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Next Generation Assessment Meeting

Office of Assessment

December 12, 2019

Agenda

- Assessment Policy
 - DC Science 2019 Results
 - NAEP 2019 Results
- Test Administration
 - 2020 Assessment Training Schedule
 - ACCESS for ELLs Registration
 - Alternate Assessment Eligibility
 - PARCC and DC Science Registration
- ACCESS for ELLs 2.0 Exit Criteria



Meeting Resources

Today's meeting resources can be found at http://bit.ly/OSSE-NGA





DC Science 2019 Results

Assessment Policy

Background

- The District administered a new statewide science assessment which measures the Next Generation Science Standards (NGSS) in spring 2019
- Required assessments include:
 - Grade 5 Science
 - Grade 8 Science
 - High School Biology
- OSSE is releasing statewide results, which include District of Columbia Public Schools and public charter schools



States Across the Nation have Raised Expectations

- Forty-three states and DC (representing 71% of U.S. students) have education standards based on the *Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas and/or the Next Generation Science Standards (NGSS)*
- DC adopted the NGSS in December 2013.







NGSS and Readiness for 21st Century Careers

- The NGSS identify scientific and engineering practices, cross-cutting concepts, and core ideas in science that all K-12 students should master to be prepared for success in college and 21st century careers
- By adopting these standards, the District set a high bar for science performance that reflects the needs of a changing career landscape
- New, challenging expectations set by standards and assessments necessitate shifts in instruction and in support for schools and students
- OSSE is committed to supporting LEAs and schools as they continue the transition to the NGSS by providing targeted professional development opportunities



Readiness for 21st Century Careers

The shift in DC's science standards and assessments reflect a shift in the national landscape of STEM related careers. As of 2018, there were almost 10 million careers in STEM, and the number continues to grow.





DC Science Educator Panelist Reflections

Reflections from DC science educators who participated in DC Science development:

"The Next Generation Science Standards (NGSS) set a high bar for science instruction that all students deserve."

"Transitioning to the Next Generation Science Standards (NGSS) for science instruction has truly helped to transform the way in which our students learn science and how we teach science."

"The greatest need in science education within the DC community is an appreciation for science education overall..."

"(Science) does not receive the same amount of attention other courses have such as math and ELA."

"Teachers need quality curricular resources that align to the standards."



Assessments Designed for DC by DC

- The DC Science Assessment was developed for DC by DC
- OSSE partnered with DC science educators in every stage of the DC Science Assessment development process:
 - Assessment design
 - Reporting priorities
 - Item development
 - Bias and sensitivity review
 - Setting scoring parameters
 - Performance level descriptor review
 - Performance level setting



Developing a New Science Assessment

OSSI



Transitioning from DC CAS to DC Science

The item below is taken from a Grade 5 DC CAS Science assessment that measured the District's legacy life science standards.

Grade 5 DC CAS Science Item

Which of these characteristics is <u>least</u> likely to be passed on to a puppy from its parents?

- **F** the color of its fur
- **G** the color of its eyes
- **H** how many teeth it has
- J how many times it barks a day

DC CAS Standard: 5.11.2 List some characteristics of plants and animals that are fully inherited (e.g., form of flower, shape of leaves) and others that are affected by the climate or environmental conditions (e.g., browning of leaves from too much sun, language spoken)



Transitioning from DC CAS to DC Science

The item below is taken from the Grade 5 <u>DC Science Practice Test</u> which measures the NGSS. Note the significant change in the rigor of the standard and its expectations.

Grade 5 DC Science Assessment Item

Figure 1 Table 1

Figure 1 Table 1

A class goes on a school trip to learn about the types of organisms that live in a local river. They work in groups and use nets to collect organisms out of the river. One group captures water striders and dragonflies (Figure 1). They make a data table to compare the traits of the water striders and dragonflies (Table 1).

Figure 1. Reproductive Cycles



Characteristic	Water Strider	Dragonfly 6 thin legs and short antennae		
Body parts	6 thin legs that trap air bubbles with tiny hairs			
gather in swarms for feeding and mating; move rapidly on the surface of the insects for foodgather in s for feeding insects for		gather in swarms for feeding; catch insects for food		
Appearance of adults	some have wings and some do not	adult form is brightly colored and has 2 sets of wings		
Environment	can live in freshwater or saltwater	found only in freshwater and migrate when weather grows cold		
Appearance of young	young look like smaller versions of adults	nymph has gills and short antennae		

Table 4 Water Otables and Descurate Table

A dragonfly has laid eggs in the water by the edge of the river. Use Table 1 to determine which traits the nymphs will have in common with the parents after the eggs hatch. Select **two** correct answers.

A. 6 legs

- B. 2 sets of wings
- C. ability to migrate
- D. bright-colored body

E. antennae to sense movement

NGSS: 3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.



DC Science Performance Levels

	DC Science Performance Levels		
Met or exceeded expectations of the NGSS for the grade/course	Level 4	Exceeded Expectations	
	Level 3	Met Expectations	
	Level 2	Approached Expectations	
	Level 1	Partially Met Expectations	

Note: The DC Science Assessment is scored on a scale of 300-600.





Results

Setting a New Baseline

- DC Science measures scientific knowledge and skills most critical in the NGSS, such as scientific thinking and problem-solving
- This first year establishes a new performance baseline and sets clear expectations for our statewide science standards
- Given the new rigorous expectations, results on DC Science are lower than the results for our English language arts and math assessments this year
- We are confident that over time our results will improve, just as we have seen steady improvements in English language arts and math
- OSSE, LEAs, and schools will use results from DC Science to inform planning and support students



2019 State Results for DC Science





Results for Major Student Groups

OSSE

% Met or Exceeded Expectations



Results by Race/Ethnicity

OSSE

% Met or Exceeded Expectations



Overall State Results by Ward

% Met or Exceeded Expectations



× × × OSSE

State Participation Rates by Test and Student Group

Student Group	ALL	Grade 5	Grade 8	Biology
All	93.4%	98.3%	94.4%	86.0%
Asian	99.5%	100.0%	100.0%	98.3%
Black/African-American	92.3%	98.1%	93.3%	84.4%
Hispanic/Latino of any race	94.9%	98.4%	96.9%	87.8%
Two or More Races	97.6%	100.0%	95.6%	94.9%
White/Caucasian	96.5%	98.7%	96.2%	93.6%
English Learners	94.9%	98.1%	96.9%	87.9%
At Risk	90.2%	98.0%	91.4%	80.9%
Students with Disabilities	88.8%	95.9%	87.4%	81.2%





Results Resources

DC Science Assessment Resources

- Available the Day of the Release
 - DC Science Results Overview PowerPoint Presentation
 - School and LEA results posted to osse.dc.gov/science
 - Sample individual student reports and parent guide, including translations
 - Student results available to LEAs and schools
 - DC Science results posted on the DC Report Card at dcschoolreportcard.org
- December
 - Schools begin delivering individual student reports to parents and families



Supports for Families

Families will receive score reports in December.









NGSS Professional Learning & Instructional Supports

NGSS Standards and Instruction Resources

- Explore the <u>Next Generation Science Standards</u>
- Read portions of the <u>NRC Framework for K-12 Science Education</u> online for free. It is the detailed vision behind NGSS.
- Watch this <u>video on the NGSS</u>, another one on <u>why NGSS</u>?
- Join the <u>#NGSSchat</u> twitter community.
- Explore <u>NGSS@NSTA resources</u> designed to support teachers with NGSS, including a series of webinars.



OSSE's Division of Teaching & Learning and Science

- Since the adoption of the NGSS, OSSE has supported implementation of the standards through a variety of development opportunities, including:
 - Webinars
 - Half and one day sessions
 - Onsite technical assistance
 - Cohort-based programming
- OSSE strives to strengthen the science and STEM educational pipeline by providing support for content, instructional shifts, and translational competencies in Pre-k to grade 12.
- For more information, head to the OSSE NGSS Standards Page



OSSE's NGSS Implementation Support

- Science Teacher Leader Cohort
 - Outstanding K-12 teacher leaders provide critical guidance and feedback on the implementation of standards-based instruction, educator career pathways, intervention supports for struggling learners, and assessment development
- OSSE Science LEA Consortium (Achieve) Webinars:
 - February 20, 2020 5:30-6:30 p.m.
 - March 26, 2020, 5:30-6:30 p.m.
 - May 7, 2020, 5:30-6:30 p.m.
- DC NGSS Summit: Equity & Success for All Students
 - January 27, 2020



OSSE Teaching & Learning Professional Development

OSSE Teaching and Learning Professional Development	Date(s)	
TGR Foundation Creating Inquiry Minded Environments	Jan 11, 2020	
An Introduction to the Next Generation Science Standards Webinar	Jan. 14, 2020, Jan 17, 2020, April 7, 2020, April 10, 2020	
DC Secondary STEM Fair/TGR Educator PD	March 14, 2020	
Deepening Reading Comprehension through STEM for Middle School Educators	March 30, 2020	
The Inclusive Science Classroom: Supporting All Learners	April 2020	
DC Elementary STEM Fair/TGR Educator PD	May 30, 2020	
Deepening Reading Comprehension through STEM for Middle School Educators	June 5, 2020	
NASM Early Engineering with Structures	June 2020	
Supporting Learning with Tools for Technology Integration	July 2020	
Deepening Reading Comprehension through STEM for Early Educators	July 2020	



OSSE's Environmental Literacy Program

- Curricular resources supporting the Environmental Literacy Program can be found on the <u>OSSE website</u>.
 - Many of these resources were developed and/or informed by District teachers in the science master teacher cadre or the environmental literacy leadership cadre.
- The Environmental Literacy Leadership Cadre is a community of practice that meets to determine how to integrate environmental education at every grade level within the cadre member's school.
 - The cadre is supported by nonprofits that receive funding through the Environmental Literacy Advancement grant.
 - All environmental activities conducted through this grant are NGSSaligned.



Partner with OSSE to Develop DC Science

OSSE is committed to engaging DC science educators in each phase of the assessment development process. Teachers and administrators with science expertise are invited to participate and provide feedback at several events throughout the year. Educators may sign up to be considered by completing an <u>online form</u>.

Selected upcoming opportunities include:

- Performance Level Descriptor Educator Review: February 2020
- Rangefinding Setting Scoring Parameters: July 2020
- Item Content Review: Fall 2020
- Bias and Sensitivity Item Review: Fall 2020





NAEP 2019 Results

Assessment Policy

DC Shows Significant Improvement on the Nation's Report Card

- NAEP 2019 results show DC continues to be the fastest-improving state in the nation. The level of progress DC has made both in scale and sustainability over time is unprecedented.
- While the nation overall slipped behind or stayed flat, DC's students have continued to improve closing gaps between student groups in DC, and with national peers.
- Over a decade ago, DC was far behind the rest of the nation, but now DC is ahead of five states in fourth-grade reading and ahead of six states and tied with a seventh in fourth-grade math.



DC Showed Impressive Gains in 3 out of 4 Subject/Grade Assessments from 2017 to 2019

- DC was one of only two states to show significant gains in three subject/grade assessments:
 - Gained 3 scale score points in fourth-grade math, eighth-grade math, and eighth-grade reading
 - Incremental gains were shown in fourth-grade reading, but not statistically significant
- DC was the only state that showed statistically significant gains in eighth-grade reading, while 31 states showed a statistical decline.
- DC has continued to close the gap with the nation. Many student groups have improved to a point where there is no statistical difference in the gap with public schools nationally.



Results for Public Schools Nationally

- Across the nation, public schools gained 1 scale score point in fourth-grade math between 2017 and 2019 and showed statistically significant declines in the remaining three subject/grade assessments between 2017 and 2019:
 - 1 scale score point decline in fourth-grade reading
 - 1 scale score point decline in eighth-grade math
 - 3 scale score point decline in eighth-grade reading

DC Students Continue to Close Gap with National Peers NAEP Average Scale Score: 2003-2019, 4th Grade Math

Scale Score





NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
DC Students Continue to Close Gap with National Peers NAEP Average Scale Score: 2003-2019, 4th Grade Reading





NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC Students Continue to Close Gap with National Peers NAEP Average Scale Score: 2003-2019, 8th Grade Math





NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC Students Closing Gap with National Peers NAEP Average Scale Score: 2003-2019, 8th Grade Reading



 [C Overall	National Public O	verall					
261	260	261	262	264	266	264	265	262
				242	248	248	247	250
239	238	241	242	242				
2003	2005	2007	2009	2011	2013	2015	2017	2019

OSSE

Scale Score

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC Student Groups Continue to Close Gaps

- African-American and Hispanic/Latino students are making progress relative to peers across the country, and are closing gaps within DC.
- Students with disabilities in DC are closing the gap with students with disabilities across the country.
- However, the gap between DC students with disabilities and their non-disabled peers in DC has widened over time in some grade/subject areas, showing the need for urgent action to further support these students.



DC Black/African-American Students Closed Achievement Gap with National Public Black/African-American Peers NAEP Average Scale Score: 2003-2019, 4th Grade Math



* * * OSSE

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.



Scale Score

* * * OSSE

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC Hispanic/Latino Students Closed Gap with National Public Hispanic/Latino Peers NAEP Average Scale Score: 2003-2019, 4th Grade Math



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC Students with Disabilities Closing Gap with National Public Students with Disabilities NAEP Average Scale Score: 2003-2019, 4th Grade Math

Scale Score



OSSE

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

DC Students with Disabilities Gap Increases Over Time Compared to DC Students without Disabilities NAEP Average Scale Score: 2003-2019, 4th Grade Math





NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

DC Economically Disadvantaged Students Closing Gap with National Public Economically Disadvantaged Peers NAEP Average Scale Score: 2003-2019, 4th grade math





NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC Economically Disadvantaged Students Gap Increases Compared to DC Students not Economically Disadvantaged NAEP Average Scale Score: 2003-2019, 4th grade math





NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

DC (State) versus National Public NAEP Percentile Scores (2003-2019), 4th Grade Math



OSSE

Achievement Level Performance – NAEP Proficient and Above & PARCC 4+

Γ	Mathematic	S		ELA/Reading	3
NAEP	GRADE	PARCC	NAEP	GRADE	PARCC
34.0%	4	38.5%	30.0%	4	38.2%
23.0%	8	24.7%	23.0%	8	39.6%



Group Share

- What are your reflections of the NAEP results?
- What would you do with this information at your LEA or school?
- What additional information would be important to understand?





2020 Assessment Training Schedule

Test Administration

						Assessment Role								
							LEA		School					
019/20	Training Event	Date Time		Location	Register	ACCESS Coordinator	MSAA/DLM Science Alt. Coordinator	PARCC/DC Science Coordinator	ACCESS Coordinator	MSAA/DLM Science Alt. Coordinator	PARCC/DC Science Coordinator	PARCC/DC Science SPED Coordinator	PARCC/DC Science Tech. Coordinator	ACCESS Test Administrator
e	Test Security Training*	Dec. 11	9 a.m 12 p.m.	OSSE First Floor	<u>Register</u>	 Image: A second s	-	~						
Ξ	Test Security Training*	Jan. 10	1-4 p.m.	OSSE First Floor	<u>Register</u>	~	~	~						
lec	DLM LEA and School Test Coordinator Training	Jan. 13	9 a.m3 p.m.	OSSE First Floor	<u>Register</u>					~				
2 C	New PARCC/DC Science LEA Test Coordinator Training	Jan. 14	1:30-2:30 p.m.	OSSE First Floor	<u>Register</u>			~			~	~		
ω.	PearsonAccessNext 101	Jan. 14	2:30-3:30 p.m.	OSSE First Floor	<u>Register</u>			~			~	~	~	
j.	Nonpublic School Test Coordinator Test Security Training**	Jan. 21	1-4 p.m.	Webinar	<u>Register</u>				 Image: A second s	~	 Image: A set of the set of the			
ai.	ACCESS for ELLs 2.0 New Test Coordinator Training	Jan. 21	9 a.m 12 p.m.	Reeves Center	<u>Register</u>	~								
E.	ACCESS for ELLs 2.0 New Test Administrator Training	Jan. 21	1-4 p.m.	Reeves Center	<u>Register</u>									~
o	New PARCC/DC Science LEA Test Coordinator Training		1:30-2:30 p.m.	Webinar	<u>Register</u>			~			~	~		
ati	PearsonAccessNext 101	Jan. 27	2:30-3:30 p.m.	Webinar	<u>Register</u>			~			~	~	~	
str	PARCC Accommodations Webinar	Jan. 30	2-3 p.m.	Webinar	<u>Register</u>			~				~		
Ë	Test Security Training*	Feb. 3	1-4 p.m.	OSSE First Floor	<u>Register</u>	× .	× -	 Image: A set of the set of the						
Ξ	DLM Required New and Returning Test Administrators Training*	Feb. 7	8:30-11:30 a.m.	OSSE First Floor	<u>Register</u>									
Ad	DLM Required New and Returning Test Administrators Training*		12:30-3:30 p.m.	OSSE First Floor	<u>Register</u>									
P	PARCC/DC Science SRPNP Workshop		2-3:30 p.m.	OSSE First Floor	<u>Register</u>			~			~	~	~	
an	ACCESS for ELLs Testing Begins	Feb. 17												
Ϊţ	PARCC/DC Science Technology Training	Feb. 20	2-3:30 p.m.	Webinar	<u>Register</u>			~			~	~	~	
n	MSAA Test Administration Webinar	Mar. 3	2 - 3 p.m.	Webinar	<u>Register</u>		~			~				
ĕ	PARCC/DC Science Test Session Workshop		2-3:30 p.m.	OSSE First Floor	<u>Register</u>			~		ľ	🛓 (Ctrl) 🔻		~	
its	MSAA and DLM Testing Begins	March 16												
<u>e</u>	Technical Assistance during PARCC/DC Science Testing	March 16	2-3:30 p.m.	Webinar	<u>Register</u>			~			~	~	~	
Ξ.	ACCESS for ELLs Testing Ends	March 17												
SS	PARCC and DC Science Testing Begins	April 6												
0	MSAA and DLM Testing Ends	May 1												
	PARCC/DC Science Closeout Procedures	May 14	3-4 p.m.	Webinar	Register			~			~	~	~	
	PARCC and DC Science Testing Ends	May 22												

* Participants should attend one session of the required training event.

✓ Required ✓ Recommended ✓ Optional

** Required for Nonpublic Coordinators only

Released 12/12/19



ACCESS for ELLs Registration

Test Administration

ACCESS for ELLs and Alt ACCESS Pre-ID File

The ACCESS for ELLs Pre-ID Assessment QuickBase application for the 2019-20 school year opened on **Nov. 4** for LEAs to registers students for the ACCESS assessment. LEAs will need to:

- verify student demographic information for students takings ACCESS,
- indicate required accommodations, if warranted, and
- identify which mode of administration (online or paper) a student will require.

LEAs have the option of inputting the data on each student's page, utilizing the "grid edit" function, or downloading the data as a spreadsheet and uploading it to the Pre-ID Assessment QuickBase app.

All registration must be completed by Friday, **Dec. 13**.



ACCESS for ELLs Accommodations

This table lists the available accommodations and provides recommendations regarding the effectiveness of the accommodation based on the corresponding English language proficiency (ELP) level of the student

Factors to consider when assigning accommodations:

- student's ELP level
- student's literacy in his or her native language
- background factors that may impact accommodations

Accommodations	Most likely to benefit ELs at this ELP Level					
Accommodations	Beginning	Intermediate	Advanced			
Extended Time						
General Administration Directions Clarified in Student's Native Language (by test administrator)		•	0			
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	•	•	0			
Scribe or Speech-to-Text: Responses Dictated for PARCC Math and DC Science		•	0			
Word-to-Word Dictionary (English / Native Language)	•					
Online Transadaptation of PARCC Math and DC Science in Spanish		•	0			
Paper-Based Edition of PARCC Math and DC Science in Spanish		•	0			
Large Print Edition of PARCC Math in Spanish		•	0			
Human Reader or Text-to-Speech for PARCC Math and DC Science in Spanish		•	0			

TABLE KEY:

Highly recommended for use by ELs at this ELP level

Recommended for use by ELs at this ELP Level

O May not be appropriate for students at this ELP level

* * * OSS



Alternate Assessment Eligibility

Test Administration

Alternate Assessment Eligibility Determinations

The Alternate Assessment Eligibility appeals window is now open. LEAs will use the Alternate Assessment QuickBase application to:

- view the initial list of students determined eligible,
- appeal any determination made by OSSE by uploading additional documentation to SEDS, and
- view the final list of students determined eligible.

LEAs are encouraged to review initial determinations and make appeals if warranted as soon as possible. Final eligibility determinations will be reflected in QuickBase, SEDS, and Qlik on Jan. 15, 2020.



Exceeding the 1 Percent Threshold

- LEAs that contribute to the state exceeding the 1 percent cap must submit additional information to the Office of the State Superintendent of Education justifying the need to exceed the 1 percent threshold. LEA justifications are required by the US Department of Education in order for OSSE to apply for a state-level waiver to exceed the 1 percent cap.
- The deadline to submit your LEAs justification form to OSSE was **Nov. 8**.
- All forms must be completed correctly and entirely in order for OSSE to apply for a waiver for the 2019-20 school year.





PARCC & DC Science Registration

Test Administration

Action	Date
OSSE registers students in grades 3-8 for PARCC and DC Science Assessments	Prior to Jan. 6
PearsonAccessNext Opens to LEAs	Jan. 6
LEAs Confirm Registration for Grades 3-8	Jan. 6-Feb. 21
LEAs Register High School Students for Assessments by Course	Jan. 6-Feb. 21
LEAs Complete Student Accommodations in the Personal Needs Profile	Jan. 6-Feb. 21
LEAs Complete Student Accessibility Features in the Personal Needs Profile	Prior to Submitting School Test Security Plan
LEAs Create Student Testing Sessions for Student Testing Groups	Prior to Submitting School Test Security Plan

PARCC and DC Science Registration Timeline

Administrative access to the PearsonAccessNext system will be provided to the **PARCC & DC Science LEA Test Coordinator** as listed in the <u>LEA Assessment</u> <u>Coordinator Form</u>.

If no Test Coordinator is named, access will not be provided until the form is updated.

CSSE

Student Registration and Personal Needs Profile (SRPNP) Updates for the 2019-20 School Year

- SRPNP Column Labels Align to OSSE Language

 - English Learner
 → English Learner Active Status
- SRPNP New Categories for 2019-20
 - English Learner Monitored Status Years 1 and 2
 - Recently Arrived to US English Learner



PARCC & DC Science Manuals

- PARCC & DC Science Manuals will be released online the week of Jan. 6 at https://dc.mypearsonsupport.com/manuals/
- Manuals will be delivered to schools with assessment materials in March



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	ACCESS	MSAA	DLM	PARCC	DC Science
EA:			School:		
est Co	oordinator Name				
ort Ar	dministrator Name				
est Ad	dministrator Name				
/itnes	ss of Destruction o	f Secure Materials Name			
	Date				
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teri	Testing Room (Tr	ansferring to)			
Ma	Number of Testir	ng Tickets			
ing	Number of Sheet	s of Scratch Paper			
Seiv	Number of Refer	ence Sheets			
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	Test Coordinator	Initials			
	Date				
ials	Time				
ter	Secure Materials	Location (Returning to)			
Ř	Number of Testir	ng Tickets			
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fro	DTAs (MSAA only	/) Destroyed			
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_					

Assessment Chain of Custody Form



ACCESS for ELLs 2.0 Exit Criteria Discussion

Assessment Policy

Objectives

- Review background on ACCESS 2.0 scoring and performance levels, the history of WIDA's achievement level adjustment, and the District's current English learner (EL) exit criteria
- Review data EL students' academic performance and English proficiency
- Discuss a proposed revision to the District's exit criteria for EL students
- Discuss a potential new exit criteria for dually identified EL students who are significantly cognitively disabled and take Alternate ACCESS
- Discuss next steps for examining the District's exit criteria for dually identified EL students who take ACCESS



District Requirements for ELP Assessments

- In Every Student Succeeds Act (ESSA), states are required to provide an annual statewide assessment of English language proficiency for grades K-12.
- OSSE is a part of the WIDA consortium and provides the ACCESS for ELLs 2.0 assessment and the Alternate ACCESS assessment.





WIDA's Individual Student Reporting

Composite Performance Level:

- 35 percent Reading
- 35 percent Writing
- 15 percent Listening
- 15 percent Speaking

*Overall composite performance levels are created only when all four domains are assessed.



Sample Student Birth Date: mm/dd/yyyy | Grade: sample grade Tie:: sample tier District ID: X00000000X0000X | State ID: XX0000000000XXX School: sample school District: sample district State: sample state

Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	ProficiencyLevel Pontbla1.0-5.0) 1 2 3 4 5 6	Scale Score positivitossos and Confidence Band Svainterpretive Guide for Sone Reports for definitions 160 200 300 400 500 600
Listening	4.0	368
Speaking 🔵	2.2	330 [
Reading 🚺	3.4	356
Writing	35	355
Oral Language 50% Listening + 50% Speaking	3.2	344 []
Literacy 50% Reading + 50% Writing	35	366
Comprehension 70% Reading + 30% Listening	3.7	300
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	3 <u>57</u>

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can				
		understand oral language in English related to specific top	pics in school and can participate in class discussions, for example:			
Listening	4	Exchange Information and ideas with others Connect people and events based on oral information	Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions			
Seculing	2	communicate ideas and information or ally in English using phrases, for example:	g language that contains short sentences and everyday words and			
speaking	2	 Share about what, when, or where something happened Compare objects, people, pictures, events 	Describe steps in cycles or processes Express opinions			
		un deistand written language related to common topics in	school and can participate in class discussions, for example:			
Reading	3	 Classify main ideas and examples in written information identify main information that tells who, what, when or where something happened 	Identify steps in written processes and procedures Recognize language related to claims and supporting evidence			
		communicate in writing in English using language related	to common topics in school, for example:			
Writing	3	Describe familiar issues and events Create stories or short narratives	Describe processes and procedures with some details Give opinions with reasons in a few short sentences			



WIDA's Performance Levels

At the given level of English language proficiency, English language learnets will process, undetstand, produce, or use: 6 Reaching • specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level 5 Bridging • the technical language of the content areas; 6 Reaching • the technical language approaching comparability to that of English proficient peers when presented with grade level material 6 Bridging • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material 4 Expanding • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning or the communication when presented with oral or written connected discourse with occasional visual and graphic support • general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • expanded sentences in oral interaction or written paragraphs; • expanded sentences	Performance Definitions for the levels of English language proficiency					
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• expanded sentences in oral interaction or written paragraphs;						
 Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support 						
 general language related to the content areas; 	Π					
 phrases or short sentences; 						
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support						
 pictorial or graphic representation of the language of the content areas; 						
Entering words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support						



WIDA's Adjustment to Achievement Levels

- In July/August 2016, WIDA conducted a standards-setting process to review the score scale of ACCESS for ELLs 2.0 to meet the demands of college- and career-ready state standards.
- As a result of the standards alignment process, WIDA modified the score scale for ACCESS and adjusted the "achievement cuts" for the ACCESS performance levels.
- The adjustment increased the rigor of the assessment. Now, students must demonstrate higher language skills to achieve the same overall composite proficiency level scores (1.0-6.0).



OSSE Review of Exit Criteria

School Year	Timeline of Events
2015-16	Last year with original achievement cuts; 1,334 students scored ≥ 5.0. WIDA adjusted the "achievement cuts" for ACCESS performance levels, and increased the rigor of the assessment.
2016-17	First year with new cuts; 159 students scored ≥ 5.0. Some states began to review and change exit criteria.
2017-18	The State Title III Advisory Committee (STAC) recommended a review of the exit criteria.
2018-19	OSSE proposed a revised exit criteria and gathered input from the STAC and other LEA stakeholders. The STAC recommended no change and to revisit the following year with another year of data. No change was made.
2019-20	OSSE presents proposal for exit criteria and is gathering input; decision will be made in spring 2020.
2020-21	If the exit criteria changes: First year of ACCESS testing with new exit criteria ACCESS growth policy changes will be submitted to the State Board of Education as part of ESSA plan changes
2021-22	First year of changed ACCESS exit criteria and ACCESS growth policy changes reflected on report card



OSSE's Current Exit Criteria Policy

• States must have standardized statewide entrance and exit procedures for ELs.

OSSE's current exit criteria: 5.0 or higher ACCESS composite score

 The exit criteria serves as an indicator that a student has attained the language proficiency needed to participate meaningfully in content area classrooms without language assistance program support.


State Landscape of Exit Criteria

States have set different exit criteria using ACCESS composite scores.

Exit Criteria Buckets	States
5.0+ overall	DC, IN, ME, NH, NM, PA, SD, UT, VT
5.0+ overall <u>plus</u> other criteria (varies by state)	DE, ID, ND, MT, CNMI
5.0+ overall <u>or</u> supplemental measures (varies by state)	WI, GA
4.8+ overall	AL, IL
4.6+ - 4.8+; some adding supplemental measures (varies by state)	NC, MO, WY, OK
4.5+; some adding supplemental measures (varies by state)	MD , NV, NJ, AK, MN, KY, BIE, ME, MI, RI, WY
Below 4.5 (varies by state)	VA, SC, TN, MA, CO, FL



What Happened?



Fewer students are reaching a 5.0



The probability of reaching proficiency within 8-12 years dropped from 64 percent to 16 percent for students who entered DC schools on an ACCESS level 4.



Domain Scores





Speaking and Writing scores are significantly lower in the 2018-19 school year than in 2014-15.

× × × OSSE

What Happened?

Fewer students are exiting EL status since the cut score adjustments:

School Year	# of students exiting	# of students testing	% of students exiting
2014-15	1,223	5,921	20.7%
2015-16	1,334	6,195	21.5%
2016-17	159	6,714	2.4%
2017-18	354	7,452	4.8%
2018-19	414	8,097	5.1%



What Happened?

ACCESS Proficiency Levels, by Year





PARCC & ACCESS Comparison - ELA

Students who score about 4.5 or higher on ACCESS have an average PARCC ELA score equal to the average PARCC score of non-ELs.





PARCC & ACCESS Comparison - Math

Students who score about 4.2 or higher on ACCESS have an average PARCC Math score equal to the average PARCC score of non-ELs.





PARCC Performance by ACCESS Level

Students who score between 4.0 and 4.9 on ACCESS have a median PARCC score that is higher than the median PARCC score of non-ELs who are economically disadvantaged.





PARCC Performance by ACCESS Level

Students who score between 4.5 and 4.9 on ACCESS have a median PARCC score that is higher than the median PARCC score of non-ELs who are economically disadvantaged, but slightly lower than students who are not economically disadvantaged.



Exit Criteria Options

In 2015-16, 21 percent of students exited EL status.

Exit Criteria for all grades	% who would exit in 2018-19	Exit Criteria for Grades 1-12, 5.0 for K	% who would exit in 2018-19
4.0	30%	4.0	27%
4.1	26%	4.1	23%
4.2	23%	4.2	21%
4.3	20%	4.3	18%
4.4	18%	4.4	16%
4.5	15%	4.5	14%
4.6	12%	4.6	11%
4.7	10%	4.7	9%
4.8	8%	4.8	7%
4.9	6%	4.9	6%
5.0	5%	5.0	5%



Exit and Potential Exit (2016-17 to 2019-20)







OSSE Proposals for Discussion

Revised EL Exit Criteria Proposal Options

OSSE's recommendation:

1. 4.5+ overall ACCESS, Grades 1-12;

5.0+ overall ACCESS Kindergarten (K)

2. 4.5+ overall grades K-12

3. 5.0 overall, i.e., no change



OSSE's Proposal for a Revised EL Exit Criteria

Proposal 1: 4.5+ overall ACCESS, Grades 1-12; 5.0+ overall ACCESS, K only

Rationale	Benefits	Challenges
 Data suggest that for grades 1-12 students scoring 4.5 or higher on ACCESS, English language proficiency supports may no longer benefit students For Kindergarten students, maintaining 5.0 will help ensure that EL students do not exit from EL status prematurely 	 Aligned to DC's expectations of English language proficiency More aligned with DC's previous exit criteria prior to WIDA's standards validation process K students scoring 4.5-4.9 will still receive services and would likely exit in grade 1 For grades 1-12, students who are no longer benefiting from EL supports will exit and move to monitored status; less likely to stay in EL services past when EL supports are needed 	 Shift in policy will require additional communications Larger number of students will exit after 19-20 testing; will level off after the first year of the change Additional students exiting will decrease LEAs' funds for the following year and increase number of students to monitor

OSSE's Proposal for a Revised EL Exit Criteria

Proposal 2: 4.5+ overall ACCESS, Grades K-12

Rationale	Benefits	Challenges
 Data suggest that for grades K-12 students scoring 4.5 or higher on ACCESS, English language proficiency supports may no longer 	 Aligned to DC's expectations of English language proficiency More aligned with DC's previous exit criteria prior to WIDA's standards validation process Students' exit from EL status will 	 The shift in policy will require additional communications A larger number of students will exit after 19-20 testing; will level off after the first year of the change Additional students exiting will
benefit students	align with their attainment of proficiency in English, rather than keep them in EL services past when EL supports are needed	 decrease LEAs' funds for the following year and increase number of students to monitor Potential risk of K students exiting when they might still benefit for EL supports



OSSE's Proposal for a Revised EL Exit Criteria

Proposal 3: 5.0 overall, i.e., no change

Rationale	Benefits	Challenges
 Maintains high standards and ensures that EL students do not exit from EL services prematurely Many other states use the same exit criteria so DC is 	 No change for LEAs, students and families to adjust to Ensures that ELs do not exit EL status prematurely 	 We may continue to see a very small number of students exit services Students reaching 5.0 may be reaching higher levels of proficiency in ACCESS than is necessary to exiting services
not an outlier in having a 5.0 exit criteria		 Students and teachers may become discouraged by not exiting EL status, even while achieving academically Schools may feel penalized for having exited such small numbers or students

Group Discussion

Guiding questions:

- 1. Based on the data presented, which proposal would most accurately serve as an indicator of a student's ability to participate meaningfully in grade-level academic content classes without language supports?
- 2. What is your rationale/evidence for selecting that proposal?
- 3. What are the pros and cons of implementing that proposal?
- 4. How would the change to the exit criteria impact your support for newly exited monitored students?
- 5. What information would you and other schools need to understand a new policy for exiting?



STAC Pulse Check

Based on the discussion and the data provided, which of the following English learner exit policies do you recommend?

1. 4.5+ overall ACCESS, Grades 1-12;

5.0+ overall ACCESS Kindergarten (K)

2. 4.5+ overall grades K-12

3. 5.0 overall, i.e., no change

How to Vote: https://www.surveymonkey.com/r/ELExitCriteria





Exploring Exit Criteria for ELs with Significant Cognitive Disabilities

LEA Responsibilities to EL Students with Disabilities

- "School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law."¹
- "LEAs must also provide appropriate special education services to ELs with disabilities, also known as dually-identified students, who are found to be eligible for both EL and special education services...ELs with the most significant cognitive disabilities must receive English language development support through the LEA's EL program."²

- 1. Joint US DOJ and US ED Dear Colleague Letter (2015) p. 24
- 2. OSSE English Learner Policies and Procedures p. 14-15



ELs with Significant Cognitive Disabilities and Assessment

- ELs with significant cognitive disabilities take the Alternate ACCESS test instead of ACCESS
- These students also take the Multistate Alternate Assessment (MSAA) in lieu of PARCC.
- The District does not currently have an exit criteria for EL students who take Alternate ACCESS.







- **P1 Level, Entering**: The student uses general content related words, everyday social and instructional words, and chunks of language.
- **P2 Level, Emerging**: The student uses general content words and expressions across content areas, as well as social and instructional words and expressions. Grammatical structures are formulaic and sentence patterns and expressions are repetitive.



State Landscape of Exit Criteria for ELs with Significant Cognitive Disabilities

Exit Criteria Buckets	States
P2+ for two consecutive years; OR three consecutive years of same overall score AND ESL and IEP committee recommendation	PA
P2+ for two consecutive years; OR Grades 3-12: A3-P1 for two consecutive years AND ESL and IEP committee recommendation	ОК
P2+	КҮ
P1+ for two consecutive years OR same score for three consecutive years AND ESL and IEP committee recommendation	AL
P1+ (FL- with supplemental measures)	NM, SC, FL
P1+ and P1+ literacy AND supporting body of evidence. OR < P1 literacy or < P1 overall or no overall score reported; AND supporting body of evidence and additional Colorado defined evidence.	СО
A3+	DE



Alternate ACCESS Overall Scores by Grade Band

Alternate ACCESS Proficiency Levels by Grade Level SY1617, SY1718, SY1819





MSAA Scores of 3+ by Alternate ACCESS Score

MSAA Proficiency by ALT ACCESS Proficiency Level SY1819





OSSE's Proposal

OSSE proposes the introduction of an exit criteria for EL students with significant cognitive disabilities:

• Alternate ACCESS overall score of ≥ P2 **AND** recommendation of IEP and EL committee

Rationale	Benefits	Challenges
 Students scores on MSAA suggest that acquisition of English as an EL may not be a factor in their performance on MSAA 	 Students can be exited from EL and be monitored for four years 	 Could students exit at P2 but still need EL supports?





Next Steps

Steps to Determine OSSE's EL Exit Policy

- STAC Meeting: EL Exit Policy Deep Dive
- LEA Next Generation Assessment Meeting: EL Exit Policy Deep Dive
- Stakeholder Input Webinar
- Student and Family Input Sessions
- OSSE release of the EL Exit Policy (spring 2019)



Next Steps

Wednesday, Jan. 15, 2020, 4-5:30 p.m. Next meeting

To do:

- Read-ahead on dually identified ELs
- Upload resources related to priority areas: <u>https://drive.google.com/open?id=1yBfFYRIYhSCC8MEuN7ynFiLl8luLVEZn</u>
- Wednesday, March 18, 2020, 4-5:30 p.m.
- Wednesday, April 22, 2020, 4-5:30 p.m.
- Wednesday, June 3, 2020, 4-5:30 p.m.

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WEBSITE: https://osse.dc.gov/service/k-12-teachingand-learning-resources

UPCOMING PD TRAININGS: https://osse.dc.gov/events

SUBSCRIBE TO TAL PD BULLETIN: http://eepurl.com/gBFkKw

OSSE SOCIAL MEDIA

- facebook.com/ossedc
- twitter.com/ossedc
- youtube.com/DCEducation

www.osse.dc.gov





Contact & Resources

- OSSE Office of Assessment Website: <u>OSSE.dc.gov/assessments</u>
- OSSE Office of Assessment Email: <u>OSSE.Assessment@dc.gov</u>
- WIDA ACCESS: <u>wida.wisc.edu/assess/access</u>
- NAEP: <u>nces.ed.gov/nationsreportcard</u>
- MSAA: <u>msaaassessment.org</u>
- DLM: <u>dynamiclearningmaps.org</u>
- PARCC & DC Science: <u>dc.mypearsonsupport.com</u>

