Background

As part of Every Student Succeeds Act (ESSA) and under the guidance from the U.S. Department of Education (USDOE), the Oregon Department of Education (ODE) is committed to upholding high-quality assessment practices in districts and schools. To achieve this, ODE has implemented a desk monitoring plan designed to provide valuable feedback on continuous improvement in assessment administration practices.

The Test Administration Monitoring process is built on four core principles:

- **Move Beyond Compliance to Meaningful Engagement:** By focusing on improvement, we create a dynamic and supportive environment that benefits all districts.

- **Support Continuous Improvement and Learning:** Reflection and feedback are key to continuously enhancing test administration practices.

- **Shared ODE and District Responsibility:** Effective test administration is a collaborative effort, with mutual accountability and support between ODE and districts.

- **Balance Resource and Capacity:** A flexible approach ensures that all districts, regardless of size or resources, can participate effectively.

The Test Administration Monitoring process was developed after careful consultation and piloting with a small group of districts, along with valuable input from ODE's Assessment Advisory Committee. This collaborative approach ensures that the process is both effective and practical.

Starting in the 2024-2025 school year, the ODE will require districts to provide evidence of their test administration monitoring practices via a *self-assessment*. This survey must be completed by the District Test Coordinator (DTC) or a district staff chosen by the DTC.

All DTCs, including those serving ESDs, are required to complete self-assessment reflections that cover the schools within their geographic boundaries. This also includes any state-sponsored charter schools in their region, as well as district- or ESD-run educational programs they are contracted for managing, training, and administering statewide assessments (e.g., life skills classrooms, online education programs, and juvenile detention (JDEP), youth corrections (YCEP), or long-term care and treatment (LTCT) programs, among others).

Test Administration Monitoring Process

The Test Administration Monitoring will consist of four phases:

Phase 1: Selection of Districts for OSAS Test Administration Monitoring

Test administration monitoring will follow a repeating five-year rotation by region as determined by regional education service district (ESD) location. The **Test Administration Monitoring Rotation Plan** found on the Test Administration webpage under *ESSA: Test Administration Monitoring*, lists which districts will need to submit a self-assessment each year of the rotation. While a given district is only required to submit a self-assessment **once every five years**, DTCs or identified district staff are encouraged to engage in the process annually to ensure familiarity and continuous improvement.

Phase 2: Orientation and Initial Communication to Districts

In Fall of each school year, ODE will send an initial test administration monitoring email to the Superintendent and DTC of each district required to submit the self-assessment that year. This communication will include a summary of ODE's desk monitoring process, which involves remotely reviewing documentation and practices, as well as specific instructions and support resources.

Phase 3: Self-Assessment Available to Districts

Districts provide ODE with evidence of their test administration practices in the form of a *self-assessment* survey. A preview of the contents of the survey are found on the Test Administration webpage under *ESSA Test Administration Monitoring*. **Only Districts currently in their monitoring year will receive access to the self-assessment via Smartsheet in April.** The DTC or their identified district staff will complete the survey, anticipated to take 1-2 hours, and submit it by end of their testing season or by June 30.

Phase 4: ODE Review of Self-Assessment Responses and Communication to Districts

The submitted self-assessment form satisfies USED requirements and helps drive continuous improvement within districts. ODE will review the responses and provide detailed feedback to districts once the review is complete. Below is the timeline outlining the process from district submission to receiving ODE's feedback.

Self-Assessment Communication Timeline

Preparation Phase

1. **January**:
   a. Email monitoring districts and ESDs with a reminder about the Self-Assessment process and associated deadlines.
2. **February**:
   a. Conduct a DTC webinar to discuss Test Administration Monitoring and the Self-Assessment process.
3. **March**:

a. Host two office hours for DTC Q&A sessions regarding the Self-Assessment.

Self-Assessment Phase

1. **April**:
   a. Self-Assessment Survey opens for monitoring districts and ESDs.
2. **End of June (or end of district's testing season):**
   a. DTC or identified district staff submits self-assessment via Smartsheet.

Review and Reminder Phase

1. **July:**
   a. ODE begins reviewing submitted self-assessments.
2. **Late August:**
   a. ODE reviews self-assessments from monitored districts.
   b. ODE sends a **first reminder notice** to the superintendent of each district that has not yet submitted their self-assessment, offering virtual technical assistance to support completion.
3. **Late September:**
   a. ODE sends a **second reminder notice** to the superintendent of each district that has not yet submitted their self-assessment, repeating the offer for virtual technical assistance.

Feedback and Compliance Phase

1. **End of October:**
   a. ODE sends letters either confirming that no further action is required or providing suggestions for improvement.
   b. ODE sends a **final notice** to the superintendent of each district that has not yet submitted their self-assessment, informing the district that they are out of compliance. For districts that are out of compliance, ODE personnel will schedule a site visit.

Test Administration Monitoring Resources

To effectively prepare for Test Administration Monitoring, ODE encourages districts to reflect on their current practices by reviewing manuals, training materials, guidelines on improprieties and irregularities, and other key documents. ODE strongly recommends where possible that District Test Coordinators (DTCs) or their identified district staff engage in conversations with administrators, special education personnel, and information technology personnel to foster a collaborative approach. Additionally, ODE will provide information in the Test Administration Manual, Test Administration webpage, and during the monthly DTC webinars.

The following resources support district discussions and completion of the self-assessment survey. You may wish to use additional resources specific to your local context in your reflection of test administration practices.

I. **Helpful Links**
   a. **Consult** ODE's Test Administration webpage, which houses manuals, checklist, forms, remote testing resources, and user guides necessary for successful test administration, as well as providing links to training materials and additional resources.

II. **Training**
   a. **Review** the Test Administration Manual (TAM) Sections 1.4 and 1.5 in addition to any district-required training processes. Reflect on the following:

   i. How familiar am I with the Test Administration Manual (TAM) Sections 1.4 and 1.5?

   ii. What key points should I revisit or reinforce in my understanding?

   iii. How does my district's required training process for STCs, TAs, QTCs and QAs align with the guidelines provided in TAM Sections 1.4 and 1.5?

   iv. How can my district ensure that all personnel who interact with students in the testing environment are fully prepared and trained according to both the TAM and district-specific requirements?

   v. How can my district improve the training process for personnel to enhance their effectiveness in maintaining a secure and supportive testing environment?

   b. **Connect** with your STCs, TAs, QTCs, and QAs to deepen your understanding and refine your approach. For example:

   i. *Schedule Check-Ins*: Set up meetings with STCs, TAs, QTCs and QAs, either individually or in small groups, to discuss their experiences, challenges,

and insights related to testing. Offer an alternative or asynchronous option, such as email or an online survey.

ii. *Create a Safe Space for Open Dialogue*: Foster an environment where staff feel comfortable sharing their thoughts and concerns. Incorporate relevant and actionable feedback in training process improvements.

iii. *Ask Targeted Questions*: Investigate the effectiveness of current training practices and potential areas for improvement. Example questions:

1. What challenges have you faced in implementing the training guidelines?
2. How do you think the training could be more effective?
3. Are there any specific areas where additional support or resources are needed?

c. **Review** the Remote Testing User Guide (especially the Tasks to Complete Before the Day of the Test section), District, School, and Test Administrator Remote Testing FAQ, and Parent/Guardian Communication and Training Resources (Test Administration webpage under Remote Testing Resources).

III. **Test Administration: Preparation and Practices**
   a. **Review** the Test Administration Manual (TAM) Sections 3 and 4 as well as the Oregon Accessibility Manual.

   b. **Review** the checklist and worksheets on the Test Administration and Test Administration Resources webpages.

   i. DTC Checklist
   ii. School Test Coordinator checklist
   iii. Test Administrator Checklist
   iv. ELA, Math , Oregon Extended Assessments, Science, and SEED OSAS accessibility worksheets

   c. **Connect** with your Special Education Personnel and Information Technology Personnel. For example:

   i. *Schedule Check-Ins*: Set up, either individually or in small groups, to discuss their experiences, challenges, and insights related to the testing environment. Offer an alternative or asynchronous options, such as email or an online survey.

   ii. *Create a Safe Space for Open Dialogue*: Foster an environment where staff feels comfortable sharing their thoughts and concerns. Incorporate relevant and actionable feedback in testing process improvements.

   iii. *Ask Targeted Questions*:

1. How clear are the needs and challenges faced by Special Education Personnel and Information Technology Personnel?
2. What collaboration opportunities with Special Education Personnel and Information Technology Personnel can enhance the overall student testing experience?
3. How can stronger partnerships with Special Education and Information Technology personnel be established and maintained to ensure collaborative efforts toward common goals? What ongoing actions can further strengthen these relationships?

d. **Review** the Remote Testing User Guide, especially the Tasks to Complete During Testing section and Parent/Guardian Communication and Training Resources (Test Administration Webpage under Remote Testing Resources).

e. **Review ODE-provided and internal test improprieties and irregularities report data.** Consider:

   i. How many improprieties were reported in this current test administration?
   ii. Is there a pattern of certain improprieties/irregularities? How can our district address, use training, support, or other process improvements to address this pattern?
   iii. What other training or resources could enhance our preparedness to avoid or minimize improprieties/irregularities?

Please reach out to the ODE Assessment Team with questions related to Test Administration Monitoring process.