ALVAREZ & MARSAL
2013 District of Columbia Comprehensive Assessment System (DC CAS)
Test Security Investigation
School Summary Report

CONTAINS CONFIDENTIAL INFORMATION

WILSON HIGH SCHOOL

I. IDENTIFYING INFORMATION

School Name	Woodrow Wilson High School
School Address	3950 Chesapeake St NW, Washington, DC 20016
Field Team	███████████████
Date Interviews Conducted	2/4/2014, 2/7/2014 & 2/10/2014

II. CLASSROOM FLAG INFORMATION

Flag	Extraordinary Growth		WTR Erasure (2013)		WTR Erasure (2012)		Person Fit		Question Type Comparison (QTC)	
Subject	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Test Administrator 1	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO
Test Administrator 2	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES

Based on the 2013 DC CAS data analysis performed by OSSE, Woodrow Wilson High School ("Wilson") had one testing group flagged for Extraordinary Growth in Reading and one testing group flagged for both Extraordinary Growth and Question Type Comparison in Reading.

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For the 2013 DC CAS, OSSE developed a flagging methodology consisting of three methods. Classrooms will be investigated if they trigger two or more test security flags in the same subject.

The methods consist of the following as described in the 2013 Test Integrity Flagging Methodology:[1]

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[1] 2013 Test Integrity Flagging Methodology.

1) Wrong to Right Erasures (WTR) - 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. Classrooms are flagged when there is a large number of Wrong to Right (WTR) erasures as compared to the state average.

2) Test Score Analysis – This method is divided into three sub-methods. Each sub-method is independent of each other; therefore it only takes one of the sub-methods to flag a classroom.

   a. Test Score Growth - Student Growth is measured by taking the differences between the granular proficiency level scores for each student for 2012 and 2013. Classrooms with significant growth from 2012 to 2013 were flagged.

   b. Test Score Drop - Similar to test score growth described above, the test score drop looks at extraordinary declines in student scores from 2012 to 2013.

   c. Question Type Comparison (QTC) - QTC measures differences in performance between 1) frequently used test questions versus newer questions; and 2) multiple choice questions and constructive response items. Significant differences in QTC performance will trigger a classroom flag.

3) Person-Fit Analysis - The model measures the likelihood of an examinee's response pattern given their estimated ability level. A Person-Fit over 1.0 indicates an unusual response pattern that may be the result of testing abnormalities.

In addition, due to the requirements of the Testing Integrity Act of 2013, OSSE selected certain classrooms for investigation based on a random selection.[2]

Classroom-level information is provided below:

	Subject	GPL	GPL Delta	WTR	Person Fit	QTC
Test Administrator 1	Math (CLASS)	2.93	0.00	0.16	-0.03	0.25
	Math (STATE)	2.76	-0.01	0.61	0.03	0.27
	Reading (CLASS)	3.04	0.72	0.60	0.14	0.22
	Reading (STATE)	2.85	-0.13	0.74	0.01	0.21

The flagged classroom for Test Administrator 1 displayed an Extraordinary Growth in Reading scores from 2012 to 2013. The growth in Test Administrator 1's testing group was 0.72, compared to the state average of -0.13. Even though this Test Administrator has one flag, this

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

classroom was randomly selected. Two flags are required in order for a classroom to be automatically identified for investigation.

	Subject	GPL	GPL Delta	WTR	Person Fit	QTC
Test Administrator 2	Math (CLASS)	3.32	0.00	0.77	-0.43	0.29
	Math (STATE)	2.76	-0.01	0.61	0.03	0.27
	Reading (CLASS)	3.42	0.81	0.73	0.18	0.37
	Reading (STATE)	2.85	-0.13	0.74	0.01	0.21

The flagged classroom for Test Administrator 2 displayed an Extraordinary Growth in Reading scores from 2012 to 2013. The growth in Test Administrator 2's testing group was 0.81, compared to the state average of -0.13. Additionally, this testing group was flagged for its abnormal Question Type Comparison, indicating a discrepancy in student performance between frequently-used test questions versus newer questions and multiple choice questions and constructive response items.

III.   INTERVIEWS SCHEDULED AND CONDUCTED

Name of Interviewee	Name Reference	Current Position	2013 Testing Role/Position	Interview Location	Date Interview Conducted
██████	Admin 1	███	███	█	███
███	Admin 2	███	███	█	██
█████	Admin 3	███	███	██	██
███	Admin 4	██	███	██	██
████	Teacher 1	████		███	██
████	Test Administrator 1	███	███	██	██
████	Test Administrator 2	███	███	██	███
████	Proctor 1	███	██	██	█
████	Proctor 2	███	██	███	█

Name of Interviewee	Name Reference	Current Position	2013 Testing Role/Position	Interview Location	Date Interview Conducted
		███		███	
███	Student 1A		███	███	███
	Student 1B	███	███	███	███
███	Student 1C	███	███	███	███
███	Student 2A	███	███	███	███
	Student 2B	███	███	███	███
███	Student 2C	███	███	███	███
	Student 2D	███	███	███	███
███	Student 2E	███	███	███	███

IV.   SUMMARY OF FINDINGS

Given the high levels of extraordinary growth in Test Administrator 1's testing group and extraordinary growth and question type comparison in Test Administrator 2's testing group, our investigation focused on the possibility that Test Administrator 1 and Test Administrator 2 engaged in behavior during or after the test administration that violated the security of the test. We also focused on the possibility of impropriety on the part of Teacher 1 to influence student's test scores.

We interviewed 16 individuals: 8 current and former staff and 8 students.

Our investigation revealed one possible testing violation related to improper keeping of the schools 2013 DC CAS Test Security File. This possible violation is described in detail below.

Overall, based on the relative severity of the findings at Wilson, this school has been classified as minor (i.e., having minor test administration errors).

V.   DETAILED DESCRIPTION OF POSSIBLE TESTING VIOLATIONS

A. The school did not retain the proper documents in its DC CAS Test Security File.

The contents of Wilson's DC CAS Test Security File were disorganized and incomplete. The File was full of materials, with the remainder of the contents in a large plastic bin. The team noted that several required documents were missing. These missing items included State Test Security and Non-Disclosure Agreements from Admin 3, Admin 4 and Test Administrator 2; and sign-in sheets for testing materials.

The *January 2013 DC State Test Security Guidelines* (Page 11), 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:

> 2. Administering state tests in a manner that is inconsistent with the administrative procedures provided by the DC Office of the State Superintendent of Education in the Test Chairperson's Manual;

At page 7, the *2013 DC State Test Security Guidelines*, further provide that the:

> Principal, before Testing [must]…

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

> Test Chairperson, before Testing, [must]…

> 11. Account for the quantity of state test books distributed to each Test Administrator;

> 18. Outline instructions and conduct training sessions for Test Administrators and helpers.

The documents within the Test Security File are necessary to validate the school's compliance with the *Test Security Guidelines*. It provides corroborating evidence that the school personnel attended test security training, followed OSSE's test administration guidelines, and that each employee signed the *State Test Security and Non-Disclosure Agreements*.

VI.   DOCUMENTS REVIEWED

Document	Notes
School Test Plan	Yes, no issue noted
Irregularity Reports	Yes, no issues noted
Verification of DC CAS training form	Yes, no issues noted
State Test Security and Non-Disclosure Agreements	Yes, issues noted