HB 2680 Work Group

March 18, 2016

Welcome!

Our Timeline

- 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 2014-15 Smarter Balanced Results
  - Finalize case study methodology
- Meeting 3: TBD
  - Evaluate case study findings
  - Begin to identify best practices and formulate recommendations
- Meeting 4: TBD
  - Finalize recommendations

Today's Agenda

8:30am – 9:00am	***Sign-In***
9:00am – 9:05am	**Opening Remarks & Introductions**
9:05am – 9:45am	**Recap of HB 2680 Charge and Process**
9:45am – 10:00am	***Break***
10:00am – 11:15am	**Exploring the Evidence of Match to Students**
11:15am – 11:45AM	**Defining Student Learning Gaps**
11:45am – 12:15pm	***Working Lunch***
12:15pm – 1:15pm	**Exploring 2014-15 Assessment Results**
1:15pm – 1:30pm	***Break***
1:30pm – 3:45pm	**Evaluating Exploratory Case Study Methodology**
3:45pm – 4:00pm	**Next Steps & Closing Remarks**
4:00pm	**Meeting Adjourns**

Format for the Day

Today is about:

- Exploring available evidence related to:
  - Match to students
  - How districts are using results from the 2014-15 assessment
- Identifying remaining questions related to:
  - Match to standards (from Meeting 1)
  - Match to students (today's meeting)
- Bridging Work Group members' diverse areas of expertise and perspectives
- Building consensus on next steps

Today is NOT about reaching conclusions

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

Recap of HB 2680

Objectives

- Solidify understanding of the scope of HB 2680 and the workgroup's charge
- Review group process initiated during Meeting 1
- Briefly revisit evidence presented at Meeting 1 regarding Match to Standards

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.

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 an other's views
- We will suspend external "noise" and agendas during the meeting
- We will limit email and texting during the meeting

Defining Accuracy

- 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?

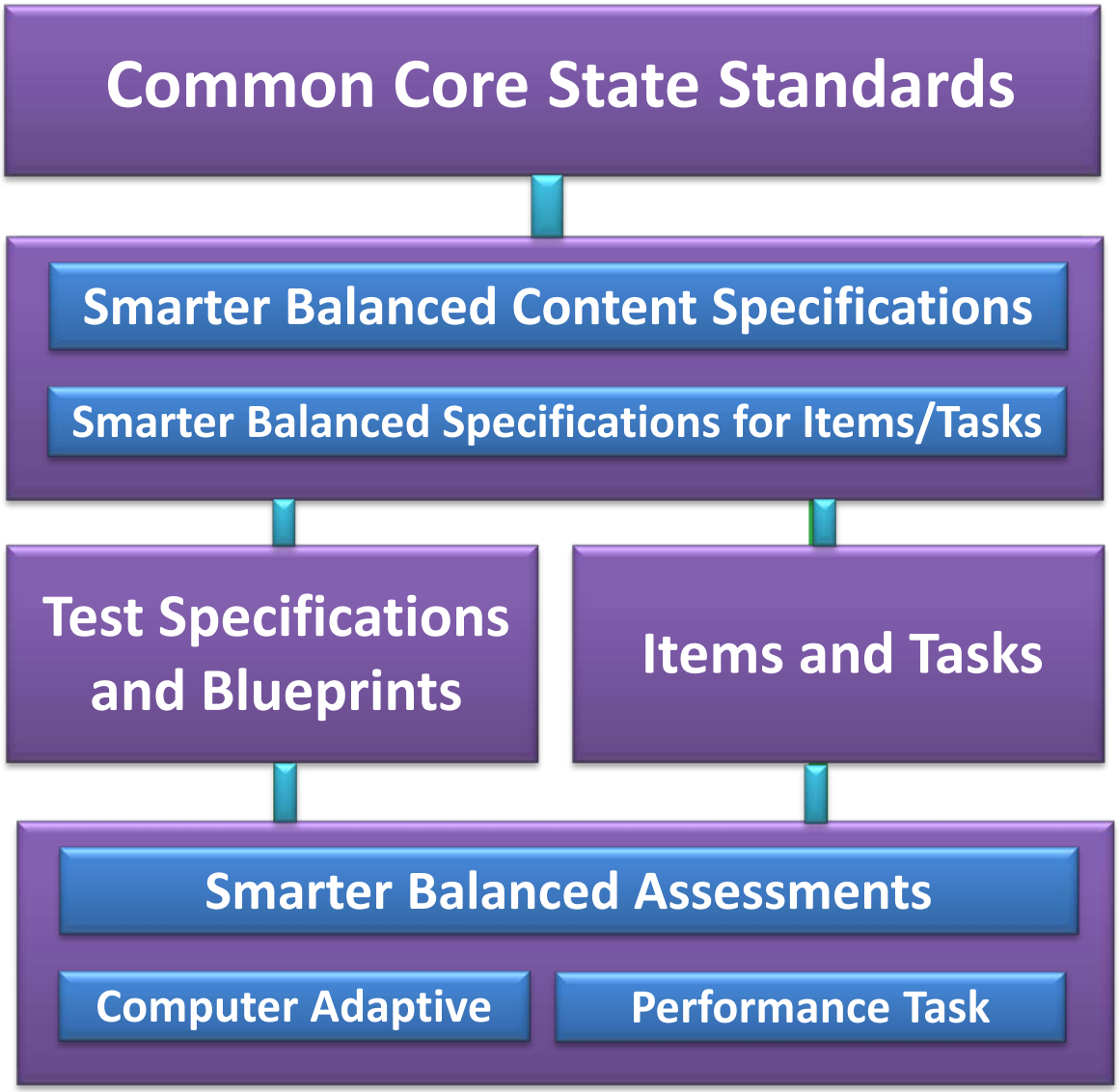
Match to Standards

6 KEY CONCEPTS OF EVIDENCE-CENTERED DESIGN

1. Define the domain
2. Define claims to be made
3. Define assessment targets
4. Define evidence required
5. Develop task models
6. Develop performance tasks

- Common Core Standrds Math/ELA/L
- 4 ELA/L & Math Claims Content Specifications
- Knowledge, Skills, Abilities
- Evidence to be Elicited from Student
- Methods for Eliciting Evidence

Smarter Balanced Content Structure



Fordham/HumRRO Reports

Purpose: to provide an in-depth appraisal of the content and quality of four "next generation" assessments:

- ACT Aspire
- MCAS (Massachusetts Comprehensive Assessment System
- PARCC (Partnership for the Assessment of Readiness for College and Careers)
- Smarter Balanced

Fordham Study focuses on grades 5 and 8

HumRRO Study focuses on grade 11 (high school)

Study Criteria

Methodology of both studies are based on CCSSO's "Criteria for Procuring and Evaluating High-Quality Assessments"

- Content: topics the assessments focus on (e.g., in ELA, requiring students to use evidence from text; in math, focus on topics most needed for later success)
- Depth: whether tests required a range of "cognitively demanding" high-quality items/variety of item types

Over-arching Questions

1. Do the assessments place strong emphasis on the most important content for college and career readiness (CCR), as called for by the Common Core State Standards and other CCR standards? (**Content**)

Over-arching Questions

2. Do they require all students to demonstrate the range of thinking skills, including higher-order skills, called for by those standards? (**Depth**)

Over-arching Questions

3. What are the overall strengths and weaknesses of each assessment relative to the examined criteria for ELA/Literacy and mathematics? (**Overall Strengths and Weaknesses**)

Study Ratings

For each of the two areas, panel assigned one of four ratings based:

- Excellent Match,
- Good Match,
- Limited/Uneven Match, or
- Weak Match

(Insufficient Evidence was also a potential rating)

Fordham Ratings (Grades 5 & 8)

TABLE F-1

Overall Content and Depth Ratings for ELA/Literacy and Mathematics

	ACT Aspire	MCAS	PARCC	Smarter Balanced
ELA/Literacy CONTENT	L	L	E	E
ELA/Literacy DEPTH	G	G	E	G
Mathematics CONTENT	L	L	G	G
Mathematics DEPTH	G	E	G	G

LEGEND E Excellent Match · G Good Match · L Limited/Uneven Match · W Weak Match

HumRRO Ratings (High School)

Table ES2. Summary of Four Programs' High School ELA/Literacy and Mathematics Ratings

High School English Language Arts/Literacy				
Criteria	**ACT Aspire**	**MCAS**	**PARCC**	**SBAC**
I. CONTENT: Assesses the content most needed for College and Career Readiness	**W**	**L**	**E**	**E**
B.3 Reading: Tests require students to read closely and use specific evidence from texts to obtain and defend correct responses.[1]	W	G	E	E
B.5 Writing: Tasks require students to engage in close reading and analysis of texts. Across each grade band, tests include a balance of expository, persuasive/argument, and narrative writing.	W	W	E	E
B.6 Vocabulary and language skills: Tests place sufficient emphasis on academic vocabulary and language conventions as used in real-world activities.	L	L	E	E
B.7 Research and inquiry: Assessments require students to demonstrate the ability to find, process, synthesize and organize information from multiple sources.	G	W	E	E
B.8 Speaking and listening: Over time, and as assessment advances allow, the assessments measure speaking and listening communication skills.[2]	W	W	W	G

HumRRO Ratings: ELA/Literacy

II. DEPTH: Assesses the depth that reflects the demands of College and Career Readiness	G	L	L	E
B.1 Text quality and types: Tests include an aligned balance of high-quality literary and informational texts.	G	G	L	E
B.2 Complexity of texts: Test passages are at appropriate levels of text complexity, increasing through the grades, and multiple forms of authentic, high-quality texts are used.[3]	G	G	G	G
B.4 Cognitive demand: The distribution of cognitive demand for each grade level is sufficient to assess the depth and complexity of the standards.	E	L	L	E
B.9 High-quality items and variety of item types: Items are of high technical and editorial quality and test forms include at least two items types, at least one that requires students to generate a response.	L	G	E	E

Legend:

- E — Excellent Match
- G — Good Match
- L — Limited/Uneven Match
- W — Weak Match
- IE — Insufficient Evidence

HumRRO Ratings: Mathematics

High School Mathematics				
Criteria	**ACT Aspire**	**MCAS**	**PARCC**	**SBAC**
I. CONTENT: Assesses the content most needed for College and Career Readiness	**L**	**G**	**E**	**E**
C.1 Focus: Tests focus strongly on the content most needed in each grade or course for success in later mathematics (i.e., Major Work).	L	G	E	E
C.2: Concepts, procedures, and applications: Assessments place balanced emphasis on the measurement of conceptual understanding, fluency and procedural skill, and the application of mathematics.	W	L	G	G
II. DEPTH: Assesses the depth that reflects the demands of College and Career Readiness	**G**	**L**	**G**	**E**
C.3 Connecting practice to content: Test questions meaningfully connect mathematical practices and processes with mathematical content.	E	IE	E	E
C.4 Cognitive demand: The distribution of cognitive demand for each grade level is sufficient to assess the depth and complexity of the standards.	L	L	G	E
C.5 High-quality items and variety of item types: Items are of high technical and editorial quality and test forms include at least two item types, at least one that requires students to generate a response.	L	G	E	G

Reflections

- How do the Fordham Institute and HumRRO report findings around validity support the evidence of match to standards previously presented to the group?
- What were your reactions to these reports?
- What questions remain?

Match to Students

Defining Student Learning Gaps

Ensuring Consensus

- At Meeting 1, we heard the group say:
  - "Student learning gaps" refers to how the assessment identifies ***gaps in learning for groups of students*** rather than ***achievement gaps between student groups***
- Is this accurate?

- Are there any adjustments we need to make as we operationalize this definition?

Using Assessment Results

Objectives

- Explore how districts and schools can locally use statewide assessment data to identify student learning gaps

A Local Perspective

- Here to present an example of how a district has approached using assessment data to make data-driven decision-making…

Connections

- What experiences have you had using data (including assessment data) to improve student outcomes?
- How have those experiences been similar to or different from the example from Medford SD?
- Reflecting on your experience, what was successful? Where were there challenges?

Descriptive Study

Objectives

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

Necessary Local Conditions

Success on the statewide assessments relies on the presence of certain local conditions being in place.

At our first meeting, you were asked the following:

- What conditions were in place locally in **your** school or community that contributed to your local success?

- What conditions presented challenges? How has your school or community respond to these challenges?

Necessary Local Conditions

Here's what you said:

- What conditions were in place locally in **your** school or community that contributed to your local success?
  - Teachers trained, use of PLTs
  - Curriculum in place with embedded classroom practices
  - Parents informed
  - Early adopters (engagement, investment, access to technology)
  - Use of formative and interim assessments
  - Strong leadership

Necessary Local Conditions

Here's what you said:

- What conditions presented challenges? How has your school or community respond to these challenges?

Challenges	Response
-Teachers w/out formative expertise	-PD
-Politicizing of standards and assessment	-Education of communication
-Marginalized student groups	
-Student motivation/opt outs	-Support for staff to explain why, one on one discussions
-Technology/bandwidth	
-Time in the classroom	-Reorganize structures
-Continuity	
-PD focused on test prep (new test)	-Dedicated trainers
-Access to technology - equitable	-Expanded schedule access to technology
-Schools in improvement	
-Leadership changes	
-Timing/depth of shift to CCSS	
-Lack of articulation K-12	
-Late access to resources/results	

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

Next Steps

Our Timeline

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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!