

Select Recommendations General/Infrastructure Subcommittee

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Evidence

Review Testimony

Gather additional survey data

- Unscientific survey of ~230 Educators in three MD Counties
- 6 questions on Mandated Assessments (MA)
 - Impact of MA on Instruction
 - Impact of MA on Staff responsibilities
 - MA coordination duties
 - Open ended MA challenges
 - Best Practices
 - Suggestions

Themes

Assessments are necessary & informative

Four Costs of Mandated assessments

- Instructional time
- Services for ESOL and students with disabilities/504
- Staff supports
- Technology resources

Assessment results are not returned quickly enough

Five Focal areas

Instructional Program

Accommodations

Technology

Student Learning Objectives (SLOs)

Parent Communication

M.A. impact on instruction

Require Superintendents to annually report two measures of testing time from the prior school year to their county Board of Education:

- (1) the number of hours students spend taking mandated assessments, disaggregated by grade level for all students, English language learners and students with disabilities, at the county and school levels, and
- (2) the number of days the school schedule was impacted by mandated assessments for each school.

Testing accommodations guidance

MSDE should review and update the current *MD Accessibility Features and Accommodations Manual* in light of allowable accommodations under PARCC to create uniform accessibility and accommodations guidelines and clearly communicate them to staff.

Implement the uniform accessibility and accommodations guidelines effective for all state mandated assessments in 2017-18.

Ensure Maryland provides appropriate accommodations for bilingual students who may require assistance in their native language which are beyond the capacity of many local schools.

Technology resources

Provide annual competitive technology grants to minimize the impact on instruction in the Maryland schools with technology deficits that drive extended testing schedules.

Analyze and disaggregate the results of MSDE technology needs assessment to determine the implications for administering the mandated federal, state and local assessments.

Provide a paper-pencil option for state assessments and formalize a process to determine the appropriate accommodations or other provisions to support students who are not technologically proficient, which impacts their test performance.

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Survey Questions

What is the impact of the implementation of M.A. on the instructional program in your school?

What is the impact of the implementation of M.A. on the roles and responsibilities of staff?

If you are responsible for test coordination, describe the tasks associated with and the amount of time it takes to coordinate M.A. at your school?

What additional challenges are there with the implementation of M.A. ?

What have you implemented to address the challenges of M.A.?

What suggestions and/or recommendations do you have to enhance or improve the administration of M.A. ?

Recommendations for High School Assessments Specific to the Commission's Charge

- Full data will be universally available to teachers within 45 days of administering any assessment or June 30, whichever occurs first. MSDE will petition PARCC to release data sooner. Professional development will be ongoing with regard to the retrieval, usage and analysis of the data to inform instruction. The focus of the data analysis will move away from pass/fail status to a focus on instructional implications and how to improve student achievement. Data regarding a parent's child, the school, district and state will be available to parents within 60 days of the assessment.
- The Biology HSA during the 2016-2017 school year will be administered but not a graduation requirement. The Biology HSA will be designed in a way that is least disruptive to the school day and classroom instruction (each section will be of a length that allows testing within the classroom).
- Students and parents will elect which 11th grade assessment the student will take for English and Mathematics in accordance with SB740 at the beginning of the 11th grade year. Each LEA will share which assessment they will offer at no cost to the students.
- The length and structure of PARCC assessments is not commensurate with other assessments that are administered at the high school level (HSA, SAT, ACT, AP Exams). MSDE should communicate, with transparency, the consequences of further streamlining the testing process (reducing the total length of the test, reducing the number of units, and making the units shorter to fit into one class period) without compromising the data collection. After PARCC shares their findings, MSDE will determine what adjustments will be made to reduce the impact of the PARCC testing on instruction.
- As MSDE creates the new accountability system for LEAs, it should expand and diversify the measures that demonstrate student and school success with the purpose of de-emphasizing assessment.
- All 24 LEA's should create their own commission to review their local assessment procedures with the goal of looking backwards (why are we here?) and looking forward (how will we reduce the amount of locally mandated assessments?). This work should be completed by December 1, 2016 and presented to MSDE. The commissions at the LEA level would include the following stakeholder groups: _____
- Each high school will be allocated a testing coordinator. The testing coordinator will be responsible for the logistics of administering all assessments at the high school level (HSAs, PARCC, IB, AP, ACT, SAT as appropriate). They will collect and distribute data to stakeholder groups. The testing coordinator will coordinate professional development regarding the retrieval, usage and analysis of the data to inform instruction. They will maintain information about the career and college readiness status of students.