

Assessment 2018-19

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At-a-Glance

Assessment coordinates the training, administration, distribution, and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in 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)*, *TELPAS Alt*, *TerraNova/SUPERA*, *IDEA Language Proficiency Tests (IPT)* and *Assessment of Course Performance (ACP)*. In addition, Assessment supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment (TSIA)*, *Common Assessments*, the administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

Assessment 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).

Testing

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*.

At grades 5 and 8, students had three opportunities to test; April, 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 2018, spring 2019, and July 2019). 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) 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. TEA added the newly developed *TELPAS Alt* to assess the EL students that are assessed with *STAAR-Alt*.

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

- Across grades 3-8, more than 74,000 students took *STAAR* Reading; more than 69,000 took *STAAR* Math; and at grades 4 & 7, more than 22,000 took *STAAR* Writing in English and Spanish.
- At grades 5 and 8, a total of 17,954 students took *STAAR* Reading in English and 4,135 students took *STAAR* Reading in Spanish during the first administration; 5,118 students tested in English and 586 tested in Spanish during the second administration; and 2,378 students were assessed in English and 282 were assessed in Spanish during the third administration.
- At grades 5 and 8, a total of 19,664 students took *STAAR* Math in English and 215 students took *STAAR* Math in Spanish during the first administration; 3,896 students tested in English and 154 tested in Spanish during the second administration; and 1,694 students were assessed in English and 93 were assessed in Spanish during the third administration. These totals include students who tested above grade-level on the Grade 8 Math *STAAR* (2,792).
- At grades 5 and 8, more than 22,000 students took the *STAAR* Science test, and more than 10,000 students at grade 8 took *STAAR* Social Studies.
- A total of 72,389 *STAAR EOC* tests were administered, with more than 10,000 total tested in each of the following subjects: Algebra I (12,793), Biology (11,816), English I (20,384), English II (17,163), and U.S. History (10,233).
- A total of 1,415 and 1,414 grade 3-8 *STAAR Alt 2* assessments in Math and Reading, respectively, were administered, while a total of 891 *STAAR Alt 2 EOC* assessments were given across the five subjects.
- A total of 60,740 students were rated on the *TELPAS* with a majority rated beginning at grades K-2, while those rated intermediate, advanced, and advanced

high were in grades 1-12. A total of 522 students were assessed with the *TELPAS Alt*, yielding ratings that varied across the span of 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 49,213 tests (17,251 in reading and 31,962 in math) were administered with the *TerraNova* compared to the previous year with 49,213 (17,688 in reading and 33,394 in math), while 15,041 administered with the *SUPERA* (14,940 in reading and 92 in math) compared to the previous year with 15,902 (15,882 in reading and 80 in math).

IDEA Language Proficiency Tests 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 *TerraNova*.

A total of 41,548 *IPT* tests (31,833 English; 9,715 Spanish) were administered. In 2017-2018, 40,969 (30,338 English; 10,631 Spanish) were administered. In addition, 1,004 *TerraNova* were administered compared to the previous year with 1,074 *TerraNova* were administered.

Magnet School Application Process and Assessments

The Assessment Department administered the *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 168

students (168 with *Terra Nova*) were tested for admission into the magnet program in the 2017-2018 school year compared to the previous year with 191 (8 *SUPERA*, 183 *TerraNova/SUPERA* online).

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. The Assessment Department 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. Assessment 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 as part of magnet testing at two magnet high school campuses via *Accuplacer*. The Assessment Department's responsibility was to purchase testing credits such that assessment capabilities would be readily available at campuses. There were no tests administered this school year at either magnet campus.

Early Collegiate Academy TSIA Testing

The 23 Early Collegiate Academies continued to utilize the *TSIA* online administration site through the school year. A total of 2,915 tests were administered online compared to 1,354 last year.

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 *Terra Nova* was utilized 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 *Terra Nova* 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:

- Ten students were tested for acceleration at the kindergarten level with 50% percent scoring at or above the 70th percentile.
- At the elementary level, 26 students were tested for acceleration with only 1 student scoring 80% mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, 1,028 tests were taken for course credit with passing rates of 85% and 62%, respectively.

Campus Testing Coordinator Trainings

Assessment provided 36 trainings to 241 Campus Test Coordinators (CTC), compared to 19 trainings to 241 CTCs the previous year, on test administration and security procedures. At the end of the Fall semester, *STAAR-Alt* and spring *STAAR*, 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 224 responses for Fall, 192 for *STAAR-Alt* and 156 for *STAAR/EOC* to the surveys resulted in a 78 percent response rate compared to 104 CTCs that responded with a 47 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

Merging of state, national and local testing staff enabled us to combine coordinators together to increase from five to six Districtwide Testing Coordinators 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, MTSS (previously referred to as 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 560 testing irregularities were reported to the Office of Test Security for the 2018 - 2019 school year, with 552 being procedural and 8 serious cases. During the previous school year, 2017 - 2018, a total of 400 irregularities were reported, with 392 being procedural and 8 serious. A total of 291 test monitors were trained to monitor test administration procedures at 215 schools. During 2017-2018 a total of 286 test monitors were trained to monitor test administration procedures at 216 schools.

Only 201 campuses were monitored on the first day of spring 2019 testing (93% schools were monitored for the first day of testing); all campuses were monitored at least once, and 75% of monitoring assignments were selected. The previous years 99% of 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 16 campuses were chosen for Fall 2018 ACP booklet return rates: 5 elementary, 6 middle, and 5 high schools from across the district's feeder patterns; while 13 campuses were selected for the spring ACP booklet return rates: 5 elementary and 8 middle (elementary does not test in the spring). From the fall 2018 testing session, a total of 88,038 books were sent out to the schools and 87,977 books were returned, while a total of 41,152 books were sent out to the schools and 41,147 books were returned from the spring 2019 testing session; compared to the previous year with a total of 79,935 books were sent out to the schools in the fall 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 testing session.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. This year, a total of 30,172 boxes and 8,567 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 581,508 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 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Assessment at assessment@dallasisd.org.

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2018–19 Evaluation of Assessment of Course Performance

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At-a-Glance

For the 2018–19 school year, Assessment, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades kindergarten through 12 for Mathematics, Reading/Language Arts, Science, Social Studies, English as a Second Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 137 tests were developed and seven were trans-adapted in Spanish. With eight single-semester tests and four high school tests also used for middle school students, a total of 156 ACPs were administered the 2018–19 school year.

ACP Development

Prior to the test development phase, T&L provided outlines, called blueprints, detailing the Student Expectations (SEs) that required assessment items. In addition, T&L provided item blueprints, which directed item writers to measure specific aspects of SEs with special content to ensure item validity.

The processes of item writing, editing, item analyses, and test approvals were managed through the Office of Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. All test blueprints were published on MyData Portal and blueprints, formula charts and sets of example items were published on the Assessment website at the beginning of the school year. All tests were aligned to the Texas Essential Knowledge and Skills (TEKS) using T&L's curriculum guides developed by each content area. After administration began, alignment pages were published on the Assessment website, which showed the specific aspect of the SE that each item measured.

Example Item Sets for ACPs

Assessment developed a representative set of items for each ACP, or Example Items, for teachers to gain an understanding of the format and rigor of the ACPs. At the beginning of each semester, Example Items were available for download and teachers could use these items, along with the test blueprint, as guides for preparing students for the ACP. They were intended to provide an understanding of some, not all, possible approaches to assessing the given SE. Each Example Item had the correct answer as well as the content SE listed in the key.

Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated through the use of item and test blueprints, developed with T&L, and alignment pages, ensuring each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of consistency across items within a test, ranges from 0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 155 ACPs administered, 151 ACPs had a reliability of .70 or higher, of which 106 were equal to or above .80. Four ACPs had a reliability between .67 and .69.

Curriculum Alignment

The ACPs were designed as measures of the taught curriculum. Although every SE in the curriculum was not measured, significant SEs were identified and included in the test design process. Teachers were surveyed and asked to indicate the extent to which the ACPs successfully matched what was taught in the course. The results are presented in Table 1. Between 80% and 90% of the teachers reported courses and ACPs had a 75% to 100% match. Given that there were more SEs taught than can be appropriately measured on a 90-minute test, this level of matching was acceptable.

Table 1: ACPs Aligned with Taught Curriculum

Question	Response Category	Sem 1 (%)	Sem 2 (%)
To what extent does the ACP successfully assess (match) what is taught in this course?	100% match	38.3	27.8
	About 75% match	52.4	55.6
	About 50% match	8.0	12.3
	About 25% match	1.3	4.0
	No match at all	0.1	0.4

Scaled Scores

All 2018–19 ACPs used scaled scores to report student achievement. Tests aim to have at least 55% correct set to equal a scale score of 70, or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 51 and raised on 32 of 108 first semester tests. For second semester, it was lowered on 30 and raised on 14 of 47 tests. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

Table 2 reports semester one results for the 108 ACPs administered, including the mean ACP scale score, standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 67.6 (Grade 3 Spanish Math) to a high of 87.3 (Kindergarten Reading), while the median scale score was 74.4. The percent of students passing the ACPs ranged from 39.0% (Reading LA 8 for ESL) to 91.9% (Kindergarten Spanish Reading).

Table 2: Semester One ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
K Math	84.0	12.3	87.2
K Spanish Math	77.0	14.2	63.6
Grade 1 Math	80.9	16.9	77.8
Grade 1 Spanish Math	77.7	18.2	75.0
Grade 2 Math	80.3	14.6	78.4
Grade 2 Spanish Math	69.9	13.5	51.5
Grade 3 Math	74.7	14.1	65.8
Grade 3 Spanish Math	67.6	13.3	49.2
Grade 4 Math	76.1	16.9	66.5
Grade 4 Spanish Math	69.4	15.9	50.5
Grade 5 Math	79.2	13.8	76.6
Grade 5 Spanish Math	71.0	13.2	55.6
Math 6	74.3	9.1	68.7
Math 6 Pre-AP	74.9	10.5	71.9
Math 7	69.4	11.8	50.6
Math 7 Pre-AP	78.3	13.1	77.9
Math 8	74.5	13.0	65.7
Algebra I Pre-AP	77.1	12.9	73.4
Algebra I	71.7	12.9	57.9
Geometry	69.9	9.7	48.2
Geometry Pre-AP	74.6	11.1	65.4
Algebra II	71.1	13.1	58.8
Algebra II Pre-AP	74.1	13.0	67.2
Pre-Calculus	68.7	12.2	49.6
Pre-Calculus Pre-AP	74.3	10.4	71.3
Algebraic Reasoning	70.0	9.8	60.0
K Reading	87.3	11.6	91.7
K Spanish Reading	87.1	12.1	91.9
Grade 1 Reading	81.8	12.9	86.4
Grade 1 Spanish Reading	84.6	14.3	87.4
Grade 2 Reading	81.0	15.0	76.8
Grade 2 Spanish Reading	77.1	14.6	74.0
Grade 3 Reading	70.2	13.9	54.4
Grade 3 Spanish Reading	70.9	12.2	54.5

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 4 Reading	75.7	12.5	68.7
Grade 4 LA	77.1	11.4	76.0
Grade 4 Spanish Reading	73.8	13.1	66.0
Grade 4 Spanish LA	74.8	15.7	70.3
Grade 5 Reading	77.3	11.5	78.4
Grade 5 Span Reading	78.4	13.4	76.7
Reading LA 6	71.3	12.3	57.8
Reading LA 6 Pre-AP	78.2	11.4	81.4
Reading LA 7	74.7	11.1	69.1
Reading LA 7 Pre-AP	78.6	8.7	86.6
Reading LA 8	72.9	8.4	64.8
Reading LA 8 Pre-AP	78.4	9.7	84.2
English I	69.2	14.1	53.6
English I Pre-AP	76.2	12.7	74.7
English II	72.7	11.1	64.6
English II Pre-AP	75.8	10.6	74.7
English III	71.8	11.5	61.7
English IV	72.9	9.5	68.4
Grade 5 Science	78.2	16.2	75.6
Grade 5 Spanish Science	77.1	15.0	72.9
Science 6	69.3	10.6	48.4
Science 6 Pre-AP	77.4	10.3	76.0
Science 7	71.4	13.3	57.6
Science 7 Pre-AP	80.3	10.1	84.9
Science 8	72.5	12.4	63.2
Physics 8	73.1	10.3	61.6
Astronomy 8	73.1	12.3	64.8
IPC	67.9	8.6	41.8
Biology	72.4	6.9	62.5
Biology Pre-AP	75.8	9.5	74.4
Chemistry	69.0	8.4	44.8
Chemistry Pre-AP	76.8	11.5	70.4
Physics	71.1	8.1	55.3
Physics Pre-AP	74.8	9.7	70.1
Environmental Systems	74.2	11.4	71.2
Astronomy	68.6	10.3	52.4
Social Studies 6	70.6	11.4	51.7
Social Studies 6 Pre-AP	78.1	10.3	78.7
Texas Studies 7	70.1	11.3	50.8
Texas Studies 7 Pre-AP	79.0	11.0	78.6
US Studies 8	71.9	10.0	54.2
US Studies 8 Pre-AP	77.9	11.2	78.7
World Geography	71.3	10.6	55.8
World Geography Pre-AP	77.0	10.9	75.8
World History	69.4	10.5	50.2
World History Pre-AP	76.5	9.8	76.4

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
US History	72.8	12.3	63.2
Government	72.4	10.4	62.5
Economics	74.6	10.3	71.0
Reading LA 6 ESL YR 1	70.8	8.4	48.9
Reading LA 6 ESL YR 2	71.9	8.7	52.9
Reading LA 7 ESL YR 1	70.6	12.5	49.6
Reading LA 7 ESL YR 2	73.9	10.7	58.0
Reading LA 8 ESL YR 1	70.2	10.2	42.3
Reading LA 8 ESL YR 2	68.0	13.2	39.0
English I ESOL Beg	69.9	10.1	43.9
English I ESOL Inter	72.0	12.9	51.4
English II ESOL Inter	70.6	10.4	47.2
Technology Applications	72.3	11.1	59.5
MS Health Education 6	75.7	11.9	71.4
MS Health Education 7	77.6	11.1	77.8
MS Health Education 8	77.5	11.6	77.6
HS Health Education	76.4	11.1	73.5
Studio Art I	75.9	10.1	74.6
MS Art I Studio	79.4	10.5	82.8
PE 6	75.7	9.6	70.7
PE 7 & 8	77.3	10.4	75.3
MS Varsity Band	73.6	9.0	61.7
HS Varsity Band	76.3	10.9	69.1
Spanish I	73.9	12.7	66.2
Spanish II	71.8	14.4	62.5
French I	78.8	13.3	74.1
French II	79.3	12.7	79.3
Spanish Heritage Spkr Fund	73.8	9.0	71.2

Semester Two Results

Table 3 reports semester two results for the 47 ACPs administered, including the mean *ACP* scale score, standard deviation, and the percentage of students passing the *ACP*. Fewer *ACP*s were administered in the second semester because many courses for grades kindergarten through twelfth required students to take a state or national test. The mean scale score ranged from a low of 67.5 (Astronomy) to a high of 82.8 (Science 6 Pre-AP), while the median scale score was 75.3. The percent of students passing the *ACP*s ranged from 43.2% (Astronomy) to 88.1% (Spanish II).

Table 3: Semester Two ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Geometry	71.8	9.5	52.7
Geometry Pre-AP	76.1	12.7	68.3
Algebra II	77.2	11.4	74.9
Algebra II Pre-AP	79.8	10.0	84.2
Pre-Calculus	72.8	11.9	64.9
Pre-Calculus Pre-AP	77.7	12.7	72.9
Algebraic Reasoning	72.4	12.4	59.1
English III	70.1	11.1	56.1
English IV	71.9	9.5	48.3
Science 6	70.2	11.7	51.6
Science 6 Pre-AP	82.8	11.2	86.4
Science 7	77.2	9.7	75.3
Physics 8	76.0	10.0	74.4
Astronomy 8	75.6	12.1	71.9
IPC	70.8	7.4	50.0
Chemistry	70.6	9.5	51.3
Chemistry Pre-AP	75.3	12.5	67.8
Physics	74.1	8.0	69.4
Physics Pre-AP	74.1	8.4	68.3
Environmental Systems	68.4	16.9	52.7
Astronomy	67.5	10.2	43.2
Social Studies 6	70.6	9.9	52.9
Social Studies 6 Pre-AP	77.5	10.4	79.7
Texas Studies 7	72.2	10.6	58.8
Texas Studies 7 Pre-AP	77.6	10.8	78.2
World Geography	71.4	10.8	55.9
World Geography Pre-AP	76.5	10.0	76.3
World History	70.4	11.7	55.1
World History Pre-AP	75.6	11.5	72.4
Government	69.3	13.7	53.3
Economics	71.4	12.7	55.5
Technology Applications	73.4	11.6	61.2
MS Health Education 6	76.2	11.0	76.9
MS Health Education 7	80.6	10.4	84.7
MS Health Education 8	77.1	12.3	74.7
HS Health Education	77.6	11.3	77.4
Studio Art I	77.1	11.8	77.4
MS Art I Studio	78.0	11.2	77.4
PE 6	76.2	10.8	71.6
PE 7 & 8	75.1	10.8	71.2
MS Varsity Band	73.4	9.8	59.0
HS Varsity Band	77.1	9.9	76.8
Spanish I	82.3	11.8	84.9
Spanish II	82.8	10.5	88.1
French I	74.8	10.6	73.8
French II	73.9	10.7	70.7
Spanish Heritage Spkr Fund	77.5	10.9	79.2

Course Grades

Scale score results were used in the calculation of the final semester grade for grades three through twelve. For kindergarten through grade two, *ACP* scores were not factored into final semester grades. For grades three through five, *ACP* scale score results accounted for 5% of the final semester grade. Middle school results accounted for 10% of the final semester grade, while high school *ACP* scale score results accounted for 15% of the final semester grade.

Summer School ACPs

Summer school classes were provided for all students who did not pass courses during the school year. High school students who were instructed in Mathematics, Reading Language Arts (English), Science, Social Studies and Health were required to take the respective *ACP*. High school students enrolled in up to two courses and were assessed with the respective *ACPs* for each course.

The full 2018–19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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