

RESOLUTION No. 5040

Resolution on Implementation of the Smarter Balanced Assessment

RECITALS

- A. On July 22, 2014, the Board of Education passed Resolution 4943 expressing concerns regarding the State's implementation of the Smarter Balanced Assessment (SBA).
- B. The Oregon Department of Education has continued to move forward with the statewide implementation of Smarter Balanced Assessment this spring with testing scheduled to occur March 10, 2015 through June 5, 2015.
- C. A State workgroup, along with Nancy Golden, Oregon's Chief Education Officer, is proposing to delay any sanctions to districts and schools due to Smarter Balanced results and calls for a reduced role of summative standardized testing in our children's education. These recommendations are in alignment with our July 2014 resolution. There are also promising discussions at the Federal level about reducing the use of "high-stakes" testing.
- D. The PPS Assessment Advisory Committee convened this year to conduct a comprehensive review of all types of assessment conducted in PPS. This Committee includes classroom teachers, building administrators and Office of Teaching and Learning staff as well as nationally-recognized assessment expert Dr. Rick Stiggins as a volunteer advisor to the committee.
- E. To prepare for the implementation of the SBA for spring of 2015, Portland Public Schools has:
 1. Added 64 mobile computer labs to 60 schools to ensure each school has the equipment needed for the assessment
 2. Provided professional development including assessment training for principals, test coordinators, and teachers.
 3. Provided scheduling and technical support for building administrators
 4. Conducted multiple presentations to PTAs/site councils across the district.
- F. The Portland Public Schools Board continues to support the elimination of the multiple-choice OAKS and moving toward a more challenging, summative assessment that is just one part of an overall program of assessment for learning. We are opposed to "high-stakes" or "punitive" state or federal mandated summative assessments.
- G. The Board continues to be concerned by the 7 to 8 1/2 hours of class time that students in grades 3-8 and 11 will spend taking the SBA, the lack of opportunity for school districts or students to review test results, as well as the potential negative impact on schools and students as a result of any state imposed sanctions or labels based on test results.
- H. The Portland Public Schools Board would like to recognize the work of staff in schools and central office for their hard work during the transition, as well as the students and families for their patience during transition and urge them to communicate concerns to the State around the SBA.

RESOLVED

1. The Portland Public Schools Board of Education calls on the State of Oregon to:
 - a. Reduce the length of the Smarter Balanced Assessment.
 - b. Provide constructive guidance for schools and students regarding the SBA results, including feedback that will enable students to learn from the test results.
 - c. Provide a report on first year of SBA implementation, including costs and time spent testing, lessons learned, reliability and validity, and an explanation of how the results will be used.

- d. Develop a plan for how to support districts with families opting out of SBA and the negative impact on school report cards, and consider not counting students who have opted out as part of the cohort.
 - e. Support the option presented by the National Education Association of moving from testing every student grades 3-8 and 11 to using a sampling of students to gather the same data. The Board directs the Superintendent to request the State of Oregon to pilot, this school year, a valid random statistical sample of the SBA test in lieu of the existing testing regime.
2. The Portland Public Schools Board supports the State workgroup's vision to reduce the role of summative standardized testing and develop a greater focus on in-class, teacher/student driven assessments.
3. The Portland Public Schools Board directs the Superintendent to:
- a. Provide balanced information to families about the Smarter Balanced Assessment, including how families can provide feedback to decision makers at the State and Federal levels.
 - b. Ensure that administrators and teachers are communicating to students and families that while this is a more challenging test, lower scores than those on OAKS do not mean students or schools have "failed."
 - c. Ensure that time spent on test preparation is limited to getting oriented to the testing interface rather than extensive practicing or preparing for test content.