



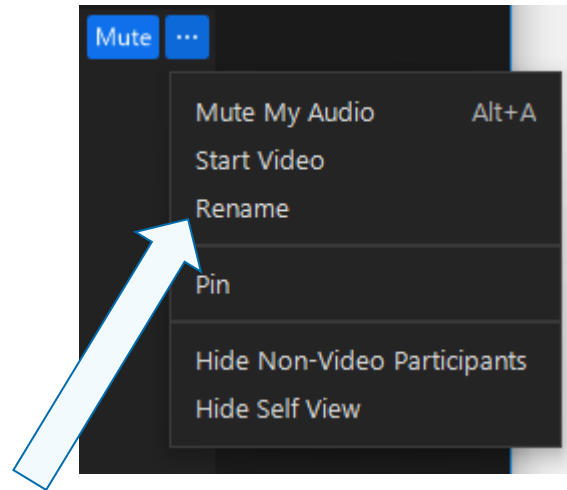
Welcome to the New DTC Orientation!

Session 2

November 18, 2024

Welcome!

Please rename yourself to include the number of years you've been a DTC, your first and last name, your district, and your pronouns (if you wish).



Example:

1,Andy Byerley (he/him) ODE

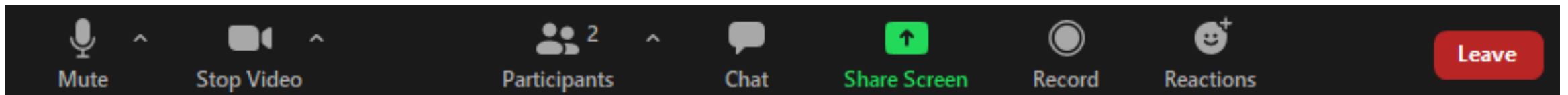




Photo by [Sean Benesh](#) on [Unsplash](#)



Photo by [Kristopher Allison](#) on [Unsplash](#)

When you were growing up, what was your dream job? Is any part of that still true?

Regional ESD Partners

Assessment Support:

Amy Rockwell, Regions 1 & 2

Shannon Lyon, Region 3

Data Collections/Accountability:

Karen Brown Smith

Peter Campbell

Joe Doherty



Assessment Team

Dan Farley, Assistant Superintendent, RADAR

Andrea Lockard, Director of Assessment & Student Reporting

Andy Byerley, Math

Audrey Lingley, Student Educational Equity Development Survey

Ben Wolcott, English Language Proficiency

Carla Martinez, Administrative Support

Crys Plattner, Administrative Support

Mariela Salas Bao, Science

Mason Rivers, Special Education

Sody Fearn, K-2 Balanced Assessment

Tony Bertrand, English Language Arts and Social Sciences

Schedule of Events

Date	Topics
10/28/24	Intros of Assessment Team members, ESD Partners, Mentor DTCs Overview of OSAS (and what it's not) "Before testing" section of Roadmap
11/18/24 (today!)	"During testing": access, STC/TA training, and accessibility
12/2/24	"During testing": opt-out process, improprieties, crisis alerts
12/16/24	"After testing"
Winter / Spring 25	ESD Partners will present on topics of choice

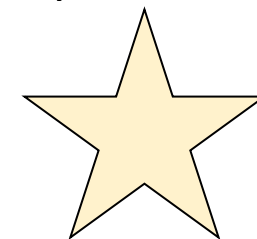
School Year Test Administration

Before Testing

During Testing

After Testing

Aug Sept Oct Nov Dec Jan Feb Mar Apr May Jun Jul



Current Year's OSAS Test Schedule

This table is posted on the Assessment Administration webpage as well as in the TAM (Appendix A).

Statewide Summative Content Assessments

The test window for the statewide summative content assessments applies all versions of the tests: online General (in-person and remote) and Alternate (Oregon Extended; in-person only).

Name	Grades	Window
English Language Arts and Mathematics ^{A B}	3-8	4/1 – 6/13
Science ^{A B}	5, 8	3/4 – 6/13
English Language Arts, Mathematics, and Science ^{A B}	11 ^C	2/4 – 6/13

Statewide Summative English Language Proficiency Assessment

Name	Grades	Window
ELPA Summative and Alt ELPA	K, 1, 2-3, 4-5, 6-8, 9-12	1/14 – 4/11
Remote ELPA Summative	K, 1, 2-3, 4-5, 6-8, 9-12	3/4 – 4/11

Community Informed Information Gathering Process at Kindergarten

Name	Grades	Window
ELTC Family Conversation (volunteer classrooms only—not required statewide)	Kindergarten	Locally determined (contact ODE for assistance)

Student Educational Equity Development Surveys (SEED and Alt-SEED Surveys)

Name	Grades	Window
SEED (remote or in-person) and Alt SEED (in-person only)	3-11	2/4 – 6/13

“During” Testing Topics

Systems and access

Provide training to STCs and TAs (including remote administration)

Ensure student accessibility feature(s) are set in TIDE

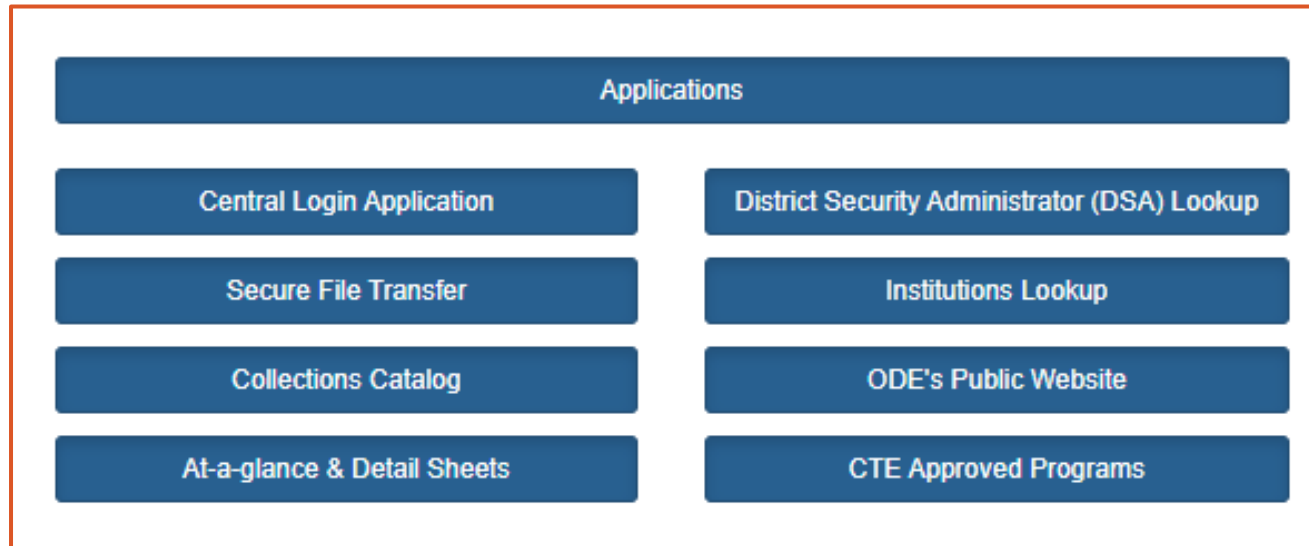


Systems and Access

Key Point: Familiarize yourself with the required systems and access before start of the test administration.

Confirm Access to ODE Applications

<https://odedistrict.oregon.gov/>



ODE Applications

Table 2: ODE Applications

Application	Function
Accountability Warehouse Extract (AWE)	Download historical test data for students claimed in your district, regardless of the district in which the test was taken.
Achievement Data Insight (ADI)	Validate accountability reports for schools and districts, as well as the data elements that are used in these reports.
Assessment Record Updating Application (ARUA)	View, edit, and correct assessment records received by ODE.
Secure Assessment Reports (SAR)	Download state test reports at the individual student, classroom and institution level.
Secure Student ID System (SSID)	Manage SSID numbers.

SSID System in Consolidated Collections

Student Collections > SSID System > Record Management > Student Lookup

View	SSID	District Student ID	Resident Dist ID	Resident Schl ID	Attending Dist ID	Attending Schl ID	Legal First Name	Legal Middle Name	Legal Last Name	Preferred First Name	Preferred Middle Name	Preferred Last Name	Gender	Date of Birth	Enrolled Grade	Activity Date
✓	23338334	212468	2295	2295	2295	4562	Daffy		Duck				M	08/01/2020	PK	11/18/2021 2:46:47 PM

Page size: All 1 items in 1 pages

Secure Student ID (SSID)

Cancel

Return To Search

SSID: 23338334

Activity Date: 11/18/2021 2:46:47 PM

Modified Date: 11/18/2021 2:46:47 PM

Preferred Name First	<input type="text"/>	Middle	<input type="text"/>	Last	<input type="text"/>	Generation	<input type="text"/>
Legal Name First	Daffy *	Middle	<input type="text"/>	Last	Duck *		
District Student ID	212468	Resident District ID	2295 *	Resident School ID	2295 *		

Secure Assessment Reports 2.0

Individual Student Report Combined ISR Class Roster Class Summary

Hide Student Name Hide SSID

***Academic Year**
2023-2024

***Subject**
ELA

***Test Type**
Paper and Pencil

Resident School
Select Resident School

Grade
Select Grade

Period
Select Class Period

Date Type
 Test Date System Update Date

Begin Date
[Date Picker]

End Date
[Date Picker]

SSID #
To enter multiple SSIDs, separate them with a comma. Do not add a space after the comma.
[Text Input]

Last Name
[Text Input]

First Name
[Text Input]

Highest Score Print in Spanish

One PDF per Student (only applies to Request PDF)

Yearly TIDE Rollover

Student Accounts in TIDE	Adult Accounts in TIDE
Not entered directly by DTC (rather, into SSID system)	All accounts created locally (can be done in bulk upload)
All student records <i>removed</i> every year	All adult records <i>retained</i> every year, but “Summative” and “ELPA Summative” <i>test groups</i> are removed
DTC, STCs, TAs must enter <i>accessibility features</i> and set <i>remote testing</i> flags	DTC, STCs must enable <i>test groups</i> based on completion of training requirements

Set Student Accessibility Features in TIDE

Important! This shows up BEFORE and DURING testing!

Accessibility is one of the hallmarks of OSAS.

Ensure that IEP meetings are scheduled in advance of the testing window and that **accommodations are documented in a student's IEP.**

- The use of an accommodation not documented in a student's IEP or 504 may result in a test invalidation (and vice versa)

Embedded designated supports and accommodations should be set in TIDE before the testing session begins.

Updating the OSAS Secure Browser

Managed by District IT staff (with your support)

[OSAS Portal](#)

The screenshot shows the OSAS Secure Browsers portal. At the top, a navigation bar includes links for Home, Users, Interim Assessments, Secure Browsers, Technology Guide, Resources, and Contact Us. Below the navigation bar, the page title is "Secure Browsers". There are two sub-sections: "Secure Browser Downloads" and "Secure Browser System Requirements". The "Important Information" section is highlighted in the left sidebar. The main content area features a heading "Important Information" followed by a "Documentation" section with text about setting up workstations and a link to the Technology Guide. Below that is an "About Operating Systems" section with text regarding support for new major and minor versions of macOS and iPadOS. At the bottom, there is a link to the Cambium Assessment Privacy Policy.

Home Users ▾ Interim Assessments **Secure Browsers** **Technology Guide** Resources Contact Us

Secure Browsers

Secure Browser Downloads [Secure Browser System Requirements](#)

Important Information

[Windows](#)

[macOS](#)

[iPadOS](#)

[ChromeOS](#)

Important Information

Documentation

For information about setting up staff and student workstations and configuring networks and assistive technology, please visit the [Technology Guide](#).

About Operating Systems

Support for new major versions of macOS and iPadOS will be tested internally before official support is announced.

Support for new minor versions of any supported operating system is assumed upon release. New minor versions will still be tested internally, and any issues found will be addressed.

[View Cambium Assessment Privacy Policy.](#)



STC & TA Training

Key Point: DTCs are responsible to ensure that STCs and TAs are trained annually.

Portland Public Schools - Demographics

Student Population: 45,000

STCs: 121

TAs: 2,005

Schools:

10 High Schools

15 Middle Schools

44 Elementary Schools

12 K-8 Schools

1 K-12 School

5 Charter Schools (K-5 and K-8)

Multiple CBOs (Community Based Organizations)

OSAS Training at Portland Public Schools

December: STC Trainings

(We train early to ensure STCs are trained prior to ELPA Summative window)

- STCs complete ODE required training elements embedded in a Pepper course (PPS' professional learning platform)
- STCs attend a Q&A session (in person or via Google Meet) with the DTC, covering:
 - PPS specifics, like test windows, how to submit opt out forms, etc.
 - Highlights of important training elements like avoiding and reporting improprieties, entering student supports in TIDE, etc
- STCs send assurance forms and TIDE accounts are created

OSAS Training at Portland Public Schools

January: Make-up STC Trainings

- Track attendance from Dec. trainings and follow up with STCs not yet trained (missing course completions and/or attending a Q&A)
- Hold a few make-up Q&A sessions
- No TA TIDE accounts for schools without a trained STC (a few schools have multiple STCs, so if at least one STC is trained, we will start creating TA accounts)

OSAS Training at Portland Public Schools

PD Course Structure

5 PD Courses for STCs and TAs in Pepper include ODE modules, manuals and assurance form (except for STCs):

- Core TA course (Modules 2, 3, 4 and SEED)
- ELA/math/science course
- ELPA Summative course
- ELPA Screener course
- QTC/QA security training course

Assessment team monitors course completions and creates all TIDE accounts (incl. TAs) after verifying signed assurance form

OSAS Training at Portland Public Schools

January – March: TA Training

- STCs train TAs at district identified staff meetings via PD courses and Q&A session. Principals have the option to trade staff meetings for a later training opportunity (particularly elementary and middle schools)
- ELPA Screener TA training: training carries over from previous year (ELPA Screener TAs train in January with all TAs; newly hired in fall ELPA Screener TAs train in Aug)

OSAS Training at Portland Public Schools

Supports we provide to STCs

- Binder of manuals, guides and forms (digital and physical format)
- SSID Login Cards: PDF labels
- Tracking Opt Outs but school staff enter accessibility supports
- To Test Lists for tracking completion on our internal Dashboard
- Phone and email support from assessment team of 3
- Weekly STC Update January - June

Hermiston SD - Demographics

Student Population: 5,281

Current ELs: 1,171 (21%)

Schools:

1 High School

2 Middle Schools

6 Elementary Schools

STCs: 24

TAs: 290

OSAS Training in Hermiston SD

- **Late August:** ELPA Screener Training provided to all TAs in-person (review manual and where to access translated test directions, practice scoring sample speaking items, reminders ie. necessary materials etc.)
 - New TAs are required to complete security training (mods 2-4, read TAM and OAM) before signing TA Assurance form
- **October:** Accessibility Support training for SpEd Staff in-person
 - Review updates to OAM, reminders about commonly misunderstood supports and how to document accommodations in IEPs
 - Review updates to ELPA Domain Exemptions Guidance & ORExt/Alt ELPA Decision making Guidance

OSAS Training in Hermiston SD

- **Mid-November:** Required training materials are delivered to **secondary** STCs and TAs. This year, we're assigning them through Vector Solutions (HSD's digital PD platform) to streamline the process of tracking staffs' completion.
 - Each Module is a separate training course w/ brief quizzes to check understanding
 - TAM and OAM sections are broken out into separate PDFs to ensure TAs are clear about reading requirements

TAM	OAM
All TAs – Sections 1-7 + Appendix A	All TAs – Sections 1-5
ELA + Math TAs – Section 8	ELPA TAs – Appendix A
Science TAs – Section 9	Appendix B – Signed Interpretation
ELPA TAs – Section 10	Appendix C – Embedded Supports
ORExt QAs – Section 11	Math TAs – Appendix G
STCs – Sections 1-7 + Appendices B-C	STCs – Sections 1-5 + Appendices A-H

OSAS Training in Hermiston SD

- **January:** DTC facilitates 1 hour in-person training and Q&A session with **secondary** STCs and TAs to cover FAQs, common misconceptions, local procedures, updates, and allow time for Q&A. Mini-quizzes are built into the presentation.
 - Sign-in sheets capture attendance
 - DTC tracks TA completion of required training in spreadsheet that is shared with STCs
 - DTC provides one make-up training for TAs after which STCs are responsible to providing training for any remaining TAs
- **January:** Required training materials are delivered to **elementary** TAs and STCs
- **February:** DTC facilitates 1 hour in-person training and Q&A for **elementary** TAs following the same format as secondary above
- **February:** DTC facilitates 1 hour STC training
 - HSD begins testing in March, so all training is completed before testing begins

OSAS Training in Hermiston SD

Supports Provided to STCs

- All accessibility supports are uploaded to TIDE by DTC
- TA Training log updated by DTC
- Physical TA Assurance forms are compiled at District by DTC
- Tracking Non-Testers (Opt-outs, requests for exemption, and decline to participate received by building - blocked and tracked by DTC)
- Regular test completion reports from DTC during testing
- DTC creates SEED Survey Assignment Link
- Quicklinks maintained by DTC – manuals, training videos, test directions, FAQs, How to login to secure browser on Chromebooks, Multiplication charts, 100s table, read-aloud & scribe protocols etc.
- Phone & email support from DTC



Questions?

Breakout Groups

Purpose



Share experiences



Identify needs



Exchange ideas

Facilitator Requests



Be respectful and inclusive



Stay on topic



Participate fully



Manage your time



Maintain a supportive tone

Breakout Group on Communication



How might you facilitate your local training? How might you verify completion of training? How might you manage and maintain Assurance of Test Security forms?



What local considerations (e.g., schedules, contracts, etc.) may impact your training? How might you identify who needs STC or TA training?



What do you need to better understand to effectively train STCs and/or TAs?



Student Accessibility in TIDE

Key Point: Embedded accessibility features must be turned on (or off) in TIDE.

Oregon Accessibility Manual: Top 3 List (#1)

1. Some embedded supports have a **variety of settings**, not just simply on/off. Be sure appropriate options are set in TIDE. Examples are:

- Color Choices
- Mouse Pointer
- Print on request
- Print size
- Translations (dual language)
- Translations (glossaries)
- Text to speech
- Braille
- Word Prediction

Oregon Accessibility Manual: Top 3 List (#2-3)

2. Review the Change Log during training as it lists all changes from last year to this year.

3. Section 1.3, “Documenting Accessibility Supports”, is new this year. Pay special attention to it.

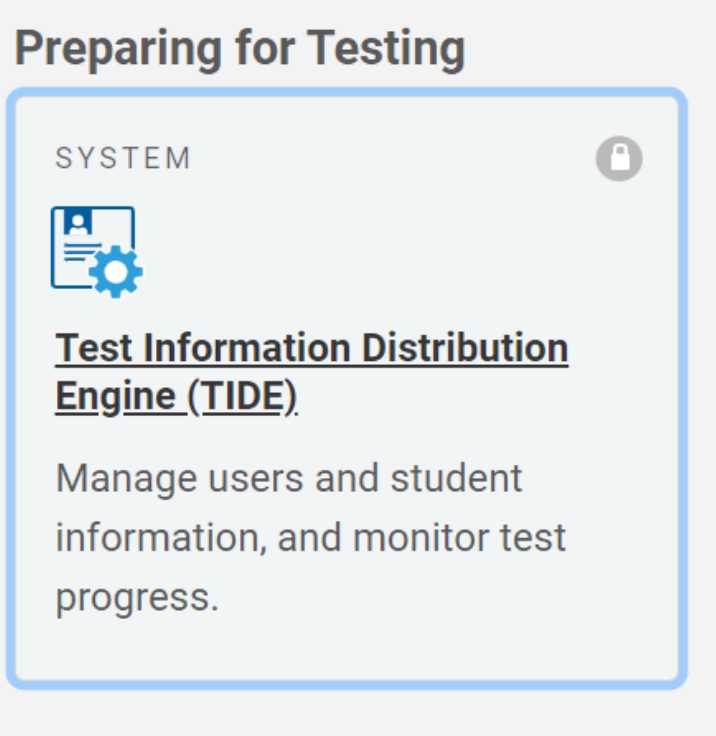
Change Log

The in-text change log from previous versions of this manual has been replaced with the change log below.

Date	Description	Page(s)
08/01/2024	System options were added to applicable embedded supports throughout section 5.0 Accessibility Supports in Alphabetical Order	17-49
08/01/2024	Guidance was added to section 1.0 Introduction to clarify application of the OAM to the SEED Survey.	4
08/01/2024	Section 1.3 Documenting Accessibility Supports was added to provide additional guidance to users.	8
08/01/2024	The Read aloud in Spanish support has been renamed Human read aloud (Spanish) to further differentiate it from the Text-to-speech support.	29-30
08/01/2024	The Read aloud support has been renamed Human read aloud to further differentiate it from the Text-to-speech support.	29
	English dictionary (non-embedded) is now classified as a designated	

Test Information Distribution Engine (TIDE)

- Use TIDE to modify existing student accounts
- What to do if a student isn't in TIDE
- Supports that can only be set by a DTC/DLU
- Upload Student Test Settings and Tools
- [TIDE User Guide](#)



The screenshot shows a user interface for 'Preparing for Testing'. At the top, the text 'Preparing for Testing' is displayed. Below it, the word 'SYSTEM' is shown next to a lock icon. A blue icon representing a document with a gear is visible. The main heading is 'Test Information Distribution Engine (TIDE)'. Below this, a description reads: 'Manage users and student information, and monitor test progress.'

TIDE Menus

- **User Information:** adult accounts
- **Student Information:** accessibility settings



Preparing for Testing

User Information



Student Information



Add Student Temp ID (ELPA Screener Only)

View/Edit/Export Student Test Settings and Tools

Upload Student Test Settings and Tools

Upload Student Restrictions

Update Temp ID to SSID

Student Transfer In Report

Student Transfer Out Report

Rosters



Test Windows



Accessibility Support Training in Portland Public Schools

Planning and Training

- Regular meetings with district Special Education department, topics include:
 - Training plan for Qualified Assessors
 - Aligning Synergy fields with OAM language
 - Annual changes to the OAM to highlight to SpEd teachers for updating of IEPs
- Regular meetings with district ESL department, topics include:
 - Domain exemption process
 - Use of designated supports for EL students
 - ELPA Screener training updates
- Interdepartmental collaboration with SpEd and ESL departments for Alt ELPA planning

Accessibility Support Training in Portland Public Schools

Responsibilities with Accessibility Supports and Training

- **DTC/DLU team:**
 - DTC provides annual training to STCs
 - Verify IEPs and enter domain exemptions collected via a Google form
 - Block accounts in TIDE for students participating in the OR Ext
 - Order Braille and Large Print versions of assessments for qualifying students
- **STCs:**
 - Provide annual training to TAs
 - Verify student supports are entered in TIDE prior to students testing
 - Implement structure for tracking student supports
- **TAs:**
 - Enter and verify supports for their students in TIDE
 - Provide non-embedded supports to students

Accessibility Support Training in Hermiston SD

- **October:** SpEd staff (case managers and teachers) are trained on accessibility supports and OAM updates so they can write IEPs with the appropriate accommodations
- **Year-round:** Read-aloud and Scribe training is provided as needed for TAs and assistants who are providing this support throughout the year. SpEd teachers are encouraged to reach out as soon as this support is added to IEPs
- **As needed:** Trainings provided to STCs, building leadership, district reps, SpEd staff around new and/or updated policies from ODE (ex. Alt ELPA, ELPA domain exemptions etc.)

Accessibility Support Training in Hermiston SD

- **January/February:** TAs are trained on the appropriate use of accessibility supports & OAM updates during their annual TA training.
 - DTC creates spreadsheet for TAs to enter accessibility supports
 - TAs enter accessibility supports for their class in the spreadsheet
 - SpEd teachers enter accessibility support for learners with IEPs
 - Counselors enter accessibility support for learners with 504 plans
- **February/March:** DTC uploads all accessibility supports into TIDE
 - DTC verifies supports with STCs & TAs in cases where there are potential errors, misuses, or misunderstandings

Accessibility Support Training in Hermiston SD

Responsibilities with Accessibility Supports and Training

- **DTC:**
 - Provides annual training to STCs & TAs
 - Verify IEPs and enter domain exemptions
 - Block accounts in TIDE for students participating in the ORExt
- **STCs:**
 - Support TAs in selecting appropriate Accessibility Supports when completing the spreadsheet
 - Serve as district reps at IEP meetings to support SpEd teachers in selecting appropriate accommodations
- **TAs:**
 - Enter supports for their students into the district spreadsheet
 - Verify supports are correct before approving kids to test
 - Provide non-embedded supports to students



Thank You!
Next Session: Dec. 2, 2024