

2016-17 State and National Assessments

Department of Evaluation and Assessment

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2016-17

State and National Assessments

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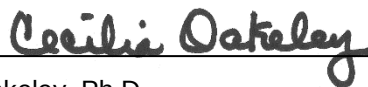
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State and National Assessments

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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 *Texas Assessment of Knowledge and Skills (TAKS)*, *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IPT*, and *Stanford 10*. The Texas Education Agency (TEA) changed the online *STAAR* test to allow accommodation options, so the need for separate *STAAR A* and *STAAR L* was removed, but it still existed in the December 2016 *EOC*. In addition, SNA supports magnet school testing, *Texas Student Initiative Assessment (TSIA)*, *National Assessment of Educational Progress (NAEP)*, and administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

INTRODUCTION

State and National Assessments coordinates the administration, distribution, training, and processing of all state- and district-mandated criterion- and norm-referenced tests in the Dallas ISD. SNA is also responsible for assisting with test security. This includes guiding test coordinators through the process of creating and reviewing the Campus Test Security Plans, and implementation of that plan at the campus level.

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 *TAKS*, *STAAR*, and *TELPAS*?

TAKS/STAAR

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

At grades 5 and 8, students had three opportunities to test; March, May, and June. During each administration, students were assessed in reading and math in both English and Spanish. At grades 9-12, students had three opportunities to test (December 2016, spring 2017, and June 2017). During each administration, students were assessed in English I, English II, Algebra I, Biology, and U.S. History.

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. Presently, students taking the *TAKS* were either slow to gain credits, out of school (OOS), and have not passed the four subtests. The current *STAAR* program requires students to pass five *STAAR EOC* assessments (Algebra I, English I, English II, Biology, and U.S. History). However, 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 and OOS, 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 78,000 (63,109 in English and 15,852 in Spanish) students were tested in reading across grades 3-8 on all administrations (March 2017, April 2017, May 2017, and June 2017). Table 3 shows overall that slightly fewer students tested in math (4,082). These totals include students who tested above grade level at grade 7. At grades 4 and 7, 22,796 (17,589 in English and 5,207 in Spanish) students took *STAAR* Writing, with 12,737 tested at grade 4, and 10,059 tested at grade 7. These totals reflect all administrations of *STAAR* for the 2016-2017 school year (Table 4). Table 5 shows that 22,164 (19,909 in English and 2,255 in Spanish) students took *STAAR* Science, with 9,759 tested at grade 5, and 10,150 at grade 8. These totals also include students who tested above grade level at grade 7. The Social Studies assessment displayed in Table 6 shows that 10,041 students tested at grade 8, where 9,856 took *STAAR* and 185 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 75,417 students were assessed for all administrations (December 2016, spring 2017, and June 2017) 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	OOS	
<i>TAKS-Retest</i>	2	7	40	49

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

Test Administration	Grade	Language	Reading				Total	
			STAAR		STAAR ALT 2			
			N	%	N	%	N	%
March 2017	5	English	7,968	100.0	-	-	7,968	100.0
		Spanish	4,058	100.0	-	-	4,058	100.0
		Total	12,026	100.0	-	-	12,026	100.0
	8	English	9,544	100.0	-	-	9,544	100.0
		Total	9,544	100.0	-	-	9,544	100.0
	Total	English	17,512	100.0	-	-	17,512	100.0
		Spanish	4,058	100.0	-	-	4,058	100.0
		Total	21,570	100.0	-	-	21,570	100.0
	April 2017	3	English	7,441	97.2	211	2.8	7,652
Spanish			5,554	100.0	-	-	5,554	100.0
Total			12,995	98.4	211	1.6	13,206	100.0
4		English	7,628	98.2	236	3.0	7,864	100.0
		Spanish	5,106	100.0	-	-	5,106	100.0
		Total	12,734	98.2	236	3.0	12,970	100.0
5		English	-	-	254	100.0	254	100.0
		Total	-	-	254	100.0	254	100.0
6		English	10,654	98.1	201	1.9	10,855	100.0
		Total	10,654	98.1	201	1.9	10,855	100.0
7		English	10,031	98.3	171	1.7	10,202	100.0
		Total	10,031	98.3	171	1.7	10,202	100.0
8		English	-	-	184	100.0	184	100.0
		Total	-	-	184	100.0	184	100.0
Total		English	35,754	96.6	1,257	3.4	37,011	100.0
		Spanish	10,660	100.0	-	-	10,660	100.0
		Total	46,414	97.4	1,257	2.6	47,671	100.0

table continues

Table 2: Continued

Test Administration	Grade	Language	Reading				Total	
			STAAR		STAAR ALT 2			
			N	%	N	%	N	%
May 2017	5	English	3,030	100.0	-	-	3,030	100.0
		Spanish	728	100.0	-	-	728	100.0
		Total	3,758	100.0	-	-	3,758	100.0
	8	English	3,516	100.0	-	-	3,516	100.0
		Total	3,516	100.0	-	-	3,516	100.0
	Total	English	6,546	100.0	-	-	6,546	100.0
		Spanish	728	100.0	-	-	728	100.0
		Total	7,274	100.0	-	-	7,274	100.0
	June 2017	5	English	1,656	100.0	-	-	1,656
Spanish			406	100.0	-	-	406	100.0
Total			2,062	100.0	-	-	2,062	100.0
8		English	1,641	100.0	-	-	1,641	100.0
		Total	1,641	100.0	-	-	1,641	100.0
Total		English	3,297	100.0	-	-	3,297	100.0
		Spanish	406	100.0	-	-	406	100.0
		Total	3,703	100.0	-	-	3,703	100.0
Total All Admin		3	English	7,441	97.2	211	2.8	7,652
	Spanish		5,554	100.0	-	-	5,554	100.0
	Total		12,995	98.4	211	1.6	13,206	100.0
	4	English	7,628	97.0	236	3.0	7,864	100.0
		Spanish	5,106	100.0	-	-	5,106	100.0
		Total	12,734	98.2	236	1.8	12,970	100.0
	5	English	12,654	98.0	254	2.0	12,908	100.0
		Spanish	5,106	100.0	-	-	5,192	100.0
		Total	17,846	98.6	254	1.4	18,100	100.0
	6	English	10,654	98.1	201	1.9	10,855	100.0
		Total	10,654	98.1	201	1.9	10,855	100.0
	7	English	10,031	98.3	171	1.7	10,202	100.0
		Total	10,031	98.3	171	1.7	10,202	100.0
	8	English	14,701	98.8	184	1.2	14,885	100.0
		Total	14,701	98.8	184	1.2	14,885	100.0
	Total	English	63,109	98.0	1,257	2.0	64,366	100.0
		Spanish	15,852	100.0	-	-	15,852	100.0
		Grand Total	78,961	98.4	1,257	1.6	80,218	100.0

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

Test Administration	Grade	Language	Math					
			STAAR		STAAR ALT 2		Total	
			N	%	N	%	N	%
March 2017	5	English	11,810	100.0	-	-	11,810	100.0
		Spanish	224	100.0	-	-	224	100.0
		Total	12,034	100.0	-	-	12,034	100.0
	8	English	7,673	100.0	-	-	7,673	100.0
		Total	7,673	100.0	-	-	7,673	100.0
	7**	English	2,508	100.0	-	-	2,508	100.0
		Total	2,508	100.0	-	-	2,508	100.0
	Total	English	21,991	100.0	-	-	21,991	100.0
		Spanish	224	100.0	-	-	224	100.0
		Total	22,215	100.0	-	-	22,215	100.0
April 2017	3	English	12,827	98.4	211	1.6	13,038	100.0
		Spanish	168	100.0	-	-	107	100.0
		Total	12,995	98.4	211	1.6	13,206	100.0
	4	English	12,571	98.2	236	1.8	12,807	100.0
		Spanish	168	100.0	-	-	168	100.0
		Total	12,739	98.2	236	1.8	12,975	100.0
	5	English	-	-	255	100.0	255	100.0
		Total	-	-	255	100.0	255	100.0
	6	English	10,627	98.2	199	1.8	10,826	100.0
		Total	10,627	98.2	199	1.8	10,826	100.0
	7	English	7,537	97.8	170	2.2	7,707	100.0
		Total	7,537	97.8	170	2.2	7,707	100.0
	8	English	-	-	185	100.0	185	100.0
		Total	-	-	185	100.0	185	100.0
	Total	English	43,562	97.2	1,256	2.8	44,818	100.0
		Spanish	336	100.0	-	-	336	100.0
		Total	43,898	97.2	1,256	2.8	45,154	100.0
May 2017	5	English	2,825	100.0	-	-	2,825	100.0
		Spanish	132	100.0	-	-	132	100.0
		Total	2,957	100.0	-	-	2,957	100.0
	8	English	2,738	100.0	-	-	2,738	100.0
		Total	2,738	100.0	-	-	2,738	100.0
	7**	English	1	100.0	-	-	1	100.0
		Total	1	100.0	-	-	1	100.0
		English	5,564	100.0	-	-	5,696	100.0
		Spanish	132	100.0	-	-	132	100.0
June 2017	5	Total	5,696	100.0	-	-	5,696	100.0
		English	1,712	100.0	-	-	1,712	100.0
		Spanish	98	100.0	-	-	98	100.0
	8	Total	1,810	100.0	-	-	1,810	100.0
		English	1,259	100.0	-	-	1,259	100.0
		Total	1,259	100.0	-	-	1,259	100.0

table continues

Table 3: Continued

Test Administration	Grade	Language	Math				Total	
			STAAR		STAAR ALT 2			
			N	%	N	%	N	%
Total All Admin	3	English	7,441	97.2	211	2.8	7,652	100.0
		Spanish	5,554	100.0	-	-	5,554	100.0
		Total	12,995	98.4	211	1.6	13,206	100.0
	4	English	7,628	97.0	236	3.0	7,864	100.0
		Spanish	5,106	100.0	-	-	5,106	100.0
		Total	12,734	98.2	236	1.8	12,970	100.0
	5	English	12,654	98.0	254	2.0	12,908	100.0
		Spanish	5,106	100.0	-	-	5,192	100.0
		Total	17,846	98.6	254	1.4	18,100	100.0
	6	English	10,654	98.1	201	1.9	10,855	100.0
		Total	10,654	98.1	201	1.9	10,855	100.0
	7	English	10,031	98.3	171	1.7	10,202	100.0
		Total	10,031	98.3	171	1.7	10,202	100.0
	8	English	14,701	98.8	184	1.2	14,885	100.0
		Total	14,701	98.8	184	1.2	14,885	100.0
	Total	English	63,109	98.0	1,257	2.0	64,366	100.0
		Spanish	15,852	100.0	-	-	15,852	100.0
		Grand Total	78,961	98.4	1,257	1.6	80,218	100.0

Note: **=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	Grade	Language	Writing				Total	
			STAAR		STAAR ALT 2			
			N	%	N	%	N	%
April 2017	4	English	7,530	97.0	233	3.0	7763	100.0
		Spanish	5,207	100.0	-	-	5,207	100.0
		Total	12,737	98.2	233	1.8	12,970	100.0
	7	English	10,059	98.3	171	1.7	10,230	100.0
		Total	10,059	98.3	171	1.7	10,230	100.0
	Total	English	17,589	97.8	404	2.2	17,993	100.0
		Spanish	5,207	100.0	-	-	5,207	100.0
		Grand Total	22,796	98.3	404	1.7	23,200	100.0

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

Test Administration	Grade	Language	Science				Total	
			STAAR		STAAR ALT 2			
			N	%	N	%	N	%
April 2017	5	English	9,759	97.5	254	2.5	10,013	100.0
		Spanish	2,255	100.0	-	-	2,255	100.0
		Total	12,014	97.9	254	2.1	12,268	100.0
	8	English	7,788	97.7	185	2.3	7,973	100.0
		Total	7,788	97.7	185	2.3	7,973	100.0
	7**	English	2,362	100.0	-	-	2,362	100.0
		Total	2,362	100.0	-	-	2,362	100.0
	Total All Admin	English	19,909	97.8	439	2.2	20,348	100.0
		Spanish	2,255	100.0	-	-	2,255	100.0
		Grand Total	22,164	98.1	439	1.9	22,603	100.0

Note: **=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

Test Administration	Grade	Language	Social Studies				Total	
			STAAR		STAAR ALT 2			
			N	%	N	%	N	%
			April 2017	8	English	9,856	98.2	185
		Total	9,856	98.2	185	1.8	10,041	100.0

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

Test Administration	Subject	STAAR EOC									
		STAAR A		STAAR L		STAAR		STAAR ALT 2		Total	
		N	%	N	%	N	%	N	%	N	%
December 2016	Algebra I	354	14.0	206	8.2	1,966	77.8	-	-	2,526	100
	Biology	237	20.0	180	15.2	770	64.9	-	-	1,187	100
	English I	519	11.2	-	-	4,105	88.8	-	-	4,624	100
	English II	295	7.5	-	-	3,634	92.5	-	-	3,929	100
	US History	76	17.3	31	7.0	333	75.7	-	-	440	100
	Total	1,481	11.7	417	4.3	10,808	85.1	-	-	12,706	100
May 2017	Algebra I	-	-	-	-	11,538	98.7	156	1.3	11,694	100
	Biology	-	-	-	-	10,257	98.7	133	1.3	10,390	100
	English I	-	-	-	-	14,129	99.0	149	1.0	14,278	100
	English II	-	-	-	-	12,091	99.0	125	1.0	12,216	100
	US History	-	-	-	-	8,328	98.5	124	1.5	8,452	100
	Total	-	-	-	-	56,343	98.8	687	1.2	57,030	100
June 2017	Algebra I	-	-	-	-	911	100.0	-	-	911	100
	Biology	-	-	-	-	536	100.0	-	-	536	100
	English I	-	-	-	-	2,369	100.0	-	-	2,369	100
	English II	-	-	-	-	1,668	100.0	-	-	1,668	100
	US History	-	-	-	-	197	100.0	-	-	197	100
	Total	-	-	-	-	5,681	100.0	-	-	5,681	100
Total All Admin	Algebra I	354	2.3	206	1.4	14,415	95.3	156	1.0	15,131	100
	Biology	237	2.0	180	1.5	11,563	95.5	133	1.1	12,113	100
	English I	519	2.4	-	-	20,603	96.9	149	0.7	21,271	100
	English II	295	1.7	-	-	17,393	97.6	125	0.7	17,813	100
	US History	76	0.8	31	0.3	8,858	97.5	124	1.4	9,089	100
	Grand Total	1,481	2.0	417	0.6	72,832	96.6	687	0.9	75,417	100

Note: STAAR A and STAAR L were eliminated for spring 2017.

TELPAS

The Every Student Succeeds Act (ESSA), previously referred to as No Child Left Behind (NCLB), mandates an annual English-language proficiency assessment of ELLs in grades K-12 in four language domains (reading, writing, speaking, and listening), thus the Texas Education Agency (TEA) developed the *TELPAS* to assess English language learners' (ELLs) acquisition of the English language. 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 61,126 students were rated on the *TELPAS*. The highest proficiency levels were observed at grades K-1 (Beginning Level; K=84% and 1=56%), grade 2 (Intermediate Level 45%), grade 3 (Intermediate 35%), and grades 4,6,7,8,10,11,12 (Advanced Level 40% or greater). Grades 5 and 9 were just below 40 percent.

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

Grade	# Rated	Category (%)			
		Beginning	Intermediate	Advanced	Advanced High
K	5,830	84	11	3	2
1	6,140	56	30	10	3
2	6,262	21	45	26	9
3	6,447	15	35	32	17
4	6,347	8	31	41	20
5	6,121	5	19	39	37
6	5,288	4	22	45	28
7	4,963	4	21	42	34
8	4,470	3	17	45	35
9	4,168	11	18	38	33
10	2,514	3	19	47	31
11	1,495	1	17	44	37
12	1,081	1	12	45	42
Total	61,126	21	25	33	22

What were the characteristics of the Norm-Referenced Achievement Program:

TerraNova and Supera?

TerraNova and *Supera* 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 54,675 tests were administered with the *TerraNova* (19,145 in reading and 35,530 in mathematics), while 16,717 were administered with the *Supera* (16,563 in reading and 154 in math). The language subtest is embedded within the reading subtests.

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	6,406	6,406	11,842	5,544	5,544	65
1	6,935	6,935	12,574	5,639	5,639	49
2	5,804	5,804	11,114	5,380	5,380	40
Total	19,145	19,145	35,530	16,563	16,563	154

What were the characteristics of the *IDEA Language Proficiency Tests (IPT)*, *TerraNova*, 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*). Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with the *IPT* and placed in an appropriate instructional program within four weeks of enrollment. Students in grades 2-12 who scored ≥ 4 on the *IPT* were assessed with *Stanford 10* and by the end of September the district changed to the *TerraNova*. Table 10 shows the number of tests taken with the *IPT*, *Stanford 10*, and *TerraNova* by grade. A total of 44,701 *IPT* tests were administered (30,392 on the English version and 14,309 on the Spanish version) and 339 with the *Stanford 10* and 747 with the *TerraNova*. 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 PreK, 5, and 6.

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

Grade	IPT		Stanford 10	Terra Nova
	English	Spanish		
PreK	7,701	7,484	-	-
K	1,456	1,906	-	-
1	589	1,112	-	-
2	514	1,033	20	16
3	495	986	32	27
4	435	706	54	38
5	5,715	1,085	46	77
6	3,408	-	24	23
7	2,573	-	25	21
8	1,868	-	22	19
9	2,903	-	67	32
10	1,306	-	16	20
11	834	-	25	337
12	595	-	8	137
Total	30,392	14,309	339	747

Note: -no tests were administered.

What were the characteristics of the magnet school testing process?

State and National Assessments administered the *ITBS/Logramos*, *Stanford 10*, or the *TerraNova/Supera* 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 at no cost.

Students with previous *STAAR* results had the necessary scores for application and were not reassessed with a norm-referenced test. A total of 198 students was tested for admission into the magnet program in the 2016-2017 school year; 2 with *Logramos*, 76 with *Stanford 10*, and 120 with *TerraNova/Supera*.

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district elementary vanguards, middle school academies, and magnet high schools for additional screening of applicants. The *NNAT* is a nonverbal test of general ability commonly used to identify gifted children. 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 628 students at 5 vanguards and/or academies were tested. The highest number of students tested (217) were at grade 3. Magnet high schools had 0 tested, while academies had 49 tested and vanguards had 579 tested.

The *Math Pre-Assessment* was developed by the Region IV Education Service Center. It was used in addition to other assessments to fulfill admission requirements into six 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. After testing, SNA was responsible for quality control of scannable answer documents and reporting results to campus officials. A total of 1,284 students were tested. The highest number of students tested (1,072) in grade 5.

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

What were the characteristics of the Early Collegiate Academies' *TSIA* testing?

DISD launched eight Early Collegiate Academies this school year for students to earn dual credit for high school and college. The eight high schools were; South Oak Cliff, Thomas Jefferson, Carter, Conrad, Madison, Roosevelt, Seagoville, and Pinkston high schools. Students were administered the *TSIA (Reading and Writing)* through the local community college, and DISD transitioned in late spring to provide additional opportunities for testing at the Academies. Initially, the community college administered two tests to each student and will continue this routine into the summer. Additional campuses and online test administrations will be added in the upcoming school year.

What were the outcomes of *Credit by Examination for Acceleration (CEFA)* and *Credit by Examination with Assessment of Course Performance (ACP)* for course credit?

Credit by Examination for Acceleration (CEFA) was developed by Texas Tech University to assess mastery of the Texas Essential Knowledge and Skills (TEKS) for students in grades 1-12. It is a means by which high-achieving elementary students may advance one grade level by passing all four tests in the 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 to advance to the next grade.
- Elementary school students had to achieve a mastery score of 80 percent in all four core areas (language arts, mathematics, science, and social studies) to advance to the next grade.

- Middle and high school students had to achieve a mastery score of 80 percent in each subject area tested to receive course credit.

Seventeen students were tested at the kindergarten level with 59 percent 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. At grade 1, five students were tested with two students achieving a passing score of 80 percent mastery or above on all four subtests. At grade 2, three students were tested with one student achieving a passing score of 80 percent mastery or above on all four subtests. One student was tested at grade 3, and one at grade 4, but neither achieved 80 percent on all four subtests. Two students were tested at grade 5 but no one achieved 80 percent mastery or above on all four subtests. Table 12 shows the number of *CEFA* tests taken at the middle and high school levels. Overall, 2,070 tests were taken with a passing rate of 77 percent.

Table 11: Number of Elementary Students Tested for Acceleration and Percent Mastery by Grade, *CEFA*

Grade	# Tested	# Passed	≥80% Mastery
1	5	2	40
2	3	1	33
3	1	0	0
4	1	0	0
5	2	0	0
Total	12	3	25

Table 12: Number of *CEFA* Tests Ordered, Tests Taken, and Passing Rates by School Level

School Level	Tests Ordered	# Tests Taken	# Passed	% Passed
Middle	18	8	0	0
High	2,510	2,062	1,597	77
Total	2,528	2,070	1,597	77

What were the outcomes of *Credit by Examination for Acceleration (CEFA)* with prior instructions?

Credit by Examination for Acceleration (CEFA) with prior instructions was 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 course credit by achieving a mastery score of 70 percent in each subject area tested.

With counselor, principal, and parent approval, students applied for testing instructions 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 students tested at the middle and high school levels. Overall, 151 tests were taken with a passing rate of 46 percent.

Table 13: Number of CEFA with prior instructions Tests Ordered, Number of Tests Taken, and Passing Rates by School Level

School Level	Tests Ordered	# Tests Taken	# Passed	% Passed
Middle	0	0	0	0
High	196	151	69	46
Total	196	151	69	46

Credit by Examination with Assessment of Course Performance (CBEwACP) is another means by which students entering the Dallas ISD from home-study or non-accredited schools may receive course credit(s). Students who entered the district in the second semester of grade 9 or in either semester (1st or 2nd) of grades 10-12, were eligible to submit an application for *CBEwACP*. A total of 266 tests were administered (7 elementary, 21 middle school, and 238 high school) with 89 students (33.5%) receiving course credit. Of those tested at each school level, 57 percent (4) received course credit at the elementary level, 38 percent (8) at the middle school level, and 32 percent (77) at the high school level.

What were the outcomes of the Campus Test Coordinator trainings?

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

A total of 128 Campus Testing Coordinators responded to the survey resulting in a 53 percent participation rate. Survey results showed that 50 percent of the respondents serving as CTCs were relatively new to the position with no more than two years of experience. The majority of the respondents felt that the trainings were beneficial, the trainings were presented in a clear and organized fashion by presenters, and the presenters had good content knowledge of the topics being shared (99%). Survey results help to continually improve future trainings. This was especially evident this school year with the implementation of "Meeting Norms," "Frequently Asked Questions (FAQ) using Today's Meet," and the use of electronic sign-in at each meeting. See Appendix A for sample survey results and Appendix B for meeting dates and topics.

What were the roles of Districtwide Testing Coordinators (DWTCs)?

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

- assisting with training CTCs before each test administration on testing procedures and quality control;
- 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, 504, ESL/bilingual, and instructional support, counseling department, 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 were the characteristics of the Office of Test Security, testing irregularities, and test monitoring?

The duties of the Office of Test Security were to provide training on test security procedures for Campus Test Coordinators and other staff during required Test Coordinator meetings held by Local Assessment and State and National Assessment throughout the school year, investigate testing irregularities and test security violations, analyze and investigate any anomalous results, and implement the District monitoring program.

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 investigations.

A total of 491 testing irregularities were reported to the Office of Test Security for the 2016-2017 school year, with 488 being procedural and 3 serious cases. During the previous school year, 2015-2016, a total of 522 irregularities were reported, with 517 being procedural and 5 serious. Serious irregularities were investigated by the Office of Test Security and all documentation was forwarded to the Professional Standards Office and Human Capital Management.

The majority of irregularities were associated with the administration of the *STAAR/EOC* and *Assessment of Course Performance (ACP)*. Procedural irregularities included students being issued the wrong test (version, language, and/or grade) or wrong answer document, test administrators failing to provide an allowable accommodation or providing an unallowable accommodation, and test administrators not actively monitoring students or secure testing materials. Serious irregularities involved test administrators either directly or indirectly assisting students with answers on the test.

Anomaly studies were conducted after the March and May 2017 *STAAR* administrations. Although eight schools total (specific classrooms) showed achievement gains beyond two standard deviations of

what was statistically probable, no cheating was substantiated at any school or in any classroom. The investigations were conducted by the Office of Test Security and Local Assessment and State and National Assessments staff.

During the Spring of 2017, the Office of Test Security staff trained central staff members as test monitors. Their role was to visit campuses on testing days and observe testing to ensure that proper test administration and security procedures were being followed. At the end of each observation, monitors were required to complete a number of observation forms documenting all aspects of the testing environment and any testing irregularities observed during each test administration. All forms were submitted to the Office of Test Security for review.

A total of 284 test monitors were trained to monitor test administration procedures at 219 schools. All campuses were visited at least once during the Spring 2017 STAAR administrations. School assignments were done through an online self-selection process.

What was the return rate of the *Assessment of Course Performance (ACP)* to the service center?

Fall 2016

The Fall 2016 ACP scanning process began on January 24, 2017 and ended on February 7, 2017. Table 14 represents all schools' information sent, returned, and missing. Twenty-five schools were in the stratified sample, which included 5 high schools, 5 middle schools, and 15 elementary schools.

Table 14: Number of ACP Test Booklets Shipped, Returned, and Percentage Missing

School Name	TEA	Original Books	Extra Orders	Number of Books Sent	Total Books Checked In	Missing Books	Percentage Missing
Sunset	18	9,850	0	9,850	9,848	2	0.02
Conrad	28	6,500	100	6,600	6,600	0	0.00
Garza EC	88	1,650	1	1,651	1,651	0	0.00
Obama HS	381	750	0	750	750	0	0.00
Smith New Tech	3	1,850	0	1,850	1,850	0	0.00
Rosemont MS	359	1,500	0	1,500	1,500	0	0.00
Holmes, OW	51	4,925	0	4,925	4,925	0	0.00
Spence	58	5,175	0	5,175	5,175	0	0.00
Obama MS	357	1,675	0	1,675	1,675	0	0.00
Seagoville MS	69	7,500	0	7,500	7,498	2	0.03
Henderson	152	1,425	1	1,426	1,426	0	0.00
Hooe	158	1,525	0	1,525	1,525	0	0.00
Jones	164	1,775	25	1,800	1,800	0	0.00
Bryan	114	1,375	4	1,379	1,376	3	0.22
Cabell	119	1,800	0	1,800	1,800	0	0.00
Stone, Jill	141	1,125	70	1,195	1,195	0	0.00
Earhart	140	700	0	700	700	0	0.00
Houston	160	775	20	795	794	1	0.13
Maple Lawn	181	1,250	5	1,255	1,255	0	0.00
Roberts	202	1,950	0	1,950	1,950	0	0.00
Truett	218	2,900	10	2,910	2,910	0	0.03
Urban Park	222	1,650	1	1,651	1,651	0	0.00
Seagoville North	244	2,425	0	2,425	2,425	0	0.00
Cuellar	276	2,000	0	2,000	2,000	0	0.00
WH ES	301	2,850	13	2,863	2,863	0	0.00
Total		66,900	250	67,150	67,142	8	0.01

Note: HS= High School; MS= Middle School; WH ES= Wilmer-Hutchins Elementary School.

Table 15 indicates an overall description of books sent, received, and missing by elementary, middle, and high schools. Elementary schools had the highest 0.02 percent retained/missing test rate. Middle and high schools had a 0.01 percent retained/missing test rate. All schools counted had an overall 0.01 percent retained/missing test rate.

Table 15: Overall ACP Percentage Missing Books by School Type

School Type	Original Books	Extra Orders	Number of Books Sent	Total Books Checked In	Missing Books	Percentage Missing
Elementary	25,525	149	25,674	25,668	4	0.02
Middle School	20,775	0	20,775	20,773	2	0.01
High School	20,600	101	20,701	20,699	2	0.01
Overall Count	66,900	250	67,150	67,142	8	0.01

In conclusion, a total of 67,150 books were sent out to the schools and 67,142 books were returned. Concluding that eight books were retained/missing, a 0.01 percent overall rate. The scanning process was conducted by full time employees in the new system developed by an Evaluation and Assessment analyst. Schools with missing tests were checked a second time to look for missing tests. Schools with missing tests were notified via e-mail on February 9, 2017. The districtwide coordinators were notified on February 21, 2017 about the schools with missing tests; they contacted the schools, but tests were not recovered. New

scanners were used to scan test books into the online system. The new system was updated based on scanning needs and worked very efficient and fast.

Spring 2017

The ACP Spring 2017 book scanning process began on June 21, 2017 and ended on June 28, 2017. Elementary schools did not have ACP tests; therefore, no tests were scanned at this level.

Table 16 represents all schools' information sent, returned, and missing.

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

School Name	TEA	Original Books	Extra Orders	Number of Books Sent	Total Books Checked In	Missing Books	Percentage Missing
Sunset	18	5,775	0	5,775	5,773	2	0.03
Conrad	28	3,500	20	3,520	3,520	0	0.00
Garza EC	88	1,050	0	1,050	1,050	0	0.00
Obama HS	381	575	0	575	575	0	0.00
Smith New Tech	3	1,175	0	1,175	1,170	5	0.43
Rosemont MS	359	825	0	825	825	0	0.00
Holmes, OW	51	2,450	0	2,450	2,440	10	0.41
Spence	58	2,125	0	2,125	2,104	21	0.99
Obama MS	357	875	0	875	875	0	0.00
Seagoville MS	69	3,150	0	3,150	3,150	0	0.00
Total		21,500	20	21,520	21,482	38	0.18

Note: EC=Early College; HS= High School; MS= Middle School.

Table 17 indicates an overall description of books sent, received, and missing by middle and high schools. Middle schools had the highest 0.33 percent retained/missing test rate. High schools had a 0.06 percent retained/missing test rate. All schools counted had an overall 0.18 percent retained/missing test rate.

Table 17: Overall ACP Percentage Missing Books by School Type

School Type	Original Books	Extra Orders	Number of Books Sent	Total Books Checked In	Missing Books	Percentage Missing
Middle School	9,425	0	9,425	9,394	31	0.33
High School	12,075	20	12,095	12,088	7	0.06
Overall Count	21,500	20	21,520	21,482	38	0.18

A total of 21,520 books were sent to the schools and 21,482 books were returned resulting in a return rate of 99.82 percent. Less than 0.18 percent of the test books (38) were missing/retained. Schools with missing tests were quality controlled a second time to confirm the tests were missing. The districtwide coordinators were notified about the individual schools with missing test books so they can have the campus test coordinators search for the missing test books. Schools with missing test books were contacted via phone and e-mail to check for the missing books.

A random sample of 15 elementary, 5 middle, and 5 high schools from across the district's feeder patterns were selected for the fall and spring ACP booklet return rates, excluding elementary schools in the

spring due to the removal of the requirement of them to take ACPs at this time. From the fall 2016 testing session, a total of 67,150 books were sent out to the schools and 67,142 books were returned, while a total of 21,520 books were sent out to the schools and 21,482 books were returned from the spring 2017 testing session.

SUMMARY AND RECOMMENDATIONS

Summary

State and National Assessments 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 Spanish*, *STAAR Alt 2*, *STAAR EOC*, *TELPAS*, *TerraNova/Supera*, *IPT*, and *Stanford 10*. In addition, SNA supports magnet school testing, *TSIA*, *NAEP*, and administration 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 in grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass four core subtests on the *TAKS*.
- At grades 5 and 8, students had three opportunities to test; one administration in March, one administration in May, and one in June. During each administration, students were assessed in reading and math in both English and Spanish. At grades 9-12, students had three opportunities to test (December 2016, spring 2017, and June 2017).
- ESSA, previously referred to as NCLB, mandates an annual English-language proficiency assessment of ELLs in grades K-12 in four language domains (reading, writing, speaking, and listening). TEA developed the *TELPAS* to assess 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 five *STAAR EOC* assessments (English I, English II, Algebra I, Biology, and U.S. History). A total of 49 students were administered a *TAKS* assessment during the 2016-2017 school year. The Individual Graduation Committee (IGC) was established to determine graduation criteria if students only mastered three of the five *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 80,000 students were tested in reading. Approximately 76,000 grade 3-8 students were tested in math. At grades 4 and 7, 23,200 students took *STAAR Writing*, with 12,970 tested at grade 4, and 10,230 tested

at grade 7. A total of 22,603 students took *STAAR* Science, with 12,268 tested at grade 5, and 10,335 at grade 8. At grades 5 and 8, a total of 17,512 students took *STAAR* Reading in English and 4,058 students took *STAAR* Reading in Spanish during the first administration. During the second administration, 6,546 students tested in English and 728 tested in Spanish, while 3,297 students tested in English and 406 tested in Spanish for the third administration. At grades 5 and 8, a total of 21,991 students took *STAAR* Math in English and 224 students took *STAAR* Math in Spanish during the first administration. These totals include students who tested above grade level (2,508). During the second administration, 5,564 students tested in English and 132 tested in Spanish, while 2,972 students tested in English and 98 tested in Spanish during the third administration. *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 75,417 exams were administered during the 2016-2017 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 test 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=84% and 1=56%), grade 2 for the Intermediate Level (2=45%), grade 3 for the Intermediate Level at 35 percent, and grades 4-12 for the Advanced Level (38% or greater).
- Students in grades K-2 were administered a norm-referenced achievement test during the 2016-2017 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. A total of 54,675 tests were administered with *TerraNova*, while 16,717 *Supera* tests were administered.
- The *IDEA Language Proficiency Test (IPT)* is a Texas Education Agency approved oral language proficiency test administered to students in grades PreK-12 who were new to the district and spoke a language other than English. The highest concentration of students assessed was enrolled in PreK. Students in grades 2-12 who scored ≥ 4 on the *IPT* were assessed with a TEA approved norm-referenced test. The highest population of students assessed with the *Stanford 10* was in grades 11 and 12.
- State and National Assessments administered the *ITBS/Logramos*, *Stanford 10*, and *TerraNova/Supera* to students who did not have norm- or criterion-referenced achievement test scores

from the previous school year in order to 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 2016-2017 school year (2 with *Logramos*, 76 with *Stanford 10*, and 120 with *TerraNova*). 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 628 students at five magnet schools using *NNAT* were tested. The highest number of students tested (217) 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 six requested magnet school campuses at their discretion. A total of 1,284 students were tested. The highest number of students tested (1,072) was at grade 5.

- Eight high schools were a part of the launch of the Early Collegiate Academies that utilized the *TSIA* online administration.
- 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 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 percent 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 percent in each subject area tested. Overall, 96 students were tested with a passing rate of 42 percent. During the 2016-2017 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, 57 percent (4) received course credit at the elementary level, 38 percent (8) at the middle school level, and 32 percent (77) at the high school level.
- State and National Assessments provided 33 trainings to Campus Test Coordinators on test administration and security procedures. At the end of each training, the Campus Test Coordinators were asked to complete a survey about the training using a QR code or a link to a Google form. SNA averaged a 53 percent participation rate in the completion of the surveys. The majority of responses

were positive in that the relevant information was covered and the allotted time was adequate. Survey results help to continually improve future trainings.

- 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 to train, assist, and support the CTCs with testing activities in association with the district's testing calendar.
- Testing irregularities fell into two distinct categories, procedural and serious. A total of 491 testing irregularities were reported to the Office of Test Security for the 2016-2017 school year, with 488 being procedural and 3 serious cases. During the previous school year, 2015-2016, a total of 522 irregularities were reported, with 517 being procedural and 5 serious. A total of 284 test monitors were trained to monitor test administration procedures at 219 schools. All campuses were visited at least once during the Spring 2017 STAAR administrations.
- *Assessments of Course Performance (ACPs)* are locally developed secure tests that are used in grades K-12. It is required for all ACP booklets to be returned in order not to jeopardize the integrity and security of the tests. From the fall 2016 testing session, a total of 67,150 books were sent out to the schools and 67,142 books were returned, while a total of 21,520 books were sent out to the schools and 21,482 books were returned from the spring 2017 testing session. Campuses were contacted but no additional booklets were found. A random sample of 15 elementary, 5 middle, and 5 high schools from across the district's feeder patterns were selected for the fall and spring, excluding elementary schools in the spring due to the removal of the requirement of them to take ACPs at this time.

Recommendations

- **All campuses should strive to maintain the same test coordinator for the entire year and succeeding years.** This will ensure that the test coordinators have a building knowledge base on successful techniques that they have learned at the beginning of the year trainings, as well as trainings throughout the year.
- **Campus Test Coordinators should receive a unique bar code for their ID badge that they will scan for their electronic signature.** This will expedite the sign-in process for trainings.
- **A pilot scanning process should be implemented.** This will ensure the integrity of the tests and prove campuses are returning all secure test booklets.
- **Enclose a copy of the signed and dated Delivery Ticket with ACP and other tests returned to the Assessment Service Center.** This will show a 1-to-1 correspondence with the quantity of materials received and the quantity of materials returned.

APPENDICES

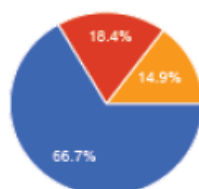
Appendix A

Campus Testing Coordinators' Survey Results

Test Coordinator Training Survey Responses

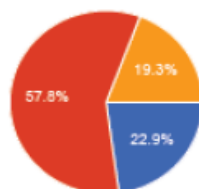
September 19-20, 2016

What level do you work with?



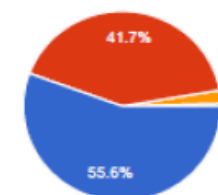
Elementary	152	68.2%
Middle	42	18.8%
High	34	15.2%

How many years of CTC experience do you have?



First Year	51	22.9%
1-4 years	129	57.8%
5 or more years	43	19.3%

The topics covered were relevant to me.



Strongly Agree	124	55.6%
Agree	93	41.7%
Neutral	5	2.2%
Disagree	1	0.4%
Strongly Disagree	0	0%

Test Coordinator Training Survey Responses

September 19-20, 2016

What did you like most about the training?

NA

Informative

The facility

Breakout sessions

Handouts

Relevance to testing

Time management

Updates

Breakout sessions

N/a

Location

N/A

Very organized.

The various sessions

The updates of course! Calendars and new information

Organization

Sessions

The different experts in each area. Loved the organization of the training. It was great!

Getting useful info

The in depth information provided was valuable to a 1st year coordinator like myself.

Speediness of presentation of information

Topics

Trainers

Great examples of modifications and accommodations.

Q & A

...

Very informative. Possibly half day?

Ppts were well structured and organized.

Overview of services

refresher of accommodations/modifications

N

Rotating to rooms for each specific training.

Overall information

Nothing for now

Detailed information

The useful handouts.

Fabulous facility

The beautiful facility

Variety of speakers, and visuals

Test Coordinator Training Survey Responses

September 19-20, 2016

What aspects of the training could be improved?

None

N/A

NA

N/a

n/a

Nothing

Some things like the Terra Nova information seemed geared towards teachers not test coordinators.

Excellent

Larger rooms

None everything was informative!

None at this time

Temperature

Drive by training

None at this time.

More centrally located

Everything was great in my opinion.

This could -easily- be presented as a digital learning experience. There was no need for any of it to have been in person.

Copy of PowerPoint.

More on EZ IEap

.....

Make half day.

Do it before lunch

The topics could be discussed more in depth especially for new coordinators

length

Na

Separate training for first year test coordinators.

A copy of a Terra Nova report would have helped when going through the training Handouts for all sessions or access to all PPTs before hand

more hands-on activities

Handouts of powerpoints,

I don't have any suggestions.

Lunch next time

Less overview, more specifics.

We didn't need all the data I Terra Nova. Wasn't very helpful.

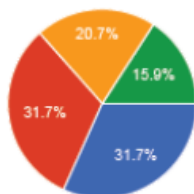
no comment

The training done about TELPAS...I believe the part done by Cherie needed to be slowed down. She said more than once that since we are veterans she wasn't going to go over material thoroughly. (and on a personal presentation note.....smile a little)

Test Coordinator Training Survey Responses

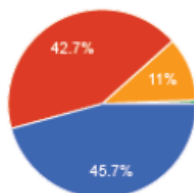
January 30-31, 2017

How many years of experience do you have?



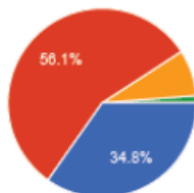
New Test Coordinator	52	31.7%
1-2 years	52	31.7%
3-5 years	34	20.7%
6 or more years	26	15.9%

Overall, how would you rate today's training?



Excellent	75	45.7%
Good	70	42.7%
Fair	18	11%
Poor	1	0.6%

I have a better understanding of the State Assessment Program as a result of this training.

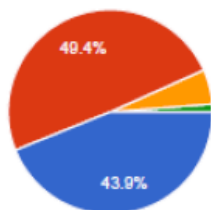


Strongly Agree	57	34.8%
Agree	92	56.1%
Disagree	13	7.9%
Strongly Disagree	2	1.2%

Test Coordinator Training Survey Responses

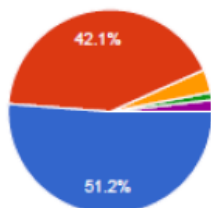
January 30-31, 2017

The overview of the State Assessment information was presented in a clear and organized fashion.



Strongly Agree	72	43.9%
Agree	81	49.4%
Disagree	9	5.5%
Strongly Disagree	2	1.2%

The modules presenter(s) had good content knowledge about the subject and the information was presented in a clear and organized fashion.



Strongly Agree	84	51.2%
Agree	69	42.1%
Disagree	6	3.7%
Strongly Disagree	2	1.2%
NA - I am a high school CTC	3	1.8%

Test Coordinator Training Survey Responses

January 30-31, 2017

What suggestions do you have to improve future meetings?

None

N/A

N/a

None at this time

No

None at this time.

NA

-

No suggestions

none

Upcoming sessions will be more impactful if done like the very first one- where we went into different rooms to meet for different sessions. It was much easier to see the power points and ask questions directly related to the particular testing area. The district coordinators are all very knowledgeable and being to share in a smaller setting makes better use of their experience and knowledge.

Na

Perhaps there would be training for the requirements that need to be met prior to online Reading TELPAS Training such as how to cache and proctor the computers.

Thanks for the lab training coming up for TELPAS.

Less information

Everyone uploaded

Preference for uploading is ALL

Healthy snacks

No suggestions.....for improvement for future meetings

none at this time

smaller groups

The training where we split into sessions was much more efficient and engaging. Today felt scattered and it was lengthy for the group to sit and listen the entire time.

Too much information in too short of time. I feel sorry for new test coordinators.

Can we return to Buckner?

Everything was great!

I thought it was great!

Good job Karen. Your relaxed demeanor helps keep this stressful time less stressful. :-)

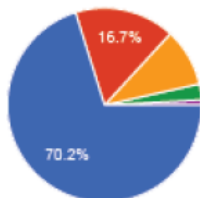
Eliminate information not needed...

make the font on the ppts bigger!

Test Coordinator Training Survey Responses

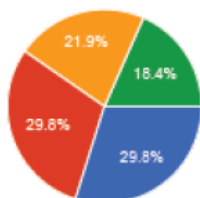
February 13-14, 2017

What level do you work?



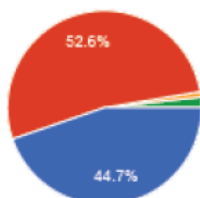
Elementary	80	70.2%
Middle	19	16.7%
High	11	9.6%
Elem/Middle	3	2.6%
Middle/High	1	0.9%

How many years of experience do you have?



New Test Coordinator	34	29.8%
1-2 years	34	29.8%
3-5 years	25	21.9%
6 or more years	21	18.4%

Overall, how would you rate today's training?

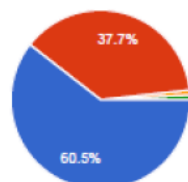


Excellent	51	44.7%
Good	60	52.6%
Fair	1	0.9%
Poor	2	1.8%

Test Coordinator Training Survey Responses

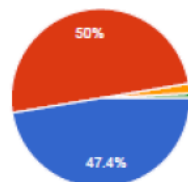
February 13-14, 2017

The TELPAS presenter(s) had good content knowledge about the subject and the information was presented in a clear and organized fashion.



Strongly Agree	69	60.5%
Agree	43	37.7%
Disagree	1	0.9%
Strongly Disagree	1	0.9%

I have a better understanding of the TELPAS Holistic process as a result of this training.



Strongly Agree	54	47.4%
Agree	57	50%
Disagree	2	1.8%
Strongly Disagree	1	0.9%

What suggestions do you have to improve future meetings?

None
 NA
 N/a
 N/A
 none
 None at this time
 Na
 Nothing
 Nothing

Test Coordinator Training Survey Responses

February 13-14, 2017

Improve visual presentations-enlarge to view slides better. Adjust distance of Info might help.

The closer you are the smaller the view.

The information feels very scattered and we don't follow the agenda. I much preferred the first testing meeting this year where we attend various sessions and rotated to different rooms.

The meetings are very hard to follow. Very rambling.

None

Everything was great!

Thank you for all you do

More interactive

training for veterans may be shorter and focus only on new changes

None

lkj:kl

See above

Send out the PPTs and all docs ahead of time. I can notate PDF on my iPad and it would cut down on the paperwork.

Better information/clear on the items that are new such as the accommodations for RTI

No response

When reminders are sent, please include what handouts/manuals need to be brought.

Snacks

An official note taker to share notes from the day would be really nice!

Have a better sound system. Specially when presenting videos. Getting the lapel microphone close to the computer is just not enough.

What additional support/training do you need to implement TELPAS successfully?

None

None at this time

NA

N/a

Na

Great job

Not sure

Just continued support

Not at this time

handout on proctor cache

More clarity on the Gen Ed Accommodations

Attend session to set up testing groups.

Need to talk to techvrep about computers

Coffee

Time

NONE

None. Satisfied with what I've received.

RTI- need more info!

More on campus visits for new coordinators.

Lab for online

APPENDIX B

2016-2017 Test Coordinator Meeting Schedule

2016-2017 Test Meeting Schedule

Meeting Date	Meeting Time	Location	Audience	Topic
9/19/2016	7:30 - 4:00	Dallas County Sch	Elementary/Middle/High School CTC Training	Introductory Test Coordinator Meeting
9/20/2016	7:30 - 4:00	Dallas County Sch	Elementary/Middle/High School CTC Training	Introductory Test Coordinator Meeting
10/3/2016	9:00 - 12:00	Buckner	High School CTC	TAKS and PSAT
10/6/2016	9:00 - 12:00	Buckner	Middle School CTC Training	PSAT and NAEP
10/7/2016	9:00 - 12:00	Buckner	Elementary CTC Training	NAEP
10/10/2016	9:00 - 12:00	Buckner	Elementary CTC Training	NAEP
11/14/2016	1:30 - 4:00	Buckner	High School CTC	STAAR EOC
20-Jan-17	2:00-4:00	Buckner	High School CTC	AP testing
30-Jan-17	9:00-12:00	Nolan Estes	Elementary CTC Training	DCCM Overview/TELPAS
31-Jan-17	9:00-12:00	Nolan Estes	Elementary CTC Training	DCCM Overview/TELPAS
31-Jan-17	1:30-4:30	Nolan Estes	Middle and High School CTC Training	DCCM Overview/TELPAS
8-Feb-17	2:00-4:00	Buckner	High School CTC	SAT/AP testing
13-Feb-17	9:00-12:00	Nolan Estes	Elementary CTC Training	TELPAS/STAAR Alt
13-Feb-17	1:30-4:30	Nolan Estes	Middle School CTC Training	TELPAS/STAAR Alt
14-Feb-17	9:00-12:00	Nolan Estes	Elementary CTC Training	TELPAS/STAAR Alt
14-Feb-17	1:30-4:30	Nolan Estes	High School CTC Training	TELPAS/STAAR Alt/SAT/TAKS
23-Feb-17	9:00-11:00	Buckner	Optional TELPAS online setup per Sign Up Genius	Online TELPAS session setup
23-Feb-17	1:30-3:30	Buckner	Optional TELPAS online setup per Sign Up Genius	Online TELPAS session setup
24-Feb-17	9:00-11:00	Buckner	Optional TELPAS online setup per Sign Up Genius	Online TELPAS session setup
24-Feb-17	1:30-3:30	Buckner	Optional TELPAS online setup per Sign Up Genius	Online TELPAS session setup
2-Mar-17	9:00-12:00	Nolan Estes	Elementary CTC Training	STAAR, STAAR Alt 2, TELPAS
2-Mar-17	1:30-4:30	Nolan Estes	Middle School CTC Training	STAAR, STAAR Alt 2, TELPAS
3-Mar-17	9:00-12:00	Nolan Estes	Elementary CTC Training	STAAR, STAAR Alt 2, TELPAS
3-Mar-17	1:30-4:30	Nolan Estes	High School CTC Training	STAAR, STAAR Alt 2, TELPAS
5-Apr-17	8:30-11:30	Nolan Estes	Elementary CTC Training	STAAR Alt 2, TELPAS, Survey, TerraNova
5-Apr-17	12:30-3:30	Nolan Estes	Elementary CTC Training	STAAR Alt 2, TELPAS, Survey, TerraNova
6-Apr-17	9:00-12:00	Nolan Estes	High School CTC Training	STAAR, STAAR Alt 2, TELPAS, Survey, AP
6-Apr-17	1:30-4:30	Nolan Estes	Middle School CTC Training	STAAR, STAAR Alt 2, TELPAS, Survey
26-Apr-17	8:30-11:30	Nolan Estes	Elementary CTC Training	May STAAR
26-Apr-17	12:30-3:30	Nolan Estes	Elementary CTC Training	May STAAR
18-May-17	9:00-12:00	Buckner	Middle School CTC Training	Spring ACP
18-May-17	1:30-4:30	Buckner	High School CTC Training	Spring ACP
13-Jun-17	9:00-11:00	Nolan Estes	High School CTC Training Summer Training	June Retest
14-Jun-17	9:00-11:00	Nolan Estes	Elementary/Middle School CTC Training Summer Training	June Retest