<tr>
<td>ELA</td>
<td>53,943</td>
</tr>
<tr>
<td>Grade 12 OAKS Reading Retest</td>
<td>3,108</td>
</tr>
<tr>
<td>Grade 12 OAKS Math Retest</td>
<td>6,222</td>
</tr>
<tr>
<td>Grade 12 OAKS Writing Retest</td>
<td>3,310</td>
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## TEST WINDOW

CHANGES FOR THE 15-16 SCHOOL YEAR

### 2015-16 Test Window

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Other | Total
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<tbody>
<tr>
<td>CAT</td>
<td>1Q</td>
<td>2Q</td>
<td>3Q</td>
<td>4Q</td>
<td>5Q</td>
<td>6Q</td>
<td>7Q</td>
<td>8Q</td>
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</tbody>
</table>

### Managing School Test Windows

- District-level users may optionally set school-level test windows by grade and subject in TIDE.

- This functionality is recommended (not required) to help districts prevent inadvertent testing:
  - Scenario A: Preventing PT testing when CAT testing is scheduled
  - Scenario B: Preventing a TA from inadvertently testing before the school's test window opens (e.g., instructional threshold)
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 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 - 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

- Expanding statewide test schedule for Smarter Balanced testing
- Expanding the Performance Task expiration period beyond 10 calendar days
- Enabling districts to set and manage school level test windows by grade/subject via TIDE
- Supporting retention of drafts for CAT extended response test items
- Streamlining assessment webpages to support "one stop shopping" for assessment-related resources
- Developing supplemental, in-person training opportunities for DTCs and others on practical test prep and administration logistics

Science Assessment Transition (DRAFT)

[Diagram showing timeline with stages: Pre-Test, Development, Operational Test]

- NGSS Evidence Statements Released
- Instructional Materials in Classroom (Proposed)
- New Scoring Guide Development
- Fall 2015, Winter 2016

CCSSO Science Assessment Item Collaborative (SAIC)

- 13 states (AR, CA, CT, HI, IL, KY, MA, MD, MI, NV, OR, WA, WV & Virgin Islands)
- CCSSO (Project Management), WestEd (Consultant) and Achieve (Research Partner)
- Phase I (January-June 30, 2015):
  - Assessment Framework
  - Item Content Specifications
  - Prototype Item Clusters (5th grade & High School)
  - Collaborative & Prototype Development Planning Meeting
  - Prototype Development Follow Up

OTHER ASSESSMENT UPDATES
ELPA21

- The ELPA21 Field Test data are under review by teams from the Consortium.
- The anticipated (but still draft) ELPA21 window for 2015-16 is Tuesday, February 2nd, through Tuesday, April 12th, 2016.
- The ELPA21 Practice Test is expected to be available in early January, 2016.
- ODE anticipates that ELPA21 will be administered on iPads, and Chromebooks, as well as our usual desktops and laptops. Android tablets are still under discussion due to a technology issue with sound recording and playback features.

Kindergarten Assessment

- The first of the two DTC trainings for the Kinder Assessment has been completed. The 2nd training will be on August 18, 2015.
- This year, the KA will have 4 field test forms. The DTCs for the schools assigned to a field test form have been notified.
- The KA materials have been streamlined this year. Districts will receive the correct materials (based on field test participation and test form number) bundled by school.

LEGISLATIVE UPDATES

- HB 2680
  - Results of a statewide summative assessment developed by a multistate consortium and administered during the 2014-2015 school year may not be used to establish summative ratings of schools or to make summative evaluations of teachers or administrators.

- HB 2665
  - Directs State Board of Education to adopt specified standards related to student education records; provides that parents have the right to excuse students from statewide summative assessments.
Legislative Updates

- HB 2681
  - Higher Education Coordinating Commission oversees work group to examine placement policies at community colleges, including consideration of statewide summative assessment.

- HB 2713
  - Secretary of state shall conduct an audit related to the use in public schools of statewide summative assessments developed by multistate consortia.

Smarter Balanced CUT SCORES

- The Level 3 standard is intended to represent the academic readiness threshold for success in non-remedial college courses.

- OUS and Oregon Community colleges have announced placement policies for high school students achieving at Level 3 and Level 4.

- Graduation Standards (i.e., Essential Skills) are likely to be lower.

STATEWIDE SMARTER BALANCED RESULTS

Preliminary Smarter Balanced Assessment Results

- As of July 13 more than 95% of assessment results have been returned to ODE.

- Turnaround time is 3 to 6 weeks.

- Math tests are coming back a bit faster.

- We expect all completed tests in early July.

- Partially completed tests will be returned in July.
  - We still need to finalize scoring rules for partially completed tests.
  - Unanswered items likely to be scored as incorrect.
  - We anticipate that a significant number of items need to be responded to before we will provide a score.
Reporting and Scoring Rules

- Participation: for 2014-15 a student is considered a participant on Smarter Balanced if they respond to:
  - At least 5 items on the Computer Adaptive (CAT) portion of the test.
  - At least one item on the Performance Task (PT) portion of the test.
  - State participation rates were at least 95%.
- Scoring: If a student is a participant they will receive a performance level of 1 (lowest) to 4 (highest)
  - Unanswered items likely to be scored as incorrect.
  - We anticipate that a significant number of items must be responded to before we will provide a score.
  - Participants who do not answer enough items will have a performance level of 1 with no score.

Additional Analysis

We are also doing additional analysis on the Smarter Balanced data. These analyses include:
- Continued QA of the item pool and item statistics.
- Evaluation of achievement gaps on Smarter versus Achievement Gaps on OAKS.
- Calculation of the OAKS to Smarter Growth model and its validity and reliability.
- Essential Skills cut scores. Very likely to be below Level 3.

We shall report on these analyses at the Summer Assessment Institute in August.

Preliminary State Results

Here are preliminary assessment results, as of July 17. More than 95% of tests have been returned to ODE.
- Data are Preliminary and only include Smarter Balanced tests.
- We still need to load partially completed tests. These will lower the percentages at Level 3 or higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td>Oregon/Pot</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>18.0%</td>
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<td>5</td>
<td>19.5%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>21.0%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

ESSENTIAL SKILLS UPDATES
Essential Skills Updates

- Currently working to identify an equivalent level of achievement on Smarter Balanced, relative to the former “meets” cut scores on OAKS.
  - Using three models to find and validate these cut scores.
- Students will still have multiple methods of meeting the Essential Skills graduation requirements.
- Anticipated policy discussion at the State Board in September 2015, with adoption by October.
- Essential Skills requirements likely to be below Level 3 on Smarter Balanced.

ESEA Waiver

Submitted March 30
- About three phone consultations with USED.
- Minor revisions and clarifications.
- We expect approval any day now.

Highlights
- Student Growth Percentiles included in teacher effectiveness framework, but start is delayed until at least 2015-16 Smarter Balanced.

ACCOUNTABILITY UPDATE

School Accountability

School Ratings – Summer 2015
- In our ESEA Waiver renewal we’ve asked to not rate schools this summer.
- HB 2680 forbids us from using 2014-15 Smarter results to rate schools.
- Report Cards will be issued without ratings.
- We won’t show historic OAKS Math, Reading, Writing.

School Ratings – Summer 2016
- Identification of next cohort of Priority and Focus Schools
- Resume yearly identification of Model schools.
District Accountability

English Learner Accountability System
• Required by HB 3499.
• Workgroup to identify criteria for determining if a school district is not meeting objectives or is in need of targeted assistance.
• Rule need to be adopted by January 1, 2015.
• System to be implemented Summer 2016.

Low Performing Districts
• Legislature provided $2.9M for the biennium for supporting underperforming districts.
• ODE will implement an identification system, likely this summer, to identify 5% of districts, with 3 targeted for funding.
• Data will include 9th grade ELA, growth in ELA and Math, 9th grade chronic absenteeism, 5-year graduation rates.

Report Cards – Major Changes
• No school ratings in summer 2015.
• Priority, Focus, and Model schools retain their 2014-15 status in 2015-16.
• Historic OAKS reading and mathematics data NOT shown on report cards or rating details.
• Detailed 2014-15 Class Site information, by subject area.
• Staff and Student "pie charts" replaced with bar graphs.

REPORTS

We are releasing new individual student reports in August.
We ask that you use caution when sharing any results with parents or students at this time.
Relation to graduation is still unknown.
Abbreviated Achievement Level descriptors at bottom.

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OREGON DIPLOMA REQUIREMENTS

Personalized Learning Requirements

Education Plan and Profile: Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.

Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

Career-related Learning Experiences: Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

Diploma Requirements

Most recent requirements adopted in January 2007.

Includes:
- Increased credits (24) with Additional credits required in Language Arts, mathematics, science, CTE/arts/second language.
- Personalized Learning Requirements
- Essential Skills

Designed to ensure students are better prepared for college, work, and citizenship.

Staggered implementation based on high school entry year.
- All credit requirements implemented for Class of 2012.
- These students were 9th graders in Fall of 2008.
- Reading, Writing, and Math first required for Class of 2014.
- First class having to meet all the new requirements just finished their freshman year in college.

Essential Skills Requirements

Nine Essential Skills.

Three adopted for implementation:
- Reading, Writing, Math

Remaining six not currently approved for implementation:
- Listening, Think Critically, Personal Management, Technology, Civic and Community Engagement, Global Literacy.

Process skills embedded in the academic standards and applied across content areas.

Students can demonstrate proficiency using a variety of sources of evidence.
- State test, other standardized tests, work samples.
What are Impacts of the Requirements?

Statewide assessment results are higher.
- For example, 3% rise in students meeting/exceeding in Mathematics at grade 11.
- Disadvantaged subgroups more likely to use work samples.
Graduation rates have not been greatly impacted.
- In fact, graduation rates rose slightly over the last four years.
- Higher gains for Hispanic and African American students.
- Slight drop for students on IEPs.
Flexible Essential Skills assessment options are unique among states with similar requirements.
- Flexibility is valued by school districts and by students.

What are some Open Questions?

How have personalized learning requirements been implemented across the state?
- No explicit data collection for personalized learning requirements
- Implementation consistency is unknown
- There have been no self-reported compliance issues (Division 22)
Credits — are students taking higher level coursework?
- Class Roster collection can now begin to analyze opportunity gaps in advanced coursework (e.g., mathematics, AP, IB).
Chief Education Officer has asked ODE asked to build a collection for students completing college-level courses while in high school.

What are some Open Questions?

Have the new diploma requirements better prepared students for life beyond high school?
- Postsecondary metrics can begin to be studied:
  - Freshman GPA
  - Remediation
  - Persistence
  - Business community survey
Are our current diploma requirements aligned with the state definition of college- and career-readiness?
- Adopted by the OENR, April 8 2014
- Key Indicators
  - Learning strategies, thinking skills, academic knowledge

What are some Open Questions?

How effective are the Essential Skills at improving student outcomes?
- Are some Essential Skills and their assessment options more predictive of postsecondary/workforce success than others?
- What will happen with the other six Essential Skills?
Are there opportunities to simplify the system and create more coherence?
- How have diploma requirements affected/addressed Equity?
- How can graduation requirements and other state initiatives (e.g., proficiency-based education) become more unified?
- How do/did diploma requirements create more seamless transitions to postsecondary education and the workforce?
Contact Information

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