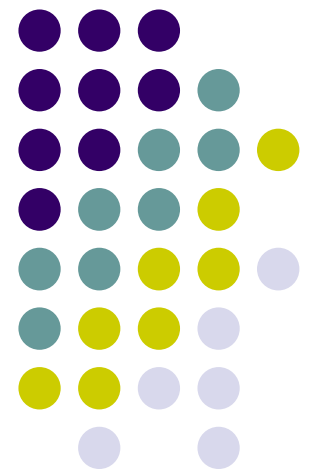
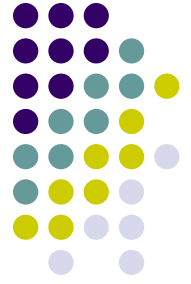


Spring 2009 OEAA Update

Joseph Martineau, OEAA Director
Michigan Department of Education

MERA Spring Meeting
May 15, 2009





New Staff

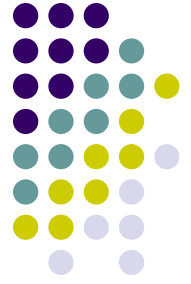
- Psychometrics & Research
 - Steve Viger – Manager
 - Shiqui Hao – Psychometrician for MME
 - Adam Wyse – Psychometrician for MI-Access & MEAP-Access
 - Ji Zeng – Psychometrician for ELPA & MEAP-Access
 - MEAP psychometrician not yet filled
- Test Composition
 - Phil Chase – Manager
 - Deb Rakas – Graphic Designer
 - Kim Mull – Graphic Designer
 - Evan Weatherspoon – Graphic Designer
 - Editor not yet filled
 - Illustrator not yet filled
- Specialists
 - Item bank specialist not yet filled
 - Reporting specialists not yet filled



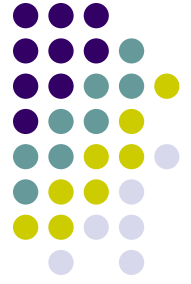
New Functions

- Psychometrics & Research
 - Parallel with contractors for one cycle for all assessments
- Test Composition
 - Paralleling with contractors for one cycle
 - Will likely use new group's work on several assessments as it appears to be of better quality
- Item Banking
 - Solutions Technology Group (Troy-based)
 - Contract recently awarded
 - Requirements gathering recently begun
- Project Management/Documentation
 - Assistant Office Director position established
 - Internal ownership of processes and procedure documentation

Michigan Educational Assessment System (MEAS)



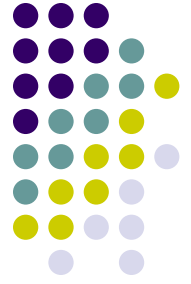
- Full Service Academic Assessments
 - MEAP/MME
 - MEAP/MME with accommodations
 - MEAP-Access
 - MI-Access Functional Independence
 - MI-Access Supported Independence
 - MI-Access Participation
- Full Service English Language Proficiency Assessments
 - ELPA
 - ELPA Screener
- Other assessments
 - Secondary Credit Assessments



History of MEAP-Access

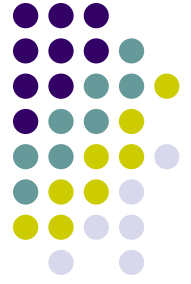
- Modified Full Independence
 - General Supervision Enhancement Grant (GSEG)
 - To design a process for developing the “2%” assessment
 - Required a commitment to pilot the process to produce a pilot assessment
 - Piloted in Winter 2009
 - Based on Grade Level Content Standards
 - Cannot reduce depth, breadth, or complexity
 - Can reduce number of items
 - Can reset standards for the population

MEAP-Access Pilot



- Sample
 - All students scoring at perfect (or missing up to 2 points) on MI-Access Functional Independence
 - All students scoring at the chance level on MEAP
 - Statewide pilot
- All options have the following in common
 - Fewer items (1 per GLCE in mathematics, fewer passages in ELA)
 - No field test (shortens test)
- Three different options
 - 4-option multiple choice items
 - 3-option multiple choice items
 - 3-option multiple choice items with enhanced directions (ELA only)

MEAP-Access Research Design (mathematics)



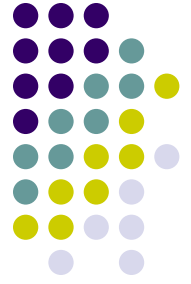
Grade	3-option MC	4-option MC
3	X	
4	X	X
5	X	X
6	X	X
7	X	X
8	X	X

MEAP-Access Research Design (ELA)



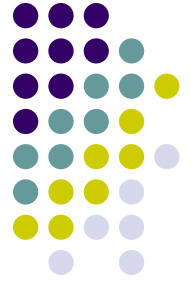
Grade	3-option MC	4-option MC	3-option MC with enhanced directions
3	X		X
4	X	X	
5		X	X
6	X		X
7	X	X	
8		X	X

MEAP-Access Pilot



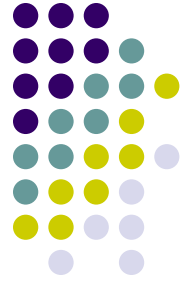
● Results

- Reduced number of response options was helpful
 - Students' scores on the items increased more than would be expected because of the elimination of one distractor
 - Increased scores could not be explained by increased probability of guessing an item correctly
- Enhanced directions were not helpful
 - In fact, in one grade, students scored more poorly on the 3-option MC with enhanced directions than on the 4-option MC without enhanced directions



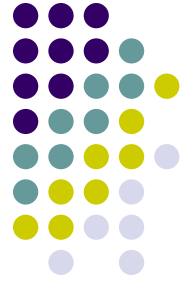
MEAP-Access Pilot

- 2% Grant Committee Response
 - Difficult to believe enhanced directions were not helpful
 - Posed scenarios why the research design may not have worked, most of which would have made it more difficult to detect an effect of enhanced directions
 - Implied one scenario for why enhanced directions may have performed more poorly, but may not in the future
 - Requested additional inclusion of enhanced directions
- Resolution
 - Cannot ignore data
 - No enhanced directions on operational portion
 - One passage with/without enhanced directions on field-test portion



MEAP-Access Pilot

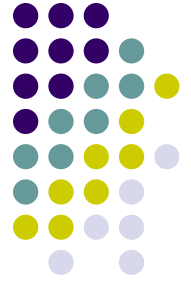
- Implementation
 - Fall 2009
- Guidelines for participation in MEAP-Access
 - Released March 2009
 - Requires Standards-based IEP
- Guidelines for participation in State assessments
 - To be released Fall 2009
- Revised accommodations summary table
 - To be released Fall 2009



MEAP-Access Operation

- Original Grant
 - 3 versus 4 option MC
- May not be sufficient alone
 - Can item types specifically designed for MEAP-Access help provide access to the intended population?
 - Can additional modifications beyond reduction of MC items to 4 options provide access to the intended population?

Writing Update

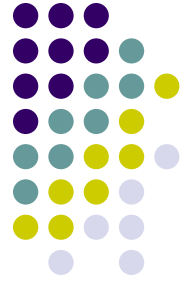


- A perfect storm
 - High standards for advanced (relatively)
 - Hard to achieve up in the tails
 - A shrinking distribution
 - Fewer students in the tails
 - A short test (at least in terms of points)
 - Hard to measure in the tails

Writing Update



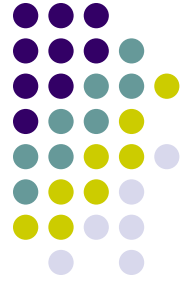
- Concerns about no students in advanced level in grades 3, 4, and 5, but...
 - No ceiling effect
 - No students piled up on the high end of the writing scale
 - No equating error
 - Run, rerun, checked independently on run and rerun
 - It appears that based on the cut score originally recommended for advanced in writing, there really are dramatically fewer students achieving in the advanced range
 - Because it is difficult to measure achievement at the highest level...
 - It is unclear whether a very small number of students should actually have scored in the advanced range
 - But there is no empirical evidence that the top scoring students should be classified as advanced rather than proficient



Writing Update

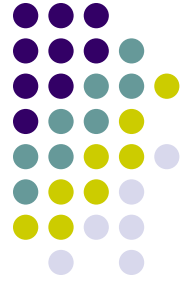
- The only way to confidently address the concerns is to address the storm conditions
 - Relatively high performance standards
 - Review the performance standards (advanced in particular)
 - Shrinking distribution
 - Reset the scale to more accurately measure the current distribution
 - A short test
 - Lengthen the test to enhance information in the tails

Writing Update



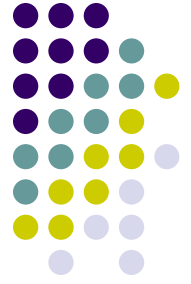
- Proposed to and approved by State Board
 - Measure writing only in grades 4, 7, and 11
 - Take savings from not testing in grades 3, 5, 6, and 8 to enhance writing test in grades 4 and 7
 - Add an additional informational prompt
 - Grade 4 – Compare/contrast
 - Grade 7 – Cause/effect
 - Review and significantly revise existing holistic scoring rubrics for existing prompts
 - Add points for feature-based scoring/analytical scoring
 - E.g., turn comment codes into scorable points

Implications of Changes to Writing



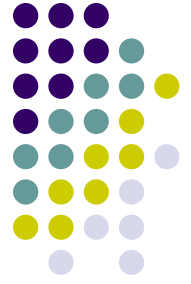
- AYP will be based only on math and reading rather than math and English Language Arts (ELA)
- Writing will be treated as a separate subject in MI-SAS, like Science and Social Studies
- Less testing overall in grades 3, 5, 6, and 8
- More testing overall in grades 4 and 7
- Maximum of three subjects tested in any grade
 - 3: reading, mathematics
 - 4: reading, mathematics, writing
 - 5: reading, mathematics, science
 - 6: reading, mathematics, social studies
 - 7: reading, mathematics, writing
 - 8: reading, mathematics, science
 - 9: social studies

Implications of Changes to Writing



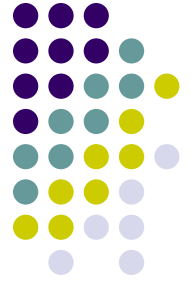
- Changes to writing must be reflected in alternate assessments
 - MI-Access FI: Expressing ideas in grades 4 & 7
 - MEAP-Access: Pilot test writing in grades 4 & 7
 - Editing was one of the most difficult tasks on MEAP-Access pilot
 - Pilot test new form of editing tasks
 - Shorten page length available for writing tasks

Implications of Changes to Writing



- Emphasis on writing
 - Concerns that writing will not be taught in grades not tested
 - Writing will have a significant impact on MI-SAS accreditation status
 - MI-SAS accreditation status will be much more stable
 - Schools consistently performing poorly on writing will not be accredited
 - Develop SCAS-like prototype writing tests for off-grades for school use with scoring guides and anchor papers

Survey

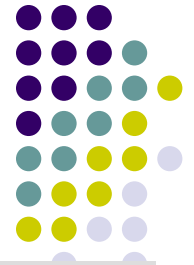


- Set the stage for the rest of the presentation
- Survey
 - 4,062 respondents
 - 19,000 written comments
 - 1,100 pages of comments
- Preliminary review complete
- Full review pending software acquisition!



Why Survey?

- We recognize...
 - We place many burdens on schools
 - Some of which may be unnecessary
 - Some may be necessary, but could be reduced
- Our challenge
 - Learn client perception of burdens
 - Identify burdens that might be eliminated or reduced
 - Eliminate and reduce burdens where possible



Preliminary Survey Results

38. What is your CURRENT position?

		Response Percent	Response Count
District Superintendent		1.8%	70
District Coordinator		8.5%	332
Building Coordinator		12.8%	498
Building Principal		23.5%	917
Teacher or Test Administrator		41.1%	1,599
view Other (please specify):		12.3%	478
		<i>answered question</i>	3,894
		<i>skipped question</i>	168

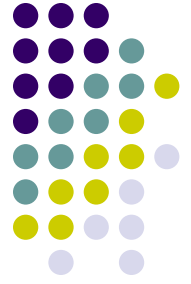


Preliminary Survey Results

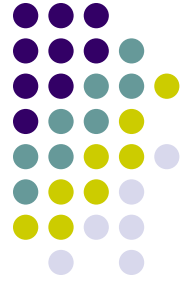
37. How much experience have you had working with OEAA assessments at these various positions? (Check all that apply.)

	1 year	2 years	3 years	4 years	5 years	6+ years	Response Count
District Superintendent	16.7% (19)	18.4% (21)	11.4% (13)	8.8% (10)	9.6% (11)	35.1% (40)	114
District Coordinator	10.8% (71)	11.7% (77)	11.9% (78)	12.5% (82)	9.3% (61)	43.8% (288)	657
Building Coordinator	8.9% (119)	10.1% (134)	13.2% (176)	11.2% (149)	8.1% (108)	48.5% (647)	1,333
Building Principal	8.0% (93)	8.8% (102)	8.1% (94)	8.8% (102)	7.3% (85)	58.9% (681)	1,157
Teacher or Test Administrator	3.8% (94)	6.1% (150)	10.5% (259)	8.3% (205)	6.9% (170)	64.5% (1,597)	2,475
Other position (and years of experience) working with OEAA assessments: view							249
answered question							3,581
skipped question							481

Preliminary Survey Results



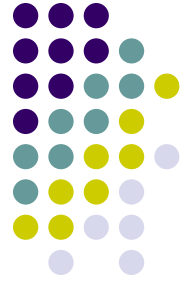
- Themes
 - Labels
 - Schedule
 - MEAP ELA Elementary
 - Backlash from Fall 2007 security breach
 - Multiple hats
 - 1-on-1 administration
 - Calculators



Preliminary Survey Results

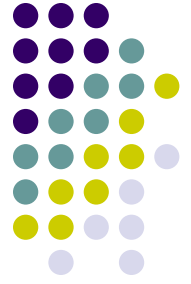
- OEAA Response
 - Labels
 - Will be applied by the contractor
 - Schedule
 - More flexibility (no subject specific makeup days)
 - MEAP ELA Elementary
 - Three days for ELA rather than two
 - Third graders will not be taking writing!
 - Backlash from Fall 2007 security breach
 - More flexibility in scheduling
 - Less stress in return shipping

Preliminary Survey Results

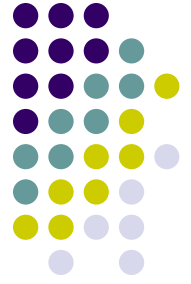


- OEAA Response, continued...
 - Multiple hats
 - Making all secure site functions similar across programs
 - Making programs similar in terms of administration
 - 1-on-1 administration
 - Reviewing accommodations summary table for what accommodations that can be administered in a group setting
 - Calculators
 - Not able to respond at this point

Preliminary Survey Results



- What needs the most work?
 - Flexibility and time for administration
 - Consistency from year-to-year
 - Shipping and distribution
 - ELA test too long
 - Return results more quickly



Preliminary Survey Results

- OEAA response
 - Flexibility and time for administration
 - Change in calendar to allow more flexibility
 - Consistency from year-to-year
 - Always on our radar—more now
 - Shipping and distribution
 - Print controls put in place
 - Distribution controls put in place
 - Retrieval once rather than three times in window
 - ELA test too long
 - Three days for ELA
 - Writing only in grades 4 and 7
 - Return results more quickly
 - Lots o' stuff here