

TIA Application Exemplar Answers: Pre-test-Post-test Tab

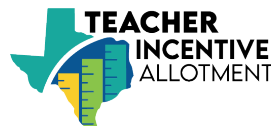
The TIA Exemplar Answer Documents, complementary to the Scoring Rubric, support districts as they develop their local designation system and prepare to submit a TIA System Application. While the Scoring Rubric is designed to show the required criteria for an answer to be scored at 'Full Readiness', the TIA Exemplar Answer Documents are designed to show exemplary answers that go beyond the 'Full Readiness' criteria. The purpose of this design is to embed best practices that districts may reference in the design and implementation of their own local designation systems based on local context.

The sample exemplar answers, organized by each respective tab in the application, provide 1-2 sample answers for narrative question types. This is not an exhaustive list of ways in which a district could respond to the TIA System Application questions nor are the sample answers indicative of any one's district's plan. Each exemplar answer provided is a stand-alone example of how each corresponding question could be answered. Note: there are no exemplar answers for multiple-choice, drop-down menu or Yes/No question types.

SAMPLE EXEMPLAR ANSWERS FOR THE PRE-TEST/POST-TEST TAB

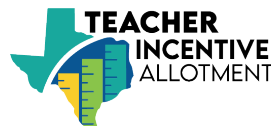
Option 1 (3rd party pre-test, 3rd party set expected growth targets, 3rd party post-test)

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
<p>1. How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment? Note: Be sure to include answers for EACH 3rd party assessment being used for each respective category of teachers.</p>	<p>The district will use the Renaissance STAR test for grades 1-2 Reading and Math, as this assessment is aligned to the TEKS in these content areas/grade levels and has the support of all stakeholders, including teachers.</p> <p>The district will use NWEA Map for 3-8 Reading and Math, as this assessment is aligned to the TEKS in these content areas/grade levels and has the support of all stakeholders, including teachers.</p>	<p>The district will use mClass for Kindergarten Reading and Math, as this test is an approved assessment for kindergarten and has teacher buy-in.</p> <p>The district will use iStation for grades 1-2 Math and Reading as this test is a commissioner-approved test for these grades and content areas and was selected by our 1-2 grade teams</p> <p>The district will use the STAAR test for content areas that are included in the Transition Tables growth measure (4-8 ELAR, Math, English I and II, teachers of students moving from a Spanish language STAAR to an English language STAAR.)</p>
<p>3. How does the district calculate a teacher's end of year student growth using the third-party assessment test results?</p>	<p>The district will compare students' EOY test results to the expected growth target scores set for students at BOY by the third-party vendor to determine the percent of a teacher's students who met or exceeded expected growth targets.</p>	<p>The percentage of a teacher's students who met or exceeded their expected growth target will be calculated by comparing a student's expected EOY score to their actual EOY score. Students whose EOY actual score met or exceeded their expected EOY score will be determined to have met expected growth.</p>
<p>4. (If more than one assessment is being used for the same Teacher Category) How will the district use multiple assessments to determine end of year growth?</p>	<p>For grade 7 Math, the district will use both MAP RIT Goals and STAAR Progress Measure to determine growth. Students who meet or exceed their expected EOY growth targets for both assessments will be determined to have met the expected growth.</p>	<p>Students in grades 2-6 RLA will take both the ISIP and mCLASS exams using the applicable third-party growth targets for each assessment. District will determine growth based on the highest of the two scores. Students who meet or exceed their expected EOY growth targets for one of the two assessments will be determined to have met expected growth.</p>



Option 2 (3rd party pre-test, district sets expected growth targets, 3rd party post-test)

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
<p>1. How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment? Note: Be sure to include answers for EACH 3rd party assessment being used for each respective category of teachers.</p>	<p>The district will use the Circle test from CLI for pre-K Literacy, as this test is a commissioner-approved assessment for pre-kindergarten and has the support of our pre-K teachers.</p> <p>The district will use TX KEA for Kindergarten Reading, as this test is an approved assessment for kindergarten and has the support of our kindergarten teachers.</p>	<p>The district conducted extensive stakeholder engagement to discuss assessments to be used in our first year of TIA. The TIA Planning Committee, taking stakeholder feedback into account, determined that the district would use a released AP exam as the pre-test in the beginning of the year for all AP classes, and the actual spring AP exam as the post-test since these tests align closely to the content taught in each of the AP courses.</p> <p>The district decided to use the NWEA MAP test from grade 8 Science as the pre-test for grade 9 Biology, and then use the actual spring Biology MAP test as the post-test. While using this assessment means the district must set expected growth targets locally, the district determined that the alignment to the Biology TEKS and the vertical alignment from grade 8 Science to grade 9 Biology established an aligned and predictive relationship.</p>
<p>4. How does the district calculate a teacher's end of year student growth using the 3rd party assessment test results?</p>	<p>The district will use the Circle and TX KEA tests to determine average district growth from BOY to EOY and then compare students' actual growth from BOY to EOY to determine whether students met expected growth targets or not.</p>	<p>Flower ISD uses the previous year's STAAR test as the pre-test, and then sets expected growth targets using the "half the gap" method. At the end of the year, students' actual scores on the spring STAAR are compared to the expected "half the gap" target for each student to determine whether students met expected growth or not.</p>

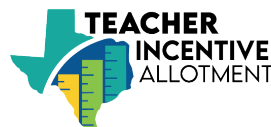


Option 3 (district-created pre-test, district set expected growth targets, district-created post-test)

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
2. What are the qualifications required for writing district-created tests and which positions are authorized to do so?	The district has established a district-created assessment writing team. The team includes both teachers and district level professionals. Teachers are required to have a minimum of three years teaching experience in their content area/grade level. The team also includes district level curriculum specialists and specialists from the Assessment Department.	As a very small district, we partner with our regional ESC to write district-created assessments that are aligned to the TEKS and industry CTE standards. We use released questions from previous industry certification exams, questions submitted by CTE teachers, and questions submitted by local industry partners who have reached out to help ensure that our students are career ready and able to be successful in the industry by the time they graduate.
3. What is the process for reviewing and approving district created tests to ensure that each assessment is a valid and reliable measure of student growth, aligned to the standards of the course for each eligible teaching assignment?	Once the Assessment Writing team has submitted a district-created assessment, the test is reviewed by the Director of Assessment along with a committee of campus leaders and content experts to ensure alignment to the TEKS, validity of questions and a wide enough “stretch” of the test.	We partner with two other small districts in our area to review our district created CTE assessments and increase the validity and reliability of the assessments as well as ensuring there is enough “stretch” to the test to measure a wide variety of student ability levels for all three districts who will share the assessments.
5. How does the district calculate a teacher’s end of year student growth using the district created pre-test/post-test results?	Based on pre-test results, the district data and assessment team calculate expected targets for student’s EOY test scores using the Quintile method where there is an assigned expected EOY score set for all the students in each quintile. At EOY, all students in each quintile who performed at or above average for all the students in their respective quintile will be determined to have met expected growth.	We use a flat-rate model to determine end of year student growth in our CTE classes. The district expects all students to score at least 60% higher on the EOY test than the BOY test to meet expected growth. For example, if a student scored 50% on the pre-test, their expected growth target would be 60% higher than the 50% which would be a score of 80% on the post-test. (60% \times 50=30% and 50%+30%=80%)

Option 4 (district-created pre-test, district set expected growth targets, 3rd party post-test)

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
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<p>2. What are the qualifications required for writing district-created tests and which positions are authorized to do so?</p>	<p>The district uses a sampling of released STAAR questions to create a pre-test. Our Assessment team uses resources from TEA's TFAR, the TEKS Resource System, and Eduphoria in order to craft valid and reliable pre-tests that are aligned to each STAAR tested content/grade level.</p>	<p>The district combines selected released ACTFL questions from previous years to create a pre-test aligned to world language proficiencies.</p>
<p>3. What is the process for reviewing and approving district created pre-tests prior to the tests being implemented?</p>	<p>All district-created pre-tests are thoroughly vetted by the Assessment team, including detailed review by a committee of teachers for each respected grade level/content area to ensure there is enough "stretch" to the test to measure a wide variety of student ability levels for districts that share the assessments.</p>	<p>All district created world language pre-tests will be reviewed by the corresponding world language teachers for accuracy and alignment as well as by the district assessment coordinator for alignment to best strategies in assessments, including that there is enough stretch to measure a wide variety of ability levels.</p>
<p>4. How did the district determine that each of the third-party assessments included in the LDS was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment?</p>	<p>The spring STAAR test will serve as the post-test.</p>	<p>The end of year ACTFL test will serve as the post-test. The ACTFL tests are widely considered a reliable measure of student growth in gaining proficiency in a spoken world language and have tests for all three of the world languages we offer: Chinese, French, and Spanish.</p>
<p>6. How does the district calculate a teacher's end of year student growth using the 3rd party post-test results?</p>	<p>Using results from the pre-test, in addition to BOY student work, historical data, and attendance, the district assessment team uses a formula to calculate expected growth for each student. At EOY, all students' scores on the STAAR who meet or exceed their expected score, will be determined to have met expected growth. Expected growth is based on students who met or exceeded their expected score NOT based on whether they attained the "Meets/Masters" level, per se, unless their expected score happened to align with a Meets/Masters score.</p>	<p>Based on students' pre-test results on the district created world language pre-tests, the world language department sets expected growth targets for each student. All world language teachers collaborate to set expected growth targets for students so that there is consistency in levels of expectation across language courses. At EOY, students who attained their expected scores (or higher) on the spring ACTFL test will count as having met their expected growth target.</p>

