DC CAS 2013-2014 Test Integrity Investigation Summary

September, 2015

Agenda

I.   Goals and Context

II. Process Description

III. Summary Results

IV. Questions

Goals and context

- Purpose: to summarize test integrity investigation processes and results from the spring 2014 DC CAS administration
  - Information and data here are based on investigations conducted on the last administration of the DC CAS in March 2014
- This presentation **does not** address the 2015 PARCC administration
  - Forensic data for test integrity investigation flagging will be available after PARCC results are released in fall 2015

Guiding Documents

- OSSE communicated 2014 DC CAS processes, directions, guidance, and law by distributing and posting the following documents prior to the test:
  - Testing Integrity Act of 2013;
  - OSSE Test Security Guidelines;
  - DC CAS Test Chairperson's/Monitor's Manual;
  - DC CAS Test Directions; and
  - OSSE DC CAS FAQ

Testing Integrity Act of 2013

- The Testing Integrity Act of 2013 was applied to the 2014 DC CAS administration in the following ways:
  - Random selection in flagging methodology;
  - LEAs filed test security plan 90 days prior to administration;
  - LEAs enforced anti-retaliation regulations;
  - Testing integrity and security agreement requiring signatories to acknowledge that they understood knowingly and willingly violating law, regulation and/or plans could result in sanctions;
  - Signed affidavits from all test monitors and LEA test integrity coordinators to OSSE 15 days after the DC CAS

Test Integrity Process

- **Pre Test Administration**
  - Trained 265 (in-person) and 40 (webinar) LEA test integrity coordinators and school test monitors
  - Conducted desk top reviews of LEA and school test plans and provided feedback prior to test administration
- **During Test Administration**
  - Visited more than 75 schools during test administration
  - Managed more than 600 requests for guidance during administration
  - Staffed LEA during testing triage hotline
- **Post Test Administration**
  - Based upon data forensics and random selection, OSSE selected test groups for investigation
  - Investigators visited identified test group sites to review documentation and conduct interviews

2014 Investigations

- OSSE hired Alvarez and Marsal (A&M), an independent vendor, to conduct investigations for the third consecutive year
  - A&M reviewed data and historical documents from OSSE
  - A&M visited all identified sites and conducted more than 150 interviews
- 27 testing groups in 19 schools were flagged for investigation
  - Reduced random flagging from 2014 as random flags did not yield substantive findings in 2013 investigations
  - Flags were based on expanded statistical criteria finalized in 2013

2014 OSSE Flagging Methodology

Achievement Metrics
Use multiple measures of student-level performance on the 2014 test.

Answer Sheet Analyses

CTB identifies classrooms with unusual rates of wrong-to-right erasures.

Classroom identified if 2 of 3 measures flagged or multiple years of erasures

Test Score Growth Classrooms 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.

Test Score Drop Classrooms with test score drop from 2013 to 2014 that is greater or equal to 4 standard deviations below the state mean drop are flagged.

Question Type Comparison Classrooms with abnormal differences in performance between multiple choice questions and constructive response items are flagged.

Person- Fit Analysis Indicates an unusual response pattern. Classrooms that have an average I_z index value greater than or equal to 4 standard deviations above the state mean are flagged.

Wrong-to-right erasures 2014 Classrooms are flagged for wrong-to-right erasures in 2014 by CTB.

Wrong-to-right erasures 2013 Classrooms are flagged for wrong-to-right erasures in 2013 by CTB.
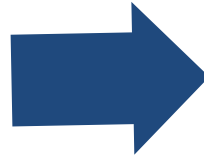
Testing Group Selection

- A testing group was selected for integrity investigation when any, or a combination, of the following occurs:
    - testing groups trigger two or more flags;
    - there is an extreme value in a single flag;
    - consecutive years of wrong-to-right erasures;
    - the same flag occurred across multiple subjects;
    - missing secure materials; or
    - inclusion in random sampling

Investigation Process

OSSE generated roster of 2014 testing groups to investigate

- OSSE identified testing groups from 2014 with unusual score drops or increases
- OSSE ran analysis of low variation and extraordinary growth within testing group
- OSSE flagged testing groups for investigation

OSSE provided vendor with list of testing groups and forensic data

- A&M reviewed OSSE test documents
- OSSE and A&M discussed investigative protocols
- A&M conducted the investigations
- A&M gave OSSE reports of investigations
- OSSE made final determinations

Appeals Process

OSSE Appeals

- OSSE makes determinations based on A&M reports and issues findings to LEAs
- LEAs may appeal findings to OSSE
- OSSE determines and issues final findings based on appeals evidence presented

Office of the Mayor Appeals

- Individuals/organizations may appeal OSSE's final decision or imposed sanctions to the Office of the Mayor
- The Mayor's Office reviews the evidence provided and considers all documentation presented by both OSSE and the LEA
- Mayor's Office makes determination

Final Findings

- Office of the Mayor makes final determinations on findings on which they received an appeal
- Findings not appealed to Office of Mayor retain final OSSE determination

Results of Mayoral Appeals

- 3 findings were substantiated and maintained; 4 findings could not be substantiated and were overturned
- Based on input from LEAs, Office of the Mayor determined that findings will be applied at the violation level, not school level
  - Previously, entire school would be classified by most serious violation
  - Moving forward violations will be individually classified

Sample situation	Historical classification	New classification
At Sample School, one test administrator provided inappropriate accommodations to a student (critical), and 1 test administrator failed to sign the NDA (minor)	Sample School is classified as Critical	Sample School had 2 violations; one critical and one minor. Additionally, closeout letter will include additional nuance regarding scope.

DC CAS 2014 Findings

- Overall, there were 17 substantiated findings from the 2014 Test Integrity Investigations

- OSSE and LEAs collaborated more during the 2014 DC CAS test administration and investigation processes than in previous years

- OSSE hopes to continue partnering with LEAs to reduce anxiety and increase support around test integrity in efforts

2014 Findings

- Confirmed cases of impropriety represent a very small percentage (0.5%) of testing groups in DC

- Most violations were procedural and/or documentation errors, and not wrongdoing or academic fraud

- Substantiated violations were largely confined to individuals; there were very few systematic findings

	Testing Groups	Schools
District Assessments DC CAS Testing	2,032	195
Flagged for Investigation	27	19
Substantiated Findings: 17		

2014 Investigation Results

- No Violations

  DCPS: Brightwood EC   PCS: Eagle Academy
  DCPS: Eliot Hine MS   PCS: Hope Community -
  DCPS: Hart MS   Tolson
  DCPS: Patterson ES   PCS: Perry Street Prep
  DCPS: Plummer ES
  DCPS: Stanton ES

2014 Investigation Results

- ## Minor Violations (8)

  DCPS: Cardozo EC

  DCPS: Dunbar HS

  DCPS: Truesdell EC

  PCS: Achievement Prep

  PCS: Center City Congress Heights

  PCS: Richard Wright

  PCS: Paul MS

  PCS: Tree of Life

- ## Moderate Violations (3)

  DCPS: Hendley ES

  PCS: Center City Capitol Hill

- ## Critical Violations (6)

  DCPS: Cardozo EC

  DCPS: Columbia Heights EC

  DCPS: Dunbar HS

  DCPS: Hendley ES

  PCS: Center City Capitol Hill

  PCS: Paul MS

General Violation Classification

Violation Classification	Sample Violations
Minor	Generally procedural issues; examples: missing or incomplete forms, procedural inconsistencies.
Moderate	Significant procedural issues; issues that impact test experience; examples: Failure to attend test security training, improper return of secure test materials, failure to have Test Security file
Critical	Issues that impact test security or validity; examples: providing incorrect/inappropriate testing accommodations, fraud
Violations that cause student results to be inappropriately impacted or skewed may result in invalidation of test scores, regardless of classification	

Violation Summary

Violation Class	Count	Violation Description
Minor	8	Missing state test security and non-disclosure agreements; Inconsistent sign-in/sign-out process for secure test materials
Moderate	3	Missing Test Security File, unreported deviation from Test Security Plan
Critical	6	Providing unauthorized test accommodations; Pointing out incorrect answers and statements regarding the accuracy of student responses during the test; Allowing students to view or practice secure test items before the scheduled testing time; Insufficient evidence secure missing materials were returned

Sample Sanctions

- Minor
  - Letter of guidance
  - Require approved corrective action plan
- Moderate
  - Letter of reprimand
  - Corrective action plan
  - Potential invalidation of results
- Critical
  - Letter of reprimand
  - Invalidation of results
  - Corrective action plan
  - Enhanced monitoring by OSSE during testing

LEA Engagement

OSSE provided increased wraparound test integrity services and increase effort to build trust with LEAs

Pre Test Administration

- Reviewed LEA test plans and provided technical assistance
- Reviewed school test plans and provided technical assistance
- Trained over 300 LEA and school staff
- Trained 52 state level and sector monitors
- Posted one-stop anonymous tip form and test integrity resources online
- Issued Test Security Guidelines

During Test Administration

- Staffed telephone command center for rapid response to questions
- Conducted rapid on-site response to potentially critical issues

After Test Administration

- Conducted 17 targeted on-site training for schools undergoing corrective action
- Created 6 professional development modules and posted online to address chronic testing issues

Questions?

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