State and National Assessments, 2013-2014


At-a-Glance

State and National Assessments (SNA) coordinates the administration, distribution and processing of all state- and district-mandated criterion- and norm-referenced tests in the Dallas ISD. These tests included TAKS, STAAR, Texas English Language Proficiency Assessment System (TELPAS), ITBS/Logramos, WMLS-R and Stanford 10. In addition, SNA supports Magnet School Testing, NAEP/TUDA, Credit by Examination (CBE), and Credit by Examination for Acceleration (CEFA).

SNA is also responsible for test security, training of Campus Test Coordinators, accountability of locally developed tests and the reporting of testing irregularities to the Texas Education Agency (TEA) and the Department of Human Capital Management.

State-Mandated Assessments

The graduating class of 2013-14 was the last group of students required to meet State standards outlined for the Texas Assessment of Knowledge and Skills (TAKS). The State of Texas Assessments of Academic Readiness (STAAR™) replaced the TAKS at all assessment levels. In addition, House Bill 5 (HB 5) reduced the number of courses required for graduation from 12 to 5. These assessments include Algebra I, English I (combined reading/writing), English II (combined reading/writing), Biology, and U.S. history. Students must pass all five End-of-Course assessments to be eligible to graduate from a Texas public high school. The 2013-14 school year also saw the elimination of STAAR-M as an assessment measure for students with disabilities.

The following presents an overview of state mandated testing:

- Across grades 1-12, a total of 2,977 students took the Texas Assessment of Knowledge and Skills (TAKS) Exit retest.
- At grades 3-8, a total of 69,979 students took STAAR Reading, 23,561 students took STAAR Writing (grades 4 & 7), 67,989 took STAAR Math, and 22,446 students took STAAR Science (grades 5 & 8) and 10,338 to STAAR Social Studies.
- A total of 73,400 students took STAAR/EOC with about 12,000 tested in each of the following subjects: Algebra I, Biology, English I, and English II.
- A total of 57,242 students were rated on the TELPAS. The majority of students rated Beginning was in grades K-3, while those rated Intermediate, Advanced, and Advanced High were in grades 2-12.
- At grades K-2, 18,653 students were tested with the ITBS (22,204 in reading and 40,726 in mathematics), and 18,653 with the Logramos reading.

Woodcock Munoz and Stanford 10 Assessments of LEP Students

School districts are required to identify LEP students through the use of a home language survey. They are then required to assess those students with a Texas Education Agency (TEA) approved oral language proficiency test (Woodcock-Munoz Language Survey). Students in grade Pk-12 who were new to the district and spoke a language other than English were assessed with the WMLS and placed in an appropriate instructional program within four weeks of enrollment. Students who scored ≥4 on the WMLS were assessed with a TEA approved norm-referenced test (Stanford 10). A total of 40,389 students were tested with the WMLS (27,466 on the English version and 12,064 on the Spanish version) and 859 with the Stanford 10. The highest concentrations of student tested were in grades Pk (12,946), K (4,861) and 5 (6,596).

Magnet School Application Process and Assessment Results

State and National Assessments provided testing with the ITBS, Stanford 10 or Logramos for students who did not have norm- or criterion-
referred ached acquisition test scores from the previous school year. Specifical, these services were provided to students who were applying for admission to the district's Academies (elementary), Vanguards (middle), and Magnet High Schools who met the following criteria: (1) currently enrolled in private, parochial, or other schools (grades K-10), and (2) currently enrolled Dallas ISD students (grades K-2 and 7-10).

For the 2013-2014 school year, STAAR results replaced Readisep and other norm-referenced tests as part of the Magnet Application Process. Students with previous STAAR results were not allowed to take a norm-referenced test as a substitute for STAAR results. This change in admission criteria resulted in a large decrease in the number of students tested for admission into the Magnet Program. A total of 439 students were tested for admission into the Magnet Program in 2013-14 (234 with ITBS, 47 with Logramos and 158 with Stanford 10) compared to 15,308 students who were tested in 2012-13 (12,326 with ITBS, 2,493 with Logramos and 489 with Stanford 10).

Credit by Examination for Acceleration and Credit by Examination with ACP Results

Credit by Examination for Acceleration (CEFA) was developed by Texas Tech University to assess mastery of the Texas Essential Knowledge and Skills (TEKS) for students in grades 1-12. It is a means by which high-achieving elementary students may advance one grade level by passing all four tests in the common core areas (language arts, mathematics, science, and social studies), while middle and high school students may be awarded credit for a particular course(s). The Iowa Tests of Basic Skills (ITBS) was used to determine acceleration for students in kindergarten.

Credit-by-Examination with Assessment of Course Performance (CBEwACP) is another means by which students entering the Dallas ISD from home-study or non-accredited schools may receive course credit(s). Students who entered the district in the second semester of grade 9 or in either semester (1st or 2nd) of grades 10-12, were eligible to submit an application for CBEwACP. Students entering the district at the elementary or middle school levels were placed at the discretion of the principal and school personnel or through the use of other diagnostic measures. The following results were found for student who tested for acceleration and course credit:

- Four students were tested for acceleration at the Kindergarten level with 2 (50%) scoring at or above the 70th percentile.
- At the elementary level, 11 students were tested for acceleration with 1 student achieving a mastery score of 80% or above on all four core subject areas (reading, math, science, and social studies).
- At the middle and high school levels, more than 1,500 students were tested for course credit (CEFA) with an 85% success rate at achieving course credit.
- A total of 438 students were tested for Credit-by-Examination with Assessment of Course Performance (CBEwACP) with 223 students (51%) receiving course credit.

Test Security and Test Monitor Trainings

The Department of State and National Assessments provided Campus Test Coordinator training on test security and test administration procedures. Counselors and Core classroom teachers/teachers who received Classroom Effectiveness Indices (CEIs) were not used as Campus Test Coordinators. In addition, a new directive suspended the use of counselors as Campus Test Coordinators.

A total of 59 training sessions were held with 395 CTCs trained. To determine the quality of training and to get ideas about how to improve the training, CTCs were asked to complete an online survey at the end of the school year. A total of 172 campus staff responded to the survey, resulting in a 44% response rate. Figure 1 shows the percent of respondents by school level and Figure 2 shows the years of experience of Campus Test Coordinators responding to the survey. Seventy-eight percent (78%) of all respondents were from elementary schools, 11% from middle schools and 8% from high schools. Forty-two percent (42%) of the respondents indicated that they were new Campus Test Coordinators, while only 14% had 1-2 years of experience and 17% had 3-5 years’ experience. Survey results indicated that more than 90% of the CTCs felt that the trainer was knowledgeable, presented the information in an organized fashion,
emphasized how the information could be used in a school setting, and met the objectives of the training.

Figure 1: Number and percent of Campus Test Coordinators responding to the survey by school level.

<table>
<thead>
<tr>
<th>School Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>14</td>
<td>8%</td>
</tr>
<tr>
<td>Middle School</td>
<td>19</td>
<td>11%</td>
</tr>
<tr>
<td>Elementary School</td>
<td>134</td>
<td>78%</td>
</tr>
<tr>
<td>Alternative School</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

Figure 2: Number and percent of Campus Test Coordinators responding to the survey by years of experience.

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Test Coordinator</td>
<td>73</td>
<td>42%</td>
</tr>
<tr>
<td>1-2 Years Experience</td>
<td>24</td>
<td>14%</td>
</tr>
<tr>
<td>3-5 Years Experience</td>
<td>29</td>
<td>17%</td>
</tr>
<tr>
<td>More Than 5 Years</td>
<td>43</td>
<td>25%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2%</td>
</tr>
</tbody>
</table>

State and National Assessments also trained Test Monitors that went out to campuses to ensure proper test administration and test security procedures were being followed. At the end of each observation, test monitors were required to complete a number of observation forms documenting all aspects of the testing environment and testing irregularities observed. Test monitors were allowed to debrief or discuss any perceived test administration issue(s) with the Campus Test Coordinator or principal prior to leaving the school. All observation forms were submitted to the Office of Test Security for review. If a testing irregularity was observed, the test monitor had to also submit a Testing Irregularity/Security Violation Report Form to the Office of Test Security. The district’s Test Security then filled a Testing Irregularity Incident Report with TEA immediately and scheduled a follow-up investigation to gather as much information as possible. A total of 220 test monitors were trained to monitor 221 schools 1 to 2 times during each testing window. School assignments were done through an online self-selection process.

Testing Irregularities

Testing irregularities fell into two distinct categories, Procedural and Serious. Procedural irregularities are less severe and most common. They typically involved minor deviations in testing procedures such as uncovered instructional displays or hall monitors not effectively monitoring bathroom breaks. Serious irregularities constituted severe violations of test security and/or confidentiality that may result in the involvement of the TEA’s Educator Certification and Standards Division for consideration of disciplinary action (including suspension or revocation of educator certification credentials). If a Serious testing irregularity was identified, the district’s Test Security Officer worked collaboratively with the Office of Professional Responsibility (OPR), Human Capital Management, principals and/or Division Executive Directors to conduct further investigations. A total of 265 procedural testing irregularities were reported to State and Nation Assessments. Of these, most (225) were Procedural Irregularities associated with the STAAR/EOC, while the other 40 were associated with the TAKS (10), TELPAS (10), and ITBS/Logramos (20). Serious Testing irregularities were not cited in this report due to confidentiality issues. Only 1 Serious testing irregularity was forwarded to the Office of Professional Responsibility (OPR). Follow-up investigations by OPR and the Office of Test Security found the allegation of cheating associated with the Serious irregularity to be unfounded. However, OPR found that an ethics violation had occurred and took appropriate actions.

Assessment of Course Performance (ACP) Accountability Process

Assessments of Course Performance (ACPs) are locally developed tests that are used in grade K-12. These are secure test materials that are distributed and collected from all
schools in the district during a testing window. From year to year, about 60% of the items on the tests are recycled; therefore the retention of these tests by schools jeopardizes the integrity and security of the tests. To address this issue, a continuous effort was instituted to monitor the return of ACP test booklets to the Assessment Service Center. From the spring 2013-14 test sessions, a random sample of 15 elementary, 5 middle, and 5 high schools were selected from across the 5 Divisions for accountability purposes. A total of 86,184 test booklets were shipped to the various schools. Of those shipped, 44,169 were shipped to elementary schools, 20,105 were shipped to middle schools and 21,910 were shipped to high schools. More than 99% of all ACP test booklets shipped were returned to the Assessment Service Center (<1% retention rate).

Across school levels, 5 elementary, 3 middle and 3 high schools returned all test booklets (100%) shipped to those schools. Of the schools that retained test booklets, a total of 23 test booklets were retained across all elementary schools with no more than 5 test booklets retained at any given school. At the middle school level, 165 test booklets were retained. Of those, 164 were retained at Florence Middle School and 1 at DESA. Follow-up phone calls and emails failed to recover any test booklets from the schools.

The retention rates fell below a ±1% accountability error for all school levels indicating that Campus Test Coordinators are doing a reasonably good job at accounting for ACP test booklets. However, failure to return a single secure test booklet constitutes a threat to the security of the ACP testing program.

To decrease retention rates, it is recommended that Campus Test Coordinators do the following:

1. Sign for all test materials shipped to the school.
2. Sign and date the Delivery Ticket indicating that you, the Campus Test Coordinator, have counted and verified the quantity of materials received.
3. Return a copy to the signed and dated Delivery Ticket to the Assessment Service Center.
4. Send a follow-up email to the Assessment Service Center as a backup indicating the quantity of materials received.
5. Enclose a copy of the signed and dated Delivery Ticket with ACP returns to show a 1-to-1 correspondence with the quantity of materials received and the quantity of materials returned.

For more information see EA14-210-2 at http://www.dallasisd.org/inside_dis/depts/evalacct/.