

Minutes
Texas State Network of Assessment Professionals (TSNAP) Teleconference
March 29, 2005

1. Roll call – Steve Peterson

2. TSNAP Issues – Keith Haffey

- Introduction of 2005 Officers
 - President – Keith Haffey; 1st Vice-President – Gloria Zyskowski; Secretary – Priscilla Ridgway; Treasurer – David Baum; Immediate Past President – Elaine Say; Past Treasurer - Deena Alfaro; Directors: Vicki Thomas, Kevin Stoerner, Elda Flores, Paul Johnson, Sue Thompson, Tony Huey; John Thornell; Legislative Representative - Sandra Poth; Webmaster - Joe Orr; Academy Coordinator - Kevin Stoerner; Evaluations and Surveys Coordinator - Stacy Daugherty ; Teleconference Coordinator - Steve Peterson
- 2005 - 2006 TSNAP teleconference dates – K. Haffey
 - September 8, 2005 – 1:00p.m.
 - November 3, 2005 – 1:00p.m.
 - March 28, 2006 – 1:00p.m.
 - June 15, 2006 – 9:00a.m. (not confirmed)
- February 2005 Assessment Conference Update
 - Conference Evaluation – summarized by Stacy Daugherty
 - Still on website
 - 331 responses 85% Pk-12 people – 80% would use 50% or more of what they got from the conference
 - Only 27% were TSNAP members – need to recruit
 - Results will be sent to presenters
 - Summary to be posted on TSNAP website
 - December 2005 Assessment Conference – Keith Haffey
 - Proposals for conference due June 10, 2005 – need district presenters; would meet needs of new, basics, more sophisticated practices; logistics
 - Conference date - December 11-14, 2005
 - Location – Hilton Austin Hotel
- Legislative Update – n/a

3. TEA and Pearson Issues

- Legislative Update: Victoria Young and Julie Jary
 - HB 4 - Grusendorf (Requires the agency to develop or acquire electronic diagnostic assessments that schools may administer to students; requires TEA to provide about \$20 million in grants to schools to assist them in administering these assessments; designed to be administered in computer adaptive format by no later than March 1, 2006; includes all current statewide assessments)
 - HB 945 - Hochberg (Allows SBEC to set a level of performance on assessment instruments for determining district or campus performance that is higher than the level considered to be satisfactory for grade advancement – purpose unclear)
 - HB 973 - Madden (Requires revision to Social Studies curriculum no later than January 1, 2006; 2 yrs ahead of the agency's schedule; requires release of Social Studies test items every year; requires TEA provide results of Social Studies tests to the public at the same time they are released to districts)
 - HB 1974 - Mowery (Requires release of all tests no later than 30 days after each test administration)
 - HB 1612 – Olivo/SB 1717 van de Putte (Eliminates the two retest opportunities for SSI grades; GPC would convene after the first administration; changes the composition of the GPC by removing the parent and replacing with a counselor; allows boards of trustees to adopt factors to be considered for promotion)

- HB 2811 – Hochberg (The agency may include questions on the assessment instrument that test a broader range of knowledge and skills or that are at a higher difficulty level for the purpose of differentiating student achievement. Students shall not be required to answer such questions correctly in order to pass the test or be advanced to the next grade level, and such questions may be treated as field test items - unsure of intent)
- SB 658 - Madla (passed out of committee prohibits the UIL from scheduling activities the week prior to or during spring testing)
- SB 972 - West, Royce (Requires the agency to develop or adopt assessment instruments in English and Spanish that districts may administer throughout the year to assess reading progress of students – not clear about the grades. Specifies that if a school chooses to administer, results must be reported to TEA and would be included in AEIS. Requires a growth index to be developed that measures student academic growth from year to year. Would be another performance indicator added to AEIS, campus report card and district accountability ratings.
- SB 1415 - Gallegos (Provides further protection for school personnel who report cheating on statewide assessments)
- First Administration of 3rd and 5th Grade TAKS Reading Test - K. Haffey
 - Kudos to Pearson for quick return of results
- Electronic version of state materials shipment list – K. Haffey
 - More kudos to Pearson - many positive comments
- Return schedule of test materials – K. Haffey
 - Sometimes return schedule dates literally impossible to meet, particularly if they are taking advantage of the opportunity to test on Saturday
 - Can we look to see if these can be adjusted in the future?
 - Terri Fish - Will look at for 05-06; scheduled dates before make-up test dates were announced
- Ordering and Delivery of Large Print and Braille – K. Haffey
 - Ordered early but are sometimes the last to arrive
 - T. Fish
 - Hoping you can help us with this
 - Feb. TAKS 02-03 ---53% increase in order; 22% of answer documents submitted were bubbled
 - 2004-05 ---140% increase in large print order; less than 12% of answer documents submitted were bubbled
 - Do people panic and order more? Do they forget to mark the large print bubble?
 - Have tried to increase the order every year, but with the 140% increase (from 4,400 booklets to 11,000 booklets) we came up short.
 - Will look at shipping them earlier than the regular shipment; separate order form as with braille
 - K. Haffey - Can ESCs get involved in the process as a distribution point?
 - T. Fish
 - We can talk TEA about this.
 - Change this year – For every student tested with large print in February a large print will be automatically sent in April
 - J. Thornell - Why are they arriving so late?
 - We put the numbers on our enrollment list and when the materials arrive those numbers weren't reflected. It was Friday and I still had not received large print and Braille.
 - Can they come earlier?
 - T. Fish - We are looking at this. Part of the problem is that we have to print them because of the increase in orders.
 - Debbie Gray
 - Received materials the morning of the test.
 - Had confirmed that order had been shipped
 - Early would help
 - T. Fish – Better information at the next teleconference
 - K. Haffey - Small shipment can be locked up if it arrives early

- Victoria Young
 - Got calls from districts wanting to order large print for all students. Was a problem this year. Do not offer to all students. Student must have a visual handicap; must match instruction. How do we deal with these districts?
 - S. Peterson
 - In the manual there is a section that addresses in detail eligibility requirements for 504 and Special Education students to have Oral Administration.
 - Add a box or paragraph giving guidance on when large print is appropriate. Braille is self-explanatory.
 - V. Young
 - Might be good to specify eligibility requirements for large print
 - Will run it by TSNAP group once we get some draft language to be sure it addresses the needs in the field
 - Cari Wieland - Will get a team to work on the language and get it to the TSNAP group
 - K. Haffey - Good suggestion.
 - Propose that you track dates of orders. If orders are made near testing time then it is a shipping/delivery problem – in the absence of schoolwide orders
 - T. Fish - Will look at those numbers and bring to the next meeting
- Shipping by Priority – reports, training materials, supplemental materials, etc.
 - K. Haffey
 - Materials needed for training - Is there a way that orders like that can be shipped to districts earlier?
 - Synchronizing Study Guides and CSRs
 - T. Fish - We will talk about that. In March we got reports turned around so fast, we weren't ready to ship Study Guides
 - Will look at for April administration to get shipments to districts more in sync
 - Spring Break and shipping in March – K. Haffey
 - Three different weeks for spring break for districts; sometimes the warehouse is closed also. Would there be a way to extend the timelines on anything coming in or going out in March to give an additional week?
 - T. Fish
 - Problem gets worse every year.
 - Have been brainstorming ideas
 - Have considered getting dates for spring break from districts.
 - Will have an update in June
 - J. Thornell - Is it possible for districts to request specific shipping dates?
 - T. Fish - No, not at this time
 - K. Haffey - Would be helpful if the Coordinator Packet could be shipped before whole shipment so we have it for training
 - T. Fish
 - ESC training changed this year from January to December
 - Realized we wouldn't have coordinator packets – need in time for ESC training
 - Update of online 8th grade Science field test
 - V. Young
 - Manuals are finished
 - Students taking both forms – online with innovative items and paper/pencil
 - 62 campuses participating in online field testing; 7,000 students
 - K. Aaron – As we move into online testing, will online testing be mandatory or will we have both forms available?
 - V. Young – depends on the “powers that be” who are in favor of online system
 - Reality is that it will be based on gearing up infrastructure in schools and a lot of logistics
 - We like idea of Exit level retest opportunity – could probably be managed
 - Lot of work to be done
 - First - comparability studies; must determine if tests are equal in difficulty – online as compared to paper/pencil

- Don't know how well it work – interested in ELA
 - Lots of answers in the summer
 - Solves a lot of problems in terms of shipping; more user-friendly delivery system
 - Might start small
 - This spring's study determines what the next step will be
- Update of LEP student assessment
 - TELPAS (Which comes first, TOP or RPTE?)
 - Difference of opinion on which comes first
 - L. Ayala
 - If RPTE is administered first, there is a security guideline in the manual can't check out to raters
 - Must be marked in a secure environment.
 - Must be supervised by the Campus coordinator
 - Ratings can be marked at anytime.
 - Rater does not have to transfer the ratings to the answer document
 - Let us have input from you about your desire for a policy to be written
 - K. Haffey - Location for Observation Protocol ratings wouldn't be noticed by most students but there is concern with handling documents after testing
 - L. Ayala
 - Lot of discussion about combining RPTE and Observation Protocol ratings on the same answer document
 - Determined it would be better to have one answer document
 - Relieved problems of inaccurate Student Identification Information and bubbling two different answer documents
 - Writing assessment for TOP (look for model of best practices for writing sample collection)
 - Language Arts people coming back to testing leaders with varying versions of subject areas about collections
 - L. Ayala
 - Go by January 24 letter – detailed set of instructions
 - Fair amount of leeway in determining what to put in the collection
 - Writing samples from Language Arts and content domains
 - Push from NCLB that LEP students show ability to demonstrate skills across content areas
 - 3-5 samples that really show how students handle English for the purposes of writing
 - Good model collections in rater manual (Students 1 and 4)
 - LAT (security, ordering form 1, logistics/scheduling)
 - Based on LAT, security is a concern
 - Concern about getting enough of Form 1
 - Previewing logistics and security
 - Ordering of Form 1
 - L. Ayala - Shipped larger overage of Form 1 to address need for LAT
 - More form 1 may be ordered
 - T. Fish - Glitch in plan to ship additional overage of form 1
 - S. Peterson - Should we order additional form 1?
 - T. Fish - Yes. Not a plan to ship separately to everyone
 - Security
 - L. Ayala - Procedures for previewing are in place
 - not open to groups of people on campus – just for LAT test administrator to have a chance to prepare
 - secure conditions
 - preview but not before the day of regular test administration
 - prepared materials kept in locked storage
 - LAT test administrators will interact with students and will see the secure items during test administration

- items secure before, during and after testing
 - online voluntary LAT survey – in manual
 - S. Peterson - When is the audit? How big is it? Can a district volunteer? (TELPAS)
 - L. Ayala - Under discussion for this year or next year
 - Next year for sure
 - Might request some writing collections from districts during next 2 or 3 weeks
 - Interested in seeing writing collection: How is training working? How do ratings match up with raters? Looking at improving training or changing assessment in some way so we have a good program
 - No final decision
 - S.Peterson - Can a district volunteer? E-mail with the offer ?
 - L. Ayala - Yes.
 - S. Peterson - Recommend a couple of small audits this year to maintain credibility of it rather than skip a year
 - S.Peterson – 8½” by 11” manila envelopes for LAT materials inadequate
 - K. Haffey – Can you speak to the requirements of those written materials to be returned?
 - L. Ayala - Anything that is developed based on a secure preview or will be used in the LAT administration
 - A glossary of terms
 - Simplified test items or pictures unique to a child
 - Written materials developed unique for a small group (1 per campus) district
 - Glossary of terms for whole school (1 per campus)
 - K. Haffey – Clarification question: During a conversation between a dist coordinator and a TEA consultant, the consultant indicated that only the OP rater could mark the ratings on the answer document.
 - L. Ayala – Not a requirement by the state that only a rater can mark the ratings on the answer document. Rating Rosters get turned in at the end of the rating window. Can be done centrally, by the campus coordinator or together as a group under supervision of the campus coordinator.
- Training for 2005-06
 - Lead time in training cycle is critical. Is there a plan for training earlier in the year?
 - L. Ayala
 - May fold in TELPAS and LAT training in December training
 - Not sure how to best deliver TOP rater training
 - LAT training? Thinking it through because if you train too early people may forget and need a refresher
 - Focus group will come in this summer to debrief spring administration; possibly some district test coordinators as well
 - Re-examining whole training module for student assessment training
 - K. Haffey – Two issues: 1) trying to integrate as much training as possible; 2) timing of training impacts ARD meetings as well as LPAC meetings
 - Do you see this fitting in with LPAC training or manuals?
 - L. Ayala
 - LPAC training has never been something to turn around at beginning of year.
 - Due to policy changes that may occur in the fall, we would have to revisit if we train too early
 - Focus of LPAC manual – LEP exemption decisions are made in the spring, not the fall
 - Will try to coordinate LPAC, LAT and TELPAS training as we hear from you
- Timing of field testing programs for LEP Students
 - When field tests were administered along with RPTE, some of neediest kids for Gr. 5 math missed instructional days because of the three assessments. Teachers struggled to prepare them for the math test.
 - L. Ayala
 - Don't think we knew that would be one of the reactions to the Spanish field tests

- Do try to embed items in other tests but with smaller populations don't have enough items for item bank outside the field test
 - Looking at next year - Would a 4-week window for TELPAS and field tests March 13-April 7 (2 week window for field tests) help?
 - Looking at options
 - A. Do Spanish field testing earlier in March (2 weeks)
 - B. If we give the Math field test too early, no opportunity to learn
 - S. Thompson - Can we do ELA in Jan/Feb with other field tests?
 - L. Ayala
 - Consideration - Gr. 5 and 6 Spanish Reading field tests in Jan.
 - Consideration - Gr. 5 and 6 Spanish Math field tests in Feb. when we give Writing test
 - Opportunity to learn issue
 - V. Young – survey at assessment conference indicated opposition to giving Gr. 5 math test at same time as reading because of the opportunity to learn – careful thinking about it
 - K. Haffey - window for 05-06 field testing more crowded with Gr. 2-12 RPTE II field test
 - L. Ayala
 - Goal is to embed field test items in RPTE for Gr. 3-12 – will have to test Gr. 2 RPTE II field test separately
 - 05-06 calendar finalized on website; can be adjusted for field tests
- SSI and Special Education Assessment – assessment instruments for additional administrations in the absence of released SDAA II tests
 - C. Wieland
 - Most districts using released TAKS at the appropriate instructional level with allowable modifications
 - K and 1 - SDAA still usable as an alternate
 - Gr. 2 more TAKS-like
 - Can use any TEKS-based assessment – formal or informal
 - K. Haffey
 - In the absence of a released SDAA II, can you provide guidance? We feel uncertain about using an old testing program when we know the rigor and level of the new test is much higher. Provide districts with guidance about K, 1 and 2
 - Maybe a model like the study guides or information booklets – need a framework – so we are confident 1st admin is at the level of SDAA II
 - C. Wieland – Can use Gr. 2 TPRI as an option; go back to my staff and work on getting that kind of guidance to you
 - S. Peterson – Want to remind Cari I still have a question about the responsibility for assessment and notification for students at JJAEP. It's the 85 day rule vs. special ed rule for immediate, brief transfer ARD
 - Is it the District Testing coordinator's responsibility to make IEP and accommodation requirements known to JJAEP? Or is it the responsibility of Special Ed?
 - Same for LPAC? Who, what and when?
 - C. Wieland - Have a time scheduled to talk with Gene Lenz. Will address this issue.
 - J. Thornell – ARD Decision - Making training for 05-06
 - ESC training was on September 30
 - Asks trained in October
 - C. Wieland - Waiting on final decisions from USDE.
 - Can't give a definitive training dates - Goal early August
- SSI, 5th grade math, and the Grade Placement Committee
 - Timeline for GPC as it is now - results from 2nd Math administration are due in many districts when school is out; according to guidelines the GPC convenes after 2nd administration if the student fails to meet the standard. Many students and teachers gone by that time. How can we flex the convening of the GPC and still meet the timeline?
 - V. Young - Big problem to convene when school out.
 - Problem driven by math schedule; need time between administrations for instructional intervention
 - Suggestion: after 1st admin look at kids just barely missed or pretty far away. Pretty far away do up front work on GPC anticipating they may not be successful on 2nd. Get things in place in case.

- Not a good solution – need time for interventions before the 3rd. We'd like to hear from you.
 - L. Cottle – Regarding the ARD committee. After the first test, could we put in a “What if” clause? If they pass or fail? Contingency clause?
 - V. Young – Remember that the ARD committee functions as GPC.
 - C. Wieland - As I recall “what ifs” and contingency clauses should not be in IEPs. Will defer to Gene Lenz and get back to you. Just a special ed issue.
 - K. Haffey - In general the idea of GPC for some schools is a little overwhelming. From a compliance standpoint, we're obligated to convene the GPC for any student after 2nd test. How do we work within a timeline that poses an obstacle and still comply and meet student needs?
 - V. Young - Discuss inhouse.
 - Looking at kids on a continuum would solve some of it. Could go ahead and do legwork in getting GPCs set up.
 - Brainstorm solutions inhouse and meet with SSI committee to come up with some user-friendly solutions for districts – to be compliant but also not let kids slip through the cracks
 - Will get something out if we have recommendations for June 2 date.
 - K. Haffey
 - We ask for a short-term solution for this year; look at timeline and give us a way to comply and meet student needs
 - V. Young – You want us to think of a short term solution for this year and longer term as an every year problem – precursor for 8th grade issue. We'll see what we can come up with.
 - D. Grayson - Be sure we get answers back to all of us.
 - V. Young - Will come in the form of a letter to districts.
- Follow-up of the Security Task Force meeting at the Assessment Conference
 - V. Young
 - Established an e-mail address and asked districts to send an e-mail with information on how you address security and data anomalies; no e-mails yet
 - K. Haffey - No one says they've received an e-mail or knows about the e-mail site.
 - Evangelina Mangino - Part of test security survey at testing conference
 - Will send a reminder out to listserve in next few days
 - Have a summary of surveys; will share later
 - K. Haffey - Can post on TSNAP website
 - V. Young - Interested in looking at best practices at district level. Haven't been as diligent as we should have been in doing this.
 - K. Haffey - List Joe shared with kinds of things he's hearing from districts was helpful. Anything tangible can help. Are you addressing those kinds of things?
 - K. Haffey – Joe brought it to New Coordinators Academy.
 - V. Young - Part of our training?
 - K. Haffey – There are new coordinators and campuses that are incident free – to the degree you have some specific knowledge you can build your training. There is information in the manual about consequences; not a lot in the way of tangible information that identifies kinds of things that happen and what you can do to avoid it
 - V. Young - Including in manual might be a good idea.
 - K. Haffey - Can follow through on training modules.
- Student use of telecommunication devices during testing
 - V. Young - Talked about banning all telecommunication devices from the testing room and making it part of security
 - K. Haffey – Need to be able to point to a document in manual to make a point with parents and students
 - V. Young – Will develop the language and run by your group
- Update on AYP and Appeals – summarized by S. Housson
 - AYP Guide available end of May 2005
 - Will give a lot of attention to appeals section
 - Will streamline the process; very detailed
 - Over 550 appeals

- 2005 should be like 2004 AYP system
- Integrating SDAA II
- USDE report on monitoring visit
 - Will hear soon about the Title 1 monitoring visit and appeals decisions made in February
- No baseline for SDAA II
- Release of ratings in early August (preliminary)
- Appeals window opens from then
 - Don't know how long that window will be
 - End of 2004-05 AYP cycle by Christmas
- Impact on Testing in 2005 - 06 State Accountability and Alternative Accountability plans – summarized by S. Housson
 - Final decisions on both systems online by Friday
 - 2005 Accountability Manual available end of May
 - Gr. 5 Reading and Math will be included (1st and 2nd administrations)
 - SDAA II
 - Issue of how to include.
 - Look at impact.
 - Proposal to keep as is.
 - If SDAA II the only reason a campus or district is not Exemplary, it can be evaluated.
 - Alternative Education Accountability plan:
 - New system.
 - TAKS progress measure or TGI
 - Several ways to get credit for helping kids,
 - Meeting passing standard
 - Making progress
 - Getting Gr. 12 retesters to pass
 - Clarification –
 - Friday final decisions for 2005-06 – focus group wanted to move faster
 - End of May Accountability Manuals

4. Additional Questions – K. Haffey

- Next teleconference June 9 @1:00p.m.
- Thanks to Victoria Young and TEA staff
- K. Haffey - Will you share what constitutes an innovative item?
 - V. Young
 - Information booklets for Gr. 8 Science online in July with a link to several innovative items
 - Hard copies to districts in August
- S. Peterson - In 2001 Commissioner Nelson sent a letter regarding recognition of students for performance on statewide assessments
 - Can we recognize students for Commended performance? No - based on the letter.
 - Is this under review?
 - V. Young - Have drafted an updated later about recognizing students at any level.
 - In Commissioner's office; assuming she will sign
 - Our position is that you can recognize kids for their preparation, the learning they do, and good effort
 - Recognize all kids and not specified kids
 - Letter may go out with edits or as is
 - S. Peterson - This is the clarification we need.
 - Many districts have policies for recognition which does in fact do the same thing.
 - Wanted to roll into that the recognition for commended performance
 - Will wait for response
- S. Peterson - Roll Call
- V. Young - Requests list of participants to be faxed

