



Next Generation Assessment Stakeholder Meeting

August 22, 2019 | OSSE Assessment Team



Agenda |

- Assessment Policy
 - PARCC Results 2018/19
 - Test Integrity Regulations
 - Next Generation Assessment Meetings
- Test Administration
 - Alternate Assessment Eligibility
 - WIDA Training and Updates
 - PARCC & DC Science 2020



Assessment Policy

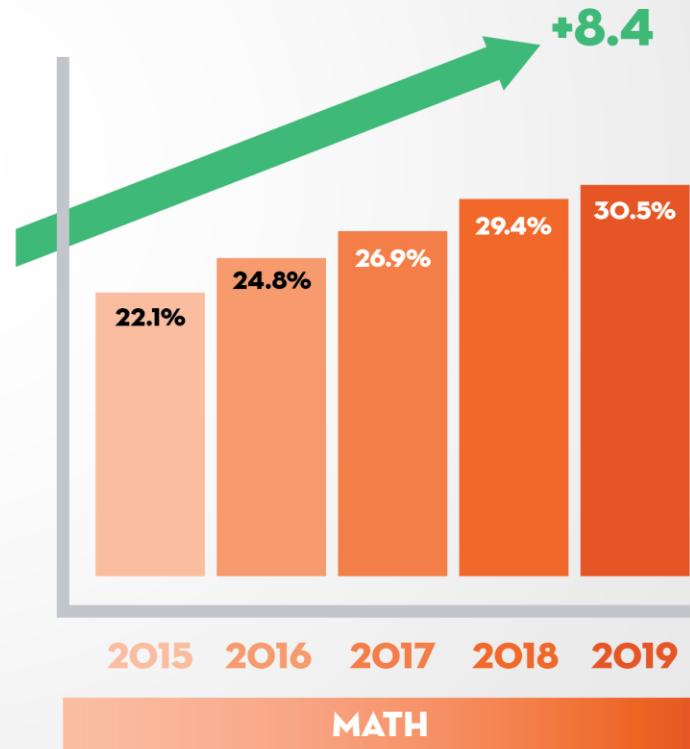
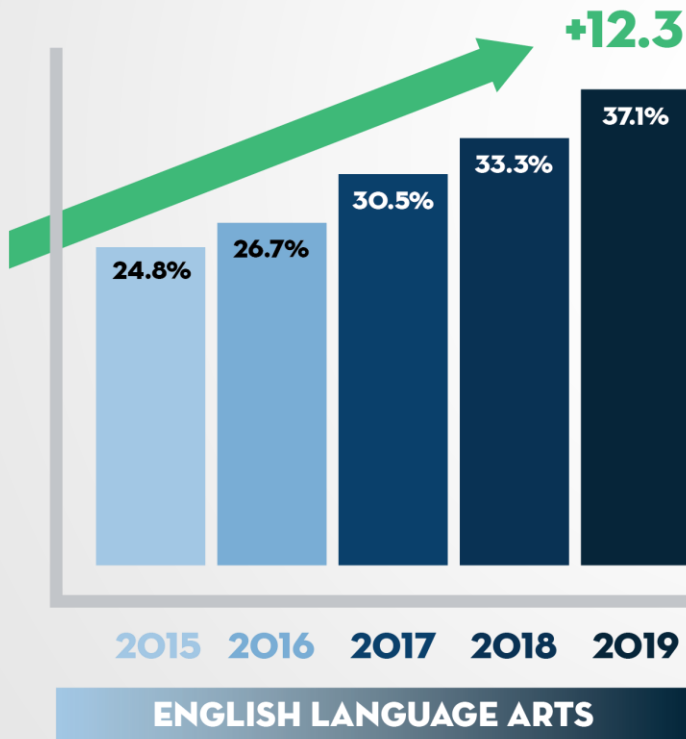
PARCC Results 2018/19



PARCC Results 2018/19

ELA and Math results are up for the fourth year!

The District of Columbia has seen continued, steady improvement on the state assessments for the fourth year in a row— **up 12.3 percentage points in ELA** and **8.4 in math** in the percentage of students on track for college and careers since 2015.





PARCC Results 2018/19

Big takeaways from the 2018-19 results

- Since 2015, thousands more students are on track to graduate ready for college and careers across both DC Public Schools and public charter schools.
- Scores are up across almost all grades and subjects.
- All major student groups saw improvements, including students who are at-risk, students with disabilities, English learners and African-American and Hispanic/ Latino students.



Assessing ELA and Math in the District



PARCC Results 2018/19

Results are up for the fourth year in a row

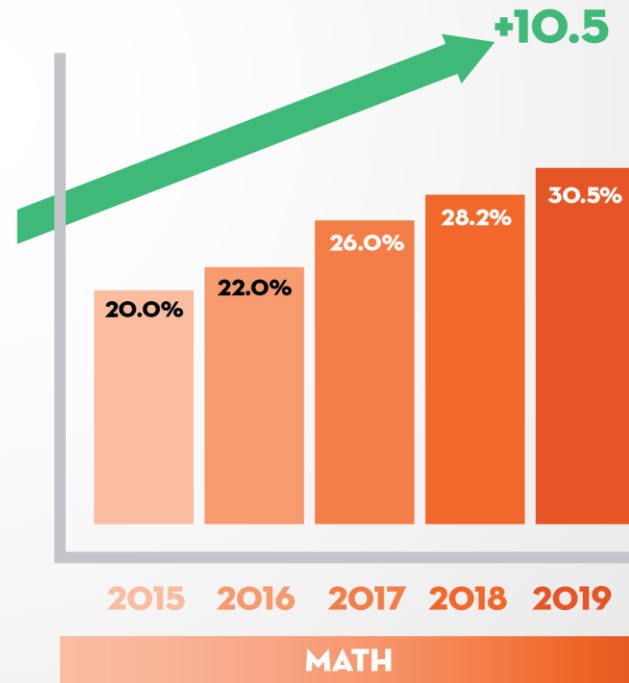
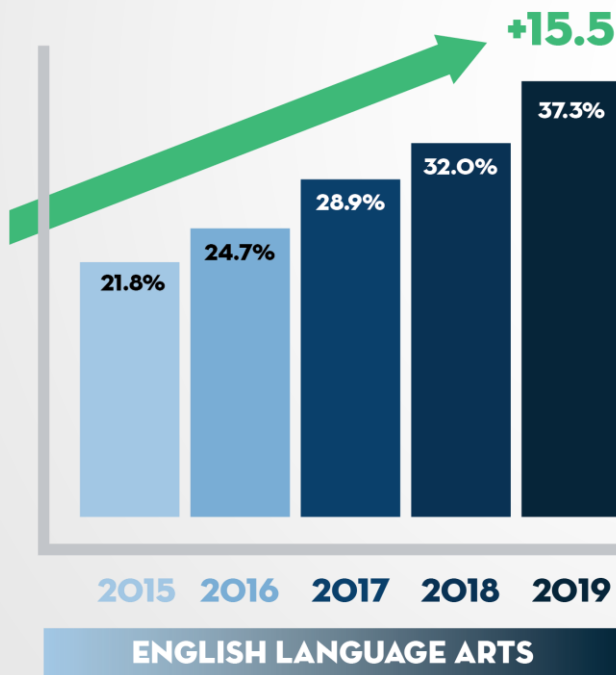
- We are excited that major groups of students have seen improvements every year since 2015. Hispanic/Latino students have seen especially impressive gains.
- Over the past year, we've seen strong improvement among high school students in both ELA and mathematics.
- DC is also making progress with students who are at-risk, students with disabilities and English learners, but we continue to have work to do.



PARCC Results 2018/19

Improvement for Hispanic/Latino students outpaces the state

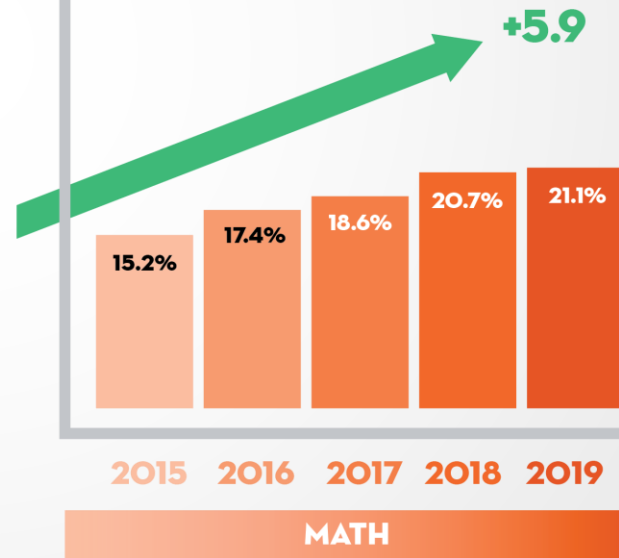
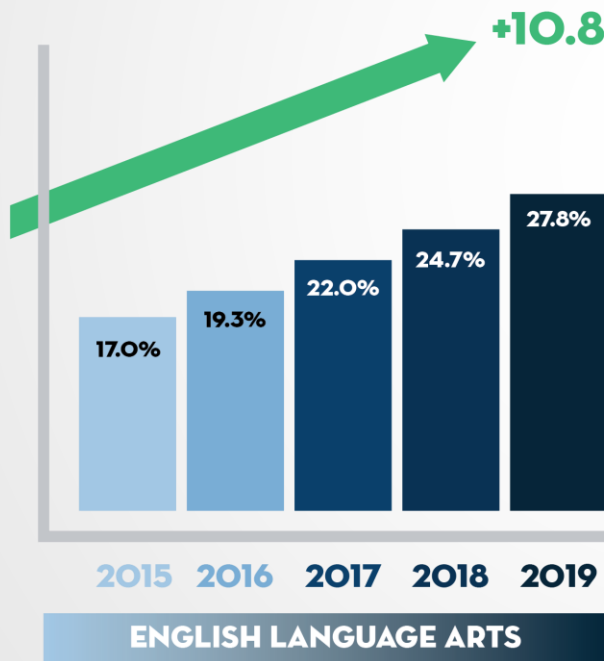
Hispanic /Latino students in the District of Columbia have seen especially large gains, outpacing the improvement we've seen at the state level in both English language arts and mathematics.





PARCC Results 2018/19

African-American students have gained since 2015





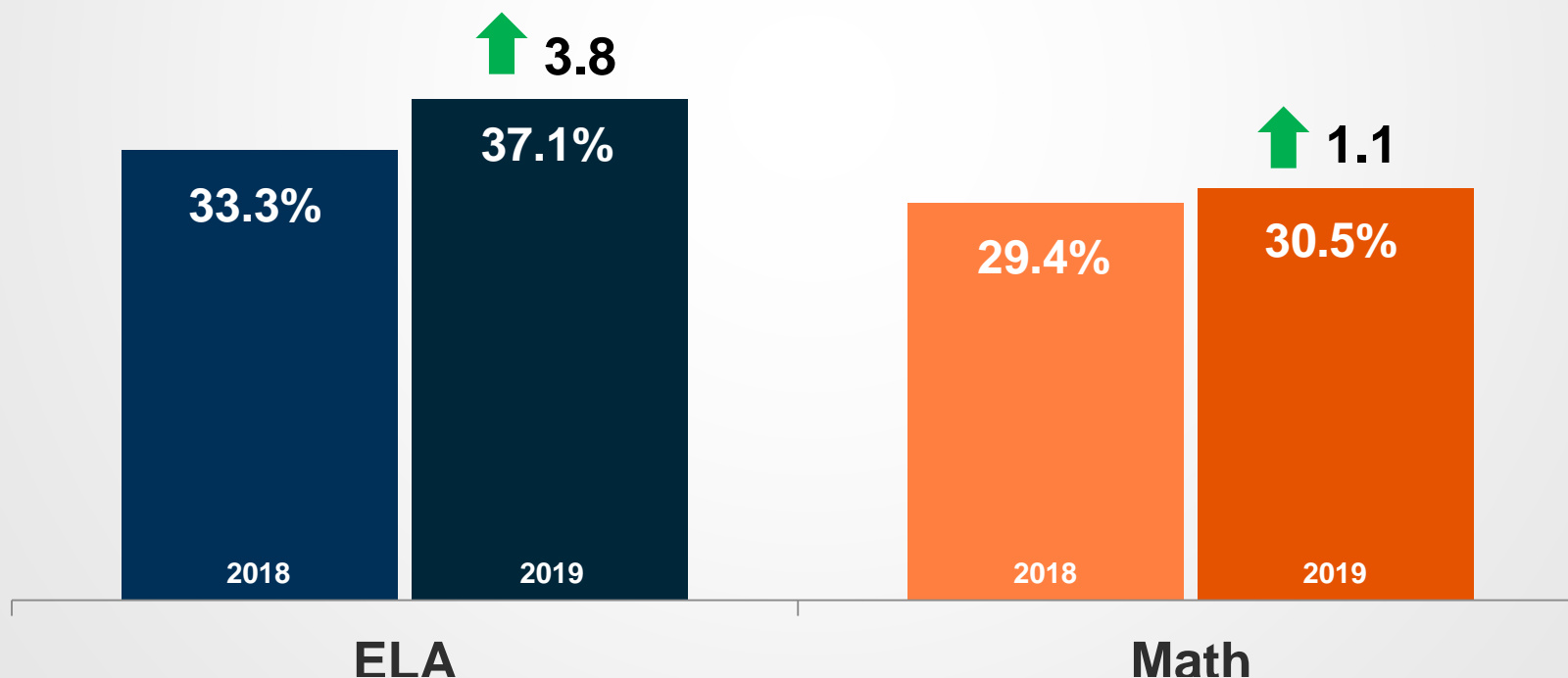
Improvements in the Past Year



PARCC Results 2018/19

Since last year, more DC students are on track for college and careers

The District of Columbia improved in the percentage of students scoring at performance levels 4 and 5 by **3.8 percentage points in ELA**, and **1.1 percentage points in math** from 2018 to 2019.

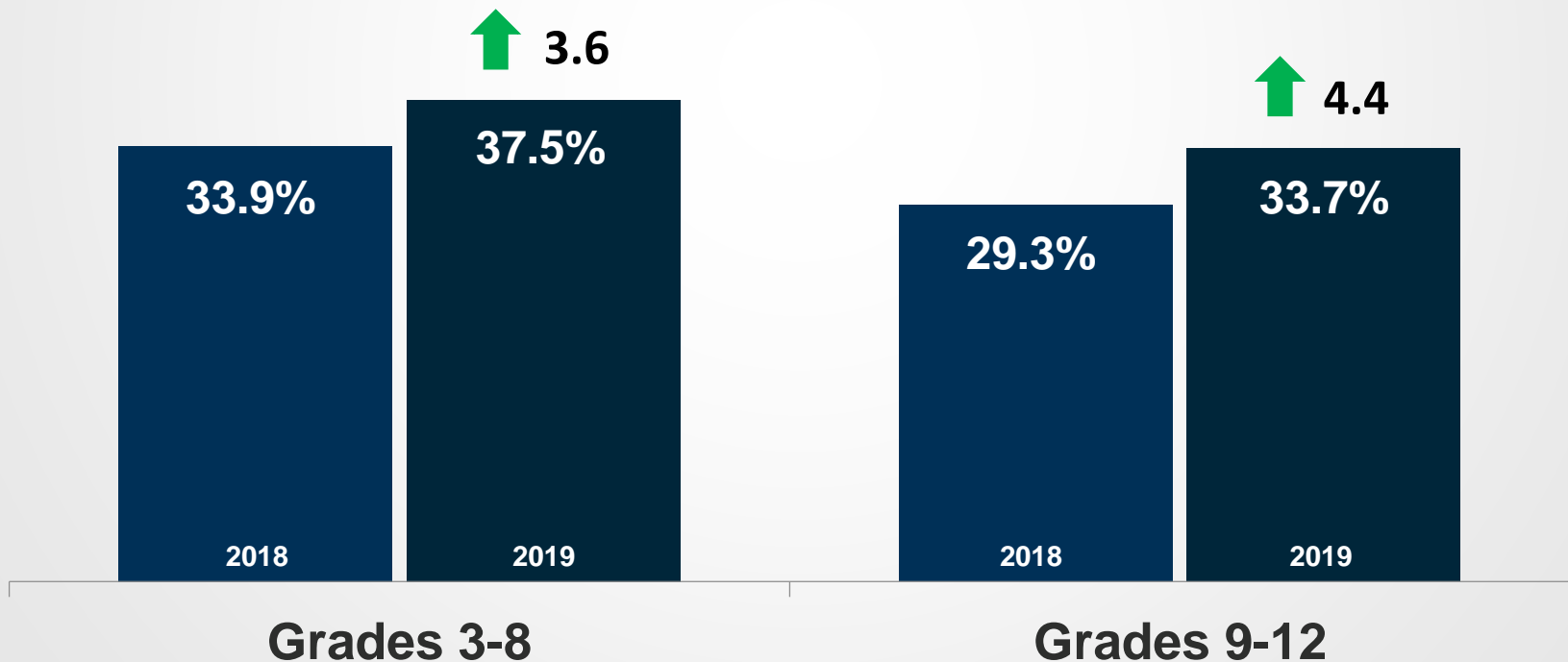




PARCC Results 2018/19

Across grade spans, ELA results improved

The percentage of students scoring 4+ statewide in ELA increased between the 2017-18 school year and 2018-19 school year by **3.6 percentage points** in **grades 3-8** and **4.4 percentage points** in **grades 9-12**.

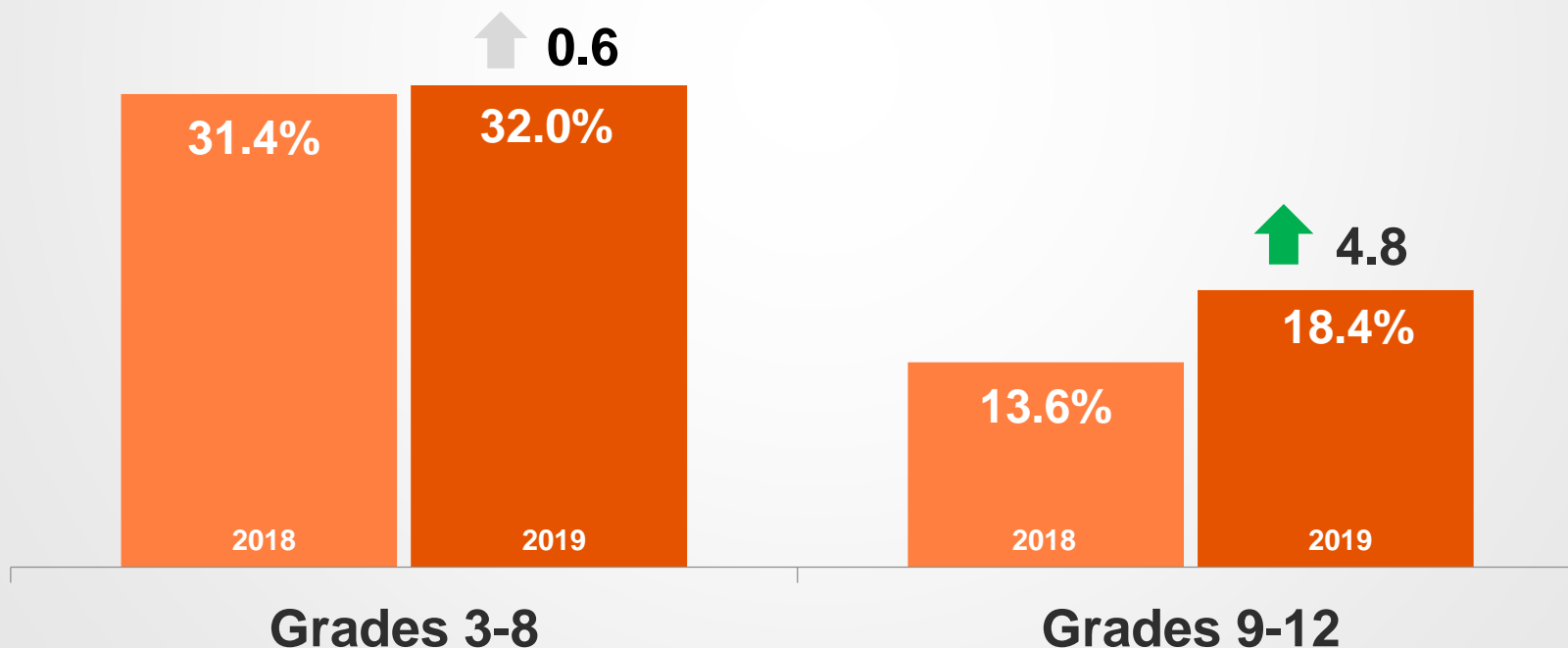




PARCC Results 2018/19

Math results improved, particularly in high school

The percentage of students scoring 4+ statewide in math remained consistent between the 2017-18 school year and the 2018-19 school year in **grades 3-8**, increasing **0.6 percentage points**. DC saw an increase of **4.8 percentage points** in **grades 9-12**.





PARCC Results 2018/19

Results for specific student groups improved since last year

We see improvements from 2018 to 2019 for students who are at-risk, students with disabilities, and English learners. Gaps persist when looking at the performance of these groups of students as compared to all students.

Student Group	State ELA % 4+			State Math % 4+		
	2018	2019	% Point Change	2018	2019	% Point Change
All Students	33.3%	37.1%	3.8%	29.4%	30.5%	1.1%
At-Risk	18.4%	21.1%	2.7%	15.7%	16.3%	0.6%
English Learners	18.8%	19.7%	0.9%	20.9%	22.7%	1.8%
Students with Disabilities	5.7%	7.9%	2.2%	6.4%	7.2%	0.8%

Note: Color-coded cells do not necessarily indicate statistically significant changes. Cells shaded in green indicate a change that is greater than one. Cells shaded in red indicate a change that is less than one.



PARCC Results 2018/19

Results for race/ethnicity groups improved since last year

Students in almost all race/ethnicity groups saw improvement in both ELA and math from 2018 to 2019. Gaps in performance across groups persist. Hispanic /Latino students made strong gains in both subjects, outpacing the state.

Race/Ethnicity	State ELA % 4+			State Math % 4+		
	2018	2019	% Point Change	2018	2019	% Point Change
All Students	33.3%	37.1%	3.8%	29.4%	30.5%	1.1%
Asian	71.6%	74.0%	2.4%	69.8%	69.4%	-0.4%
Black/ African American	24.7%	27.8%	3.1%	20.7%	21.1%	0.4%
Hispanic/ Latino of any race	32.0%	37.3%	5.3%	28.2%	30.5%	2.3%
Two or More Races	65.7%	68.6%	2.9%	63.9%	62.5%	-1.4%
White/ Caucasian	82.1%	85.0%	2.9%	78.8%	78.8%	0.0%

Note: Color-coded cells do not necessarily indicate statistically significant changes. Cells shaded in green indicate a change that is greater than one. Cells shaded in red indicate a change that is less than one.



PARCC Results 2018/19

What does it mean for our students to be college and career ready?

- DC's state assessments measure real-world skills, such as problem solving and critical thinking. Results indicate if students are on track to be ready for college and careers.
- Helping students, educators and families understand their strengths and areas for improvement is critical. When we know where students are, we can support them to be ready for challenging content after high school.



PARCC Results 2018/19

PARCC asks students to think critically

6th Grade Math Question

PARCC: Two students use different methods to evaluate $4\frac{1}{2} \div \frac{3}{4}$

	Student 1	Student 2
Step 1		$4\frac{1}{2} \div \frac{3}{4}$
Step 2		$4\frac{2}{4} \div \frac{3}{4}$
Step 3		$\frac{18}{4} \div \frac{3}{4}$

For each step shown, explain how the diagram drawn by student one relates to the expression written by student two. Show your work.

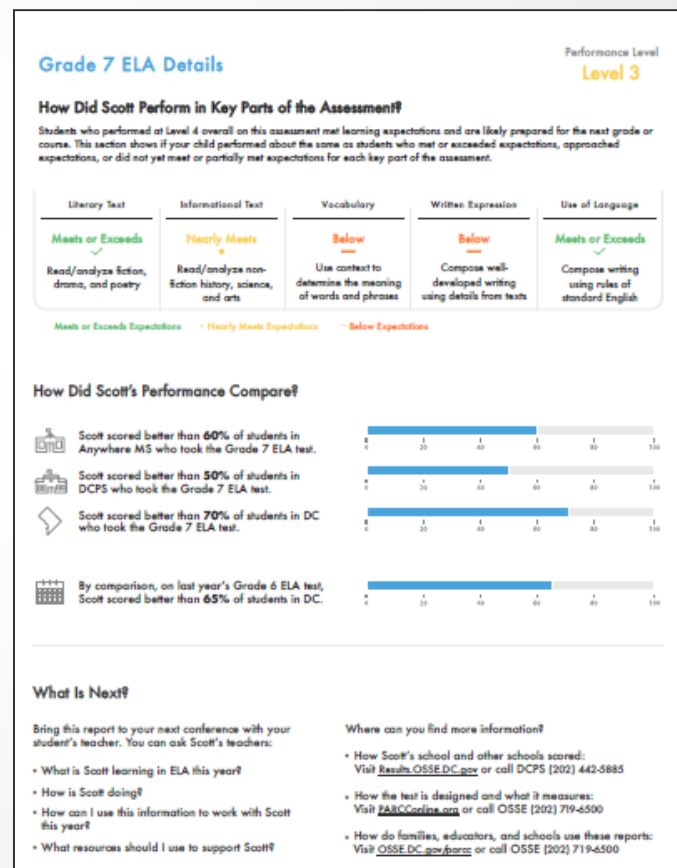
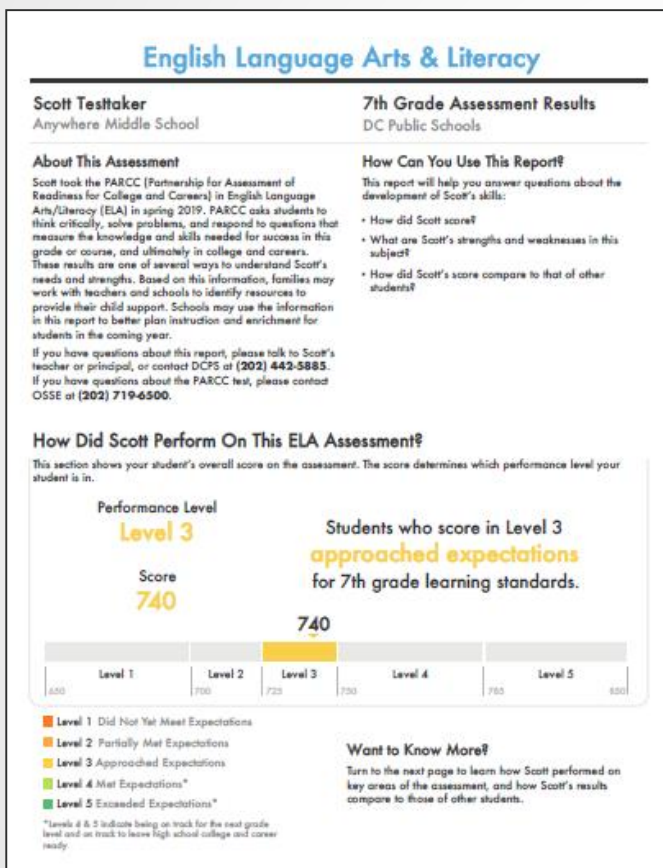
7th Grade PARCC ELA Question

You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from **both** selections.

Information for families

Families will receive score reports in August from their school.





PARCC Results 2018/19

For your reference, the following tools and resources are now available:

- Public Results Briefing PowerPoint Presentation osse.dc.gov/parcc
- School and LEA results posted to osse.dc.gov/parcc
- Sample Individual Student Reports and Parent Guide (with sample translations) posted to osse.dc.gov/parcc
- Student results available to LEAs and schools in [SLED](#)
- Results.OSSE.dc.gov interactive website



Assessment Policy Test Integrity Regulations



Advanced Notice of Proposed Rulemaking

Opportunity for stakeholders to preview draft regulations and provide feedback prior to formal rulemaking.

- Public comment period: **Monday, July 22, 2019** to **Friday, August 23, 2019**
 - Respond via email: ossecomments.proposedregulations@dc.gov
 - Respond via Mail:
Attn: Office of General Counsel
1050 First St. NE
Third Floor
Washington, DC, 20002
- Please follow this link to access the ANPR on Testing Integrity and Security:
<https://osse.dc.gov/publication/advanced-notice-proposed-rulemaking-testing-integrity-and-security>
- **OSSE will conduct formal proposed rulemaking in fall 2019**



Test Administration

Next Generation

Assessment Meetings



Next Generation Assessment Meetings

2019/20 Proposed Updates

- Bi-Monthly Meetings
- October Kickoff Meeting
- Agenda Topics Released in Advance

NGA Meeting Dates 2019/20 (Tentative)
Oct. 9
Dec. 12
Feb. 6
April 2
June 4
Aug. 6



Test Administration

Alternate Assessment Eligibility



Alternate Assessment Eligibility Process

The Multi-State Alternate Assessment (MSAA), the DC alternate assessment for English and language arts (ELA) and math, is administered annually to eligible students in grades 3-8 and 11. The DC Science Alternate Assessment is administered annually to eligible students in grades 5, 8, and those who are enrolled in high school biology.

Eligible students meet the following criteria:

- The student has a **significant cognitive disability**
- The student is **learning content linked** to the CCSS and NGSS
- The student requires **extensive direct individualized instruction and substantial support** in the grade appropriate curriculum



Alternate Assessment Eligibility Process

Activity	Dates
LEAs complete Alternate Assessment Eligibility new applications and renewals	Sept. 9 - Oct. 18
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Oct. 21 - Nov. 15
OSSE sends Exceeding 1 Percent Cap Justification Memo and Justification Form to LEAs	Oct. 28
LEAs submit their Exceeding 1 Percent Cap Justification Form to OSSE	Nov. 8
OSSE sends eligibility determinations to LEAs in SEDS	Nov. 18
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE	Nov. 18 - Jan. 10, 2020
LEAs receive final eligibility determinations from OSSE	Jan. 15, 2020
MSAA Testing Window	May 16 – May 1, 2020



Exceeding 1 Percent Cap Activities

LEAs that exceeded the 1.0 percent cap for the 2018-19 school year will be required to participate in activities outlined in the District's waiver designed to lead to the District no longer exceeding the 1.0 percent cap.

Quality Training on AA-AAAS Participation Eligibility

- Submit LEA Participation Eligibility Training Plans
- Submit LEA Targeted Training Plans for Flagged IEP Teams

LEA Oversight in the Identification of Students for AA-AAAS Participation

- Submit LEA Eligibility Determination Process
- Submit LEA Certified Roster of Eligible Students

Addressing Disproportionality in Subgroup Participation in AA-AAAS

- Submit LEA Disproportionality Self-study Plan
- Submit LEA Disproportionality Self-study Results



Alternate Eligibility QuickBase Application

OSSE will be using the Alternate Assessment Eligibility QuickBase application for alternate assessment eligibility determinations and appeals for the 2019-20 school year.

LEAs will use the app to:

- view the initial list of students determined eligible by OSSE
- appeal ineligibility determinations
- view final list of students determined eligible for participation

For OSSE to review a student for alternate assessment eligibility, the following documentation must be in SEDS:

- A current IEP
- Current IEP indicates “Alternate Assessment” selected on the IEP
- A completed “DC Alternate Assessment Decision Documentation Form”
- All supporting documentation (recent evaluation, progress reports, etc.)



Alternate Eligibility QuickBase Application

Alternate Assessment eligibility applicants for the 2019-20 school year should meet the following criteria:

- New third grade students
- Newly enrolled to the District
- New Special Education determination in grades 3-8, 11

Students previously determined eligible for the MSAA in 2018-19 will **automatically** be determined eligible for the 2019-20 school year.



Alternate Eligibility QuickBase Application

Updates have been made to the application to support Exceeding 1% Activities

LEAs that exceeded the 1 percent cap will use the app to:

- submit all activities associated with exceeding the 1 percent cap
- receive feedback from OSSE on activity submissions

*only LEAs that have exceeded the 1 percent cap will have access to the functionality

LEA Alternate Assessment POCs will be granted access to the **Alternate Assessment Eligibility QuickBase** application on **Sep. 9** to submit 1 percent activities



Test Administration

WIDA Training and Updates



WIDA Screener Online Training

During this training, participants will work collaboratively to strengthen their understanding of the administration of WIDA Screener Online

- Designed for NEW Test Administrators and NEW District Test Coordinators
- Full day session, Sept. 10
- 30 Participants maximum
- Access to the WIDA and WIDA AMS sites
- Nannie Helen Burroughs Room (OSSE 5th Floor)

Please register via Eventbrite located in the Aug. 27 NGA Bulletin



Interpreting Score Reports for Instruction

Participants will examine the different types of reports, their connection to the WIDA English Language Development Standards Framework, and how these reports can serve as a tool to initiate discussion on instruction

- Designed for Test Administrators, EL Coordinators, EL and K-12 Educators
- Full day session, Sept. 11
- 25 participants maximum
- Bill Nye Training room (OSSE 4th floor)

Please register via Eventbrite located in the Aug. 27 NGA Bulletin



WIDA Screener Webinar

On **Aug. 29**, OSSE will be hosting a webinar training for LEA Test Coordinators (TC) and Test Administrators (TA) of the WIDA Screener. The webinar, designed as a refresher for returning TCs and TAs will provide a brief overview of steps LEAs need to take prior to administering the screener.

To attend the webinar, access the link located in the Aug. 14 NGA Bulletin



2019-20 WIDA AMS Site ID File

The WIDA AMS Site ID file is used to collect LEA/school names, addresses, and TC contact information in each state. Information collected will be used to ship test materials and reports directly to schools.

To ensure all secure test materials and reports arrive to schools and to the correct POC, please complete the 19-20 Site File with the following information:

- LEA Code
- School Code
- Site Name (LEA & school)
- Site Type (District or school)
- Shipping address (city, state, zip code)
- School TC name (first & last)
- School TC email address

Download the file from the **Sep. 3** NGA Bulletin. All files must be returned to Michael.Craig@dc.gov by Friday, **Oct. 4**



WIDA Important Dates

Activity	Dates
WIDA Screener Webinar Training	Aug. 29
WIDA Screener Online Training	Sep. 10
Interpreting Score Reports for Instruction Training	Sep. 11
WIDA Site ID File due to OSSE	Oct. 4



Test Administration

PARCC & DC Science 2020



PARCC & DC Science 2020

- ELA Field Test Grades
- SRPNP Demographics Alignment
- Test Assignment Limit
- Shipment Transition from Sets to Individual Items
- Warning Flag Updates
- TestNav Inactivity Logout
- Proctor Caching Guidance
- Calculators in TestNav
- PearsonAccessNext Chat Functionality



Q&A



| Thank you!