

EXECUTIVE SUMMARY

The Assessment office coordinates the training, administration, campus support, 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)*, *Measurement of Academic Progress (MAP)*, *Terra Nova/SUPERA*, *LAS Links*, and *Assessment of Course Performance (ACP)*. In addition, the Assessment office 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)*.

The Assessment office 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

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 are to be administered the *STAAR*, while students in grades 9-12 are to be administered the *STAAR EOC*.

At grades 5 and 8, students have three opportunities to test; April, May, and June. However, this year due to COVID issues, this requirement was waived, and these students only tested during the May administration. During an administration, students are assessed in reading and math in either English and Spanish.

At grades 9-12, students have three scheduled opportunities to test (December, Spring, and July). Students are assessed in English I, English II, Algebra I, Biology, and U.S. History.

The *STAAR* has a paper version and an online version. In addition, there are options to allow online accommodations (embedded supports). The state is moving toward online testing in 2022-2023. The *STAAR Alt 2* version of the test is administered via paper test while student responses are entered online.

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

Spring testing commenced this year after it was interrupted with the COVID shutdown of the district in-person learning in Spring 2020. Spring *STAAR* and *STAAR-Alt* Grades 3-8 Reading, Math, Writing, Social Studies and Science tests were administered in April and May, with only retesting for *EOC* in June. *TELPAS* was administered this Spring also after only partial testing occurred last Spring with the COVID shutdown.

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

- A total of 61,517 *STAAR EOC* tests were administered 2020-2021, with 4631 for December 2020, 50,968 for Spring 2021, and 6859 for June Retest 2021. Last year a total of 10,011 *STAAR EOC* tests were administered in December 2019; 2493 were tested online, while 7695 on paper-based tests. A total of 941 *STAAR-Alt2 EOC* were administered Spring 2021.
- A total of 153,212 *STAAR* tests were administered for grades 3-8 Spring 2021, with 55,516 in Reading, 51,496 in Math, 18,352 in Writing grades 4 and 7, 8806 in grade 8 Social Studies, and 19,042 in Science for grades 5, 7 PreAP and 8. A total of 1178 *STAAR-Alt2* students were administered grades 3-8 Spring 2021.
- A total of 44,142 students were rated on *TELPAS* this Spring 2021. Before COVID shutdown Spring 2020 the total number of students rated was 36,532 on *TELPAS*, compared to the previous year with a total of 60,740 students were rated on the *TELPAS* in Spring 2019. A total of 611 *TELPAS-Alt* were administered Spring 2021, while 554 *TELPAS-Alt* were administered Spring 2020 with the COVID shutdown.

Measure of Academic Progress

MAP replaced the *TerraNova/SUPERA* standardized norm-referenced achievement test this year for the district's K-2 assessment. There were 58,389 Grade K-2 online tests administered: 29,249 Math in English, 15,263 Reading in English, and 13,877 Reading in Spanish tests administered.

LAS Links Assessments of EL Students

School districts are required to identify EL students in grades PreK-12 using a home language survey. Students identified as having a language other than English were assessed with *LAS Links*. Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with *LAS Links* and placed in an appropriate instructional program within four weeks of enrollment. *LAS Links* is for Grades 1-12, while Pre *LAS* is for grades EC, PK3, PK4, and KN.

A total of 4402 *LAS Links* were administered (3071 English, 1331 Spanish), while a total of 9820 *PreLAS Links* was administered (5031 English, 4789 Spanish). COVID shutdown the previous Spring interrupted EL testing for the year, but they administered a total of 1591 *LAS Links*, while a total of 1771 *PreLAS Links* was administered (484 English, 1277 Spanish).

Magnet School Application Process and Assessments.

The Assessment office administered the *TerraNova/SUPERA* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year or a MAP score from the fall 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 315 students were tested with for admission into the magnet program with *TerraNova*; while in 2019-2020 a total of 121 students were tested with *TerraNova* and 10 with *SUPERA*.

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. The Assessment office provided *NNAT* test booklets, answer documents, and score results for campus officials. A total of 2154 students were tested with paper, and 4 were tested online that had extenuating COVID circumstances remotely, while in 2019-2020 a total of 1,146 students were tested.

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. The Assessment office printed the test booklets, answer documents, and scored the exams. A total of 843 students were tested compared to the previous year with 810.

Early Collegiate Academy and Comprehensive High School Grade 12 Texas Success Initiative Assessment 2 (TSIA2) Testing

Early Collegiate high schools continued testing TSIA this year. A total of 2200 tests were administered, while in 2019-2020 a total 2,175 tests were administered.

Grade 12 students from the comprehensive high schools were administered 2141 tests, while 0 tests were administered last year due to COVID shutdown interrupting spring grade 12 students' window.

Credit by Examination for Acceleration and Credit by Exam with Assessment Course Performance

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 *TerraNova* was used to determine acceleration for students in kindergarten. *Languages Other Than English (LOTE)* tests were transitioned into *CEFA* testing for World Languages for high school students with the collaboration with the World Languages Department. The *OPI (Oral Proficiency Interview)* is an evaluation of uncommon languages via telephone conversation with an evaluator; *AAPPL (ACTFL Assessment of Performance Toward Proficiency in Languages)* and *LTI (Language Testing International)* are online tests; *AVANT*, *AVANT STAMP (Standards-based Measurement of Proficiency)*, and *AVANT World Speak* are online tests also. To give credit for homeschooled courses of students entering the district, the ACP with CBE is administered.

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 *TerraNova* 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.
- *LOTE* tests grant credit based on student proficiency level

to award up to two years credit for language.

The following results were observed:

- Nine students were tested for acceleration at the kindergarten level with 5 scoring at or above the 70th percentile, while 6 were tested last year with 3 scoring at or above the 70th percentile.
- At the elementary level, 20 students were tested for acceleration with 3 students scoring 80% mastery in all core areas (reading, math, science, and social studies), while last year 14 were tested with 2 students scoring 80% mastery in all core areas.
- At the middle and high school levels, 41 tests for course credit were administered with 24 students passing with 80% mastery; and 4 tests with prior instruction were administered with 3 students passing with 70% mastery; while last year 8 tests were administered for course credit with 2 students passing with 80% mastery, and 7 tests with prior instruction were administered with 1 student passing with 70% mastery.
- The number of tests administered for the LOTE were: STAMP (22), OPI (1) and AAPPL (2) while last year among COVID shutdown of in person learning tests were administered remotely and in person one on one when needed: STAMP (209), AVANT World Speak (20), and ALIRA (1).
- Twenty-three ACP with CBE assessments were administered to students coming from homeschool situations. Sixteen assessments were passed, thus receiving credit for the courses, while 7 courses did not receive credit.

Campus Test Coordinator Trainings

The Assessment Office provided 10 monthly multiple days Zoom sessions to Campus Test Coordinators (CTC). A new debrief Zoom Test Coordinator session was scheduled after quality control & take in of tests instead of surveys to discuss the complete process of training, preparation, testing and quality control in order to solve concerns immediately.

Role of Districtwide Testing Coordinators

Six 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, MTSS, 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;
- online managing databases (delivery ticket, CTC lists, Out of School TEAMS/TAAS/TAKS, online order forms, meetings), score code corrections, uploading users to state online databases, fixing rejects from uploads of state precode files, working on the out of school testing database, working 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. There was a total of 292 reported irregularities on the TISV Testing Irregularity Security violations) online form, while last year a total of 97 testing irregularities were reported before shutdown of testing in the Spring. All violations were procedural.

Due to continued COVID safety procedures, district monitors were not sent to campuses all year, whereas last year we sent our department staff to monitor December EOC before the complete spring shutdown of testing.

Assessment of Course Performance Return Rate

ACP's were not administered this school year. An alternative online test was administered for district grade/course tests.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. A total of 18,858 boxes and 6295 envelopes for state testing boxes were shipped from the Service Center to the schools this year.

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 NNAT should move to online administration. The NNAT online would provide ease in testing without the paper booklets procedures, scoring and results for magnet testing with such high numbers of assessments administered.

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