

Assessment of Essential Skills Review Panel
Meeting Minutes
Friday, October 5, 2012
Oregon Department of Education – Room 251

Meeting Facilitators: Derek Brown and Cristen McLean

AESRP Members Present: Charlie Bauer, John Bouchard, Buzz Brazeau, Don Brown, Ralph Brown, Steve Christiansen, Lori Cullen Brown, Melissa Goff, Dawn Granger, Kathryn Hall, Laurie Ross, Tim Rupp, Jordan Ruppert, Marie Shimer, Tiffany Shireman, Larry Susuki, Marilyn Williams, Chareane Wimbley-Govea, Michelle Zundel

ODE Staff Present: Tim Blackburn, Kathy Brazeau, Derek Brown, Jim Carlisle, Doug Kosty, Carla Martinez, Cristen McLean, Rudyane Rivera-Lindstrom, Steve Slater

I. Welcome and introduction of members:

The meeting began at 8:35 a.m. when Derek welcomed the AESRP committee and gave an overview of the origination of AESRP. After Derek's introductions, members introduced themselves and gave a brief background of their experience and qualifications.

Derek then explained to the committee their responsibility is to facilitate and manage conversations, building a consensus in which all members agrees or can at least support a position. He assured the committee that they had a voice and their input would be taken to the State Board of Education.

II. Approval of minutes:

Motion to approve the minutes of the April 18, 2013 meeting was made by Charlie Bauer, Michelle Zundel seconded, passing all ayes.

III. Essential Skills policy:

Cristen gave the explanation of all of the Essential Skills reminding the committee that besides the Essential Skills of reading, writing and math there are six other Essential Skills remaining. The slides on page 5 of the PowerPoint presentation were reviewed and the committee was asked to reevaluate our footing, and to evaluate whether we want to spend more time and money for more assessment options. We would like to engage the group for feedback, e.g. writing work samples. The committee was asked for feedback and priorities, what is most meaningful?

Michelle Zundel said communication is a priority and it is difficult to do well. Michelle said we should use all communication types available including social media including Twitter and FaceBook. She inquired if ODE uses an RSS feed.

Ralph Brown mentioned that he thinks of the parents of students at his school and although they are notified every two week of student's grades he would like to have some communications about Essential Skills to send to parents too. Laurie Ross agreed and asked if ODE had something small and quick that could be used to communicate with parents about Essential Skills.

Derek asked if a series of vignettes for schools to vet would be helpful, this was generally thought to be a good idea amongst the committee members.

Michelle also asked if there was a way to stop the initiatives related to education. It was agreed by many members that these new initiative are incredibly labor intensive and proficiency based grading has completely revised how teachers are grading. It was asked that we be aware of the amount of communications coming out of ODE, there is so much and people do not know exactly what to pay attention to. Derek stated that we need to be thinking about streamlining what is coming out of ODE.

There was general discussion about the Essential Skills webpage and that it needs to be more parent friendly information on the ODE website.

IV. Essential Skills data:

Derek advised the committee that an extract of the 2009-10 cohort data report has been given to the State Board of Education. With data on more than 30,200 students it is reported that 94% of students passed their Essential Skills via OAKS Online.

Michelle Zundel asked if the numbers were available showing how many students did not graduate because they had not met the Essential Skill in reading. Derek noted that there is nothing in the rules that would provide that answer. There was overall concern by the committee about students not meeting the goals, students not graduating and about "dumbing down" the curriculum in an effort to help students meet a work-around in order to graduate. With the lack of funding schools are having to hire more FTE to get students to pass tests and that is taking FTE away from more advanced classes.

Tiffany Shireman stated that we want to collect the data on why students are not graduating. Derek asked who should be collecting the information, ODE or districts.

Derek then gave the information for the 09-10 cohort, 79% of students met the Essential Skill of writing using OAKS Online and 20% used work samples. Derek continued with more data.

At 10:01 a.m. the building was evacuated due to an unknown emergency. The building was re-opened and the meeting resumed at 10:31 a.m. Assistant Superintendent Doug Kosty was introduced to the AESRP Committee and more data was shared based on the trend charts in section 2 of the Essential Skills notebook. The trends were shown for multiple student cohort years but included a

comparison of the same students during their 10th grade and 11th grade school years. There was no change in the high school cut scores for the comparisons.

Jordan Ruppert asked if there was an expected jump in scores by retesting students who had not met their Essential Skills. Derek stated that although those numbers have not been run, there needs to be another year of targeted instruction to determine if there would be an expected jump. Buzz Brazeau commented that the retakes would need to be very targeted. Tiffany Shireman noted that students were given opportunity to retest but there was no feedback. Marilyn Williams wants work on articulation between and across rubrics.

The Essential Skills data discussion was closed by Cristen who noted that this was not the end of the conversation but the start because their feedback has created a good base for future discussion.

V. Overview of concordance validity:

Cristen began a review of the Concordance Validity that is on page 4 of the PowerPoint slides. The concordance validity is used to determine whether to approve additional assessments for measuring Essential Skills proficiency. ODE has a signed MOU with NWEA who sent out letters to districts to gather data and ODE just received that data last week. The data file consisted of only four schools, Chemawa Indian School, Oregon School for the Deaf, Clackamas ESD and Sheridan Japanese School. The samples received are not representative of the state and there is not enough statistical evidence to move forward at this time. Derek will go back to NWEA in an effort to obtain more data from more schools to in order to get a sample that would be reflective of the state.

VI. MAP Analysis

The MAP analysis review is a linking study with a large number of schools however we only received data from the four schools listed above. Derek noted that the cut scores bounced around based on the school and he let the committee know we would need more data. Derek also noted that NWEA could adapt tests for out of grade although it is not sure how far out of grade these tests were adapted.

Michelle Zundel felt this was not worth the time and resources and wondered if there was the compelling reason to continue. Derek let the committee know that some of the districts who had requested the study use NWEA but would not share information. He will go back to NWEA and if there is a roadblock then we will let the study go. The committee agreed that would be the best course.

VII. Essential Skills guidance to the field:

Chareane Wimbley-Govea asked what is expected of the group in terms of networking with other districts not represented by the committee. Michelle Zundel

advised Chareane that it is helpful to have higher education represented and it brings robustness to the panel.

There was discussion among the group about roles represented and the challenges with disseminating content. Cristen advised that committee members are not responsible for disseminating content and that ODE is working on communications plans. Cristen stated that we are trying to be careful to not overextend committee member's roles.

I. Adjourn

The meeting was adjourned at 12:34 p.m.