



Next Generation Assessment Stakeholder Meeting

June 13, 2019 | OSSE Assessment Team



Agenda

- Assessment Policy
 - 2019/20 Testing Schedule
 - High School Required Assessments and Growth
 - 2019 Results Reporting
 - Test Security Closeout
- Test Administration
 - 2019 Assessment Closeout
 - ACCESS for ELLs 2.0 ISR Release June 13
 - NAEP TEL 2018 Release
- Education and Engagement
 - DC Science Rangefinding and Upcoming Events



Assessment Policy 2019/20 Testing Schedule



2020 Assessment Schedule

January

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
22	23	24	25	26

March

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April


		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	


May


				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June


1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			


 ACCESS for ELLs

 MSAA and DLM

 PARCC and DC Science

 NAEP LTT Samples

 Common School Break

 District of Columbia Holiday



2019/20 Assessment Schedule

Assessment	Testing Window
NAEP	Age 13: Oct. 14-Dec. 20 Age 9: Jan. 6 – March 13 Age 17: March 16- May 22
ACCESS for ELLs 2.0	Feb. 17 – March 27
MSAA & DLM	March 16 – May 1
PARCC & DC Science	April 6 – May 22



Assessment Policy

High School Required Assessments & Growth



Standards Measurement in High School

In analyzing how to best address student performance on our state content standards in high school, OSSE asked the following questions:

1. **Which standards** in high school are most critical for success in college and careers?
2. At **what point(s) in time** can we provide schools with data that can inform strategic programmatic and instructional change?
3. How can we most accurately **measure growth** and attribute the findings to the right schools?
4. What **changes** in assessments or growth methodology may be needed?
5. What are some of the **implementation challenges**?



Commitment to Growth in High School

- OSSE is committed to student growth.
- Elementary and Middle School STAR frameworks currently incorporate two measures of academic growth.
- OSSE received strong stakeholder feedback that growth should be measured for high school.
- Student growth matters to parents and educators.
- Growth recognizes the impact a school has on improving student learning, no matter the starting point.
- Growth proposal was brought to SBOE on June 5, 2019.
- Specific measures and weights of growth in the STAR Framework require SBOE approval.



Plan for High School Assessments & Growth

OSSE will work toward including normative and/or criterion-referenced growth metrics in calculations of the STAR Framework for high schools in fall 2021.*

To accomplish this, OSSE will take the following actions:

1. Beginning in SY 2019-20, the District of Columbia will require statewide assessments in high school for Algebra I and English I as well as Geometry and English II.
2. In SY 2019-20 and 2020-21, OSSE will develop and model normative and/or criterion-referenced growth metrics for the STAR Framework for high school.

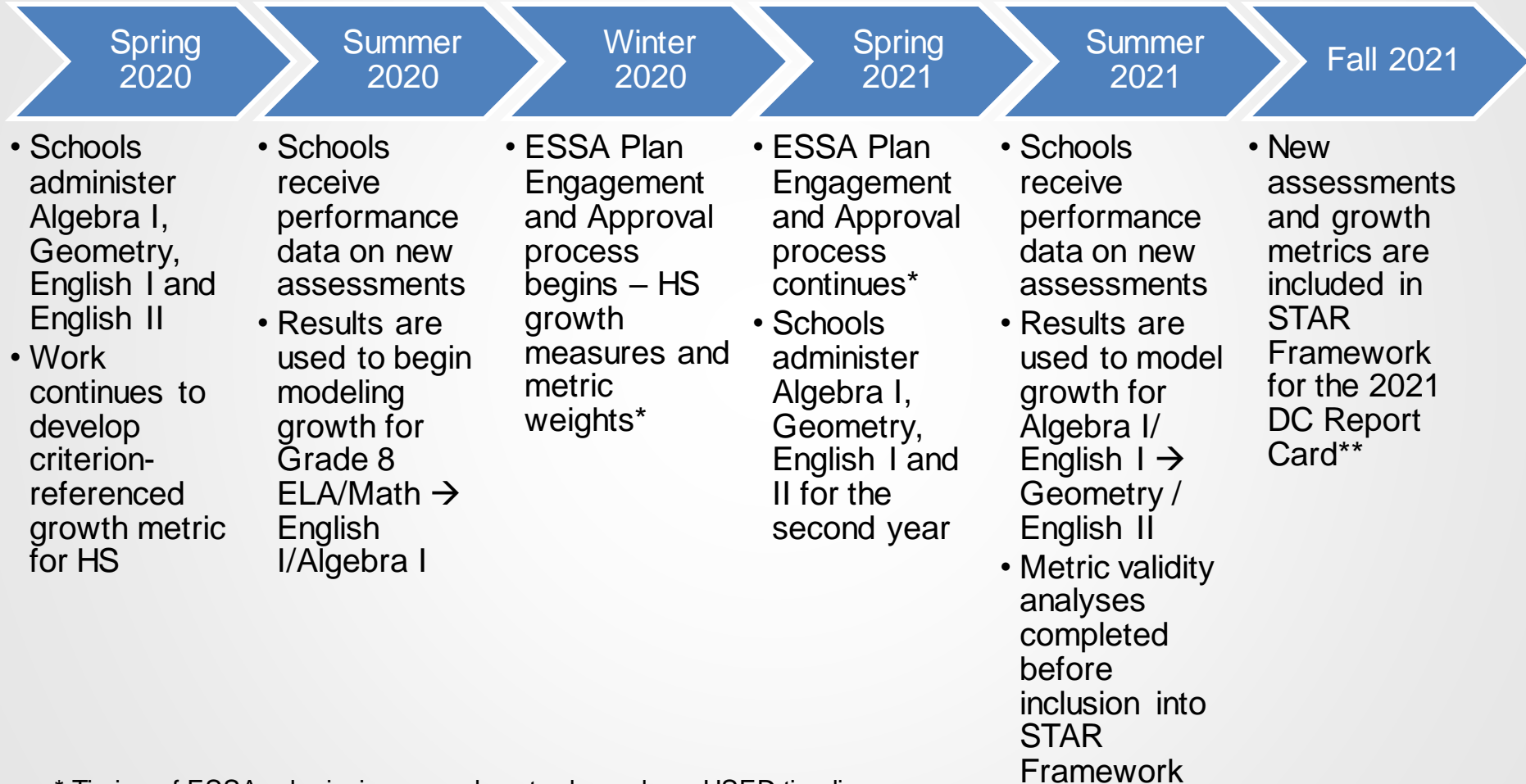


Rationale for High School Growth Plan

- Provides two opportunities for schools to demonstrate growth
- Covers more of the content standards in high school
- Allows us to report performance on foundational skills critical for success in college and careers in Algebra I and English I for the first time
- Allows schools to improve early interventions and supports for students
- Ensures more students are included in growth calculations by addressing student mobility in early high school
- Incorporates time needed to model the metric and uses best practices to address complexities



Implementation Timeline



* Timing of ESSA submission amendments depends on USED timelines.

** Pending required approvals.



Rationale for Timeline

- Recognizes the need to collect Algebra I/English I assessment data as a statewide assessment under secure testing conditions
- Consistent with best practices to model measures and check for validity before inclusion in the STAR Framework
- Aligns with the cycle of naming comprehensive schools as outlined in our approved ESSA plan



Impact of Proposal on Student Testing

A large portion of students are currently taking the Algebra I and ELA I assessments optionally. The table below shows the number and percentage of students who took these assessments in 2017-18.

Optional Assessment	# of Test Takers (Gr. 9-12)	# Test Takers (Gr. 9)	% of Test Takers (Gr. 9)
Algebra I	2,765	2,671	41%
English I	3,454	3,438	53%



Overview of Test Progressions Considered

Test & Progression	Alignment to State Standards	Gives Schools Credit for More Students	Clearly Attributes Student Growth to School
PSAT/NMSQT to SAT	NO	NO	NO
Grade 8 to Geo/ English II	YES	NO	NO
Grade 8 to Alg I/ English I	YES	NO	YES
Grade 8 to Alg I/English I to Geometry /English II	YES	YES	YES



Next Steps for Implementation

Decisions for Growth Methodology

- A number of key decisions will need to be made about specific methodology and weights
- LEAs will be deeply engaged in methodology conversations

First Year of Required Assessments

- 2019-20 will be a learning year to use new data to make strategic programmatic and instructional changes
- OSSE commits to being thoughtful in the public messaging of the first year of results

Instructional & Administration Supports

- OSSE's Division of Teaching and Learning will be providing new and expanded supports for school instructional teams and educators
- Assessment Team will support LEA Assessment Managers



Q&A



Assessment Policy

2019 Results Reporting



2019 ELA and Math Reporting

We are on track for a successful 2019 Statewide ELA and mathematics results release. Major dates include:

- **June 7:** Data validation deadline for LEAs to submit OST tickets for demographic, enrollment, and assessment issues
- **June 21:** Data validation certification date for student-level demographic, enrollment, and assessment participation data
- **Week of July 22:** Embargoed release of ELA and math results to LEA Heads of School at the individual-, school-, LEA-, and sector-levels
- **Early August:** Public release of ELA and math results



2019 ELA and Math Reporting Resources

Secure LEA files (embargoed)

- Files will contain individual-, school-, LEA-, and sector-level results
- Format will be consistent with last year's file format
- Information is embargoed until public release
- Failure to keep embargo may jeopardize the ability to distribute embargoed results to that LEA

Individual Student Reports (ISRs) and Parent Guide to ISRs

- Sample ISRs and translated sample ISRs will be posted on OSSE's website this summer prior to release
- ISRs will be posted for download in SLED the day of the release
- ISRs and Parent Guides will be shipped to tested schools



2019 ELA and Math Reporting Resources

Results.OSSE

- Layout and functionality will largely be the same
- Business rules are consistent to 2018-19

Public 2019 Data Files and Resources

- 2018-19 District of Columbia ELA and Math Results Presentation
- 2018-19 ELA and Mathematics School Level (two files)
- 2018-19 Detailed ELA and Math Performance Results
- 2018-19 School, LEA, and State Participation
- Detailed 2018-19, 2017-18, 2016-17, 2015-16, and 2014-15 ELA and Math Performance Results
- 2018-19 Special Education Accommodations, Participation, and Performance



2019 ELA and Math Reporting Resources

Public Briefing

- Following analysis of the 2019 results, OSSE, PCSB, DCPS, and the Deputy Mayor's Office will convene to prepare for the public briefing.
- More details to come.



Assessment Policy Test Security Closeout



Test Security Closeout

1. Finalize and Update Test Security File.
 - a. Chain of Custody Forms, During Testing Notes, Final Schedule etc.
2. Submit any outstanding Incident Reports using the [OSSE Support Tool](#).
3. Collect signed [Test Integrity Affidavits](#) (10 days after testing ends) from the following individuals:
 - a. School Test Coordinator(s)
 - b. Non Public Coordinator(s)



Test Security Closeout

4. Sign Test Integrity Affidavits (LEA Coordinator).
5. Submit all signed [Test Integrity Affidavits](#) within 15 days of the last day of testing using the OSSE Support Tool.
6. Update [School Test Security Plan](#) Test Start and End Dates in Quickbase for Data Validation.

** If you are an LEA Test Coordinator and you DO NOT have access to the [OSSE Support Tool](#), please email Chanon.Bell@dc.gov.



Test Administration 2019 Assessment Closeout



2018/19 Completed Tests

NAEP – over 9800 students tested

ACCESS for ELLs 2.0 – over 8,400 students tested

ACCESS for ELLs 2.0 Alternate – over 70 students tested

MSAA – over 850 assessments complete

DLM – over 170 assessments complete

PARCC – over 82,000 assessments complete

DC Science – over 14,400 assessments complete



Test Administration
ACCESS for ELLs 2.0 ISR
Release June 13



ACCESS for ELLs 2.0 ISR Release

LEAs will receive the ACCESS for ELLs 2.0, and Alternate ACCESS for ELLs individual student score reports (ISR), printed and online on, **Thursday, June 13.**

- Online reports will be made available through WIDA AMS.
- LEA test coordinators will have access to LEA and school-level reports.
- School-level test coordinators will only have access to school-level reports.
- Test administrators will NOT have access to reports.

To access ISRs, log into WIDA AMS, then select *All Applications>Report Delivery>Test Results>Show Results*

For questions about ISRs, contact DRC Customer Support at WIDA@datarecognitioncorp.com or (855) 787-9615.



Test Administration

NAEP TEL 2018 Release



Technology and Engineering Literacy Indicator of Student Performance

- 2014 - initial administration; 2018 - latest administration
- Grade 8 public students selected nationally
- Computer simulations of technology and engineering problem-solving tasks
- Results released on a national level



[Addressing pollution from Chicago's growth](#)



[Designing a safe and cost-effective bike path](#)



[Optimizing the design of an iguana habitat](#)



[Campaigning for a new teen rec center](#)

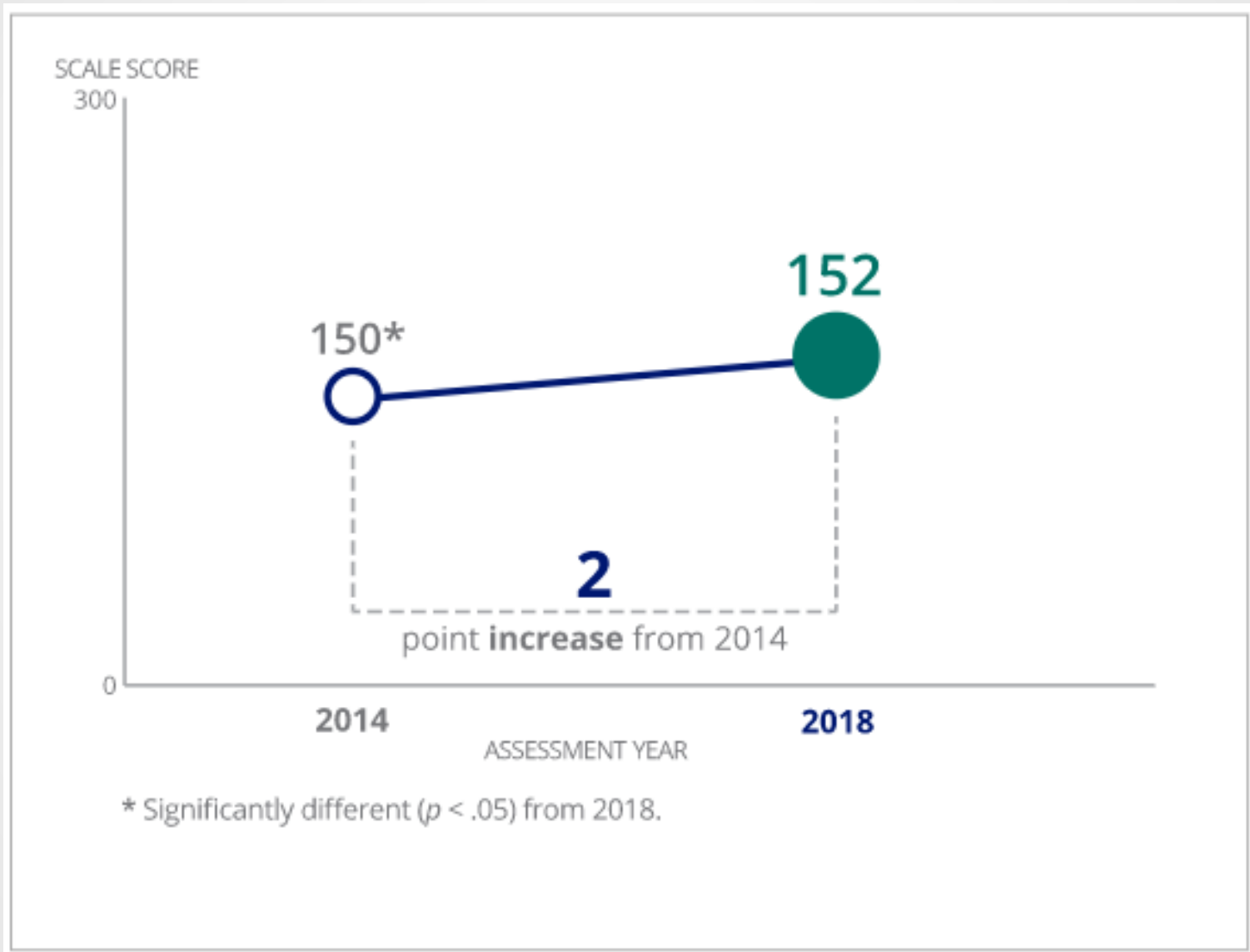


TEL Framework: 3 Content Areas and 3 Practices





Increase in Average Overall TEL Score for Eighth-Graders in 2018 Compared to 2014





Higher Scores in All Three Content Areas and Practices in TEL Scores

Technology & Society

152

2 pts



Design & Systems

153

3 pts



Information &
Communication Technology

153

3 pts



**TEL
Content
Area**

TEL Practices

Understanding Technological
Principles

152

2 pts



Developing Solutions &
Achieving Goals

152

2 pts



Communicating &
Collaborating

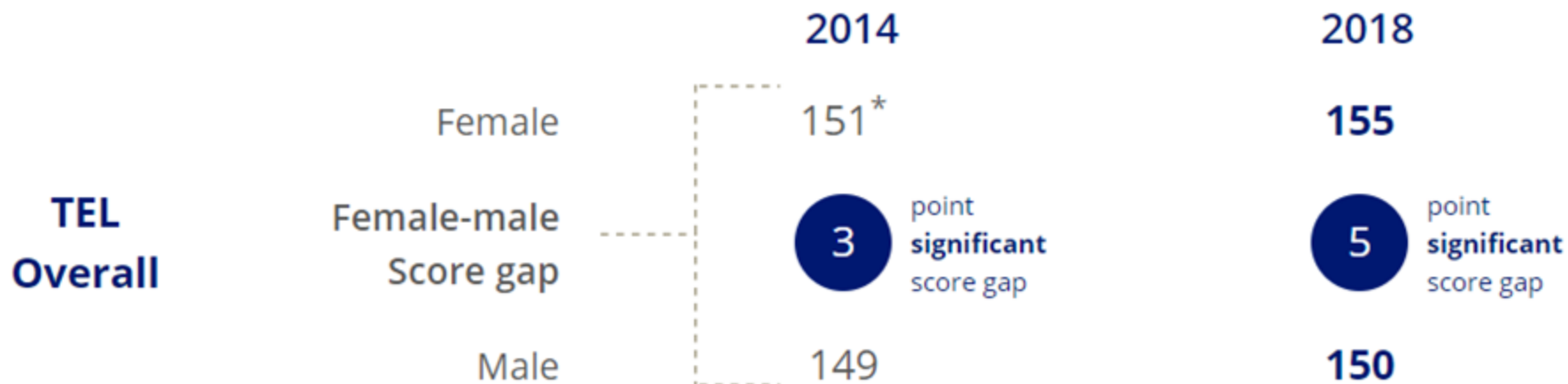
153

3 pts





Female Students Outperformed Male Students in TEL for the Second Time





Female Students Made Scale Score Gains in All Content Areas and Practices

Technology & Society

	2014	2018
Female	151*	154
Female-male Score gap	1	4
Male	149	151

Design & Systems

	2014	2018
Female	150*	154
Female-male Score gap	#	1
Male	150	152

Information & Communication Technology

	2014	2018
Female	153*	156
Female-male Score gap	6	7
Male	147	149

Understanding Technological Principles

	2014	2018
Female	151*	154
Female-male Score gap	1	3
Male	149	151

Developing Solutions & Achieving Goals

	2014	2018
Female	151*	155
Female-male Score gap	2	4
Male	149	150

Communicating & Collaborating

	2014	2018
Female	153*	157
Female-male Score gap	5	7
Male	147	149



Additional TEL Resources

Explore the Andromeda Sample Task:

<https://www.nationsreportcard.gov/tel/tasks/andromeda/>



https://www.nationsreportcard.gov/tel_2018_highlights/

<https://nagb.gov/content/nagb/assets/documents/what-we-do/tel/tel-release-one-pager.pdf>



Education & Engagement DC Science Rangefinding and Upcoming Events



Rangefinding

- Rangefinding is the process used to establish exemplar samples responses for each trait at each score point in constructed response items.
 - First, a few responses are read and discussed together and consensus sought.
 - Once the team is comfortable with the process, responses are scored individually.
 - Scores are shared and recorded. Whenever there are discrepancies in scoring, responses are discussed.
- Anchor sets are built from exemplar responses in each score point for each trait resulting from rangefinding.
- The anchor sets are used to training human scorers and serve as standards against which other responses can be judged.

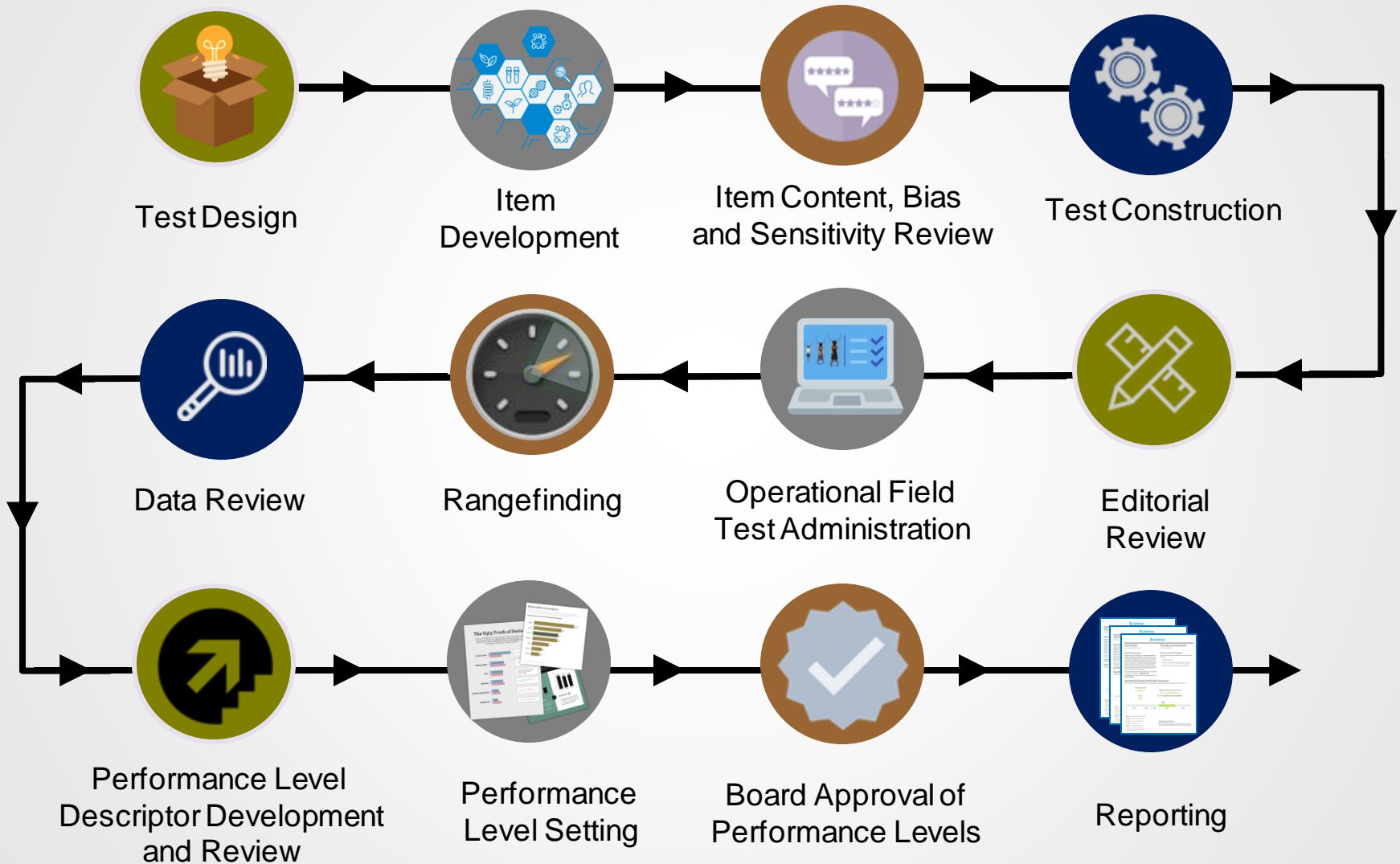


DC Science Rangefinding Event

- Meetings took place from June 3 to June 7 (8 a.m.-6 p.m.)
- Three panels: Grade 5, Grade 8, and Biology
- Ten educators from DCPS and charter schools participated
- Each panel worked on 36 items
- Participants reviewed each item, associated stimulus, and the targeted Next Generation Science Standards (NGSS) performance expectations
- Panels scored and discussed 20-25 responses
- OSSE Assessment and OSSE Teaching and Learning team offered support



The DC Science Life Cycle





From Now to Reporting

Event	Date(s)
Rangefinding	June 3 – 7
Adjudication	June 10 – 28
Hand-scoring	June 17 – July 19
Performance Level Descriptor Educator Review	July 15 – 17
Technical Advisory Committee Meeting	July 22 – 23
Data Review	July 19 – Aug. 5
Performance Level Setting	Sept. 3 – 6
Board Presentations and Approval of Performance Levels	October
Reporting	December



Upcoming DC Science Panels

- Teachers and administrators with science experience are invited to provide feedback through several events throughout the year. Educators may sign up to be considered by completing the content panel form in the DC Science webpage:

<https://osse.dc.gov/page/dc-science-assessment>

Event	Date(s)
Performance Level Descriptor Educator Review	July 15 – 17
Performance Level Setting	Sept. 3 – 6
Year 2 Item Educator Review	Oct. 21 – 23



Q&A



| Thank you!