

State and National Assessments: Final Report 2015-2016

Department of Evaluation and Assessment

*Dr. Michael Hinojosa
Superintendent of Schools*



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State and National Assessments: Final Report 2015-2016

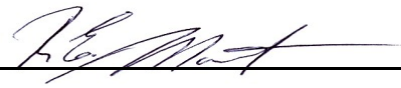
Approved Report of the Department of Evaluation and Assessment

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ABSTRACT

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 *TAKS*, *STAAR*, *STAAR A*, *STAAR Spanish*, *STAAR L*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IPT* and *Stanford 10*. In addition, SNA supports magnet school testing, *NAEP/TUDA*, and acquisition 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, monitoring test administrations, and reporting testing irregularities to the proper authorities [Texas Education Agency (TEA), Human Capital Management and Professional Standards Office]. The following provides a summary of testing activities handled by State and National Assessments:

- Across grades 3-8, more than 68,000 students took *STAAR* Reading, more than 76,000 took *STAAR* Math, and at grades 4 & 7 more than 21,000 took *STAAR* Writing in English and Spanish combined.
- At grades 5 and 8, more than 21,000 students took the *STAAR* Science test, and about 9,000 students at grade 8 took *STAAR* Social Studies.
- At grades 5 and 8, a total of 17,901 students took *STAAR* Reading in English and 4,153 students took *STAAR* Reading in Spanish during the first administration and 6,052 students tested in English and 1,281 tested in Spanish during the second administration
- At grades 5 and 8, a total of 21,850 students took *STAAR* Math in English and 173 students took *STAAR* Math in Spanish during the first administration and 7,388 students tested in English and 134 tested in *Spanish* during the second administration. These totals include students who tested above grade level (2,427).
- More than 68,000 students took the *STAAR EOC* with more than 9,000 total tested in each of the following subjects: Algebra I, Biology, English I, English II and U.S. History.

- Across grades 11 and 12, a total of 49 students took the *Texas Assessment of Knowledge and Skills (TAKS) Exit Retest*.
- A total of 59,263 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.
- At grades K-2, 58,376 *TerraNova* tests were administered (20,618 in reading, and 37,758 in math), while 17,645 *Supera* tests were administered (17,490 in *Supera* Reading, and 154 in *Supera* Math).
- A total of 42,167 *IPT* tests were taken (29,967 in English and 12,200 in Spanish), and 991 Stanford 10 assessments were taken.
- A total of 209 tests were taken for admission into the magnet program (71 with *ITBS*, 9 with *Logramos*, and 129 with *Stanford 10*). Two additional instruments were utilized as part of specific magnet schools application process: 653 tests were taken using the *NNAT*, while 1,236 tests were taken using the Math Pre-Assessment instrument.
- Fourteen students were tested for acceleration at the Kindergarten level with 60% scoring at or above the 70th percentile.
- At the elementary level, 8 students were tested for acceleration with 3 students scoring $\geq 80\%$ mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, more than 1,800 tests were taken for course credit with passing rates of 71% and 80%, respectively.
- A total of 303 tests were taken for *Credit-by-Examination with Assessment of Course Performance (CBEwACP)* (2 elementary, 34 middle school, and 267 high school) with 139 (46%) receiving course credit.
- A total of 108 campus staff serving as CTCs responded to the Campus Test Coordinator Survey. Thirty-four (34) were librarians from elementary schools and 74 were from a combined elementary and middle schools.
- A total of 261 test monitors were trained to monitor 223 campuses at least one time during spring testing for all *STAAR* assessments.
- A total of 291 testing irregularities were documented (288 procedural and 3 serious) with a noted majority of procedural irregularities associated with the administration of the *STAAR* at grades 3-8.
- A random sample of 15 elementary, 5 middle, and 5 high schools were chosen from across the district's feeder patterns for *ACP* booklet return rates. A total of 63,850 test booklets (30,909 to elementary, 13,882 to middle, and 19,059 to high schools) were shipped with a return rate greater than 99% (<1% of the test booklets retained on campuses).

INTRODUCTION

State and National Assessments (SNA) coordinates the administration, distribution, training, and processing of all state- and district-mandated criterion- and norm-referenced tests in the Dallas ISD. These tests include *TAKS*, *STAAR*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, 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 assisting with test security, assisting with training of Campus Testing Coordinators, monitoring test administrations, and reporting of testing irregularities to the proper authorities (Texas Education Agency (TEA), Human Capital Management, and Professional Standards Office). A new Test Security position was created within the department and filled with an employee who had previous test security experience.

PURPOSE AND SCOPE

The purpose of this report is to highlight the range of testing activities conducted by SNA, and the magnitude of test materials handled by the Assessment Service Center in support of the district's mission.

MAJOR QUESTIONS

What Were the Attributes of the State-Mandated Assessment Program, Including the Number of Students Assessed With the *Texas Assessment of Knowledge and Skills (TAKS)*, *State of Texas Assessments of Academic Readiness (STAAR)*, and *Texas English Language Proficiency Assessment System (TELPAS)*?

TAKS/STAAR

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 grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass 4 core subtests on the *Texas Assessment of Knowledge and Skills (TAKS)*.

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

English and Spanish. The third administration was canceled by the Texas Commissioner of Education due to test administration errors associated with the new vendor (Educational Testing Services).

At grades 9-12, students had three opportunities to test (December 2015, spring 2016 and July 2016).

NCLB mandates an annual English-language proficiency assessment of ELLs in grades K-12 in four language domains (reading, writing, speaking, and listening). The Texas Education Agency (TEA) developed the *Texas English Language Proficiency Assessment System (TELPAS)* to assess English language learners' (ELLs) in these domains

Students continue to complete testing criteria for graduation via one of two testing programs (*TAKS* and *STAAR EOC*). The *TAKS* program required students to pass four subtests (ELA, math, science, and social studies). Students taking *TAKS* enrolled in high school prior to the 2012-2013 school year were either slow to gain credits or out of school and have not passed the four subtests. The current *STAAR* program requires students to pass 5 *STAAR EOC* assessments (Algebra I, English I, English II, Biology, and U.S. History). The Individual Graduation Committee (IGC) was established to determine graduation criteria if students only mastered three of the five *STAAR EOC* assessments.

Table 1 shows the number of students assessed on the *TAKS* by grade. Across grades 11-12, a total of 49 students were assessed. Tables 2-6 show the number of students tested with *STAAR* Reading, Math, Writing, Science, and Social Studies, respectively by grade and test administration. Table 2 shows more than 76,000 (60,221 in English and 16,122 in Spanish) students were tested in reading across grades 3-8 on all administrations (March 2016, April 2016, and May 2016). Table 3 shows overall that slightly fewer students tested in math (2,285) than in reading with about the same number tested with *STAAR Alt 2*, and *STAAR A*. These totals include students who tested above grade level at grade 7. At grades 4 and 7, 22,860 (17,745 in English and 5,115 in Spanish) students took *STAAR Writing*, with 12,589 tested at grade 4, and 10,271 tested at grade 7. These totals reflect all administrations of *STAAR* for the 2015-2016 school year (Table 4). Table 5 shows that 22,722 (20,429 in English and 2,293 in Spanish) students took *STAAR Science*, with 12,102 tested at grade 5, and 10,620 at grade 8. These totals include students who tested above grade level at grade 7. The Social Studies assessment displayed in Table 6 shows that 10,245 students tested at grade 8, where 9,280 took *STAAR*, 284 took *STAAR L*, 529 took *STAAR A*, and 152 took *STAAR Alt 2*. Table 7 displays the number of high school students assessed on the *STAAR EOC* by subject and test administration. A total of 76,204 students were assessed for all administrations (December 2015, spring 2016 and July 2016) with more than 10,000 tested in each of the following subjects: Algebra I, Biology, English I, English II, and U.S. History.

Table 1: Number of *TAKS* Assessments by Grade

Test	Grade		Total
	11	12	
<i>TAKS-Retest</i>	2	47	49
Total	2	47	49

Table 2: Number of Students Assessed with STAAR Reading by Grade and Test Administration

Test Administration			Reading							
			STAAR A		STAAR		STAAR ALT 2		Total	
			N	%	N	%	N	%	N	%
March 2016	5	English	343	4.4	7,384	95.6	0	0.0	7,727	100.0
		Spanish	0	0.0	4,153	100.0	0	0.0	4,153	100.0
		Total	343	2.9	11,537	97.1	0	0.0	11,880	100.0
	8	English	551	5.4	9,623	94.6	0	0.0	10,174	100.0
		Total	551	5.4	9,623	94.6	0	0.0	10,174	100.0
	Total	English	894	5.0	17,007	95.0	0	0.0	17,901	100.0
		Spanish	0	0.0	4,153	100.0	0	0.0	4,153	100.0
		Total	894	4.1	21,160	95.9	0	0.0	22,054	100.0
	April 2016	3	English	233	3.0	7,197	93.9	233	3.0	7,663
Spanish			0	0.0	5,600	100.0	0	0.0	5,600	100.0
Total			233	1.8	12,797	96.5	233	1.8	13,263	100.0
4		English	331	4.4	6,963	92.4	239	3.2	7,533	100.0
		Spanish	0	0.0	5,088	100.0	0	0.0	5,088	100.0
		Total	331	2.6	12,051	95.5	239	1.9	12,621	100.0
5		English	0	0.0	0	0.0	183	100.0	183	100.0
		Total	0	0.0	0	0.0	183	100.0	183	100.0
6		English	512	4.9	9,794	93.4	176	1.7	10,482	100.0
		Total	512	4.9	9,794	93.4	176	1.7	10,482	100.0
7		English	459	4.5	9,620	93.8	176	1.7	10,255	100.0
		Total	459	4.5	9,620	93.8	176	1.7	10,255	100.0
8		English	0	0.0	0	0.0	152	100.0	152	100.0
		Total	0	0.0	0	0.0	152	100.0	152	100.0
Total		English	1,535	4.2	33,574	92.6	1,159	3.2	36,268	100.0
		Spanish	0	0.0	10,688	100.0	0	0.0	10,688	100.0
		Total	1,535	3.3	44,262	94.3	1,159	2.5	46,956	100.0

table continues

Table 2: Continued

Test Administration	Grade	Language	Reading							
			STAAR A		STAAR		STAAR ALT 2		Total	
			N	%	N	%	N	%	N	%
May 2016	5	English	217	7.6	2,632	92.4	0	0.0	2,849	100.0
		Spanish	0	0.0	1,281	100.0	0	0.0	1,281	100.0
		Total	217	5.3	3,913	94.7	0	0.0	4,130	100.0
	8	English	402	12.6	2,801	87.4	0	0.0	3,203	100.0
		Total	402	12.6	2,801	87.4	0	0.0	3,203	100.0
	Total	English	619	10.2	5,433	89.8	0	0.0	6,052	100.0
		Spanish	0	0.0	1,281	100.0	0	0.0	1,281	100.0
		Total	619	8.4	6,714	91.6	0	0.0	7,333	100.0
	3	English	233	3.0	7,197	93.9	233	3.0	7,663	100.0
		Spanish	0	0.0	5,600	100.0	0	0.0	5,600	100.0
		Total	233	1.8	12,797	96.5	233	1.8	13,263	100.0
	4	English	331	4.4	6,963	92.4	239	3.2	7,533	100.0
		Spanish	0	0.0	5,088	100.0	0	0.0	5,088	100.0
		Total	331	2.6	12,051	95.5	239	1.9	12,621	100.0
	5	English	560	5.2	10,016	93.1	183	1.7	10,759	100.0
		Spanish	0	0.0	5,434	100.0	0	0.0	5,434	100.0
		Total	560	3.5	15,450	95.4	183	1.1	16,193	100.0
	6	English	512	4.9	9,794	93.4	176	1.7	10,482	100.0
		Total	512	4.9	9,794	93.4	176	1.7	10,482	100.0
	7	English	459	4.5	9,620	93.8	176	1.7	10,255	100.0
		Total	459	4.5	9,620	93.8	176	1.7	10,255	100.0
	8	English	953	7.0	12,424	91.8	152	1.1	13,529	100.0
		Total	953	7.0	12,424	91.8	152	1.1	13,529	100.0
Total All Admin	Total	English	3,048	5.1	56,014	93.0	1,159	1.9	60,221	100.0
		Spanish	0	0.0	16,122	100.0	0	0.0	16,122	100.0
		Grand Total	3,048	4.0	72,136	94.5	1,159	1.5	76,343	100.0

Table 3: Number of Students Assessed with STAAR Math by Grade and Test Administration

Test Administration			Math											
			STAAR A				STAAR L		STAAR		STAAR ALT 2		Total	
			N	%	N	%	N	%	N	%	N	%		
March 2016	5	English	359	3.1	34	.3	11,329	96.6	0	0.0	11,722	100.0		
		Spanish	0	0.0	0	0.0	173	100.0	0	0.0	173	100.0		
		Total	359	3.0	34	.3	11,502	96.7	0	0.0	11,895	100.0		
	8	English	526	6.8	265	3.4	6,910	89.7	0	0.0	7,701	100.0		
		Total	526	6.8	265	3.4	6,910	89.7	0	0.0	7,701	100.0		
	7**	English	9	.4	0	0.0	2,418	99.6	0	0.0	2,427	100.0		
		Total	9	.4	0	0.0	2,418	99.6	0	0.0	2,427	100.0		
	Total	English	894	4.1	299	1.4	20,657	94.5	0	0.0	21,850	100.0		
		Spanish	0	0.0	0	0.0	173	100.0	0	0.0	173	100.0		
		Total	894	4.1	299	1.4	20,830	94.6	0	0.0	22,023	100.0		
April 2016	3	English	247	1.9	162	1.2	12,514	95.1	233	1.8	13,156	100.0		
		Spanish	0	0.0	0	0.0	107	100.0	0	0.0	107	100.0		
		Total	247	1.9	162	1.2	12,621	95.2	233	1.8	13,263	100.0		
	4	English	341	2.7	70	.6	11,816	94.8	238	1.9	12,465	100.0		
		Spanish	0	0.0	0	0.0	150	100.0	0	0.0	150	100.0		
		Total	341	2.7	70	.6	11,966	94.9	238	1.9	12,615	100.0		
	5	English	0	0.0	0	0.0	0	0.0	183	100.0	183	100.0		
		Total	0	0.0	0	0.0	0	0.0	183	100.0	183	100.0		
	6	English	497	4.7	245	2.3	9,551	91.2	177	1.7	10,470	100.0		
		Total	497	4.7	245	2.3	9,551	91.2	177	1.7	10,470	100.0		
	7	English	448	5.7	238	3.0	6,967	89.0	177	2.3	7,830	100.0		
		Total	448	5.7	238	3.0	6,967	89.0	177	2.3	7,830	100.0		
	8	English	0	0.0	0	0.0	0	0.0	152	100.0	152	100.0		

table continues

Table 3: Continued

		Math											
Test Administration	Grade	Language	STAAR A		STAAR L		STAAR		STAAR ALT 2		Total		
			N	%	N	%	N	%	N	%		%	
May 2016	Total	Total	0	0.0	0	0.0	0	0.0	152	100.0	152	100.0	
		English	1,533	3.5	715	1.6	40,848	92.3	1,160	2.6	44,256	100.0	
		Spanish	0	0.0	0	0.0	257	100.0	0	0.0	257	100.0	
	5	Total	1,533	3.4	715	1.6	41,105	92.3	1,160	2.6	44,513	100.0	
		English	226	6.4	27	.8	3,289	92.9	0	0.0	3,542	100.0	
		Spanish	0	0.0	0	0.0	134	100.0	0	0.0	134	100.0	
	8	Total	226	6.1	27	.7	3,423	93.1	0	0.0	3,676	100.0	
		English	404	10.5	217	5.6	3,225	83.9	0	0.0	3,846	100.0	
		Total	404	10.5	217	5.6	3,225	83.9	0	0.0	3,846	100.0	
		English	630	8.5	244	3.3	6,514	88.2	0	0.0	7,388	100.0	
		Spanish	0	0.0	0	0.0	134	100.0	0	0.0	134	100.0	
		Total	630	8.4	244	3.2	6,648	88.4	0	0.0	7,522	100.0	
	Total All Admin	3	English	247	1.9	162	1.2	12,514	95.1	233	1.8	13,156	100.0
			Spanish	0	0.0	0	0.0	107	100.0	0	0.0	107	100.0
			Total	247	1.9	162	1.2	12,621	95.2	233	1.8	13,263	100.0
4		English	341	2.7	70	.6	11,816	94.8	238	1.9	12,465	100.0	
		Spanish	0	0.0	0	0.0	150	100.0	0	0.0	150	100.0	
		Total	341	2.7	70	.6	11,966	94.9	238	1.9	12,615	100.0	
5		English	585	3.8	61	.4	14,618	94.6	183	1.2	15,447	100.0	
		Spanish	0	0.0	0	0.0	307	100.0	0	0.0	307	100.0	
		Total	585	3.7	61	.4	14,925	94.7	183	1.2	15,754	100.0	
6		English	497	4.7	245	2.3	9,551	91.2	177	1.7	10,470	100.0	
	Total	497	4.7	245	2.3	9,551	91.2	177	1.7	10,470	100.0		
7	English	448	5.7	238	3.0	6,967	89.0	177	2.3	7,830	100.0		
	Total	448	5.7	238	3.0	6,967	89.0	177	2.3	7,830	100.0		

table continues

Table 3: Continued

			Math									
Test			STAAR A		STAAR L		STAAR		STAAR ALT 2		Total	
Administration	Grade	Language	N	%	N	%	N	%	N	%	N	%
	8	English	930	7.9	482	4.1	10,135	86.6	152	1.3	11,699	100.0
		Total	930	7.9	482	4.1	10,135	86.6	152	1.3	11,699	100.0
	7**	English	9	.4	0	0.0	2,418	99.6	0	0.0	2,427	100.0
		Total	9	.4	0	0.0	2,418	99.6	0	0.0	2,427	100.0
	Total	English	3,057	4.2	1,258	1.7	68,019	92.6	1,160	1.6	73,494	100.0
		Spanish	0	0.0	0	0.0	564	100.0	0	0.0	564	100.0
		Grand Total	3,057	4.1	1,258	1.7	68,583	92.6	1,160	1.6	74,058	100.0

Note: ** Indicates Grade 7 students testing above grade level with Grade 8 exam.

Table 4: Number of Students Assessed with STAAR Writing by Grade and Test Administration

Test Administration			Writing							
			STAAR A		STAAR		STAAR ALT 2		Total	
			N	%	N	%	N	%	N	%
April 2016	4	English	277	3.7	6,961	93.1	236	3.2	7,474	100.0
		Spanish	0	0.0	5,115	100.0	0	0.0	5,115	100.0
		Total	277	2.2	12,076	95.9	236	1.9	12,589	100.0
	7	English	402	3.9	9,693	94.4	176	1.7	10,271	100.0
		Total	402	3.9	9,693	94.4	176	1.7	10,271	100.0
	Total	English	679	3.8	16,654	93.9	412	2.3	17,745	100.0
		Spanish	0	0.0	5,115	100.0	0	0.0	5,115	100.0
		Grand Total	679	3.0	21,769	95.2	412	1.8	22,860	100.0

Table 5: Number of Students Assessed with STAAR Science by Grade and Test Administration

Test Administration	Grade	Language	Science								Total	
			STAAR A		STAAR L		STAAR		STAAR ALT 2			
			N	%	N	%	N	%	N	%	N	%
April 2016	5	English	315	3.2	30	.3	9,281	94.6	183	1.9	9,809	100.0
		Spanish	0	0.0	0	0.0	2,293	100.0	0	0.0	2,293	100.0
		Total	315	2.6	30	.2	11,574	95.6	183	1.5	12,102	100.0
	8	English	514	6.1	291	3.5	7,426	88.6	152	1.8	8,383	100.0
		Total	514	6.1	291	3.5	7,426	88.6	152	1.8	8,383	100.0
	7**	English	8	.4	1	.0	2,228	99.6	0	0.0	2,237	100.0
		Total	8	.4	1	.0	2,228	99.6	0	0.0	2,237	100.0
	Total All Admin	English	837	4.1	322	1.6	18,935	92.7	335	1.6	20,429	100.0
		Spanish	0	0.0	0	0.0	2,293	100.0	0	0.0	2,293	100.0
		Grand Total	837	3.7	322	1.4	21,228	93.4	335	1.5	22,722	100.0

Note: **Indicates Grade 7 students testing above grade level with Grade 8 exam.

Table 6: Number of Students Assessed with STAAR Social Studies by Grade and Test Administration

Social Studies												
Test Administration	Grade	STAAR A		STAAR L		STAAR		STAAR ALT 2		Total		
		N	%	N	%	N	%	N	%	N	%	
April 2016	8	English	529	5.2	284	2.8	9,280	90.6	152	1.5	10,245	100.0
		Total	529	5.2	284	2.8	9,280	90.6	152	1.5	10,245	100.0

Table 7: Number of Students Assessed on STAAR EOC by Subject and Test Administration

		STAAR EOC									
Test Administration	Subject	STAAR A		STAAR L		STAAR		STAAR ALT 2		Total	
		N	%	N	%	N	%	N	%	N	%
December 2015	Algebra I	271	10.4	292	11.2	2,047	78.4	0	0.0	2,610	100.0
	Biology	186	17.0	223	20.4	682	62.5	0	0.0	1,091	100.0
	English I	293	6.4	0	0.0	4,299	93.6	0	0.0	4,592	100.0
	English II	204	5.5	0	0.0	3,514	94.5	0	0.0	3,718	100.0
	US History	62	11.0	31	5.5	471	83.5	0	0.0	564	100.0
	Total	1,016	8.1	546	4.3	11,013	87.6	0	0.0	12,575	100.0
May 2016	Algebra I	735	6.0	675	5.5	10,705	87.4	137	1.1	12,252	100.0
	Biology	605	5.9	469	4.5	9,101	88.2	144	1.4	10,319	100.0
	English I	767	5.7	0	0.0	12,510	93.2	144	1.1	13,421	100.0
	English II	493	4.2	0	0.0	11,141	94.7	134	1.1	11,768	100.0
	US History	381	4.0	176	1.8	8,916	93.1	102	1.1	9,575	100.0
	Total	2,981	5.2	1,320	2.3	52,373	91.3	661	1.2	57,335	100.0
July 2016	Algebra I	149	12.0	82	6.6	1,007	81.3	0	0.0	1,238	100.0
	Biology	128	20.1	75	11.8	433	68.1	0	0.0	636	100.0
	English I	197	8.4	0	0.0	2,156	91.6	0	0.0	2,353	100.0
	English II	141	7.8	0	0.0	1,676	92.2	0	0.0	1,817	100.0
	US History	46	18.4	29	11.6	175	70.0	0	0.0	250	100.0
	Total	661	10.5	186	3.0	5,447	86.5	0	0.0	6,294	100.0
Total All Admin	Algebra I	1,155	7.2	1,049	6.5	13,759	85.5	137	.9	16,100	100.0
	Biology	919	7.6	767	6.4	10,216	84.8	144	1.2	12,046	100.0
	English I	1,257	6.2	0	0.0	18,965	93.1	144	.7	20,366	100.0
	English II	838	4.8	0	0.0	16,331	94.4	134	.8	17,303	100.0
	US History	489	4.7	236	2.3	9,562	92.0	102	1.0	10,389	100.0
	Grand Total	4,658	6.1	2,052	2.7	68,833	90.3	661	.9	76,204	100.0

TELPAS

In response to testing requirements of the No Child Left Behind Act of 2001 (NCLB), the Texas Education Agency (TEA) developed the *Texas English Language Proficiency Assessment System (TELPAS)* to assess English language learners' (ELLs) acquisition of the English language. NCLB mandates an annual English-language proficiency assessment of ELLs in grades K-12 in four language domains (reading, writing, speaking, and listening). *TELPAS* assesses ELLs in the four language domains. The reading domain was specifically designed for ELLs whose ability to demonstrate general reading skills is often obscured by their limited understanding of the English language. Table 8 shows across grades K-12, a total of 59,263 students were rated on the *TELPAS*. The highest levels were observed at grades K-1 for the Beginning Level (K=81% and 1=51%), grade 2 for the Intermediate Level (2=49%), grade 3 for the Intermediate and Advanced Levels equally at 35%, and grades 4-12 for the Advanced Level (40% or greater).

Table 8: Number and Percent of Students Rated on *TELPAS* by Grade and Category

Grade	# Rated	Category (%)			
		Beginning	Intermediate	Advanced	Advanced High
K	5,885	81	13	4	1
1	6,222	51	32	14	4
2	6,453	21	49	24	6
3	6,443	13	35	35	17
4	6,202	8	31	42	20
5	6,111	5	17	40	38
6	5,148	3	23	46	28
7	4,640	3	19	48	31
8	4,036	3	20	47	30
9	3,654	8	23	43	26
10	2,171	3	18	52	27
11	1,210	1	13	47	39
12	1,088	1	12	46	41
Total	59,263				

What Were the Characteristics of the Norm-Referenced Achievement Program:

TerraNova and Supera?

The Evaluation and Assessment focus group conducted a study of appropriate norm-referenced assessments for administration to students in grades K-2. After careful consideration, a decision was made during the 2015-2016 school year to use the *TerraNova*, an English-language standardized norm-referenced achievement test, to assess English speakers and the *Supera*, which is the Spanish version of the *TerraNova*, to assess students receiving instruction in Spanish. The *TerraNova* provided better reports and more useful information that could be used to drive instructional decisions than the previously used *IOWA* tests. These assessments are products of CTB-McGraw Hill. The administration times for both

assessments were very similar and mirror that of the *IOWA Tests*; therefore, no significant additional time allocation was required to complete the assessments.

These tests were administered to students in grades K-2 to fulfill three main purposes:

1. **Obtain Information for Supporting Instructional Decisions.** Teachers need information to help them select the instructional materials they will use with individual students or class groups. They also need information for deciding which methods or approaches to use with individuals and groups in order to help students attain the learning targets that have been established by the school. Information also is needed to determine whether each student is making satisfactory progress from grade to grade. The relative strengths and weaknesses of each student and class group need to be determined as well so that weaknesses can be addressed and strengths can be nurtured.
2. **Report Individual Progress to Students and Their Parents.** Students need to learn what their strengths and weaknesses are so that they can begin to allocate their effort to their learning. Likewise, information about their growth in achievement from one grade to the next can be used with students to encourage a steady interest in school learning. Parents, likewise, need information that will allow them to support the development of their children and offer realistic guidance to them.
3. **Evaluate the Progress of Groups of Students.** Using the achievement results from a battery like the *TerraNova* for these purposes must be done with the realization that the tests in themselves only address certain important, but limited, aspects of the school curriculum and extracurricular program. They do not represent sufficient data to judge the effectiveness of the entire instructional program.

Table 9 shows the number of tests administered by grade and subject. Across grades K-2, a total of 58,376 tests were administered with the *TerraNova* (20,618 in reading, and 37,758 in mathematics), while 17,645 were administered with the *Supera* (17,491 in *Supera* Reading, and 154 in *Supera* Math). The language subtest is embedded within the reading subtests. Therefore, the numbers in the table for the reading and language subtests may not equal if a student failed to complete the number of items necessary to obtain a language subtest score.

Table 9: Number of Tests Administered on *TerraNova/Supera* by Grade and Subject

Grade	<i>TerraNova</i>			<i>Supera</i>		
	Reading	Language	Math	Reading	Language	Math
K	6,273	6,270	11,751	5,626	5,626	21
1	7,069	7,652	12,298	5,947	5,947	70
2	7,276	7,267	13,079	5,918	5,917	63
Total	20,618	20,589	37,758	17,491	17,490	154

What Were the Characteristics of the *IDEA Language Proficiency Tests (IPT)* and *Stanford 10* Testing Programs for English Language Learner (ELL) Students?

School districts are required to identify potential ELL students first through the use of a home language survey. Upon receipt of the survey, districts are required to assess identified students with a Texas Education Agency (TEA) approved oral language proficiency test (Dallas ISD uses *IDEA Language Proficiency Tests*). This school year, *IPT* replaced the previously utilized instrument, *Woodcock Munoz Language Survey (WMLS)*, as the norms were out of date and the *IPT* offered more detailed reports for instructional remediation for teachers. Students in grades Pre-K-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 a TEA approved norm-referenced test (*Stanford 10*). Table 10 shows the number of tests taken with the *IPT* and *Stanford 10* by grade. A total of 39,167 *IPT* tests were administered (26,967 on the English version and 12,200 on the Spanish version) and 991 with the *Stanford 10*. One student could be administered both English and Spanish versions of the *IPT* if the Home Language Survey indicated Spanish is spoken in the home. The highest concentrations of students tested were in grades Pre-K, K and 5.

Table 10: Number of Tests Taken with the *IPT* and *Stanford 10* by Grade

Grade	<i>IPT</i>		<i>Stanford 10</i>
	English	Spanish	
Pre-K	5,465	5,507	
K	1,653	2,439	
1	550	1,174	
2	510	995	29
3	414	712	53
4	387	626	59
5	6,244	746	87
6	2,794	1	34
7	1,917	0	35
8	1,592	0	34
9	2,744	0	57
10	1,277	0	22
11	794	0	333
12	626	0	248
Total	26,967	12,200	991

What Were the Characteristics of the Magnet School Testing Process?

State and National Assessments administered the *ITBS/Logramos* or *Stanford 10* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year in order

to have the necessary assessment for applying 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-10), 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.

Students with previous *STAAR* results had the necessary scores for application and were not reassessed with a norm-referenced test. A total of 209 students were tested for admission into the magnet program in the 2015-2016 school year (71 with *ITBS*, 9 with *Logramos* and 129 with *Stanford 10*).

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies and magnet high schools for additional screening of applicants. *NNAT* is a nonverbal test of general ability commonly used to identify gifted children. The questions on the *NNAT* are composed of shapes and/or symbols, and require few instructions. SNA provided *NNAT* test booklets and answer documents to campuses, sent support staff to assist in administering tests on campuses, quality controlled answer documents, and reported results to officials. A total of 653 students at 5 magnet schools using *NNAT* were tested. The highest number of students tested (246) 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 6 requested magnet school campuses at their discretion. SNA printed test booklets and answer documents for the *Math Pre-Assessment* and provided them to campuses upon request. Upon conclusion of testing, SNA was responsible for quality control of scannable answer documents and reporting results to campus officials. A total of 1,236 students were tested. The highest number of students tested (993) were in grade 5.

The *Texas Success Initiative Assessment (TSIA)* is computer administered assessment used to provide evidence of college readiness or identify deficiencies in reading, writing, and/or mathematics. It was administered at 2 magnet high school campuses via *Accuplacer*. SNA's responsibility was to purchase assessment credits such that assessment capabilities will be readily available at campuses.

What Are the Outcomes of *Credit by Examination for Acceleration (CEFA)* and *Credit by Examination with Assessment of Course Performance (ACP)*?

With board approval, a district shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects. A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or

3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

Tests used for *Credit by Examination for Acceleration (CEFA)* were 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.

With counselor, principal, and parent approval, students applied for *CEFA* testing through the school counselor's office. All applications were then submitted to the Department of State and National Assessments. Applications received within posted deadlines were processed at **no cost** to the students. Students had to meet the following passing standards to accelerate to the next grade level:

- Kindergarten students had to score at or above the 70th percentile on the *ITBS* in both reading and math subtests to advance to the next grade.
- Elementary school students had to achieve a mastery score of 80% in all four common 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% in each subject area tested to receive course credit.

Fourteen students were tested at the Kindergarten level with 60% scoring at or above the 70th percentile in both reading and math. Table 11 shows the number of elementary students tested and percent mastery by grade. A total of eight students were tested with three students passing; one at grade 1, one at grade 2, and one at grade 5. Table 12 shows the number of tests administered at the middle and high school levels. Overall, more than 1,862 tests were administered with a passing rate of 80%. The passing rate at the middle school level was 71% and at the high school level was 80%.

Table 11: Number of Elementary Tests Administered for Acceleration and Percent Mastery by Grade, (CEFA)

Grade	# Tested	# Passed	≥80% Mastery
1	2	1	50
2	3	1	33
3	2	0	0
4	0	0	0
5	1	1	100
Total	8	3	37

Table 12: Number of *CEFA* Tests Administered and Passing Rates by School Level

School Level	# Tested	# Passed	% Passed
Middle	66	47	71
High	1,796	1,437	80
Total	1,862	1,484	80

What Were the Outcomes of *Credit by Examination for Acceleration (CEFA)* with Prior Instruction?

Tests used for *Credit by Examination for Acceleration (CEFA)* with prior instruction were developed by Texas Tech University to assess mastery of the Texas Essential Knowledge and Skills (TEKS) for students in grades 6-12 who have failed a course(s). It is a means by which a student can recover a course credit by achieving a mastery score of 70% in each subject area tested. With counselor, principal, and parent approval, students applied for *CEFA* testing with prior instruction through the school counselor's office. All applications were then submitted to the Department of State and National Assessments. Applications received within posted deadlines were processed at **no cost** to the students. Table 13 shows the number of tests administered at the middle and high school levels. Overall, 96 tests were administered with a passing rate of 42%.

Table 13: Number of *CEFA* with Prior Instruction Tests Administered and Passing Rates by School Level

School Level	# Tested	# Passed	% Passed
High	96	40	42
Middle	0	0	0
Total	96	40	42

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 303 tests were administered (2 elementary, 34 middle school, and 267 high school) with 139 students (46%) receiving course credit. Of those tested at each school level, 50% (2) received course credit at the elementary level, 32% (11) at the middle school level, and 48% (127) at the high school level.

What Were the Results of the Staff Serving as Campus Testing Coordinators?

The Department of State and National Assessments provided a total of 34 training sessions on test security and test administration procedures for all Campus Testing Coordinators (CTCs) and other district staff serving in that capacity. At many elementary and middle school campuses, a variety of school staff served as CTCs including counselors, assistant principals, and librarians because they did not have a fulltime allocation to hire a CTC, while high enrollment elementary, middle, and all high schools were

allocated a CTC position. When librarians at elementary and middle school campuses served as CTCs, it was necessary to close the library due to insufficient staff. This precluded access to the library for all students. In the wake of mounting concerns about library closures, the Dallas ISD Board of Trustees requested a special survey of CTCs to determine the amount of time these employees spent working on test administration activities (*STAAR*, *ACP*, *TELPAS*, etc.). The findings were needed to provide helpful information used in making informed decisions about future CTC staffing concerns.

A total of 108 campus staff serving as CTCs responded to the survey. Table 14 shows the number of respondents serving as CTCs by official job assignment. The majority of respondents (72%) were Assistant Principals (41%) and Librarians (31%). The years of experience as a CTC varied among librarians and other district staff. However, the majority of the Librarians (79%) and other district staff (61%) serving as CTCs were relatively new to the position with no more than 2-years of experience.

Table 14. Number and Percent of District Employees Serving as Campus Testing Coordinators Responding to CTC Survey

Serving as Campus Testing Coordinator	Respondents	
	N	%
Assistant Principal	44	41
Campus Testing Coordinator	5	5
Counselor	8	7
General Ed/Elective Teacher	13	12
Guest Teacher	1	<1
Instructional Coach	3	3
Librarian	34	31
Total	108	

Figures 1 and 2 display the years of experience by librarians and other district staff, respectively. All librarians responding to the survey were from elementary schools (34), while other district staff were from 70 elementary schools and 4 schools that were a combination of elementary/middle schools.

Figure 1: Years of Experience of Librarians Responding to the CTC Survey

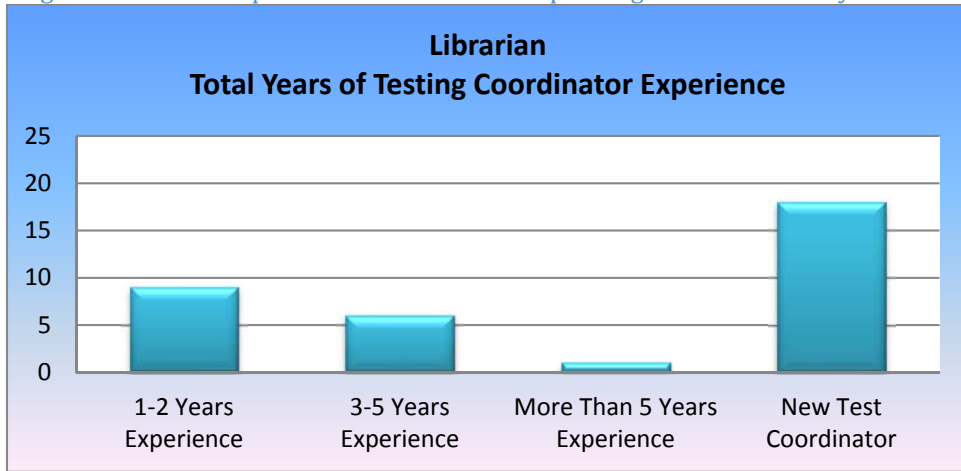
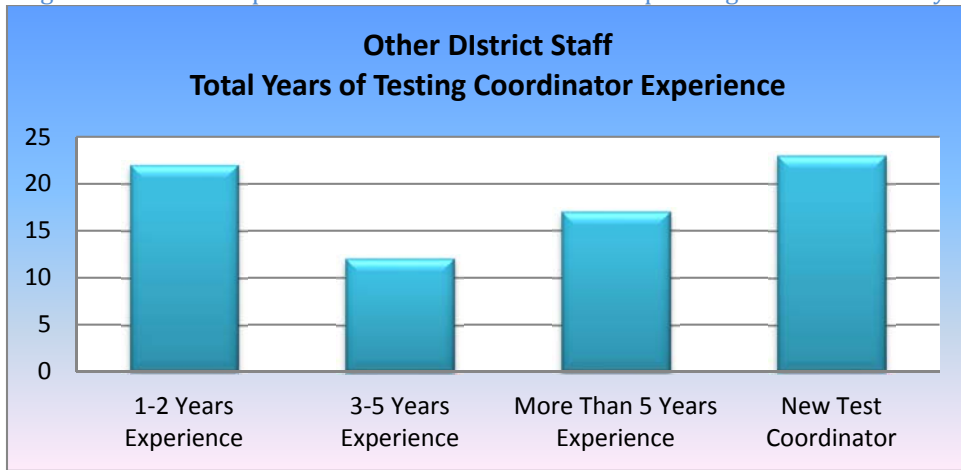


Figure 2: Years of Experience of Other District Staff Responding to the CTC Survey



Librarians serving as CTCs indicated that the library had to be closed while they performed their duties as CTCs. The amount of time libraries were closed ranged from more than 91 days to as few as 1 to 20 days. The median closure time was approximately 41 to 60 days. Given these results, some libraries would have been closed 52% of the instructional calendar year, while other libraries would have been available for 155 to 174 days.

There appeared to be a relatively equal proportion of librarians who indicated that they received supplemental pay while serving as CTCs (53%) and those who indicated that they did not (47%). The proportion of other district staff indicating that they received supplemental pay for their time while serving as CTCs (19%) was disproportionate when compared to that of librarians. The proportion of other district staff that did **not** receive supplemental pay (53%) was equal to that of librarians who received supplemental pay (53%). Twenty-eight percent of other district staff indicated that they were not eligible to receive supplemental pay while serving as CTCs.

Principals may have used variable cost allocation funds to compensate one or a combination of professional (not administrators) and/or non-professional staff serving as CTCs. Principals, associate principals, assistant principals, and individuals hired into full-time campus test coordinator positions are not eligible for this extra-duty or supplemental pay. In addition, extra duty or supplemental pay can only be used for work done over and beyond the school day.

Test security and the administration of state mandated assessments are time consuming activities required by Texas Education Agency (TEA) mandates, district policy, and district regulations. Librarians and other staff serving as CTCs were asked to respond to a number of survey items to obtain a better understanding about the amount of time they spent on the administration of these assessments (*STAAR 4-7 Writing*, *STAAR Alt 2*, *STAAR 3-8 Writing*, *TELPAS*) and the Student Survey during and after the school day. The amount of time librarians and other staff spent per week as CTCs during and after school is also displayed in Appendix A; Figure 1.

Although there were similarities in the amounts of time librarians and other district personnel spent on testing activities during and after school hours, the amounts of time differed significantly depending on the test. The amount of time spent on *STAAR 4-7 Writing* and *STAAR 5-8 Reading and Math* administrations differed slightly between the two groups (Appendix A; Figure 1). Librarians indicated that they worked from 6-10 hours to as much as 22-40 hours per week during school and from 1-5 to 11-16 hours per week after school, while other district personnel centered around 1-5 to 11-16 hours per week during and after school with a few clustering at 22-40 hours per week during and after school.

The amount of time librarians spent on test administration activities during and after school per week was less on *STAAR Alt 2* as seen in Appendix A; Figure 2. Most librarians indicated “Not Applicable,” while a few indicated 6-10 hours per week during school and 1-5 hours per week after school. Other district personnel showed similar results, with a majority indicating “Not Applicable” during and after school, while a minor few indicated 1-5 and 6-10 hours per week during and after school, respectively. However, not all campuses had students eligible to take the *STAAR Alt 2* assessment.

Appendix A; Figure 3 shows a similar pattern for librarians and other district personnel for hours worked per week during and after school for *STAAR 3-8*. Librarians centered on three time frames; 6-10 hours, 11-16 hours and 22-40 hours worked per week during and after school, respectively. Other district personnel showed a similar pattern, essentially centering on the same time frames for hours worked per week during and after school.

Librarians and other district personnel spent about the same number of hours per week during and after school on activities associated with *TerraNova/Supera*. Both groups indicated the same time frames most frequently (6-10 hours, 11-16 hours, and 17-21 hours) as the number of hours worked per week during and after school. These findings are similar to those for *TELPAS* Calibration and *TELPAS* Online Testing even though the *TerraNova* was only administered at grades K-2, while the *TELPAS* was administered at grades K-12 (Appendix A; Figure 4).

The hours per week spent on *TELPAS* Calibration during and after school were almost identical for librarians and other district personnel. Both groups centered on three distinct categories; 1-5 hours, 6-10 hours, and 11-16 hours, for hours worked during and after school per week, respectively. These results may be related to a high enrollment of English Language Learners (ELLs) in the district and the difficulty associated with the calibration process (Appendix A; Figure 5). Appendix A; Figure 6 shows the same pattern emerged in the results for *TELPAS* Online Testing. Both groups centered on the same time frames identified in the *TELPAS* Calibration results. Again, it is believed that the hours spent during and after school per week by both groups on *TELPAS* Online Testing is directly related to the number of ELLs enrolled in the district and that every English Language Learner must be tested according to state law.

Appendix A; Figure 7 shows the Student Survey required the least amount of preparation time per week during and after school. The amount of time librarians indicated that they worked on the administration of the Student Survey per week during school ranged from 1-5 hours per week to 6-10 hours, while after school hours per week ranged from 1-5 hours. The majority of other district personnel indicated that they spent 1-5 hours per week during and after school on activities related to the Student Survey.

Overall, it appears that librarians and other district personnel are spending an extreme amount of time performing duties as CTCs. Based on these results, librarians and other district personnel may be working more than 60+ hours per week when serving as CTCs, oftentimes without supplemental pay. This may be especially evident at elementary campuses where there is no allocation or budget for CTCs in spite of state and federal accountability requirements.

What Are the Outcomes of Campus Testing Coordinator Trainings?

The Department of State and National Assessments provided 34 training sessions on test administration and security procedures. There were three all day Introductory sessions in September. The initial training provided an overview of all assessments administered in the district. High school testing coordinators also received information on administering the *ACT School Day*. There was one combined high and middle schools session for *Exit TAKS/PSAT*. There were nine sessions pertaining to *STAAR* (one session for high school December *EOC* Retest procedures; four March sessions [two elementary, one middle and one high school session]; four April sessions [two elementary, one middle and one high school session]) and three ETS/ Pearson online training sessions. The overview training session in January was divided into two elementary, one middle, and one high school session combined. There was one high school *SAT School Day* session and nine *TELPAS* sessions. There was one *Advanced Placement* session for high schools and two *TerraNova/Supera* sessions. Two additional sessions were conducted to discuss the Student Survey. See Appendix B for a list of meeting dates and topics.

What Are the Roles of Districtwide Testing Coordinators (DWTCS)?

Five Districtwide Testing Coordinators were assigned various feeder patterns each 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 testing procedures, test security, online test sessions, administration and completion, and quality control of paper and online test materials;
- reviewing and providing feedback on Campus Test Security Plans;
- providing functional planning expertise to campus and district personnel required to meet state testing timelines and District administered local testing timelines outlined on the District's Testing Calendar;
- working collaboratively with various departments including, but not limited to, principals, special education staff, counseling department, ESL/bilingual, and technology and data staff to ensure coherence and alignment of local, state, and national assessments;
- presenting best practices at the Texas Assessment Conference;
- assisting with summarizing testing activities and operations in interim reports, technical reports, and final reports; and
- making recommendations for improvement of operations.

What Impact Did the New TEA Testing Vendor Have on the District?

The Texas Education Agency (TEA) contracted with Education Testing Services (ETS) to develop new STAAR assessments for the State of Texas. Along with this transition came a number of testing issues including changes in shipping and receiving of test materials and the online test management platform. To assess issues faced by various school districts on the December EOC assessment, several surveys were administered by Moak and Casey and the Texas Association of School Administrators (TASA) to a number of large school districts in Texas. Moak and Casey distributed two surveys and TASA distributed one. ETS was open to communications and made assertive efforts to make positive changes. Noticeable improvements were made between the December 2015 and Spring 2016 administrations. Improvements were made with precodes, shipping, and reporting. Appendix C presents issues experienced by the Dallas ISD that were communicated to ETS. There were six topics of concern; Confidential Student Records (CSRs), Inaccurate Data, File/Reports Updates, Pre-Codes, Online Testing, and Shipping.

What Are the Characteristics of Test Monitoring and Testing Irregularities?

Central Staff Test monitors were trained to ensure proper test administration and security procedures were followed at campuses during testing. At the end of each observation, monitors were required to complete a number of observation forms documenting all aspects of the testing environment

and testing irregularities observed during each test administration. All forms were submitted to the Office of Test Security for review.

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: students tested in the wrong language, students were administered an exam on an unauthorized day, or students not placing their answers on the correct section of the answer sheet. Serious irregularities constitute severe violations of test security and/or confidentiality that oftentimes resulted in the involvement of the TEA's Educator Certification and Standards Division for disciplinary action (including suspension or revocation of educator certification). If a serious testing irregularity was identified, the district's Test Security Officer worked collaboratively with the Professional Standards Office, Human Capital Management, principals, and/or Division Executive Directors to conduct further investigations.

A total of 261 test monitors were trained to monitor test administration procedures at 223 schools 2 to 3 times during each testing window. School assignments were done through an online self-selection process. A total of 291 testing irregularities were reported to State and National Assessments (288 procedural and 3 serious). The majority of procedural irregularities were associated with the administration of the STAAR at grades 3-8 (Appendix D). These included test booklets or answer documents given to the wrong students, students not accurately placing answers on the answer document, and students testing in the wrong language. Appendix D also displays the frequencies of procedural irregularities by district feeder patterns. During the previous school year (2014-2015), a total of 241 irregularities were reported, with 238 being procedural and 3 serious. All serious irregularities were forwarded to the Professional Standards Office and Human Capital Management for further investigations.

What Was the Return Rate of the Assessment of Course Performance (ACP) To the Service Center?

Assessments of Course Performance (ACPs) are locally developed secure tests that are used in grades K-12. From year to year, about 60% of the items on the tests are recycled; therefore, it is required for all ACP booklets to be returned in order not to jeopardize the integrity and security of the tests. To address this issue, a continuous effort has been instituted to monitor the return of ACP test booklets to the Assessment Service Center. From the spring 2015-2016 testing session, a random sample of 15 elementary, 5 middle, and 5 high schools from across the district's feeder patterns were selected. Table 15 identifies the schools assigned to the Districtwide Testing Coordinators (DWTCs) used in the process.

Table 15: Schools Selected for Monitoring by School Level, School, and DWTCs

School Level					
Elementary		Middle		High	
School	DWTC	School	DWTC	School	DWTC
Carpenter	Charlenta Govan	Medrano	Charlenta Govan	Kimball	Charlenta Govan
Field	Charlenta Govan	Walker	Cherie Reece	Roosevelt	Cherie Reece
Hall	Charlenta Govan	Rusk	LaKedra Cardell	Pinkston	LaKedra Cardell
Blanton	Cherie Reece	Storey	Jillian Heintzman	Madison	Jillian Heintzman
Gooch	Cherie Reece	Gaston	Felicia Gibbons	Adamson	Felicia Gibbons
Mills	Cherie Reece				
Ray	LaKedra Cardell				
Soto	LaKedra Cardell				
Salazar	LaKedra Cardell				
Dunbar	Jillian Heintzman				
Tatum	Jillian Heintzman				
Lisbon	Jillian Heintzman				
Seagoville	Felicia Gibbons				
Peeler	Felicia Gibbons				
Casa View	Felicia Gibbons				

For the selected schools, a total of 63,850 test booklets were shipped to the schools (30,909 booklets shipped to elementary schools, 13,882 shipped to middle schools, and 19,059 shipped to high schools). Table 16 shows the numbers of test booklets shipped, returned, and missing by school level. Overall, more than 99% of all test booklets shipped were returned to the Assessment Service Center (<1% missing).

Table 16: Number of ACP Test Booklets Shipped, Returned, and Percentage Missing by School Level

School Level	Books Requested	Extra Orders	Number Shipped	Total Returned	Total Missing	Percentage Missing
Elementary	30,825	84	30,909	30,905	4	0.01%
Middle School	13,875	7	13,882	13,869	13	0.09%
High School	18,875	184	19,059	19,059	0	0.00%
Total	63,575	275	63,850	63,833	17	0.03%

Tables 17-19 show the number of spring 2015-2016 ACP test booklets shipped, returned, and missing for schools by level. All schools had return rates greater than 99%. Twelve elementary, 4 middle, and 2 high schools had return rates of 100%.

Table 17: Accountability for ACP Test Booklets Shipped to Elementary Schools Assigned to DWTCs

School Name	DWTC	TEA Number	Original Order	Extra Orders	Books Shipped	Books Returned	Missing Books	Percentage Missing
Carpenter	Charlenta Govan	121	1,450	18	1,468	1,468	0	0.00%
Field	Charlenta Govan	144	1,850	25	1,875	1,875	0	0.00%
Hall	Charlenta Govan	149	2,100	5	2,105	2,105	0	0.00%
Blanton	Cherie Reece	110	2,450	0	2,450	2,450	0	0.00%
Gooch	Cherie Reece	148	1,175	0	1,175	1,175	0	0.00%
Mills	Cherie Reece	186	1,700	0	1,700	1,700	0	0.00%
Ray	LaKedra Cardell	196	1,375	0	1,375	1,375	0	0.00%
Soto	LaKedra Cardell	287	2,650	0	2,650	2,650	0	0.00%
Salazar	LaKedra Cardell	239	2,325	20	2,345	2,345	0	0.00%
Dunbar	Jillian Heintzman	139	2,150	5	2,155	2,155	0	0.00%
Tatum	Jillian Heintzman	155	3,000	0	3,000	3,000	0	0.00%
Lisbon	Jillian Heintzman	178	1,600	10	1,610	1,609	1	0.06%
Seagoville	Felicia Gibbons	208	2,550	1	2,551	2,551	0	0.00%
Peeler	Felicia Gibbons	192	1,525	0	1,525	1,525	0	0.00%
Casa View	Felicia Gibbons	125	2,925	0	2,925	2,922	3	0.10%
Total			30,825	84	30,909	30,905	4	0.01%

Table 18: Accountability for ACP Test Booklets Shipped to Middle Schools Assigned to DWTCs

School	DWTC	TEA	Original Order	Extra Orders	Books Shipped	Books Returned	Missing Books	Percentage Missing
Medrano	Charlenta Govan	079	2,950	0	2,950	2,948	2	0.07%
Walker	Cherie Reece	056	2,675	0	2,675	2,675	0	0.00%
Rusk	LaKedra Cardell	055	2,275	3	2,278	2,270	8	0.35%
Storey	Jillian Heintzman	060	2,325	4	2,329	2,329	0	0.00%
Gaston	Felicia Gibbons	048	3,650	0	3,650	3,647	3	0.08%
Total			13,875	7	13,882	13,869	13	0.09%

Table 19: Accountability for ACP Test Booklets Shipped to High Schools Assigned to DWTCs

School	DWTC	TEA	Original Order	Extra Orders	Books Shipped	Books Returned	Missing Books	Percentage Missing
Kimball	Charlenta Govan	008	5,700	175	5,875	5,875	0	0.00%
Roosevelt	Cherie Reece	013	2,475	0	2,475	2,475	0	0.00%
Pinkston	LaKedra Cardell	012	3,400	0	3,400	3,400	0	0.00%
Madison	Jillian Heintzman	032	1,850	0	1,850	1,850	0	0.00%
Adamson	Felicia Gibbons	002	5,450	09	5,459	5,459	0	0.00%
Total			18,875	184	19,059	19,059	0	0.00%

Of the schools that retained test booklets, a total of 4 test booklets were retained across all elementary schools, with no more than 3 test booklets retained at any given school. At the middle school level, 8 test booklets were retained at Rusk, 2 at Gaston, and 2 at Medrano. At the high school level, 0 test booklets were retained. Districtwide Testing Coordinators followed up with schools that had missing test booklets in an attempt to recover the booklets.

SUMMARY AND RECOMMENDATIONS

Summary

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 *TAKS*, *STAAR*, *STAAR A*, *STAAR Spanish*, *STAAR L*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IPT*, and *Stanford 10*. In addition, SNA supports Magnet School Testing, *NAEP/TUDA*, and acquisition of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*. The following provides a summary of testing activities handled by State and National 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 grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass 4 core subtests on the *Texas Assessment of Knowledge and Skills (TAKS)*.
- At grades 5 and 8, students had two opportunities to test; one administration in March and one administration in May. During each administration, students were assessed in reading and math in both English and Spanish. The third administration was canceled by the Texas Commissioner of Education due to test administration errors associated with the new vendor (Educational Testing Services). At grades 9-12, students had three opportunities to test (December 2015, spring 2016 and July 2016).
- NCLB mandates an annual English-language proficiency assessment of ELLs in grades K-12 in four language domains (reading, writing, speaking, and listening). The Texas Education Agency (TEA) developed the *Texas English Language Proficiency Assessment System (TELPAS)* to assess English language learners' (ELLs) in these domains
- Students continue to complete one of two testing programs (*TAKS* and *STAAR EOC*) for graduation. The *TAKS* program required students to pass four subtests (ELA, math, science, and social studies), while the *STAAR* program requires students to pass 5 *STAAR EOC* assessments (Algebra I, English I, English II, Biology, and U.S. History). A total of 49 students were administered a *TAKS* assessment during the 2015-2016 school year. The Individual Graduation Committee (IGC) was established to determine graduation criteria if students only mastered three of the 5 *STAAR EOC* assessments.
- The *State of Texas Assessments of Academic Readiness (STAAR)* program was implemented in spring 2012, which includes annual assessments for reading and mathematics, grades 3–8; writing at grades 4 and 7; science at grades 5 and 8; social studies at grade 8; and *End-of-Course (EOC)* assessments for English I, English II, Algebra I, Biology and U.S History. Across grades 3-8, more

than 76,000 students were tested in reading. Approximately 74,058 grade 3-8 students were tested in math. At grades 4 and 7, 22,860 students took STAAR Writing, with 12,589 tested at grade 4, and 10,271 tested at grade 7. A total of 22,722 students took STAAR Science, with 12,102 tested at grade 5, and 10,620 at grade 8. At grades 5 and 8, a total of 17,901 students took STAAR Reading in English and 4,153 students took STAAR Reading in Spanish during the first administration. During the second administration, 6,052 students tested in English and 1,281 tested in Spanish. At grades 5 and 8, a total of 21,850 students took STAAR Math in English and 173 students took STAAR Math in Spanish during the first administration. These totals include students who tested above grade level (2,427). During the second administration, 7,388 students tested in English and 134 tested in Spanish. EOC assessments measure high school students' mastery of the Texas Essential Knowledge and Skills (TEKS) for a given course. Students are given three opportunities throughout the school year to successfully meet the passing standards on EOC assessments. A total of 76,204 exams were administered during the 2015-2016 school year.

- The *Texas English Language Proficiency Assessment System (TELPAS)* fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. Student performance is reported in terms of the four English language proficiency levels described in the ELPS: beginning, intermediate, advanced, and advanced high. *TELPAS* results are used in accountability and performance-based monitoring indicators. The assessment components for grades K–12 include holistically rated observational assessments of listening, speaking, reading, and writing. Students in grades 2-12 are also assessed with a multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12. The highest levels were observed at grades K-1 for the Beginning Level (K=81% and 1=51%), grade 2 for the Intermediate Level (2=49%), grade 3 for the Intermediate and Advanced Levels equally at 35%, and grades 4-12 for the Advanced Level (40% or greater).
- Students in grades K-2 were administered a new norm-referenced achievement test during the 2015-2016 school year. *TerraNova*, an English-language standardized norm-referenced achievement test assessed English speakers, and the *Supera*, the Spanish version of the *TerraNova*, assessed students receiving instruction in Spanish. Approximately 55,366 tests were administered in the following subtests: reading, language, and math.
- The *Idea Language Proficiency Test (IPT)* is a Texas Education Agency approved oral language proficiency test administered to students in grades Pre-K-12 who were new to the district and spoke a language other than English. The highest concentration of students assessed was enrolled in Pre-K. Students in grades 2-12 who scored ≥ 4 on the *IPT* were assessed with a TEA approved norm-referenced test (*Stanford 10*). The highest population of students assessed with the *Stanford 10* was in grades 11 and 12.

- State and National Assessments administered the *ITBS/Logramos* or *Stanford 10* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year in order to have the necessary assessment when applying for admission to the Dallas ISD magnet schools. A total of 209 students were tested for admission into the magnet program in the 2015-2016 school year (71 with *ITBS*, 9 with *Logramos* and 129 with *Stanford 10*). 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. A total of 653 students at 5 magnet schools using *NNAT* were tested. The highest number of students tested (246) was at grade 3. The *Math Pre-Assessment* is developed by Region IV Education Service Center. It is used in addition to other assessments to fulfill the requirement needs for entry into 6 requested magnet school campuses at their discretion. A total of 1,236 students were tested. The highest number of students tested (993) was at grade 5.
- Tests used for *Credit by Examination for Acceleration (CEFA)* were developed by Texas Tech University to assess mastery of the Texas Essential Knowledge and Skills (TEKS) for students in grades 1-12. *CEFA* 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. Fourteen students were tested at the Kindergarten level with 60% scoring at or above the 70th percentile in both reading and math. Only three students across grades 1-5 mastered all subtests. A total of 47 middle school and 1,437 high school students passed credit by examination assessments.
- Tests used for *Credit by Examination for Acceleration (CEFA) with prior instruction* were developed by Texas Tech University to assess mastery of the Texas Essential Knowledge and Skills (TEKS) for students in grades 6-12 for students who have failed a course(s). *CEFA* is a means by which a student can recover a course credit by achieving a mastery score of 70% in each subject area tested. Overall, 96 students were tested with a passing rate of 42%. During the 2015-2016 school year there were no middle school students who achieved mastery. *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). Of those tested at each school level, 50% (2) received course credit at the elementary level, 32% (11) at the middle school level, and 48% (127) at the high school level.
- A total of 108 campus staff serving as CTCs responded to the CTC survey. The majority of respondents (72%) were Assistant Principals (41%) and Librarians (31%). The majority of Librarians (79%) and other district staff (61%) serving as CTCs were relatively new to the position with no more than 2 years of experience. Although there were similarities in the amounts of time

librarians and other district personnel spent on testing activities per week during and after work hours, the amounts of time differed significantly depending on the test. The greatest amount of time spent on test administrations was associated with *TELPAS* Calibrations, *TELPAS* Online Testing and *TerraNova/Supera*. The results indicated that librarians and other district personnel may be working more than 60+ hours per week when serving as CTCs, oftentimes without supplemental pay. This may be especially evident at campuses where there is no allocation or budget for CTCs in spite of state and federal accountability requirements.

- The Department of State and National Assessments provided 34 training sessions on test administration and security procedures for CTCs and other district staff. The format and location of training varied monthly. Both face to face and online trainings were provided to CTCs.
- The allocation of five Districtwide Testing Coordinators to the SNA Department has been essential to ensuring that all campuses receive direct support on district, state, and national assessments administered throughout the school year. The DWTCs were assigned various feeder patterns each to train, assist, and support the CTCs with testing activities in association with the district's testing calendar.
- The Educational Testing Service (ETS) was selected as the new vendor for the *State of Texas Assessments of Academic Readiness (STAAR)* components. Several changes were made throughout the 2015-2016 school year to procedures associated with shipping and receiving of testing materials and to the online test management platform. This caused many issues to arise. Dallas ISD provided feedback and continued to have open communication throughout the school year on areas of concern.
- Central Staff Test monitors were trained to ensure proper test administration and security procedures were followed at campuses during testing. At the end of each observation, monitors were required to complete a number of observation forms documenting all aspects of the testing environment and testing irregularities observed during each test administration. A total of 261 test monitors were trained to monitor test administration procedures at 223 schools 2 to 3 times during each testing window. School assignments were done through an online self-selection process. A total of 291 testing irregularities were reported to State and National Assessments (288 procedural and 3 serious). The majority of procedural irregularities were associated with the administration of the *STAAR* at grades 3-8.
- *Assessments of Course Performance (ACPs)* are locally developed secure tests that are used in grades K-12. From year to year, about 60% of the items on the tests are recycled; therefore, it is required for all *ACP* booklets to be returned in order not to jeopardize the integrity and security of the tests. From the spring 2015-2016 testing session, a random sample of 15 elementary, 5 middle, and 5 high schools from across the district's feeder patterns were selected. For the selected schools, a total of 63,850 test booklets were shipped (30,909 booklets shipped to elementary schools, 13,882 shipped to middle schools, and 19,059 shipped to high schools). Overall, more

than 99% of all test booklets shipped were returned to the Assessment Service Center (<1% missing). A total of 17 test booklets were documented as not returned, with the highest concentration missing at the middle school level.

Recommendations

- Report findings should be distributed to both campus principals and the Counseling and Supervision Department to encourage school personnel to increase the number of eligible high school students that participate in summer *STAAR* administrations and *Credit by Exam for Acceleration* assessments.
- The Dallas ISD Board of Trustees should request additional research on the amount of time campus staff serving as CTCs spend preparing for district and state assessments, in addition to their assigned duties, to help make decisions about future CTC funding.
- To increase *ACP* test booklets return rates, it is recommended that CTCs and or campus staff do the following:
 - o Sign and date the Delivery Ticket indicating that they have counted and verified the quantity of materials received.
 - o Enclose a copy of the signed and dated Delivery Ticket with *ACP* and other tests returned to the Assessment Service Center to show a 1-to-1 correspondence with the quantity of materials received and the quantity of materials returned.
 - o Count and box all test booklets in numeric order prior to returning them to the Assessment Service Center.

APPENDICES

Appendix A

Campus Testing Coordinators' Survey Results

Figure 1: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on STAAR 4-7 Writing and STAAR 5-8 Reading/Math Per Week

STAAR 4-7 Writing and STAAR 5-8 Reading/Math: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered March 29, 2016 - April 1, 2016

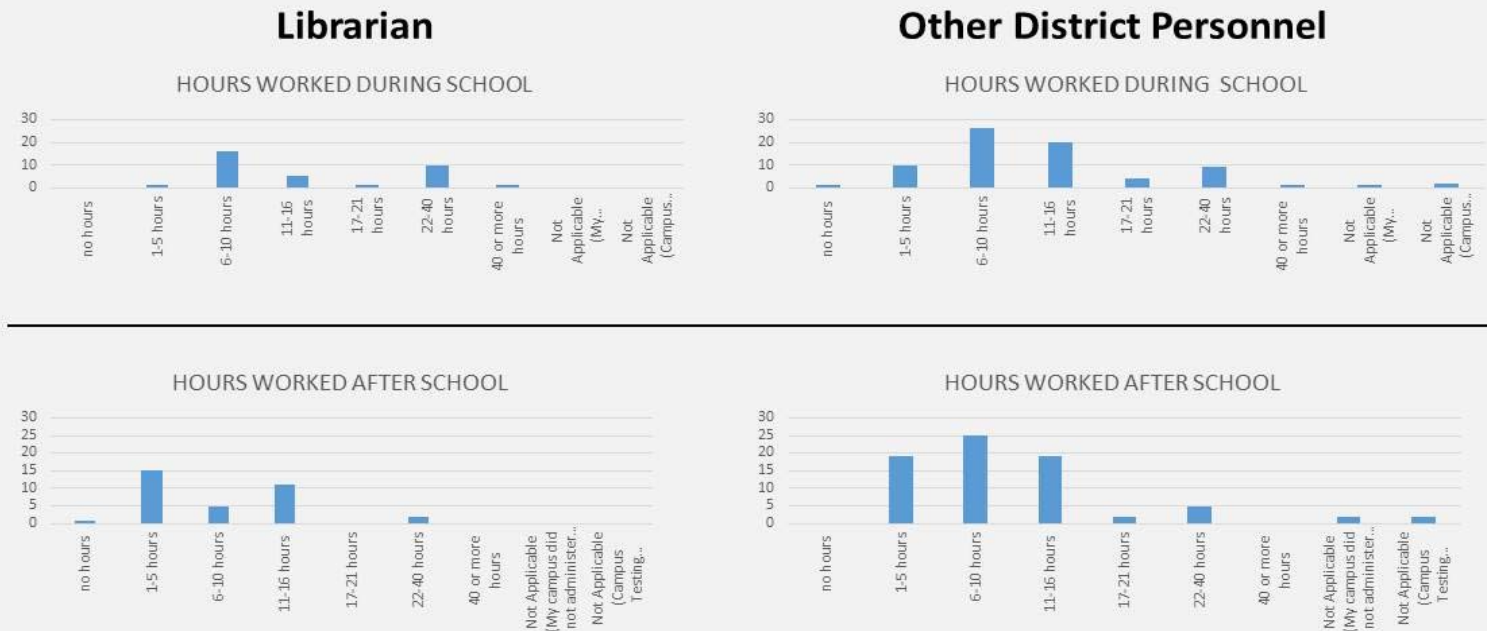
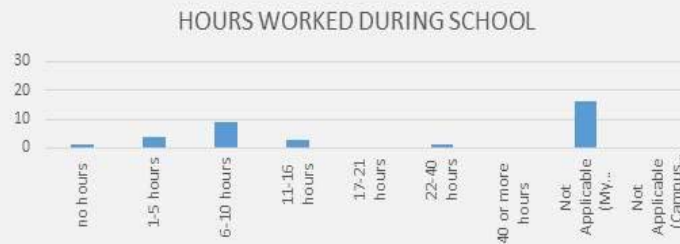


Figure 2: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on STAAR Alt 2 Per Week

STAAR Alternate 2: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered April 4, 2016 – April 22, 2016

Librarian



Other District Personnel

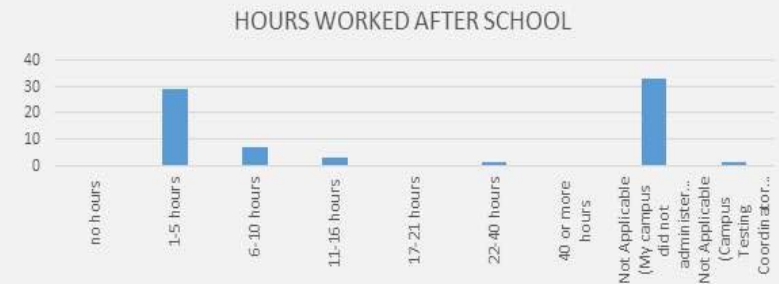
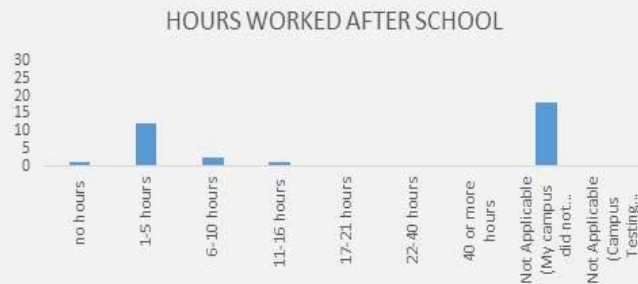
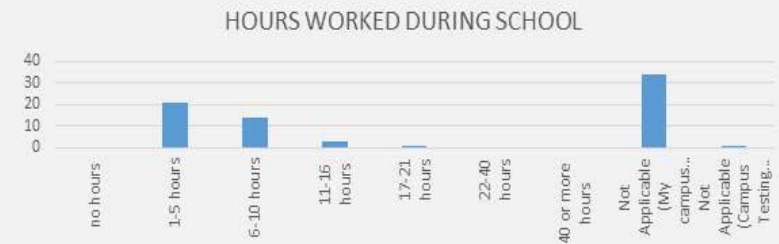


Figure 3: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on STAAR 3-8 Per Week

STAAR 3-8: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered May 9, 2016 - May 13, 2016

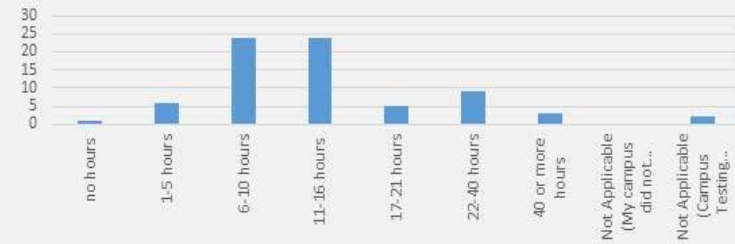
Librarian

HOURS WORKED DURING SCHOOL

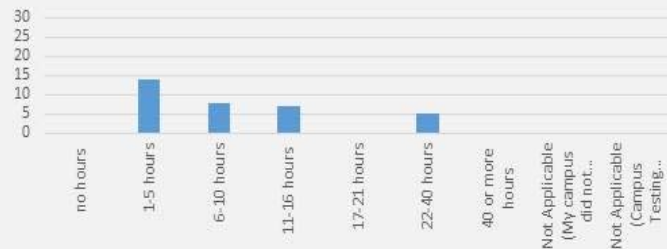


Other District Personnel

HOURS WORKED DURING SCHOOL



HOURS WORKED AFTER SCHOOL



HOURS WORKED AFTER SCHOOL

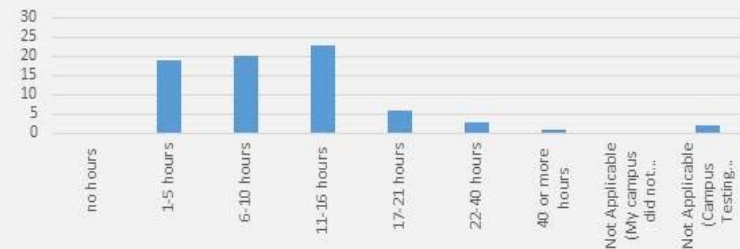


Figure 4: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on TerraNova/Supera Per Week

Terra Nova / Supera: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered April 12, 2016 - April 22, 2016

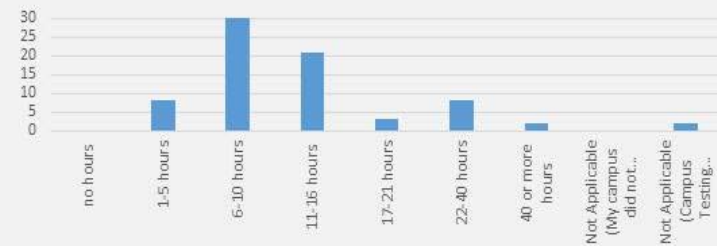
Librarian

HOURS WORKED DURING SCHOOL



Other District Personnel

HOURS WORKED DURING SCHOOL



HOURS WORKED AFTER SCHOOL



HOURS WORKED AFTER SCHOOL

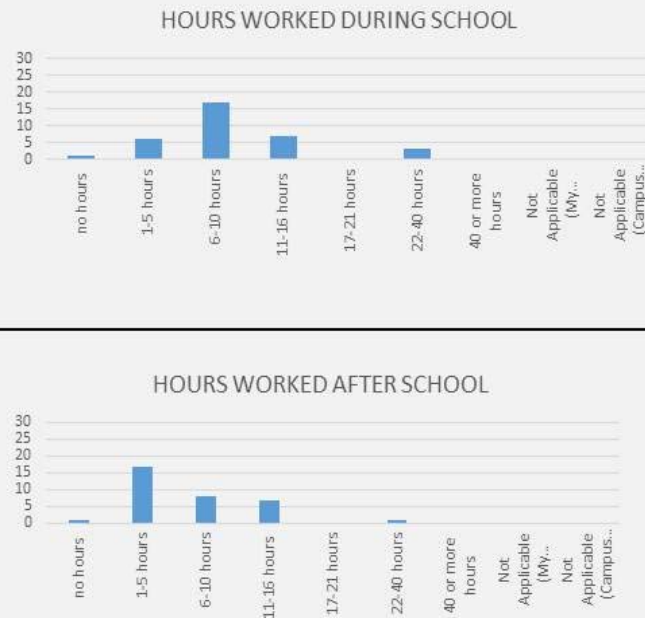


Figure 5: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on the TELPAS Calibration

TELPAS Calibration: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered February 15 2016 - March 4, 2016

Librarian



Other District Personnel

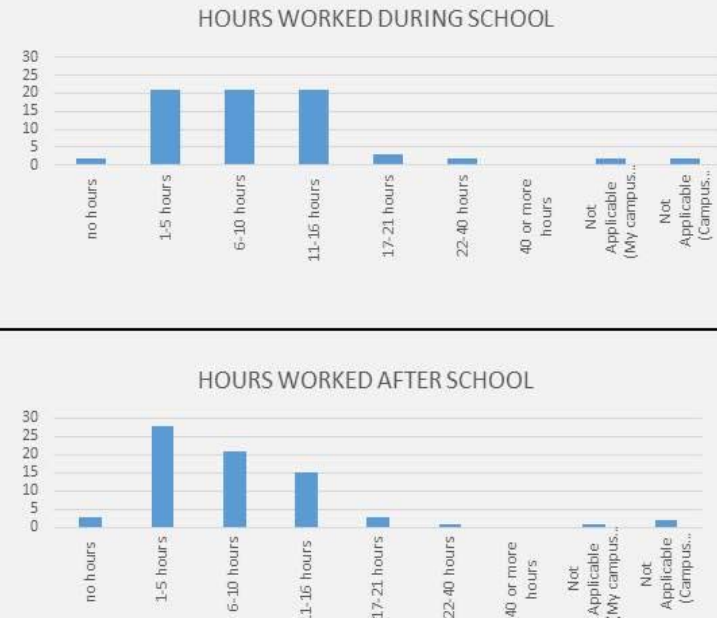


Figure 6: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on the TELPAS Online Testing and Rating Entry

TELPAS Online Testing and Rating Entry: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered March 7, 2016 - April 6, 2016

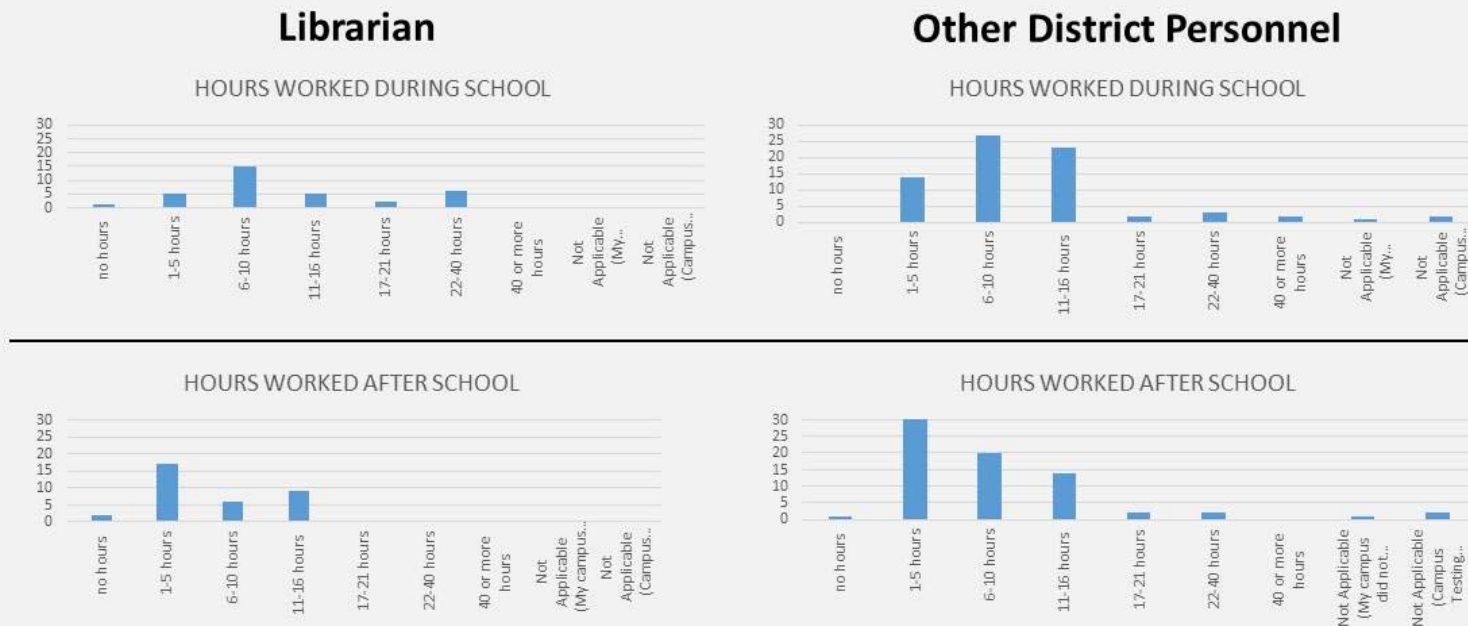


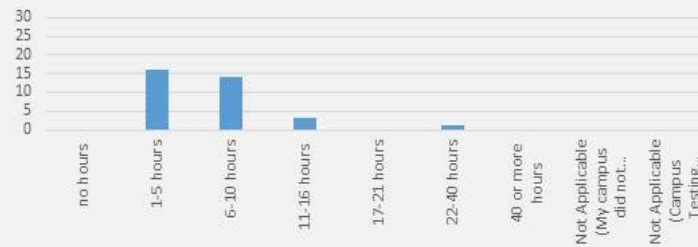
Figure 7: Librarians and Other District Staff Responses to Time Spent on Testing Away from Designated Responsibilities While Working on the Student Survey

Student Survey: How much time did you spend working on testing away from your designated job responsibilities per week?

Administered April 12, 2016 - April 15, 2016

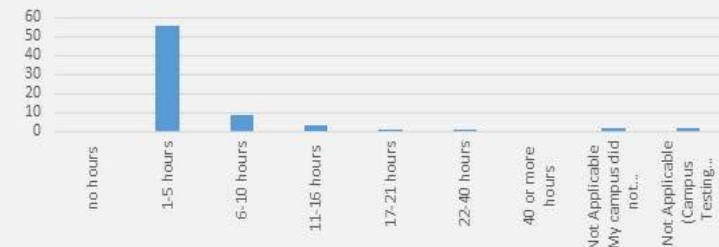
Librarian

HOURS WORKED DURING SCHOOL

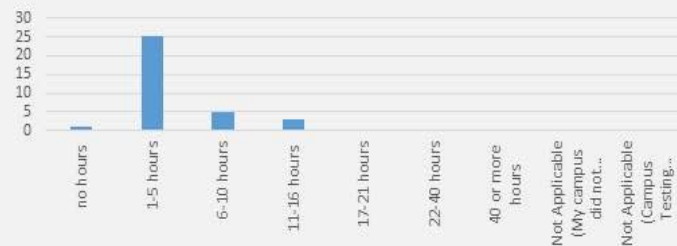


Other District Personnel

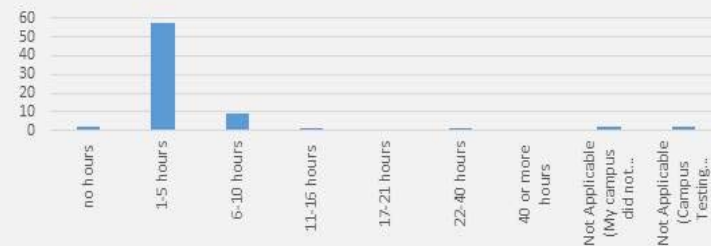
HOURS WORKED DURING SCHOOL



HOURS WORKED AFTER SCHOOL



HOURS WORKED AFTER SCHOOL



Appendix B

2015-2016 Test Coordinator Meeting Schedule

Training Meeting Topic	Grade Level	Meeting Date	Meeting Time	Test Date	Training Location
Introductory Test Coordinator Meeting	Secondary	9/22/2015	7:30 AM - 4:00 PM	N/A	Hulcy
Introductory Test Coordinator Meeting	Elementary (Per Reservation)	9/24/2015	7:30 AM - 4:00 PM	N/A	Hulcy
Introductory Test Coordinator Meeting	Elementary (Per Reservation)	9/25/2015	7:30 AM - 4:00 PM	N/A	Hulcy
TAKS and PSAT	Middle and High Combined	10/2/2015	9:00 AM - 12:00 PM	TAKS: October 19-22, 15 PSAT: October 14, 2015	Buckner
STAAR EOC	High School	11/23/2015	9:00 AM - 12:00 PM	December 7-11, 2015	Buckner
Overview/TELPAS Ratings (Jan/Feb/Mar tasks)	Elementary (Per Reservation)	1/25/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Nolan Estes
Overview/TELPAS Ratings (Jan/Feb/Mar tasks)	Middle and High Combined	1/25/2016	1:30 PM - 4:00 PM	TELPAS Window: March 7 - April 6, 2016	Nolan Estes
Overview/TELPAS Ratings (Jan/Feb/Mar tasks)	Elementary (Per Reservation)	1/25/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Nolan Estes
BAT School Day	High School TC's and CAP Vendors	2/2/2016	9:00 AM - 11:00 PM	March 2, 2016	Buckner
TELPAS Reading Test (Feb/Mar tasks)	Elementary (Per Reservation)	2/8/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Nolan Estes
TELPAS Reading Test (Feb/Mar tasks)	Elementary (Per Reservation)	2/9/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Nolan Estes
TELPAS Reading Test (Feb/Mar tasks)	Elementary (Per Reservation)	2/9/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Nolan Estes
TELPAS online	Middle School	2/10/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Buckner
TELPAS Reading Test (Feb/Mar tasks)	High School	2/11/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016 TAKS (2/29-3/1) SAT (3/2/16)	Buckner
TELPAS online	High School	2/11/2016	9:00 AM - 12:00 PM	TELPAS Window: March 7 - April 6, 2016	Buckner
Advanced Placement (AP) Assessments	High School	2/19/2016	1:00 PM - 3:00 PM	May 2-13, 2016	Buckner
TELPAS Optional Online Setup Assistance	Charlenta's Feeder	2/24/2016	9:00 AM - 11:00 AM	TELPAS Window: March 7 - April 6, 2016	Buckner
TELPAS Optional Online Setup Assistance	Cherie's Feeder	2/24/2016	1:30 PM - 3:30 PM	TELPAS Window: March 7 - April 6, 2016	Buckner
TELPAS Optional Online Setup Assistance	LaKedra's Feeder	2/25/2016	1:30 PM - 3:30 PM	TELPAS Window: March 7 - April 6, 2016	Buckner
TELPAS Optional Online Setup Assistance	Jill's Feeder	2/26/2016	9:00 AM - 11:00 AM	TELPAS Window: March 7 - April 6, 2016	Buckner
TELPAS Optional Online Setup Assistance	Felicia's Feeder Elementary (Per Reservation)	2/26/2016	1:30 PM - 3:30 PM	TELPAS Window: March 7 - April 6, 2016	Buckner
STAAR	Elementary (Per Reservation)	3/3/2016	8:30 AM - 11:30 AM	Gr. 4/7 W, 5/8 R/M - March 29-31, 2016	Nolan Estes
STAAR	Elementary (Per Reservation)	3/3/2016	12:30 PM - 3:30 PM	Gr. 4/7 W, 5/8 R/M - March 29-31, 2016	Nolan Estes
STAAR	Middle School	3/4/2016	9:00 AM - 12:00 PM	Gr. 4/7 W, 5/8 R/M - March 29-31, 2016	Buckner
STAAR EOC	High School	3/4/2016	1:30 PM - 3:30 PM	March 28-31, 2016	Buckner
Student Survey	Elementary (Per Reservation)	3/7/2016	9:00 AM - 12:00 PM	April 12-15, 2016	Nolan Estes
Student Survey	Middle and High Combined	3/7/2016	1:30 PM - 3:30 PM	April 12-15, 2016	Nolan Estes
ETS and Pearson Online Training Sessions	Charlenta's and Cherie's Feeder	3/9/2016	9:00 AM - 12:00 PM	April - May 2016	Buckner
ETS and Pearson Online Training Sessions	LaKedra's and Jill's Feeder	3/9/2016	1:30 PM - 3:30 PM	April - May 2016	Buckner
ETS and Pearson Online Training Sessions	Felicia's Feeder Elementary (Per Reservation)	3/10/2016	9:00 AM - 12:00 PM	April - May 2016	Buckner
TerraNova/Supera (Gr. K-2)	Elementary (Per Reservation)	4/6/2016	8:30 AM - 11:30 AM	April 11-22, 2016	Nolan Estes
TerraNova/Supera (Gr. K-2)	Elementary (Per Reservation)	4/6/2016	12:30 PM - 3:30 PM	April 11-22, 2016	Nolan Estes
STAAR EOC	High School	4/12/2016	1:30 PM - 4:00 PM	May 2-6, 2016	Buckner
STAAR	Middle School	4/13/2016	1:30 PM - 4:00 PM	May 9-12, 2016	Buckner
STAAR	Elementary (Per Reservation)	4/28/2016	9:00AM - 12:00 PM	May 9-12, 2016	Nolan Estes
STAAR	Elementary (Per Reservation)	4/29/2016	9:00AM - 12:00 PM	May 9-12, 2016	Nolan Estes

Please bring a laptop, all state and district training manuals, and previous handouts to each state testing training.

Appendix C

2015-16 ETS-Related Statewide Testing Challenges: Concerns, Suggestions, and Improvements



2015-16 ETS-Related Statewide Testing Challenges: Concerns, Suggestions, and Improvements

Evaluation and Assessment Department
September 2016

What Worked Well and Recent Improvements

- The open communication and assurances of positive change from senior executives is appreciated.
- There are noticeable improvements with pre-codes, shipping, and with reporting after each test administration.
- Many campuses liked the student pre-code roster and used the rosters to organize answer documents after testing.
- In July, Dallas ISD received a call requesting that the district verify the accuracy of the counts of answer documents sent to ETS for scoring.
- Students can log onto the TOMS site with a test ticket. It is great that the test coordinator does not have to start the test session.

Confidential Student Records (CSR)

Concerns		Suggestions
1	The CSR data file is not updated when a new CSR is posted.	<i>Update the CSR data file at the same time that a new CSR is posted.</i>
2	There are several cases (CSR correction requests) from Dallas ISD that are still pending from July.	<i>Resolve cases submitted to ETS electronically. Consistent feedback and/or a response should be provided within 48 hours.</i>

Inaccurate Data

Concerns		Suggestions
1	We had district students in the file with the wrong TEA number (e.g., we had an elementary school with middle school records in May). We also had students from other school districts in our files. When we called to explain the issues to a customer service representative, we were often asked to provide an Excel document with student information that explained in detail where the student should be correctly assigned.	<i>Add quality control measures to cross check information in data files to prevent districts from having additional work to report the issues.</i>



File/Reports Updates		
	Concerns	Suggestions
1	File updates led to confusion and/or had problems: - Sometimes there were more students in a new file than in a previous file (e.g., getting a file with almost 500 records for US History in a June file that were not in the earlier file, getting a file in July with 2 records that were not in a previous file from a month ago but had 19 records that were in a previous file) - There were students that tested whose records were not included in the data file. - Some student records that were in the first downloaded data file were missing in later updated files. - For example, we had 7th grade students that tested above grade level (8th grade math) that were in the March file and had a score code of "O." Later, files from ETS no longer had the original math records for the students; they disappeared. We are guessing that ETS removed the students that were coded "O." - There were records for students not enrolled in our district. As a result of the multiple updates, more time was spent than anticipated downloading files for each campus.	<i>Quality control data files to ensure all students are included and that students from other districts are not included.</i> <i>New files should be for new or updated records only.</i> <i>There should be a single zip file for the whole district located in one place.</i> <i>Establish consistent communication between ETS and TEA on how to handle students that test above grade level (e.g., how to notate above grade level testers, how the students will be listed in data files, etc.).</i>
2	We received updated files continually with no explanation of what changed. Also, we were not aware of new updates unless we were logged into the system.	<i>Provide a summary of what is in updated files (e.g., which campuses and students) and a notification email that includes this information.</i>



Pre-Codes		
	Concerns	Suggestions
1	We didn't receive pre-coded answer sheets for all students that were in the pre-code file. - Over 90% of the grade 4 answer documents were missing from the May administration. - Grades 5 and 8 SPED and LEP retesters did not receive answer documents.	<i>Establish a system to ensure that the pre-coded answer documents that are shipped match the pre-code file.</i> <i>Assign an overseer for large school districts during the uploading process to verify accuracy of uploaded files.</i> <i>Ensure that online uploading does not override data that was previously entered.</i>
2	For the December and March administrations there were several coding inconsistencies. - Birthdates were inverted and the PEIMS numbers were missing from the answer document. - Student local IDs were listed in place of the student's name.	<i>Establish a system to ensure that the pre-coded answer documents that were shipped match the pre-code file.</i>
3	Transfer students' local ID used from a previous school district often appeared on answer documents and in the new district's data file even though the local ID number was changed during uploading. These local IDs were also appearing in our Resolution file.	<i>Establish a system to ensure pre-coded answer documents shipped match the pre-code file.</i>
4	The transfer of newly enrolled students into TOMS without previous school history made things difficult. - There were instances where the former school district transferred students to an incorrect campus. - Campuses were not listed in alphabetic order and were challenging to locate.	<i>Without violating FERPA, provide information to the newly assigned school district on who to contact to release old student records in TOMS.</i> <i>Create a digital transfer request option where DTCs can communicate electronically.</i> <i>List campuses by TEA organizational code or alphabetically.</i>
5	Students with apostrophes could not be input manually in TOMS but were successfully uploaded in a CSV file.	<i>Ensure that the manual entry process is consistent with the upload process.</i>
6	There were issues with uploading multiple users in TOMS.	<i>Ensure that the manual entry process is consistent with the upload process.</i>



Online Testing		
	Concerns	Suggestions
1	Test tickets were not in a clear, systematic order. New student tickets were not consistently located in the same place.	<i>Create a system that lists all students in alphabetical order by last name.</i>
2	There was a thirty minute to an hour delay in registering newly enrolled students for online testing limiting the time allotted to test.	<i>Remove the registering delay.</i>
3	Students that were reported as having online issues were not always included in the ETS flag file. Also, the final CAF file included students with the online issue flag that were not included in the previous communication.	<i>Clearly communicate with districts about students flagged for testing and send an electronic communication that explains why students were added or excluded from being flagged.</i>
4	District level users do not have the ability to view online statuses of campuses in one location without having to individually login to 220 campuses.	<i>Provide a way to make the Excel District Test Status Report a real time screen in TOMS.</i>
5	During the May administration, Dallas ISD identified a few students who tested on STAAR-A 3-8 online that were incorrectly scored as having taken STAAR 3-8.	<i>Quality control files to ensure accuracy.</i>
6	During March testing, there were several instances where student screens went blank midway through the exam. Customer service representatives did not give clear guidance on how to proceed. Also, during the March exam, several campuses reported that many tests timed out after lunch.	<i>Increase the screen timeout limits. Ensure customer service representatives are trained to provide guidance.</i>
7	There was no screen indicating student progress towards completing exams.	<i>Provide a screen or field indicating progress towards completion of the exams.</i>
8	Many campuses reported issues with the text to speech feature.	<i>Provide an auto update feature in the downloaded software.</i>
9	Limited guidance was provided on what to do in the event of a connectivity issue. Before summer retesting, our senior desktop technician called ETS for guidance on how to support select campuses that experienced online issues.	<i>Provide a capture screen feature where students can resume the test from the last keyboard input. Clear guidance is needed for campuses that have sufficient bandwidth but have intermittent connectivity issues that may impact testing.</i>

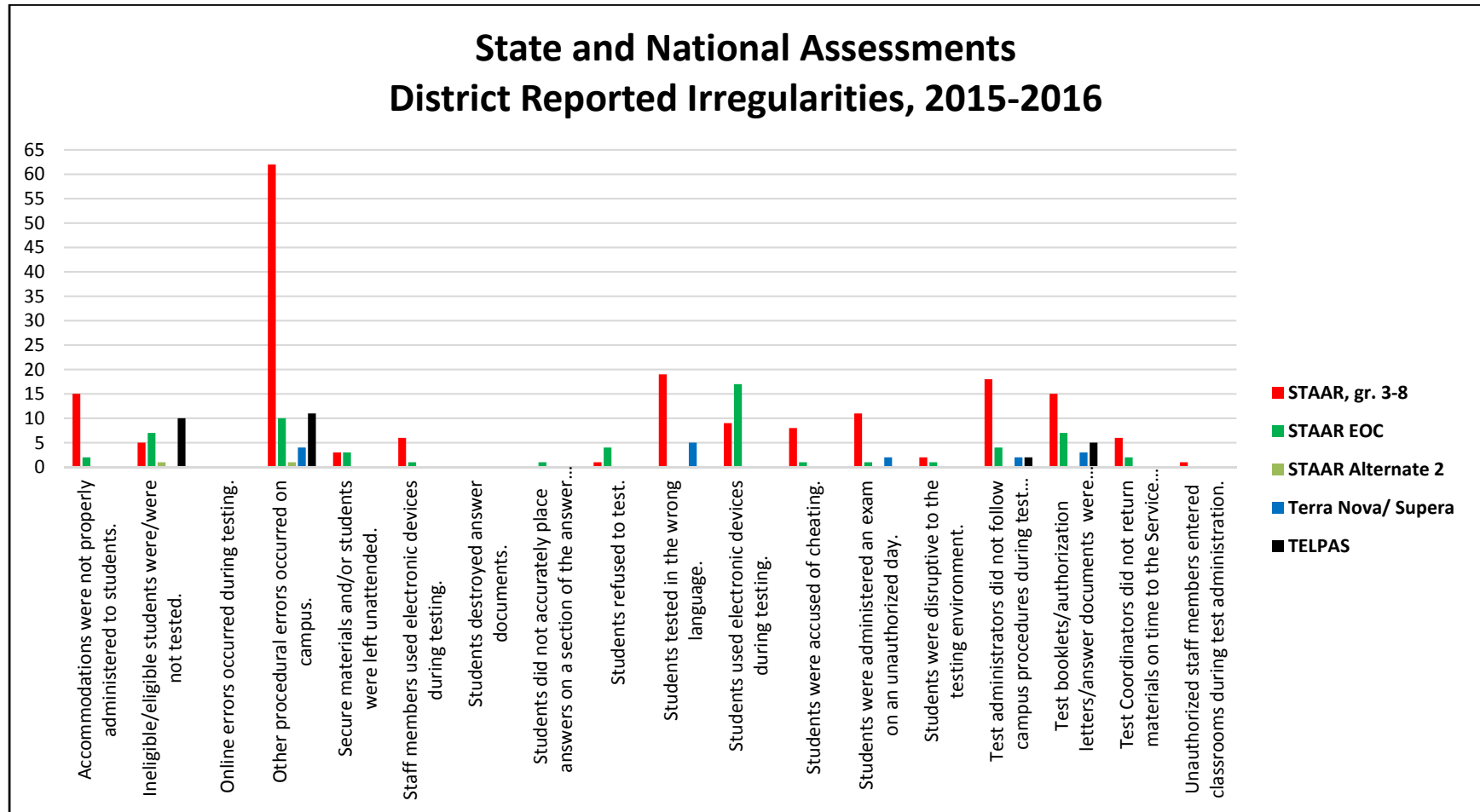


Shipping		
	Concerns	Suggestions
1	Campuses did not receive blank answer documents.	Ship blank answer documents to campuses and include a 5% overage.
2	Materials were sent very close to the testing window and after the window for ordering additional materials. Multiple additional material requests were made due to lack of information on what was being sent to the district. Also, there were limits on the amount of additional materials that could be ordered by the district.	Large districts need more time to sort through materials shipped. Please send materials to Dallas earlier. Also, create an online process where district personnel can view packing slips prior to shipment. Refrain from placing restrictions of quantities on placing additional orders. Call the DTC to justify additional quantities requested.
3	Materials were sent when the district was not in operation.	Create an online shipping conflict calendar where personnel can input school closures for Thanksgiving, Spring Break, as well as, varying summer operating hours.
4	Often, one sheet of paper or a bundle of materials were packaged in a large shipping box.	Use envelopes for small content shipments or send items in smaller boxes.
5	Return labels were not issued to schools and all boxes were not accurately labeled.	Consistently label all boxes and send return labels to schools with shipments.
6	Dallas did not receive a summary of all overage orders that were requested.	Electronically upload an itemized packing list by subject and box in TOMS and also send a copy with overage shipments.
7	Packing slips sent with materials in March did not accurately reflect what was shipped in the boxes.	Create a sequential packing list by TEA number that includes the total number of boxes sent to the district.
8	Participation counts had to be input manually.	Create a process to upload participation counts.
9	There was confusion in December, March, and May on how scorables should be shipped to ETS. - We did not know what company was selected to pick up materials. - Delivery companies were confused because there was no delivery ticket. - We had to supply the selected company with dollies because they were not prepared to pick up the large shipment of materials.	Prepare contractors in advance on what materials they will need to complete the shipment request. Create a process to electronically upload the Answer Document Packing Lists. It should be noted that this process improved somewhat after each test administration.

Appendix D

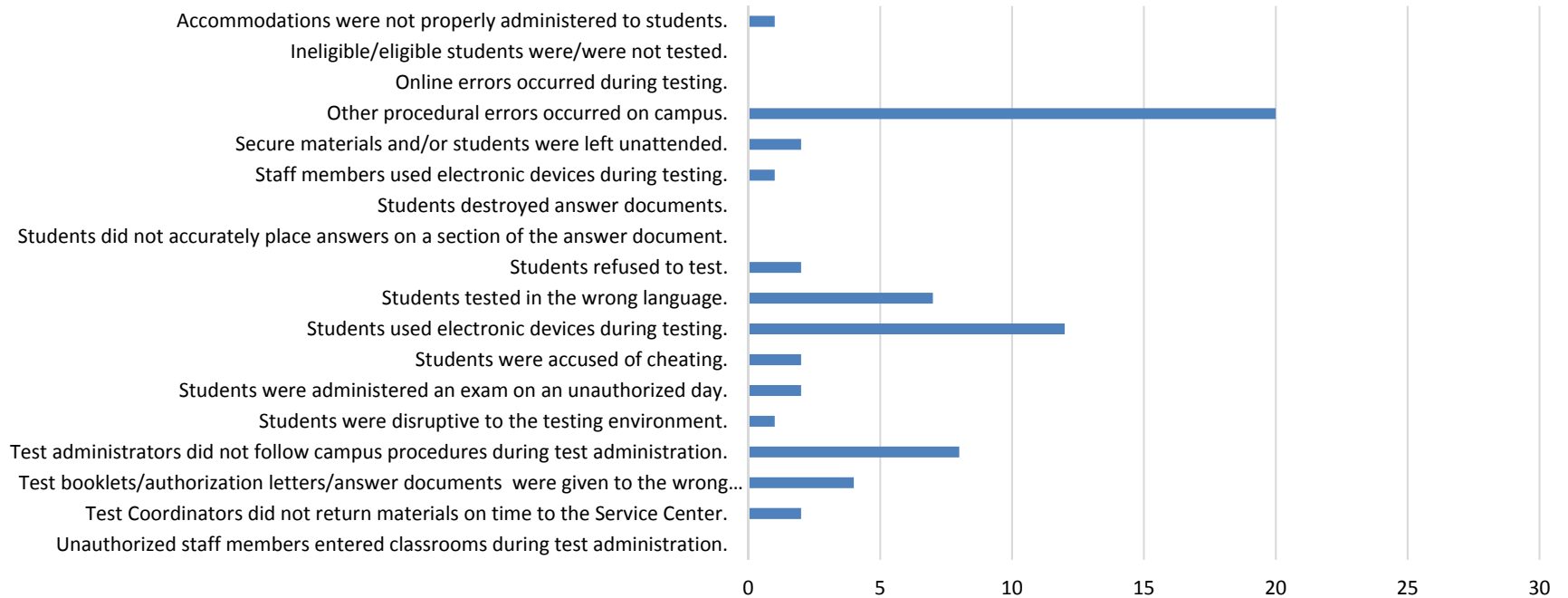
Frequency of Testing Irregularities by Feeder Patterns

Districtwide Testing Coordinator Frequencies of Procedural Irregularities by Test, 2015-2016



Districtwide Testing Coordinator Frequencies of Procedural Irregularities by Test, 2015-2016

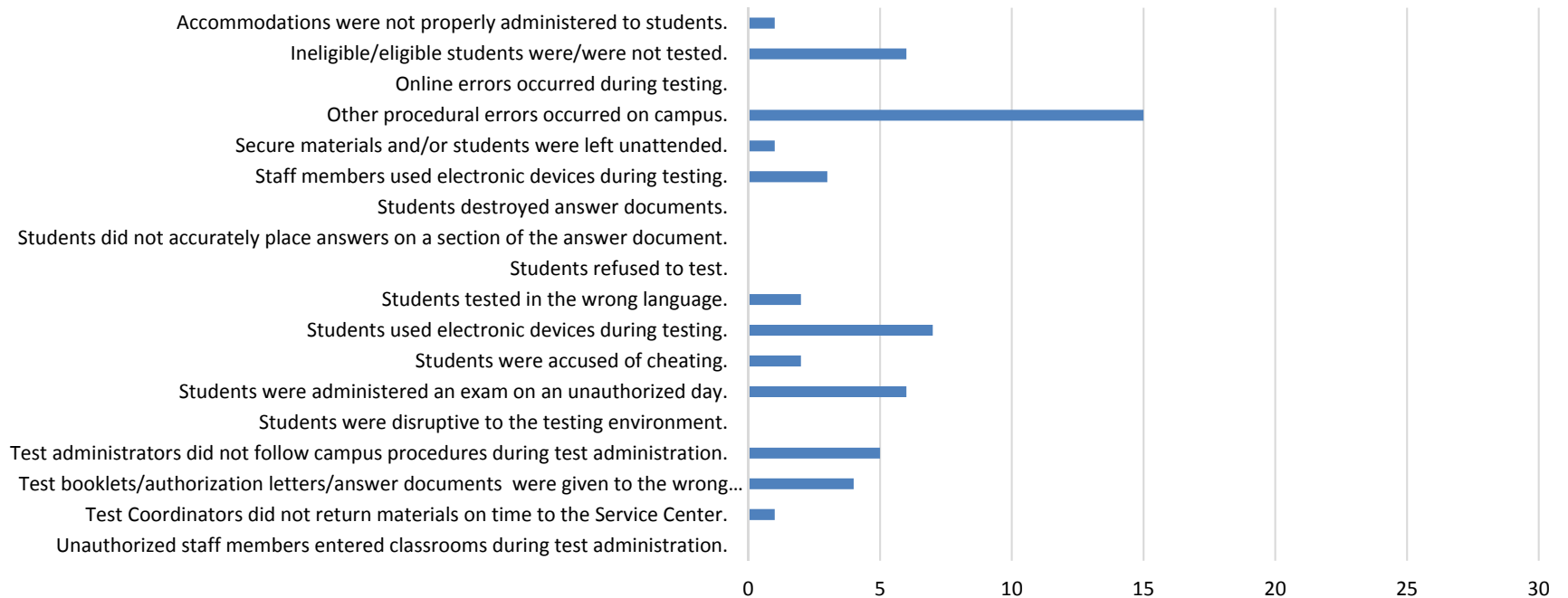
Carter, Kimball, Jefferson, and Sunset Feeder Patterns Reported Irregularities, 2015-2016 Charlenta Govan - Districtwide Testing Coordinator



ACE campus U. Lee (Elementary) was also assigned to the Districtwide Testing Coordinator.

Districtwide Testing Coordinator Frequencies of Procedural Irregularities by Test, 2015-2016

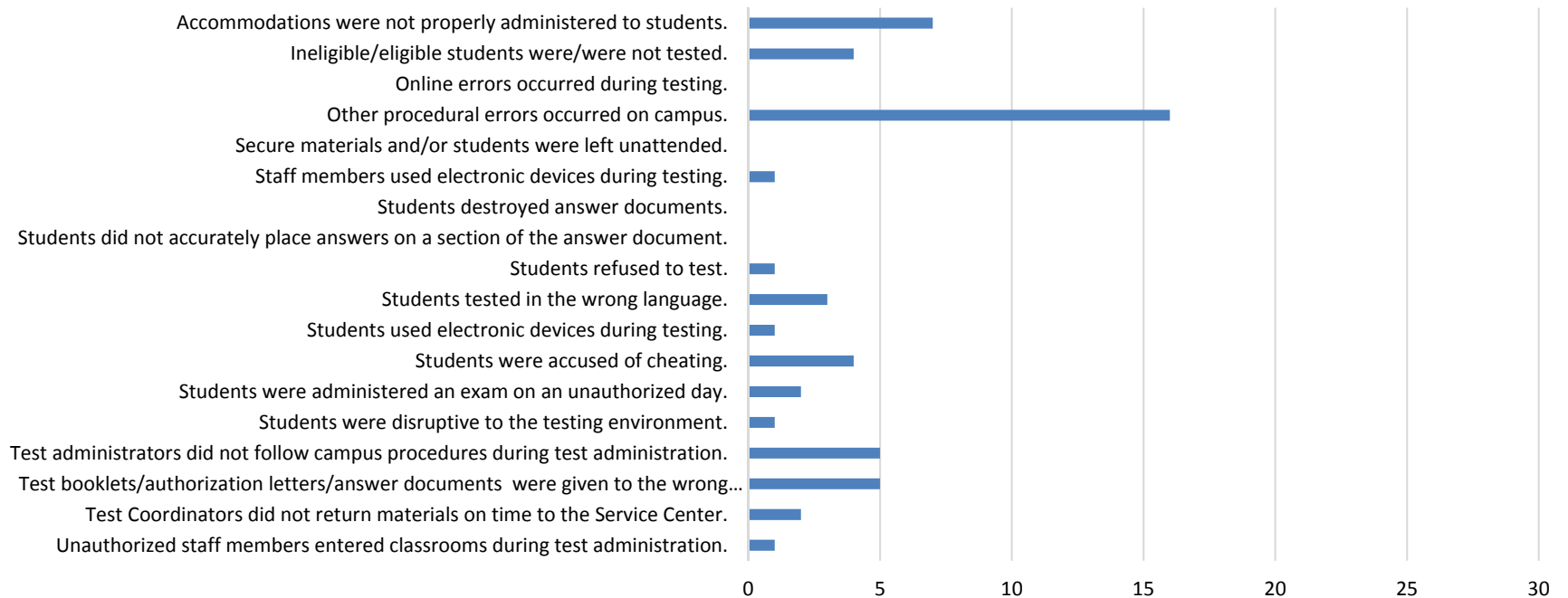
Conrad, Roosevelt, Samuell, and White Feeder Patterns Reported Irregularities, 2015-2016 Cherie Reece - Districtwide Testing Coordinator



ACE campuses Blanton (Elementary) and Mills (Elementary) were also assigned to the Districtwide Testing Coordinator.

Districtwide Testing Coordinator Frequencies of Procedural Irregularities by Test, 2015-2016

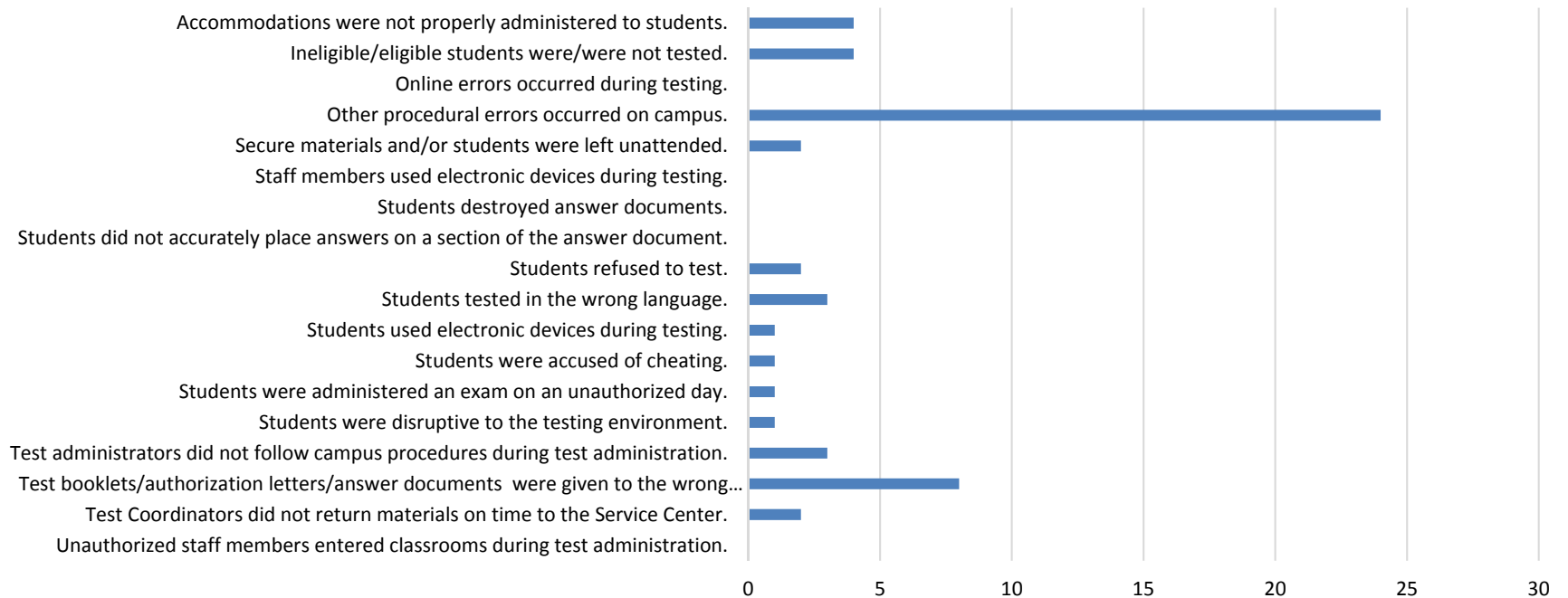
Hillcrest, Molina, North Dallas, and Pinkston Feeder Patterns Reported Irregularities, 2015-2016 LaKedra Cardell - Districtwide Testing Coordinator



ACE campus Edison (Middle) was also assigned to the Districtwide Testing Coordinator.

Districtwide Testing Coordinator Frequencies of Procedural Irregularities by Test, 2015-2016

Madison, Skyline, South Oak Cliff, Wilson, and Wilmer-Hutchins Feeder Patterns Reported Irregularities, 2015-2016 **Jill Heintzman - Districtwide Testing Coordinator**



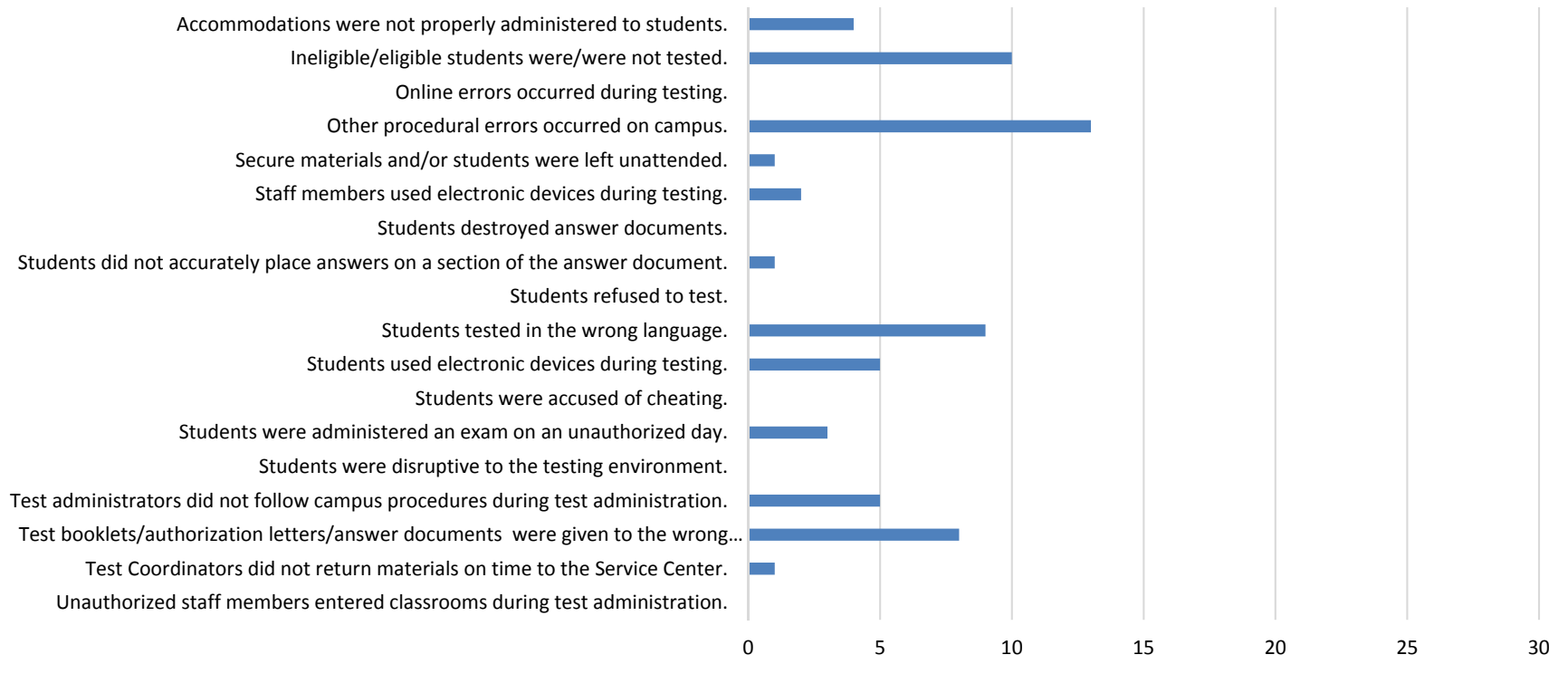
*The Wilmer Hutchins feeder pattern was split between two Districtwide Testing Coordinators.

Assigned campuses included Obama (High), Rangel (High), Obama (Middle), Rangel (Middle), Stone (Middle), and Stone (Elementary)

ACE campuses Dade (Middle), Zumwalt (Middle), and Pease (Elementary) were also assigned to the Districtwide Testing Coordinator.

Districtwide Testing Coordinator Frequencies of Procedural Irregularities by Test, 2015-2016

Adams, Adamson, Lincoln, Seagoville, Spruce, and Wilmer-Hutchins Feeder Patterns Reported Irregularities, 2015-2016 **Felicia Gibbons - Districtwide Testing Coordinator**



*The Wilmer Hutchins feeder pattern was split between two Districtwide Testing Coordinators.

Assigned campuses included Wilmer-Hutchins (High), Smith (High), Kennedy-Curry (Middle), Ervin (Elementary), and Wilmer-Hutchins (Elementary)