



Presentation to the Education Subcommittee of the Joint Committee on Ways and Means

Statewide Assessments

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Teaching and Learning

- Identify what kids need to know
- Develop assessment to measure what kids know
- Provide instruction
- Assess learning and provide meaningful results for:
 - Students
 - Parents
 - Teachers
 - Schools and districts
 - Policymakers
- Adjust instruction based on results

Assessment Fact

Percent of Oregon students meeting benchmark on 3rd grade OAKS reading assessment in 2013-14:

All Students	68%
Hispanic/Latino	48%
Economically Disadvantaged	57%

Assessment Fact

Longitudinal look at the percentage of all Oregon students meeting 5th and 8th grade OAKS math benchmarks in 2008 and 2014:

	2008	2014
5 th Grade Math	44%	60%
8 th Grade Math	51%	63%



Assessment Fact

Comparison between two similar Oregon districts in terms of the percent of all students meeting on 3rd grade OAKS reading assessment in 2013-14:

- District A = 76%
- District B = 50%



Assessment Fact

Comparison between two similar districts in terms of the percent of all students meeting on OAKS assessments between 2007-08 and 2013-14:

		District B (%)			District A(%)		
Subject	Grade	2007-08	2013-14	Change	2007-08	2013-14	Change
Math	5	38	44	6	50	75	25
Math	8	49	50	1	64	80	16
Reading	3	52	50	(2)	62	76	14

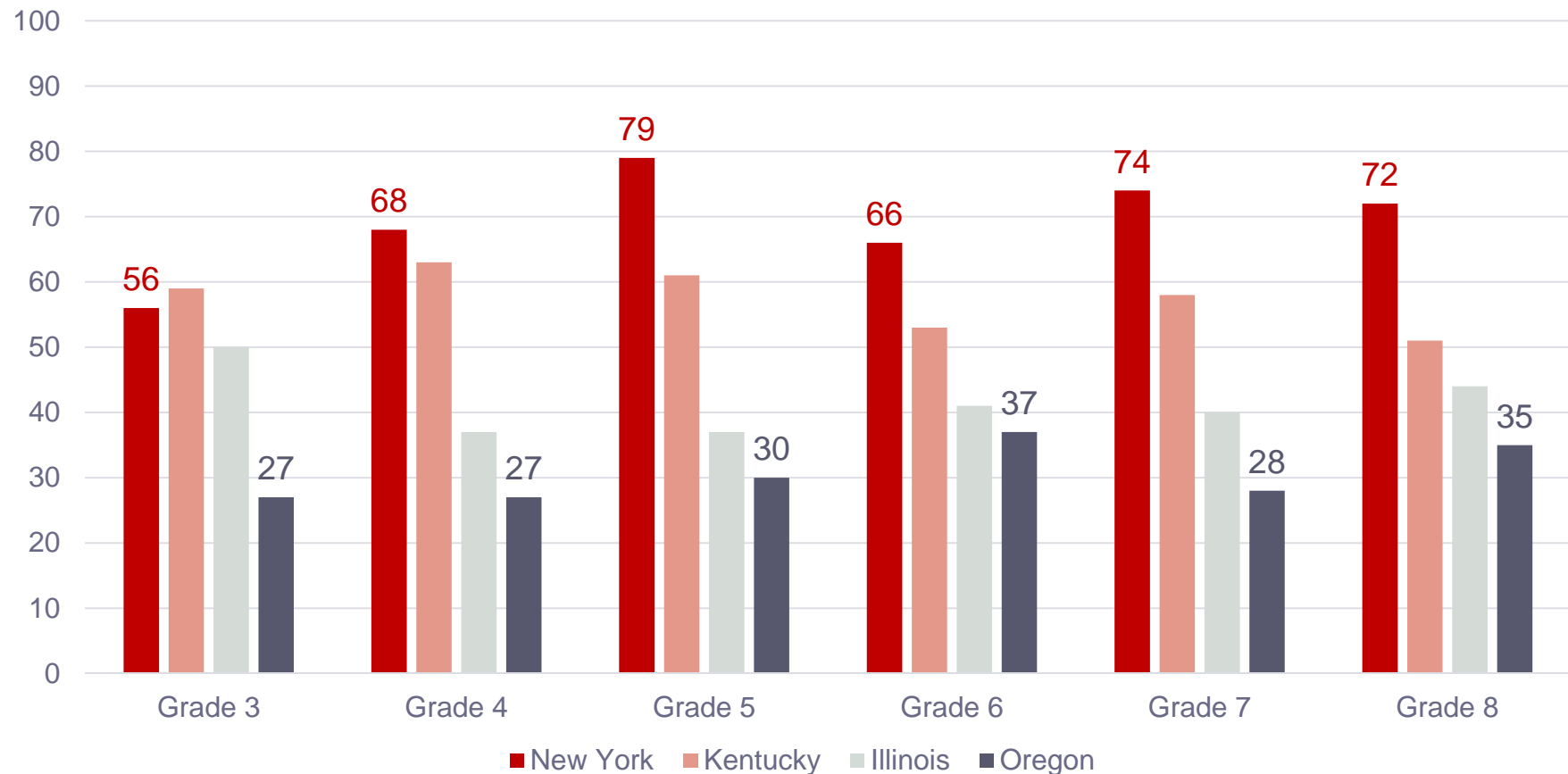


Current Assessments

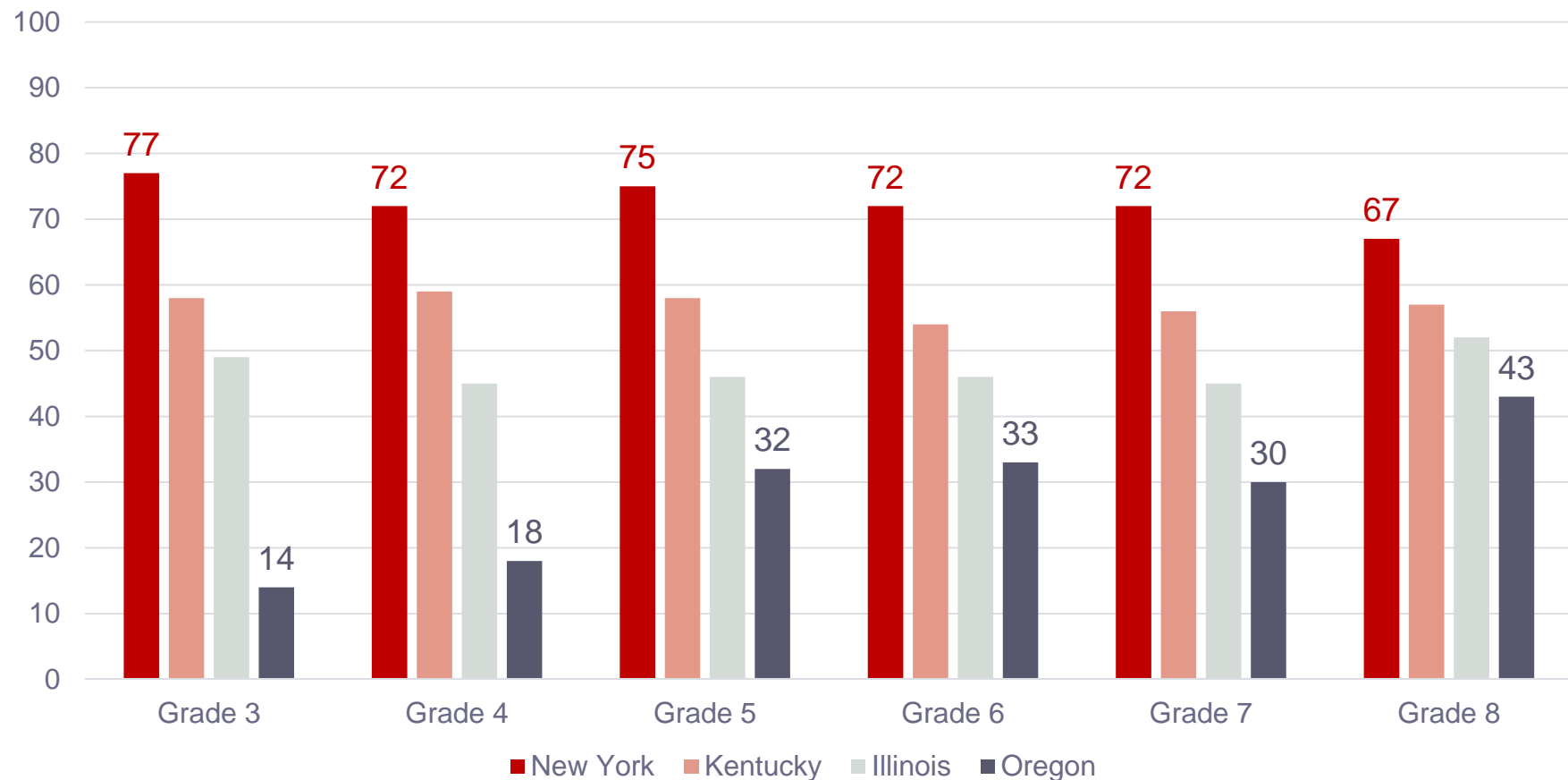
Subject	Grades	Number of Students	Basis of Requirement
English language arts	3-8, 11	294,000	1994 - ESEA, sec. 1111(b)(3) 1995 - ORS 329.485; OAR 581-22-0610
Math	3-8, 11	294,000	1994 - ESEA, sec. 1111(b)(3) 1995 - ORS 329.485; OAR 581-22-0610
Science	5,8,11	126,000	1994 - ESEA, sec. 1111(b)(3) 1995 - ORS 329.485 2004 - IDEA sec. 612(a)(16)
Social sciences	5,8,11	126,000	1995 - ORS 329.485
English language proficiency	K-12	60,000	1994 - ESEA, Title I Part A, sec. 1111(b)(7) 1994 - ESEA, Title I Part A, sec. 3113(b)(3)(d)
Kindergarten	K	42,000	2013 - OAR 581-22-2130
Extended	3-8, 11	6,000	1995 - ORS 329.485; ORS 659.850 2004 - IDEA sec. 612(a)(16)

**Approximately 40,000 10th grade students also take the PSAT/ACT; required by ORS 329.488; estimated cost \$300,000 per year*

Differences in Current and Prior Proficiency Difficulty by State



Differences in Current and Prior Proficiency Difficulty by State





Smarter Balanced Assessment

Higher Standards, Better Assessments

- For the last five years, educators, teachers' unions and policymakers have worked together to implement more rigorous math and English standards in every classroom in Oregon.
- **Evaluating our work together is one part of the big picture.**
 - ✓ The Smarter Balanced Assessment will provide more honest information about what our students know and can do and where students need the most help, so we can raise the bar for all Oregon students.
 - ✓ The test will ask a lot more “whys” and “how-do-you knows” instead of just checking facts.
 - ✓ We know test scores will drop this first year because the standards are tougher. We need to take this short-term setback because higher standards will help our students in the long-run.
 - ✓ Results provide schools, districts, and the state with valuable feedback that helps us best target resources to support improvement.



Assessment Budget

Project	2015-17 Biennium Cost (millions)
Smarter Balanced ELA/Math	\$11.1
Smarter Balanced Membership	\$ 3.6
OAKS Science/Social Science, ELPA	\$ 5.0
Staffing , Supplies and Services	\$ 4.1
Help Desk	\$ 0.8
Kindergarten Assessment	\$ 0.4
Total *	\$25.0

* \$10 M paid for by federal assessment grant funding



2015-17 Assessment Budget: Primary Changes from 2013-15

Description of Costs	2013-15 Total	2015-17 Estimated Costs	Change
2013-14 OAKS, ELPA, and Writing Summative Assessment Contract (AIR)	\$4.5 M	\$0	(\$4.5 M)
OAKS, ELPA, and Smarter Balanced Summative Assessment Contract	\$8.4 M	\$16.1 M	\$7.7 M
Smarter Balanced Membership Fees - Summative (Smarter Balanced)	\$1.7 M	\$3.6 M	\$1.9 M
TOTAL	\$14.6 M	\$19.7 M	\$5.1 M



Assessment Items Not in 2015-17 Budget

- Formative/Interim Assessments - 2013 Budget Note (\$4 M)
 - Providing resources to support local assessment capacity development

- Spanish Literacy Assessment - 2015 POP 103 (\$0.1 M)
 - Supporting elementary schools offering Spanish instruction (dual language programs) to monitor language development and instructional improvement

- 3-to-3 Literacy - 2015 SB214 (\$1 M)
 - Selecting literacy assessments designed to measure literacy from age 3 to grade 3



Staffing FTE = 16.5

➤ 3.5 FTE :

- Establish vision, mission, and goals consistent with agency objectives regarding assessment activities to ensure high quality assessments:
 - Collaborate with colleagues in Office of Learning, Oregon Education Investment Board, Early Learning Division, Higher Education Coordinating Commission
 - Regularly report to State Board of Education and Oregon Legislature
 - Provide initial point of contact with U.S. Department of Education

- Manage policy development/implementation, quality assurance, stakeholder engagement, and communication efforts including:
 - Quarterly assessment advisory meetings with stakeholders
 - Eight regional community forums to provide information about the state testing program



Staffing FTE = 16.5

- 5 FTE:
 - Facilitate development of statewide assessments, including technical documents, training, and interpretive materials such as:
 - Annually updated test administration manual
 - Training modules (how-to videos) for district test coordinators/administrators on accessibility supports, test security, SBAC/OAKS/ELPA/Kindergarten test administration
 - Ensure Oregon's assessments meet standards of technical adequacy and provide usable information and advice for all stakeholders including:
 - Assessment design and improvement
 - Reporting and interpretation
 - Quality control
 - Technical documentation



Staffing FTE = 16.5

➤ 3 FTE:

- Analyze, develop, and implement assessment policies and internal/external communications; facilitate stakeholder groups to inform decision-making; evaluate data and provide information to various audiences including:
 - *Assessment and Accountability Update* (newsletter published weekly); informal district test coordinator webinars (6 per school year)
 - Public-facing materials and vehicles (*e.g.*, Essential Skills teacher and parent handouts; Smarter Balanced parent handouts and primers; ELPA family materials; assessment webpages)
 - Informational FAQs for a variety of audiences (*e.g.*, Essential Skills Graduation Requirements; Smarter Balanced Assessment; State Testing Opt-outs)
 - Reports: Test Impropriety Trends, Lessons Learned, District Technology Capacity
 - Promising Practices: Test Windows, Documenting Accessibility Supports, Administering the ELPA to Newcomer Students, Maintaining Security of Test Materials, Secure Transmission of Student Data, Testing Improprieties and Appropriate Practices, Avoiding Student Coaching

Staffing FTE = 16.5

➤ 5 FTE:

- Coordinate assessment systems, technology requirements, and technical assistance; monitor assessment systems, training programs, and emergent issues including:
 - Organizing and assisting in all aspects of meetings and trainings
 - Copy-editing and formatting of documents
 - Sending out communications to the field regarding various assessments
- 2013-15 staffing levels (16.5 FTE) continue into 2015-17 but positions have been realigned, where necessary, to reflect changes in ODE's work related to the assessment system.

Smarter Balanced – Postsecondary Placement

- Six states and 197 post-secondary institutions have agreed to use Smarter Balanced test scores to inform course placement decision-making.
- In total, 47 public universities, 10 independent colleges and universities, and 140 public community and technical colleges.

State	Number of Institutions
California	101
Delaware	7
Hawaii	10
Oregon	24
South Dakota	6
Washington	49
Total	197



ESEA Flexibility

- The Oregon Department of Education has requested flexibility from the USED to not rate schools based on 2014-15 Smarter Balanced test results.
- All focus, priority, and model schools will retain their status in 2015-16.
- School ratings will resume following the 2015-16 school year.
- The second cohort of focus and priority schools will be identified in the summer of 2016.



A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning

- Recommendations for a balanced system:
 - Continuous evidence from classroom assessment to support student learning
 - Periodic evidence through progress monitoring and interim assessments
 - Results of annual assessments to verify what has been learned

- Activities to Date:
 - OEA, OEIB and ODE workgroup developed recommendations
 - Recommendations vetted with diverse stakeholder groups

- Next Steps:
 - Review and revise recommendations
 - Develop implementation and resource plan



A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning

"A truly productive assessment system meets the information needs of all key instructional decisions makers including those responsible for supporting learning and those who must certify it. Some rely on continuous classroom assessment, others on periodic interim assessments and still others on the results of annual standardized tests. Each makes its own unique contribution to school effectiveness. So we must use them all in balance." Rick Stiggins



Pending Legislation

- HB 2655 – Directs State Board of Education to adopt specified standards related to student education records; provides that parents have the right to excuse students from statewide summative assessments
- HB 2680 – Provides that the results of a statewide summative assessment developed by a multistate consortium and administered during the 2014-2015 school year may not be used to establish summative ratings of schools or to make summative evaluations of teachers or administrators
- HB 2681 – Directs community colleges to use results from one of four nationally available standardized assessments for purpose of determining course placement of students at community college
- HB 2713 – Requires Secretary of state to conduct an audit related to the use in public schools of statewide summative assessments developed by multistate consortia