

Helping States Communicate Effectively Around Shifts in Assessment Scores

June 25 Webinar



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

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Agenda

Topic	Facilitator/Discussant	Time
Welcome & Overview	Andy Latham	5 min
What Are Some of the Shifts in Testing That Will Impact Scores?	Sujie Shin	25 min
Learning from Early Implementers: Maryland	Rolf Grafwallner, Assistant State Superintendent, Division of Early Childhood Development	20 min
Learning from Early Implementers: Kentucky	Rhonda Sims, Associate Commissioner, Office of Assessment and Accountability	20 min
Next Steps as a CC Network	All	20 min

Overview of Shifts

Results from pilot/field tests and early implementers have shown significant decreases in student scores across all grade levels and subjects. What are some of the reasons why we are seeing these drops in scores?



- Shift in items from primarily DOK 1/2 to DOK 3/4
- Emphasis on academic language across all subject areas
- Shifts away from the 2% assessments
- Shift to online administration
- Use of computer-adaptive assessments
- Expanded opt-out movement

Shifts in Rigor

- Shift from focus on DOK 1/2 to DOK 3/4

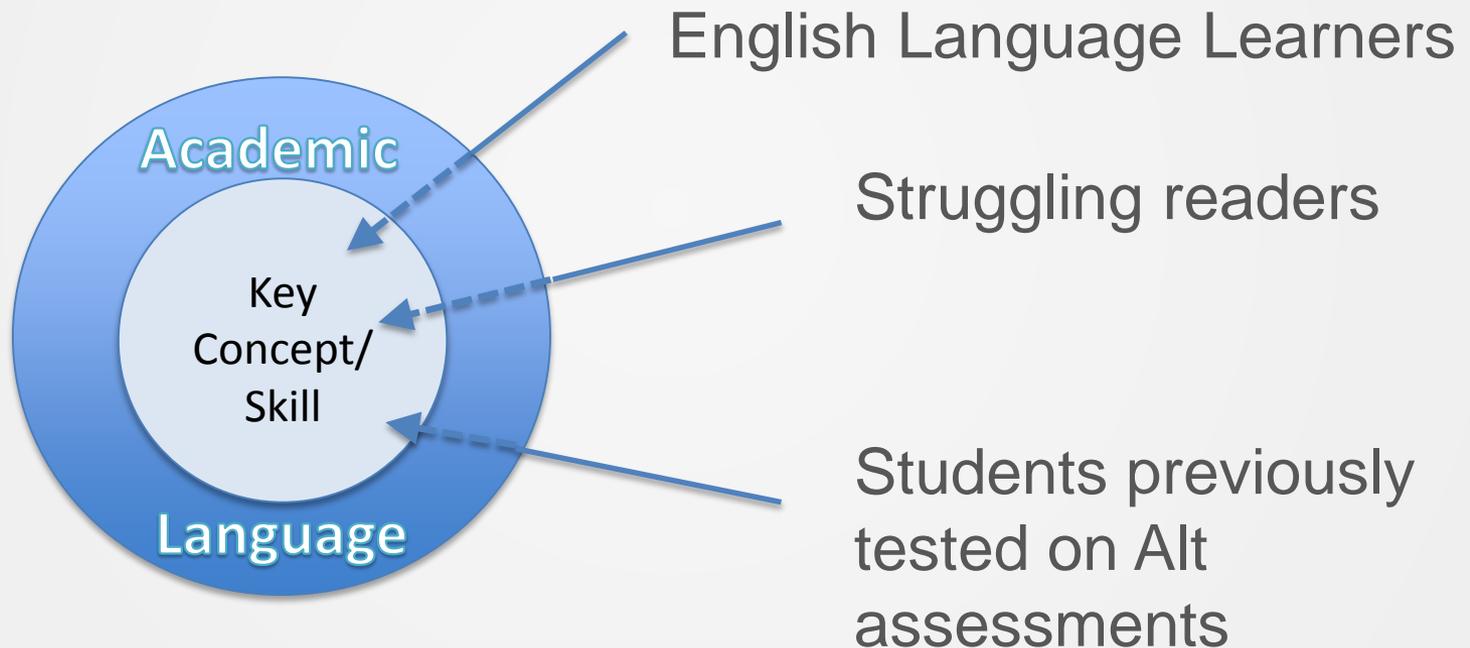
FROM: Teresa went to the store and bought one bunch of bananas, two cartons of eggs, and three cans of soup. How much did she spend in total?

TO: Teresa spent exactly \$18.75 at the grocery store today. She bought at least one of each item on the right. How many of each item did she purchase?



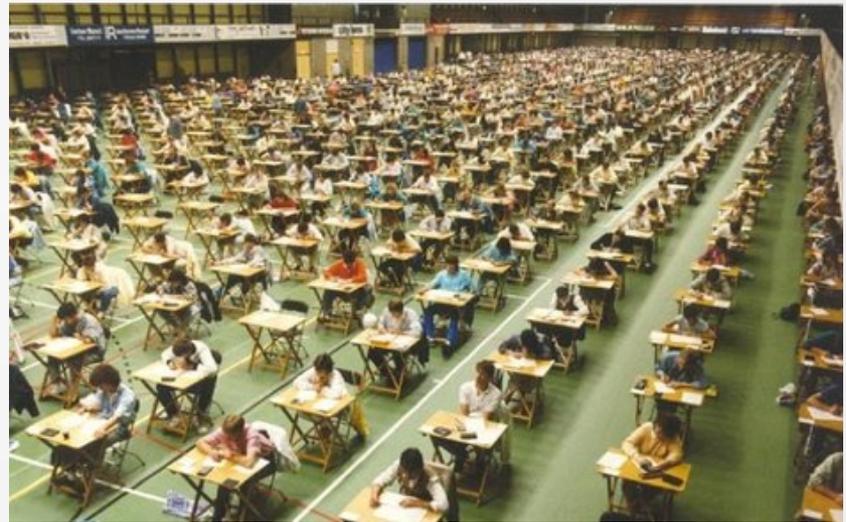
Emphasis on Academic Language

- Impact of increased Academic Language focus on diverse student learner population:



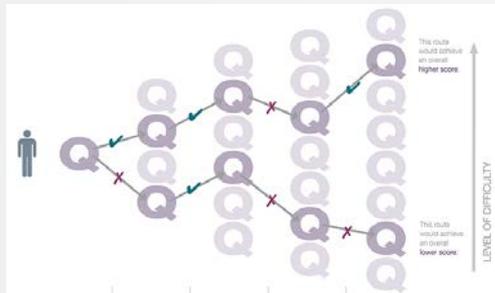
Shift Away from the AA-MAS

- Phasing out the alternate assessments based on modified academic standards (AA-MAS) or “2%” assessments :
 - New student population being tested
 - Additional 150-200k students included
 - Changes in the modifications/ accommodations allowed



Other Reasons for the Score Shifts

- Shift to online administration



- Use of computer-adaptive assessments

- Expanded opt-out movement



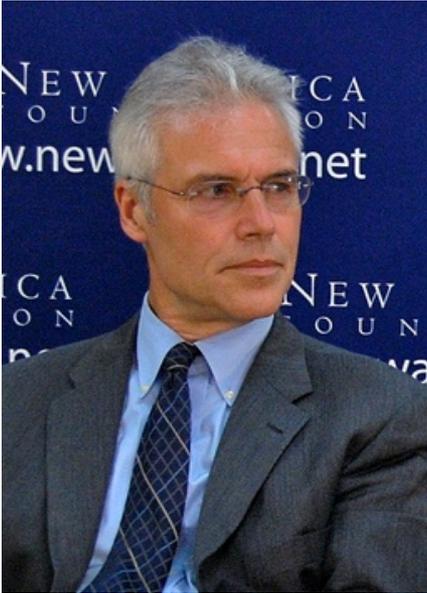
Lessons Learned from Early Implementers

What can we learn from states who successfully navigated communication challenges, even in light of significant score shifts?

- Developing the communication plan—**who is involved?**
- Differentiating key messages for different stakeholders—**what do you focus on for parents vs. community members vs. IHEs vs. teachers?**
- Deciding timing of key messages—**what do you say when?**
- Evaluating success—**how do you know if the message was heard?**



Lessons Learned from Maryland KEA



- Rolf Grafwallner, PhD
- Assistant State Superintendent, Division of Early Childhood Development
- Maryland State Department of Education
- Assistant State Superintendent Grafwallner will walk us through the decisions the Maryland Department of Education made around communicating the transitions and results of their new Kindergarten Readiness Assessment system to their key stakeholders.

Case Study: Maryland

MARYLAND'S NEW KINDERGARTEN READINESS ASSESSMENT (KRA)

Background

Legacy System: Maryland Model for School Readiness (MMSR) Kindergarten Assessment (2001-2013)

New System: Kindergarten Readiness Assessment (KRA)—component of Ready for Kindergarten (R4K): Maryland's Comprehensive Early Childhood Assessment System (2014-15)

Differences between 2 Systems

Types of assessment

1. MMSR is formative with summative information (Fall of K Year)
2. KRA is hybrid of three assessment formats (selective response, performance tasks, observational rubrics)

Scoring and Standard Setting

1. MMSR – raw scoring
2. KRA – scale scoring and more sensitive

Standards Alignment

1. MMSR – Maryland State Curriculum
2. KRA – Maryland College and Career-Ready Standards (Common Core)

Communication

Audience:

1. Early childhood stakeholders
2. Local school system stakeholders
3. Business and philanthropy
4. Legislature
5. General public and families (?)

Each group requires different communication strategies after the official release.

Communication Strategies

Hierarchy of main points:

Headline results (“What are the most pertinent results?”)

Results that spur action (“What does the data show us regarding gaps that require action?”)

Difference of results (use analogy such as high jump or reset)

Explain differences of standards and assessment tools (Internationally compatible standards and assessing higher order skills)

Explain dynamic of curricular mapping for rigor (Improvements under NCLB call for more rigorous local/state curriculum)

Important to deal with it upfront. Offer genuine surprises found in the results.

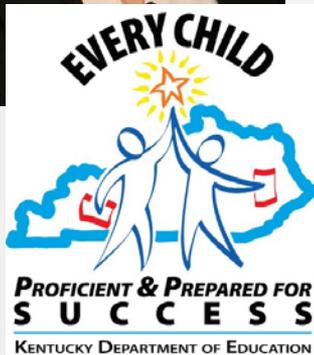
More Information:

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Maryland State Department of Education

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Lessons Learned from Kentucky's Transition

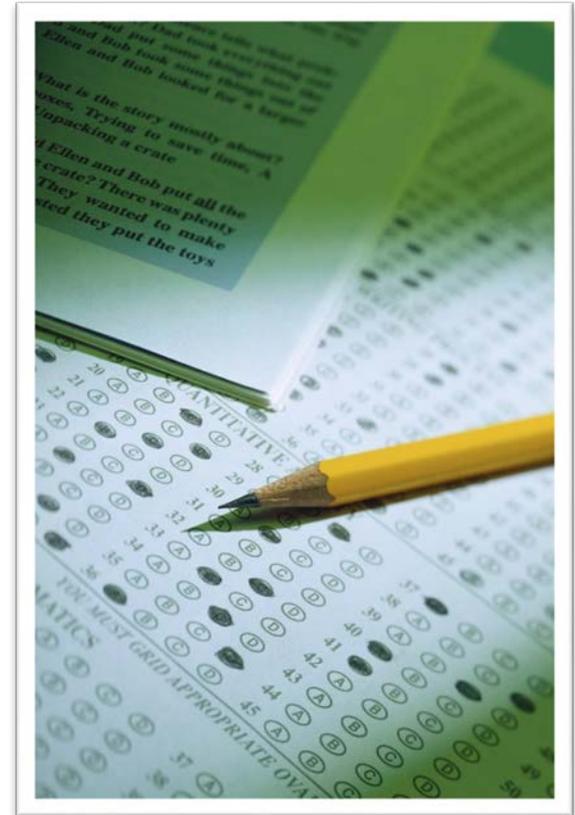


- Rhonda Sims
- Associate Commissioner, Office of Assessment and Accountability
- Kentucky Department of Education

- Associate Commissioner Sims will talk about Kentucky's communication strategy and the key resources/stakeholders/ decisions that resulted in a smooth transition even as the new assessments yielded significant drops in proficiency across all grade levels.



Next-Generation Standards, Assessments and Scores Release



A dramatic painting of a three-masted sailing ship, likely a galleon, navigating through a turbulent sea. The ship is dark, with its masts and rigging clearly visible against a dark, stormy sky. The water is a deep, dark blue-green, with white foam from the ship's wake. In the distance, other smaller ships are visible, struggling in the rough waters. The overall mood is one of peril and resilience.

Navigating the
rough waters of
Common Core and
assessments
without going
under

First to:

- adopt and implement (2010)
- teach (2011-12)
- test (spring 2012)

the Common Core State Standards



For the state to compete in a global marketplace:

- boost workforce readiness
- attract good-paying jobs
- raise overall standard of living

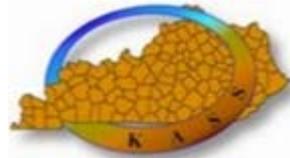
Lay the foundation for change



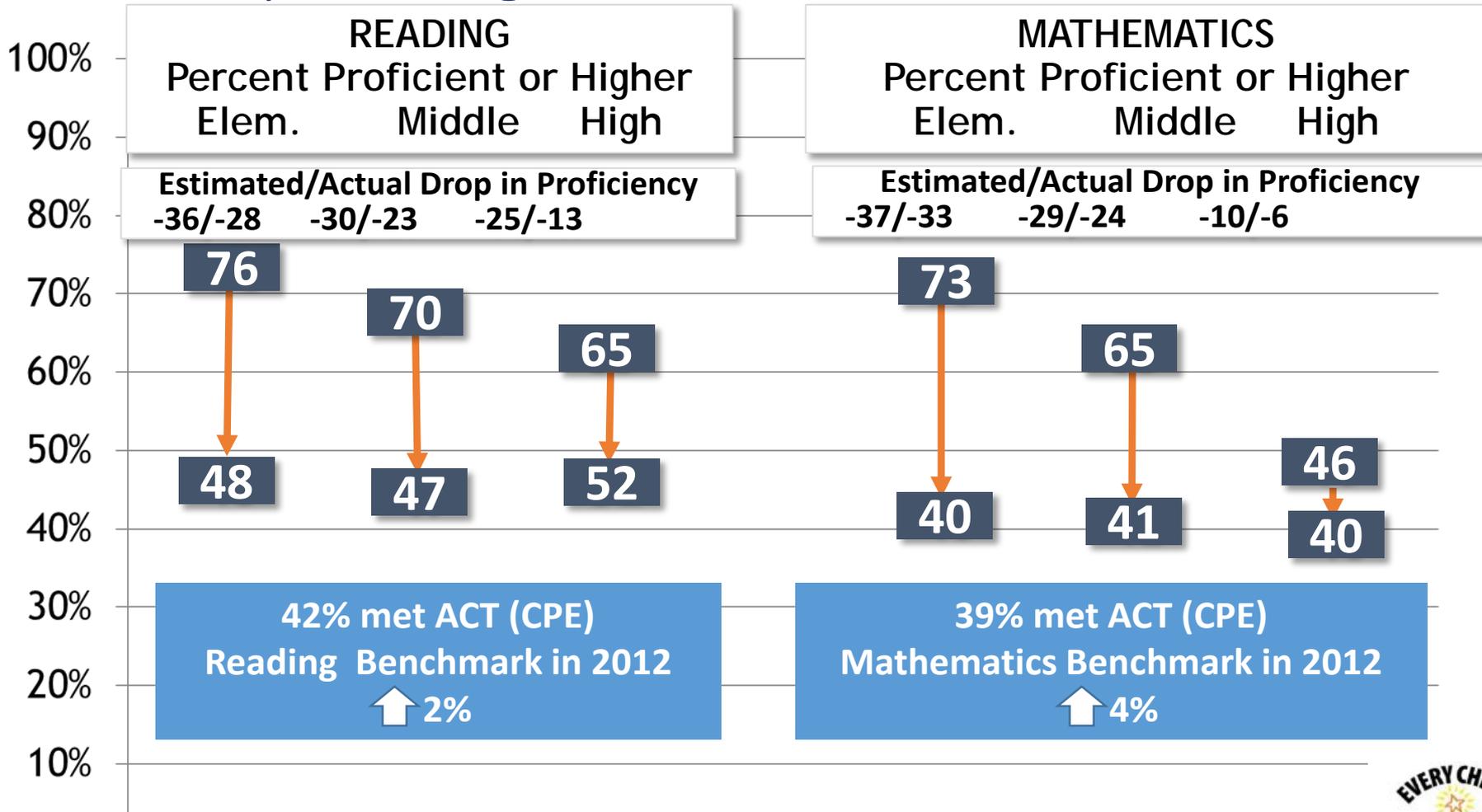
Build a broad base of support around a common theme



College/Career Readiness for All



Performance Level Changes from Proficiency to College-/Career-Readiness Standards



Consistent messaging



- Testing results cannot be compared to previous results, since we are assessing students on a different standard -- college and career readiness.
- The college/career-readiness standard is aligned with postsecondary expectations.
- The results of the Kentucky assessments are more closely align to results from the National Assessment of Educational Progress (NAEP). Those results report proficiency at a much higher level than most state tests.
- With the new tests and accountability system, parents should be able to tell as early as 3rd grade if their student is on track for college/career-readiness.



Consistent messaging



- It will take time for teachers and students to get used to the more rigorous standards and the kind of teaching and learning they demand. We should see scores increase as time goes by.
- Stay the course and don't get discouraged. This is the right thing for kids. We aren't doing them any favors to give them good grades in school if they aren't prepared with the learning they need when they graduate.
- Our intent in raising the bar was to help more students be better prepared for college and the workplace in the 21st century. We cannot dwell on trying to compare previous years' data with the new results. We should focus on what we need to do to help more students be competitive, which means Kentucky will be more competitive.



Don't implement and forget

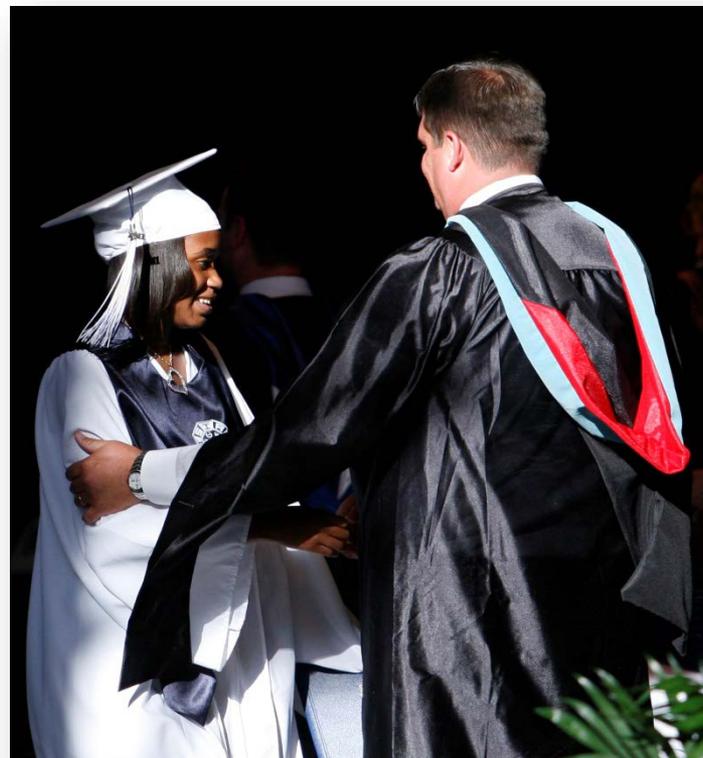


Plan
Do
Study
Act



Kentucky's results

- College/career-readiness up from 34 percent in 2010 to 62.5 percent in 2014
- Graduation rate at 87.5 percent
- Percentage of students performing at the proficient or distinguished levels in reading and math up on state assessments from 3.2 percent to 8.8 percent with largest gains coming at the elementary level and the smallest gains at the high school level.



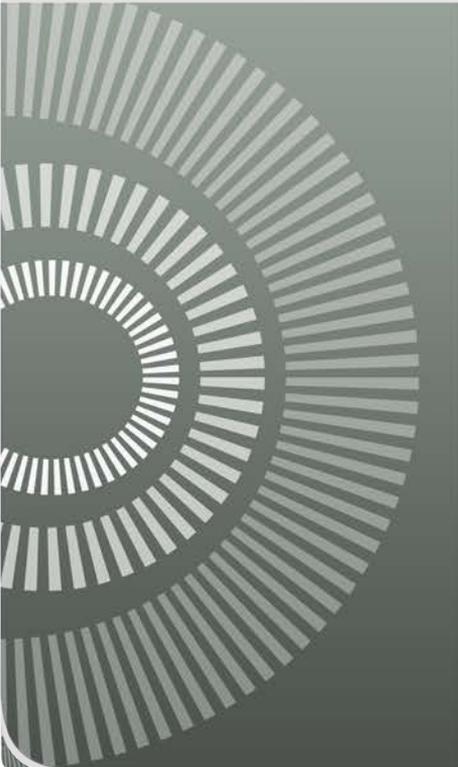
Questions for our Panelists?



- What parallels do you see for the states you work with?
- What key message(s) are your states focused on?
- Who leads the communication plan in your states?
- What are the key message(s) in your state?

Please enter your questions in the chat box to the right of the WebEx screen →

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