

ATTACHMENT B

**2009 DC CAS TEST INTEGRITY REVIEW  
LEA INVESTIGATION REPORT TO OSSE**

<b>Date</b>	2/22/2010
<b>LEA</b>	DCPS
<b>Investigators</b>	John Olson, Dave Couchman - Caveon
<b>Schools</b>	This report is for former Birney teachers, now teaching at <i>[Redacted]</i> and <i>[Redacted]</i> campuses
<b>Principal</b>	Former Birney Principal: <i>[Redacted]</i> not available for interview

**List of individuals interviewed (add rows as necessary):**

<b>Name</b>	<b>Position</b>	<b>Role in testing</b>
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Administer testing in classroom
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Observed testing at Birney last year.
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Administered classroom testing
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Administered classroom testing
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Administered classroom testing
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Interview attempted, but <i>[Redacted]</i> was not available.

**Investigation:**

**Summarize steps taken by the LEA during the investigation**

1. Reviewed erasure and pattern analysis report provided by the OSSE
2. Reviewed School Security plan maintained by the LEA
3. Reviewed daily observation reports made by central office observers for each day of testing
4. Spoke with principal off-site to inform them of investigation and ask for any initial comments.

**Describe the test security plan in the school**

Each school is required to submit a test security plan to DCPS on an annual basis. The plan is then reviewed and accepted by DCPS Office of Assessment and Accountability if the plan meets DCPS requirements. Caveon uses a rubric of test security best practices to measure the effectiveness of the security plan. The plan is kept on file at the DCPS Office of Assessment and Accountability and was reviewed by Caveon on January 14 and 15, 2010 and found to be acceptable.

**Summarize each interview that occurred (add rows as necessary)**

Interview 1: *[Redacted]*, Teacher

Summary: *[Redacted]* year at this school for last year's DCPS-CAS. Received training from test coordinator over a two day period, two weeks before test. All desks were turned toward teacher. Noted 11:00 stop time. Didn't recall outside staff on test days. Practiced test taking skills. Remembered monitor floating around. All testing completed before lunch. Used ThinkLink on computers, plus practiced test taking skills to get students prepared. Thought security was excellent.

Interview 2: *[Redacted]* Teacher, now at *[Redacted]*

Summary: *[Redacted]* was a *[Redacted]* teacher at Birney ES last year. *[Redacted]* did not participate in any of the DC CAS testing. *[Redacted]* was interviewed at *[Redacted]* to see if *[Redacted]* saw anything unusual in the testing process last year. *[Redacted]* did not see anything extraordinary. Detailed notes of interview questions and responses are on file.

Interview 3: [Redacted] Teacher, now at [Redacted].

Summary: [Redacted] followed the various DCPS programs for curriculum and instruction to account for increases in test scores on the 2009 DC CAS tests. [Redacted] credited [Redacted] as being particularly helpful. [Redacted] often stayed late after school. [Redacted] feels a special dedication to students and feels this attitude is reflected in students' dedication to their education. [Redacted] likes to do drills, and especially likes to have competition between groups of students, or between boys and girls. The students enjoy this kind of competition. [Redacted] noted [Redacted] as far superior to previously used materials from Houghton-Mifflin. [Redacted] was not able to recall anything of particular note that would account for excessive or unusual erasure patterns, other than the re-checking of work [Redacted] encourages upon test completion.

Interview 4: [Redacted] Teacher

Summary: [Redacted] noted the [Redacted] from McGraw-Hill as being effective in improving instruction and helping to raise test scores on the DC CAS. Also, teacher made tests were important. [Redacted] used differentiated instruction, classroom discussion, and lots of writing and these approaches were very helpful for making gains. [Redacted] wasn't sure why there could have been an unusual amount of erasures, as [Redacted] instructs them to go with their first thought when choosing an answer. [Redacted] does, however, instruct students to check their work. [Redacted] noted that test security was very good, and the monitors were very visible.

Interview 5: [Redacted] Teacher, [Redacted]

Summary: [Redacted] participated in the [Redacted] program and [Redacted]. [Redacted] participated in [Redacted], as well as [Redacted] and [Redacted] to improve test score results. [Redacted] also credits score gains to effective groupings in the classroom. [Redacted] used DC BAS results for data to guide [Redacted] instruction. Regarding erasures, [Redacted] told students to check their work. [Redacted] would also tell students to put a check next to the answers on the answer sheet or booklet that they thought were correct, then choose the best one. This could account for excessive erasures. [Redacted] thought the proctors from DCPS were helpful and very vigilant on test security.

#### **List and describe school's test security documents collected**

Caveon reviewed the school's test security plan using a rubric of test security best practices to measure the effectiveness of the security plan. These reviews took place on January 14 and 15, 2010 and the plan was found to be acceptable.

Onsite observation reports are submitted by DCPS personnel involved in the DC CAS testing that took place in 2009. Each day of DC CAS test administration, detailed observation reports are submitted to DCPS Office of Assessment and Accountability by each observer at each school. These reports were reviewed by Caveon on January 14 and 15, 2010. The observations noted did not reveal any test security irregularities that would require further investigation.

**Findings:**

**Summarize findings of investigation**

Teachers in this report are no longer at Birney, as it was shut down. Large gains for test scores from 2008 to 2009 were flagged for Birney in both reading and math in grades 3 and 4. This growth, along with high levels of wrong-to-right erasures, raised questions about Birney's performance. The investigations of score gains conducted by Caveon via interviews, review of testing policies and procedures, test score data review, and review of individual school DC CAS Observation Reports in Birney Elementary School did not find evidence that any misbehavior occurred. Many of the gains are plausible, given the evaluation process by Caveon. Staff interviews will send the message that test security is taken very seriously at DCPS.

**LEA leader's acknowledgement of review of the report**

<b>Name</b>	
<b>Title</b>	
<b>E-mail</b>	
<b>Phone number</b>	
<b>Signature</b>	