



# Next Generation Assessment Stakeholder Meeting

October 27, 2016



- **Assessment Policy**
  - Test Integrity Reminders
  - Assessment Business Rules
  - ESSA Assessment Focus Groups
- **Test Administration**
  - Currently enrolled student assessment data in SLED
  - PearsonAccess<sup>next</sup>
- **Education and Engagement**
  - Upcoming Events



Assessment Policy

Test Integrity Reminders



# Getting Ready for Test Integrity Reviews

- The purpose of post-administration reviews is to ensure the **validity** and **reliability** of assessment results
- Being identified for post-administration review does not indicate any wrongdoing by the school
- The aim of every investigation is to **understand the data in context**
- **Email notification** will be sent to the head of school, LEA leader, and LEA assessment POC one full business day prior to onsite review



# Understanding the Data Forensics

- Five statistics were used to review the assessment data:

Similarity

Wrong-to-Right Erasures

Wrong-to-Right minus Right-to-Wrong Erasures

Scored-Diff

Volatile Gains

- Data forensics measured the statistical probability that certain scenarios would occur
- Analysts looked for “anomalous” results



# Logistics for Post-Administration Review

- **General**

- Post-administration review is scheduled to begin **Oct. 24**
- Start time is estimated to be between 7:30– 8:30 a.m.
- Four representatives will conduct interviews (two per interview)
- OSSE will request access to two rooms (any set up ok)
- Rooms should be dedicated to the reviews for use throughout the day
- Email notification will include estimated windows for substitute coverage

- **Interviews**

- Interviewers will meet with administrators and may ask to interview both staff and students
- Interviews are estimated to last about 30 minutes
- For student interviews: a staff member not directly involved in that student's testing can sit and listen in
- Interviewers may request additional academic information, if needed



# Updates to Test Integrity Timeline

<b>Aug. – Oct. 2016</b>	<b>Data Forensics Analysis</b> Caveon Data Forensics uses statistical analyses of test-response data to detect anomalous test response data for schools, classrooms and students.
<b>Late Oct. – Nov. 2016</b>	<b>2016 School Investigations and Follow-up to 2015 School Investigations</b> OSSE will notify LEAs. Caveon will conduct additional investigations in schools identified based on 2016 assessments, as well as follow-up investigations at some of the 2015 schools, if warranted.
<b>Late Dec. 2016 – Jan. 2017</b>	<b>Reports and Appeals</b> At the end of December, LEAs will receive full test integrity reports from OSSE for all 2015 and 2016 investigations, including any findings, and have the opportunity to review and appeal those results. There will be two levels of appeal: first with OSSE and second with the Deputy Mayor for Education’s office.
<b>Early 2017</b>	<b>Public Release</b> LEAs will receive final determination from appeals. OSSE will publicly release redacted copies of investigation reports and final findings.



Assessment Policy

Business Rules



# Revisions to 2016-17 Assessment Business Rules

- The draft assessment business rules contain guidance for LEAs on the required DC assessments for the **2016-17 school year**
  - Reminder: For the 2017-18 school year, DC will administer required assessments in line with the provisions in ESSA



# DRAFT Business Rules for 2016-17

The DRAFT of the DC Assessment Business Rules for 2016-17 includes:

- Statewide Assessments Overview
- Required Assessments
  - *General Required Assessments*
  - *High School Required Assessments*
  - *Optional High School Assessments*
  - *Alternate Assessment Requirements and Participation*
- Detailed PARCC Assessment Participation Guidance
- Additional PARCC Participation Scenarios
  - *Sample Mathematics Assessment Participation Scenarios*
  - *Course Repeaters*
  - *Transfer Students*
  - *High School Semester/Reduced Schedule*
- Advanced Mathematics Implications for Accountability Results



# Feedback on DRAFT Business Rules

Today, we will spend time reviewing and providing feedback on the proposed assessment business rules for 2016-17 school year administration.

**Read**

5 min

**Reflect**

15 min

**Share**

5 min

Does this guidance provide sufficient clarity?  
Are there additional scenarios we haven't covered?



Assessment Policy

ESSA Focus Groups



# Every Student Succeeds Act (ESSA)

ESSA's intent is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and includes provisions for:

- Consistent, state-adopted **standards**
- Statewide annual **assessments** aligned to statewide standards
- Statewide **accountability** systems
- Richer public **reporting**
- Resources to support **teachers and leaders**
- Continued targeting of federal **funding** to highest poverty schools and districts



# OSSE's Goals

- Become the **fastest improving state and city** in the nation in student achievement outcomes
- Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind



# Critical Questions

- How do we maximize the opportunities of ESSA to reach our city's goals?
- What funding flexibilities exist that can help us maximize limited resources?
- What policy levers exists for OSSE that, if operationalized, could accelerate progress?



# OSSE's ESSA State Planning Timeline

December 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2017	June 2017	2017-18 School Year
ESSA signed into law	<p><b>Foundational planning and awareness:</b></p> <ul style="list-style-type: none"><li>• introduction to ESSA requirements</li><li>• development of accountability principles</li><li>• launch of ESSA webpage</li></ul> <hr/> <p>May 2016: Department of Education begins to release ESSA regulations</p>	OSSE gathers initial feedback on potential accountability frameworks and measures	<p>OSSE hosts focus groups to inform state plan and accountability development</p> <hr/> <p>Final regulations released by the Department of Education</p>	<p>DC's comprehensive draft plan finalized</p> <hr/> <p>Jan. 2017 - Feb. 2017: Public comment period and community ward meetings</p> <hr/> <p>March 6, 2017: DC submits plan to the Department of Education</p>	DC receives feedback/approval from the Department of Education	DC begins implementation of ESSA plan, including statewide accountability system



# ESSA: General Assessment Requirements

Many assessment provisions remain unchanged

- States must continue annual statewide tests that are valid and fair in:
  - **Reading/language arts** and **mathematics** to all students in grades 3-8 and once in high school
  - **Science** at least once in each of grades 3-5, 6-9, 10-12
- States must provide for the participation of all students
- States must ensure use of accommodations does not deny students the opportunity to fully participate in the assessment



# ESSA: General Assessment Requirements

- Additional requirements for assessments:
  - Developed using **universal design** for assessment
  - **Aligned** with the full breadth/depth of state content standards
  - Measure student achievement based on **challenging CCR State academic achievement standards**
  - Involve **multiple up-to-date measures**
- State flexibility:
  - States have flexibility in the **format** of the assessment
  - States must be able to disaggregate assessment data and **produce Individual Student Reports**
  - States can use **computer-adaptive** assessments
  - States must provide understandable **information to parents**



# ESSA: Students with Disabilities in Assessment

- SEAs must address the education of students with disabilities under ESSA through detailing a strategy in the following areas:
  - Alternate academic standards
  - Accommodations
  - Alternate assessments based on alternate academic standards
  - Computer adaptive assessment and progress monitoring
- In each subject, the alternative assessments may not be administered to more than **1 percent** of all students in the state. An SEA cannot impose a local cap on participation, but an LEA exceeding the cap must submit justification to the SEA on the need to exceed the cap.
- OSSE is currently **calculating the participation rate** in the Multi-State Alternate Assessment (MSAA) to determine if any LEAs exceeded 1 percent participation in ELA and math.
- SEAs must provide appropriate **oversight to LEAs** that submit a justification to exceed the 1 percent cap and choose to pursue a waiver.



# ESSA: English Learners in Assessment

- States must adopt **EL Proficiency standards** (ELP) for ELs and administer an **annual assessment** of ELP.
- States must **include ELs in academic content assessments** and must ensure use of **accommodations** does not deny an EL the opportunity to fully participate in the assessment.
- States must **define “languages other than English** that are present to a significant extent in the participating student population.”
- States must **identify native languages assessments** currently available and those that are needed.
- States are given **flexibility/options around inclusion of newcomers** during first year in US.
- ELs may be **assessed in reading/language arts in a native language** for no more than three years (timeline may be extended by two years, per LEA decision).



# ESSA: Exception for Advanced Mathematics Grade 8

- Students taking advanced math coursework in grade 8 may take the **end-of-course test** typically used for high school if the student takes another more advanced math test in high school for accountability and reporting.
- State must describe strategies to provide all students the opportunity to be prepared for and take advanced math coursework in middle school.



# ESSA: Locally-Administered Nationally Recognized HS Assessments

- Each state has the discretion to allow an LEA to administer **one nationally recognized high school assessment** in lieu of the statewide assessment in high school that has been approved for use by the state.
- States shall establish technical criteria to determine if any such assessment meets the following criteria:
  - **Aligned** to state’s academic content standards, address depth and breadth, **equivalent in coverage, difficulty, and quality**
  - Provide comparable, **valid, and reliable data** (all students and subgroups) Meet assessment **technical requirements**, including **accommodations**
  - Provide unbiased, rational, and consistent differentiation between schools/state
- State may choose to make a nationally recognized assessment available for LEA choice, and/or an LEA may choose to submit an assessment to the state for approval.



# ESSA: Innovative Assessments

- ESSA provides new flexibility for states or consortia of states to **pilot innovative approaches to assessments.**
- States must continue administering statewide assessments in all schools in any grade/subject in which it is not developing an innovative test.
- A State may apply for demonstration authority to scale its innovative assessment over a period of five years.
- States have up to eight years to implement statewide.



# Deep Dive Small Group Discussions

- Select one of the following **three areas** in which you are interested in a deeper conversation:
  - **Special populations**
  - **Locally selected, nationally recognized assessment**
  - **Exception for advanced mathematics in grade 8**
- Groups will have a facilitated discussion to consider the critical questions posed in your handout (30 mins)
- Groups will summarize key ideas on chart paper (10 mins)



Test Administration

# Currently Enrolled Student Assessment Data in SLED



# Currently Enrolled Student Assessment Data in SLED

To obtain a data file of currently enrolled students on the districtwide assessments, follow these steps in SLED:

1. Select **PROGRAMS** and then select **NEXT GENERATION ASSESSMENT SUMMARY**

The screenshot shows the SLED (Statewide Longitudinal Education Data) website. The header includes the SLED logo and the text "Statewide Longitudinal Education Data". On the right, it says "District of Columbia Office of the State Superintendent of Education" with the OSSE logo. The navigation bar is blue and contains links for Home, Library, Reports, Search, Programs (highlighted with an orange box), Related Sites, Help, My Profile, and a user profile for "cassie lynott" with a Logoff button. A search box labeled "Search Student" is also present. Below the navigation bar, the "Current Roster (uncertified)" section is visible on the left, showing a table with columns for Sector and Student Total. The main content area displays a grid of assessment categories: Elementary & Secondary Education, Enrollment Audit, Next Generation Assessments (with "Next Generation Assessments Summary" highlighted in an orange box), Federal and Local Student Aid Reporting, Adult Education, Postsecondary Feedback Reports, and Extended School Year.

**SLED** Statewide Longitudinal Education Data

District of Columbia Office of the State Superintendent of Education

Home Library- Reports- Search- **Programs-** Related Sites- Help- My Profile- cassie lynott Logoff

Search Student

Current Roster (uncertified)

**Sector**

Displays current enrollment by sector. To view enrollment Sector.

Sector	Student Total
DCPS	
DYRS	
Public Charter School	

**Elementary & Secondary Education**

- Current Roster (uncertified)
- Nonpublic Attendance
- Career and Technical Education
- Direct Certification

**Next Generation Assessments**

- Next Generation Assessments Summary**

**Adult Education**

- Dashboard
- Current Provider Summary

**Enrollment Audit**

- Summary
- Student Level
- Document Review
- Certification Submission Review

**Federal and Local Student Aid Reporting**

- FAFSA/DC TAG OneApp Web Portal
- FAFSA and Financial Aid Events Calendar

**Postsecondary Feedback Reports**

- UDC Summary
- UDC-CC Summary
- Graduation Summary

**Extended School Year**

- ESY Data Collection and Review



# Currently Enrolled Student Assessment Data in SLED

2. Select your school name, hyperlinked on the next page, to get to the page below.
3. Click the **EXCEL ICON** to download a spreadsheet (details provided in text)

**SLED** Statewide Longitudinal Education Data

District of Columbia Office of the State Superintendent of Education

Home Library- Reports- Search- Programs- Related Sites- Help- My Profile- cassie lynott Logoff

Search Student

Programs / Next Generation Assessments / PARCC

PARCC MSAA (formally NCSC) ACCESS for ELLs 2.0

### Next Generation Assessments - PARCC Roster ?

This table displays NEXT GEN PARCC rosters and results with individual student score report links. The table includes the results of students who tested at the school for the given year as well as students who are currently enrolled at the school, who tested at another school. To view or download individual score reports for a student, click the View link under the Individual Student Report column; or click the USI link (for currently enrolled students only) and select the Assessments tab. The display below represents a partial student list for the selected LEA. To view the entire roster, either click to export the PARCC Roster to a .csv file for further analysis or click on the total records link at the bottom-right of this page. It may take a few minutes for larger rosters to fully load. The page will be fully loaded when the headers at the top of the table move when you scroll to the right and left.

School Year	USI	Last Name	First Name	Date of Birth	LEA Code	LEA Name	School Code	School Name
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Test Administration

PearsonAccess<sup>next</sup>



# PearsonAccess<sup>next</sup> Registration Updates

Nov. 1, 2016

- PAN open to DC users
- PAN training site will have practice tests available

## Student Rosters in PAN

- Grade 3-8 rosters are uploaded by OSSE and verified by LEAs\*
- High school rosters are created by LEAs\* (course-based)

*\*OSSE will provide registration training and communicate dates and times through the NGA Bulletin*



# PearsonAccess<sup>next</sup> Technology Updates

- A TestNav App update in January will likely be required for spring 2017 testing
- Touch screen functionality will exist within TestNav for spring 2017 testing
- iOS 10 and MacOS 10.12 Sierra are not currently supported by the TestNav App



Education and Engagement

Upcoming Events



# Upcoming Events

## 2017 NAEP School Coordinator Training

**Kellogg Conference Hotel at Gallaudet University, Tiered Classroom  
800 Florida Avenue N.E., Washington DC, 20002-3695**

Session 1	November 16, 2016	8:30 am – 11:30 pm
Session 2	November 16, 2016	12:30 pm – 3:30 pm
Session 3	November 17, 2016	9 am – 12 pm
Session 4	November 17, 2016	1 pm – 4 pm
Session 5	November 18, 2016	9 am – 12 pm
Session 6	November 18, 2016	1 pm – 4 pm

**OSSE, 810 First St NE, Washington, DC 20002**

**Grand Hall, Third Floor**

Session 7	November 16, 2016	4:30 pm – 7:30 pm
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# Upcoming Events

- English Learner Training
  - Nov. 14 & Nov. 15: [ACCESS Prep for Test Coordinators/Administrators](#)
  - Dec. 7: [Assessment Accommodations for ELs Webinar](#)
  - Dec. 12: [EL Q&A Webinar](#)
- Decoding the PARCC Assessment Workshops at OSSE
  - [Thursday, Nov. 17, from 3-4:30 p.m.](#)
- PARCC 2017 – PearsonAccess<sup>next</sup> Student Registration Training
  - November 2016 (Updates coming in NGA bulletin)



# Closeout

The next NGA meeting will be on **Thursday, Nov. 17**  
**from 1-3 p.m.**

Slides from this presentation will be posted on the  
[OSSE website](#).

Please direct questions to [OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov).



| Thank you!