

Frequently Asked Questions: SBAC-Nomination and Identification

Q: Why is the Talented and Gifted Department now using SBAC scores for ACADEMIC screening and nomination?

A:

- Eliminates the need for additional assessing for academic talent in reading and math in grades 4-8. Last year students completed 681 assessments in math and 685 in reading on the IOWA. The majority of these students also completed assessments in math and reading on the SBAC.
- Students in grades 3-8 and 11 have already taken the assessment, alleviating the need for very difficult testing schedules and additional need for pulling students out of the instructional day. Previously, students who were nominated in all three areas would take up to 6 hours to complete assessments. Also, The TAG Department, with very little support, administers nearly 5,500 assessments a year.
- Students in grades 3-8 will automatically have multiple opportunities, from year to year, to be identified as candidates for the Talented and Gifted Program.
- The TAG Department is allocating nearly 40K a year to pay for proctors to assess, which shifts resources away from schools and students.
- The TAG Department is allocating nearly 80K a year to pay for materials, norming and data to Riverside/Houghton-Mifflin.
- Allows the district to layer another universal assessment, like the 2nd grade intellectual battery, hopefully creating an additional way to capture under-represented groups, and alleviating the need for initial nominations and parent advocacy.
- Nearly four months of FTE are necessary for the TOSAS to support the entire assessment structure thus not allowing students and schools to have the support they need.
- Systematizes the identification and placement process in a single cohort. This means the 2nd grade cohort completes the intellectual assessment; the next year will have an equitable access to complete the academic assessments through SBAC and so on as they advance from grade to grade. This reduces the need for families to advocate for students. They will already be assessed.

Q: What about families who choose to opt-out?

A: If a family chooses to opt-out and a student does not complete an SBAC assessment, the TAG Department will administer the appropriate IOWA assessment for reading and/or math just during the transition year. Also, based on the OARS (Oregon administrative Rules), school based teams should be using a body of evidence and no one SBAC score should be the deciding factor for nomination and identification. This also means no single SBAC score is an automatic identification. School based teams are to use a body of evidence to make decisions. This could be enough information to still nominate and identify a student. Even though a parent may opt-out of SBAC, there should be enough quantitative and qualitative data to inform educators of **a child's potential to perform**. Students who have been identified as potential to perform receive the same services as any formal identification. At any rate, educators should be the driver of most nominations, not the parents as sole advocates. This opens up equitable solutions to the issue. Moving forward, families can nominate the next year and use SBAC as a potential flag for TAG identification, if they so choose. We will not offer the IOWA after the spring of 2017.

Q: What about students in grades K-3?

A: These students will continue to be assessed using the IOWA for reading and math. 3rd graders who are nominated in the fall will not have to wait for SBAC because PPS does not receive the scores until late summer/early fall.

Q: Is the SBAC just as viable as the ITBS?

A: Yes, but all assessment scores are highly impacted by a student's prior experiences and opportunities, access to learning, and socio-economic status. The IOWA has time restrictions; SBAC is more open-ended and students have longer to complete. Both are norm-referenced assessments. Both show learned skills/academic achievement.

Q: What about students who underperform on such assessments?

A: Students, who may generally underperform on SBAC, generally underperform on many other assessments. School teams should make the final decision around identification. No one data point should be used as evidence for placement. A body of evidence is used to make placement decisions; looking at the whole child.

Q: How will this impact ELL students?

A: The IOWA does come in a Spanish version called, "Logramos." This assessment is fully translated and will be made available. When additional language supports are needed, a student may have access to the IOWA for reading and math with an interpreter if necessary. The interpreter is only allowed to translate the directions.