

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

CONTAINS CONFIDENTIAL INFORMATION

PATTERSON ELEMENTARY SCHOOL

I. IDENTIFYING INFORMATION

School Name	Patterson Elementary School
School Address	4399 South Capital Terrace SW, Washington, DC 20032
Field Team	[REDACTED]
Date Interviews Conducted	January 17, 2014; February 2, 2014; February 3, 2014; February 4, 2014

II. CLASSROOM FLAG INFORMATION

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

Based on data analysis performed by OSSE, one testing group at Patterson Elementary School (“Patterson”) was flagged for its 2013 DC CAS test results for Wrong-to-Right (WTR) Erasures in Math and Reading.

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

- 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

¹ 2013 Test Integrity Flagging Methodology.

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)	2.23	0.12	2.08	0.61	0.29
	Math (STATE)	3.07	0.31	0.73	0.04	0.21
	Reading (CLASS)	2.42	0.28	1.55	0.22	0.17
	Reading (STATE)	2.97	0.23	0.60	-0.03	0.21

Test Administrator 1’s classroom was flagged for significant Wrong to Right erasures in Reading and Math. The average WTR erasures for the classroom was 2.08 for Math and 1.55 for Reading, as compared to the State averages of 0.73 and 0.60, respectively.

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

III. INTERVIEWS SCHEDULED AND CONDUCTED

Name of Interviewee	Name Reference	Current Position	2013 Testing Role/Position	Interview Location	Date Interview Conducted
[REDACTED]	Admin 1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Admin 2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Test Administrator 1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Proctor 1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Student 1A	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Student 1B	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Student 1C	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

IV. SUMMARY OF FINDINGS

Given the extent of WTR erasures, our investigation focused on the possibility that the flagged Test Administrator(s) engaged in behavior during or after the test administration that violated the security of the test.

We interviewed 7 individuals: 4 current staff and 3 students.

We found one possible testing violation related to the administration of the 2013 DC CAS. During our review, we observed that the sign-in sheet for certain exam booklets was not initialed when the booklets were returned to the Test Chairperson.

[REDACTED]

Overall, based on the relative severity of the findings at Patterson, this school has been classified as minor.

V. DETAILED DESCRIPTION OF POSSIBLE TESTING VIOLATIONS

A. Failure to ensure that all test materials were signed in and signed out.

In some instances, Test Administrators did not initial the sign-in sheet to indicate that they returned testing materials. On April 26, a [redacted] testing group and a [redacted] testing group each had one booklet for which the sign-in sheet was not initialed upon its return to the Test Chairperson. Additionally on May 1st, a [redacted] testing group had one booklet and answer sheet that were not signed in. Admin 2 assured us that in [redacted] opinion, all test booklets and answer sheets were returned to the testing company. [redacted] stated that, if they had not been returned, DCPS and the testing company would have mentioned it to [redacted] by now.

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 8, the *2013 DC State Test Security Guidelines*, further provide that:

Test Chairperson during Testing [must]...

- 3. Ensure that all secured materials are signed in and signed out daily.

Because the school did not maintain accurate sign-in sheets, we could not verify that the chain-of-custody requirements for testing materials were observed.

VI. DOCUMENTS REVIEWED

Document	Notes
School Test Plan	Yes; no issues noted.
Irregularity Reports	Yes; Reviewed.
Verification of DC CAS training form	Yes; all were present.