

EXECUTIVE SUMMARY

Assessment 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 Alternate 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TELPAS Alternate*, *Measurement of Academic Progress (MAP)*, *Iowa Complete*, *LAS Links*, and *Assessment of Course Performance (ACP)*. In addition, Assessment supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment 2 (TSIA2)*, and 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

State-Mandated Assessments

TEA requires assessment of students in grades 3-12 to determine academic skill levels and progress made during a given school year. In most cases, students in grades 3-8 must be tested with a STAAR assessment at their enrolled grade level as required in Texas Education Code (TEC) §39.023(a). Exceptions to this requirement may exist for students receiving instruction above grade level. Above grade level assessments are offered for middle school students enrolled in Science 7 Honors, Math 7 Honors, and grade 8 Algebra I. Students in grades 9-12 are to be administered the *STAAR EOC* as they are completing the corresponding courses. In the Fall 2021, schools were introduced to a new testing vendor, Cambium Assessment, Inc. (CAI). CAI was awarded a four-year contract to manage the registration, administration, scoring and reporting of state assessments.

The Texas Assessment Program was streamlined during the 2021-22 school year in preparation to meet 2022-23 testing requirements outlined in House Bill 3906, 86th Texas Legislature, 2019. This school year, STAAR assessments in grades 4 and 7 writing were eliminated. In February 2022, select schools participated in English stand-alone field tests. All emergent bilingual (EB) students testing in

Spanish completed Spanish reading field tests. The field tests introduced students to online testing in the new testing platform, new item types, cross-curricular passages, embedded writing to reading language arts assessments, and capped multiple-choice questions.

House Bill 3906, 86th Texas Legislature, 2021, eliminated the automatic retention of students in grades 5 and 8 based on their reading or math *STAAR* test results. As a result of the legislative update, students in grades 5 and 8 only completed assessments during the May testing window and retesting in June was discontinued.

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

The *STAAR* is administered in both paper and online formats. The online format includes features that cannot be replicated on paper and these features are beneficial for students that meet designated supports eligibility criteria. The *STAAR Alternate 2* is a question-based assessment administered individually to students and uses secure paper materials; student responses are entered online by the test administrator. mandates an annual English-language proficiency assessment of English learners (ELs) in grades K-12 in four language domains {reading (online), writing (paper/online collections), speaking (online), and listening(online)}. TEA developed the *TELPAS* to assess ELs in these domains.

When spring testing commenced this year, Dallas ISD was the largest district in Texas to administer assessments online. Spring *STAAR 3-8*, *STAAR EOC*, and *STAAR Alternate 2* Reading, Math, Social Studies and Science tests were administered in April and May, with only EOC retesting in June. *TELPAS* was also administered this Spring.

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

- A total of 77,514 *STAAR EOC* tests were administered in 2021-2022, with 13,203 administered December 2021, 57,953 administered Spring 2022, and 6,358 retests administered during June 2022. Approximately 99.8% of all assessments were completed online. In 2020-21, a total of 61,517 *STAAR EOC* tests were administered. 4,631 tests were administered in December 2020, 50,027 in Spring 2021, and 6,859 retests were administered in 2021. Last school year 97% of all EOCs were completed online. A total of 1008 *STAAR Alternate 2 EOC* were

administered Spring 2022 while 941 were administered in 2021.

- A total of 142,133 *STAAR* tests were administered in grades 3-8 Spring 2022. Submission counts included the following totals: 58,064 reading tests; 54,174 math tests; 9,781 grade 8 Social Studies tests, and 20,114 tests in Science for grades 5, 7 Honors and 8. A total of 3,268 *STAAR Alternate 2* tests were administered to students in grades 3-8. Approximately 99.3% of all assessments were completed online. In Spring 2021, a total of 153,212 *STAAR* tests were administered in grades 3-8. There was a total of 55,516 tests in Reading; 51,496 tests in Math; 18,352 tests in Writing grades 4 and 7, 8,806 in grade 8 Social Studies, and 19,042 in Science for grades 5, 7 Honors and 8 submitted. Approximately 94.1% of all assessments were completed online. A total of 1,178 *STAAR Alternate 2* tests were administered to students in grades 3-8 in Spring 2021.
- A total of 55,988 students received composite *TELPAS* ratings this school year. During the 2020-21 school year, a total of 44,142 students received composite ratings. A total of 729 *TELPAS Alternate* students were rated in Spring 2022, while the previous school year, the total was captured at 611 for *TELPAS Alternate*.

Measure of Academic Progress Testing

Measure of Academic Progress (MAP) assessments are computer adaptive norm-referenced achievement tests administered to the district's K-2 enrollment at the end of 2021-22. There were 59,479 Grades K-2 online tests administered: 29,768 completed math assessments in English, 16,051 students completed reading assessments in English, and 13,660 students completed reading assessments in Spanish. During Spring 2021, there were 58,389 Grades K-2 online tests administered: 29,249 students completed math assessments in English, 15,263 students completed reading assessments in English, and 13,877 students completed reading assessments in Spanish.

LAS Links Assessments of Emergent Bilingual Students

School districts are required to identify emergent bilingual (EB) 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 *preLAS* is for grades EC, PK3, PK4, and KN.

A total of 7,415 *LAS Links tests* were administered (5,310 English and 2,105 Spanish), while a total of 14,979 *preLAS Links tests* were administered (7,678 English and 7,301 Spanish) during the 2021-22 school year. A total of 4,402

LAS Links tests were administered during the 2020-21 school year (3,071 English, 1,331 Spanish), while a total of 9,820 *preLAS Links tests* were administered (5,031 English, 4,789 Spanish).

Magnet School Application Process and Assessments

The Assessment Department administered the Iowa Complete online assessments to students who did not have norm- or criterion-referenced achievement test scores from the previous school year. 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 175 students were tested for admission into the magnet program with *Iowa Complete*.

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 420 students were tested online prior to the district's decision to minimize testing to limit the spread of COVID within schools. During the 2020-21 school year, a total of 2,154 students were tested with paper, and 4 were tested online.

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 department formatted the online assessments and scored the exams. A total of 326 students were tested compared to the previous year with 843 students tested.

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

Early Collegiate high schools continued testing *TSIA2* this school year. A total of 3,510 collegiate students completed a *TSIA2* assessment, with 647 students receiving Algebra I credit and 392 students receiving either English I or English II credit. During the 2020-21 school year, 2,148 students were tested with 299 students receiving Algebra I credit and 276 students receiving either English I or English II credit.

5,180 Grade 12 students from comprehensive high schools completed a *TSIA2* assessment in 2021-22, with 455 students receiving Algebra I credit and 250 students receiving either English I or English II credit. During the 2020-21 school year, 2,193 students were tested with 138

students receiving Algebra I credit and 99 students receiving either English I or English II credit.

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

Tests used for *Credit by Examination for Acceleration (CEFA/CBE)* were developed by Texas Tech University to assess mastery of the TEKS for students in grades 1-12 (EHDB LOCAL & EHDC LOCAL). *CEFA/CBE* 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 Complete was used to determine acceleration for students in kindergarten. *Languages Other Than English (LOTE)* tests were transitioned into CBE testing for World Languages for high school students in 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 *ALIRA (ACTFL Latin Interpretive Reading Assessment)* are online tests from *LTI (Language Testing International)*; *The STAMP (Standards-based Measurement of Proficiency)*, and *World Speak* are also online tests from AVANT. To give credit for homeschooled courses for students entering the district, the CBE with *ACP* is administered.

The following results were observed:

- Seven students were tested for acceleration at the kindergarten level with four scoring at or above the 70th percentile, while nine were tested last year with five scoring at or above the 70th percentile.
- At the elementary level, 29 students were tested for acceleration with five students scoring 80% mastery in all core areas (reading, math, science, and social studies), while in 2020-21, twenty were tested with three students scoring 80% mastery in all core areas.
- At the middle and high school levels, 23 tests for course credit were administered with 16 students passing with 80% mastery; and 48 CBE tests with prior instruction were administered with 16 students passing with 70% mastery; During the 2020-21 school year, 41 tests for course credit were administered with 24 students passing with 80% mastery; and four tests with prior instruction were administered with three students passing with 70% mastery.
- The number of tests administered for the LOTE were: *STAMP* (271); *WorldSpeak* (one); *AAPPL* (6); *OPI* (39), and *ALIRA* (1). 98% of all students tested received at least a level 1A/1B credit and 92% of all students tested received a level 2A/2B credit. During the 2020-21 school year, limited tests were administered, and the following test counts were captured: *STAMP* (22), *OPI* (1) and *AAPPL* (2).

- Twenty-two CBE with *ACP* assessments were administered to students coming from homeschool. Seventeen assessments were passed, thus receiving credit for the courses, while five students did not receive credit. In 2020-21, twenty-three CBE with *ACP* assessments were administered to students coming from homeschool. Sixteen assessments were passed, thus receiving credit for the courses, while seven students did not receive credit.

Campus Test Coordinator Trainings

The Assessment department provided 16 large group Zoom sessions to Campus Test Coordinators (CTCs). The Executive Director and Director of Assessment shared testing updates with Executive Directors and Campus Principals in Zoom meetings throughout the fall and spring semesters.

Digital Learning

The Assessment department posted 34 training videos in the 2022-23 school year. These videos assisted campus stakeholders in learning to navigate local, state, and national assessment platforms and local student information systems. The videos are intended to expand digital literacy, reinforce training content, and serve as support for completion of task related responsibilities.

Role of Districtwide Testing Coordinators

Five Districtwide Testing Coordinators (DWTCs) were assigned various feeder patterns to train, assist, and support CTCs with testing activities in association with the district's testing calendar. The group also hosted three Lunch and Learns and 323 small group/onsite campus visits. Other activities completed by the DWTCs 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 Services, Counseling Services, Dual Language/ESL, Multi-tiered Systems of Support (MTSS), Dyslexia and Section 504 and Information Technology (IT) to ensure coherence and alignment of local, state, and national assessments;
- presenting best practices at the Texas Assessment Conference and Region 10 and 11 Assessment Conference;

- assisting with summarizing testing activities and operations in interim reports, technical reports, and final reports;
- managing online databases (delivery tickets, CTC lists, out-of-school *TEAMS/TAAS/TAKS* sites, 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 1,037 reported irregularities on the Testing Irregularity Security Violations (TISV) online form. 19% of the reported procedural violations occurred during a state assessment administration. There was one serious violation on a state reported to TEA. During 2020-21, a total of 292 testing irregularities were reported with one serious submission.

Stakeholders from various departments within central staff play an integral part in the monitoring of testing procedures at the campuses and are trained to assist with minoring during the December and Spring state administrations. Monitors are sent to campuses to ensure that proper testing and test security standards and procedures are being followed. Three major components of the testing process are monitored: maintenance of test material security before testing, test administration procedures during testing, and maintenance of test material security after testing. During the 2021-22 school year, a total of 221 central staff members assisted with monitoring. The monitors were trained to observe for three days at the same school of their choice.

Assessment of Course Performance

ACPs were administered online for the first time for both fall and spring semester exams. Paper copies were available for special services and 504 students who could not test online. A total of 328,518 tests were administered in Fall

2021 and 115,484 assessments were administered in Spring 2022. Quarterly *ACP* testing was also administered at early college high schools. The core *ACPs* are scheduled after 9-week learning cycles to accommodate a blended high school and college curriculum. The Assessment Department provides the testing materials and scoring based on enrollment. The respective college campuses accommodate the college-level coursework and testing requirements. 1,023 exams were completed during Quarter 1 and 1,452 exams were completed during Quarter 3.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. As the district transitions to online testing, limited materials are being sent to schools. A total of 2,689 boxes and 846 envelopes were shipped to schools to support state testing. The type of materials shipped included: manuals, testing calendars, tests, and test results. 770 boxes and 36 envelopes were shipped to support *ACPs* and local *NNAT3* gifted and talented testing. A total of 4,022 boxes and 1,913 envelopes were shipped from the Service Center to the schools in 2020-21 to support local and state testing. Items shipped included Grades K-1 testing headsets, manuals, testing calendars, tests, and test results.

RECOMMENDATIONS

Recommendation 1. 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 an increasing knowledge base of successful analytical techniques to determine student eligibility.

Recommendation 2. Campuses should provide multiple opportunities for students to practice online assessments prior to the testing window.

Recommendation 3. Campuses should provide demonstration opportunities for parents to practice online assessments so that parents can be aware of the benefits of online testing. This will also provide an opportunity to view the features that are available within the online platforms.

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