Education Advocates Meeting

AGENDA

February 18, 2020 at 9:00 AM

OPI – 1227 11th Ave 1st Floor Conference Room

- Health and Safety update – Tracy Moseman
- ESSA update – Jule Walker
- Advanced Opportunities HB387 – Sharyl Allen
- Assessment: test window opening and test security – Duane Schlabach
- Other business

Roundtable Discussion
- BOPE (Board of Public Education)
- Governor’s Office
- LFD (Legislative Fiscal Division)
- LSD (Legislative Services Division)
- MASBO (Montana Association of School Business Officials)
- MCDE (Montana Council of Deans of Education)
- MFPE (Montana Federation of Public Employees)
- MQEC (Montana Quality Education Coalition)
- MREA (Montana Rural Education Association)
- MSSA (Montana Small Schools Alliance)
- MTSSA (Montana School Board Association)
- OCHE (Office of the Commissioner of Higher Education)
- SAM (School Administrators of Montana)
- Others
Educational Interim Committee
ESSA Updates
February 18, 2020

1. 2018-19 Accountability Designations under Every Student Succeeds Act (ESSA) will be determined in February 2020:

Montana’s system of differentiation under ESSA uses four federally required indicators plus Montana’s own fifth indicator to identify schools as either Comprehensive, Targeted, or Universal. This system focuses on providing supports where they are needed most. These first four indicators are important foundational measurements for schools and make up most of the accountability system.

1-4 Federally Required Indicators
- Academic Achievement on Statewide Assessments: ELA/Reading & Math
- Academic Growth on Statewide Assessments ELA/Reading & Math (K-8 Only)
- English Learner Progress
- Graduation Rates (HS only)

5th Indicator for Montana Flexibility
- Attendance
- College & Career Ready (HS Only)

Comprehensive: Schools meet one or more of the following criteria:
- are in the lowest performing 5% of all Title I schools in the state;
- have a high school graduation rate of less than 67%; and/or
- have consistently underperforming subgroups.

Every three years, the OPI will identify Comprehensive Support and Improvement (CSI) schools. The next identification for CSI will begin with school year 2021-2022.

Targeted: The school has any student group performing in the lowest 5% of all Montana schools. The OPI will identify targeted schools for comprehensive support and improvement if these schools have not increased the performance of all student subgroups to exceed the level of performance of the lowest performing 5 percent of Title I schools overall after three years of additional targeted support.

Universal: Schools do not perform in the bottom 5 percent on statewide assessments and have a graduation rate above 67 percent.

2. Report Card

As part of ESSA, the OPI shares state, district, and school report cards every year. The report cards give a measure of how Montana’s schools are performing in a concise, understandable, and accessible way.

The report cards for 2018-2019 will be released in March 2020 and enhanced with information about how much each district and school spends per pupil.

OPI’s schedule:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Project Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3 - 28, 2020</td>
<td>OPI determines the school accountability designations to meaningfully differentiate schools</td>
</tr>
<tr>
<td>February 28, 2020</td>
<td>OPI shares information with schools, including the school’s support status</td>
</tr>
<tr>
<td>February 29 – March 13, 2020</td>
<td>Schools review the OPI’s information and determination of support status</td>
</tr>
<tr>
<td>March 16, 2020</td>
<td>Report Card final and ready to view in GEMS on March 16, 2020, including the school’s support status, Per-Pupil Expenditures, and Montana University System enrollments</td>
</tr>
</tbody>
</table>
3. Status on the Amendment Process: Montana State Plan, 5th Indicator:

Timeline

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Research within the Agency (60 days)</th>
<th>Collaborate with our Partners in Education</th>
<th>Consultation with Governor</th>
<th>Open for Public Comment (30 days)</th>
<th>Finalize and present to Superintendent</th>
<th>Summit to DOE (90 days response time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Indicator</td>
<td>Jan-Feb 2020</td>
<td>Feb-March 2020</td>
<td>April 2020</td>
<td>April 2020</td>
<td>May 2020</td>
<td>May 2020</td>
</tr>
</tbody>
</table>

Current Research within the Agency (60 days)

1. **School Climate Survey**: Which types of measures related to school climate to use, how those measures could be used, and important factors to consider in the process.

   - reviewing reliable and valid survey tools,
   - the benefits and challenges of using a measurement in the accountability system, and
   - the purposes for which different measures may be appropriate to use.

   “School climate is defined by the National School Climate Council (NSCC) as “based on patterns of students’, [families’], and school personnel’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.” Essential elements of school climate (sometimes referred to as school culture) that have been identified in the literature include emotional and physical safety, relationships, teaching and learning, sense of belonging, and institutional environment.”

   2019 by CCSSO. Measuring School Climate and Social and Emotional Learning and Development: A Navigation Guide for States and Districts is licensed under a Creative Commons Attribution 4.0 International License https://creativecommons.org/licenses/by/4.0/

2. **College & Career Readiness Measurements**: Processes and structures to gather and analyze data for all 4 criteria identified.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Attendance</td>
<td>20 points</td>
<td>15 points</td>
<td>20 points</td>
<td>15 points</td>
</tr>
</tbody>
</table>
| College and Career Ready Percentage of Grade 12 students determined to be college and/or career ready, met by students meeting one or more of the following criteria:  
  • College-ready benchmark on ACT composite according to the Montana University System  
  • Concentrator in a Career and Technical Education pathway, or  
  • Completion (with passing grade) of a dual enrollment course, AP, or IB as data is available  
  • Military ready indicator once data is available | N/A                  | 15 points      | N/A                  | 15 points      |
| STEM Indicator: Proficiency on statewide science assessment | 0 points New science assessment under development | N/A | 10 points New science assessment | N/A |
| School Survey of program quality indicators for improving school climate, reducing behavior issues, and increasing engagement | 0 points under development | 0 points | 5 points | 5 points |
Assessment Representative: Duane Schlabach
When: Tuesday, February 18, 2020 9:00 AM–10:00 AM
Where: OPI – 1227 11th Ave 1st Floor Conference Room
Subject: Assessment: Importance of Test Security and Data Integrity

I. Who is Responsible for Test Security?
Everyone who works with the Montana Comprehensive Assessment System (MontCAS) statewide assessments, communicates test results, and/or receives testing information is responsible for test security. Test security guidelines have been developed by the OPI to be used by System Test Coordinator (STC), Authorized Representatives/Building Coordinators, and Test Administrators (TAs) in order to maintain the integrity of all MontCAS assessments. Following these guidelines will ensure no student has access to any form of assistance or material that could provide an unfair advantage. The primary goal of test security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful.

Resources
- Test Security Page
- Test Security Manual
- Test Security Course

II. MontCAS Compliance Reports for 319 School Systems

<table>
<thead>
<tr>
<th>Completed Required Records Tracking</th>
<th>Completed STC Test Security Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count (N)</td>
<td>Percent (%)</td>
</tr>
<tr>
<td>45</td>
<td>14.10%</td>
</tr>
</tbody>
</table>

- February 18, 2020

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<thead>
<tr>
<th>Completed Required Records Tracking</th>
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III. Testing Windows on the Horizon (see Page 2)

IV. Importance of Participation
- Summative Testing – Anticipated changes with ESSA as a response to the Title I Audit
- Interim Testing – Increased usage and Montana Data Use Culture Research

V. Request to Education Advocates
Assistance to elevate the importance of participation in state testing and compliance with required collections.
## Montana Office of Public Instruction

### Published Test Windows for All Required Statewide Assessments

**2019–2020 School Year**

<table>
<thead>
<tr>
<th>Grade</th>
<th>ACCESS for ELLs (English Language Proficiency)</th>
<th>Alternate Montana Science Assessment (Alternate)</th>
<th>Montana Science Assessment (General)</th>
<th>MSAA (Alternate)</th>
<th>Smarter Balanced (General)</th>
<th>ACT with Writing* (General)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Window Period</strong></td>
<td>8 weeks</td>
<td>8 weeks</td>
<td>8 weeks</td>
<td>7 weeks</td>
<td>10 weeks</td>
<td>3 Opportunities</td>
</tr>
<tr>
<td><strong>Test Window</strong></td>
<td>Dec 4 – Jan 29</td>
<td>Mar 16 – May 8</td>
<td>Mar 16 – May 8</td>
<td>Mar 16 – May 1</td>
<td>Mar 9 – May 15</td>
<td>Initial: March 24 Make-up: April 7 Emergency: April 21</td>
</tr>
<tr>
<td><strong>Required Subjects</strong></td>
<td>ELP</td>
<td>Science</td>
<td>Science</td>
<td>Math and ELA</td>
<td>Math and ELA</td>
<td>Math, ELA, and Science</td>
</tr>
<tr>
<td><strong>Grades Tested</strong></td>
<td>K–12</td>
<td>Grades 5, 8, 11</td>
<td>Grades 5, 8</td>
<td>Grades 3–8, 11</td>
<td>Grades 3–8</td>
<td>Grade 11</td>
</tr>
</tbody>
</table>


Dates and elements listed here are subject to change. *Online testing windows are posted on the Montana ACT site.*
Montana Office of Public Instruction

Education Advocates Meeting

February 18, 2020

Duane Schlabach | Assessment Specialist | OPI Assessment Division

Location: Helena, Montana
Presentation Overview

1. Who is Responsible for Test Security?
2. MontCAS Compliance Reports
3. Testing Windows on the Horizon
4. Importance of Participation
5. Request to Education Advocates
I. Test Security Importance

Who is Responsible for Test Security?

Everyone who works with the MontCAS statewide assessments, communicates test results, and/or receives testing information is responsible for test security. This includes:

- Montana **Office of Public Instruction** (OPI) staff;
- **Authorized Representatives** (or School System Superintendents);
- **System Test Coordinators** (STCs);
- **Building Coordinators** (or School Principals);
- **Test Administrators** (or Educators);
- Students, parents, and the community at large; and
- Certified and non-certified public school staff.
Testing Incidents – 2019

• During the 2018-2019 school year we had a total of 198 self-reported test incidents.

• We had 73 unique school systems (SS) with reported test incidents during the 2018-2019 school year.

Incidents by Role

• We had 9 different role types where an incident was likely to originate from during the 2018-2019 school year.

• Table 2 shows the different role types and the number of incidents that originated by each role type.

<table>
<thead>
<tr>
<th>Originator of Incident</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>198</td>
<td>100.00%</td>
</tr>
<tr>
<td>Test Administrator</td>
<td>110</td>
<td>55.56%</td>
</tr>
<tr>
<td>Student</td>
<td>64</td>
<td>32.32%</td>
</tr>
<tr>
<td>STC</td>
<td>7</td>
<td>3.54%</td>
</tr>
<tr>
<td>Administrator</td>
<td>6</td>
<td>3.03%</td>
</tr>
<tr>
<td>Technology</td>
<td>6</td>
<td>3.03%</td>
</tr>
<tr>
<td>Secretary/District Clerk</td>
<td>2</td>
<td>1.01%</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>0.51%</td>
</tr>
<tr>
<td>OPI</td>
<td>1</td>
<td>0.51%</td>
</tr>
<tr>
<td>Parent</td>
<td>1</td>
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Incidents by Issue Type

We have 18 different categories of issues reported during the 2018-2019 school year.

Table 4 shows the different issue types and the number of incidents that originated by each category.
II. MontCAS
Compliance Reports

Records Tracking for 319 School Systems
• Testing Plans and Test Security Agreements for All Roles

STC Test Security Agreement for 319 School Systems

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Test Security Resources

- Test Security Page
- Test Security Manual
- Test Security Course
- 2020 ASSIST Conference
- Bulletin
- Assessment 411
- Monthly Webinars
III. Testing Windows

Montana Office of Public Instruction
Published Test Windows for All Required Statewide Assessments
2019–2020 School Year

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IV. Importance of Participation

- **Summative Testing:** anticipated changes with ESSA accountability as a response to the Title I Audit

- **Finding:** align Non-participants per **ESSA State Plan** (i.e., Novice)
Interim Assessments

Note: Results current as of 2/14/2020

Key
- Blue bars signify counts
- Grey bars signify labels

First Summative Operational Year

- 2015: 111
- 2016: 13750
- 2017: 19412
- 2018: 24131
- 2019: 38812
- 2020: 38812

SBAC
Smarter Balanced Assessment Consortium
**Takeaway:** Research from the Montana Data Use Culture (MDUC) grant has shown that students that have taken the interims prior to taking the summative state assessment are likely to have performance gains.

## ELA/Literacy

### MT State Results for IABs 2018-2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Tested at Least One Block</th>
<th>Block</th>
<th>Number of Students Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>2467</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ELA/Literacy

- Read Literary Texts: 714, %Below Standard: 26, %At Near Standard: 55, %Above Standard: 19
- Read Informational Texts: 656, %Below Standard: 18, %At Near Standard: 61, %Above Standard: 21
- Editing: 663, %Below Standard: 31, %At Near Standard: 50, %Above Standard: 19
- Language and Vocabulary Use: 1283, %Below Standard: 20, %At Near Standard: 51, %Above Standard: 29
- Revision: 215, %Below Standard: 29, %At Near Standard: 45, %Above Standard: 26
- Brief Writes: 28, %Below Standard: 18, %At Near Standard: 61, %Above Standard: 21
- Listen/Interpret: 881, %Below Standard: 15, %At Near Standard: 58, %Above Standard: 27
- Research: 222, %Below Standard: 21, %At Near Standard: 46, %Above Standard: 33
- Opinion Performance Task: 85, %Below Standard: 46, %At Near Standard: 33, %Above Standard: 21
Questions?

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E-mail: Duane.Schlabach@mt.gov

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Email: OPIAssessmentHelpDesk@mt.gov