

Assessment of Essential Skills Review Panel

Meeting Minutes
September 28, 2018

Friday, September 28, 2018

Panel Members Present: Garrett Apland, John Bouchard, Ralph Brown, Lori Cullen Brown, Michelle Cummings, Sarah Cunningham, Robin DeLoach, Melissa Glover, Shaun Gross, Jay Mathisen, Doug Nelson, Laurie Ross, Marie Shimer, Jill Sumerlin, Larry Susuki, Tenneal Wetherell, Marilyn Williams, Scott Phillips

Panel Members Absent: Ellen Irish, Krista Nieraeth

Facilitating: Dan Farley, Bryan Toller, Tony Bertrand

ODE Attendance: Lacey Rhoades

Welcome and Agenda Overview

Dan Farley called the meeting to order at 8:30 a.m. and reviewed the agenda with the Assessment of Essential Skills Review Panel (AESRP) members.

I. 8:30 - 8:40 Public Comments and Meeting Norms Review

Tony Bertrand addressed the Assessment of Essential Skills Review Panel (AESRP) members around public meeting statute and guidance for AESRP meetings. The Public Meetings Law guarantees the public the right to attend governing body meetings, but does not include the right to participate by public testimony; ORS 192.630(1). Meeting norms reviewed with AESRP members.

II. 8:40 – 8:50 Harassment and Professional Workplace Mandatory Training

Tony Bertrand reviewed the requirements on AESRP members completing the *Maintaining a Harassment Free and Professional Workplace* training guidelines set by the Oregon Department of Administrative Services (DAS). All employees and individuals participating in the Oregon Department of Education (ODE) projects must complete the training and provide ODE a copy of their completion certificate. This training is an important priority for agency leadership, and directly reflects the Governor's priorities for training on discrimination and harassment.

III. 8:50 - 9:00 Review of Minutes

Tony Bertrand shared the June 7, 2018, AESRP Minutes with panel members. Marie Shimer motioned to approve the minutes from June 7, 2018. Ralph Brown seconded the motion. The majority were in favor with 16 voting to approve minutes; 0 opposed; 0 abstain; 3 absent.

Motion passed.

IV. 9:00 - 9:45 Updates

a. English Learner Policy Update

Dan Farley presented and clarified information for the Essential Skills (ES) for English Learners (EL) policy. ODE has engaged multiple stakeholders for additional feedback who are impacted by this policy update to the State Board of Education. Essential Skills English Learner Criteria presented to AESRP members to review for inclusion in the *2018 – 2019 Essential Skills and Local Performance Assessment Manual*.

Dan Farley provided further clarification on the topic by sharing the EL Policy Stakeholder Engagement Survey of Staff and Students. There were several surveys provided to EL staff

and students (HS, and current). Preliminary findings revealed most students would benefit from pursuing Essential Skills in a language other than English. Students stated they were more likely to want to learn English if they were able to show ES in EL, and would have a lower likelihood of dropping out due to ES requirements. State data for the 80th percentile from WA, CA, FL, MA, and NY for exit timelines were shared with AESRP members to discuss the projected impact on Oregon's EL Policy.

Dan Farley requested AESRP members to comment on issues and concerns of potentially retaining, revising, or removing the English Learners Policy.

AESRP panelists suggested a potential for policy revision in the future, including the allowance of districts providing EL students to take Essential Skills assessments in their native language. Dan Farley advised that could be looked at further as a possible option – equity for all students would be the main concern.

b. GED Mathematical Reasoning Update

Dan Farley provided AESRP members with an update on the status of the GED Mathematical Reasoning option to the Oregon State Board of Education. The first reading of AESRP's recommendation to the Oregon State Board of Education took place on September 20, 2018. The State Board of Education will be engaged in October 2018 to either approve AESRP's recommendation or request further information from ODE and AESRP.

IV. 9:45 – 10:00 Break

V. 10:00 – 12:30 AESRP Discussion: Essential Skills and Local Performance Assessment Discussion and Feedback

Dan Farley discussed the Essential Skills and Local Performance Assessment understandings and original intent of their development

a. Essential Skills:

Dan Farley communicated the original intent of Essential Skills had a professional skills focus, with academic skills under that broader umbrella. Essential Skills focused initially on reading, writing, and mathematics because those measures were available. However, development was never intended to stop. Essential Skills is an operational definition from ODE of a well-rounded education.

Dan Farley shared stakeholder feedback and shared some of the difficulties expressed and associated with the current Essential Skills assessments. The following concerns were communicated to AESRP: lack of coordination with other requirements, inappropriate use of standardized assessments, missed opportunity to leverage performance assessment practice and value of classroom educators, the value of linguistic diversity, and confusing guidance to support students with disabilities.

AESRP engaged in a feedback protocol to advise ODE on revising Essential Skills requirements, removing Essential Skills, or maintaining the current Essential Skills requirements with either improved implementation supports or policy revisions.

AESRP members agreed that Essential Skills is valued, and is an implementation / defining issue and needs to be discussed further. Panelists suggested development of more teachers, including CTE course instructors, trained and equipped to administer Essential Skills samples through their course content. In addition, AESRP members

expressed frustration with meeting the requirement while providing students with meaningful course selection.

Dan Farley communicated ODE's current engagement on the topic through multiple committees and would continue to engage AESRP in feedback. As updates around guidance and Essential Skills were made, AESRP members would be asked for additional input.

Dan Farley engaged AESRP members on the topic of the Local Assessment Option developed by districts for meeting Essential Skills requirements. Currently, only about 5-10% of districts are using the Local Assessment Options.

ODE requested feedback on possibilities on moving forward with helping provide districts with tools necessary to build Local Assessment Options, with regards to districts who have interpreted, and already made their own technical documentation; "Does ODE grandfather them in, or hold them to the new regulations?"

A concern expressed was if districts want to use a Performance Assessment for their Local Assessment Option, it would prove difficult for ODE to build a clear statewide guideline that would fit every situation. ODE will be engaging AESRP on further guidance to potentially update the 2017 – 2018 guidance.

b. Local Performance Assessment (LPA)

Dan Farley reviewed the requirements within the Local Performance Assessments. AESRP members reviewed the language descriptors included in the *Essential Skills and Local Performance Assessment Manual*. Performance Assessments are intended to be locally driven, customizable to instructional content, and allow for flexibility in using ODE's scoring guide resources or scoring rubrics developed by districts. Districts are highly encouraged to be giving embedded Local Performance Assessments within the teacher's curriculum.

Currently, ODE's guidance encourages that districts engage with their teachers to be embedding Local Performance Assessments within their daily classroom instruction (grades 3-8, and 11). ODE does not want to be prescriptive with Local Performance Assessments, and districts have substantial flexibility when it comes to planning the performance assessments that will be used to fulfill this requirement.

Dan Farley requested feedback from AESRP members on the following issues: LPA requirements, changes in reporting LPA results, LPA support needs, and the inclusion of a balanced assessment system.

The AESRP members recommended communication from ODE to districts about the benefits of administering LPAs and more global information relating to Local Performance Assessments, so districts and schools can be reminded of the importance LPAs can have within the classroom and for increasing formative assessment practices for both schools and districts. Members discussed how ODE could possibly help in creating a guidance sheet, or tools to help districts with meeting the Local Performance Assessments requirements within regular instructional practices. This request was asked

to be included in future *Essential Skills and Local Performance Assessment Manual* updates.

ODE would engage further stakeholders to look into additional policy options for Local Performance Assessments. Included in this explorations would be a review of differing district approaches, how data is being collected, and how local performance assessments are used to guide instruction. Panelist inquired how current Oregon Formative Assessment for Students (OFAST) structures could be used to connect LPA requirements.

VI. 12:15 – 12:45 Working Lunch

VII. 12:45 – 1:35 Essential Skills: Other Alternate Assessment Proposal and Guideline Review

Bryan Toller reviewed the approval process form for proposing a new “Other Standardized Assessment Option” for Essential Skills. AESRP members were asked to consider the current format of the proposal form and evaluate the layout and content to support interpretation and clarity in completing the form for AESRP to review.

Tony Bertrand shared a crosswalk document comparing the accessibility supports included in the Oregon Summative Assessment and those supports included in already approved “Other Standardized Assessment Options.”

Panel members reviewed the current 2017 – 18 “Other Standardized Assessment Option” form and the crosswalk document to make recommendations to ODE of proposed edits or revisions to the current approval process form. Members suggested that the form is reformatted to have a brief summary narrative at the beginning of the form prior to the Essential Skills checkboxes to help streamline the process. In addition, AESRP recommended the inclusion of a 4th reason: an extension or connection to another already approved Other Standardized Assessment Option. Members also recommended that ODE posts the Accommodations Crosswalk document on the ODE Essential Skills website for public access for better communication of various assessments available for students, and to reference the Accommodations Crosswalk document with a link embedded within the Approval Process form.

Bryan Toller clarified for the panel that this form is an initial step for districts, and ODE then collects the appropriate technical documents for presenting new proposals to AESRP for consideration. It was further communicated; the frequency of proposals are low. In 2017 – 2018, ODE received 3 new proposals.

VIII. 1:35 – 1:50 Break

IX. 1:50 – 3:00 Essential Skills: PreACT Review

Bryan Toller introduced the proposal review process for PreACT for consideration of an Other Standardized Assessment Option for demonstrating Essential Skills. Bryan Toller reviewed with AESRP members the process review step being conducted by ODE for the evaluation of the PreACT. It was communicated that members would be advising ODE whether or not to proceed in conducting an analysis of achievement standards based on the technical quality review of the assessment as it aligns to the Essential Skills standards.

Bryan Toller reviewed the test topics and format of the PreACT Mathematics Test. After reviewing the content of the PreACT against the Essential Skills Mathematics domain descriptor, ODE determined based on an analysis of the content, the PreACT Mathematics Test content did not align to the minimum requirements for the Essential Skills Mathematics.

Tony Bertrand reviewed the test topics and format of the PreACT Reading and English Test. After reviewing the content of the PreACT against the Essential Skills Reading and Writing domain descriptor, ODE determined based on an analysis of the content, the PreACT Reading Test content did align to the minimum requirements for the Essential Skills Reading. However, the PreACT does not add another accessibility, language, or culturally or linguistically relevant dimension. In addition, based on an analysis of the PreACT content for writing, ODE has determined it does not align to the minimum requirements of essential skills writing due to its lack of writing items beyond multiple-choice questions.

ODE requested guidance from the panel whether or not they should move forward with accepting the PreACT to the next levels of evaluation.

Marilyn Williams motioned to reject the acceptance of the PreACT to move forward in the evaluation process on the grounds that there is no compelling evidence of alignment to the Essential Skills requirements for Mathematics, Reading, or Writing. The motion was seconded by Ralph Brown. The majority were in favor of dismissing PreACT from moving forward in the review process with 12 voting to approve dismissal; 3 opposed; 0 abstain; 3 absent.

X. 3:00 – 3:05 Essential Skills: ASVAB Review

ODE has made multiple attempts to gather technical documents for the ASVAB test vendor to review the alignment of content to the Essential Skills requirements. Attempts have been unsuccessful. Therefore, ODE has not started the review process.

XI. 3:05 – 3:25 Follow-up Questions, Meeting Dates, and Adjourn

a. Follow-up Questions

ODE actions will include revising the Other Standardized Assessment Option Form prior to the January 11, 2019 meeting. Update the link in the Essential Skills manual to include the Accessibilities Crosswalk for the Oregon Statewide Assessment and other approved standardized assessment options.

b. Meeting Dates 2018 -2019

Tony Bertrand clarified remaining dates for the 2018 – 2019 AESRP schedule.

- Winter 2019 AESRP Meeting via webinar: January 11, 2019 (9:00 – 10:30 A.M.)
- Spring 2019 AESRP Meeting via webinar: April 12, 2019 (9:00 – 10:30 A.M.)

c. Adjourn

The meeting was adjourned at 3:25 P.M.