

ALVAREZ & MARSAL
2014 District of Columbia Comprehensive Assessment System (DC CAS)
Test Security Investigation
School Summary Report

CONTAINS CONFIDENTIAL INFORMATION

ACHIEVEMENT PREPARATORY ACADEMY PCS MIDDLE SCHOOL
Case Ref. 0155_1100_001_2014

I. IDENTIFYING INFORMATION

School Name	Achievement Preparatory Academy PCS MS
School Address	908 Wahler Pl SE, Washington DC 20032
Field Team	[REDACTED]
Date Interviews Conducted	December 10, 2014 and January 8, 2015

II. TESTING GROUP FLAG INFORMATION

Based on a random selection by OSSE, one [REDACTED] Grade testing group at Achievement Preparatory Academy PCS (“Achievement”) was chosen for review. Achievement was also flagged for missing materials: fifteen 4th Grade Reading and Math test booklets, two 4th Grade Composition test booklets, eight 5th Grade Reading and Math test booklets, four 5th Grade Health test booklets, and one 8th Grade Science test booklet.

The flagged testing group was comprised of 8 students. According to OSSE-provided information, this testing group included both Special Education and General Education students.

For the 2014 DC CAS, OSSE developed a flagging methodology consisting of five methods. Testing groups will be investigated if they trigger two or more test security flags or consecutive years of erasures in the same subject.

OSSE sets the policy and calculates Person Fit, Extraordinary Growth, Significant Score Drop and Question Type Comparison flags while the testing vendor computes the Wrong-to-Right flagging data based upon policy guidance from OSSE regarding standard deviations.

The methods consist of the following as described in the 2014 Test Integrity Flagging Methodology:¹

¹ 2014 Test Integrity Flagging Methodology.

- 1) Wrong to Right (WTR) Erasures - Erasures occur for at least three reasons: rethinking, misalignment or irregularities. Therefore, high numbers of WTR erasures by themselves do not indicate testing irregularities, but may warrant further investigation. Testing Groups are flagged when there is a large number of WTR erasures as compared to the state average.
- 2) Achievement Metrics – This method is divided into four sub-methods. Each sub-method is independent of the other; therefore it only takes one of the sub-methods to flag a testing group.
 - a. Test Score Growth - SGPs, or student growth percentiles, are produced by a model that measures academic growth by comparing groups of students with similar test score history. These are produced at the student-subject level. SGPs range from 0 to 11, and higher values indicate more growth relative to similarly performing students. Testing Groups with growth from 2013 to 2014 that is greater or equal to 4 standard deviations above the state growth from 2013 to 2014 are flagged.
 - b. Test Score Drop - Similar to test score growth described above, the test score drop looks at extraordinary declines in student scores from 2013 to 2014. Testing with a test score drop from 2013 to 2014 that is greater or equal to 4 standard deviations below the state mean drop are flagged.
 - c. Question Type Comparison (QTC) - QTC measures differences in performance between multiple choice questions and constructive response items. Significant differences in QTC performance will trigger a testing group flag.
 - d. Person-Fit Analysis - This model measures the likelihood of an examinee's response pattern given their estimated ability level. Testing Groups with unusual response patterns greater than or equal to 4 standard deviations above the state mean are flagged.

OSSE also selected certain schools for investigation if test materials, including question booklets, answer booklets, or instruction CDs were identified to be missing. In addition, due to the requirements of the Testing Integrity Act of 2013, OSSE selected certain testing groups for investigation based on a random selection.²

² Testing Integrity Act of 2013, Title II, Sec. 201(c).

III. INTERVIEWS SCHEDULED AND CONDUCTED

Name of Interviewee	Name Reference	Current Position	2014 Testing Role/Position	Interview Location	Date Interview Conducted
[REDACTED]	Admin 1	[REDACTED]	[REDACTED]	Phone	01/08/2015
[REDACTED]	Admin 2	[REDACTED]	[REDACTED]	School	12/10/2014
[REDACTED]	Student 1A	[REDACTED]	[REDACTED]	School	12/10/2014
[REDACTED]	Student 1B	[REDACTED]	[REDACTED]	School	12/10/2014
[REDACTED]	Test Admin 1	[REDACTED]	[REDACTED]	School	12/10/2014

IV. SUMMARY OF INVESTIGATION

Given that this testing group was flagged based on a random selection, our investigation focused on the general DC CAS test security policies and procedures in place at Achievement and the possibility that the randomly selected Test Administrator engaged in behavior before, during, or after the test administration that violated the security of the 2014 DC CAS test. Given that Achievement was flagged for missing materials, our investigation also focused on the protocols around maintaining the integrity of testing materials.

We interviewed 5 individuals: 3 current staff and 2 current students.

Upon arriving at the school, we were told that Admin 1, [REDACTED] of the school, was not available and that Admin 2, [REDACTED], would assist our team. We were, however, able to schedule a phone interview with Admin 1 on January 8, 2015.

Our investigation revealed 1 violation related to the security of test materials. The *State Test Security and Non-Disclosure Agreements* were missing for both Admin 1 and Admin 2, [REDACTED].

With regard to the missing test booklets, Admin 2 strongly believed that all of the materials were returned to the vendor immediately after testing concluded. As support, we received copies of the following:

- 1) Admin 2's response to OSSE regarding the thirty missing test booklets detailing whether each booklet was used or unused. If the test booklet was used, the assigned Test Administrator for each test booklet was provided. As noted below, the team also verified that all used booklets were properly signed in and out by the respective Test Administrators.
- 2) School Security Checklist for the fifteen missing 4th Grade Reading and Math test booklets⁴ indicating, by Test Book Security Number, that the fifteen booklets were properly signed out and signed in on the testing days.
- 3) School Security Checklist for the two missing 4th Grade Composition test booklets⁵ indicating, by Test Book Security Number, that the two booklets were unused.
- 4) School Security Checklist for the eight missing 5th Grade Reading and Math test booklets⁶ indicating, by Test Book Security Number, that the eight booklets were unused.
- 5) School Security Checklist for the one missing 8th Grade Science test booklet⁷ indicating, by Test Book Security Number, that the booklet was unused.
- 6) Two Manna Freight Systems Delivery Manifests dated April 11, 2014, indicating that eight and three packages, respectively, were picked up from the school. Admin 2 claimed that all of the missing booklets were included in these packages.

In her response to OSSE regarding the missing test booklets, Admin 2 claimed that the four missing 5th Grade Health test booklets⁸ were unused. We could not verify this claim as the School Security Checklist for the 5th Grade Health test was not included in the material provided to us by OSSE. However, in our discussion with Admin 1, [REDACTED] indicated that there were no School Security Checklists for the 5th Grade health section because the health section of the DC CAS was not administered at the school. Admin 1 indicated that all the Health tests received were returned as unused.

4

[REDACTED]

5

[REDACTED]

6

[REDACTED]

7

[REDACTED]

8

[REDACTED]

V. DETAILED DESCRIPTION OF POSSIBLE TESTING VIOLATIONS

A. Missing State Test Security and Non-Disclosure Agreements

Upon review of the Test Security file, the Team could not locate the signed *State Test Security and Non-Disclosure Agreements* (NDAs) for Admin 1 and Admin 2. Admin 1 indicated that all staff who completed the training also signed a NDA; however, [REDACTED] did not recall having signed one [REDACTED].

The *Testing Integrity Act of 2013*, Section 103(a)(1), indicates, in relevant part, that before the administration of a Districtwide assessment, Authorized personnel must:

- (B) Sign a testing integrity and security agreement, as developed and distributed by OSSE

The *2014 DC State Test Security Guidelines* (Page 8), provide that, before testing, the [REDACTED] must:

- 3. Ensure that all individuals involved in the state testing system in any way; read, sign, and return to the LEA Assessment Coordinator/Test Integrity Coordinator the State Test Security and Non-Disclosure Agreement

At page 9, the *2014 DC State Test Security Guidelines* provide that, before testing, the [REDACTED] must:

- 2. Read, sign, and return to the principal the State Test Security and Non-Disclosure Agreement

The signed NDAs should be maintained by the school in its Test Security file, as they are necessary to validate the school’s compliance with the *Testing Integrity Act of 2013* and the *2014 DC State Test Security Guidelines*.

VI. DOCUMENTS REVIEWED

Document	Notes
School Test Plan	Yes; no issues noted
Incident Reports	None cited for 2014
DC CAS 2014 Training Sign-In Sheet	Yes; no issues noted
DC CAS 2014 Test Security Affidavit	Yes; no issues noted

Document	Notes
DC CAS 2014 General Observation Report(s)	Yes; reviewed
State Test Security and Non-Disclosure Agreements ⁹	Yes; missing NDA's for Admin 1 and Admin 2
School Security Checklist	Yes; no issues noted
Other Documents Reviewed	N/A

⁹ Referred to in the Testing Integrity Act Sec. 103(a)(1)(B) as Testing Integrity and Security Agreements.