

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

**CONTAINS CONFIDENTIAL INFORMATION**

**COLUMBIA HEIGHTS EDUCATION CAMPUS**  
Case Ref. 0001\_0442\_001\_2014

**I. IDENTIFYING INFORMATION**

<b>School Name</b>	Columbia Heights Education Campus
<b>School Address</b>	3101 16 <sup>th</sup> Street NW, Washington DC 20010
<b>Field Team</b>	
<b>Date Interviews Conducted</b>	December 12, 2014

**II. TESTING GROUP FLAG INFORMATION**

Flag	Extraordinary Growth		Significant Score Drop		WTR Erasure (2014)		Person Fit (2014)		Question Type Comparison (QTC)	
Subject	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Test Administrator 1	NO	NO	NO	NO	YES	NO	YES	NO	NO	NO

Based on the 2014 DC CAS data analysis performed by OSSE, one █ grade testing group at Columbia Heights Education Campus (“CHEC”) Middle School was flagged for Wrong to Right (“WTR”) erasures and Person Fit in Math. There were no flags for Question Type Comparison or Extraordinary Growth. CHEC was also flagged for nine missing test booklets: one █ Reading and Math test booklet, one █ Composition test booklet, one █ Science test booklet, one █ Reading and Math test booklet, four High School Biology test booklets and one High School Science test booklet.

The flagged testing group was comprised of █ 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 display consecutive years of excessive wrong-to-right 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:<sup>1</sup>

- 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.<sup>2</sup>

Test Administrator 1's testing group was flagged for a large number of WTR erasures in Math as well as Person Fit in Math when compared to the state average. The average WTR erasures for

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<sup>1</sup> 2014 Test Integrity Flagging Methodology.

<sup>2</sup> Testing Integrity Act of 2013, Title II, Sec. 201(c).

the testing group was 1.83 and Person Fit was 1.55 versus the State averages of 0.56 and 1.01, respectively.

### 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]	School	12/12/2014
[REDACTED]	Test Administrator 1	[REDACTED]	[REDACTED]	School	12/12/2014
[REDACTED]	Student 1A	[REDACTED]	[REDACTED]	School	12/12/2014
[REDACTED]	Student 1B	[REDACTED]	[REDACTED]	School	12/12/2014
[REDACTED]	Student 1C	[REDACTED]	[REDACTED]	School	12/12/2014
[REDACTED]	Admin 2	[REDACTED]	[REDACTED]	School	12/12/2014

### IV. OTHER INDIVIDUALS REFERENCED DURING INTERVIEWS

Name of Individual	Name Reference
[REDACTED]	Teacher 1

### V. SUMMARY OF INVESTIGATION

Given the extent of the WTR erasures and Person Fit Flags in Math for one testing group, our investigation focused on the possibilities that the flagged Test Administrator engaged in behavior during or after the test administration that violated the security of the test. Given that CHEC was missing materials, our investigation also focused on the protocols around maintaining the security of testing materials.

We interviewed 6 individuals: 3 current staff, and 3 students. [REDACTED]

[REDACTED]

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[REDACTED]

Our investigation revealed one possible testing violation related to the administration of the 2014 DC CAS – 1) The provision of unauthorized accommodations by Test Administrator 1. This possible violation is described in detail in the following section of this report.

During our investigation, a student also recalled receiving an unapproved accommodation, however the team was able to confirm that the allegation was without merit. Student 1C stated that Test Administrator 1 “read and explained the questions” and provided additional guidance that helped [REDACTED] identify answers during the Reading section of the 2014 DC CAS. Based on our review of the accommodations data provided by DCPS and the test score information provided by OSSE, the team was able to confirm that Student 1C did not receive a Reading score and was exempt from taking the Reading section of the exam.

With regards to the nine missing test booklets, Admin 1 strongly believed that all the materials were returned to the vendor right after testing. As support, we received copies of the following:

- 1) Admin 1’s response to OSSE regarding the nine missing test booklets detailing if each booklet was used or unused. If the test booklet was used, the assigned Test Administrator for each test booklet was provided.
- 2) School Security Checklist for the missing [REDACTED] Composition test booklet<sup>4</sup> indicating, by Test Book Security Number, that the booklet was used as a teachers copy for a testing group with accommodations and was properly signed out and signed in on the relevant testing day.
- 3) School Security Checklist for the missing [REDACTED] Reading and Math test booklet<sup>5</sup> indicating, by Test Book Security Number, that the booklet was properly signed out and signed in on the relevant testing days.
- 4) School Security Checklist for the four missing High School Biology test booklets<sup>6</sup> indicating, by Test Book Security Number, that each of the four booklets were properly signed out and signed in on the relevant testing day.
- 5) School Security Checklist for the missing High School Science test booklet<sup>7</sup> indicating, by Test Book Security Number, that the booklet was properly signed out and signed in on the relevant testing day.

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4 [REDACTED]

5 [REDACTED]

6 [REDACTED]

7 [REDACTED]

- 6) School Security Checklist for the missing [REDACTED] Reading and Math test booklet<sup>8</sup> indicating, by Test Book Security Number, that the booklet unused.
- 7) School Security Checklist for the missing [REDACTED] Science test booklet<sup>9</sup> indicating, by Test Book Security Number, that the booklet was properly signed out and signed in on the relevant testing day.
- 8) A Manna Freight Systems Delivery Manifest dated April 11, 2014, indicating that seventeen cartons were picked up. Admin 2 claimed that all of the nine missing booklets were included in these packages.
- 9) DC CAS Test Materials Letter of Verification signed by Admin 1 on June 13, 2014.

In [REDACTED] response to OSSE regarding the missing test booklets, Admin 1 claimed that the missing [REDACTED] Reading and Math test booklet<sup>10</sup> was unused and that the [REDACTED] Science test booklet<sup>11</sup> was properly signed out and signed in on the relevant testing day; however the checklists for these 2 booklets were not located at the school. DCPS subsequently provided the School Security Checklists for these missing booklets which confirmed the school's assertion that the missing [REDACTED] Reading and Math test booklet was unused and that the [REDACTED] Science test booklet was properly signed out and signed in on the relevant testing day. As a result of the supporting documentation provided by the LEA and the school, the team was able to verify the chain of custody of the missing materials.

## **VI. DETAILED DESCRIPTION OF POSSIBLE TESTING VIOLATIONS**

### **A. Providing Unauthorized Test Accommodations**

Student 1B remembered the Test Administrator reading the Math questions out loud to the testing group. Students 1A and 1C also stated that the Test Administrator read the Math questions aloud to the students in the classroom during the 2014 DC CAS. The team confirmed that although this was an approved accommodation for Students 1A and 1C, it was not an approved accommodation for Student 1B.

Test Administrator 1 was the Assigned Test Administrator for Students 1A, 1B and 1C; however during the interviews, Student 1B recalled that [REDACTED] math teacher, not Test Administrator 1, was the adult present during the 2014 DC CAS and Student 1A recalled that Teacher 1 was the adult present in the testing room.

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8 [REDACTED]

9 [REDACTED]

10 [REDACTED]

<sup>12</sup> Referred to in the Testing Integrity Act Sec. 103(a)(1)(B) as Testing Integrity and Security Agreements.

When asked about the accommodations provided during testing, Test Administrator 1 remembers having to read the test instructions out loud, but did not recall whether there were any read aloud accommodations. Per a review of the approved accommodations for each student in Test Administrator 1's testing group, the team noted that Student 1B was the only student who was not approved to receive the accommodation for the reading aloud of test questions.

The *Testing Integrity Act of 2013*, Section 103 (a)(4) indicates, in relevant part, that authorized personnel shall...be prohibited from:

- (B) Reviewing, reading, or looking at test items or student responses before, during, or after administering the Districtwide assessment, unless specifically permitted in the test administrator's manual;
- (E) Altering the test procedures stated in the formal instructions accompanying the Districtwide assessments;

The *2014 DC State Test Security Guidelines* (Page 13 & 14), provided to us by OSSE, indicate, in relevant part, that:

Any violation of the guidelines...by school personnel shall constitute a test security violation...such violations include but are not limited to the following:

- 5.p. Providing unapproved test accommodations to a student

With the exception of Student 1B, all other students in Test Administrator 1's testing group of [REDACTED] students were approved to receive an accommodation for the reading aloud of test questions. Students with similar accommodations should be tested together. In this instance, the reading aloud of test questions was an accommodation provided to a testing group; however one student in the group – Student B – was not authorized to receive this accommodation.

## VII. DOCUMENTS REVIEWED

Document	Notes
School Test Plan	Reviewed. No issues identified.
Incident Reports	Reviewed – one incident report noted – self reported and resolved.
DC CAS 2014 Training Sign-In Sheet	Reviewed for all individuals interviewed. No issues identified.
DC CAS 2014 Test Security Affidavit	Reviewed. No issues identified.
DC CAS 2014 General Observation Report(s)	Reviewed. No issues identified.

Document	Notes
State Test Security and Non-Disclosure Agreement <sup>12</sup>	Reviewed for all individuals interviewed. No issues identified.
School Security Checklist	Reviewed. No issues identified.
Other Documents Reviewed	Test Materials Letter of Verification signed by Admin 1 on 6/13/14; Manna Freight Systems Delivery Manifest dated 4/11/14; School Security Checklist for missing [REDACTED] Reading and Math test booklet ([REDACTED]); School Security Checklist for the missing [REDACTED] Science test booklet ([REDACTED]).

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