



High School Assessment

COSA Off-the-Record Meeting
April 13, 2018
Eugene, OR

Agenda

- Shifting to a balanced, comprehensive assessment system vision
- High school summative assessment review
- Nationally-recognized summative assessment information
- Superintendent feedback





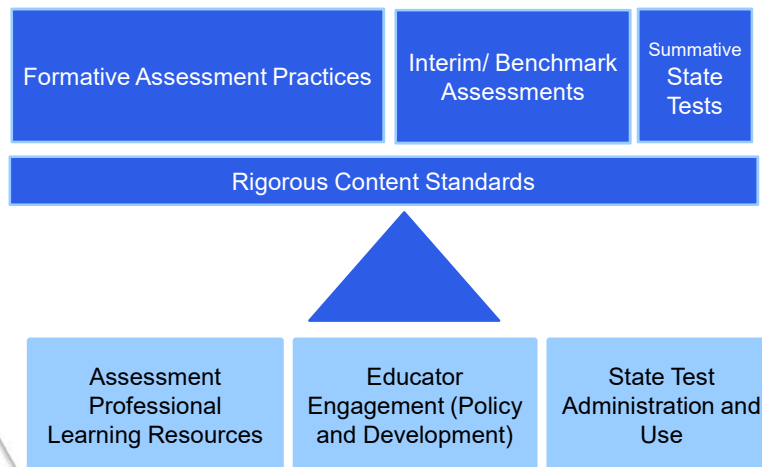
Balanced Assessment Systems

The goal of balanced assessment systems is to utilize a variety of measures and types of assessment to answer different questions across levels of the educational system. Design a system that:

- takes advantage of the specific strengths of each type of assessment,
- provides information about the learning of individual and groups of students,
- provides information that administrators, parents, teachers and students can use to further learning, and
- provides accountability information by which administrators, legislators, and the general public gauge the extent to which public resources are being used to serve the public good.

(Brookhart, 2013)

Working Toward a Balanced System



High School Assessment Questions

- Time spent testing--Grade 11 Assessments: OAKS (SBAC), AP, IB, ACT, SAT?
- Direct benefit to students, educators, others?
- Opt-out concerns?

Perceived Benefit of Switching

- Reducing the number of assessments by not taking OAKS (SBAC) *and* ACT/SAT in Grade 11
- Scores would be more meaningful for students *and* students who may not have considered college may see it as an option
- Student opt-out rates would be reduced



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Initial Stakeholder Input

- Though not all stakeholders were canvassed, some stakeholders recommended that ODE pursue the option of replacing OAKS with a nationally-recognized summative assessment (Spring 2016).
- The information in the Request for Information (RFI), was not included in this stakeholder feedback process (Spring/Summer 2017).
- Your informed feedback is needed.



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Stakeholder Engagement

- ESSA Advisory Group (Jan. 8, 2018)
- Assessment Advisory Committee (Jan. 16, 2018)
- State Board of Education (Jan. 18 & Mar. 22, 2018)
- OACOA/COSA Conference (Jan. 26, 2018)
- State Advisory Council for Special Education (March 16, 2018)
- OTLA (March 19, 2018)
- EL Advisory Committee (April 3, 2018)
- American Indian/ Alaskan Native Advisory Committee (April 4, 2018)
- African American/ Black Student Success Plan Advisory Group (April 6, 2018)
- Oregon Accessibility Panel (planned: May 10, 2018)
- Others (e.g., high school students & principals, parent advocate groups, external partners; TBD)



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Resources to Consider

- Joint letter from California Superintendent and State Board of Education to Long Beach Unified SD (SAT)
 - <https://www.documentcloud.org/documents/3474271-Account-SAT-Waiver-LongBeach-Answer-022317.html>
- Peer Review Letters to States (current letters from 2016-17, such as WY & WI)
 - <https://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html>
- Recent EdWeek posts
 - http://blogs.edweek.org/edweek/high_school_and_beyond/2018/01/are_act_sat_good_substitutes_for_state_tests.html
 - http://blogs.edweek.org/edweek/campaign-k-12/2018/01/act_sat_test_district_essa_local_college.html
- Achieve's Report on Current Research
 - <https://www.achieve.org/files/CollegeAdmissionsExamBrief2018.pdf>



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Request for Information

- ODE conducted a Request for Information (RFI) in May 2017 to learn about available assessments that can meet state and federal requirements
- Two vendors (representing the SAT and ACT tests) responded



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Vendor responses highlights:

- **Alignment** to Oregon's adopted content standards for Math and English language arts and criterion-referenced score reporting, as established in ORS 329.485
- **Accessibility** for *all* of Oregon's high school students, including students from historically underserved populations, students with IEPs/504s and English learners
- **Compliance** with ESSA and IDEA requirements for accountability and identifying accommodations for students on an IEP or 504 Plan
- **Equity**: College-reportable results for *all* students, including those who test with approved accommodations
- **Logistics**: Test scheduling and administration
- **Cost**: Both the initial implementation \$5.8 – 6.8 million costs and the long-term costs for ongoing implementation and improvement



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Alignment

- No evidence that ACT or SAT address the depth, breadth, and complexity of Oregon's adopted standards
- Available information from other states suggests that alignment gaps would need to be addressed; see the study conducted for Florida by Assessment Solutions Group:

<http://www.fldoe.org/core/fileparse.php/5663/urlt/FeasibilityACTSATFSA.pdf>



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Accessibility

- Accessibility supports offered are more limited than OAKS (SBAC)
 - Students with IEPs/504s
 - Students who are English Learners
- College reportability is at the discretion of the vendor (even if it's a state-approved support)



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Students with IEPs/504s

- ODE has a list of state-approved accessibility supports, designated supports, and accommodations
- ACT & SAT:
 - Accommodations requests are submitted to the vendor for approval
 - ASL administration not college reportable (inconsistent with OAR 581-015-2035)
 - Comprehensive list of vendor-approved accommodations not available for comparison



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Accommodations

- SAT/ACT accommodations are subject to vendor approval;
- The OAKS (SBAC) assessments readily allow:
 - **20 universal supports** (e.g., hearing aids, scratch paper),
 - **8 embedded designated supports** (e.g., print size, stacked Spanish/English),
 - **10 non-embedded designated supports** (e.g., use of a scribe, simplified test directions),
 - **6 embedded accommodations** (e.g., ASL administration, text-to-speech), and
 - **10 non-embedded accommodations** (e.g., signed interpretation and speech-to-text).



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English Learners

- OAR 581-022-0620 requires ODE to provide translated assessments for languages which are the language of origin for at least 9 percent of Oregon's student population for grades K – 12
- ACT's response stated that it has a Spanish version available at an extra cost
- College Board's response listed no non-English assessment as available; a word-to-word glossary can be provided
- Neither ACT nor College Board allow for responses in a language of origin



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ESSA & IDEA Compliance

- Questions regarding the ability of ACT or SAT to meet Peer Review technical requirements
- Matters regarding IEP team's ability to make informed decisions regarding accessibility supports (including not knowing which might nullify a college-reportable score)



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Equity

- Accessibility and accommodations may be insufficient
- Students who test with certain accessibility supports will result in scores that are not college-reportable
- Private tutoring and test preparation resources are available for the ACT/SAT and will likely not be utilized equitably
- Not all students plan to attend college
- The possible impact on historically underserved groups should be considered (Oregon's students of color, students with disabilities, English Learners, and students experiencing poverty)

Logistics

- RFI showed that timing options are more restricted (e.g., scheduling, time allowed, timed administration)
 - ACT: “ACT will provide an opportunity for ODE to select an initial test date, a make-up test date, and an emergency test date.”
 - College Board: “The College Board offers administration dates in the fall and spring. ODE may choose a primary and make up test date...Online test administration will occur over multiple days.”

Cost

- Based on ODE projections, switching to the ACT or SAT would result in a \$5.8 - \$6.8 million dollar net increase per biennium in initial costs
- Figures include initial implementation, standard setting, and independent alignment study costs
- Figures do not include extra costs related to item development to fill gaps expected from potential alignment study

Essential Skills

- Students are required to meet graduation requirements related to the Essential Skills in reading, writing, and mathematics to earn a standard or modified diploma
- Most students use the statewide assessment to meet this expectation (92% in reading, 67% in writing, and 81% in mathematics in 2015)

Procurement Process Timeline

- ODE could complete development of an RFP that *could* result in the procurement of a new high school summative assessment
- A budget request would be made during the 2019 legislative session, with 2020-2021 as the target for operational assessment
- RFP will require that test vendors meet expectations related to:
 - Equity
 - Alignment to Oregon’s adopted content standards
 - Accessibility for all students
 - Compliance with federal and statewide assessment statutes and regulations
 - Fit within our current assessment and accountability practices
 - Cost
- It is unclear what vendors might be responsive; at present, no nationally-recognized high school academic assessment has met the Peer Review requirements.



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High School Assessment Options

- Allow students, meeting certain criteria, to test early at 10th Grade, but maintain Grade 11 for accountability
- Shift the assessed grade to 10th Grade
- Work with Higher Education to establish acceptance with Level 3 or 4 high school assessment performance (not merely as a consideration for course placement)
- Work with Smarter Balanced to increase utility of Grade 8 and high school assessment scores



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Questions?

- Alignment
- Accessibility
- Compliance
- Equity
- Time
- Cost

Superintendent Input

Given the context and the concerns documented in the RFI:

- What high school assessment options seem most salient?
 - Should ODE pursue a nationally-recognized high school assessment?
 - Should ODE consider keeping the HS grade of accountability at Grade 11 but allowing testing at Grade 10 under established criteria?
 - Should ODE consider transitioning the HS grade of accountability to Grade 10?
 - Work with Higher Education to develop use of high school assessment scores for college admissions decisions?
 - Work with Smarter Balanced to increase utility of 8th Grade and HS assessment scores?
- What unintended consequences should be addressed?
- What other assessment questions or recommendations do you have?

Superintendent Input

- Please Submit Feedback on Provided Input Forms
- Ask me if you have any questions
- We will collect the information once you've completed the process
- We can send you the form in a different format, if desired (electronic version via email)



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Next Steps

- Stakeholder feedback process continues
- Please feel free to contact Dan Farley if you have further recommendations or considerations going forward at dan.farley@state.or.us



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