Next Generation Assessment Stakeholder Meeting

March 28, 2019| OSSE Assessment Team

Agenda

- Test Administration
  - ACCESS for ELLs 2.0 closeout
  - MSAA administration
  - DLM administration
  - PARCC and DC Science administration
- Education and Engagement
  - DC Science test development events
- Assessment Policy
  - ACCESS exit criteria
  - Current and future state of PARCC
  - Future state of high school assessments

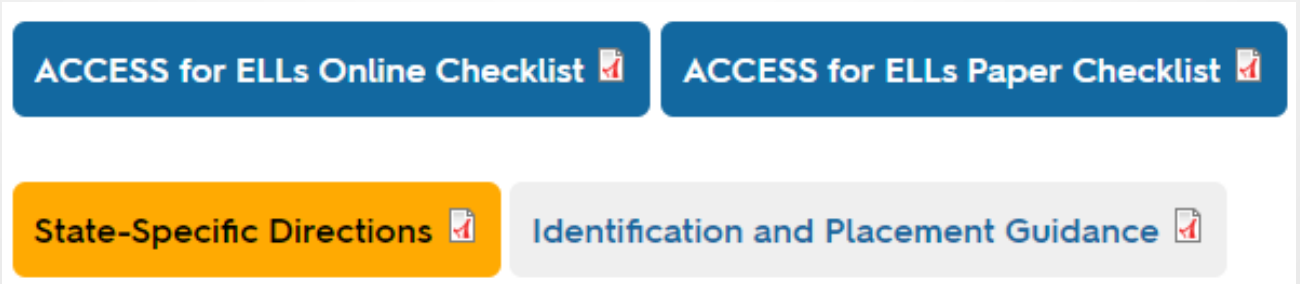
Test Administration

ACCESS for ELLs 2.0 Closeout

ACCESS for ELLs 2.0 and Alt ACCESS

The 2019 ACCESS for ELLs 2.0 and Alt ACCESS test window closes on April 5!

- The last day to order additional testing materials is Friday, March 29.
  - follow the materials order process in WIDA AMS
- All test sessions should be closed in WIDA AMS by COB April 5
- All testing materials should be picked up by UPS no later than Friday, April 12
  - download DC's state-specific directions from the WIDA site to review the materials return process



Test Administration

MSAA Administration

Multi State Alternate Assessment

The 2019 testing window for the MSAA is now open!

- Testing window: **March 28** to **May 3**
- All Test Coordinators and Test Administrators should have access to the MSAA system
- All Test Coordinators and Test Administrators must view the modules and Test Administrators must pass the final quiz with and 80 percent or higher prior to administering the assessment
- LEAs are responsible for ensuring their students enrolled at nonpublics are assessed during the window
- Follow up with nonpublics to verify Test Coordinators and Test Administrators have access to the MSAA System
- For technical support, contact the MSAA Service Center at MSAAServiceCenter@measuredprogress.org or (866) 834-8879

Test Administration

DLM Administration

DLM Administration

The 2019 Dynamic Learning Maps (DLM) testing window is now open!

- Testing window: **March 18** to **May 3**
- Complete the following tasks, prior to testing:
  - Test Administrators should have a Kite account and complete the Test Administrator training
  - All students should be rostered
  - Test Administrators must complete a First Contact Survey for each student in Educator Portal
- For technical support, contact the DLM Service Desk at (855) 277-9751 or DLM-support@ku.edu

Test Administration

PARCC and DC Science Administration

PARCC & DC Science Administration

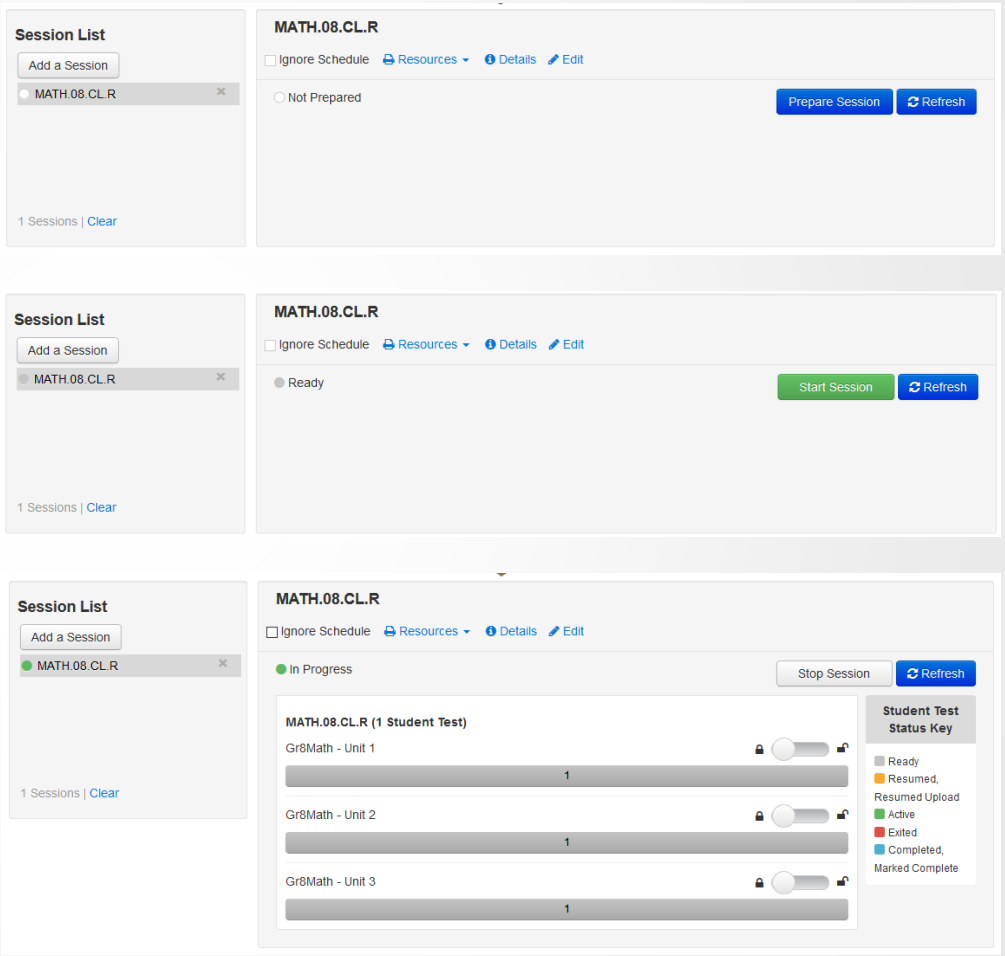
PARCC window: **April 1** to **May 24**

DC Science testing window: **April 8** to **May 31**

- Submit school test security plans 15 business days prior to the first day of testing at the school in QuickBase
- Ensure all student materials are at the school campus and secure
  - Place additional orders in PearsonAccessNext, if needed
- Train staff on test security and administration procedures
- Prepare students and technology with an infrastructure trial

PARCC & DC Science Administration

1. Prepare sessions in PearsonAccessNext prior the first day of testing
2. Start sessions the morning of testing
3. Unlock testing unit when students are in the classroom and ready to test
4. Lock testing unit when time is up and students have submitted their tests



PARCC & DC Science Administration

- Extra copies of manuals can be printed online: https://dc.mypearsonsupport.com/manuals/
- Technology guides and support can be found online: https://dc.mypearsonsupport.com/technology-setup/
- The Pearson customer support team can be reached at (866) 688-9555.
- DC Science blueprints and practice tests are available through the DC Science Webpage: https://osse.dc.gov/science

Education and Engagement

DC Science Test Development Events

DC Science Educator Feedback

DC Science Important Dates for Educator Feedback

Teachers and administrators with science experience are invited to provide feedback through several events through the year. Educators may sign up to be considered by completing this form.

Upcoming Events	Dates
Rangefinding	June 3-7
PLD Educator Review	July 15-17
Standard Setting	Sept. 3-6
Year 1 Reporting Deadline	Dec. 13

Assessment Policy

ACCESS Exit Criteria

District Requirements for ELP Assessments

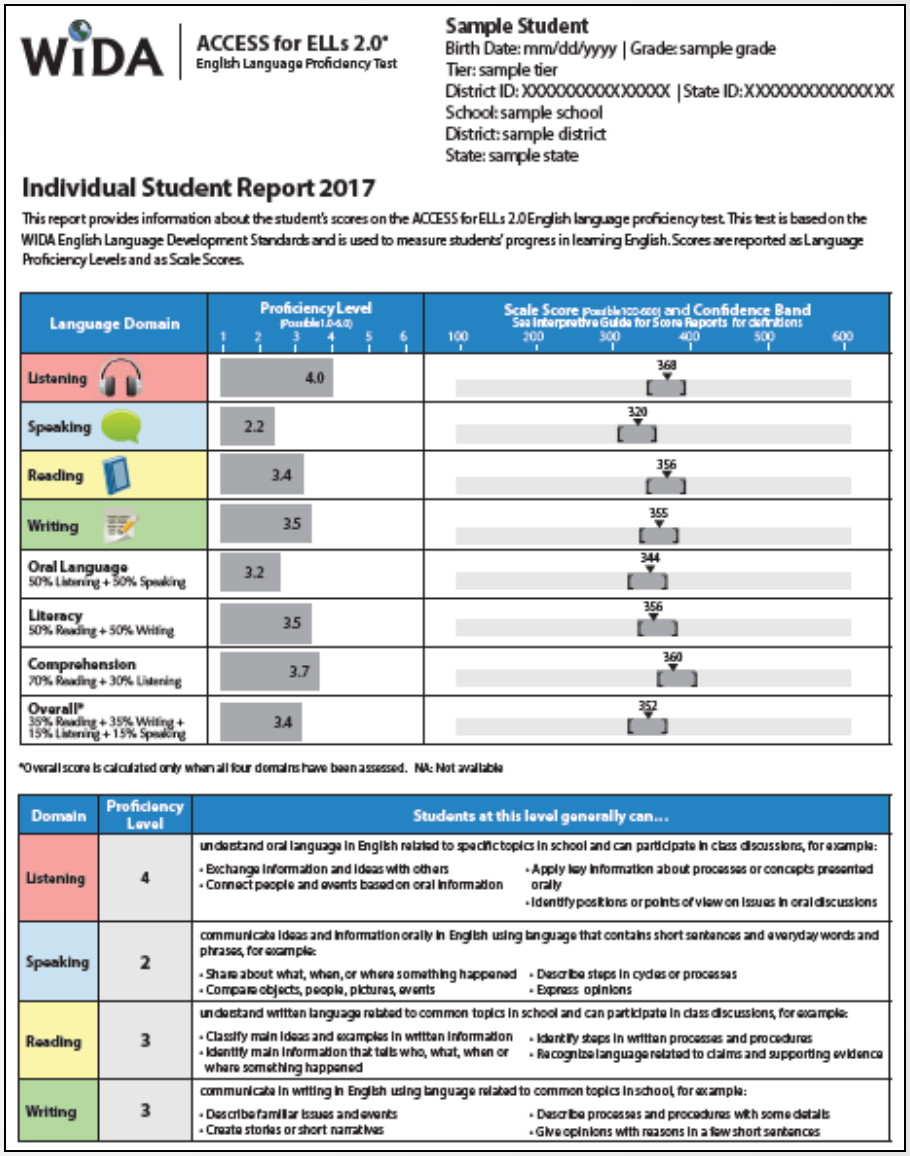
- In ESSA, states are required to provide an annual statewide assessment of English language proficiency for grades K-12.
- OSSE is a part of the WIDA consortium and provides the ACCESS for ELLs 2.0 assessment and the Alternate ACCESS assessment.

WIDA's Individual Student Reporting

Composite Performance Level:

- 35% Reading
- 35% Writing
- 15% Listening
- 15% Speaking

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



WIDA | ACCESS for ELLs 2.0* English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
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	Proficiency Level (Possible 1.0–6.0)	Scale Score (Possible 100–600) and Confidence Band (See Interpretive Guide for Score Reports for definitions)
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language (50% Listening + 50% Speaking)	3.2	344
Literacy (50% Reading + 50% Writing)	3.5	356
Comprehension (70% Reading + 30% Listening)	3.7	360
Overall* (35% Reading + 35% Writing + 15% Listening + 15% Speaking)	3.4	352

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

Domain	Proficiency Level	Students at this level generally can…
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • 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
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • 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
Writing	3	communicate in writing in English using language related to common topics in school, for example: • 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

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, 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 specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	• the 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 of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	• general and some specific language of the content areas; • 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
2 Beginning	• general language related to the content areas; • 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
1 Entering	• pictorial or graphic representation of the language of the content areas; • 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'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.**

Review of DC's Current Exit Criteria

- Under WIDA's original achievement cuts in the 2015-16 school year, 1,291 students received a composite 5.0 or above and exited services.
- In the 2017-18 school year, based on the adjustment in achievement levels and increase in rigor, significantly fewer ELs (330 students) met OSSE's exit criteria.
- In response to the adjustment in achievement levels, some WIDA Consortium members have changed their exit criteria.
- Of those, some decided to use additional objective criteria related to English proficiency in their exit procedures in addition to overall composite level.
- The 2018 STAC was in favor of reviewing DC's exit criteria.

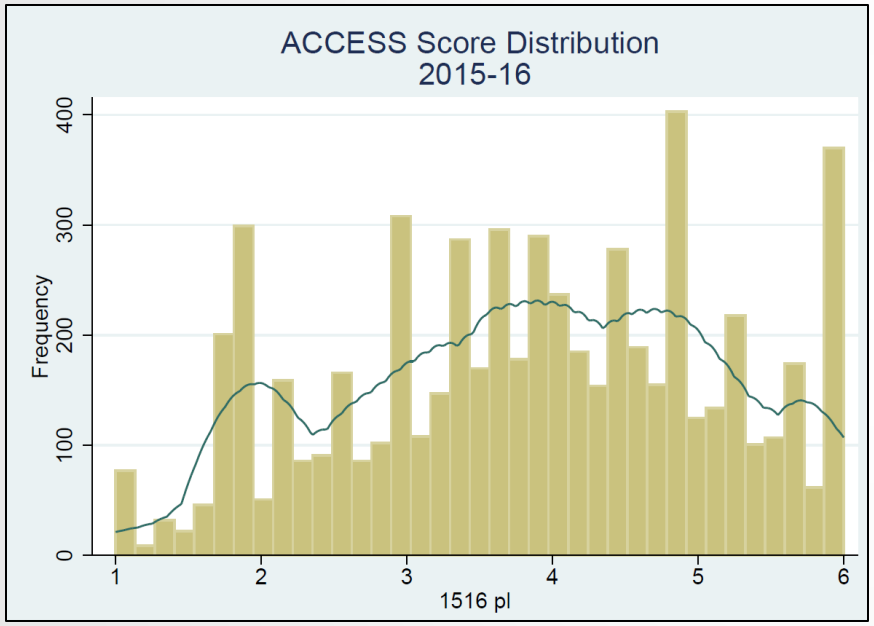
State Landscape of Exit Criteria

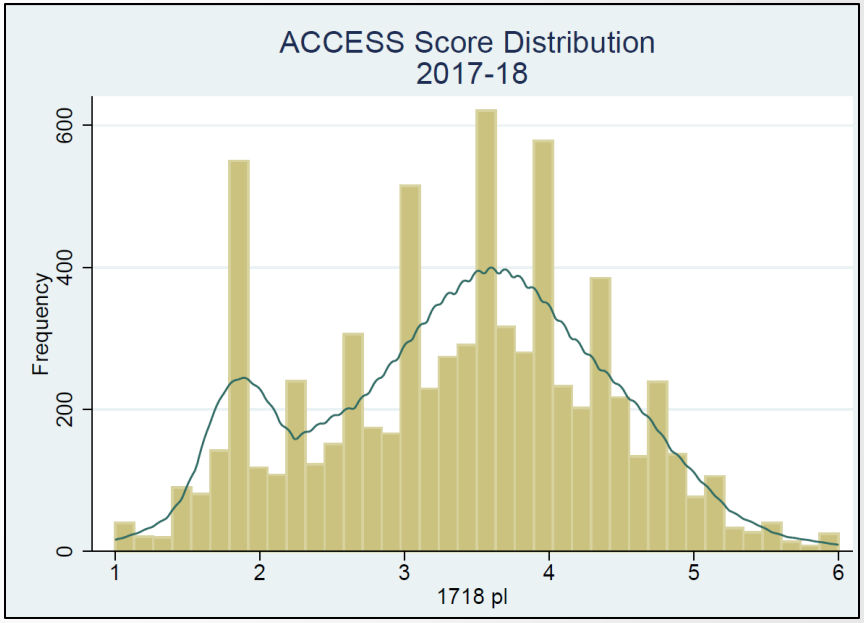
States have set different exit criteria using ACCESS composite scores.

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

Impact of the Achievement Level Adjustment

The score distribution shifted following the achievement level adjustment. Fewer students received a composite of 5.0 or higher.



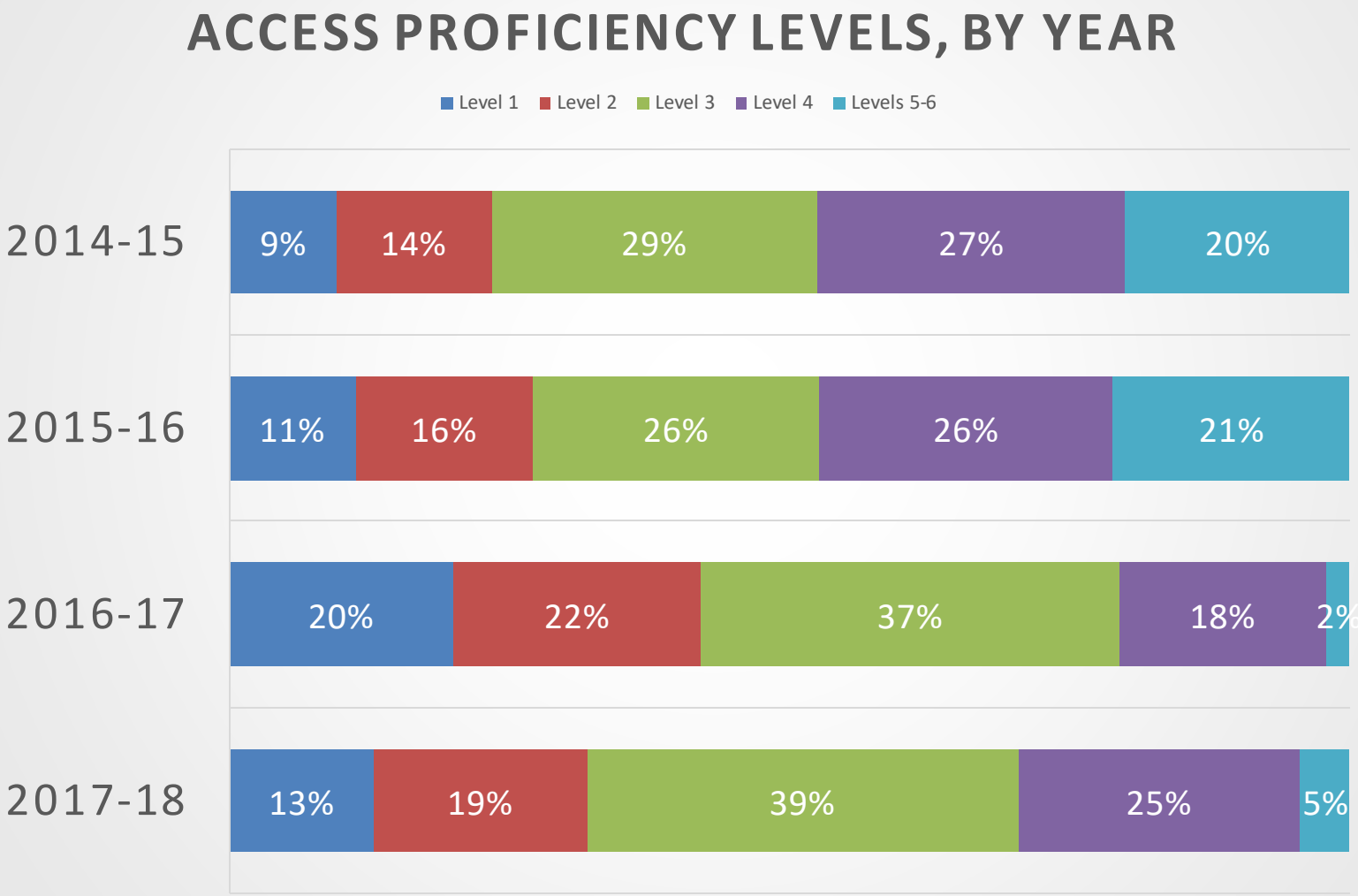


Impact of the Achievement Level Adjustment

Following the achievement level adjustment, fewer students exited English learner status.

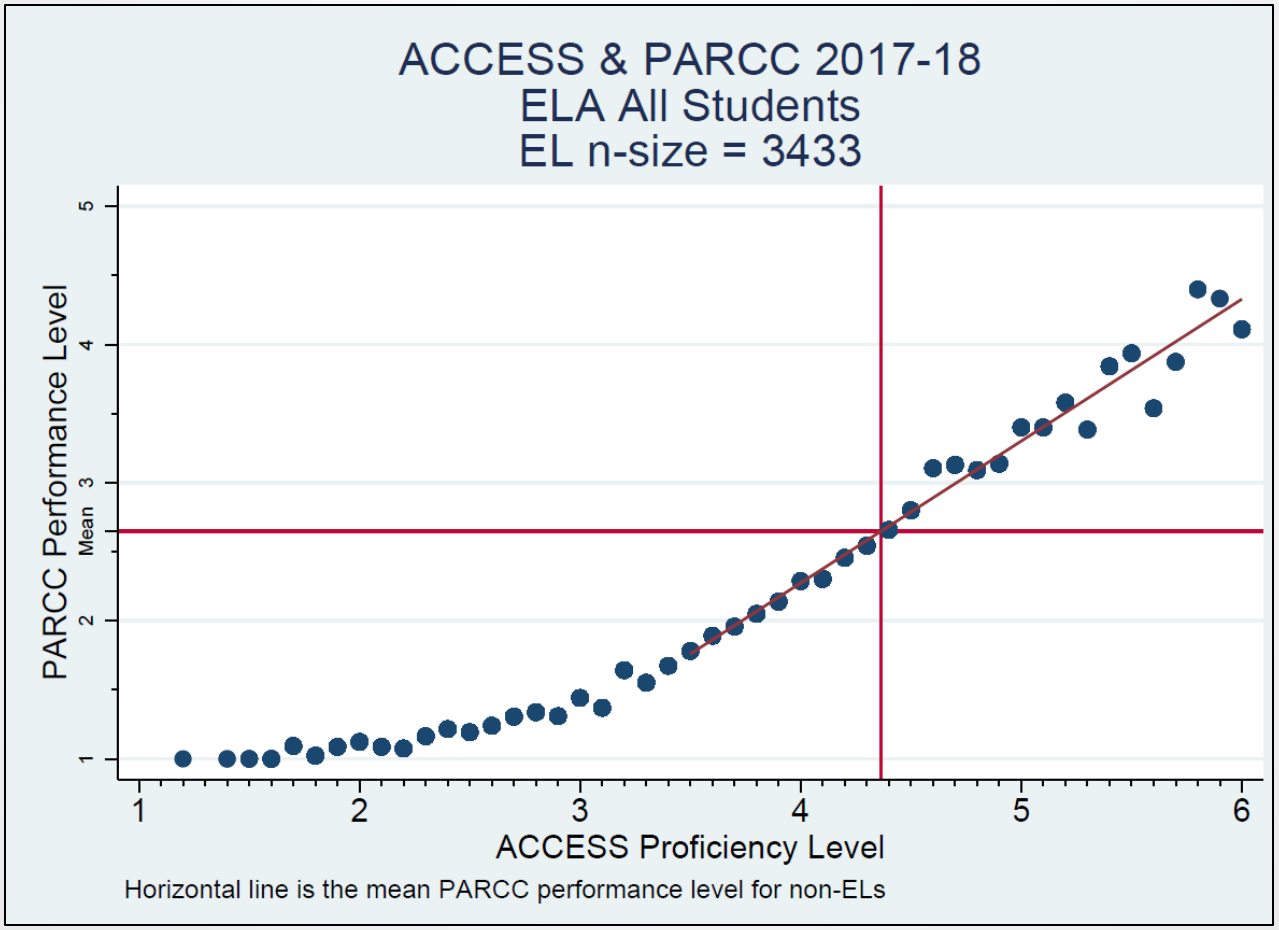
Year	# of students exiting	# of students testing	% of students exiting
2014-15	1168	5824	20%
2015-16	1291	6103	21%
2016-17	141	6579	2%
2017-18	330	7311	5%

Impact of the Achievement Level Adjustment



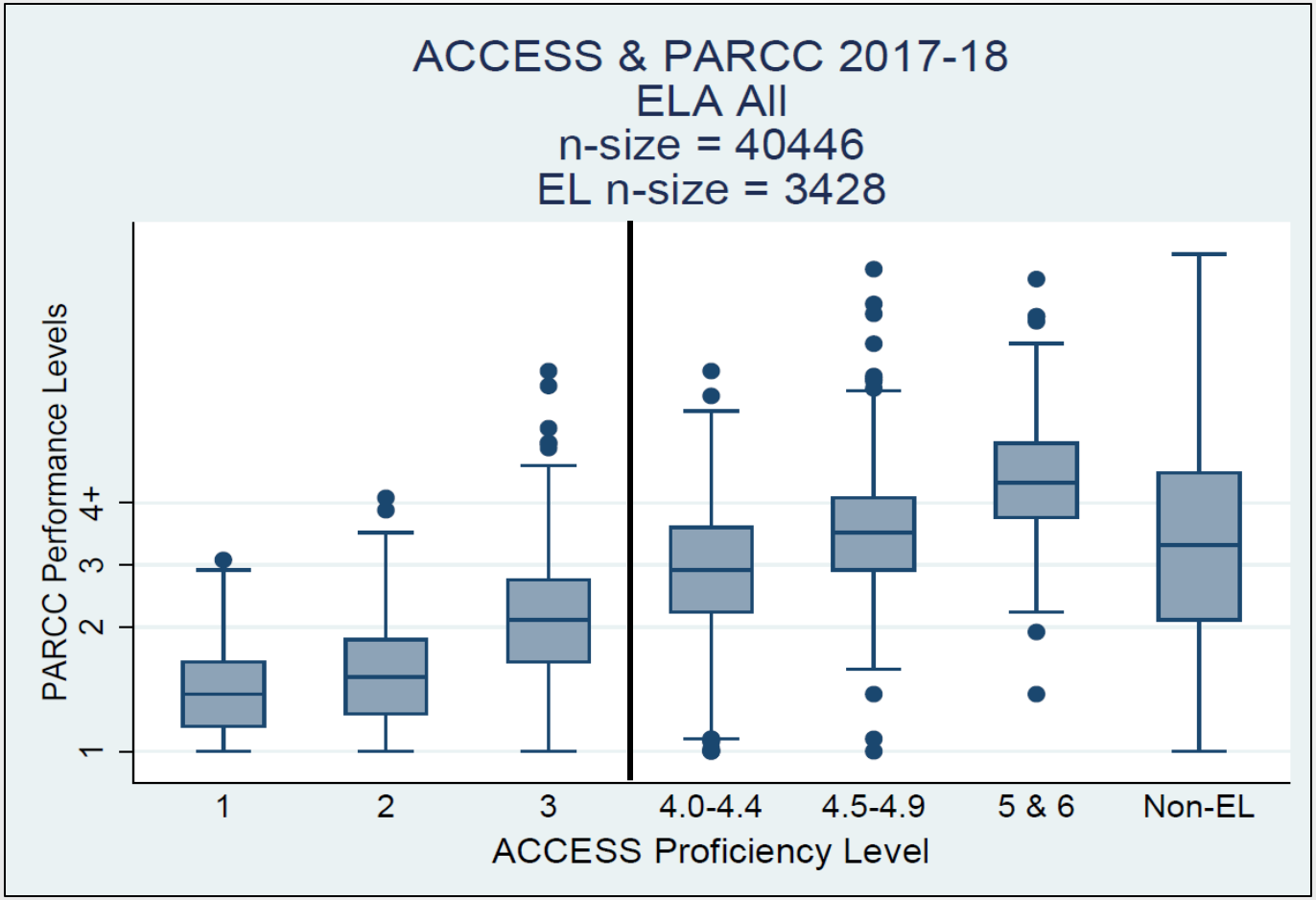
Performance on ACCESS & PARCC

Students who score a 4.4 or higher on ACCESS have an average PARCC score equal to the average PARCC score of non-ELs.



PARCC Performance by ACCESS Level

Students who score between a 4.5 and 4.9 on ACCESS have a median PARCC score that is higher than the median PARCC score of non-ELs.



Percent of Students Exiting by Level

In the 2015-16 school year, 21% of students exited EL status. The table below shows the percentage of students that would have exited services in the 2017-18 school year by composite performance level.

Exit Criteria for All Grades	% that would exit in 2017-18
4.0	30%
4.1	26%
4.2	23%
4.3	20%
4.4	17%
4.5	15%
4.6	12%
4.7	10%
4.8	8%
4.9	6%
5.0	5%

OSSE's Proposal for a Revised EL Exit Criteria

Proposed Criteria	Benefits	Challenges
4.5+ overall ACCESS -or- **4+ PARCC ELA**	• Aligned to DC's expectations of English language proficiency • More aligned with DC's previous exit criteria prior to WIDA's standards validation process • Allows more students to exit services, bringing us closer to the percentage of students who exited under the earlier policy in SY2015-16 • Provides an opportunity for students scoring proficient on the PARCC ELA test to exit	• Shift in policy will require additional communications • Fewer students may exit with a 4.5 in SY18-19 than exited in SY2015-16 with a 5.0 • Additional students exiting since SY17-18 will result in less funding and more students to monitor

Additional Proposals for Exit Criteria

Other Criteria	Benefits	Challenges
5.0+ overall ACCESS *current policy*	• No change to current policy • Aligned with WIDA's achievement levels for bridging and reaching English language proficiency	• We may continue to see a very small number of students exit services in SY18-19 and beyond • Students reaching a 5.0 may be reaching higher levels of proficiency in ACCESS and PARCC than necessary for exiting services
4.2+ overall ACCESS	• The percentage of students exiting services in SY18-19 with a 4.2 matches the number of students who exited in SY15-16 with a 5.0	• Shift in policy will require additional communications • May reduce expectations for ELP too far beyond DC's vision • Students who exit may still require services based on their level of ELP

Additional Proposals for Exit Criteria

Other Criteria	Benefits	Challenges
4.5+ overall ACCESS -or- **4+ PARCC ELA** ***(grades 3-12)*** **5.0+ overall ACCESS** ***(grades K-2)***	• Reflects the differing needs and developmental timeline in grades K-2 • Aligned to DC's expectations of English language proficiency in grades 3-12 • More aligned with DC's previous exit criteria prior to WIDA's standards validation process • Allows more students in grades 3-12 to exit services, bringing us closer to the percentage of students who exited under the earlier policy in SY15-16	• Shift in policy and differing policies by grade level will require additional communications • Fewer students may exit with a 4.5 in SY18-19 than exited in SY2015-16 with a 5.0 • Additional students exiting since SY17-18 will result in less funding and more students to monitor

Group Discussion

1. Based on the data presented, do you feel confident that a score of 4.5 would serve as an indicator of a student's ability to participate meaningfully in grade-level academic content classes without language supports?

2. Is any additional evidence needed to supplement the ACCESS score for exiting? If so, why?

3. If a change is made to the exit criteria, when should it be implemented?

4. What information would you and other schools need to understand a new policy for exiting?

Future Questions for Discussion

In future, discussions, we aim to address the following questions:

1. Should there be alternate ways for students who are dually identified as English learners and students with disabilities to demonstrate proficiency? If so, what?

2. Should OSSE consider identifying exit criteria for Alternate ACCESS on the same cycle as the revision for the ACCESS for ELLs 2.0 exit criteria?

Assessment Policy

Current and Future State of PARCC

Commitment to High Quality Assessments

Our Commitment:

The District is committed to providing high quality, statewide assessments in mathematics, English language arts (ELA), and science that measure our rigorous District of Columbia academic standards.

Our Responsibility:

Under ESSA, the District is required to administer a statewide assessment aligned with the state's content standards annually in grades 3-8 and at least once in grades 9-12 for ELA and mathematics and once in each of the following grade bands annually for science – grades 3-5; grades 6-8; grades 9-12.

Value of Statewide Assessments

The purpose of our statewide assessments is to measure performance on our state standards.

Statewide assessment results provide:

- Information OSSE and LEAs can use to evaluate programs and our implementation of the standards
- Information educators need to help improve instruction
- Critical metrics that inform our accountability system

Value of Statewide Assessments

Our state assessments are the only common academic measuring tools across all students in the District. While only one measure of student learning, statewide assessments help provide parents answers to the following:

- Did my child meet expectations for the state standards?
- How well is my child doing compared to other students?
- How did my child's school and LEA perform in preparing students for academic success?

Why Maintain PARCC

1. Measures the depth and complexity of our standards
2. Developed by DC educators for students in the District
3. Designed in partnership with higher education to measure whether students are on track or ready for college or careers
4. Provides a wide range of accessibility features and accommodations
5. Meets the highest technical standards of the U.S. Department of Education
6. Provides robust, longitudinal achievement and growth data
7. Keeps consistency and maintains our investment

Strong Alignment to the Standards

- Measures real-world skills such as problem solving and critical thinking
- Asks students to read authentic texts and model in mathematics
- Accurately reflects the expectations of what is taught in the classroom
- Independent alignment studies show PARCC's strong alignment to the standards (HumRRO)
- DC's administration of the PARCC assessments **met the highest expectations** of the U.S. Department of Education's peer review for standards alignment

Meets USED's Highest Technical Standards

- The U.S. Department of Education requires that all statewide assessments go through a rigorous Peer Review process. The following determinations are made for every assessment:
    1. Did not yet meet expectations
    2. Partially met expectations
    3. Substantially met expectations
    4. Met expectations
- DC's administration of the PARCC assessments **met the highest expectations** of USED's peer review across all required categories
- Multiple states using other assessments, including SAT and ACT, have struggled to meet expectations

Keeps Consistency & Maintains Investment

- Allows District to continue to make year-to-year comparisons on longitudinal data
- Both achievement and growth metrics are available for the DC Report Card and STAR Framework
- Keeps consistent practices for LEAs and schools that have invested five years in training and support for administration
- Ensures students are familiar with the technology, assessment structure, scoring, and content expectations
- Continues to provide the District with content, forms, practice materials etc. developed by the District and other states over the past five years

Additional Benefits of State Collaboration

- In addition to the benefits of PARCC as a standalone, high quality assessment, partnering with states allows the District to leverage economies of scale in multiple areas:
  - Reduced overall cost per student and fixed overhead costs
  - Increased content expertise and educators contributing to reviews
  - Larger pool for field testing and larger pool of items to refresh and release
  - Growth calculated across a broader student universe and for more student pathways

Trends in the Assessment Landscape

Shifts Impacting Statewide Assessment Programs:

- Adoption and implementation of state standards
- Changes in political leadership in states
  - Refocusing on state-developed and custom assessments
  - Legislation around statewide testing and testing time
- Analysis of SAT/ACT in high school
- Shifts in the governance structure of two cross-state assessment groups

Trends in the Assessment Landscape

In the past five years, there has been a shift towards states developing new or custom assessments. Currently, there are three major types of assessment development.

Example includes: PARCC; Smarter Balanced; MSAA; ACCESS for ELLs 2.0; Dynamic Learning Maps, etc.

Examples include: State-to-state item sharing; licensing cross-state content for custom/modified design

Examples: Single state developed assessment

Current Context on PARCC

- The consortium model has shifted to a state-driven model focused on shared content development.
- A number of states and jurisdictions continue to use high quality PARCC content on their assessments.
- States are choosing different branding options and licensing avenues to use PARCC content on their assessments.

Risks and Mitigations

OSSE is carefully monitoring the following risks:

Risk	Context/Mitigation
Shifts in states currently using the full PARCC test	- Broader communication needed on sustainability to mitigate confusion - Working with DC's Technical Advisory Committee (TAC) and Center for Assessment on impact of any further changes on types of growth models and on comparability
Shifts in states using PARCC content	- Broader communication needed on sustainability to mitigate confusion - Currently many states use PARCC content and this continues to benefit all PARCC users; do not see a high risk in losing users - Proactively mapping out multiple pathways for DC to maintain PARCC
Communications risk re "PARCC" viability	- As the assessment as we currently implement it is still viable, consider renaming with a "local" title (e.g. DC Assessments of Readiness) - Increase messaging on the quality of assessment content and technical qualifications
Belief that wholesale change needed to assessment	- This is not a large risk at this point but if it were needed, significant conversation needed around capacity, funding, timing, and educator/LEA engagement

Assessment Policy

Future State of High School Assessments

Recommendation and Options Considered

- **Recommendation for required high school assessments:**
  - ***Math:*** Algebra I and Geometry
    - Growth: 8th grade to Algebra I; Algebra I to Geometry
  - ***ELA:*** ELA I and ELA II
    - Growth: 8th grade to ELA I; ELA I to ELA II

- **Other Options Considered:**
  - PSAT and SAT
  - Geometry and ELA II
  - Algebra I and ELA I
  - Algebra II and ELA III

Proposal Detail: Algebra I/Geometry & ELA I/II

Recommendation: Assess Algebra I and Geometry and ELA I and ELA II in high school as the required assessments

Benefits	Challenges
• Multiple opportunities for achievement in high school • Allows for strong measures of growth, and for two measures of growth in high school • Covers a larger portion of the CCSS in high school • Assesses algebraic standards identified as key standards for credit-bearing college courses • For most students, does not conflict with other assessments in junior and senior year (e.g., SAT, APs, etc.) • Many 9th graders (including all students in DCPS) take Algebra I and ELA I in addition to their required tests • Results can be paired with additional data collected on 9th grade readiness	• Adds an additional assessment in high school which will require 9th graders to assess annually • Will require a transition for LEAs and schools in scheduling, training, preparation, and technology allocation • Overall testing time in high school will increase • Will require an adjustment to the STAR Framework and Report Card • May need to transition to local SGPs, pending the size of the overall pool of testers in this course progression

Proposed implementation timeline

Spring 2020

- Schools administer updated assessments (2019-20 school year)

Summer 2020

- Results reported on updated assessments
- Results used to model growth

Spring 2021

- Schools administer updated assessments for second year (2020-21 school year)

Fall 2021

- New assessments and growth are included in accountability for 2020-21*

* Pending required approvals

Q&A

Thank you!