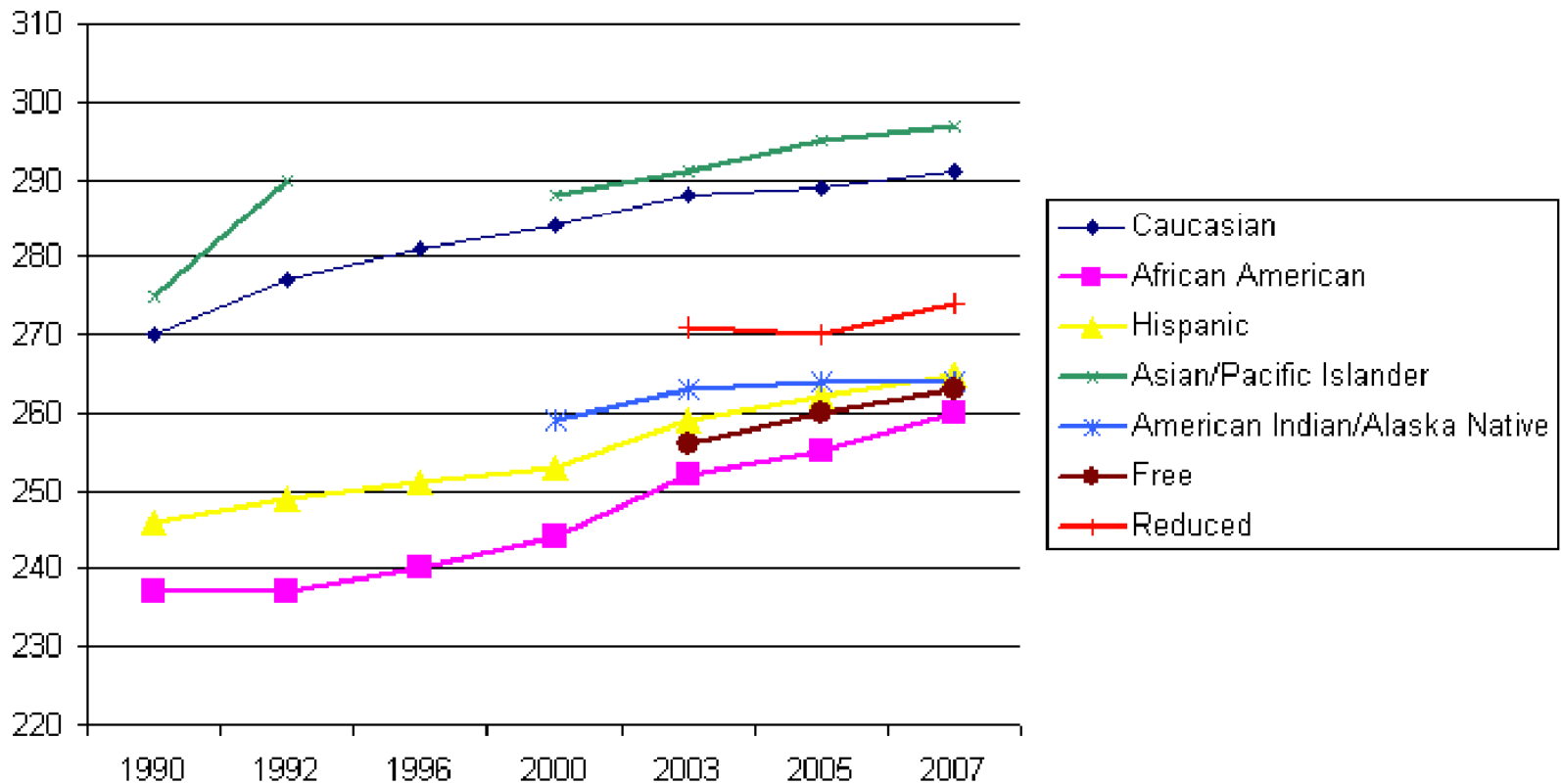


Data Sets for DSAP

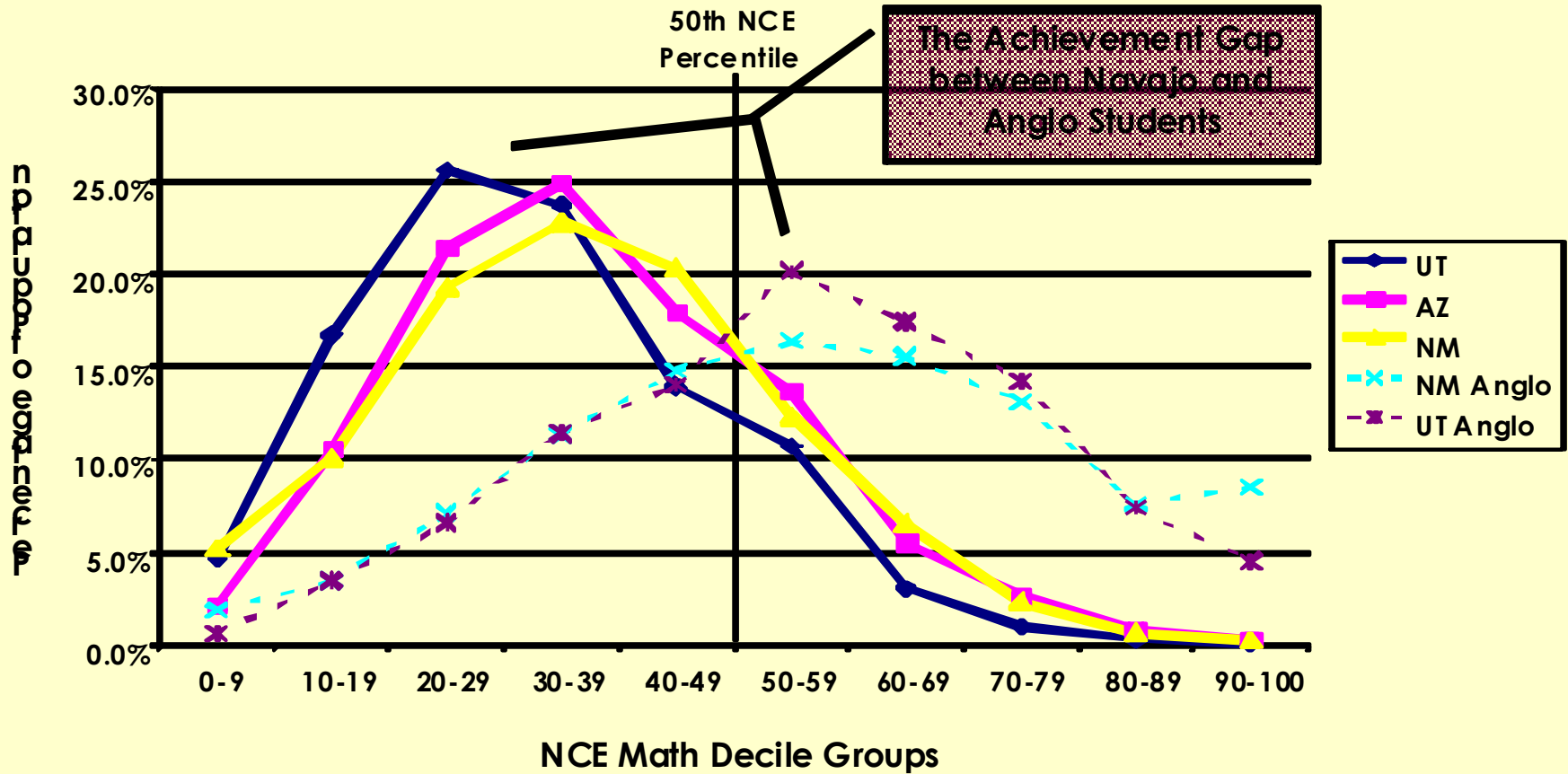
Principals Meeting
for
Federally Funded Schools
Department of Dine Education
January 12, 2017

NAEP Trend Data on AI/AN Performance-Longitudinal



Navajo Achievement Gap

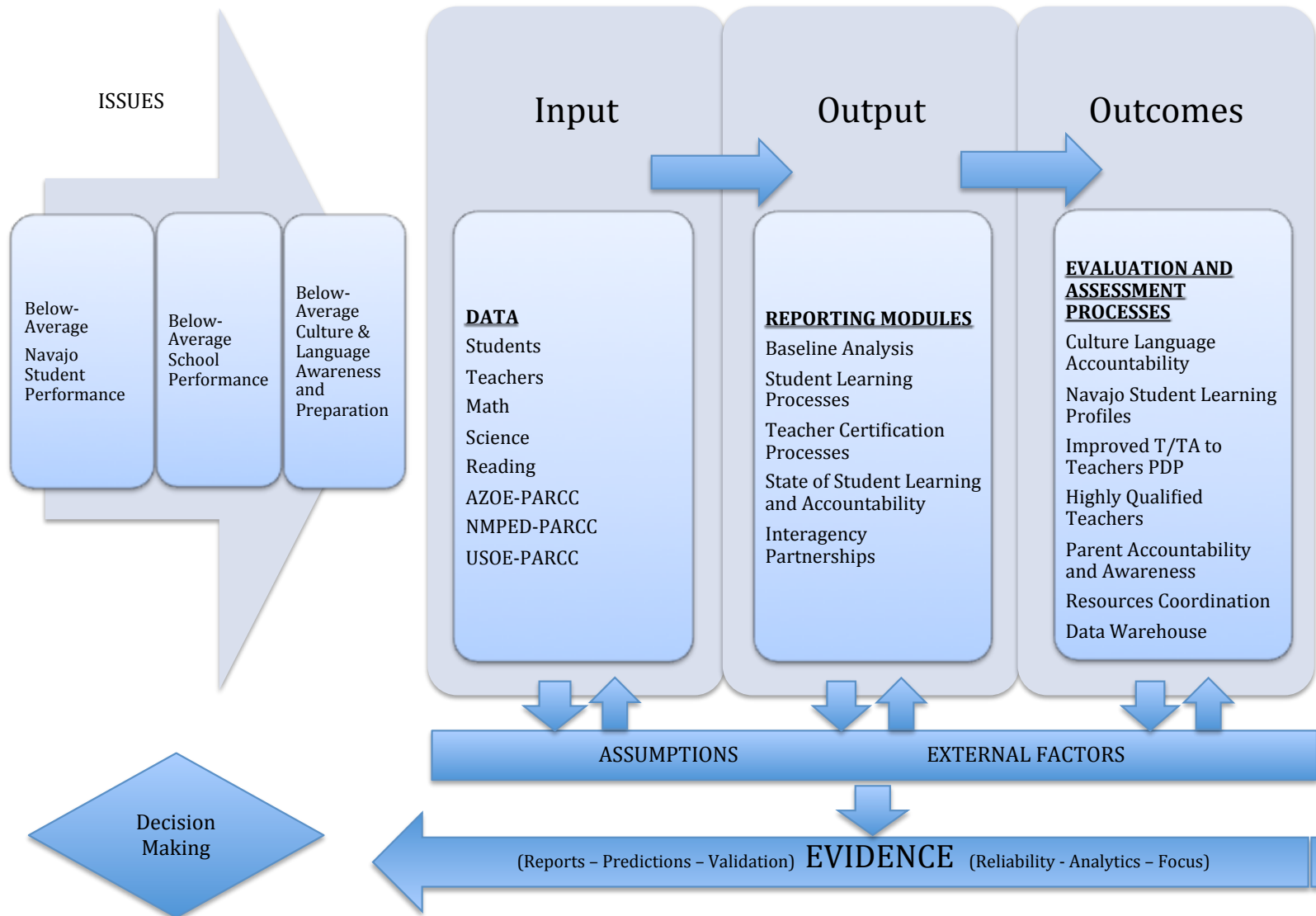
Distribution of Math Scores for Navajo and Anglo Students



State Accountability Systems

- Principle 1: All Schools
- Principle 2: All Students
- Principle 3: Method of AYP Determinations
- Principle 4: Annual Decisions
- Principle 5: Subgroup Accountability
- Principle 6: Based on Academic Assessments
- Principle 7: Additional Indicators
- Principle 8: Separate Decisions for Reading/
Language Arts and Mathematics
- Principle 9: System Validity and Reliability
- Principle 10: Participation Rate

OERS Logic Diagram Model (LDM)

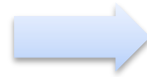


Phased Implementation: Accountability System Modified to Meet ESSA

	PHASE ONE			TWO	THREE	FULL
	Year One (Baseline)	Year Two	Year Three	Year Four	Year Five	Year Six
	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20	SY2020-21
Accountability System						
Proficiency Rates						
Mathematics	BIE/DoDE	BIE/DoDE	BIE/DoDE	DoDE/BIE	DoDE/BIE	DoDE
English/Language Arts	BIE/DoDE	BIE/DoDE	BIE/DoDE	DoDE/BIE	DoDE/BIE	DoDE
Diné Content Standards (OAI)	Begin Implementation			DoDE	DoDE	DoDE
Participation Rates for Testing						
Mathematics	DoDE/BIE	DoDE/BIE	DoDE/BIE	DoDE	DoDE	DoDE
English/Language Arts	DoDE/BIE	DoDE/BIE	DoDE/BIE	DoDE	DoDE	DoDE
Diné Content Standards (OAI)	Begin Implementation			DoDE	DoDE	DoDE
Science (N/A AYP)	DoDE/BIE	DoDE/BIE	DoDE/BIE	DoDE	DoDE	DoDE
Other Academic Indicators (OAI)						
Attendance	DoDE/BIE	DoDE/BIE	DoDE/BIE	DoDE	DoDE	DoDE
Graduation	DoDE/BIE	DoDE/BIE	DoDE/BIE	DoDE	DoDE	DoDE

Long Term Goal-Student Learning Improvements

Identifying Outcomes



Determining Measures



Assessment and Evaluation

- what are our students learning?
- is what they learn what we say they learn?
- how do we know they have learned?
- what do we do with our knowledge?
- how can we improve student learning?

- Tests-specific questions aligned specific outcomes
- Performance-specific components align with specific criterion
- Authentic assessment-specific observations can be used to determine use of skills and processes

- Discovering what students are learning
- determining if actual learning meets expectations
- improving future learning by:
 - changing curriculum
 - changing delivery
 - changing access to resources
- determine the effectiveness of program(s)
- identifies weaknesses and strengths and areas of revision

Data Collection and Analysis Processes

Assessment System (General Idea)

Content Standards

```
graph TD; A[Content Standards] --> B[Navajo Wide Assessment]; B --> C[Performance Standards]; C --> D[Reporting and Accountability];
```

Navajo Wide Assessment

Performance Standards

Reporting and Accountability

Content Standards

- Challenging, coherent, and rigorous expectations for what Navajo Nation students need to know and be able to do. Built on Dine Content Standards with significant input from Navajo stakeholders. Approved by the Navajo Nation Board of Education, expectations incorporate a range of higher-order thinking skills, higher grade levels build on those for lower grade levels.

Navajo Wide Assessment

- Comprehensive and inclusive system consisting of the Knowledge and Skills Assessments, Writing Performance Assessment, Extended Assessments, and Dual-Language Assessment; designed specifically to represent and measure the Content Standards, validly and reliably, with equivalence and comparability across all components.

Performance Standards

- Link student performance on the assessments to the specifications and content standards, developed to aid educators and test developers understand the nature of how the academic standards manifest in student performance at different levels of achievement.

Reporting and Accountability

- Tests provide instructionally useful evaluation of individual student progress toward mastery of the content standards, guide program improvement, provide evidence that the state is maintaining high standards for all students, and inform the public.

DSAP Accountability Concept

DSAP Principal 1

- Includes all schools and districts on the Navajo Nation
- Holds schools to the same criteria
- Incorporates the academic achievement standards
- Provides Information in a timely manner
- Includes Report Cards
- Includes Rewards and Sanction

DSAP Principal 2

- Includes all students
 - Subgroups
 - Has a consistent definition of full academic year
 - Accountability system properly includes mobile students

Accountability in Phase One of DSAP (Key Concepts)

- Preparation of Data Sets
 - Enrollment
 - ISEP
 - NON-ISEP
 - PUBLIC
 - Subgroups
 - All Students
 - Students with Disabilities
 - Limited English Proficient
 - Tested Grades 3-8, 11
 - Test Window
- Participation Rate
 - Enrollment
 - Subgroups
 - Test Window Identification
 - Participation Rate of 95%
 - Dine Content Standards
- Proficiency Rate
 - Banded Data (Subgroup)
 - Aggregate Data (PARCC)
 - Apply 99% Confidence Interval
 - Safe Harbor applicability
- Attendance Rates
 - Usage of ADA/ADM Report
 - What is the established rate? (89.5% or 90%?)
- Graduation Rate (ACGR)
 - Student Enrollment Status
 - Cohort Identification and Pooling
 - Determination of On-Time Graduates
 - Exceeding what percentage?
 - Meet or exceeds 80%

PARCC Examples

PARCC uses five performance levels to describe the knowledge, skills, and practices students are able to demonstrate:

Level 1:	Level 2:	Level 3:	Level 4:	Level 5:
Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations

<file:///localhost/Users/roytracy/Downloads/PARCC-mockscorereport-grade5ELA.pdf>



ENGLISH LANGUAGE ARTS / LITERACY

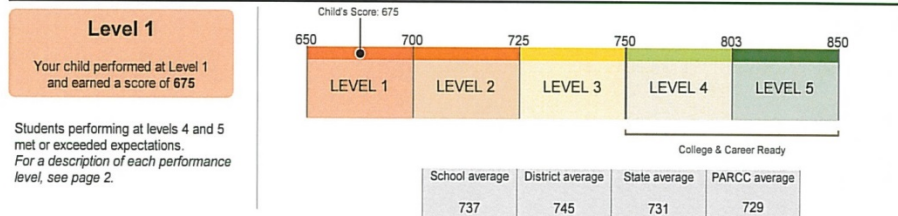
Grade 11 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE



READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score: 29	District average 51	State average 49

LITERARY TEXT

↔ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

↑ In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 38
Your child's score: 22	District average 36	State average 34

WRITING EXPRESSION

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

↔ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

- ↓** Below Expectations
- ↔** Nearly Meets Expectations
- ↑** Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

PARCC Sample School Roster Report (ELA/L)

STUDENT ROSTER

Grade 7

BOOKER T. WASHINGTON MIDDLE SCHOOL
EAST BRIDGEWATER SCHOOL DISTRICT
COLORADO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2014–2015

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY			READING* INFORMATION			VOCABULARY			SCORE	WRITING*					
			EXPRESSION	CONVENTIONS														
PARCC AVERAGE	187	37	36	21	43	24	63	13	33	21	46	47	38	40	22	51	19	30
STATE AVERAGE	200	43	13	58	71	24	20	56	35	35	30	51	36	17	48	25	38	37
DISTRICT AVERAGE	186	37	34	42	24	46	37	17	29	60	11	47	30	40	30	45	42	13
SCHOOL AVERAGE	201	43	21	79	0	12	57	31	33	40	27	51	32	17	49	36	22	42
A LASTNAME, FIRSTNAME M.	176	28	↑			↔			↑			69	↔			↑		
B LASTNAME, FIRSTNAME M.	185	44	↓			↔			↔			55	↑			↔		
C LASTNAME, FIRSTNAME M.	175	37	↑			↑			↑			62	↑			↑		
D LASTNAME, FIRSTNAME M.	213	28	↓			↑			↔			69	↓			↔		
E LASTNAME, FIRSTNAME M.	161	44	↓			↓			↔			55	↔			↓		
F LASTNAME, FIRSTNAME M.	174	37	↓			↓			↓			62	↓			↔		
I LASTNAME, FIRSTNAME M.	N/A																	
G LASTNAME, FIRSTNAME M.	215	28	↑			↔			↑			69	↑			↑		
H LASTNAME, FIRSTNAME M.	155	44	↓			↔			↔			55	↓			↓		
J LASTNAME, FIRSTNAME M.	193	28	↓			↓			↓			69	↓			↓		

1 Did Not Yet Meet Expected score (150-175)	2 Partially Met Expected score (175-190)	3 Approached Expected score (190-200)	4 Met Expected score (200-212)	5 Exceeded Expected score (212-230)	↓ BELOW Expectations	↔ NEARLY MEETS Expectations	↑ MEETS OR EXCEEDS Expectations
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* Numbers are percentages

Table 1. English Language Arts/Literacy Cross-State Results

Assessment	Number of Students Tested	Percent at Level 1	Percent at Level 2	Percent at Level 3	Percent at Level 4	Percent at Level 5	Percent at Levels 4 and 5	States Included
Grade 3	508,108	19.3%	20.1%	23.4%	33.6%	3.5%	37.1%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, RI
Grade 4	623,065	10.9%	19.0%	29.1%	33.6%	7.4%	41.0%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 5	628,924	10.7%	20.3%	28.6%	37.2%	3.3%	40.5%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 6	622,022	10.7%	20.2%	30.7%	33.4%	5.1%	38.5%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 7	615,390	14.4%	18.5%	25.9%	30.5%	10.8%	41.3%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 8	609,868	14.6%	18.4%	25.5%	34.4%	7.2%	41.6%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 9	401,304	15.4%	19.3%	25.3%	32.0%	8.0%	40.0%	AR, CO, IL, NJ, NM, OH, RI
Grade 10	269,778	22.3%	18.1%	21.4%	27.7%	10.4%	38.1%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 11	163,956	16.9%	19.4%	24.5%	29.9%	9.4%	39.3%	AR, CO, IL, NJ, NM

2014-2015 PARCC Results

Table 10. Grade 11 English Language Arts/Literacy Results with Subgroup Information

	Number of Students Tested	Percent at Level 1	Percent at Level 2	Percent at Level 3	Percent at Level 4	Percent at Level 5	Percent at Levels 4 and 5	Average Scale Score
All Students	151,196	17.2%	19.5%	24.4%	29.5%	9.4%	38.9%	739
American Indian or Alaska Native	2,457	13.8%	26.2%	33.3%	24.1%	2.6%	26.7%	732
Asian	8,943	9.1%	11.2%	18.7%	37.3%	23.8%	61.0%	760
Black or African American	16,039	27.7%	25.0%	23.8%	20.1%	3.4%	23.6%	724
Native Hawaiian or Other Pacific Islander	309	11.3%	15.2%	23.9%	40.1%	9.4%	49.5%	748
White	77,970	14.2%	17.6%	23.7%	32.7%	11.8%	44.5%	744
Two or More Races	2,643	19.0%	19.9%	22.7%	28.4%	9.9%	38.3%	738
Hispanic	42,657	20.6%	22.3%	26.6%	26.0%	4.5%	30.5%	731
Students with Disabilities	17,053	43.9%	28.7%	18.0%	8.2%	1.1%	9.3%	708
English Learners	6,220	48.1%	30.7%	15.7%	5.1%	0.3%	5.4%	703
Economic Disadvantage	59,542	22.3%	23.8%	26.3%	23.8%	3.8%	27.7%	728

Note: Results in Table 10 include students in Colorado, Illinois, New Jersey, and New Mexico. This table does not include states for which sufficient subgroup data was unavailable.

Table 11. Mathematics Cross-State Results

Assessment	Number of Students Tested	Percent at Level 1	Percent at Level 2	Percent at Level 3	Percent at Level 4	Percent at Level 5	Percent at Levels 4 and 5	States Included
Grade 3	640,416	12.6%	21.9%	28.0%	31.6%	5.9%	37.4%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 4	625,699	11.8%	26.6%	29.7%	29.1%	2.7%	31.9%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 5	630,748	11.3%	26.4%	30.3%	27.9%	4.1%	32.0%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 6	622,136	11.5%	26.4%	30.3%	28.1%	3.8%	31.9%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 7	600,339	10.0%	27.7%	33.9%	25.8%	2.7%	28.4%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Grade 8	497,597	22.3%	25.8%	25.1%	24.3%	2.4%	26.7%	AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI
Algebra I	473,060	13.3%	28.1%	27.8%	29.0%	1.8%	30.8%	AR, CO, IL, MD, MA, MS, NJ, NM, OH, RI
Geometry	203,706	9.7%	32.0%	31.3%	24.0%	3.0%	27.0%	AR, CO, DC, IL, NJ, NM, OH, RI
Algebra II	182,643	31.2%	26.6%	20.9%	20.2%	1.1%	21.3%	AR, CO, IL, MD, NJ, NM
Integrated Math I	29,679	19.4%	26.1%	25.1%	26.7%	2.8%	29.4%	CO, IL, NM, OH
Integrated Math II	12,021	16.6%	32.7%	24.6%	21.2%	5.0%	26.2%	CO, IL, NM, OH
Integrated Math III	8,133	33.9%	23.0%	21.0%	20.8%	1.3%	22.1%	CO, IL, NM

2014-2015 PARCC Results

Table 23. Integrated Mathematics III Results with Subgroup Information

	Number of Students Tested	Percent at Level 1	Percent at Level 2	Percent at Level 3	Percent at Level 4	Percent at Level 5	Percent at Levels 4 and 5	Average Scale Score
All Students	8,133	33.9%	23.0%	21.0%	20.8%	1.3%	22.1%	718
Student Subgroups								
American Indian or Alaska Native	177	37.9%	31.6%	20.9%	-	-	9.6%	709
Asian	392	21.7%	20.2%	22.7%	31.9%	3.6%	35.5%	734
Black or African American	670	46.3%	22.5%	18.4%	-	-	12.8%	706
Native Hawaiian or Other Pacific Islander	<i>Number of students in subgroup is fewer than minimum reporting size of 25.</i>							
White	3,724	26.5%	20.1%	23.3%	28.0%	2.1%	30.1%	727
Two or More Races	163	30.7%	25.2%	22.1%	-	-	22.1%	724
Hispanic	2,968	42.1%	26.5%	18.7%	-	-	12.7%	707
Students with Disabilities	449	-	-	-	-	-	-	682
English Learners	517	-	-	-	-	-	-	683
Economic Disadvantage	3,797	39.8%	25.3%	21.2%	13.4%	0.3%	13.7%	710

Notes:

- Results in Table 23 include students in Colorado, Illinois, and, New Mexico. This table does not include states for which sufficient subgroup data was unavailable.
- Performance level results that include fewer than 10 students are combined with adjacent levels to maintain student privacy.
- In order to maintain student privacy, results for Students with Disabilities and English Learners are not able to be reported at each performance level.

PARCC Submission

- BIE Coordinates PARCC Testing
 - Testing takes place typically in April
- PARCC is collected by OERS
 - Letters of notices sent (1, 2, 3rd notices)
 - Typically collected by September
- PARCC is used for Reauthorization, Baseline Establishment, and/or Performance.
 - Academic proficiency is reviewed and reported back to schools
- Data is stored by OERS
 - Data Warehouse
 - FERPA Compliance is followed
- PARCC results must include:
 - Student Names
 - Student identifiers (DOB, ID#)
 - Scales Scores
 - Performance Levels
- Report includes:
 - Academic Performance of Math and English Language Arts
 - Student Enrollment
 - Number of Students Tested
 - Number of Teachers (additional information needed)
- PARCC is CRT requirement by Federal Law and needs to be submitted to Department of Dine Education.

Oral Dine Language Assessment (ODLA) Processing

- ODLA coordinated by OSCAD
- ODLA Testing:
 - Pre Test* – August/September
 - Post test* - April
- Test submitted to OSCAD
- OSCAD submits to OERS
- OERS processes data report
- Report delivered to OSCAD
- OSCAD delivers to schools

Student Attributes

- Proficiency Scores
- Subgroup Membership
- Student Surveys
- Student/Parent Engagement
- ACT
- SAT
- PSAT
- AP (Advance Placement)
- Dual Credit
- Career Technical Education
- Accuplacer
- COMPASS
- ASPIRE (formerly PLAN)
- IB (International Baccalaureate)
- TABE
- Work Keys
- ASVAB
- Dine Content Standards

Additional Data Sources to Study

- Public Schools
- Locally Authorized Charter Schools
- State-authorized Charter Schools
- Off-Site Program
- State-supported School
- Title I Status
- SAM
- LEVEL (elem, middle, HS)
- SIG

Responsibility of Schools

- Ensure proper Enrollment structuring and classification
- Testing/Reporting requirements are met
- Entering of Data (Quick Turn Around); all levels
- Distribution of Data (State, DODE/BIE, Schools)
- Reporting of Data to Stakeholders
- Preparation and Changes

Roy Tracy, Statistician/Demographer
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THANK YOU