**STATE BOARD OF EDUCATION – TOPIC SUMMARY**

**Topic:** Smarter Balanced Field Test Model Selection

**Date:** October 17, 2013

**Staff/Office:** Doug Kosty, Heidi Sipe, Derek Brown, Bill Stewart

**Action Requested: [ ]  Informational Only [ ]  Adoption Later** **[x]  Adoption [ ]  Adoption/Consent Agenda**

**BACKGROUND**

On October 1, 2013, the ODE convened a group of superintendents and reporting/accountability experts to discuss several Smarter Balanced Field Test (SBFT) options and to make a recommendation to the State Board of Education (SBE) regarding the best fit for Oregon students and school districts. Attendees at the meeting included: Rob Saxton (ODE), Doug Kosty (ODE), Jeff Rose (Beaverton SD), Krista Parent (South Lane SD), Scott Perry (SOESD), Heidi Sipe (Umatilla SD), Bill Stewart (Gladstone SD), Jon Bridges (Beaverton SD), Brian Bain (Tigard-Tualatin SD), Jon Wiens (ODE), Kevin Hamler-Dupras (ODE) and Derek Brown (ODE).

The SBFT will take place from mid-March to early June of 2014. The primary difference between the SBFT model options is whether or not students who participate in the SBFT must also participate in the Oregon Assessment of Knowledge and Skills (OAKS).

**SMARTER BALANCED Field Test Model Overview**

For the SBFT options below, a minimum of 20% of Oregon students must participate: 10% of students will take mathematics SBFT and 10% of students will take the language arts SBFT. Options 3 and 4 would result in significant additional costs.

1. In the “Traditional” field test model, 20% of students would participate in the Smarter Balanced field test and **would be** required to participate inOAKS testing.
2. In the “Blended” field test model, 20% of students would participate in the field test and **would not** be required to participate in OAKS testing in the field tested subject.
3. In the “Extended Blended” field test model, greater than 20% and fewer than 100% of students would participate in the field test and those students **would not** be required participate in OAKS testing in the field tested subject.
4. In the “Early Adopter” field test model, 100% of students would participate in the field test and **would not** be required participate in OAKS testing.

**KEY CONSIDERATIONS**

Throughout the conversation, a number of important considerations were discussed with regard to: a) accountability – e.g., report card, growth, and educator effectiveness; b) the federal waiver; c) district resources/capacity; and d) minimizing testing footprint for students. Other concerns and observations surfaced throughout the discussion:

* How does this transition impact our growth calculation?
	+ We currently see a reasonably high correlation between OAKS and other standardized tests such as ACT and SAT, but it remains to be seen whether or not we will see the same high level of correlation with Smarter Balanced. If we see a high correlation then the growth model may be a reliable measure, even during the transition.
* The field test (and operational test) will take approximately 3.5 hours to complete, per student, per subject area (ELA and Math); will districts have the resources/capacity to meet that requirement and what is the impact on instruction if students need to take both tests?
* Oregon would not need a waiver from federal accountability data reporting with the traditional field test model, because Oregon would continue OAKS testing for accountability purposes. For all other field test models, Oregon would need a waiver as the students who participate in the field test would not participate in OAKS testing.
* Oregon still needs more volunteers for the field test. The recruitment window for the Smarter Balanced field test is currently open until October 13,2013. Districts may go to the website to submit interest in participating in the scientific sample, which does not necessarily mean they will be selected to participate. The sampling plan has been developed by the Educational Testing Service (ETS), and selection of volunteers will be made based on a representation of state demographics. Oregon’s contribution to the field test (in terms of student population) is approximately 60,000 spread out across grades 3-8 and high school (grades 9, 10, and 11).
	+ Districts volunteering for the field test must do so under the assumption that students will be double tested, but that Oregon may be seeking a waiver from that requirement.
* At a minimum, during 2013-2014 Oregon must continue to administer OAKS for high school students as an opportunity to fulfill the Essential Skills graduation requirements. The Traditional field test model would ensure Oregon has a consistent data set throughout the transition to Smarter Balanced (meaning all kids take the OAKS, leaving no “holes” in the data). The Blended and Extended Blended field test models could be selected if the students who participated in Smarter Balanced at the high school level also participated in OAKS; students in middle and elementary could participate in either Smarter Balanced or OAKS. The Early Adopter field test model is not a viable option because it does not fulfill Oregon’s minimum data needs.
* In order to select between the Traditional, Blended, and Extended Blended field test models, Oregon must determine what additional statewide assessment data are necessary to preserve from the 2013-2014 academic year. There are several initiatives currently underway in Oregon that rely heavily on statewide assessment data. Three of the most prominent include educator effectiveness, closing the achievement gap, and the new Oregon Report Card.
* Educator effectiveness was initially approved as a part of Oregon’s ESEA waiver application, which includes statewide assessment data as components of educator evaluation.
* The Office of Education Equity was established in 2013 to lead the effort in closing the achievement gap and will use statewide assessment data for a variety of purposes, including identifying best practices.
* Finally, the new Oregon Report Card will include a growth model based on statewide assessment data from math and reading in its reporting.

**RECOMMENDATION**

The group unanimously agreed that ODE recommend to the SBE that districts be allowed to adopt the Blended model option for the SBFT in Spring 2014 and if the SBE approves, to submit a Double Testing Waiver to the USED by November 22, 2013.

## Appendix A. Smarter Balanced Field Test Models

Table 2: Testing Impact and Costs

|  |  |  |  |
| --- | --- | --- | --- |
|  | % of students taking Smarter | % of students taking double testing | Costs beyond Data extract, Sever/Helpdesk, and Scoring for 20% |
| Traditional | 20% | 20% | None |
| Blended/Extended Blended | > 20% | Subset of ­> 20% who are in high school | Costs for “N%- 20%” students |
| Early Adopter | 100% | None | Costs for 80% of students |

Table 2: Testing Required

|  |  |  |
| --- | --- | --- |
|  | High School | 3-8 |
| TraditionaL | OAKS **and** Smarter  | OAKS **and** Smarter |
| Blended/Extended Blended | OAKS **and** Smarter  | OAKS **or** Smarter  |
| Early Adopter | Smarter | Smarter |

Table 3: Waiver Request Needed

|  |  |
| --- | --- |
|  | Waiver Request Required? |
| Traditional | No |
| Blended/Extended Blended | Yes |
| Early Adopter | Yes  |