



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

A Balanced Approach

In support of teacher practice and student learning

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Ways & Means Subcommittee on Education

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Our Goals

1. Guarantee a high quality, balanced assessment system to serve students well
2. Invest in resources to...
 - inform teacher practices
 - improve student learning



Presentation Overview

- Our “Why”
- Aligned with federal and state policy and stakeholder input
- It all begins with standards
- How we get to our goals
- How we currently invest in our system
- How we can invest in our system to achieve our goals
- Address questions

Our “Why”

Oregon's Statewide Assessment System

Our "Why"

EQUITY *through* **Access**

- For students: access to quality learning experiences.
- For educators: access to resources to improve their practice.

Transparency

- All students show what they know, so we know how well our schools are serving each student



Oregon's Statewide Assessment System

Our "How"

**The Right Assessment
for the Right Purpose**

Formative

Student level information,
in the moment.



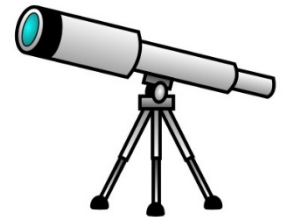
Interim

Classroom information
at the end of a unit.



Summative

State, district, and
school information at
the end of the year.



Focusing on Equity

“...we cannot fix what
we cannot measure.”

-The Leadership Conference on Civil & Human Rights

Aligned with Federal and State Policy Stakeholder Input

Testing & Civil Rights

1965

Elementary and
Secondary
Education Act
(ESEA).

2002

No Child Left
Behind (NCLB).

2012

ESEA Flexibility
Waiver. Expired
August 1, 2016.

2015

Every Student
Succeeds Act
(ESSA).

ESSA Assessment Requirements

The Every Student Succeeds Act (ESSA) sets the following assessment requirements for states:

- **State Academic Standards, K-12**
- **Statewide Academic Summative Assessments based on State Standards (General and Alternate)**
 - English language arts and mathematics assessments in grades 3-8 and once in high school;
 - Science assessments at least once in each of three grade spans (3-5, 6-9, 10-12).
- **Participation in Summative Assessment**
 - 95% overall and student groups
- **English Language Proficiency Assessment, K-12**



By the Numbers

Number of Federally-Required State Tests

5*

English Language Arts –
General and Alternate

Math – General
and Alternate

Science – General and Alternate

English Language Proficiency *

NAEP*

Number of State-Required State Tests

1

Kindergarten Assessment

Responding to Stakeholders

Stakeholders Overwhelmingly Support a Balanced Approach

ODE's approach to a balanced assessment system has consistent stakeholder support:

- [Secretary of State Assessment System Audit](#) (2015, Page 18)
- [A New Path for Oregon](#) Governor's Office, OEA, & ODE (2015, Page 22)
- [Oregon's ESSA Plan](#) ODE, Statewide Engagement (2017, Pages 10, 15, and 27)



Common Questions: Standardized Tests

Why is standardization important?

Standardizing tests is how we make it so scores can be compared. Standardization happens, to varying degrees, in class tests and state tests alike.

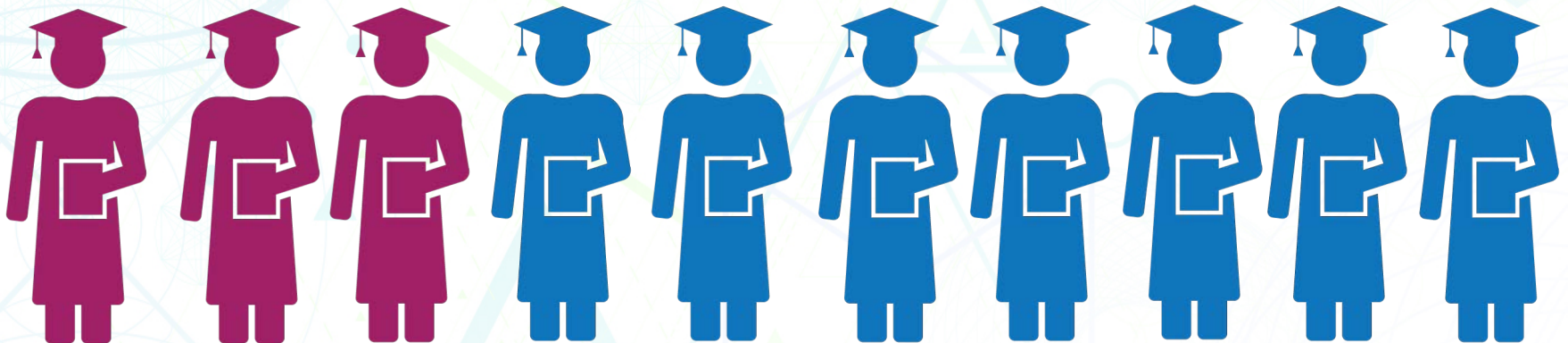
Standardization doesn't mean the exact same testing experience—there are many features (other than the content) that can be adjusted to match the student's needs.

Standardization makes it so test results can be compared across all locations and students; this is important for evaluating investments and programs.

Common Questions: Sampling

Could Oregon use sampling (not test every student)?

Federal requirements mandate testing of all students to ensure that equity is maintained. Using a sampling approach, such as that employed by the National Assessment of Educational Progress (NAEP), is not consistent with federal law at present.



How do we get to our goals?

Oregon's Statewide Assessment System Vision
Right Assessment for Right Purpose

Formative Assessment Practices



Interim Assessment and Formative Assessment Practices

North Santiam



Future Investment

What would balance look like?

Formative Assessment Practices

Interim
Assessment

Summative
Assessment

Rigorous Content Standards



How we currently invest in our system

Current Assessment Investments

What is the Total Investment?

(Estimated)

2017-19 Legislative Approved Budget:	\$24.3 million
2019-21 Current Service Level:	\$25.7 million
2019-21 Governor's Recommended Budget:	\$29.3 million



Statewide Assessment System Investments 2017-19

Assessment team staffing and operations (**11.4%**), manage:

- Testing content (items) (**23.5%**)
 - Development
 - Licensing
- Administration, scoring, reporting (**65.1%**)
 - Student testing experience
 - Scoring of student tests
 - Reporting student results
 - Managing the data system
 - Data and content security
 - Quality Assurance



Common Questions: Making Changes

What's the cost to switch to ACT or SAT?

About **\$5.8 - \$6.8 million** more per biennium.

What impact would changing to a new test (or substantially changing our existing test) have on local educators?

Transitions cost time, money and staff resources.

Transitions make it so you cannot look at longitudinal data or changes in student achievement over time.

Areas of concern

ODE studied this possibility and found several areas of concern: equity, accessibility, alignment, scheduling, & no role for OR teachers



Common Questions: How We Use Testing Time

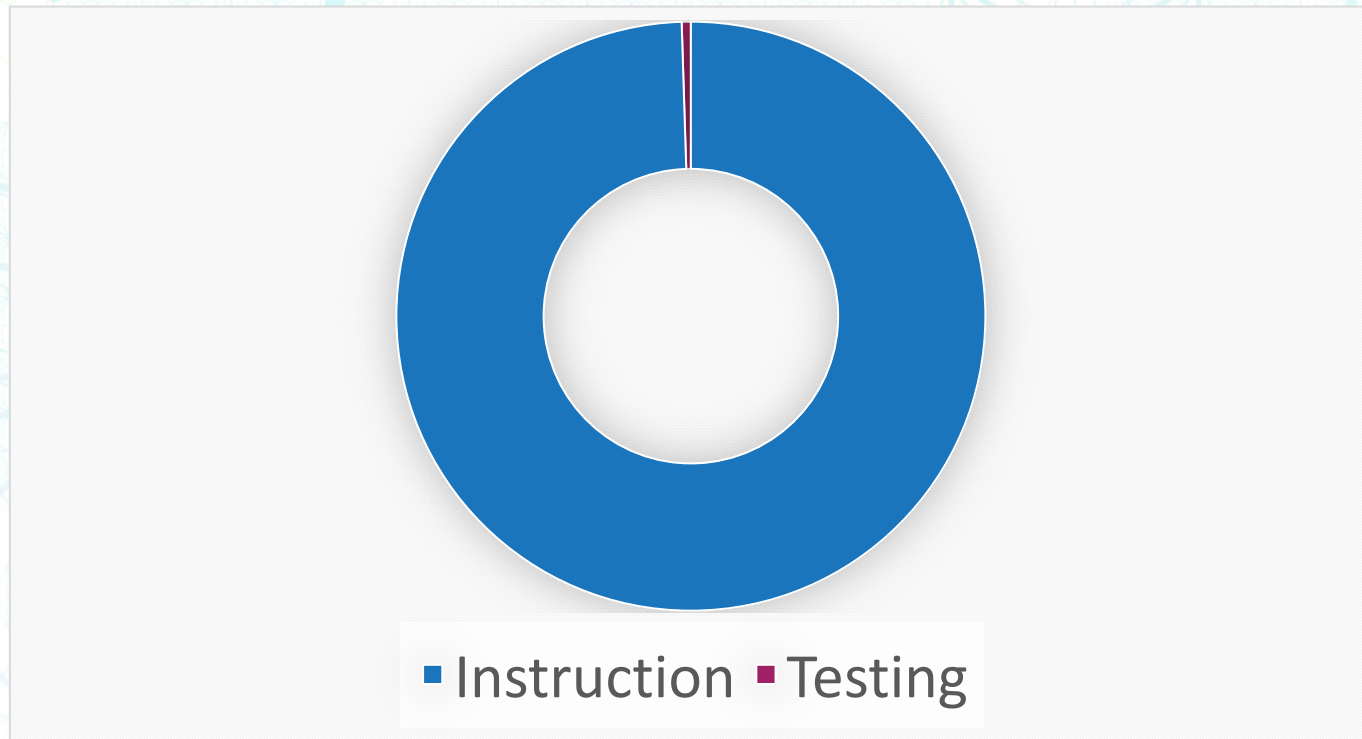
The best way to prepare for summative assessments is high quality instruction.

1. ODE reduced testing time in 2017-18 by one hour;
2. Historical OAKS testing took no less time than the current approach;
3. ODE is studying time spent testing to better understand and support districts and schools in implementing efficient test administration practices;
4. ODE is working with colleagues at WestEd on five regional focus groups;
5. Transitioning to performance assessment social sciences in 2019-20;
6. Engaging stakeholders to solicit feedback about Kindergarten Assessment.

Common Questions: Time Spent Testing

How much time is spent testing?

About ½ a percent of instructional time.



How we can invest in our system to achieve our goals

Our Goals

1. Guarantee a high quality, balanced assessment system to serve students well
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How do we get there?

If we provide teachers appropriate resources to improve their practice, then we will be able to better serve all students.

Equity

Access

Transparency



Improving Our Investments

What investments are needed to improve Oregon's system?

Continue to Fund

Math
English Language Arts

Maintain Investment

Science
Social Science (optional)
English Language
Proficiency (summative
and screener)
Kindergarten Readiness
Essential Skills

New Investment

Interim assessments for
local use
Formative assessment for
local use
Professional learning for
educators

Policy Option Package 106

High Quality Outcomes

Enhancing Statewide Assessment

Investment of \$0.88 million for technical services:

- **Science - \$310,000**
 - Clusters and items for our item pool
 - Alignment study & standard setting for science summative assessment
- **Social Sciences: \$100,000**
 - Develop social sciences performance assessments to add to teacher resource bank
- **Kindergarten Assessment- \$215,944**
 - Development of Spanish literacy assessment to be added to the Kindergarten Assessment to increase access for English Learners
 - Deliver the assessment online (with pilot)

Policy Option Package 106, Continued

High Quality Outcomes

Enhancing Statewide Assessment

Investment of \$0.88 million for technical services:

- **English Language Proficiency Assessment - \$132,000**
 - Membership fee increase
- **Essential Skills Work Sample Online Bank - \$120,938**
 - Contract to support our secure online system (which will also be used to distribute our social sciences assessment)

Policy Option Package 106

Student-Centered Teaching & Learning

Adding the local resources to support a balanced assessment system that informs teacher practice and improves student learning

Investment of \$3.6 million and 1 Position/.92 FTE that support to provide:

- Professional learning opportunities to increase local assessment capacity \$725,000
- Assessment inventory grants and supports \$250,000

Note: This is a second year implementation investment, for 2020-21

Policy Option Package 106, Continued

Student-Centered Teaching & Learning

Adding the local resources to support a balanced assessment system that informs teacher practice and improves student learning

Investment of \$3.6 million and 1 Position/.92 FTE that support to provide:

- Statewide access to flexible formative and interim assessment tools \$2,400,000
- Position to support logistical and procedural aspects enabling current content specialists to focus more on professional development and test design \$217,517

Policy Option Package 106

Well-Rounded, Student Centered Teaching & Learning

Providing option for High School students to test in grade 10

Investment of \$0.1 million:

- Allow testing at Grade 10 to reduce testing impact for some students at Grade 11

Questions & Comments