















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

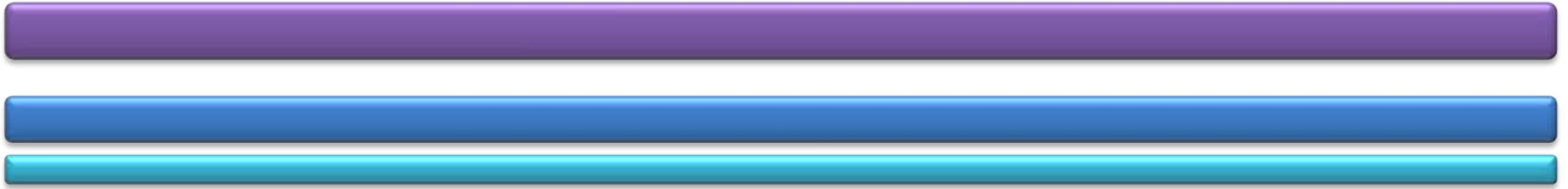
Our Timeline

- Meeting 1: January 15th
 - Explore technical evidence re: Match to Standards
 - Introduce descriptive 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 descriptive study methodology
- Meeting 3: TBD
 - Evaluate descriptive study findings
 - Begin to identify best practices and formulate recommendations
- Meeting 4: TBD
 - Finalize 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!

