State and National Assessments (SNA) coordinates the training, administration, distribution, and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in the Dallas ISD. These tests include Texas Assessment of Knowledge and Skills (TAKS), State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, STAAR Alt 2, STAAR End-of-Course (EOC), Texas English Language Proficiency Assessment System (TELPAS), TerraNova/Supera, IDEA Language Proficiency Tests (IPT), and Stanford 10. In addition, SNA supports magnet school testing, National Assessment of Educational Progress (NAEP), Texas Student Initiative Assessment (TSIA), and the administration of Credit by Examination (CBE) and Credit by Examination for Acceleration (CEFA).

SNA is also responsible for assisting with Test Security. In this capacity, SNA is responsible for assisting with training Campus Testing Coordinators (CTCs), monitoring test administrations, and reporting testing irregularities to the proper authorities (Texas Education Agency [TEA], Human Capital Management, and Professional Standards Office).

State-Mandated Assessments

TEA requires students to be assessed in grades 3-12 to determine academic skill levels and progress made during a given school year. Grades 3-8 were administered the STAAR, while students in grades 9-12 were administered the STAAR EOC. Students enrolled in high school prior to the 2012-2013 school year were required to pass four core subtests on the Texas Assessment of Knowledge and Skills (TAKS).

At grades 5 and 8, students had three opportunities to test; March, May, and June. During each administration, students were assessed in reading and math in both English and Spanish.

At grades 9-12, students had three opportunities to test (December 2016, spring 2017, and July 2017). Students were assessed in English I, English II, Algebra I, Biology, and U.S. History.

TEA changed the online STAAR test to allow accommodation options, so the need for separate STAAR A and STAAR L was removed, but it still existed in the December 2016 EOC.

The Every Student Succeeds Act (ESSA), previously referred to as No Child Left Behind (NCLB), mandates an annual English-language proficiency assessment of English language learners (ELLs) in grades K-12 in four language domains (reading, writing, speaking, and listening). TEA developed the TELPAS to assess ELLs in these domains.

The following presents an overview of the number of state mandated tests administered in the Dallas ISD:

- Across grades 3-8, more than 78,000 students took STAAR Reading, more than 74,000 took STAAR Math, and at grades 4 & 7, more than 22,000 took STAAR Writing in English and Spanish.
- At grades 5 and 8, more than 22,000 students took the STAAR Science test, and more than 10,000 students at grade 8 took STAAR Social Studies.
- At grades 5 and 8, a total of 17,512 students took STAAR Reading in English and 4,058 students took STAAR Reading in Spanish during the first administration, 6,546 students tested in English and 728 tested in Spanish during the second administration, and 3,297 students were assessed in English and 406 were assessed in Spanish during the third administration. These totals include students who tested above grade level (2,510).
- More than 75,000 students took the STAAR EOC, with more than 10,000 total tested in each of the following subjects: Algebra I, Biology, English I, English II, and U.S. History (less than 10,000).
- Across grades 11, 12, and out of school (OOS), a total of 49 students took the TAKS.
- A total of 61,126 students were rated on the TELPAS with a majority rated beginning at grades 1-3, while those rated intermediate, advanced, and advanced high were in grades 2-12.
**TerraNova Third Edition Norm-Referenced Assessments at Grades K-2**

The TerraNova is an English-language standardized norm-referenced achievement test. The Supera is the Spanish version of the test.

Across grades K-2, a total of 54,675 tests were administered with the TerraNova (19,145 in reading and 35,530 in math), while 16,717 administered with the Supera (16,563 in reading and 154 in math).

**IDEA Language Proficiency Tests (IPT) and Stanford 10 and TerraNova Assessments of ELL Students**

School districts are required to identify ELL students in grades PreK-12 through the use of a home language survey. Students identified as having a language other than English were assessed with the (IPT). Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with the IPT and placed in an appropriate instructional program within four weeks of enrollment. Students in grades 2-12 who scored ≥4 on the IPT were assessed with Stanford 10 and by the end of September the district changed to the TerraNova.

A total of 44,701 IPT tests were administered (30,392 on the English version and 14,309 on the Spanish version), 339 with the Stanford 10, and 747 with TerraNova.

**Magnet School Application Process and Assessments**

State and National Assessments administered the ITBS/Logramos, Stanford 10, and TerraNova/Supera to students who did not have norm- or criterion-referenced achievement test scores from the previous school year in order to apply to the Dallas ISD magnet program. Specifically, these services were provided to students who were applying for admission to the district’s vanguards, academies, and magnet high schools who met the following criteria: (1) currently enrolled in private, parochial, or other schools (grades K-11), and (2) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were required to provide a $100.00 money order or cashier's check made payable to the Dallas Independent School District, while in-district students tested free. A total of 198 students were tested for admission into the magnet program in the 2016-2017 school year (2 with Logramos, 76 with Stanford 10, and 120 with TerraNova/Supera).

The Naglieri Nonverbal Ability Test (NNAT) is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. SNA provided NNAT test booklets, answer documents, and score results for campus officials. A total of 628 students at five magnet schools were tested. The highest number of students tested (217) were at grade 3.

The Math Pre-Assessment was developed by the Region IV Education Service Center. It is used in addition to other assessments to fulfill the requirement needs for entry into five requested vanguards and academies at their discretion. SNA printed the test booklets, answer documents, and scored the results. A total of 1,284 students were tested, with the highest number tested (1,072) at grade 5.

The Texas Success Initiative Assessment (TSIA) is a computer administered assessment used to provide evidence of college readiness or identify deficiencies in reading, writing, and/or mathematics. It was administered at two magnet high school campuses via Accuplacer. SNA’s responsibility was to purchase assessment credits such that assessment capabilities would be readily available at campuses.

**Early Collegiate Academy TSIA Testing**

Eight high schools were a part of the launch of the Early Collegiate Academies that utilized the TSIA online administration.

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

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

Students had to meet the following passing standards to accelerate or gain course credit:

- Kindergarten students had to score at or above the 70th percentile on the ITBS Reading and Math test to advance to the next grade.
- Elementary school students had to achieve a mastery score of 80 percent in all four core areas (language arts, mathematics, science, and social studies) to advance to the next grade.
- Middle and high school students had to achieve a mastery score of 80 percent in each subject area tested to receive course credit.
• Middle and high school students with prior instruction in the course taken had to achieve a mastery score of 70 percent in each subject area tested to receive course credit.

The following results were observed:

• Seventeen students were tested for acceleration at the kindergarten level with 59 percent scoring at or above the 70th percentile.
• At the elementary level, 12 students were tested for acceleration with 3 students scoring ≥80 percent mastery in all core areas (reading, math, science, and social studies).
• At the middle and high school levels, more than 2,221 tests were taken for course credit with passing rates of 77 percent and 46 percent, respectively.

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.

A total of 266 tests were taken for CBEwACP (7 elementary, 21 middle school, and 238 high school) with 139 (33.5%) students receiving course credit.

Campus Testing Coordinator Trainings

State and National Assessments provided 33 trainings to 241 Campus Test Coordinators on test administration and security procedures. At the end of each training, the Campus Test Coordinators were asked to complete an online survey about the training using a QR code or a link to a Google form.

A total of 128 CTCs responded to the surveys resulting in a 53 percent response rate. The majority of responses were positive in that the relevant information was covered and the allotted time was adequate.

Role of Districtwide Testing Coordinators

Five Districtwide Testing Coordinators were assigned various feeder patterns to train, assist, and support CTCs with testing activities in association with the district’s testing calendar. These activities included:

• assisting with training CTCs before each test administration on test procedures, test security, online testing setup, online test administration and completion, and quality control of paper and online test materials;
Campus Test Coordinators should receive a unique bar code for their ID badge that they will scan for their electronic signature. This will expedite the sign-in process for trainings.

A pilot scanning process should be implemented. This will ensure the integrity of the tests and prove campuses are returning all secure test booklets.

Enclose a copy of the signed and dated Delivery Ticket with ACP and other tests returned to the Assessment Service Center. This will show a 1-to-1 correspondence with the quantity of materials received and the quantity of materials returned.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact State & National Assessments at stateassessments@dallasisd.org.

© 2017 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD
Department of Evaluation and Assessment
H. B. Bell School Support Service Center
2909 N. Buckner Blvd.
Box 10
Dallas, TX 75228