

HB 2680 Work Group

June 10, 2016



Recap of Where We've Been

- Meeting 1: January 15th
 - Explore technical evidence re: Match to Standards
 - Introduce case study concept
 - Lay the ground work for future evaluations and recommendations

- Meeting 2: March 18th
 - Explore technical evidence re: Match to Students
 - Examine student learning gaps
 - Explore how districts use assessment data in decision-making
 - Examine case study methodology

Where We're Going

- **Meeting 3: June 10th**
 - Establish shared understanding of the purpose of Oregon's Statewide Summative Assessments
 - Evaluate statewide results of 2014-15 administration of Oregon's Statewide Summative Assessments and what they tell us about student learning gaps
 - Discuss findings from the descriptive study
 - Begin to draw connections in preparation for forming recommendations
- **Meeting 4: June 27th**
 - Finalize conclusions and recommendations

Today's Agenda

8:00 am – 8:30 am

Sign-In

8:30 am – 8:40 am

Opening Remarks & Introductions

8:40 am – 9:00 am

Recap of HB 2680 Charge and Process

9:00 am – 9:30 am

**Exploring the Purpose of Oregon's Statewide
Summative Assessment**

9:30 am – 10:30 am

**Evaluating Student Learning Gaps through the
2014-15 Statewide Assessment Results**

10:30 am – 10:45 am

Break

10:45am – 11:45 am

Exploring the Descriptive Study Results

11:45 am – 12:30 pm

Working Lunch

12:30 pm – 2:00 pm

Continued Discussion of Descriptive Study Results

2:00 pm – 2:15 pm

Break

2:15 pm – 3:15 pm

Descriptive Study Panel

3:15 pm – 4:00 pm

Drawing Connections

4:00 pm

Meeting Adjourns

Recap of HB 2680

Objectives

- Confirm understanding of the scope of HB 2680 and the workgroup's charge
- Review group process initiated during Meetings 1 and 2

The 2680 Work Group

Work Group members represent the following roles in Oregon's education system:

- Classroom teachers
- Instructional coaches
- School and district administrators
- Higher education
- Oregon School Board Association
- Oregon Education Association
- Oregon Parent Teacher Association
- Stand for Children
- Oregon Legislature

Our Norms

As a group, we agreed on the following rules of engagement:

- We will be fully present and engage in active listening
- We will be respectful of one another's views
- We will suspend external "noise" and agendas during the meeting
- We will limit email and texting during the meeting

The Work Group's Charge

HB 2680 directs the work group to accomplish three tasks:

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.

Charge 1: Defining Accuracy

At Meetings 1 and 2 we asked:

- Are the summative assessments clearly aligned to the adopted standards, the Common Core?
- How fully do the summative assessments cover the depth and breadth of the Common Core?
- What features or qualities of the summative assessments have been employed to maximize accuracy of results for all students?

Charge 2: Defining Student Learning Gaps

At Meeting 2 we landed on two definitions:

- Gaps in learning for groups of students, *and*
- Achievement gaps between student groups

Today we will:

- Explore how summative assessment can be used to evaluate both types of learning gaps
- Evaluate what the statewide 2014-15 assessment results tell us about learning gaps **between student groups**
- Discuss the results of the descriptive study and what it tells us about how schools look at gaps in learning **for groups of students**

Charge 3: Identifying Instructional Adjustments to Address Gaps

Today we will:

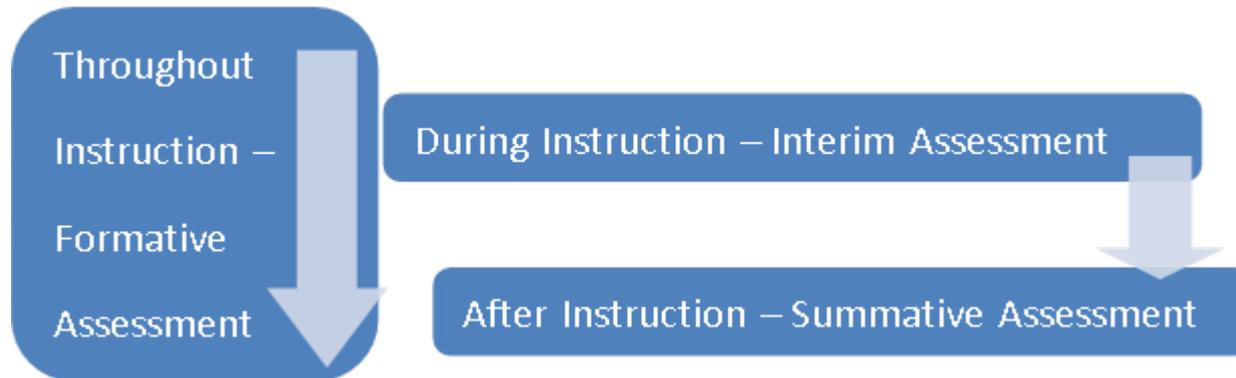
- Explore the extent to which summative assessment data can and should be used to identify adjustments in instruction to address student learning gaps
- Discuss the results of the descriptive study and what it tells us about how schools identify instructional adjustments to address student learning gaps

Exploring the Purpose of Oregon's Statewide Summative Assessment

Objectives

- Establish shared understanding of the varied purposes of assessment
- Establish shared understanding of the specific purpose of Oregon’s statewide summative assessment:
 - What is it designed to do?
 - How was it designed to be used?
 - What is outside the scope of the summative assessment, by design?

Types of Assessments



- **Formative assessment:** a *process* that supports learning and is used while a student is still engaged in instruction
- **Interim assessments:** periodic assessments used to determine the progress of groups of students based on focused elements of content
- **Summative assessments:** periodic assessments that determine how much knowledge and skills groups of students (e.g. programs, schools, districts and states) have acquired over a long period of time (e.g. end of the year and end of course)

Activity

- At your tables, discuss these questions:
 - What type(s) of assessment will most effectively identify gaps in learning for groups of students?
 - What type(s) of assessment will most effectively identify achievement gaps between student groups?
 - How does your school/district use different types of assessment data to identify learning gaps (both for groups of students and between student groups)?
- Take **10** minutes, then we'll share out

Evaluating Student Learning Gaps through the 2014-15 Statewide Assessment Results

Objectives

- Evaluate statewide results of the 2014-15 administration
- Identify what the results tell us about student learning gaps (*gaps between student groups*)

Descriptive Study

Objectives

- Review descriptive study purpose and methodology
- Evaluate proposed protocols and timeline to ensure support for the three charges under HB 2680

Descriptive Study Methodology

- Purpose: provide evidence to support identification of local conditions and best practices that can contribute to improved outcomes for **all** students
- Methodology:
 - include schools from around the state that represent Oregon’s diverse needs and communities that “beat the odds” for all students in their school as measured by the 2014-15 statewide assessments
 - Engage with broad sampling of roles from within selected schools to capture a full picture of the local conditions
- Desired outcome: support this work group’s final recommendations that can be implemented using existing systems of support to drive improved, equitable outcomes for all Oregon students

Site Selection

- Four steps were followed to identify schools that are “beating the odds.”
 - Identify the weighted combination of demographic variables that explain the largest amount of variance in student achievement
 - Percent of students economically disadvantaged
 - Percent of students who are English learners
 - Percent of students chronically absent
 - Percent of students mobile within the school year
 - Percent of students in underserved racial/ethnic groups

Site Selection

- Calculate the difference between predicted achievement and actual achievement
- Identify schools that have higher scores than would be predicted from demographic factors alone
- Take into account geographic location and school size to arrive a final set of candidates

Drawing Connections

Objectives

- Begin reflecting on the evidence presented and what it tells us in relation to the workgroup's 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.

Next Steps

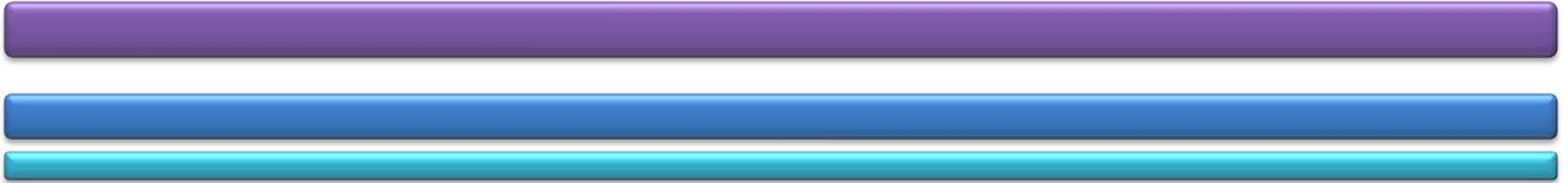
Our Timeline

- Notes from Meeting 3 will be distributed by our facilitator
- Our fourth and final meeting will be on **Monday, June 27th**, when we will finalize conclusions and recommendations

Evaluations

Please take a moment to let us know whether your process and substance needs are being met:

- What is working for you?
- What could be improved?



Thank You!

