

Executive Summary

House Bill 2680 Work Group Report

Prepared by Oregon Department of Education
September 14, 2016

Introduction

During the 2014-15 school year, the Oregon Department of Education (ODE) transitioned to a new summative assessment of statewide student performance, Smarter Balanced, which was developed by a multi-state consortium of which Oregon is a member state. The Oregon Legislature, in passing House Bill (HB) 2680 (2015), directed the Superintendent of Public Instruction to convene a work group to determine how to implement the results of the new assessment.

Objective

HB 2680 requires the work group to review the results of the 2014-15 Smarter Balanced assessments and perform the following 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.

The results of these findings and the recommendations based on them are to be submitted to the State Board of Education and to the interim committees of the Legislative Assembly related to education.

Process

The work group, comprised of various stakeholder groups, met four times to review evidence provided by ODE, draw connections from that evidence, and make recommendations. The HB 2680 work group report, prepared by the impartial facilitation team from DS Consulting on behalf of the work group, details the group's process, findings, and recommendations.

Conclusions

The report of the HB 2680 work group drew the following conclusions for each charge, as summarized below:

1. The work group stated that, when used in conjunction with other data points, the Smarter Balanced assessment has the potential to accurately measure grade-level proficiency of student groups in the areas tested: English language arts and math.
2. The work group stated that the Smarter Balanced summative assessments have the potential to help identify system, program, and resource shifts needed to address gaps for student groups. However, given the limited data from one administration of the Smarter Balanced summative assessment, the work group believes that the 2014-15 state assessment results do not provide enough information to make specific

recommendations about gaps in student learning with enough certainty at this time. Along with data from at least one additional year, additional diagnostic tools are needed. Suggestions are provided in the full report.

3. The work group stated that the Smarter Balanced test results can serve as a useful guide for further investigation into system level improvements as well as adjustments in teaching and learning. To do so, the work group believe the results from the assessment must be used in conjunction with other pieces of data.

Recommendations

On the basis of their findings, the work group made the following recommendations to the State Board of Education and the interim committees of the Legislative Assembly, as summarized below:

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. Specifically regarding the use of Smarter Balanced assessment results to inform educator evaluations, the HB 2680 work group recommends that the Legislature a) continues researching what best measures teacher performance, and b) reviews the recommendations being released by Oregon's Every Student Succeeds Act Educator Effectiveness Workgroup.
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 approach.
6. The Legislature should fund ODE to provide resources which support equitable technology access and skills for students statewide, so students can successfully access the state assessment.
7. ODE should find ways to encourage continued exploration of new ways to assess students in a manner that is contextualized and aligns to state adopted content standards.

More Information

The full report, as well as details of each work group meeting including agendas and exhibits are available at <http://www.ode.state.or.us/search/page/?id=5572>