# Central Florida Assessment Collaborative Meeting

# April 9, 2014

Holiday Inn Lake Buena Vista, 1805 Hotel Plaza Blvd, Lake Buena Vista, FL 32830

Minutes taken by: Renee Foran, Pinellas County Schools, Acting Secretary, and Cathy Simmons, AVID Center, Acting Secretary; edited by Heather Wright, Osceola County Schools, Acting Chair

**Welcome and New Member Introductions** – Heather Wright

**In Attendance**

Pinellas: Renee Foran

NEFEC/Putnam: Suzy Branch

Levy: Kathy Lawrence

Alachua: Matt Lynch

Collier: Matthew Virga

Miami-Dade: Kathy Sierra

Seminole: Kelly Thompson, Cherlottla Argrett

St. Lucie: Kathy Dailey, Peter Zsiga

Pasco: Amanda Phillips

Bay: Margaret Gamble

PAEC: Anthony Cooley

Okaloosa: Duscha Ross, Steve Horton

eduphoria!: Katherine Aiken, Wendy Coffman

Putnam: Paula Hollingsworth

Escambia: Michelle Taylor

Sumter: Debbie Moffitt

Osceola: Heather Wright, Justin Seabolt, Hannah From

Hernando: Susan Jackson

Lake: Angel Teron

**Attending via Webinar**

Broward: Richard Baum, Elizabeth Kushner, Theresa Lessard

DeSoto: Laurie Graebner

Sarasota: Amy Donner

Walton: Bree Padgett

Duval: Malinda Bachelor

Nassau: Diane Romon

Miami-Dade: Emily Arcia

Leon: Linda Dean

Manatee: Jessica Kearbey

**CFAC Grant Project Update** – Justin Seabolt

* Writer & reviewer accounts are getting set up more quickly, though there is still some variability.
* In addition to the online, self-paced training for item writers and reviewer, there is live online webinar training with Justin. The webinars are held on Mondays and Thursdays each week allowing participants to finish in 3 hours + a homework assignment. At this point, most participants are opting for the webinar training.
* Currently for the grant courses, there are 259 participants trained and working, 36 participants waiting on DOE accounts, and 207 in training. Accounts are getting set up for item writers more quickly, although there is still some variability in how long it takes
* Pearson was to provide a user guide for Equella by February 28th. The guide has not yet been provided, so CFAC created their own guide for item writers and reviewers.
* As of April 2nd, 3,810 items for grant courses have been published. Since January 20th, a total of 3,521 items have been published at an average rate of 352 items per week. In the past 3 weeks, the average is 498 items per week.
* The average number of reviews required per items has dropped from 4.35/item to 3.81/item. This represents a savings of approximately $88,000 over the course of the grant.
* All math courses are now grant funded. The DOE advised to continue working on Advanced Algebra with Financial Literacy and Analytic Geometry Honors even though both courses are still (at least officially) on the daggered list. As select social studies courses will include financial literacy standards, it is possible that some of the items written to financial literacy standards can be used in social studies if/when the Advanced Algebra with Financial Literacy course is daggered. However, the fact that the financial standards are being re-written by the Social Studies department makes it unlikely that a straight alignment will suffice.
* Grant Courses in High Need for Item Writers/Reviewers. An \* indicates that item specs and/or blueprints are also needed.

**CTE**

Computer Applications in Business 1-2

Digital Design 1-2

Medical Skills and Services

Foundations of Web Design\*

Intro to Technology\*

Exploring Technology\*

Technical Design 1\*

Automotive Maintenance and Light Repair 1\*

**Science**

Marine Science

Environmental Science

Genetics

**ELA**

MJ Journalism 1

Journalism 1

Speech 1

Debate 1

MJ Library Skills/Info Literacy

Critical Thinking and Study Skills

MJ Critical Thinking

**Math**

Probability and Statistics

Advanced Algebra with Financial Applications

Analysis of Functions

Analytic Geometry

**World Languages (VERY High Need)**

Chinese 1-2

**JROTC (VERY High Need)**

Leadership and Education Training

Aerospace Science 1\*

* JROTC is VERY high need as only one teacher is writing, and we have no one to review. Also high need because of lack of common standards for Aerospace Science courses, and lack of Army national standards being uploaded on CPALMS. Cross-district team will need to get together and agree on minimum common standards for each level.
* Chinese is a very high need course.
* Exploring Technology and Introduction to Technology need item specs. As each district covers the course differently, so it is important to have representatives for multiple districts.
* There are still issues with the CTE standards. Many districts align their curriculum to industry certification exams instead of the standards in the course description. It is important that items written for CFAC are written to standards, not specific industry certifications.
	+ One district mentioned that they will not be using industry certification exams for teacher evaluation as students can retake the test. Teachers might allow retakes and then try to use the student’s best score for their evaluation.
* Additionally, although the CTE standards were revamped for 2014-15, they are still in the .rtf format (meaning that adding them to assessment platforms is a manual process), and still do not have unique identifiers.

**CFAC Resources – Justin Seabolt**

* CFAC has a new website: [www.cfacteam.weebly.com](http://www.cfacteam.weebly.com). Resources for item writers and reviewers can now all be found in one place.
* Once the new website is complete, all but the homepage of the old website will be taken down and a redirect will appear.
* CFAC has also initiated a CFAC Teacher Mentor Program where experienced participants will be partnered with new participants to offer support.

**FL DOE Updates – Dr. Antoinette Meeks**

* Online test administration through the IBTP will be rolled out in August. Scanning will be available later in the year (date unknown). Prior to scanning becoming available, we will be able to build tests through the IBTP and download them as pdf files for paper-based administration. If you want the data to be available in the IBTP, the answers must be input manually. Alternatively, they can be administered in the district’s platform for data collection purposes.
	+ Brevard suggested that prior to the rollout, districts may administer a pencil and paper test, and then scan the answer sheets once scanning is functional. This will allow item statistics to be gathered at the state level.
* As a clarification, the IBTP will contain test items, not tests.
* If a district creates two forms of a test in the IBTP, the data will be treated as if there are two separate tests. Pearson has been asked if the results can be aggregated.
* The DOE is “testing” different ways of administering multiple part tests (for example, a test that contains selected response and short answer items along with a performance task to be completed at a later time). Options being explored are having two completely separate tests and pausing a single test.
* The ability of districts to export items into their own platforms is still in review by the legal department. Ownership of math & ELA items, as well as the security of other platforms, is also under discussion.
* The DOE and Pearson are working together to develop training materials that the state can use in the future. No specific timeframe for reporting (or other) training has been determined. In general, trainings will begin to roll out this summer.
* Html, .pdf and Excel files will be available for districts to transfer data from the IBTP to district systems. Data will be housed in the IBTP for only one school year. Dr. Meeks will ask if any districts will be notified before the data is purged.
* One champion district administered a test where students were unable to answer some questions as a writing tool was not available. A change request has been made; in discussions with Pearson. Drag & drop, hot spots, simulation, click stick, click drop will be available.
* Rollout of items to BEGIN in June/July. HtM items may take longer (glitches, scoring). In other words, we will have access to items for certain courses in June, and then items for other courses will follow. It has not been determined which courses will be rolled out when.
	+ Dr. Meeks will ask if certain types of items, such as Selected Response, can be rolled out early, with other types of items to follow later.
	+ When asked about our schedule for summer test building workshops (to begin July 28), Dr. Meeks stated that it should not be an issue with non-grant CFAC items unless there are technical issues, but she willl check on availability of other banks. Dr. Meeks did state that the target date for starting all courses on July 28 is “quick sand”.
* There were some issues with the IBTP’s SecureTester due to updates to the FCAT/EOC TestNav. The DOE does not anticipate any issues going forward. They will be doing some internal testing with next update before widespread testing begins.
	+ We stressed that we need specs from Pearson for two different versions of platform (SecureTester and browser test tunnel); Dr. Meeks states that it is coming.
	+ We requested a unified specs document that encompasses FCAT/EOC, AIR, and IBTP.
* Districts are experiencing major delays when searching for user names in the IBTP. Per Dr. Meeks, improvements will be made.
* HtM grants extended to September. CFAC extension requested through January. The decision to be made by Friday. Update since meeting: the CFAC grant was extended until January 31, 2015.
* Dr. Meeks suggested that our RTTT managers may want to speak to the DOE about moving $$ to continue funding item writing activities. This may be allowed if is not a change that has to go to USDOE.
* The DOE has a sustainability plan that deals with staffing once RTTT ends. Most RTTT staff will remain with the department, although their responsibilities will transition from RTTT to other projects (split). There will be a call center for IBTP issues.
* A question was posed regarding how quickly new staff will get access, but this is still undecided.
* The ELA ACCESS points (formerly ELA Common Core Connectors) drafts will be available on May 1.
* If an item is going to be used only at the district level or shared by permissions (CFAC, PACE, etc) ,it can be created directly in the TP portion of the IBTP (SchoolNet). If an item is to be used state-wide, it must be entered in the IB portion (a hybrid of Equella), so that it can go through a review process. No funds will be available to pay item writers for their submissions, but the items would go through a review process at the state level.
* The plan for refreshing the item bank is a legislative budget request (average “shelf life” of an item is 3 years).
* Central scoring will be available as part of the rollout. Central scoring can be managed through permissions (so can involve other districts).
* If a service course (for example, Physical Therapy) contains an FTE, then you must develop an assessment. So the definition of a “course” is whether there is FTE and standards associated with it.
* Technology Enhanced Items and Computer Adaptive Testing will be available. How Computer Adaptive Testing will work in the IBTP is unknown at this time
* Any district created tests in the IBTP will have data available in the summary reports.
* Dr. Meeks will find out if items from a district can be uploaded to the IBTP (vs. created).