

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 STAAR redesign is a result of House Bill (HB) 3906, enacted by the 86th Texas Legislature in 2019. The STAAR redesign included the following changes: the online administration of state assessments, new question types with capped multiple-choice questions, cross-curricular passages, and evidenced based writing.

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* 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.

The Every Student Succeeds Act (ESSA) 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.

Dallas ISD schools experienced online testing success as we embarked on our third year of majority online testing. During the 2022-23 school year, the state continued a two-week testing window per content. Dallas strongly encouraged all schools to utilize week 1 as the primary testing week and week 2 for make-up testing. 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 80,412 *STAAR EOC* tests were administered in 2022-2023, with 14,071 administered December 2022, 61,097 administered Spring 2023, and 4,265 retests administered during June 2023. Approximately 99.9% of all *STAAR EOC* tests were completed online with only four tests being submitted using a paper document. A total of 979 *STAAR Alternate 2 EOCs* were administered online. Last school year, a total of 77,514 *STAAR EOC* tests were administered, with 13,203 administered December 2021, 57,953 administered Spring 2022, and 6,358 retests administered during June 2022. Approximately 99.8% of

all STAAR EOC tests were completed online. A total of 1,008 STAAR Alternate 2 EOCs were administered online.

- A total of 136,879 STAAR tests were administered in grades 3-8 Spring 2023. Submission counts included the following totals: 55,950 reading tests; 51,843 math tests; 9,495 grade 8 Social Studies tests, and 19,591 tests in Science for grades 5, 7 Honors and 8. A total of 3,306 STAAR Alternate 2 tests were administered to students in grades 3-8. Approximately 99.9% of all assessments were completed online with only 26 tests being submitted using a paper document. In Spring 2022, 142,133 STAAR tests were administered in grades 3-8. 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.
- This year a total of 61,043 students received composite TELPAS ratings this school year. During the 2021-22 school year, a total of 55,988 students received composite ratings. A total of 807 TELPAS Alternate students were rated in Spring 2023, while the previous school year, the total was captured at 729 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 2022-23. Schools administer assessment at the beginning, middle and end of the school year. Campuses are trained to utilize secure protocols during the middle and end of year administrations for Grade 1-2 and at the end of the year for the kindergarten administration. At the beginning of the year, there were 42,074 Grades 1-2 online tests administered: 20,096 completed math assessments in English, 12,415 students completed reading assessments in English, and 9,565 students completed reading assessments in Spanish. During the middle of year assessments, there were 41,687 Grades 1-2 online tests administered: 20,241 students completed math assessments in English, 12,012 students completed reading assessments in English, and 9,434 students completed reading assessments in Spanish. During the end of the year assessments, there were 60,176 Grades K-2 online tests administered: 29,314 students completed math assessments in English, 16,744 students completed reading assessments in English, and 14,118 students completed reading assessments in Spanish. During all testing windows, students who took reading in both English and Spanish are counted in both categories. During 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 2022, 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. During all testing window, students who took reading in both English and Spanish are counted in both categories.

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 8,236 *LAS Links tests* were administered (5,671 English and 2,565 Spanish), while a total of 12,146 *preLAS Links tests* were administered (6,325 English and 5,821 Spanish) during the 2022-23 school year. During the previous school year, 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).

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 150 students were tested for admission into the magnet program with *Iowa Complete*. During the previous school year, 175 students were tested for admission.

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. During the 2022-23 school year, a total of 2,738 students were tested online. During the 2021-22 school year, 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.

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 1,085 students were tested compared to the previous year with 326 students tested.

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

Early Collegiate high schools continued to administer the TSIA2 assessments during this school year. TSIA2 assessments are computer-adaptive tests designed for high school students to evaluate college readiness and identify students who may require additional support. In total, 4,478 collegiate students completed 9,259 TSIA2 assessments, comprising 4,456 English Language Arts assessments, 2,574 essays, and 2,229 Algebra I assessments.

Among the students, 875 were identified as college-ready in Algebra I, while 616 received college-ready scores in either English I or English II.

In 2022-23, the district offered grade 8 students transitioning to grade 9 an opportunity to complete testing through the Summer Bridge program. The table below provides a breakdown of test completion by grade level:

Table 1: 2022-23 Early Collegiate TSIA2 Student Completion Count

	TSIA2 Student Completion Count	
	(N = 4,478)	
	N	%
Grade Level		
Grade 8	1,487	33.2
Grade 9	975	21.7
Grade 10	989	22.0
Grade 11	722	16.1
Grade 12	305	6.8

Source: Accuplacer College Board Data retrieved 08/24/23

In the previous year, 3,510 collegiate students completed a TSIA2 assessment, with 647 students were identified as college-ready in Algebra I, while 392 students received college-ready scores in either English I or English II.

A total of 12,619 Grade 12 students from comprehensive high schools completed a total of 32,002 TSIA2 assessments with 11,365 English Language Arts assessments administered, 5217 essays administered, and 15,420 Algebra I assessments administered. 1,641 students were identified as college-ready Algebra I credit, while 686 students received college-ready scores in either

Table 2: 2022-23 Comprehensive TSIA2 Student Completion Count

	TSIA2 Student Completion Count	
	(N = 12,619)	
	N	%
Grade Level		
Grade 9	1,019	8.0
Grade 10	3,335	26.4
Grade 11	2,463	19.5
Grade 12	5,802	45.9

Source: Accuplacer College Board Data retrieved 08/24/23

English I or English II. The following table includes a breakdown of test completion by grade level:

In the previous year, 5,180 Grade 12 students from comprehensive high schools completed a TSIA2 assessment in 2021-22, with 455 students were identified as college-ready in Algebra I, while 250 students received college-ready scores in either English I or English II.

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

Tests used for *Credit by Examination for Acceleration and Credit by Exam (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 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 with or without prior instruction by taking the CBE. 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.

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 *Iowa Complete* Reading and Math core subject tests 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.
- Students who enter the district in the second semester of Grade 9 or in either semester (first or second) of Grades 10-12 from a home study or non-accredited school must score 70 percent or higher on the District's Assessment of Course Performance (ACP) to validate the credits earned at the out-of-district school.

The following results were observed:

- Seventeen students were tested for acceleration at the kindergarten level with six scoring at or above the 70th percentile, while seven were tested last year with six scoring at or above the 70th percentile.
- At the elementary level, 32 students were tested for acceleration with eight students scoring 80% mastery in all core areas (reading, math, science, and social studies), while in 2021-22, 29 were tested with five students scoring 80% mastery in all core areas.
- At the middle and high school levels, 100 tests for course credit were administered with 75 students passing with 80% mastery; and 18 CBE tests with prior instruction were administered with 8 students passing with 70% mastery; During the 2021-22 school year, 23 tests for course credit were administered with 16 students passing with 80% mastery; and 48 tests with prior instruction were administered with 16 students passing with 70% mastery.
- The number of tests administered for the LOTE were: *STAMP* (236); *WorldSpeak* (0); *AAPPL* (1); *OPI* (27), and *ALIRA* (0). 97% of all students tested received at least a level 1A/1B credit and 87% of all students tested received a level 2A/2B credit. During the 2021-22 school year, 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.
- Forty-two CBE with *ACP* assessments were administered to students coming from homeschool. Twenty-eight assessments were passed, thus receiving credit for the courses, while fourteen students did not receive credit. In 2021-22, 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.

Campus Test Coordinator Trainings

The Assessment department provided 20 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. During the previous school year, the department hosted 16 large group Zoom sessions.

Digital Learning

The Assessment Department posted 27 training videos and tutorials. The videos reinforced campus stakeholders with memory recall for local, state, national assessment platforms and district student information systems. Training materials were streamlined with uniform digital content across all assessments. During the 2021-22 school year, the department posted 34 training videos.

Role of Districtwide Testing Coordinators

Four 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 10 facilitated work sessions for test coordinators and 208 small groups/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;
- providing approximately 200 hours of direct virtual support to campuses during local, state, and national testing windows;
- working collaboratively with various departments including, but not limited to, Special Services, Counseling Services, Advanced Academics, 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;
- 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 testing 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.

End-of-Year Test Coordinator Support Survey

The Assessment department surveyed campus test coordinators at the conclusion of the 2022-23 school year with the goal of eliciting feedback that would allow the

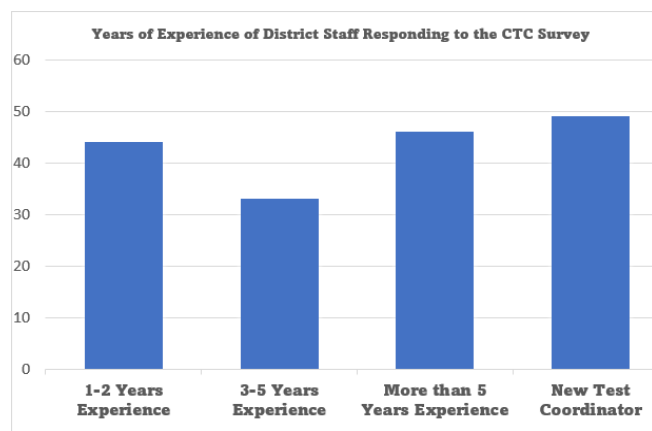
Table 3: 2022-23 Number and Percent of District Employees serving as Campus Testing Coordinators Responding to the CTC Survey

	Respondents Count (N = 172)	
	N	%
Serving as Campus Testing Coordinators		
Assistant Principal	79	46
Campus Testing Coordinator	32	19
Counselor	4	2
General Ed/Elective Teacher	16	9
Other	4	2
Instructional Coach	17	10
Librarian	10	6
Campus Coordinator	10	6

department to foster continuous improvement, enhance stakeholder satisfaction, and build a stronger assessment training and support program.

Seventy-five percent of all testing coordinators responded to the survey. Respondents were asked a diverse range of questions, which included providing information about their roles on campus and their total years of experience as testing coordinators.

Figure 1: Years of Experience of District Staff Responding to the CTC Survey



Respondents were also asked to rate the usefulness of resources and tools provided by the Assessment department.

Table 4: 2022-23 Number and Percent of Assessment Department-Provided Resources Rated as Extremely or Very Helpful

Resource	Respondents Count (N = 172)	
	N	%
Virtual support sessions during testing windows	160	93
Fall/spring block calendars for test coordinators	156	91
CTC Weekly Newsletter	155	90
Small groups hosted by DWTCs	151	88
Assessment department website resources	161	94

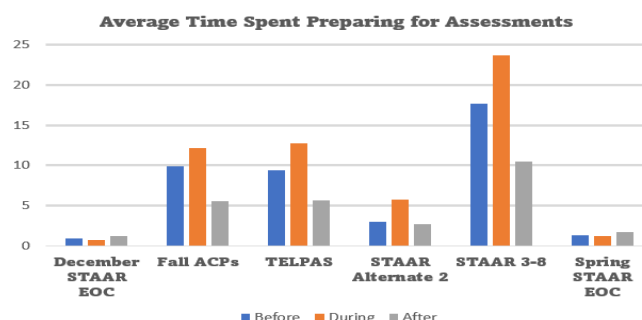
Additionally, test coordinators shared that they found step-by-step guides, campus training presentations, how-to videos and tutorials, and assessment-specific Google sites created by the DWTCs to be instrumental to the successful implementation of the assessment program on their campuses.

Test coordinators provided feedback and suggestions to improve the assessment platforms used throughout the year. These focused on several themes:

- Improving the systems by which Designated Supports are documented and tracked.
- Improving the reliability and performance of the Dallas Assessment Navigator (DAN).
- Improving the communication between multiple systems housing assessment-related student information.

Finally, the survey sought to determine the number of hours test coordinators spent working on assessment tasks outside of their designated job responsibilities. The majority of testing coordinators reported investing most of

Figure 2: Average Time Spent Preparing for Assessments



their time in preparing for TELPAS and spring STAAR assessments.

Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. For the 2022-23 school year, there was a total of 753 reported irregularities on the Testing Irregularity Security Violations (TISV) online form. 29% of the reported procedural violations occurred during a state assessment administration. There was one serious violation reported to the state. During 2021-22, a total of 1,037 testing irregularities were reported on the Testing Irregularity Security Violations (TISV) online form. 14% of the reported procedural violations occurred during a state assessment administration. There was also one serious submission reported to the state.

Stakeholders from various departments within the central staff play a vital role in monitoring testing procedures on the campuses. Throughout the 2022-2023 school year, a total of 192 central staff members were trained and assigned to campuses to assist with monitoring. Across the year, seven training sessions were conducted to ensure the readiness of test monitors. These monitors receive training for assisting in both fall and spring state administrations. Once trained, monitors select a campus to register with, where they ensure the adherence to proper testing and test security standards and procedures. Three major components are observed during a test administration day, namely the maintenance of test material security before, during, and after testing. Monitors were trained to oversee two days within the state testing window at their registered campus.

Assessment of Course Performance

ACPs were administered online for both the fall and spring semester exams. Our Test Development team introduced technology-enhanced item types on the Dallas Assessment Navigator (DAN) platform, mirroring the item-types students see when taking a STAAR assessment. Due to the complexity of these new item types, students who required accommodations only available on paper completed teacher-made exams. During 2022-23, a total of 640, 684 tests were administered in Fall 2022 and 228,794 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. 867 exams were completed during Quarter 1, 489 exams were completed during Quarter 2, and 855 exams were completed during Quarter 3. Last school year, 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. 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 fully transition to online testing, limited materials are being sent to schools. During the 2022-23 school year, a total of 1,959 boxes and 714 envelopes were shipped to schools to support state testing. 665 boxes and 385 envelopes shipped to support ACPs and local NNAT3 gifted and talented testing. Last year, 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.

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.** The Assessment department should continue to collaborate with various departments to improve the systems by which Designated Supports are documented and tracked.

EA22-230-4
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