**STATE BOARD OF EDUCATION – TOPIC SUMMARY**

**Topic:** Essential Skills Transition Plan, Graduation Policy Review Update

**Date:** April 10, 2014

**Staff/Office:** Derek Brown, Michelle Zundel, Cristen McLean

**Action Requested:**  **Informational Only  Adoption Later  Adoption  Adoption/Consent**

**ISSUE BEFORE THE BOARD**:

Describe Essential Skills transition plan (methodology) as ODE prepares for the upcoming statewide assessment shift from OAKS to Smarter Balanced. In addition, the current status of the graduation policy review process will be discussed.

**BACKGROUND:**

Oregon will be shifting from the current state test (Oregon Assessment of Knowledge and Skills, OAKS) to the Smarter Balanced assessment system in the 2014-15 school year. Smarter Balanced assessments include English language arts (ELA) and Mathematics. During the transition, students will need the ability to meet Essential Skills graduation requirements (Reading, Writing, and Math) on the Smarter Balanced assessments. Furthermore, the level of achievement required on the Smarter Balanced assessments to demonstrate proficiency in the Essential Skills must be comparable to the expectations currently in place relative to the OAKS. In preparation for the upcoming transition, ODE staff have identified a process to determine achievement standards on the Smarter Balanced assessments consistent with the achievement standards currently set for the OAKS. This process and associated timelines will be described during the briefing.

**OAKS to Smarter Balanced – Essential Skills transition process:**

ODE will receive student test results from the Smarter Balanced field test in December 2014. For those students participating in the field test, OAKS performance data will be linked in order to analyze the relationship between the two assessments. By doing so, we can determine the level of achievement on the Smarter Balanced assessments consistent with the “meets” levels of achievement on OAKS (the “meets” standard on OAKS is a score of 236 for Reading and Math, and 40 for Writing). In addition to direct linking analysis, other indicators can be used to further inform policy decisions regarding appropriate levels of achievement on the Smarter Balanced assessments for Essential Skills graduation purposes.

**graduation policy review:**

ODE staff will provide an update on the status of the graduation policy review process. At this time, a series of internal (ODE) discussions and gap analysis work has taken place, which has produced a set of draft recommendations. Those recommendations have been reviewed by one external stakeholder group (Assessment of Essential Skills Review Panel). Next steps include a broader external review of recommendations, and a potential convening of a panel to review and further refine and/or revise the draft recommendations. ODE staff will provide an overview of the process to date and explain in more detail the current set of draft recommendations.