

ATTACHMENT B

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

<b>Date</b>	January 29 and February 19, 2010
<b>LEA</b>	DCPS
<b>Investigators</b>	John Olson, Dave Couchman - Caveon
<b>School</b>	Tyler
<b>Principal</b>	<i>[Redacted]</i>

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

<b>Name</b>	<b>Position</b>	<b>Role in testing</b>
<i>[Redacted]</i>	Principal	Supervised testing process
<i>[Redacted]</i>	Test Coordinator	Staff training, all testing activities
<i>[Redacted]</i>	<i>[Redacted]</i> Teacher	Administered testing in classroom
<i>[Redacted]</i>	Teacher	Administered testing in classroom

**Investigation:**

<p><b>Summarize steps taken by the LEA during the investigation</b></p> <ol style="list-style-type: none"> <li>1. Reviewed erasure and pattern analysis report provided by the OSSE</li> <li>2. Reviewed School Security plan maintained by the LEA</li> <li>3. Reviewed daily observation reports made by central office observers for each day of testing</li> <li>4. Spoke with principal off-site to inform them of investigation and ask for any initial comments.</li> </ol>
<p><b>Describe the test security plan in the school</b></p> <p>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. The plan is kept on file at the DCPS Office of Assessment and Accountability. Caveon also reviewed the plans using a rubric of test security best practices to measure the effectiveness of the security plan. These reviews took on January 14 and 15, 2010 and the plan was found to be acceptable.</p>
<p><b>Summarize each interview that occurred (add rows as necessary)</b></p> <p><u>Interview 1:</u> [Redacted], Principal <u>Summary:</u> [Redacted]</p>
<p><u>Interview 2:</u> [Redacted], Test Coordinator <u>Summary:</u> [Redacted]</p>
<p><u>Interview 3:</u> [Redacted], [Redacted] Teacher <u>Summary:</u> [Redacted] was not provided with test security training last year, but did receive a manual and reviewed it. [Redacted]. [Redacted] read the test to the students as per guidelines. Started at 9:30 and ended by 11:30. Didn't see any outside staff there, but sometimes an aid would help passing out pencils. One student missed the test one day but completed it on Friday. Uses DC BAS data, [Redacted] reading, and [Redacted] which could account for gains last year, but [Redacted] here.</p>
<p><u>Interview 4:</u> [Redacted], Teacher. <u>Summary:</u> [Redacted] talked about how two years ago they had two principals and there was lots of disruption due to the circumstances around this. This could result in the gains seen in the following year. Also, mid-year in 2008-2009 [Redacted] was given [Redacted] grade level. [Redacted] makes extensive use of the resource guide. [Redacted] teaching is heavily standards-based. [Redacted] uses ThinkLink. [Redacted] credits the DC BAS as giving [Redacted] excellent data for making instructional decisions. [Redacted] believes in small, heterogeneous grouping, clear goals, re-teaching of concepts, and careful attention to students' strengths and weaknesses. [Redacted] also credits staying late and working through lunch, with the instructional approach above, as possible reasons for gains on the DC CAS tests. [Redacted] thought erasures may have been due to students re-checking their work and changing their answers after they completed the test.</p>
<p><b>List and describe school's test security documents collected</b></p>

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**

Large growth was seen for reading, especially at grade 5 (from 19% to 90%). This is one of the largest gains seen for any school in this investigation. However, it must be noted that this school was suffering from many problems and chaotic conditions in the prior year (2008), including high principal turnover (3 in one year), student disruptions, and discipline issues. These problems were happening during the time period for testing. It is possible that the results for 2008 were an anomaly and may have been abnormally low (less than 20%) because of all the problems, and that the results for 2009 were actually closer to where they should have been for the school. In addition, we were told that there has been a culture change at Tyler and the school is now much more orderly and discipline has improved. Also, more professional development for teachers has been implemented in the past year.

Caveon, by onsite interviews, review of testing policies and procedures, test score data review, and review of individual school DC CAS Observation Reports in Tyler Elementary School did not find evidence that any misbehavior occurred. Many of the gains and high erasures are plausible, given the evaluation process by Caveon. Onsite 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>	