

2017-18 State and National Assessments

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EA18-210-4

At-a-Glance

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 *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IDEA Language Proficiency Tests (IPT)*, and *Stanford 10*. In addition, SNA supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment (TSIA)*, and the administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

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

State-Mandated Assessments

TEA requires students to be assessed in grades 3-12 to determine academic skill levels and progress made during a given school year. Grades 3-8 were administered the *STAAR*, while students in grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass four core subtests on the *Texas Assessment of Knowledge and Skills (TAKS)*. TEA replaced the *TAKS* test with *STAAR EOC*. The 'out of school' students that need to pass the previous *TAKS* tests to finalize criteria to earn a diploma are administered the *STAAR EOC* in four equitable core subtests (i.e., English II, Algebra I, Biology, and U.S. History) while coding the answer sheet so the results are scaled for scoring for previous students criteria.

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 either English and Spanish.

At grades 9-12, students had three opportunities to test (December 2017, spring 2018, and July 2018). Students were assessed in English I, English II, Algebra I, Biology, and U.S. History.

The *STAAR* test has a paper version and an online version. In addition, there are options to allow online accommodations (embedded supports). The majority of students take the paper test with or without accommodations. The *STAAR Alt 2* version of the test is online only.

The Every Student Succeeds Act (ESSA), previously referred to as No Child Left Behind (NCLB), mandates an annual English-language proficiency assessment of English language learners (ELLs) in grades K-12 in four language domains (reading, writing, speaking, and listening). TEA developed the *TELPAS* to assess ELLs in these domains. This year two domains (i.e., Listening and Speaking) were added to the online component to allow for more standardized ratings by the state instead of holistically rating by teachers. Headsets were provided to campuses by SNA to ensure comparable headsets that met state criteria were utilized throughout the district.

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

- Across grades 3-8, more than 77,000 students took *STAAR* Reading; more than 71,000 took *STAAR* Math; and at grades 4 & 7, more than 22,000 took *STAAR* Writing in English and Spanish.
- At grades 5 and 8, more than 22,000 students took the *STAAR* Science test, and more than 9,000 students at grade 8 took *STAAR* Social Studies.
- At grades 5 and 8, a total of 18,013 students took *STAAR* Reading in English and 4,083 students took *STAAR* Reading in Spanish during the first administration; 5,628 students tested in English and 677 tested in Spanish during the second administration; and 3,074 students were assessed in English and 372 were assessed in Spanish during the third administration.
- At grades 5 and 8, a total of 19,644 students took *STAAR* Math in English and 180 students took *STAAR* Math in Spanish during the first administration; 4,376 students tested in English and 93 tested in Spanish during the second administration; and 2,036 students were assessed in English and 61 were assessed in Spanish during the third administration. These totals include students who tested above grade-level on the Grade 8 Math *STAAR* (2,430).

- A total of 76,116 STAAR EOC tests were administered, with more than 10,000 total tested in each of the following subjects: Algebra I (13,816), Biology (12,543), English I (20,899), English II (18,588), and U.S. History (10,270).
- A total of 1,351 grade 3-8 STAAR Alt 2 assessments in Math and 1,349 grade 3-8 STAAR Alt 2 assessment in Reading were administered, while a total of 853 STAAR Alt 2 EOC assessments were given across the five subjects.
- A total of 62,086 students were rated on the TELPAS with a majority rated beginning at grades 1-3, while those rated intermediate, advanced, and advanced high were in grades 2-12.

TerraNova Third Edition Norm-Referenced Assessments at Grades K-2

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

Across grades K-2, a total of 49,216 tests (17,688 in reading and 33,394 in math) were administered with the *TerraNova* compared to the previous year with 54,675 (19,145 in reading and 35,530 in math), while 15,902 administered with the *Supera* (15,822 in reading and 80 in math) compared to the previous year with 16,717 (16,563 in reading and 154 in math). The lower numbers reflect an enrollment decline in 2017-2018.

IDEA Language Proficiency Tests and Stanford 10 and TerraNova Assessments of ELL Students

School districts are required to identify ELL students in grades PreK-12 using a home language survey. Students identified as having a language other than English were assessed with the IDEA Language Proficiency Tests (*IPT*). Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with the *IPT* and placed in an appropriate instructional program within four weeks of enrollment. Students in grades 2-12 who scored equal or greater than four on the *IPT* were assessed with *Stanford 10* in August and September, the district began using the *TerraNova* after September.

A total of 40,969 *IPT* tests (30,338 English; 10,631 Spanish) were administered. In 2016-2017, 44,701 (30,392 English; 14,309 Spanish) were administered. In addition, 1,074 *TerraNova* were administered compared to the previous year with 747 *TerraNova* and 339 *Stanford 10* were administered.

Magnet School Application Process and Assessments

State and National Assessments administered the *ITBS/Logramos*, *Stanford 10*, and *TerraNova/Supera* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year as part of the process of 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: (a) currently enrolled in private, parochial, or other schools (grades K-11), and (b) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were charged \$100, while in-district students tested free. A total of 191 students (8 *Supera* and 183 with *Stanford 10*) were tested for admission into the magnet program in the 2017-2018 school year compared to the previous year with 198 (2 with *Logramos*, 76 with *Stanford 10*, and 120 with *TerraNova/Supera* online). The *TerraNova/Supera* online system was taken off-line by the company at the beginning of the year, limiting its use.

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. SNA provided *NNAT* test booklets, answer documents, and score results for campus officials. A total of 1,119 students at eight magnet schools were tested compared to the previous year of 628 students at five magnet schools. The highest number of students tested (226) compared to the previous year of (217) were at grade 3.

The *Math Pre-Assessment* was developed by the Region IV Education Service Center. It is used, along with other assessments, to determine whether students fulfill the requirements needed for entry into five of the vanguards and academies. SNA printed the test booklets, answer documents, and scored the results. A total of 1,269 students were tested compared to the previous year with 1,284. The highest number tested was 1,047 at grade 5 compared to the previous year with 1,072.

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

Early Collegiate Academy TSIA Testing

Eight high schools (Cohort 1) were a part of the launch of the Early Collegiate Academies that began with the setup of accounts by our department to utilize the TSIA online administration site for 2016-2017. Fifteen additional high schools were added for Cohort 2 in 2017-2018. From a total of 23 total campuses, 14 campuses tested a total of 1354 tests online.

Credit by Examination for Acceleration and Credit by Examination with ACP

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

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

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

The following results were observed:

- Eight students were tested for acceleration at the kindergarten level with 62.5 percent scoring at or above the 70th percentile.
- At the elementary level, 23 students were tested for acceleration with 2 students scoring 80% mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, more than 1,148 tests were taken for course credit with passing rates of 65.7% and 36.1%, respectively.

Campus Testing Coordinator Trainings

State and National Assessments provided 29 trainings to 241 Campus Test Coordinators (CTC), compared to 33 trainings to 221 CTCs the previous year, 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 104 CTCs responded to the surveys resulting in a 47 percent response rate compared to 128 CTCs that responded with a 53 percent response rate the previous year. The majority of responses were positive in that the relevant information was covered and the allotted time was adequate.

Role of Districtwide Testing Coordinators

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

- assisting with training CTCs before each test administration on test procedures, test security, online testing setup, online test administration and completion, and quality control of paper and online test materials;
- 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, special education, counseling, ESL/bilingual, RTI, 504 and technology 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
- online managing databases (delivery ticket, CTC lists, OOS TEAMS/TAAS/TAKS, online order forms, meetings), score code corrections, starting pilot of scanning booklets to ensure the return of all secure test booklets, uploading users to state online databases, fix rejects from uploads to state precodes, out of school testing database, work with computer analyst for list of data needed for uploads to state sites; and
- making recommendations for improvement of operations for each future school year.

Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. A total of 392 testing irregularities were reported to the Office of Test Security for the 2017 - 2018 school year, with 384 being procedural and 8 serious cases. During the previous school year, 2016 - 2017, a total of 491 irregularities were reported, with 488 being procedural and 3 serious. Prior to that year, during the 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. During 2017-2018 a total of 286 test monitors were trained to monitor test administration procedures at 216 schools, while a total of 284 test monitors were trained to monitor test administration procedures at 219 schools during 2016-2017. Only 200 campuses were monitored on the first day of spring 2018 testing (93% schools were monitored for the first day of testing); all but three campuses were monitored at least once (99% campuses were monitored at least once), and 70% of monitoring assignments were selected. The previous years all campuses were visited at least once during the Spring STAAR administrations.

Assessment of Course Performance (ACP) Test Booklet Return Rate

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. From the fall 2017 testing session, a total of 79,935 books were sent out to the schools and 79,923 books were returned, while a total of 28,746 books were sent out to the schools and 28,743 books were returned from the spring 2018 testing session; compared to the previous year with a total of 67,150 books were sent out to the schools in the fall 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 testing session. Two large print booklets were located and returned this year compared to no additional books found by campuses the previous year.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. This year, a total of 36,959 boxes and 7505 envelopes were shipped from the Service Center to the schools. In addition, all grade 3-12 ACPs answer sheets are scanned at the Service Center as a part of the processing of scores. A total of 606,080 were scanned and processed.

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.

The full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact State & National Assessments at stateassessments@dallasisd.org.

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