

Oregon State Board of Education

September 22, 2016

<p>SUBJECT: House Bill 2680 Work Group Report and House Bill 2713 Audit announcement</p> <p>STAFF NAME & OFFICE: Derek Brown & Mary Anderson, Office of Assessment & Accountability</p> <p>SUMMARY: The 2015 Oregon Legislature directed the Superintendent of Public Instruction to convene a work group to determine how to implement the results of the statewide summative assessment. The work group, comprised of stakeholders interested in education, met four times to review evidence provided by the Oregon Department of Education, draw connections from that evidence, and make recommendations to the interim legislative committees on education and State Board of Education. The HB 2680 Work Group Report details the group’s process, findings, and recommendations. The release of the HB 2680 Work Group Report coincides with the release of the Secretary of State’s audit on the first year of implementation of the Smarter Balanced assessments in response to House Bill 2713.</p>	<p><input type="checkbox"/> Consent Agenda</p> <p><input type="checkbox"/> First Reading</p> <p><input type="checkbox"/> Action (Adoption)</p> <p><input checked="" type="checkbox"/> Information</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

BACKGROUND

In order to implement House Bill 2680 (2015), the Oregon Department of Education (ODE) convened a work group to review the results of the 2014-15 Smarter Balanced assessments and address the following three charges:

1. Evaluate whether the assessment accurately measures student learning;
2. Analyze student learning gaps; and
3. Identify adjustments in instruction necessary to address student learning gaps.

Following the completion of the work group’s charge, the bill directed the work group’s findings and recommendations for legislation to be submitted to the State Board of Education and the interim legislative committees related to education. After meeting four times between January and June 2016, the HB 2680 work group adopted the HB 2680 Work Group Report which describes the group’s process, findings, and recommendations in response to the three charges. The HB 2680 work group formally adopted this report during a public meeting on August 24, 2016. The report and all accompanying exhibits are available on ODE’s website at <http://www.ode.state.or.us/search/page/?id=5572>.

House Bill 2713 directed the Secretary of State’s office to evaluate the 2014-15 implementation of the Smarter Balanced assessments in English language arts and mathematics. The findings and recommendations from the HB 2713 audit included some common conclusions as the HB 2680 Work Group Report.

SUMMARY OF PREVIOUS BOARD ACTION

ODE staff are presenting the HB 2680 Work Group Report to the State Board of Education as an information item for the first time in September 2016.

Oregon State Board of Education

September 22, 2016

POLICY ISSUE OR CONCERNS

The HB 2680 Work Group's Findings

Throughout the work group's findings summarized below, the following themes consistently emerged:

- One year of data is not enough for the work group, or the state, to draw any clear conclusions regarding the three charges set out by HB 2680.
- To fully identify and address student learning gaps, summative assessment results must be looked at in conjunction with other data points, including locally derived formative and interim assessment results. The work group expressed concern that Oregon does not have a coordinated, balanced assessment system with support for formative, interim, and summative assessment practices that are aligned to the state-adopted content standards.

With these two caveats, the work group reached the conclusions summarized below in relation to the three charges.

Charge 1: In response to the first charge of HB 2680, whether Smarter Balanced accurately measures student learning, the work group found that the Smarter Balanced summative assessments of ELA and math are aligned to the Common Core State Standards and, when used in conjunction with other data points, have the potential to accurately measure proficiency of student groups. The work group also found that features such as the accommodations supported by Smarter Balanced help to achieve accuracy for individual students.

The work group identified the following conditions which they believe need to be in place in order to maximize accuracy of the results, noting that there is not sufficient evidence whether these conditions are consistently seen across Oregon schools:

- **Instruction Aligned to Standards:** classroom instruction needs to be aligned to the standards in order for the assessment to accurately measure student knowledge related to those standards.
- **Technology:** students need equitable access in terms of network connectivity, computers, and familiarity with the testing platform and its functionality.
- **Test Administration:** all test administrators need to follow the test administration manual with fidelity, and all students need to receive equitable access to accessibility supports.
- **Acknowledgement of limitations:** uncontrollable variables, such as student social/emotional well-being, absences, or school schedules, should be acknowledged as best possible when locally evaluating results to inform decision-making.

Charge 2: In response to the second charge examining whether the Smarter Balanced assessments identify gaps in student learning, the work group found that the statewide summative assessments provide the opportunity to identify and analyze both gaps in learning for groups of students and achievement gaps between student groups. However, the work group also concluded that a balanced assessment system should supplement the summative assessment with additional diagnostic tools to identify gaps in learning for individual students. Specifically, the work group concluded that interim assessments, aligned to the standards and the statewide summative

Oregon State Board of Education

September 22, 2016

assessment, implemented at the local level are needed to support a balanced system of assessment in Oregon.

Charge 3: In response to the third charge to identify adjustments in instruction necessary to address student learning gaps, the work group concluded that the Smarter Balanced summative assessments on their own provide an insufficient basis for making judgments that would support adjustments to instruction *during* the academic school year. This conclusion was informed by the purpose of summative assessments such as Smarter Balanced, which are designed to be administered at the end of the year *after* students have received a certain threshold of instruction. However, the work group also concluded that results from the Smarter Balanced assessment can help inform curriculum and instructional shifts, professional learning needs, and resource allocation to support groups of students through transitions from one grade to the next. Echoing conclusions pertaining to the second charge, the work group similarly concluded that, when used in conjunction with other pieces of data, results from the Smarter Balanced assessments can serve as a useful point of departure to investigate how to improve system level adjustments in teaching and learning conditions.

Recommendations of the HB 2680 Work Group

Based on these findings, the work group identified seven recommendations summarized as follows:

1. The HB 2680 work group report should be used to communicate about the Smarter Balanced assessment and what it can and cannot do as part of a concerted effort to enhance assessment literacy.
2. Policy makers and stakeholders should be informed about what the Smarter Balanced assessment was designed to assess and its role in our state and local systems.
3. The state should devote resources to statewide, cross-community, high-quality professional learning focused on data and assessment literacy.
4. The Legislature should appropriate funding to evaluate formative and interim assessments and their alignment with the learning standards and deeper teaching practices.
5. The Legislature should fund a group to identify and report on the efficiencies in assessment systems in order to explore a balanced and more streamlined assessment system.
6. The Legislature should fund ODE to provide resources which support equitable technology access and skill development opportunities for students statewide, so students can successfully access all online state assessments.
7. ODE should find ways to encourage continued exploration of new ways to assess students in a manner that is contextualized in the students' learning and aligns to state adopted content standards.

Additional Considerations Identified by the HB 2680 Work Group

In addition, the work group also identified the following considerations beyond their recommendations specifically pertaining to the three charges called out in HB 2680:

- ODE and the State Board of Education should consider the time and cost benefits of preparing for and administering the statewide summative assessments based on the comprehensive nature of the assessments.

Oregon State Board of Education

September 22, 2016

- ODE and the State Board of Education should give thoughtful consideration to the full number and type of assessments given to Oregon students at the state and local level in addition to the summative assessment.
- ODE, the State Board of Education, and the Legislature should review the gap in standards implementation across Oregon schools and districts in order to further reduce learning gaps and improve outcomes for all of Oregon's students.

Connections to HB 2713 Audit Report

The Audit Report is a response to House Bill 2713 (2015), which called for a Secretary of State review of the statewide summative assessment impact on Oregon's public schools and is planned to be released September 13, 2016. Through a series of surveys, site visits and interviews, the audit team found that many schools faced challenges in the first year of administering the Smarter Balanced test, including adjusting to the demands on staff and school resources. Despite the focus of the audit being the first year of assessment administration and differences in scope, method, and evidence consulted, several findings and recommendations in the audit report parallel the findings of the 2680 Work Group. Notable commonalities include the recommendation to provide additional guidance on the appropriate use of summative test results to districts and schools, in conjunction with other data sources, for systems improvement. Also, the recommendation is made to ODE by the audit team to expand the use of formative and interim assessments in order to balance the system of assessments and de-emphasize the focus on summative assessments. These recommendations, as well as with others addressing administration support and access to technology, provide the basis for the agency response to the report (included as an attachment) as well as next steps.

Next Steps for ODE Based on HB 2680 Work Group Report

Taken as a whole, the findings, recommendations, and additional considerations identified by the HB 2680 work group also echo feedback ODE has received from other stakeholders, particularly the Standards & Assessment Work Group convened to help ODE develop the Every Student Succeeds Act (ESSA) state plan. To address these recommendations, ODE plans include improving communications to schools and districts regarding assessments. Additionally, a request for support from the Legislature is planned for the 2017 session to fund ODE's ongoing efforts to provide schools with access to high quality assessment practices and tools and to build local capacity at using information derived from all three levels of assessment (formative, interim, and summative) to identify strengths and areas in need of improvement at the classroom and student level and identify the supports that each student may need to fully access instruction and maximize their progress toward high school graduation and college- and career-readiness. Finally, ODE continues to examine ways in which to maximize efficiencies in preparing for and administering the statewide summative assessment.

CHANGED SINCE LAST BOARD MEETING? (IF APPLICABLE)

- N/A; first read—hasn't been before board
 No; same as last month

Oregon State Board of Education

September 22, 2016

Yes – As follows:

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by:

State law changes Federal law changes other

ATTACHMENTS (e.g., OAR with “track changes” ...)

Attachment 1: HB 2680 Work Group Report and Findings
<http://www.ode.state.or.us/search/page/?id=5572>

Attachment 2: HB 2713 Secretary of State Audit Report (Anticipated to be available from Secretary of State’s Office September 13, 2016)

Attachment 3: ODE’s Response to the HB 2713 Secretary of State Audit Report