

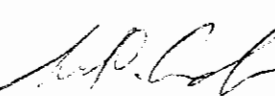


UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATIVE SERVICES
Washington Field Office
550 12th Street SW, Suite 8019
Washington, DC 20202-1500
Phone (202) 245-6918
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MEMORANDUM

DATE: January 17, 2013

TO: File

FROM: Steven D. Anderson 
Special Agent in Charge

RE: Closing Memorandum for File 11-000491

In March 2011, USA Today published an article related to standardized testing statistical abnormalities in District of Columbia Public Schools (DCPS), focusing on Crosby S. Noyes Education Campus (NEC). In April 2011, the U.S. Department of Education, Office of Inspector General (ED/OIG), agreed to assist the District of Columbia, Office of Inspector General (DC/OIG), with its investigation of fraud allegations related to standardized testing in DCPS by assisting with interviews and other investigative related activities. Our office opened lead 11-000481 to determine if the reported alleged cheating impacted DCPS's receipt of federal education funds.

On May 3, 2011, Adell Cothorne, former Principal (August 2, 2010-July 15, 2011), NEC, Washington, DC, filed a Federal False Claims Qui Tam lawsuit in United States District Court for the District of Columbia. Cothorne alleged that DCPS knowingly claimed/submitted fraudulently inflated District of Columbia Comprehensive Assessment System (DC CAS) standardized test scores to meet the requirements of the Race to the Top (RTT) and Together Everyone Achieves More (TEAM) awards programs, and the Blue Ribbon Schools program (BRS). Our office closed 11-000481 and incorporated its information into a new lead file, 11-000491, for the purpose of investigating the false claims alleged by Cothorne.

The RTT program recognized states that led the way in implementing plans for achievable and comprehensive educational reform. RTT award recipients received a monetary award from ED and were used to set examples for other states as they tried to reform their school systems. The TEAM awards program was a DCPS program that provided a monetary award to school staff and national recognition to the specific school itself. TEAM awards were limited to DCPS schools that achieved dramatic student achievement gains along with other benchmarks and documented how those gains and benchmarks were achieved. Funding for the TEAM awards was provided by ED's Teacher Incentive Fund, DCPS, and private donors. The BRS program only provided recognition by ED to schools whose students performed at a very high level or schools with over forty percent disadvantaged students that made significant gains in academic achievement at a state or national level. National BRS program principal and teacher leaders are asked to give presentations at state and regional meetings about the practices that made a difference to the student and faculty. Other educators also visit these schools to learn about promising leadership and instructional strategies.

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

In 2009, eight DCPS schools received TEAM awards based on their 2008-2009 DC CAS test gains. In August 2010, DCPS was awarded approximately \$75 million under the RTT program. Since 2003, thirteen DCPS schools have received Blue Ribbon certification, and in 2009 NEC was the only DCPS school to receive the Blue Ribbon certification.

DCPS used two types of test to measure student achievement. The Benchmark Assessment System (DC BAS) is used to track student progress and is administered four times a year. The results of the BAS tests are internal and not used in the formula for any federal funding. The DC CAS test is given once a year and the results are used in the formula for determining federal funding levels.

On July 28, 2011, OIG Special Agents and the Assistant Counsel to the Inspector General, ED, met with (b) (7)(C), Assistant United States Attorney (AUSA), DC, and (b) (7)(C), Trial Attorney, United States Department of Justice, Civil Division, DC, to interview Cothorne and observe a presentation from Cothorne's counsel. Cothorne stated she had witnessed possible test improprieties related to the DC BAS test scores, but she did not provide direct knowledge of improprieties related to the DC CAS test.

The Qui Tam lawsuit was under court seal and it was determined by AUSA (b) (7)(C) and Trial Attorney (b) (7)(C) that only ED/OIG agents would be involved in the investigation. Consequently, ED/OIG worked with DC/OIG on interviews, but could not disclose to them information provided via the Qui Tam. DC/OIG was not aware of the Qui Tam lawsuit until DC/OIG had completed its investigation and was getting ready to publish a report of investigation. DC/OIG was briefed on the Qui Tam after the Court issued a partial lift of the seal in May 2012.

On August 17, 2011, (b) (6), (b) (7)(C), CTB/McGraw-Hill (CTB), was interviewed regarding the DC CAS test. CTB developed the DC CAS questions and selected them from a test bank annually. In 2008, CTB flagged DCPS classrooms in which wrong to right erasures deviated from a statistical norm by a set amount. DCPS classrooms were also flagged in 2009 and 2010. CTB determined which classrooms to flag by utilizing computer software to determine if the marks on the DC CAS were wrong to right answers, right to wrong answers, or wrong to wrong answers, based on shading. A mathematical formula was then used to determine if the wrong to right erasures in a classroom deviated from the norm. If they did deviate, CTB flagged the schools/classrooms and provided an analysis to the DC Office of the State Superintendent of Education (OSSE).

On September 6, 2011, ED received documents subpoenaed from (b) (6), (b) (7)(C), Eduneering, Inc. Eduneering was a consultant/analyst DCPS used to provide guidance related to interpreting the statistical analysis of wrong to right answers provided by OSSE to DCPS in November 2008. Eduneering also provided consultation related to the DCPS Assessment Guidance Document and School Test Plan. A review of the documents showed (b) (6), (b) (7)(C) reviewed the wrong to right erasure data provided by OSSE to DCPS and provided guidance to (b) (6), (b) (7)(C), DCPS, on composing a response to OSSE. (b) (6), (b) (7)(C) also encouraged (b) (6), (b) (7)(C) to obtain the raw data possessed by OSSE to allow Eduneering to potentially conduct its own analysis of possible reasons for the abnormal levels of wrong to right erasures. The documents provided by Eduneering to ED/OIG did not provide any evidence of false statements intentionally made by DCPS to ED. The documents did show DCPS was notified in November 2008, of a high level of wrong to write erasures on the DC CAS tests for schools they reviewed. The documents did not provide or indicate if a final response from DCPS to OSSE regarding the level of wrong to right erasures was completed.

During the course of the investigation ED/OIG received memorandum of interviews (MOIs) conducted by DC/OIG, and/or ED/OIG interviewed or assisted DC/OIG with interviews of 48 individuals. ED/OIG also received documents related to an independent investigation conducted by Caveon Test Security, and a Local Education Agency (LEA) Investigative report to OSSE. DC/OIG also conducted telephonic interviews in a survey format of parents of NEC students. No information was obtained or developed during the course of the investigation that substantiated the allegation of false claims made to the federal government or confirmed widespread cheating on standardized tests. Only one instance of cheating on the DC CAS was found during our interviews and reported in the DC OIG's report on its investigation released in August 2012. A teacher at NEC admitted to improperly aiding students and was subsequently terminated from employment.

The following individuals were interviewed:

(b) (6), (b) (7)(C), Office of Special Education, DCPS;
(b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C), Anacostia High School, DCPS; (b) (6), (b) (7)(C), NEC; (b) (6), (b) (7)(C), Teacher, NEC;
(b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C), Harris Elementary School, DCPS; (b) (6), (b) (7)(C) (former), NEC; (b) (6), (b) (7)(C), Teacher (former), Davis Elementary School, DCPS; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C) (former), DCPS; (b) (6), (b) (7)(C), NEC; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C), Teacher, Turner Elementary School, DCPS; (b) (6), (b) (7)(C), CTB/McGraw Hill; (b) (6), (b) (7)(C), NEC; (b) (6), (b) (7)(C) (former), OSSE, DC; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C), Custodian, NEC; (b) (6), (b) (7)(C), DCPS; (b) (6), (b) (7)(C), Teacher (former), NEC; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C) (former), NEC; (b) (6), (b) (7)(C), NEC; (b) (6), (b) (7)(C), NEC; (b) (6), (b) (7)(C), Hearst Elementary School (former), DCPS; (b) (6), (b) (7)(C), Teacher (former) NEC; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C), DCPS; (b) (6), (b) (7)(C), OSSE, DC; (b) (6), (b) (7)(C) (former), DCPS; (b) (6), (b) (7)(C), Test Monitor (former), NEC; (b) (6), (b) (7)(C), Teacher, NEC; (b) (6), (b) (7)(C) (former, NEC; (b) (6), (b) (7)(C), NEC; (b) (6), (b) (7)(C) (former), DCPS; (b) (6), (b) (7)(C), Custodian, NEC; (b) (6), (b) (7)(C), DCPS Consultant, Eduneering, Inc.; (b) (6), (b) (7)(C), Test Monitor, NEC; (b) (6), (b) (7)(C) (former), DCPS; (b) (6), (b) (7)(C), Educational Assistant, NEC; (b) (6), (b) (7)(C), DCPS; (b) (6), (b) (7)(C), Parent of Former NEC Student; (b) (6), (b) (7)(C), DCPS; (b) (6), (b) (7)(C), Wilson Elementary School, DCPS; and (b) (6), (b) (7)(C), Teacher (former), NEC

(b) (7)(C), ED Office of General Counsel, completed a detailed analysis of funding under Title I, Race to the Top, and Teacher Incentive Fund dated July 26, 2012. The following is derived from (b) (7)(C) memorandum:

(b) (5)

(b)(5)

(b)(5) [REDACTED]
[REDACTED]

(b)(5) [REDACTED]

(b)(5) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(b)(5) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(b)(5) [REDACTED]

(b)(5) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(b)(5) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(b)(5) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

CONCLUSION:

Based on the interviews conducted, consultation with ED/OGC and the U.S. Attorney's Office, it appears likely that DC would have been entitled to ED funds regardless of the DC CAS test scores. There also is no evidence that DC officials knowingly made false claims to ED to receive federal funds. No information was obtained or developed during the course of the investigation that substantiated the allegation of false claims made to the federal government or confirmed widespread cheating on standardized tests. ED could not determine whether DC's scores on the DC CAS tests would have placed it out of the funding range for ED funds as a result of unsubstantiated allegations of widespread cheating at some DCPS schools, nor could the actual scores be determined at this point.

In July 2011, the USAO Civil Division notified the DC USAO Criminal Division of the Qui Tam filed in relation to the DC test scores. Based on the allegations and information the criminal division chose not assign a criminal attorney at that time. In September 2012, the U.S. Attorney's Office Civil Division opined that based on ED/OGC's analysis of the funding programs at issue, a review of documents and interviews obtained/conducted during the investigation, and a lack of direct knowledge by anyone interviewed of false statements made to ED for funding, there was an insufficient basis on which to intervene. The official declination of intervention was made on September 7, 2012, by AUSA (b) (7)(C). The file was unsealed based on a December 20, 2012, court order that was filed on December 26, 2012.



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES**



DATE INTERVIEWED: August 17, 2011

PERSON INTERVIEWED: (b) (6), (b) (7)(C),
CTB/McGraw-Hill

INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agent, U.S. Department of
Education, Office of Inspector General
(b) (6), (b) (7)(C) Special Agent, District of Columbia,
Office of Inspector General (DC/OIG)

LOCATION: District of Columbia, Office of Inspector General
717 14th Street NW
Washington, DC 20005

REFERENCE: Noyes Elementary

CASE NUMBER: 11-000491

On August 17, 2011, (b) (6), (b) (7)(C), CTB/McGraw-Hill (CTB), was interviewed regarding the District of Columbia Comprehensive Assessment System (DC CAS) test. (b) (6), (b) (7)(C) was accompanied by (b) (6), (b) (7)(C) CTB. (b) (6), (b) (7)(C) was advised of the reporting agents' identities and stated the following in substance:

The DC CAS was administered annually at District of Columbia Public Schools (DCPS). CTB developed the DC CAS questions and selected them from a test bank annually. CTB then printed and bound the materials. The tests were shrink wrapped in packages containing six test booklets. The shrink wrapped packages were then boxed and shipped via a commercial shipping company to the test administrator at each DC public school. The test administrator received and secured the DC CAS until the day the test was administered. The shrink wrap was not to be opened until the day of the test, and the number of tests sent to each school correlated closely to the number of students enrolled at each school.

Upon completion of the testing the test administrator boxed all the test booklets and score sheets and arranged for a commercial shipping company to pick up the boxes. The boxes were shipped to a designated CTB scoring facility. When the boxes arrived at the CTB facility they were inventoried and the score sheets imaged. If there were any testing materials missing CTB

Date Prepared: August 18, 2011

S/A (b) (6), (b) (7)(C)

Case No: 11-000491

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contacted the Office of the State Superintendent of Education (OSSE), District of Columbia, and had them track down the materials and ship them to CTB. In 2010, DCPS had “virtually” a 100% return rate on their testing materials, but OSSE stated a few booklets were destroyed during shipment.

The machines used by CTB to score the tests were calibrated on a regular basis and detected the intensity/shade of the marks on the score sheets. The scale used for shading determination started at 0 (lightest pencil marks) up to 15 (darkest pencil marks). Any marks five or above were considered an intended response. Marks at the one, two, or three levels were considered “noise” and disregarded (errant pencil mark). A mark at level four was considered an erased response. The machines used by CTB did not have the capability to analyze the type of pencil lead used or determine if the same pencil lead was used on multiple score sheets.

Once the operations department finished with the scanning and responses the information was turned over to the research department for analysis. The research department utilized computer software to determine if the marks were wrong to right answers, right to wrong answers, or wrong to wrong answers. A mathematical formula was used to determine if the wrong to right erasures in a classroom deviated from the “norm.” Starting in 2008, CTB “flagged” the schools/classrooms that deviated from the norm by a set amount and provided an analysis to the OSSE. DCPS were flagged in 2008, 2009, and 2010. In 2008, (b) (6), (b) (7)(C), DCPS, asked CTB for assistance in how to determine/explain the reason schools/classrooms were flagged. It was at that time CTB started to supply the analysis related to flagged schools/classrooms.

(b) (6), (b) (7)(C)
CTB/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020
(b) (6), (b) (7)(C)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES



DATE INTERVIEWED: March 12, 2012
PERSON INTERVIEWED: (b) (6), (b) (7)(C)
INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agent, U.S.
Department of Education, Office of Inspector General
LOCATION: (b) (6), (b) (7)(C)
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On March 12, 2012, (b) (6), (b) (7)(C) (former), Hearst Elementary School, District of Columbia, was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) test. (b) (6), (b) (7)(C) was advised of the reporting agents' identities and stated the following in essence:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

Prior to (b) (6), (b) (7)(C) at HES the DC CAS was administered to the third grade class that was compromised of approximately twenty-six students. The DC CAS scores showed that approximately eighty-eight percent of the students were proficient in reading and approximately ninety-two percent of the students were proficient in math. After (b) (6), (b) (7)(C) became familiar with the HES testing population he believed they were not currently performing at the eighty-two and ninety-two percent test levels. After (b) (6), (b) (7)(C) at HES the DC CAS test was administered and the test scores were not above the seventy percent proficient mark in reading or math. In September or October of 2010 (b) (6), (b) (7)(C) briefly spoke with (b) (6), (b) (7)(C) at a meeting with DCPS principals. (b) (6), (b) (7)(C) asked (b) (6), (b) (7)(C) what he believed caused the DC CAS test scores to

Date Prepared: March 22, 2012

S/A (b) (6), (b) (7)(C)

Case No: 11-000491

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drop at HES. (b) (6), (b) (7)(C) stated he did not believe the initial scores were correct. (b) (6), (b) (7)(C) responded in effect, that was what she thought.

(b) (6), (b) (7)(C) believed HES was on the original list of schools flagged during the erasure analysis, but they were subsequently removed from that list. (b) (6), (b) (7)(C) also advised HES had received a Together Everyone Achieves More (TEAM) award approximately two years prior to his arrival. The award was based on DC CAS test scores for approximately eighteen students and totaled approximately \$168,000.

Contact Information

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

Date Prepared: March 22, 2012

S/A (b) (6), (b) (7)(C)

Case No: 11-000491

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**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES**



DATE INTERVIEWED: October 20, 2011
PERSON INTERVIEWED: (b) (6), (b) (7)(C)
INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agent, U.S. Department of
Education, Office of Inspector General
LOCATION: Telephonic
(b) (6), (b) (7)(C)
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On October 20, 2011, (b) (6), (b) (7)(C), Noyes Elementary School (NE), DC, provided a follow-up interview regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) test. The initial interview took place on July 29, 2011. (b) (6), (b) (7)(C) was advised of the reporting agent's identity and stated the following in substance:


(b) (6), (b) (7)(C)
The (b) (6), (b) (7)(C) grade DC BAS test consisted of a test booklet and an answer sheet, and the teachers were not required to turn in the test booklets after the test.

(b) (6), (b) (7)(C) administered the DC BAS and had her students mark their answers on both the answer sheet and the test booklet. (b) (6), (b) (7)(C) kept the test booklets and handed in the answer sheets to (b) (6), (b) (7)(C). NE. At a later date, the test scores were provided to the teachers, and (b) (6), (b) (7)(C) observed some of the students' test scores appeared to be higher than their level of work performed in the classroom. (b) (6), (b) (7)(C) then compared the answers in the test booklets against the answers reported from the answer sheets for approximately two to three students. It appeared these two to three students had more correct answers reported from the answer sheet scores compared to what their test booklet answers indicated. (b) (6), (b) (7)(C) was one of the students whose answer sheet and test booklet score differed. (b) (6), (b) (7)(C) also looked at some of the third grade test scores, and it appeared some of the students had performed better in third grade compared to fourth grade.

Date Prepared: October 21, 2011 S/A (b) (6), (b) (7)(C) Case No: 11-000491
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(b) (6), (b) (7)(C) discussed the irregularities with (b) (6), (b) (7)(C) NE. (b) (6), (b) (7)(C) stated he also observed the same types of irregularities between the test booklets and answer sheet answers in his classroom. (b) (6), (b) (7)(C) informed (b) (6), (b) (7)(C), NE, about the discrepancies. (b) (6), (b) (7)(C) acknowledged (b) (6), (b) (7)(C) concerns and inferred she would take care of the problem. (b) (6), (b) (7)(C) stated she had no other knowledge related to any irregularities in test scores at NE.

(b) (6), (b) (7)(C)





**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: SA (b) (6), (b) (7)(C)

Date: March 22, 2012

Re: 2011-0318

Date of Interview: March 21, 2012

Time Began: 12:35 p.m.

Time Ended: 1:55 pm

Location of Interview: DCPS, Office of the Chancellor
1200 First St, NE, Washington, DC

Persons Present: Special Agent (SA) (b) (6), (b) (7)(C)
Special Agent (SA) (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), DC Public Schools
Work Address: 1200 First Street, NE, Washington, D.C.

SUMMARY OF INTERVIEW

After being apprised of the identity of the interviewing agents and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C)

[REDACTED]

After the September 20, 2010, Mayoral elections in D.C., there was a period of transition at DCPS when (b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) at the Office of the State Superintendent of Education (OSSE) at that time.

In reference to the McGraw-Hill/DC-CAS test controversy, (b) (6), (b) (7)(C) said that OSSE directed DCPS to start an investigation based on the high level of wrong-to-right (WTR) erasures found at a number of schools. (b) (6), (b) (7)(C) mentioned that there were differences and changes in two different lists provided to DCPS by OSSE, and because of these differences, DCPS never reached a resolution on the 2008 DC CAS scores. Additionally, (b) (6), (b) (7)(C) said they (DCPS) were not prepared to conduct investigations and they had no methodology established. (b) (6), (b) (7)(C) said that she did not see the lists and that she, at the time, was involved only in "human capital."

(b) (6), (b) (7)(C) said that changes occurred and it was the first time they, (b) (6), (b) (7)(C) and other unnamed DCPS senior officials, started dealing with state assessments. (b) (6), (b) (7)(C) said that she was not directly involved with the erasure issue, and said "me personally, I didn't see numbers." (b) (6), (b) (7)(C) said that (b) (6), (b) (7)(C), DCPS, was the expert on this.

In reference to the *USA Today* article, (b) (6), (b) (7)(C) said that a number of people looked at the statistics and said, "our analytical folks couldn't see how *USA Today* folks made that leap" in reference to the allegations in the article. (b) (6), (b) (7)(C) said that after the 2009 results came out, (b) (6), (b) (7)(C) followed OSSE's recommendations and summarily hired Caveon because they were known experts in this field.

(b) (6), (b) (7)(C) said that at that time, OSSE provided them no support and that DCPS paid for the Caveon investigation themselves. According to (b) (6), (b) (7)(C), Caveon found no definitive evidence of cheating, but they did recommend stricter protocols for the testing. In February 2010, (b) (6), (b) (7)(C) said that Caveon provided its final report. DCPS sent the Caveon report to OSSE about two weeks later.

(b) (6), (b) (7)(C) said that they removed people from the testing environment based on the Caveon report, but no one was fired from his/her job and no definitive evidence of cheating was uncovered by Caveon.

(b) (6), (b) (7)(C) said that people started questioning the Caveon investigation. (b) (6), (b) (7)(C) said that they knew that they (DCPS) couldn't conduct an investigation for reasons of an appearance of impropriety in investigating themselves, plus they were not equipped to do an investigation. (b) (6), (b) (7)(C) said that they spent \$100,000 on the Caveon study and then "we get questioned about the independent study."

(b) (6), (b) (7)(C) said that (b) (6), (b) (7)(C) recommended Caveon to the Atlanta, Georgia school district for the test cheating allegations they were experiencing. (b) (6), (b) (7)(C) said that upon initial review, Caveon recommended a fuller suite of services for their Atlanta investigation, indicating that Atlanta's problems seemed to be much worse than D.C.'s. Unlike D.C., Atlanta was experiencing numerous telephonic complaints from unknown

sources complaining about cheating taking place on their statewide exams.

(b) (6), (b) (7)(C) said that for D.C., Caveon found no evidence of cheating, nor has D.C. received the anonymous complaints that Atlanta experienced.

(b) (6), (b) (7)(C) recalled a *USA Today* reporter saying “forget about Caveon....what does your gut tell you?” alluding to opinions that some felt there had been cheating.

(b) (6), (b) (7)(C) said that she and DCPS did not have the proper tools at their disposal for deeper analysis, and neither did OSSE. After she was informed of concerns from a number of sources (unnamed) that the Caveon investigation may have been insufficient, she decided to refer the matter to the Office of the Inspector General out of an abundance of caution, even though she had no additional evidence to provide to investigators.

(b) (6), (b) (7)(C) said that it is her hope that regardless of what is found in the final report, this matter can be put to rest.

(b) (6), (b) (7)(C) said that as a result of the recent investigations, OSSE has re-assumed its responsibility to look at irregularities in statewide exams. OSSE informs DCPS what classrooms they have “flagged.” OSSE has retained the services of Alvarez/Marshal to assist with reviews and establishing protocols. She said OSSE measures have changed and that they are now looking at irregularities in DC CAS scores over longer periods of time, plus the incidences of WTR test sheet erasures.

(b) (6), (b) (7)(C) stated that now approximately every 6 weeks mini-exams are given to students to help prepare them in a lead up to the CAS. (b) (6), (b) (7)(C) said that as OSSE flags a number of classrooms, DCPS continues to flag classrooms as well. She said OSSE now also is looking at newer methodologies for better test controls.

(b) (6), (b) (7)(C) said that she felt there still isn’t an acceptable standard for investigations and/or flagging. She has requested new guidelines and technical assistance from OSSE.

(b) (6), (b) (7)(C) mentioned that approximately seven months after she related her concerns to OSSE, she received a call saying “you were right....we need to set standards.”

In reference to TEAM Awards, (b) (6), (b) (7)(C) said that before 2007, DCPS and New Leaders/New Schools issued awards that came from Teachers Incentive Fund (TIF) grants which came from the U.S. Department of Education (ED). These incentive awards were only issued to teachers and principals. She mentioned a figure of \$25,000 as a previous award for a principal. (b) (6), (b) (7)(C) stated that DCPS did not want to limit the awards to just teachers and principals, as they felt that all school employees contributed to the success of a school. They brought their proposal to expand the award program to the federal government. She said that the federal authorities liked the idea, but they still limited the awards using federal money to principals and teachers. That left it up to DCPS to raise money via private donations to reward non-teaching staff at deserving schools.

The federal grants for this program were 5-year grants beginning in the 2006/2007 school year. To qualify for the rewards, a school needs a minimum of a 20 percent gain or improvement in the measured criteria.

(b) (6), (b) (7)(C) said that in 2007/2008, DCPS personnel became aware of the new TEAM awards, and the criteria on which the awards were granted. (b) (6), (b) (7)(C) said that she believed it made people work harder to improve schools, but also admitted that it could cause some people to cheat, especially with the amount of cash awards. Principals received \$10,000, teachers received \$8,000, educational assistants received \$4,000-\$6,000, and even custodial staff received \$2,000.

(b) (6), (b) (7)(C) said that DCPS had protocols in place to decrease chances of cheating. She referred back to the situation in Atlanta where she said people were making calls and reporting instances of cheating there. (b) (6), (b) (7)(C) said the situation in D.C. was different. No such calls or outside reports of cheating were made here. (b) (6), (b) (7)(C) related a story of a recent article about an IMPACT teacher who claimed he/she was fired because of previous cheating. (b) (6), (b) (7)(C) was making a point that she believed D.C. to be a small town with a culture of “tattle-tales” and if there had been cheating in the schools, someone would have reported it. She said no such calls or reports happened in D.C.

When asked about the interviews conducted during the investigation and reports of “central office” staff present in some of the teacher interviews, (b) (6), (b) (7)(C) said that she wasn’t involved in the managing of Caveon and was unaware of those statements. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) would be the best person to ask about that.

When asked about Blue Ribbon status, (b) (6), (b) (7)(C) said it was just a measure, or a title, given by the U.S. Department of Education to a school deemed to have an outstanding program across a wide range of criteria.

(b) (6), (b) (7)(C) was asked about (b) (6), (b) (7)(C), teacher, Stanton Elementary School, the instance of a high number of erasures in his classroom, and the Caveon report that said he was not as forthcoming as he could have been. (b) (6), (b) (7)(C) recalled that it was decided that he should be removed from the testing environment, but said that recommendation did not originate with her, but that (b) (6), (b) (7)(C) had recommended it to (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) said that there was nothing conclusive determined about (b) (6), (b) (7)(C) behavior, but they decided to pull him out of the testing process. When asked about the instance where three proctors were assigned to (b) (6), (b) (7)(C) testing room, in addition to a substitute teacher, (b) (6), (b) (7)(C) said that was not standard and that she did not think that DCPS would issue that directive. (b) (6), (b) (7)(C) said that she did not know that three proctors ended up in one room and questioned the reasoning for that staffing level. She also questioned the principal’s thought process in allowing (b) (6), (b) (7)(C) to serve as one of the proctor’s in his own classroom, even though he did not handle any testing materials.

After the 2010 testing was over, (b) (6), (b) (7)(C) said that she knows that (b) (6), (b) (7)(C) was terminated. She said that (b) (6), (b) (7)(C) had been investigated and charged with “corporal punishment” and was fired due to that issue, and not with anything dealing with the DC CAS administration.

When asked about Stanton’s (b) (6), (b) (7)(C) at the time, (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) said that he was “non-reappointed” and that she knew for sure that there were significant concerns regarding Stanton’s yearly progress. (b) (6), (b) (7)(C) called Stanton a “horrible little elementary school” and said that (b) (6), (b) (7)(C) was hired to turn that school around. When things at Stanton declined, getting worse instead of better, the (b) (6), (b) (7)(C) fired him. (b) (6), (b) (7)(C) said that they re-constituted the school, meaning they released the entire teaching staff at the school. She said that when a school is re-constituted, only a maximum of 20 percent of the original personnel from that school would be allowed to return to positions at Stanton after re-applying. The other 80% can apply for other open positions within DCPS, or else they are removed from the payroll.

When asked about (b) (6), (b) (7)(C) grade Teacher, Burrville Elementary School, (b) (6), (b) (7)(C) said that she (b) (6), (b) (7)(C) was cleared by Caveon. (b) (6), (b) (7)(C) said she didn’t know for sure, but thought that it was OSSE that invalidated the test scores for (b) (6), (b) (7)(C) classroom in 2009, based on (b) (6), (b) (7)(C) testimony to Caveon that she (MOSES) thought it was the teacher’s responsibility to clean up stray marks on the DC CAS answer sheets. (b) (6), (b) (7)(C) said that she didn’t know about (b) (6), (b) (7)(C) actions during the DC CAS the following year, and she isn’t aware of any adverse action regarding (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) mentioned that the person who was principal of Burrville in 2009 is no longer there and that Burrville has a new principal, although she was unable to provide either of their names.

In reference to J.O. Wilson Elementary School (JOW) and the newspaper reports that 80% of its classrooms had been flagged in 2009 for a high amount of WTR erasures, (b) (6), (b) (7)(C) said that they didn’t discuss individual schools. (b) (6), (b) (7)(C) did say that she knows JOW personally and said that if you walked into the school you would see the kind of teaching there you would be thrilled about. (b) (6), (b) (7)(C) said walking into JOW, you would see quality, engagement, and rigor. (b) (6), (b) (7)(C) described it as “a great school.” In fact, when the new OSSE Superintendent moved to D.C., she called (b) (6), (b) (7)(C) and asked what public school would be best for her child to attend. (b) (6), (b) (7)(C) immediately replied JOW, based on her personal knowledge of the quality of education at JOW.

In reference to an unnamed news reporter’s comments about JOW and (b) (6), (b) (7)(C) offer to take that reporter to see the school firsthand, she said the reporter repl^{(b) (6), (b) (7)(C)} have time to go over to JOW.” (b) (6), (b) (7)(C) was a bit frustrated over the reporter’s attitude. (b) (6), (b) (7)(C) said that she was unaware of the 80% erasure analysis received by JOW, but did not believe it was due to any cheating on the DC CAS by JOW staff.

In conclusion, (b) (6), (b) (7)(C) said that OSSE has picked up on their responsibility since 2010. She said there were more things that could be done on the front end, but there are still resource constraints. The challenge, she said, is that people are not confident that they (DCPS) had mitigated enough. She mentioned that testing is one of the few objective measures they have at their disposal, and she knows that they need to demonstrate progress. (b) (6), (b) (7)(C) said tightening up investigations on the back end is another goal. (b) (6), (b) (7)(C) finished up by saying that “this is new for us.” She said she sent out letters to teachers, parents, and others asking them to cooperate with the process and to just come in and tell the truth if they have any evidence of cheating or fraud.

(b) (6), (b) (7)(C) is not aware of any other allegations of cheating or fraud related to the DC CAS at any DCPS facility.



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES**



DATE INTERVIEWED: August 31, 2011
PERSON INTERVIEWED: (b) (6), (b) (7)(C), (b) (6), (b) (7)(C)
Department of Elementary and Secondary Education
INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agents, U.S.
Department of Education, Office of Inspector General
LOCATION: (b) (6), (b) (7)(C)
(b) (6), (b) (7)(C)
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On August 31, 2011, (b) (6), (b) (7)(C) Office of State Superintendent of Education (OSSE), District of Columbia, was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System test (DC CAS). (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) was advised of the reporting agents' identities. (b) (6), (b) (7)(C) stated the following in substance:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

In fall 2008, OSSE staff observed some of the DCPS had a "high" increase in test scores on their spring 2008 DC CAS. The OSSE staff was concerned due to the fact there had not been a recent dynamic leadership change in the DC school system. During that time, OSSE asked questions related to how the DC CAS was administered. OSSE also asked McGraw Hill/CTB (CTB), the manufacturer of the DC CAS test, to conduct an erasure analysis. The DC CAS erasure analysis showed "many" schools were outside of the statistical norm for wrong to right erasures.

Date Prepared: September 1, 2011 S/A (b) (6), (b) (7)(C) Case No: 11-000491
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In approximately October 2008, (b) (6), (b) (7) contacted (b) (6), (b) (7)(C) DCPS, regarding the large amount of wrong to right erasures. (b) (6), (b) (7) informed (b) (6), (b) (7) the OSSE was going to ask for an investigation. There was no response from the Chancellor's Office. A follow-up contact by the OSSE to the Chancellor's Office also yielded no response.

In November 2008, a letter was sent to the DCPS Chancellor's Office asking for a response regarding the erasure analysis. The Chancellor's Office asked questions regarding how the wrong to right erasures were statistically tabulated and then asked for the analysis to be tabulated in a different statistical manner. In approximately January 2009, the Chancellor's Office sent an official letter asking for an extension on their response, which the OSSE granted. (b) (6), (b) (7) stated it "appeared" the Chancellor's Office was "stalling" and may have wanted to find a way to show the data process used to determine the high number of wrong to right erasures was inaccurate. (b) (6), (b) (7)(C) were staff members at OSSE that conducted some of the conversations with the Chancellor's Office. (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES



DATE INTERVIEWED: August 12, 2011

PERSON INTERVIEWED: (b) (6), (b) (7)(C)

INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agent, U.S. Department of Education, Office of Inspector General
(b) (6), (b) (7)(C), Special Agent, District of Columbia, Office of Inspector General (DC/OIG)

LOCATION: District of Columbia, Office of Inspector General
717 14th Street NW
Washington, DC 20005

REFERENCE: Noyes Elementary

CASE NUMBER: 11-000491

On August 12, 2011, (b) (6), (b) (7)(C) Noyes Elementary School, DC, was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) test. (b) (6), (b) (7)(C) was accompanied by her union representative (b) (6), (b) (7)(C) of (b) (6), (b) (7)(C) and Associates, P.C. (b) (6), (b) (7)(C) was provided a Garrity warning by DC/OIG and advised of the reporting agents' identities. (b) (6), (b) (7)(C) stated the following in substance:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was also a member of Noyes' management team that was created by (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) recalled the first management team may have started in 2007 and consisted of the following Noyes staff: (b) (6), (b) (7)(C) (b) (6), (b) (7)(C). The job of the management team was to report to the principal what was going on in the school. (b) (6), (b) (7)(C) would coordinate the dates of the school programs and any clothing or financial needs related to the school programs.

Date Prepared: August 18, 2011 S/A (b) (6), (b) (7)(C) Case No: 11-000491
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(b) (6), (b) (7)(C) was a (b) (6), (b) (7)(C) for the DC CAS test at Noyes in 2001, 2002, and possibly 2008. In 2001, the Noyes testing took place at the Hamilton School due to renovations in the Noyes building. For the past three years, (b) (6), (b) (7)(C) was a hall monitor during the DC CAS. There were also monitors from outside of Noyes present during the administration of the tests. (b) (6), (b) (7)(C) was not aware of any teachers instructing students or providing answers while the DC CAS was taking place. (b) (6), (b) (7)(C) also was not aware of any staff altering answers on the DC CAS.

(b) (6), (b) (7)(C) did not know Noyes received a monetary TEAM (Together Everyone Achieves More) award from the District of Columbia for the 2006-2007 school year until (b) (6), (b) (7)(C) announced it at a Christmas program. Under the TEAM award every staff member of the school receives a pre-determined monetary award for improved DC CAS test scores and increased student attendance. (b) (6), (b) (7)(C) received approximately \$8000 in TEAM award money for the 2006-2007 school year. Noyes was awarded another TEAM award for the 2008-2009 school year, and (b) (6), (b) (7)(C) also received approximately \$8000.

In 2009-2010, Noyes' DC CAS scores dropped "significantly" from previous years test scores. (b) (6), (b) (7)(C) was unaware of any drop in test scores and stated Noyes' students always did well on tests. (b) (6), (b) (7)(C) stated the lower test scores were not discussed during any management team meetings, where she was present, but she missed some meetings due to having to teach music classes.

In spring 2010, (b) (6), (b) (7)(C) at Noyes and was (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) at DCPS. In summer 2010, (b) (6), (b) (7)(C) stated (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) did not elaborate further. Under (b) (6), (b) (7)(C) the management team met a couple of more times and then (b) (6), (b) (7)(C) disbanded the team. (b) (6), (b) (7)(C) was not aware of the management team discussing not to work with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) did not recall attending any meeting with the management staff and (b) (6), (b) (7)(C) in January 2011.

(b) (6), (b) (7)(C)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES



DATE INTERVIEWED: March 9, 2012
PERSON INTERVIEWED: (b) (6), (b) (7)(C)
INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agents,
U.S. Department of Education, Office of Inspector
General
LOCATION: (b) (6), (b) (7)(C)
(b) (6), (b) (7)(C)
Washington, DC (b) (6), (b) (7)(C)
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On March 9, 2012, (b) (6), (b) (7)(C) of Office of School Innovation (former), District of Columbia Public Schools (DCPS), was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) test. Also present at the meeting was Assistant United States Attorney (b) (7)(C), Civil Division, Washington, DC. (b) (6), (b) (7)(C) was advised of the reporting agents' identities and stated the following in essence:

(b) (6), (b) (7)(C)

During (b) (6), (b) (7)(C) employment at DCPS his supervisors were: (b) (6), (b) (7)(C), DCPS. Starting in July 2010, (b) (6), (b) (7)(C) reported to (b) (6), (b) (7)(C), DCPS. (b) (6), (b) (7)(C) reported to (b) (6), (b) (7)(C), DCPS, and (b) (6), (b) (7)(C) also had interactions with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) position was responsible for overseeing the implementation of various educational learning models within District of Columbia schools.

(b) (6), (b) (7)(C) was unable to recall the date when he first became aware of the DCPS cheating allegations, but he believes it was through media articles. (b) (6), (b) (7)(C) was not involved in any meetings related to the cheating allegations and did not have any direct knowledge of the

Date Prepared: March 23, 2012 S/A (b) (6), (b) (7)(C) Case No: 11-000491
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cheating allegations. All of (b) (6), (b) (7)(C) information regarding the DCPS cheating allegations was acquired from public media outlets. (b) (6), (b) (7)(C) position did not require him to be involved in any discussions involving these allegations.

(b) (6), (b) (7)(C) spoke with (b) (6), (b) (7)(C) (former), Noyes Elementary School (NES), regarding the application of educational models, but they never discussed the cheating allegations. In (b) (6), (b) (7)(C), DCPS, and oversaw Noyes as one of his schools. In August 2010, (b) (6), (b) (7)(C) was hired as (b) (6), (b) (7)(C) of NES. (b) (6), (b) (7)(C) stated he did have a conversation with (b) (6), (b) (7)(C) where she informed him she was concerned about meeting testing expectations at NES. This was based on the performance level of students (b) (6), (b) (7)(C) had observed in the classrooms. (b) (6), (b) (7)(C) also discussed difficulties she was having related to managing a school where the instructional superintendent was the previous principal. (b) (6), (b) (7)(C) did not know (b) (6), (b) (7)(C), NES.

(b) (6), (b) (7)(C) was not involved in reviews for the Together Everyone Achieves More (TEAM) awards, but he was involved with the Race to the Top Award program at DCPS. (b) (6), (b) (7)(C) work on the Race to the Top Program consisted of reading award section drafts and assisting (b) (6), (b) (7)(C) with drafting sections related to school turn around. (b) (6), (b) (7)(C) was not involved in collecting performance data for the schools, but (b) (6), (b) (7)(C) was the manager and (b) (6), (b) (7)(C) was the point person for DCPS and Race to the Top. OSSE was also actively involved with overseeing the Race to the Top Award program, but (b) (6), (b) (7)(C) could not provide any names.

The employees/cabinet members in (b) (6), (b) (7)(C) office were:

(b) (6), (b) (7)(C)

Contact Information

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: April 3, 2012

Re: 2011-0318

Date of Interview: March 29, 2012

Time Began: 3:40 pm

Time Ended: 4:15 pm

Location of Interview: (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), former Teacher, Davis Elementary School, DCPS

Home Address: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being advised of the identity of the interview agents, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C) was hired by DCPS in the (b) (7)(C), (b) (6) (b) (6), (b) (7)(C) taught grade at Davis Elementary School (DES). (b) (6), (b) (7)(C) explained that DES was a “re-constituted” school, meaning that at the end of the previous school year, the entire teaching staff and the principal were laid off, due to poor school performance. There was one classroom per grade level at DES in (b) (7)(C), (b) (6), (b) (7)(C) had anywhere from 24-28 students in his classroom during the school year.

Under the IMPACT teacher evaluation system, teachers are rated “ineffective,” “minimally effective,” “effective,” and “highly effective.” Teachers are rated on real-time classroom evaluations from three different individuals, which accounts for 50% of your evaluation, and the other 50% is based on the student’s average DC CAS scores. (b) (6), (b) (7)(C) stated that he did well on his classroom evaluations, needing only an effective observation by the end of the year to pass. However, he was notified, via letter, that he was being terminated at the end of the school year, due to a low IMPACT rating, which was apparently caused by his student’s low DC CAS scores. (b) (6), (b) (7)(C) stated that he was terminated before he actually got to see his student’s scores, but was told by the (b) (6), (b) (7)(C) of the reason for the termination letter from the DCPS central office. (b) (6), (b) (7)(C) stated that (b) (7)(C), (b) (6) thought highly of (b) (6), (b) (7)(C) and his teaching methods, and attempted to get his termination overruled; however, she was unsuccessful.

(b) (6), (b) (7)(C) feels that the IMPACT evaluation system was unfair, due to its heavy rating on test scores, and the pressure it places on first year teachers.

(b) (6), (b) (7)(C) was informed sometime near the beginning of his school year that his students scored fairly highly during their DC CAS in the previous school year under (b) (6), (b) (7)(C) (FNU). (b) (6), (b) (7)(C) was told by the current (b) (6), (b) (7)(C) grade teacher that there was “something fishy” going on with the previous year’s (b) (6), (b) (7)(C) grade class from DES that was taught by (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) class was flagged for a high number of wrong-to-right (WTR) erasures, and unusually high scores for a school that averaged only 20% proficient on reading and math scores. Both of the previous year’s (b) (6), (b) (7)(C) grade classes were merged into one (b) (6), (b) (7)(C) grade class in 2010/2011.

(b) (6), (b) (7)(C) was informed that the (b) (7)(C), (b) (6) (whom (b) (6), (b) (7)(C) could not identify), was unhappy with both (b) (6), (b) (7)(C) grade teachers and had them terminated. After (b) (6), (b) (7)(C) saw his student’s previous year scores, he questioned how some of them scored proficient, when he noticed they struggled in certain areas. (b) (6), (b) (7)(C) recalled two students who allegedly scored proficient in reading; however, (b) (6), (b) (7)(C) gauged that they were only reading at a 1st grade reading level. (b) (6), (b) (7)(C) could not recall the name of either of these students. (b) (6), (b) (7)(C) stated that it was clear a majority of his students were struggling, even though they scored proficient during the previous year under (b) (6), (b) (7)(C) or the other (b) (6), (b) (7)(C) grade teacher, whose name (b) (6), (b) (7)(C) could not recall.

(b) (6), (b) (7)(C) stated that “red-flagged” classrooms can come back on teachers. Because of inflated scores, which may or may not have been caused by cheating, teachers whose student scores drop on the DC CAS can be very damaging. Small fluctuations are normal; however if the student drops two levels, i.e. from proficient to below basic, then the teacher is penalized, almost always with termination. (b) (6), (b) (7)(C) stated teachers are afraid to talk about this dilemma.

(b) (6), (b) (7)(C) stated that (b) (7)(C), (b) (6) is working hard to turn DES around, and has made allowances for veteran teachers. Although (b) (7)(C), (b) (6) tried to help (b) (6), (b) (7)(C), rookie teachers are unable to keep their jobs due to the IMPACT evaluation

system. The lesson, as (b) (6), (b) (7)(C) feels, is the position teachers are put in, in which DCPS has created a system where you have to make a moral decision putting a test before family life. (b) (6), (b) (7)(C) calls it a slippery slope.

(b) (6), (b) (7)(C) could not provide any evidence of cheating during his year at DES. He stated there was no chance of cheating at DES, due to the fact that the school was on “lock-down” during the DC CAS exam. He recalled outside monitors constantly roaming the hallways and peeking into the classrooms during the testing period. However, (b) (6), (b) (7)(C) could not provide an answer regarding test security after school hours, or on the weekend while the test booklets and answer sheets are still physically located at the school.

(b) (6), (b) (7)(C) believed that erasure analysis is a slippery slope, which may or may not be an indicator of cheating. He felt that all the news articles regarding the erasure analysis were weak, and stated that there is still no proof of cheating. The children do not like to take tests, and the parents are unaware of what goes on in their kids’ classroom. (b) (6), (b) (7)(C) also believed the evaluations that are sent home are difficult for many parents to understand.

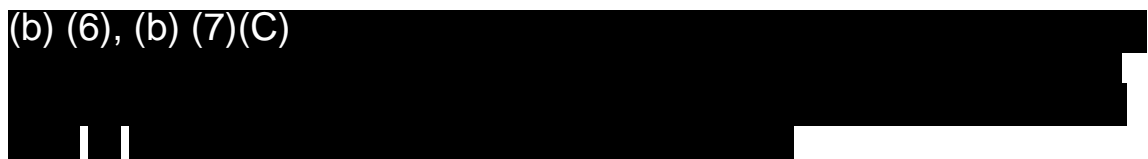
In the case of Noyes Education Campus (NEC), (b) (6), (b) (7)(C) has heard rumors from various co-workers about cheating on the DC CAS, and he expressed his concerns with his principal. He is not aware of what the current situation is at NEC, but admitted that there are only rumors, and no one has any evidence of cheating.

(b) (6), (b) (7)(C) expressed his hopes that there will be a better indicator than the DC CAS to grade students’ achievement. He wondered whether the “intermittent” tests wouldn’t be a better standard to use. The accountability for teachers on the DC CAS is putting teachers in a tough spot. (b) (6), (b) (7)(C) is working with a director of a documentary about the crises in our schools. He feels that school chancellors need to change their goals and provide a “safe harbor” for teachers, wherein you reach a certain level, and you will be left alone. Educational measures need to be reviewed on a case-by-case basis, and the school systems should not use a corporate model.

(b) (6), (b) (7)(C) was present at one meeting with (b) (7)(C), (b) (6), DCPS, and (b) (7)(C), (b) (6), DCPS, wherein (b) (7) and (b) (7)(C), (b) (6) attempted to defend the IMPACT system. One teacher spoke up about how (b) (7) could promote a system that she (b) (7) herself probably couldn’t have passed in her first year of teaching. (b) (7) allegedly answered that DCPS didn’t have time to re-evaluate the system. (b) (6), (b) (7)(C) reiterated that he felt the current system is unfair to new teachers, and especially unfair if that teacher’s students had inflated DC-CAS scores during the previous year for whatever reason.

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)





**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: June 11, 2012

Re: 2011-0318

Date of Interview: June 7, 2012

Time Began: 12:05 pm

Time Ended: 12:35 am

Location of Interview: C.W. Harris Elementary School, 301 53rd St, SE.,
Washington, DC 20019

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)

Work Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being advised of the identity of the interviewing agents, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C) has been employed by the D.C. Public School system (DCPS) system since (b) (6), (b) (7)(C). (b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C)

CWH is currently comprised of 248 students in the Pre-K through 5th grade. Since the DC CAS is only given to 3rd through 5th grade at CWH, there were only five testing classrooms in 2011, and four testing classrooms in 2012. (b) (6), (b) (7)(C) became acclimated with the DC CAS when she served as principal in training at OES, in April 2010. Instead of spending half a week at WES, and half at OES during the week of the DC CAS, (b) (6), (b) (7)(C) spent the entire testing week at OES. There were no issues with the DC CAS at OES in 2010.

(b) (6), (b) (7)(C) came to CWH during the (b) (6), (b) (7)(C) school year knowing that CWH had been flagged for a high number of wrong-to-right (WTR) erasures during the Spring 2010 DC CAS. (b) (6), (b) (7)(C) was unaware of the specifics of the investigation, however, she stated that nearly every teacher at CWH from the 2009/2010 school year had been replaced. Some were removed due to IMPACT scores, some were transferred, and others may have retired.

The former (b) (6), (b) (7)(C), whose name (b) (6), (b) (7)(C) could not recall, (b) (6), (b) (7)(C), just prior to the DC CAS. Upon his return to CWH, (b) (6), (b) (7)(C) reassigned him to a different role. (b) (6), (b) (7)(C) took over as Test Coordinator, whom (b) (6), (b) (7)(C) described as extremely ethical. The former test coordinator was released from DCPS at the conclusion of the 2010/2011 school year due to low IMPACT scores.

(b) (6), (b) (7)(C) was aware of complaints from new teachers at CWH that some students were not scoring as high on the DC BAS exams as their exam scores indicated from the prior year's DC CAS score. (b) (6), (b) (7)(C) was unaware of why these students were scoring as low as they were, but she had no evidence of cheating on the DC CAS by any teacher, proctor, or test administrator at CWH or any other D.C. Public School. Since (b) (6), (b) (7)(C) has taken over as (b) (6), (b) (7)(C) at CHW, she has instituted tougher exam security procedures, such as limiting the time the exam booklets are kept outside of their locked office, and rotating different proctors among the classrooms.

(b) (6), (b) (7)(C) recalled (b) (6), (b) (7)(C) as the (b) (6), (b) (7)(C) that was sent to CWH in the spring of 2011. (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) met with (b) (6), (b) (7)(C) to go over the school's test security plan and inform her of the location of each testing classroom. In addition to the five testing classrooms, there were three other locations utilized for testing for make-up exams and special education students that required read-alouds. (b) (6), (b) (7)(C) stated that although most test classrooms kept their doors closed, there were no rules prohibiting DCPS central office monitors from opening the classroom doors or entering the classrooms during the test periods.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: August 19, 2011

Re: 2011-0318

Date of Interview: July 15, 2011

Time Began: 2:00 pm

Time Ended: 2:25 pm

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), ED-OIG

Person Interviewed: (b) (6), (b) (7)(C), Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Home Phone: (b) (6), (b) (7)(C)

Cell Phone: (b) (6), (b) (7)(C)

Also Present: (b) (6), (b) (7)(C), Attorney, Washington Teachers Union

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) was hired by DCPS in (b) (6), (b) (7)(C) as an elementary school teacher, teaching (b) (6), (b) (7)(C) grade at (b) (6), (b) (7)(C). In 2006, she went to a DCPS job fair, where she interviewed with a panel of five or six staffers from Noyes Education Campus (NEC), one of which was the principal, (b) (6), (b) (7)(C). She received a return call from (b) (6), (b) (7)(C) soon thereafter, and interviewed with additional staff at NEC before she was officially hired to teach (b) (6), (b) (7)(C) grade. (b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as firm, caring, and very orderly. At the beginning of the (b) (6), (b) (7)(C) school year, (b) (6), (b) (7)(C) was switched to teach a (b) (6), (b) (7)(C) grade class at NEC.

In (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) participated in her first DC CAS exam, (b) (6), (b) (7)(C). She was required to attend a test-training meeting with (b) (6), (b) (7)(C), NEC, approximately one or two weeks before the exam. There is no talking with students during the exam except to give instructions at the beginning of the exam, and to inform students of time left to finish the exam. During the test times, the teacher and proctor are required to circulate through the room to make sure students are filling out the answer sheets correctly. They must also be sure that the students fill out the first ten questions on the answer sheet, or the whole test will be invalidated by the testing company.

If a student is absent during the test days, they are subsequently sent to (b) (6), (b) (7)(C) for make-up periods after they return to school.

DCPS follows a Adequate Yearly Progress (AYP) schedule and SAFE Harbor. Every teacher has standards for their classroom, and each year a certain percentage of students are expected to score higher than the previous year. DC CAS scores are what everything is focused on in DCPS. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C), DCPS, would come to NEC and sit in various classrooms to see how teachers performed.

(b) (6), (b) (7)(C) received approximately \$8,000 for a U.S. Department of Education TEAM award during her second year at NEC. (b) (6), (b) (7)(C) stated that NEC scored well on the DC CAS because of extra tutorial classes given to students, and because teachers worked very hard.

(b) (6), (b) (7)(C) blamed the change in curriculums at NEC for the reason for substantially lower DC CAS scores in 2010 and 2011. She also stated that approximately 50% of teachers left NEC after her first year at the school. It has been steady the past couple of years. (b) (6), (b) (7)(C) did not provide a reason for the high turnover rate in her first year, nor did she elaborate on the change in curriculums.

(b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C), former Teacher, NEC, was supposedly terminated for cheating on the DC CAS. (b) (6), (b) (7)(C) administered the test to (b) (6), (b) (7)(C) class, due to the fact that (b) (6), (b) (7)(C) was aware that (b) (6), (b) (7)(C) class was flagged for high "wrong-to-right" erasures, but she stated that she asked him about erasing student answer sheets and he denied any complicity in the matter.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: March 1, 2012

Re: 2011-0318

Date of Interview: March 1, 2012

Time Began: 2:35 pm

Time Ended: 2:50 pm

Location of Interview: Noyes Education Campus, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Cell Phone: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Kalkines Warning Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) stated her classrooms are situated with 4-6 students clustered in a circle type arrangement. During the DC BAS practice exams, and the DC CAS exam, she re-arranges her students into rows according to standard exam policy. She does not seat her

students in any particular order, other than making all the students in one circular group become row one, all the students at the next circular group become row two, etc. She does not separate any students by which version of the exam they receive, and admitted that two students seated next to each other may have the same version of the exam.

(b) (6), (b) (7)(C) denied that students in the “basic proficiency” are seated in any special area of the classrooms.

(b) (6), (b) (7)(C) denied that any seating charts are requested by, shown to, or approved by (b) (6), (b) (7)(C), Noyes Education Campus (NEC).

(b) (6), (b) (7)(C) also denied that (b) (6), (b) (7)(C) has ever discussed any seating charts or special seating arrangements at any of the pre-test meetings.

(b) (6), (b) (7)(C) also denied that she, or any other teacher she knew, ever received an advance copy of the DC BAS or DC CAS exam booklet, prior to the first day of exam testing.



Office of The Inspector General
Investigations Division

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: September 28, 2011

Re: 2011-0318

Date of Interview: September 27, 2011

Time Began: 3:35 pm

Time Ended: 4:20 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Senior Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C) Noyes EC
District of Columbia Public School System (DCPS)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) attended a DCPS job fair in the (b) (7)(C), (b) (6) where he interviewed with (b) (7)(C), (b) (6) NEC. Subsequent to the job fair, (b) (6), (b) (7)(C) interviewed with a panel of staff members at NEC, and was hired shortly thereafter. (b) (6), (b) (7)(C) taught grade students during his first year, and was a (b) (6), (b) (7)(C) for the grade teachers at NEC. In his second year, (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) stated that he was in survival mode in his first year at NEC, due to this being his first year teaching at any school. (b) (6), (b) (7)(C) got along well with (b) (7), and stated that he never had any issues with (b) (7) over teaching methods or any other areas. (b) (7)'s interests were all about the children, and (b) (7) knew personal information on just about every child at the school. It did not surprise (b) (6), (b) (7)(C) that NEC won a U.S. Department of Education TEAM award, as (b) (6), (b) (7)(C) stated that NEC had many good teachers, and a good (b) (7)(C), (b) (6).

(b) (6), (b) (7)(C) could not recall how well his students performed on the DC CAS during his first year teaching, but did recall that he had a few very bright students. When (b) (6), (b) (7)(C) students were assigned to seats during the DC CAS which (b) (6), (b) (7)(C) thought was standard practice. All staff undertook test training given by (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), NEC, prior to the DC CAS, and (b) (6), (b) (7)(C) also reviewed all seat assignments prior to the first exam date.

Test training encompassed making sure every student had a #2 pencil; that the first ten questions on each answer sheet were filled in; that nothing was left written on the chalkboards, and that any instructional posters around the classroom were covered.

(b) (6), (b) (7)(C) attributed the sharp rise in DC CAS scores to (b) (7)'s insistence that every teacher in the school with degrees will participate in helping the students with extra training and test taking skills. There was a strong culture in the school to give personal attention to the students and keep watch over their progress.

(b) (6), (b) (7)(C) attributed the sharp drop in DC CAS scores in 2009 and 2010 to the number of special education transfer students from other failing schools. (b) (6), (b) (7)(C) surmised that the number of special education students jumped from 10 to 30 students in one school year. In addition, (b) (6), (b) (7)(C) felt that the culture at NEC changed with all the new students and that some of the smarter students left NEC for other schools. (b) (6), (b) (7)(C) also felt that (b) (7)(C), (b) (6).

(b) (6), (b) (7)(C) stated that the proctor for his classroom during the DC CAS was mainly (b) (6), (b) (7)(C). (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), NEC. (b) (6), (b) (7)(C) also recalled that the Office of the State Superintendent for Education (OSSE) started sending over monitors during the 2008/2009 school year. (b) (6), (b) (7)(C) did not think this additional monitoring had anything to do with the drop in DC CAS scores.

(b) (6), (b) (7)(C) could not provide a reason for the high number of wrong-to-right erasures on NEC's DC CAS answer sheets in 2008 and 2009. He does not believe that any teacher would have time to change any answer sheets while the exam is being given, and that (b) (6), (b) (7)(C) was a stickler when it came to returning the test materials immediately upon the conclusion of the test. (b) (6), (b) (7)(C) admitted that the test materials were stored at the school overnight and through the first weekend, but he did not believe that anyone at NEC would come in on the evening or weekend to alter the answer sheets. (b) (6), (b) (7)(C) has

never witnessed or heard of any NEC staff member changing any score sheets, and could not provide any additional witnesses who might be able to provide additional assistance in this investigation.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: August 4, 2011

Re: 2011-0318

Date of Interview: July 27, 2011

Time Began: 2:00 pm

Time Ended: 2:45 pm

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)
(b) (6), (b) (7)(C)
(b) (6), (b) (7)(C) met and interviewed with (b) (6), (b) (7)(C),
Noyes Education Campus (NEC), and approximately seven other staff members from
Noyes. (b) (6), (b) (7)(C)
(b) (6), (b) (7)(C)
(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was not aware of NEC's Blue Ribbon status until after he was hired. He was also unaware that NEC had won a U.S. Department of Education (ED) TEAM award for the 2008/2009 school year until shortly after being hired.

In (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) had his first experience with the DC CAS exams. He explained that he, along with all the teaching staff at NEC underwent exam training procedures the week before the exam. The training was taught by (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), NEC. On the day of the exam, each teacher signed in for each test booklet and answer sheet between 8:15 and 8:45 am. The exams were given between 9:15 and 11:30 am. At the conclusion of the test, the exams are returned to (b) (6), (b) (7)(C).

During the five days of testing, (b) (6), (b) (7)(C)'s class was tested on two math exams and two English exams, during one week, and one day of science exams the following week. (b) (6), (b) (7)(C) explained that (b) (6), (b) (7)(C) NEC, served as (b) (6), (b) (7)(C) for the April 2010 DC CAS, and that (b) (6), (b) (7)(C) NEC, served as (b) (6), (b) (7)(C) for the April 2011 DC CAS. (b) (6), (b) (7)(C) also stated that two of his students were unable to complete the exam during the allotted time period in the classroom, and were then escorted to the lunchroom to finish their exams. A representative from the Office of the State Superintendent for Education (OSSE) was also present in the school, and spoke to each classroom prior to the exam and reminded students not to cheat on the exam.

(b) (6), (b) (7)(C) stated that he had (b) (6) students the first year he taught at Noyes, and (b) (6) students this past year. He could not provide a reason for the sudden drop in DC CAS scores during the last two testing years, other than a possibility that the transfer of new students from lower performing schools could have reduced the school test average. (b) (6), (b) (7)(C) had no evidence that any staff member cheated on the DC CAS, and was not aware of any staff changing answer sheets after school hours, or on weekend days.

(b) (6), (b) (7)(C) was aware that (b) (6), (b) (7)(C) Noyes, was terminated from Noyes for suspected fraud on the DC CAS. (b) (6), (b) (7)(C) has occasionally spoken with (b) (6), (b) (7)(C), and will pass on the message that the DC-OIG would like to speak to (b) (6), (b) (7)(C) concerning his termination.

team (EMT) dissolved in the 2010/2011 school year when (b) (7)(C), (b) (6) (b) (6), (b) (7)(C) stated that EMT met once or twice at the beginning of the school year, but soon thereafter failed to get together. (b) (6), (b) (7)(C) surmised that (b) (7)(C), (b) (6)

(b) (6), (b) (7)(C) became the (b) (6), (b) (7)(C), and (b) (6), (b) (7)(C) replaced him as (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) admitted receiving a \$5,000 bonus when NEC won a U.S. Department of Education TEAM award in 2008/2009. (b) (6), (b) (7)(C) stated that he missed NEC's first TEAM award which was presented the year before he started at NEC.

(b) (6), (b) (7)(C) stated that he served as a hall monitor during the week of the DC CAS exams in April of each year. As a hall monitor, it was his job to verify the status of any students found in the hallways during the exam periods. One year (b) (6), (b) (7)(C) had to fill in for a special education teacher and was required to act as the teacher giving the DC CAS to four or five special education students. These students were allowed special accommodations such as having the test questions read aloud to them. (b) (6), (b) (7)(C) could not recall who was acting as proctor during this exam, and stated that this event happened the first year that the D.C. Office of the State Superintendent for Education (OSSE) sent over its own independent monitors to each D.C. public school.

(b) (6), (b) (7)(C) confirmed that (b) (6), (b) (7)(C) gave a briefing to all teaching staff on test procedures and that (b) (6), (b) (7)(C) was responsible for distributing the test booklets and answer sheets to each classroom teacher. (b) (6), (b) (7)(C) also stated that he served with a group of about 5-6 NEC staff, which included (b) (6), (b) (7)(C) whose responsibility was to gather and box all test booklets and answer sheets in preparation for their delivery to CTG/McGraw-Hill. This was done the week after the exams were started at NEC. (b) (6), (b) (7)(C) confirmed that students taking the written composition and the science exam were usually tested the week after the general reading/math portions of the DC CAS.

(b) (6), (b) (7)(C) denied any knowledge of cheating on the DC CAS, and was not aware of (b) (6), (b) (7)(C) ever distributing test booklets to NEC staff prior to the first day of exams. (b) (6), (b) (7)(C) heard that (b) (6), (b) (7)(C) was terminated from NEC for test improprieties; however (b) (6), (b) (7)(C) was not aware of the particulars of (b) (6), (b) (7)(C) termination. (b) (6), (b) (7)(C) had no information that (b) (7)(C) was involved in any cheating, and he could not explain the high number of wrong-to-right erasures on DC CAS answer sheets.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 7, 2012

Re: 2011-0318

Date of Interview: May 7, 2012

Time Began: 12:05 pm

Time Ended: 1:00 pm

Location of Interview: Telephonic (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), (b) (7)(C), (b) (6),
Anacostia High School, D.C. Public Schools (DCPS)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) has been a (b) (6), (b) (7)(C) for approximately (b) (6), (b) (7)(C). She has spent her last seven years in various positions with DCPS. (b) (7)(C), served as a DCPS Central Office Monitor during the week of DC CAS exams for the last three years. (b) (6), (b) (7)(C) served as the (b) (6), (b) (7)(C) at Noyes Education Campus (NEC) during (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) confirmed that she served as a monitor at NEC with (b) (6), (b) (7)(C), who resigned from DCPS last year.

(b) (6), (b) (7)(C) recalled being present at NEC during the morning of the first day of the DC CAS exams. She could not recall whether the first day of the four days of testing for reading and math was a Monday or Tuesday. She and (b) (6), (b) (7)(C) were both present on the first day and met with (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), NEC. No other NEC staff were present when she and (b) (6), (b) (7)(C) met with (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) recalled that the test booklets and answer sheet were neatly arranged in piles in the office space adjoining (b) (6), (b) (7)(C) office when she arrived on the first day. Although (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) had a binder of policies and procedures to follow that were issued to them by the Central Office, (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) gave them a separate binder that included the school's test plan. The test plan included names of teacher's administering the test, where the classrooms were located, and the test schedule for each classroom. (b) (6), (b) (7)(C) believed that every school administering the DC CAS exam was required to have this binder.

(b) (6), (b) (7)(C) did not recall a written policy that forbade monitors from entering classrooms, but recalled (b) (6), (b) (7)(C) orally giving instructions that neither monitor was to enter any classroom that had its door closed. If the door was closed, (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) were only allowed to peer through the small glass window located in each door.

If the classroom door was open, (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) could enter the doorway and briefly scan the room. They were not allowed to go into the classroom, walk around, or stand in the back or side of the classroom. (b) (6), (b) (7)(C) recalled that (b) (6), (b) (7)(C) might have told them that they were not even allowed to stand in the doorway, but after (b) (6), (b) (7)(C) challenged (b) (6), (b) (7)(C), he relented somewhat, allowing (b) (6), (b) (7)(C) and JHA to stand in the doorway for a longer period of time. (b) (6), (b) (7)(C) stated that she might still have a copy of the NEC test policy binder among her belongings at her home; however, she recently moved and everything is still boxed up in storage. (b) (6), (b) (7)(C) stated that it would be mid-June before she would have time to look through her belongings for the binder.

After the orientation with (b) (6), (b) (7)(C), he (b) (6), (b) (7)(C) escorted (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) across the hallway to the (b) (7)(C), (b) (6) 1, NEC. (b) (6), (b) (7)(C) stated that she witnessed (b) (7)(C) roaming the hallways once or twice during exam periods, but other than that, he was absent from all testing activities. (b) (6), (b) (7)(C) stated that she has noticed other (b) (7)(C), absent from most test activities at other schools in which she acted as a monitor.

During the first day of testing, (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) separated themselves on the two floors of testing at NEC. (b) (6), (b) (7)(C) recalled that a majority of testing rooms at NEC were on the second floor. (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) rotated once during the first day of testing. (b) (6), (b) (7)(C) covered NEC during the second and fourth day of testing, and (b) (6), (b) (7)(C) covered the third day. (b) (6), (b) (7)(C) stated that the school was extremely quiet during testing periods, and there were no noise distractions that she noted the three days she was there.

(b) (6), (b) (7)(C) stated that a majority of the classroom doors were closed while she was at NEC. More doors were closed on the second floor than on the first floor, although the noise levels on both floors were equally quiet. At some point during her second day at NEC, (b) (6), (b) (7)(C) was approached by (b) (7)(C) who informed her (b) (6), (b) (7)(C) that she was not to enter any classrooms because he (b) (7)(C) did not want (b) (6), (b) (7)(C) to disrupt the classroom. (b) (6), (b) (7)(C) believed (b) (7)(C) made this statement after an unknown

teacher complained to (b) (7) about (b) (6), (b) (7)(C), an OSSE monitor, who entered a classroom earlier in the day for approximately 20 minutes to monitor the teacher and proctor during a 10-minute break between test sessions. This was the only interaction (b) (6), (b) (7)(C) had with (b) (7) other than the introduction on the first day.

(b) (6), (b) (7)(C) believed that a majority of the classrooms that she monitored during her three days at NEC did not have proctors or a second adult present during the DC CAS testing, although her memory was hazy on this fact. (b) (6), (b) (7)(C) stated this issue is not a part of her Site Evaluation Report, and was not part of her instructions from central office to verify at least two adults present in each testing room. For (b) (6), (b) (7)(C) stated she was told by the central office that if a classroom has less than 10 students, then a proctor is not needed in the classroom.

(b) (6), (b) (7)(C) was questioned if the classrooms that had their door closed might have been closed due to noise from other non-testing classrooms, or from machinery or other environmental reasons. (b) (6), (b) (7)(C) reiterated the entire testing areas of the school were extremely quiet and therefore no reason to have only a portion of the classroom doors closed.

(b) (6), (b) (7)(C) noticed a Hall Monitor on each floor sitting in a chair, which rotated among various NEC staff members whose sole duty was to maintain a quiet environment and keep the halls clear.

(b) (6), (b) (7)(C) recalled that (b) (6), (b) (7)(C) actively patrolled the hallways during the test periods, and occasionally she noticed one or two other NEC staff members patrolling the hallways; however she did not recall the names or gender of these other NEC staff members.

(b) (6), (b) (7)(C) confirmed that she (and (b) (6), (b) (7) on the first day) arrived in time to witness the testing paperwork distributed to the staff each morning, and stayed until all test materials were turned in right before lunch. (b) (6), (b) (7)(C) was unable to notice if any test booklets or answer sheets appeared to be altered or disturbed on the first day of testing due to the crowded activities of multiple teachers collecting the materials all at once. (b) (6), (b) (7)(C) also stated that she was not told by central office to look for any altered test booklets or answer sheets.

(b) (6), (b) (7)(C) complained about her role as monitor, stating that monitors should be given more instructions on what to look for, and how to handle suspicious activity. She felt that she had more of a support role, than acting as a monitor to detect suspicious activities. The DCPS Central Office should place more emphasis on what the monitors are to look for, and how to report irregularities, even if it includes some sort of anonymous complaint line. (b) (6), (b) (7)(C) did not know if classrooms were supposed to have proctors, and there was no field to check off on her evaluation form if the classroom did not have a proctor.

(b) (6), (b) (7)(C) was not aware of the fact that CTB/McGraw Hill recently sealed each of the exam booklets starting with the Spring 2011 DC CAS exams as part of the on-going advances in security measures. She stated that DCPS Central Office did not inform her during the (b) (6), (b) (7)(C) DC CAS orientations to review the test booklets prior to their distribution on the first day of exams to be sure these seals were unbroken.

(b) (6), (b) (7)(C) feels that DCPS needs to change their mode and mentality regarding these concerns and issue clearer guidelines on what the monitors can and cannot do in their role overseeing the DC CAS exams, and add many of these issues to the monitor's checklist.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: October 26, 2011

Re: 2011-0318

Date of Interview: October, 25, 2011

Time Began: 11:50 am

Time Ended: 12:35 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Senior Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

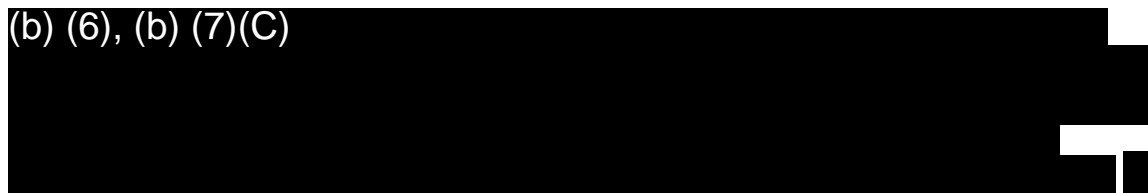
SSN: (b) (6), (b) (7)(C)

Contact Phone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C) was requested to administer the DC CAS exam during her first year at NEC even though kindergarten students do not participate in the yearly progress exam. (b) (6), (b) (7)(C) stated that she was requested to administer the exam to a (b) (6), (b) (7)(C) grade class due to her experience with the exam at her previous school. (b) (6), (b) (7)(C) stated that there were approximately 12 students in the class, and that she arranged the seating chart by arrival time at two-person tables. (b) (6), (b) (7)(C), NEC, served as the proctor during this exam.

(b) (6), (b) (7)(C) was only given 1-2 weeks advance warning that she was going to be administering this exam to this class, and she stated that she attended a test procedure training session after school hours just prior to the exam. The training session was taught by (b) (6), (b) (7)(C), NEC, and (b) (6), (b) (7)(C), NEC.

(b) (6), (b) (7)(C) did not recall any unusual comments or requests made by (b) (6), (b) (7)(C) or (b) (6), (b) (7)(C) during the test procedure meeting, nor did she recall (b) (6), (b) (7)(C) asking to view any seating charts for the students during the DC CAS. (b) (6), (b) (7)(C) had no information that any cheating took place during the DC CAS; however, she stated that she keeps to herself at school, and does not interact or socialize with any NEC staff. (b) (6), (b) (7)(C) did not think that there would be any time during the school day to manipulate the test answer sheets, but admitted that someone might have time during the evening hours or weekend hours since the test booklets and answer sheets are on school property for 7-10 days during the testing period. (b) (6), (b) (7)(C) could not provide a reason for the high number of wrong-to-right erasures on certain tests administered at NEC, but just did not believe that it involved cheating on the part of the school staff.

(b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as a positive role model for both herself and the students. When asked why the DC CAS scores dropped so dramatically during (b) (6), (b) (7)(C) final year at NEC, (b) (6), (b) (7)(C) explained that it was probably a combination of new transfer students, and the feeling that (b) (6), (b) (7)(C) was getting burned out and tired from his position as principal. (b) (6), (b) (7)(C) stated that the 2010/2011 school year DC CAS scores were also dramatically lower due to lack of strong leadership by (b) (6), (b) (7)(C) replacement, (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) denied having any knowledge of cheating on the DC BAS scores, which are the practice exams for the DC CAS. (b) (6), (b) (7)(C) admitted that she kept the DC BAS test booklets, as teachers were allowed to do after test completion, in order to use it as a study guide for her students. She also admitted that she told each student to place their answers on both the answer sheet and the test booklet, in order to review test work and determine each student's weak points. (b) (6), (b) (7)(C) never saw any discrepancy between the number of correct answers on the test booklet, and the number of correct answers published by the testing firm.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 10, 2012

Re: 2011-0318

Date of Interview: May 4, 2012

Time Began: 3:30 pm

Time Ended: 4:10 pm

Location of Interview: Telephonic (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C),
Office of Special Education, DCPS

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C) stated that she was present at NEC during all four days of testing for the reading and math portions of the DC CAS. After arriving on the first day and signing in at the front desk, she was introduced to (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), NEC. (b) (6), (b) (7)(C) provided (b) (6), (b) (7)(C) with a map of the school showing the general floor plan, and which classrooms would be administering the DC CAS.

After reviewing the special education student accommodations, (b) (6), (b) (7)(C) made one recommendation to (b) (6), (b) (7)(C) regarding the read alouds which he implemented prior to the start of exams. During the exam, (b) (6), (b) (7)(C) roamed freely throughout the hallways.

(b) (6), (b) (7)(C) thought that approximately 50% of the test classroom doors were open. For the classrooms with closed doors, (b) (6), (b) (7)(C) relied on peering in through the glass windows in the door, rather than opening the doors. (b) (6), (b) (7)(C) stated that neither (b) (6), (b) (7)(C), nor (b) (6), (b) (7)(C), NEC, gave her any instructions forbidding her from entering any classrooms. She decided on her own not to enter the classrooms with closed doors, and occasionally entered rooms with open doors for a brief moment just inside the doorframe.

(b) (6), (b) (7)(C) had one concern with a nearby 2nd grade classroom on the first day of testing that she felt was a little loud. This concern was quickly taken care of by an unknown NEC staff person. (b) (6), (b) (7)(C) described the rest of the test periods as extremely quiet, with no outside disturbances.

(b) (6), (b) (7)(C) did not recall whether proctors were present in each testing room. She stated that issue was not her concern, and was not listed as one of the items to verify on her DC CAS Observation Form. (b) (6), (b) (7)(C) did not notice anything out of the ordinary during her review at NEC, and did not recall any indicators of potential cheating on the exam by any NEC staff.

(b) (6), (b) (7)(C) was introduced to (b) (6), (b) (7)(C) by (b) (6), (b) (7)(C) at the conclusion of the exam period on the first day. She recalled (b) (6), (b) (7)(C) asking her how things went during her stay at NEC. She had no formal interaction with (b) (6), (b) (7)(C) after that meeting, and did not think it was unusual that the principal was not actively involved during the testing periods at NEC. (b) (6), (b) (7)(C) could not recall any other information regarding her monitor duties at NEC.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: July 13, 2012

Re: 2011-0318

Date of Interview: July 13, 2012

Time Began: 11:00 am

Time Ended: 11:30 am

Location of Interview: Telephonic

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), Eduneering, Inc.

Office Telephone: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agent, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C) of Eduneering, Inc, based in (b) (6), (b) (7)(C), and acts as an Independent Consultant to various school districts throughout the United States. Sometime in 2007, he was hired to assist (b) (6), (b) (7)(C), D.C. Public Schools (DCPS), to help her with assessment services, which included professional development curriculums for DCPS teachers and administrators.

On or about January 28, 2009, (b) (6), (b) (7)(C) was given a copy of a letter, dated November 21, 2008, from the D.C. Office of the State Superintendent for Education (OSSE) to (b) (6), (b) (7)(C), DCPS, requesting DCPS to investigate a high number

of Wrong-to-Right (WTR) erasures on the 2008 DC CAS exams. (b) (6), (b) (7)(C) handed the letter to (b) (6), (b) (7)(C) and told him “read this and tell me what you think.” (b) (6), (b) (7)(C) could not explain why (b) (6), (b) (7)(C) waited over two months before showing him the letter, nor was he aware of what DCPS officials were doing during that two month time period.

After reviewing the OSSE letter and researching erasures and cheating on schoolwide exams given throughout the nation, (b) (6), (b) (7)(C) prepared a Project Brief Sheet, dated January 30, 2009 (attached), which outlined his analysis of the OSSE letter. (b) (6), (b) (7)(C) stated that this was the only written memorandum that he authored as part of the DC CAS investigation. Thereafter, (b) (6), (b) (7)(C) was periodically questioned by (b) (6), (b) (7)(C) regarding his knowledge and insight into the methodology used by OSSE to come up with the data used in the erasure analysis. (b) (6), (b) (7)(C) acted as a part-time liaison between (b) (6), (b) (7)(C) and other staff compiling data, and eventually assisting (b) (6), (b) (7)(C) and staff in preparing a Test Security Procedure Manual for use in the 2009 DC CAS exams.

The only other staff person that (b) (6), (b) (7)(C) could recall working with at DCPS during this assignment was (b) (6), (b) (7)(C), DCPS, and that was in a limited capacity. (b) (6), (b) (7)(C) reiterated that he only worked a few hours here and there on the OSSE report and test security manual, and did not have any formal meetings with any other staff, including (b) (6), (b) (7)(C), with regard to the OSSE letter. (b) (6), (b) (7)(C) worked a few days a month in the DCPS central offices, and the rest of the time from his home office in California.

(b) (6), (b) (7)(C) characterized his work on the OSSE report as being hired to render an opinion, and not to conduct any sort of investigation into cheating on the DC CAS exams.

(b) (6), (b) (7)(C) vaguely recalled that (b) (6), (b) (7)(C) ceased her investigation into the 2008 DC CAS after it became apparent that any further investigation would conflict with the administration of the 2009 DC CAS exams. (b) (6), (b) (7)(C) was aware the DCPS eventually hired CAVEON to investigate irregularities regarding the 2009 DC CAS administration.

(b) (6), (b) (7)(C) confirmed that copies of all documents he had in his possession relating to the DC CAS cheating allegations were sent to (b) (6), (b) (7)(C), Special Agent, U.S. Department of Education, Office of Inspector General.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: September 16, 2011

Re: 2011-0318

Date of Interview: September 14, 2011

Time Began: 3:35 pm

Time Ended: 4:20 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Senior Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Teacher, Noyes EC

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C) interviewed with (b) (6), (b) (7)(C) Noyes Education Campus (NEC) in August 2010. Along with (b) (6), (b) (7)(C) he was also interviewed by (b) (6), (b) (7)(C), NEC, (b) (6), (b) (7)(C), Teacher, NEC, R (b) (6), (b) (7)(C), Teacher, NEC and (b) (6), (b) (7)(C), NEC. (b) (6), (b) (7)(C) stated that he was hired six weeks into the new school year as a middle school science teacher after his predecessor resigned suddenly for unknown reasons.

(b) (6), (b) (7)(C) had no training regarding the DC BAS practice exams which are given four times per year. The BAS exams closely match the formal DC CAS exams which are given each April. Although the class teacher would normally lead the BAS exams, (b) (6), (b) (7)(C) served as the proctor during the practice exams, while (b) (6), (b) (7)(C) served as the class teacher. There were no special seating assignments during the BAS exams, and (b) (6), (b) (7)(C) had no specific seating chart for any of his students throughout the school year.

Although (b) (6), (b) (7)(C) would have normally partaken in the DC CAS exam, he stated that he had to (b) (6), (b) (7)(C), and was subsequently absent from school until after the DC CAS exams were completed. (b) (6), (b) (7)(C) was not aware of who gave the exams to his students. (b) (6), (b) (7)(C) was also absent for any exam training which is normally administered by (b) (6), (b) (7)(C) 2-3 weeks prior to the CAS exam.

(b) (6), (b) (7)(C) agreed that emphasis is placed on those students who are on the cusp of being proficient on the CAS exam based on their prior years score, and their scores on the four BAS exams. These students are the ones who can raise the overall success rate for the entire school, which therefore affects the school's ranking.

(b) (6), (b) (7)(C) was aware of NEC's blue ribbon status given by the U.S. Department of Education (ED), and the fact that NEC had won two ED monetary TEAM awards even though these incidents happened prior to his arrival at NEC. (b) (6), (b) (7)(C) could not provide a reason of why NEC's CAS scores dropped considerably in the 2010 and 2011 school years. (b) (6), (b) (7)(C) knew of (b) (6), (b) (7)(C) NEC, and his reputation as a tough administrator. (b) (6), (b) (7)(C) was responsible for a lot of turnover in NEC staff due to his personality and demeanor. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) was the opposite of (b) (6), (b) (7)(C) and that issues were much more haphazard under (b) (6), (b) (7)(C) supervision. (b) (6), (b) (7)(C) stated that one reason the CAS scores might have dropped under (b) (6), (b) (7)(C) year at NEC was the high number of teacher absences throughout the school year. (b) (6), (b) (7)(C) could not expand on the reasons for the absences, but stated that there seemed to be an unusually high number of teacher absences during the 2010/2011 school year that easily could have affected student performance.

(b) (6), (b) (7)(C) was unaware of any cheating involving the DC CAS exam at NEC. He explained that he does not converse much with his co-workers and does not get involved with any gossip among his co-workers. (b) (6), (b) (7)(C) was unaware that (b) (6), (b) (7)(C) resigned from his position as (b) (6), (b) (7)(C) with DCPS in June 2011. (b) (6), (b) (7)(C) was surprised that (b) (6), (b) (7)(C) would quit that position without another job lined up in this economy. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) would be the only person he could think of whom the investigators should speak with regarding the cheating allegations at NEC.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: February 21, 2012

Re: 2011-0318

Date of Interview: February 21, 2012

Time Began: 11:50 am

Time Ended: 12:05 pm

Location of Interview: Telephonic

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), former Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agent, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C) provided a follow-up interview regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) exam. The initial interview took place on August 11, 2011.

(b) (6), (b) (7)(C) recalled being handed a blank seating chart by (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) ator, Noyes Education Campus (NEC), D.C. Public Schools (DCPS), approximately two weeks before the DC CAS was administered in the Spring of 2010. The seating chart diagram was in the normal "row" pattern utilized by most DCPS

classrooms. However, (b) (6), (b) (7)(C) did not follow this seating arrangement during the normal school year, instead grouping his students in circular clusters throughout the classroom.

(b) (6), (b) (7)(C) recalled filling in the students names randomly on the blank seating chart and meeting with (b) (6), (b) (7)(C) approximately one week before the exam to go over the seating arrangement. (b) (6), (b) (7)(C) did not recall any specific questions or directions made by (b) (6), (b) (7)(C) during his meeting with (b) (6), (b) (7)(C), and did not understand the requirement for the seating chart. (b) (6), (b) (7)(C) stated that he did not have any seating chart requirements at Sousa Middle School where he taught during the previous school year.

(b) (6), (b) (7)(C) did not deny that the reason for the seating chart was for certain students to be placed in certain areas of the room, so as to minimize their exposure from the closed door at the front of the classroom, but he could not provide any evidence to support this statement. (b) (6), (b) (7)(C) reiterated that Hall Monitors were present from the D.C. Office of the State Superintendent for Education (OSSE), but were forbidden to open the classroom doors and enter the classrooms by orders of (b) (6), (b) (7)(C) NEC.

(b) (6), (b) (7)(C) surmised that although he was required to fill out the seating chart, the reason for (b) (6), (b) (7)(C) not instructing him to place his students in particular seats was that he (b) (6), (b) (7)(C) would not assist his students with any cheating on the DC CAS, and (b) (6), (b) (7)(C) class was mostly below basic students who were not expected to score well on the exam.

(b) (6), (b) (7)(C) confirmed that the DC CAS test booklets and answer sheets were color coded with two different versions for each exam. However, the student's names were pre-recorded on each answer sheet prior to (b) (6), (b) (7)(C) picking up the answer sheets and test booklets on the morning of the first exam day. (b) (6), (b) (7)(C) was not aware if the pre-recording was done by (b) (6), (b) (7)(C) or CTB/McGraw-Hill on the DC CAS answer sheets.

Since the recording was done prior to the first exam date, and because a seating chart was already pre-approved by (b) (6), (b) (7)(C) approximately one week before the start of the exam, (b) (6), (b) (7)(C) stated that some students were seated directly next to another student with the same color test booklet and answer sheet defeating any anti-cheating measures. (b) (6), (b) (7)(C) did not question the reasoning for this anomaly, nor did he bring this to the attention of any non NEC DCPS personnel.

(b) (6), (b) (7)(C) stated that he had no other knowledge related to any testing irregularities in test scores at NEC.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C) Special Agent

Date: August 12, 2011

Re: 2011-0318

Date of Interview: August 11, 2011

Time Began: 10:00 am

Time Ended: 11:40 am

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), former Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agents, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C)

[REDACTED]

[REDACTED] In June 2009, (b) (6), (b) (7)(C) attended another DCPS job fair where he met and interviewed with (b) (6), (b) (7)(C) Noyes Education Campus (NEC). (b) (6), (b) (7)(C) attended this job fair because he wanted

a different experience than Sousa MS. Along with (b) (6), (b) (7)(C) also interviewed with (b) (6), (b) (7)(C), NEC, and (b) (6), (b) (7)(C), NEC.

Following the job fair, (b) (6), (b) (7)(C) interviewed with a panel of NEC staffers at the school before he was officially hired by (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) was subsequently hired to teach (b) (6), (b) (7)(C) grade middle school science classes. (b) (6), (b) (7)(C) was also a (b) (6), (b) (7)(C) resource teacher.

Halfway through the 2009/2010 school year, (b) (6), (b) (7)(C) described a new idea that (b) (6), (b) (7)(C) wanted to initiate at NEC that involved grouping (b) (6), (b) (7)(C) grade students together in color coded groups based on their academic abilities. This idea was discussed among all middle school teachers at NEC, and also approved by (b) (6), (b) (7)(C) at DCPS' central office who oversaw NEC.

The color codes were gold, silver, grey, and maroon/white, with the gold group containing the most talented students, and the maroon/white group containing the most academically challenged group. (b) (6), (b) (7)(C) was given the (b) (6), (b) (7)(C) group to teach. Normally (b) (6), (b) (7)(C) would teach earth science to (b) (6) graders, life science to (b) (6) graders, and physical science to (b) (6) graders; but with this new multi-grade teaching idea, (b) (6), (b) (7)(C) had to merge all three sciences to teach three different grades of students. (b) (6), (b) (7)(C) thought this was a ridiculous idea, but was afraid to voice his opinion due to his lack of seniority as a teacher at NEC. In addition to the logistic problems of teaching to three different grades, (b) (6), (b) (7)(C) stated that there was also a negative social stigma attached to the color coded groups. (b) (6), (b) (7)(C) stated that it was well known among the students that if you were in the grey or maroon/white groups, you were academically challenged. (b) (6), (b) (7)(C) was unaware if this style of teaching was continued in the 2010/2011 school year.

(b) (6), (b) (7)(C) was aware of the DC CAS exams which are given each April to (b) (6), (b) (7)(C) grade students. In addition to math and reading, which are given to all grades, the students in (b) (6), (b) (7)(C) grade are given an additional science test. During his year at NEC, (b) (6), (b) (7)(C) and the rest of the school staff took part in a pilot teaching program called Anet. This set of three or four practice exams taught teaching to the test, or teaching the topics which are directly related to actual test questions. This exam was in addition to the four DC BAS practice exams given throughout the year. (b) (6), (b) (7)(C) stated that it seemed as if the students were taking practice exams every other week throughout the school year. (b) (6), (b) (7)(C) was required to give the DC CAS to the maroon/white group, and he also gave the science portion of the exam to all (b) (6) graders.

(b) (6), (b) (7)(C) tant, NEC, (b) (6), (b) (7)(C) Teacher, NEC, and (b) (6), (b) (7)(C) Teacher, NEC, all served as proctors in (b) (6), (b) (7)(C) classroom during the five days of testing which took place over two weeks.

Approximately 2-4 weeks before the exam, (b) (6), (b) (7)(C) met with (b) (6), (b) (7)(C), NEC, and other NEC staff who were involved in administering the DC CAS. There were at least two meetings regarding preparation for the DC CAS given by (b) (6), (b) (7)(C). During one meeting, (b) (6), (b) (7)(C) recalled hearing (b) (6), (b) (7)(C) state “make sure the kids bubble in their answer sheets lightly.” (b) (6), (b) (7)(C) understood this comment to believe that erasures would be made, but he had no other evidence to prove this allegation.

Although the maroon/white group contained 22 students, approximately seven of these students were special needs students, who were given special accommodations during the DC CAS. These accommodations included reading the questions out loud, or helping with correct grammar. These seven students were taken to a different classroom where they were administered the tests by special education instructors, (b) (6), (b) (7)(C) (FNU), and (b) (6), (b) (7)(C)S.

(b) (6), (b) (7)(C) stated that the test booklets were issued by (b) (6), (b) (7)(C) prior to exam day with instructions to go over the test with the students. (b) (6), (b) (7)(C) did not clearly issue a directive to give the students advance knowledge of the test questions, but (b) (6), (b) (7)(C) questioned the wisdom of handing out test booklets prior to the actual first exam day. (b) (6), (b) (7)(C), Teacher – Middle School, NEC also assisted (b) (6), (b) (7)(C) in sorting and passing out test booklets.

(b) (6), (b) (7)(C) provide one example of what he believed to be fraudulent regarding a writing test given to 4th grade students by (b) (6), (b) (7)(C), Teacher, NEC. The students were located in the homeroom class of (b) (6), (b) (7)(C), colleague of (b) (6), (b) (7)(C), who taught social studies to middle school students. On the day prior to the actual writing exam, (b) (6), (b) (7)(C) came into the classroom and gave the students a practice writing exam with the topic of writing about “The person I admire the most, and why.” On the following day, the students were given the actual writing exam, and the exam question was the same as the practice question given the previous day. (b) (6), (b) (7)(C) was able to gather four original practice exam papers which she provided to (b) (6), (b) (7)(C) to prove her accusation. (b) (6), (b) (7)(C) provided these four practice exams (attached) which he stated are clearly marked with the date of the exam. These could be compared to the formal writing exam given the following day. (b) (6), (b) (7)(C) clarified that the essay portion of the exam does not count towards the Actual Yearly Progress (AYP) and does not know if the student’s scores are counted towards their DC BAS overall scores.

(b) (6), (b) (7)(C) also recalled one incident in which he was administering the science portion of the DC BAS to 4th graders when one student, (b) (6), (b) (7)(C), tried to elicit an answer from (b) (6), (b) (7)(C) during the exam. (b) (6), (b) (7)(C) refused to answer the question, wherein (b) (6), (b) (7)(C) replied “come on (b) (6), (b) (7)(C), the cool teachers give us the answers.” (b) (6), (b) (7)(C) could not verify the accuracy of (b) (6), (b) (7)(C) response regarding any other teachers. (b) (6), (b) (7)(C) stated it was also whispered among certain staff that (b) (6), (b) (7)(C) 4th grade teacher, frequently stopped in the middle of exams and gave answers to his students. (b) (6), (b) (7)(C) could not provide any other

evidence of this accusation, nor provide names of any other teachers who could verify this information.

(b) (6), (b) (7)(C) also found it odd that (b) (6), (b) (7)(C) would not allow two monitors for the Office of the State Superintendent for Education (OSSE) to enter any classrooms during the DC CAS exams. (b) (6), (b) (7)(C) formally instructed both monitors that they were not to enter any classrooms and could only look through the classroom doors to monitor test activity. (b) (6), (b) (7)(C) did not know if this policy was approved by OSSE or the DCPS central office. (b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as a tyrant who verbally yelled at him during one day of testing for playing a game of “hangman” with his students when they had ten minutes of downtime at the end of the exam before the lunch period. (b) (6), (b) (7)(C) yelled at (b) (6), (b) (7)(C) stating that if he didn’t waste so much time playing games with his students, then maybe they would learn something. (b) (6), (b) (7)(C) also yelled at (b) (6), (b) (7)(C) in front of her students for informing the students of the impending color coded classrooms prior to the principal’s formal announcement to all staff/students.

(b) (6), (b) (7)(C) could not provide a reason for the dramatic drop in DC CAS scores in April 2010. NEC just added an additional (b) (6), (b) (7)(C) grade class to the school, but (b) (6), (b) (7)(C) stated that a majority of the (b) (6), (b) (7)(C) grade students were previous (b) (6), (b) (7)(C) grade students at NEC, and not transfers from other schools. (b) (6), (b) (7)(C) believed that approximately 30% of his students DC CAS scores did not match their academic abilities according to his observation of their class skills.

(b) (6), (b) (7)(C) could not provide a reason for the high number of wrong-to-right erasures on DC CAS exams at NEC. He believes that the students at NEC are tested so many times throughout the school year, that the last thing they would want to do is erase and correct their exam questions.

(b) (6), (b) (7)(C) also provided the following names of NEC Staff as belonging to the principal’s management group: (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) stated the (b) (6), (b) (7)(C) was late almost every day to school and he couldn’t understand why a (b) (6), (b) (7)(C) was on the management team; and why (b) (6), (b) (7)(C) allowed her to be late to school on so many occasions.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: September 21, 2011

Re: 2011-0318

Date of Interview: September 20, 2011

Time Began: 3:35 pm

Time Ended: 4:25 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Senior Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Noyes EC

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)

[REDACTED]

Students are placed in special education status after they are evaluated in areas of concern by school officials in accordance with D.C. law, and the Individuals with Disabilities Act (IDA). Parents/guardians will provide information regarding the students health, personnel records, pregnancy, homelife, and other information which will help to

determine if a student is eligible for special education status. A student is also considered special needs if their academic level is considered to be two grades behind their peers.

(b) (6), (b) (7)(C) stated that there are currently about 45 special needs students at NEC, and there were about 50-55 students the previous school year. This compared to about 40-50 special needs students that (b) (6), (b) (7)(C) had at Drew ES each year that she was SEC.

(b) (6), (b) (7)(C) served as a proctor during the DC CAS exams each year at Drew ES, and has served in the same role the last two years at NEC. (b) (6), (b) (7)(C) recalled a staff meeting taking place sometime before the actual exam with instructions for all teachers and proctors to follow in the administration of the exam. (b) (6), (b) (7)(C) could not recall who led the meetings or how far in advance they were given prior to the actual first exam day.

While (b) (6), (b) (7)(C) was at Drew ES, she stated that teachers were allowed to read the instructions and the test questions to the special needs students; however, when she transferred to NEC, she stated the rules had changed, and that only the test instructions were allowed to be read to the students. At NEC, (b) (6), (b) (7)(C) estimated that there were approximately 12 to 14 special needs students in these three grades. There was no special seating assignment in the classroom, and students were grouped two to a table based on their grade/age. (b) (6), (b) (7)(C) stated that she signed out the DC CAS test booklets/answer sheets last year according to protocol. They were handed out by (b) (6), (b) (7)(C) in (b) (6), (b) (7)(C), NEC, at the beginning of each school day, and returned immediately at the conclusion of the test. (b) (6), (b) (7)(C) denied that any test booklets were ever distributed to any teachers prior to the first test day.

The D.C. Office of the State Superintendent for Education (OSSE), sent monitors to NEC during each test day. At least one monitor is with (b) (6), (b) (7)(C) when the exams are distributed each morning, and when they are returned at the conclusion of the test. OSSE monitors also patrol the hallways during the exam; however, they are not allowed to enter the classrooms. (b) (6), (b) (7)(C) surmised that (b) (6), (b) (7)(C), NEC, did not allow the monitors to enter the classrooms because he did not want anything to interrupt the students while they were taking the exams.

(b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as a good leader, and someone who cared about his students more than himself. (b) (6), (b) (7)(C) was not aware that (b) (6), (b) (7)(C) was portrayed in an ad campaign during (b) (6), (b) (7)(C) tenure as (b) (6), (b) (7)(C) at DCPS. (b) (6), (b) (7)(C) heard that (b) (6), (b) (7)(C) resigned as (b) (6), (b) (7)(C) DCPS, in June 2011, and was not aware of his current position or whereabouts. (b) (6), (b) (7)(C) also denied feeling any extra pressure to perform under (b) (6), (b) (7)(C) era as (b) (6), (b) (7)(C) although she admitted that as a (b) (6), (b) (7)(C), she was not under the same pressure as classroom teachers. She admitted that teachers might have felt some added pressure under (b) (6), (b) (7)(C) due to the threat of layoffs and terminations.

(b) (6), (b) (7)(C) admitted that there is always a push to assist students who are just below the "proficient" line on their reading and/or math scores to raise their averages. (b) (6), (b) (7)(C) stated this was normal in the teaching profession. (b) (6), (b) (7)(C) was not aware of any

special accommodations given to these students during the DC CAS, such as special seating assignments. Special needs students also participated in the four DC BAS practice exams given throughout the year. Because of these exams, all teachers should be aware of which students are on the cusp of scoring proficient on their math/reading tests.

Since (b) (6), (b) (7)(C) started at NEC in the fall of 2009, she did not receive any monetary funds from the two TEAM awards which were awarded to NEC by the U.S. Department of Education. NEC won these awards, in part because of the dramatic increase in DC CAS scores from 2005 through 2009. (b) (6), (b) (7)(C) attributed the dramatic decline in DC CAS scores in 2010 to the number of transfer students who came to NEC from other lower performing schools. (b) (6), (b) (7)(C) estimated that the number of Special needs students jumped from 25 to as high as 58 students in 2009/2010.

In the spring of 2011, the DC CAS scores dropped again from the previous year. (b) (6), (b) (7)(C) attributed this drop to a lackadaisical attitude among the students, due to the new (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) was not as strong of an administrator as (b) (6), (b) (7)(C), and that the students DC CAS scores reflected the change in leadership.

(b) (6), (b) (7)(C) was not aware of any cheating on the DC CAS by any staff member at NEC. She could not provide any reason for the number of wrong-to-right erasures which were statistically high at NEC in comparison to other schools within DCPS. (b) (6), (b) (7)(C) does not work on the weekends, and therefore was unaware if any NEC staff were present at the school on the weekend that the DC CAS exams were given.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: June 21, 2011

Re: 2011-0318

Date of Interview: June 20, 2011

Time Began: 11:20 am

Time Ended: 11:35 pm

Location of Interview: Noyes Education Campus, 2725 10th St, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)
Home Address: (b) (6), (b) (7)(C)
Home Telephone Number: (b) (6), (b) (7)(C)
Work Location: Noyes Educational Campus
2725 10th Street, NE, Washington, DC
Work Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form and voluntarily provided the following information:

(b) (6), (b) (7)(C) began her career with the D.C. Public School System (DCPS) in 1995. (b) (6), (b) (7)(C) serves as a (b) (6), (b) (7)(C) which provides professional development training to teachers at Noyes. (b) (6), (b) (7)(C) described her role as “training the trainer,” or providing teachers with skills that the DCPS central office wants them to know. (b) (6), (b) (7)(C) has served in this role for the last eight years, of which the last three have been at Noyes.

(b) (6), (b) (7)(C) was placed at Noyes by the DCPS central office. She did not interview with (b) (6), (b) (7)(C), Noyes; however, she did know him from the time he

served as (b) (6), (b) (7)(C) at Bruce Monroe Elementary School. (b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as a good (b) (6), (b) (7)(C) and a good leader.

(b) (6), (b) (7)(C) played a limited role during the DC CAS testing at Noyes. She was assigned as a hall monitor, making sure students had valid reasons to be in the hallways if they were not in their assigned classrooms. (b) (6), (b) (7)(C) stated that her role was different from the hall monitor sent by the D.C. Office of the State Superintendent for Education (OSSE), whose role was to monitor the testing in each classroom, as (b) (6), (b) (7)(C) does not enter any of the classrooms during the test.

(b) (6), (b) (7)(C) confirmed that she received a \$2,000 bonus in 2008 or 2009 from the U.S. Department of Education, due to the dramatic rise in test scores at Noyes. She was not eligible for the bonus that Noyes received the previous year, but was aware that Noyes received bonus awards on two different occasions. (b) (6), (b) (7)(C) attributed the dramatic rise in test scores to good teachers, and the mission of (b) (6), (b) (7)(C) that students in his school succeed.

(b) (6), (b) (7)(C) had no idea about the high number of wrong-to-right erasures which occurred on a large number of Noyes answer sheets. She had not heard of any rumors or conversations regarding how they might have happened other than students re-checking their exam answer sheets.

(b) (6), (b) (7)(C) explained that the large drop in exam scores during the final year that (b) (6), (b) (7)(C) was at Noyes was possibly due to a large influx of special education students who were transferred to Noyes from other schools that were closing.

(b) (6), (b) (7)(C) was not aware of the reason that (b) (6), (b) (7)(C) Grade Teacher, had resigned from Noyes. She recalled an electronic mail message from the principal wishing him well, but had no other information about his departure.

Attachments



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: June 21, 2011

Re: 2011-0318

Date of Interview: June 20, 2011

Time Began: 11:20 am

Time Ended: 11:35 pm

Location of Interview: Noyes Education Campus, 2725 10th St, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)
Home Address: (b) (6), (b) (7)(C)
Home Telephone Number: (b) (6), (b) (7)(C)
Work Location: Noyes Educational Campus
2725 10th Street, NE, Washington, DC
Work Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form and voluntarily provided the following information:

(b) (6), (b) (7)(C) began her career with the D.C. Public School System (DCPS) in 1995. (b) (6), (b) (7)(C) serves as a (b) (6), (b) (7)(C) which provides professional development training to teachers at Noyes. (b) (6), (b) (7)(C) described her role as “training the trainer,” or providing teachers with skills that the DCPS central office wants them to know. (b) (6), (b) (7)(C) S has served in this role for the last eight years, of which the last three have been at Noyes.

(b) (6), (b) (7)(C) was placed at Noyes by the DCPS central office. She did not interview with (b) (6), (b) (7)(C) Noyes; however, she did know him from the time he

served as (b)(6), (b)(7) at Bruce Monroe Elementary School. (b)(6), (b)(7)(C) described (b)(6), (b)(7)(C) as a good (b)(6), (b)(7)(C) and a good leader.

(b)(6), (b)(7)(C) played a limited role during the DC CAS testing at Noyes. She was assigned as a hall monitor, making sure students had valid reasons to be in the hallways if they were not in their assigned classrooms. (b)(6), (b)(7)(C) stated that her role was different from the hall monitor sent by the D.C. Office of the State Superintendent for Education (OSSE), whose role was to monitor the testing in each classroom, as (b)(6), (b)(7)(C) does not enter any of the classrooms during the test.

(b)(6), (b)(7)(C) confirmed that she received a \$2,000 bonus in 2008 or 2009 from the U.S. Department of Education, due to the dramatic rise in test scores at Noyes. She was not eligible for the bonus that Noyes received the previous year, but was aware that Noyes received bonus awards on two different occasions. (b)(6), (b)(7)(C) attributed the dramatic rise in test scores to good teachers, and the mission of (b)(6), (b)(7)(C) that students in his school succeed.

(b)(6), (b)(7)(C) had no idea about the high number of wrong-to-right erasures which occurred on a large number of Noyes answer sheets. She had not heard of any rumors or conversations regarding how they might have happened other than students re-checking their exam answer sheets.

(b)(6), (b)(7)(C) explained that the large drop in exam scores during the final year that (b)(6), (b)(7)(C) was at Noyes was possibly due to a large influx of special education students who were transferred to Noyes from other schools that were closing.

(b)(6), (b)(7)(C) was not aware of the reason that (b)(6), (b)(7)(C) Teacher, had resigned from Noyes. She recalled an electronic mail message from the principal wishing him well, but had no other information about his departure.

Attachments



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: July 26, 2012

Re: 2011-0318

Date of Interview: July 25, 2012

Time Began: 12:00 pm

Time Ended: 12:20 pm

Location of Interview: (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), (b) (6), (b) (7)(C)

Office Telephone: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agent, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C) served as (b) (6), (b) (7)(C) to the D.C. Public School System (DCPS) from (b) (6), (b) (7) through (b) (6), (b) (7).

(b) (6), (b) (7)(C) vaguely recalled the November 21, 2008 memorandum from the D.C. Office of the State Superintendent for Education (OSSE) which identified concerns with the high number of Wrong-to-Right (WTR) erasures in certain classrooms, and unusual gains in test scores at a number of schools.

(b) (6), (b) (7)(C) reported that (b) (6), (b) (7)(C), DCPS, was the point person within DCPS who handled the OSSE memorandum, and the subsequent actions which eventually led to the hiring of CAVEON, Inc.

(b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as committed, and who took the OSSE memorandum seriously and without any undue delays. (b) (6), (b) (7)(C) was unaware of the assistance given to (b) (6), (b) (7)(C) by (b) (6), (b) (7)(C), Independent Consultant, EDUNEERING, Inc. (b) (6), (b) (7)(C) believed that the initial reaction to the OSSE letter by DCPS was not rushing to judgment and accusing teachers of cheating without proper due diligence.

(b) (6), (b) (7)(C) vaguely recalled the February 23, 2009 memorandum (attached) which was drafted by (b) (6), (b) (7)(C) and forwarded to (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) described his role as mainly reviewing documentation for legal sufficiency, especially when it came to dealing with the Washington Teacher's Union (WTU).

(b) (6), (b) (7)(C) clearly recalled reviewing a draft disclosure agreement prior to the 2009 DC CAS exams which basically stated that teachers and administrators promised not to cheat on the DC CAS exams. (b) (6), (b) (7)(C) was incredulous that the (b) (6), (b) (7)(C) WTU went ballistic after reviewing the agreement and balked at authorizing WTU members to sign the agreement. (b) (6), (b) (7)(C) stated that this type of agreement was widely used and accepted in other large jurisdictions that fell under the American Federation of Government Employees (AFGE) union, and that he did not understand the WTU's vehement rejection of this disclosure agreement.

(b) (6), (b) (7)(C) could not recall discussions of the OSSE memorandum during the management meetings with (b) (6), (b) (7)(C), nor did he recall (b) (6), (b) (7)(C) discussing the OSSE report during any of his one-on-one meetings with (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) vaguely recalled that (b) (6), (b) (7)(C) spent time identifying the best possible company to review the 2009 DC CAS testing irregularities, and that CAVEON was chosen based on its expertise, and recommendation from other large school districts. (b) (6), (b) (7)(C) confirmed that investigation into the 2008 DC CAS test results was probably terminated due to the fact that DCPS was too close to the 2009 DC CAS exams, and that (b) (6), (b) (7)(C) and her staff did not want to interrupt the initial preparations for the 2009 exams.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: July 19, 2011

Re: 2011-0318

Date of Interview: July 15, 2011

Time Began: 10:00 am

Time Ended: 11:10 am

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Teacher, (b) (6), (b) (7)(C), Noyes EC

Home Address: (b) (6), (b) (7)(C)

Also Present: (b) (6), (b) (7)(C), Attorney, (b) (6), (b) (7)(C) & Associates, P.C.

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) has been with the DCPS system since 2005. He served as a (b) (6), (b) (7)(C) teacher at (b) (6), (b) (7)(C) School (ES) in (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) (C) (C)

(b) (6), (b) (7)(C) Noyes EC, was not part of the panel interview. (b) (6), (b) (7)(C) S did not know (b) (6), (b) (7)(C) prior to his assignment at NOYES. (b) (6), (b) (7)(C) stated the physical environment of the school sold him on accepting the PE position at Noyes. He was also given the freedom to design and implement a PE curriculum for Noyes.

(b) (6), (b) (7)(C) was not aware that Noyes received a Blue Ribbon award by the U.S. Department of Education (USED) when he joined the staff, nor was he aware of any financial incentive awarded because of the Blue Ribbon award. (b) (6), (b) (7)(C) was surprised when Noyes received a second TEAM award from USED in the spring of 2009.

(b) (6), (b) (7)(C) was aware that Noyes won a TEAM award in 2006/2007 school year, as the staff received their monetary awards approximately one year later in the spring of 2008. (b) (6), (b) (7)(C) was paid \$8,000 in the spring of 2010 for the second TEAM award. (b) (6), (b) (7)(C) stated that there were no speeches or announcements by the principal concerning the TEAM award or financial payments. (b) (6), (b) (7)(C) did not think that Noyes was even eligible to receive a second TEAM award because he had never heard of any school winning a TEAM award twice.

(b) (6), (b) (7)(C) was aware that the TEAM awards were based on the dramatic rise in testing scores of the DC CAS exam. (b) (6), (b) (7)(C) based the rise in test scores on collaborative planning meetings held by school staff in which students on the cusp of being “proficient” were given extra tutoring to help them increase their overall test scores. (b) (6), (b) (7)(C) also credited the high scores to increased emphasis on the DC BAS or ANET practice exams which are given four times a year to allow students to review their progress and prepare for the real exam. The final DC BAS or ANET exam is usually given approximately one month before the DC CAS exam. The students are allowed to see what questions they got wrong on the practice exams, and therefore, can concentrate on increasing their knowledge in those areas.

(b) (6), (b) (7)(C) could not explain the precipitous drop in DC CAS scores in 2010 or 2011.

The DC CAS District-wide exams are given once a year in April. The test is given over a multi-day period, and last one and half hours, from 9:30 to 11:00. Both the teacher, and a “proctor” are present in the room during the test. (b) (6), (b) (7)(C) served as a proctor in 2009, 2010, and 2011. On the first exam day, the teacher will obtain the test booklets from (b) (6), (b) (7)(C), around 8:15 am. The proctor is supposed to report to his/her assigned classroom a few minutes before the exam is set to start. (b) (6), (b) (7)(C) was not aware of who made up the room assignments for each proctor.

The classroom teacher will hand out the test booklets to each student which are pre-printed with a specific barcode for each student. If there are any new or recently transferred students in the class, the teacher or proctor is allowed to instruct that student on how to fill out the identification portion of the answer sheet. Once the exam begins, there is no talking allowed, and the teacher and proctor are to circulate around the classroom. The teacher or proctor has to make sure each student answers the first ten questions on the answer sheet or the test grading company will invalidate the entire test

score. The teacher will put the remaining time of the test on the classroom chalkboard, and an announcement will be made over the public address system when the exam time has ended. If there are any students who need extra time to finish the test, they are escorted to another room, usually the library, and given extra time to finish the exam. (b) (6), (b) (7)(C) could not recall if any students that he proctored ever needed any extra time. At the end of the test period, the teacher will collect all the tests and return them to the test coordinator, (b) (6), (b) (7)(C), who locks them in a room adjoining his (b) (6), (b) (7)(C) office. (b) (6), (b) (7)(C) speculated that only (b) (6), (b) (7)(C) the principal, and the custodial staff have keys to access the storage room.

(b) (6), (b) (7)(C) could not provide an answer for the departure of (b) (6), (b) (7)(C) (FNU), who resigned last year. (b) (6), (b) (7)(C) seemed different and withdrawn during his last few months at the school. (b) (6), (b) (7)(C) tries to stay away from rumors and gossip around the school. In addition, (b) (6), (b) (7)(C) was unaware of why (b) (6), (b) (7)(C), former (b) (6), (b) (7)(C) grade teacher, resigned in April 2011.

(b) (6), (b) (7)(C) refused to speculate on the dramatic rise in number of wrong-to-right erasures that were attributed to certain classrooms at Noyes. (b) (6), (b) (7)(C) had heard about the controversy, and stated that many teachers were taken by surprise concerning the number of erasures.

(b) (6), (b) (7)(C) did not believe that there was any undue pressure on teachers or administrators under the leadership of (b) (6), (b) (7)(C) DCPS. (b) (6), (b) (7)(C) stated there was more fear of the change in leadership, although he admitted that he did not personally care for (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) never heard any conversations from school staff that they were afraid of losing their jobs unless they increased the DC CAS scores in their classrooms.

(b) (6), (b) (7)(C) recently learned that (b) (6), (b) (7)(C) had resigned from DCPS. He has seen (b) (6), (b) (7)(C) once in the last few months, but does not have a close relationship with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) described the management team under (b) (6), (b) (7)(C) as (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), and (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) claimed that from the outset of the news that OIG would be investigating teachers at Noyes, no one was at ease. The teacher's union informed their members of their rights, and not to believe certain rumors about teachers being arrested.

(b) (6), (b) (7)(C) reiterated that he has not seen or heard of any testing improprieties being committed by any DCPS staff in regard to the DC CAS exam.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: August 4, 2011

Re: 2011-0318

Date of Interview: July 29, 2011

Time Began: 10:00 am

Time Ended: 11:25 am

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C) DC-OIG
Special Agent (b) (6), (b) (7)(C), ED-OIG

Person Interviewed: (b) (6), (b) (7)(C) Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)
[Redacted]
[Redacted]

(b) (6), (b) (7)(C)
[Redacted] met and interviewed with (b) (6), (b) (7)(C)
(b) (6), (b) (7)(C), Noyes Education Campus (NEC). (b) (6), (b) (7)(C) was then interviewed by a panel of approximately eight NEC staff members at the school. She was

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was not aware of NEC's Blue Ribbon status until after she was hired. She was also unaware that NEC had won a U.S. Department of Education (ED) TEAM award for the 2007/2008 school year until shortly after being hired.

NEC won a second ED TEAM award in 2008/2009, and (b) (6), (b) (7)(C) received an \$8,000 bonus. She described her first year as being tough on her mentally, and she questioned whether or not she would fulfill her duties as Teacher during the entire year. She explained that she (b) (6), (b) (7)(C) (b) (6), (b) (7)(C). She also stated that (b) (6), (b) (7)(C) was a tough educator who demanded results from his staff.

(b) (6), (b) (7)(C) During her (b) (6), (b) (7)(C) had no part in the annual DC CAS exams given in April of each school year. (b) (6), (b) (7)(C) did not serve as a Proctor for any other classroom.

In (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) had her first experience with the DC CAS exams. She explained that she, along with all the teaching staff at NEC underwent exam training procedures the week before the exam. The training was taught by (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), NEC. During the four days of testing, (b) (6), (b) (7)(C) class was tested on two math exams and two English exams. (b) (6), (b) (7)(C) explained that (b) (6), (b) (7)(C), Educational Assistant, NEC, served as class proctor for three of the exam days and (b) (6), (b) (7)(C), (position unknown), served as proctor for the fourth day. (b) (6), (b) (7)(C) also stated that two of her students were unable to complete the exam during the allotted time period in the classroom, and were then escorted to the lunchroom to finish their exams. (b) (6), (b) (7)(C) believed that (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), and one other staff person were assigned to watch over the students in the lunchroom.

(b) (6), (b) (7)(C) attributed the rise in DC CAS scores during her first year at the school to better teacher relationships with the parents of students, and hard work by the school staff.

(b) (6), (b) (7)(C) then explained that the sharp drop in DC CAS scores in 2009/2010 could have been attributed to the number of new students who have transferred to NEC. (b) (6), (b) (7)(C) stated that she experienced a tremendous growth in her classroom size the three years she taught at NEC.

(b) (6), (b) (7)(C) was aware of the scandal surrounding the "erasure" investigation due to the USA Today news article, and the number of intrusions by journalists and other news personnel on the campus. (b) (6), (b) (7)(C) stated that cameras were aimed in the windows of classrooms during the latter part of the school year, as rumors of irregularities of DC CAS scores were abundant throughout the media. (b) (6), (b) (7)(C) was not aware of any cheating by NEC personnel and questioned how a teacher could commit the act under so much supervision during exam periods. When questioned if a teacher or administrator could have altered the test sheets after hours or on weekends, (b) (6), (b) (7)(C) confirmed that it was a possibility. (b) (6), (b) (7)(C) believed that the principal and chief custodian had keys to the school doors.

(b) (6), (b) (7)(C) stated that she was an (b) (6), (b) (7)(C), and kept mainly to herself at school, and therefore was not privy to much gossip or conversation regarding the erasure scandal.

(b) (6), (b) (7)(C) explained that (b) (6), (b) (7)(C) was (b) (6), (b) (7)(C)'s right-hand man, and that (b) (6), (b) (7)(C) served as acting principal when (b) (6), (b) (7)(C) was absent. (b) (6), (b) (7)(C) also described the NEC management team as consisting of: (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), and (b) (6), (b) (7)(C), (b) (6), (b) (7)(C). The management team was dissolved early in the fall of 2010, when (b) (6), (b) (7)(C) took over as principal of NEC. (b) (6), (b) (7)(C) could not explain the exact reason for the dissolution of the management team, but speculated that (b) (6), (b) (7)(C) had a different management style than (b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) believed that (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) went on the same cruise around June 26, 2010, because both individuals had mentioned going on a cruise during the same week. (b) (6), (b) (7)(C) recalled the date, because that is when she and her husband married. (b) (6), (b) (7)(C) could not recall any other details regarding the cruise.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: June 10, 2011

Re: 2011-0318

Date of Interview: June 9, 2011

Time Began: 3:45 pm

Time Ended: 4:00 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Custodian, Noyes EC

Home Address: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) began his career with D.C. Public Schools (DCPS) at Noyes in October 2009. He is currently a Regular Worker (RW) – 3. His shift is from (b) (6), (b) (7)(C) pm, Monday through Friday. (b) (6), (b) (7)(C) reports to (b) (6), (b) (7)(C), who works the 6:00 am to 3:00 pm shift. (b) (6), (b) (7)(C) is responsible for overall cleaning of the building and other building services. He occasionally receives overtime hours if there are events held at the school on the weekend. Anytime there is an event, at least one custodial staffer will be on-site.

(b) (6), (b) (7)(C) is aware of the DC CAS exams which are given to students around the first week of April; however, because his shift does not begin until 1:00 pm, he is not in the building while the tests are being administered. (b) (6), (b) (7)(C) denies any knowledge of cheating taking place on the DC CAS exams. He only heard about the cheating scandal from news reports. He does not have any relationships with the teachers and only talks about sports with some of the staff. He is unaware of what goes on in the classrooms, as his duties are mostly in the common areas.

(b) (6), (b) (7)(C) was hired by (b) (6), (b) (7)(C) the (b) (6), (b) (7)(C) of Noyes. Both (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) interviewed him for the job. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) performed his job, and that he (b) (6), (b) (7)(C) never had any issues with him. (b) (6), (b) (7)(C) was aware of the bonus money paid to all school staff in 2009; however, since he had just started at the school, he was not eligible for any bonus money.

(b) (6), (b) (7)(C) confirmed that the DC CAS exams are kept in a locked room that can only be opened by the principal, assistant principal, guidance counselor, and custodial staff. (b) (6), (b) (7)(C) does not have keys to open the school building. (b) (6), (b) (7)(C) is the only custodial staffer allowed to open the building on the school days and weekends. (b) (6), (b) (7)(C) does not recall seeing anyone in the locked office with the DC CAS exams on the weekend that the exams were stored in the office.

(b) (6), (b) (7)(C) heard that (b) (6), (b) (7)(C) grade (b) (6), (b) (7)(C) was fired for some type of cheating incident; however, he does not know the specifics of the incident.



Office of The Inspector General
Investigations Division

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 23, 2011

Re: 2011-0318

Date of Interview: May 19, 2011

Time Began: 3:35 pm

Time Ended: 5:30 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Teacher, (b) (6), Grade, Noyes EC

Home Address: (b) (6), (b) (7)(C)

Home Telephone Number: (b) (6), (b) (7)(C)

Personal Cell Phone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) has been with the DCPS system since (b) (6), (b) (7)(C). He served as a teacher at (b) (6), (b) (7)(C), until he transferred to Noyes. (b) (6), (b) (7)(C) transferred to Noyes at the request of (b) (6), (b) (7)(C) at (b) (6), (b) (7)(C) who was (b) (6), (b) (7)(C) of Noyes that same year. (b) (6), (b) (7)(C) requested that (b) (6), (b) (7)(C) transfer with him, as (b) (6), (b) (7)(C) believed that (b) (6), (b) (7)(C) was a quality educator. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C), Retired Teacher, also transferred with (b) (6), (b) (7)(C) M to Noyes at the request of (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) retired approximately three years ago,

and taught pre-K. (b) (6), (b) (7)(C) described his relationship with (b) (6), (b) (7)(C) as strictly professional, and did not consider (b) (6), (b) (7)(C) a personal friend, even though (b) (6), (b) (7)(C) got (b) (6), (b) (7)(C) his current position.

The DC CAS District-wide exams are given once a year in April. The test is given over a four-day period, and last one and half hours, from 9:30 to 11:00. There are two reading exams, and two math exams, and the test has a total of approximately 40 questions. Both the teacher, and a “proctor” are present in the room during the test. The proctor is usually a Teacher’s Aide (TA) from one of the earlier grades, such as Pre-K, or 1st grade. (b) (6), (b) (7)(C) was the TA who served as proctor in (b) (6), (b) (7)(C) class; however, (b) (6), (b) (7)(C) stated that he took leave during this year’s exam days. When asked to explain, (b) (6), (b) (7)(C) stated that with all the negative publicity regarding Noyes and exams, he (b) (6), (b) (7)(C) just did not want to be part of this years exams. (b) (6), (b) (7)(C), Teacher, (b) (6), (b) (7)(C), gave the exam in (b) (6), (b) (7)(C) absence this year.

On the first exam day, which is normally Tuesday, (b) (6), (b) (7)(C) will obtain the test booklets from (b) (6), (b) (7)(C), around 8:15 am. (b) (6), (b) (7)(C) will sign-out an exact number of test booklets to match the number of students in his class (b) (6) this year). The test booklet contains the questions for all four exam days. Once the booklets are handed out to the students on the first day, (b) (6), (b) (7)(C) will make sure that all students identifying information is filled out correctly on the first page of the exam booklet. This is the only time that the teachers have any interaction with the students and their exam booklets. (b) (6), (b) (7)(C) never speaks to the students during exam times and will provide a time limit on the chalkboard to notify students how much time they have left before the 11:00 finish time. If a student has not finished by 11:00, they have the option to be taken to another empty classroom by a proctor to finish their final questions; however, (b) (6), (b) (7)(C) stated that this has never happened in his class.

At the conclusion of the test, (b) (6), (b) (7)(C) will gather all test booklets and return them directly to (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) and one other individual (usually the OSSE Monitor) will confirm that all test booklets are accounted for, and have (b) (6), (b) (7)(C) sign a release form for that testing day. This process is repeated for the next three testing days. (b) (6), (b) (7)(C) believed that only the principal, (b) (6), (b) (7)(C), the three school custodians, and possibly the school security officer had keys to the test storage room.

(b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as dedicated to staff and students, likeable, and very personable. He also described (b) (6), (b) (7)(C) as very driven and one who challenges teachers and students. It was not unusual for (b) (6), (b) (7)(C) to stay at the school until evening hours. (b) (6), (b) (7)(C) was not sure if there were ever any other individuals that would also be at the school during the evening hours.

In (b) (6), (b) (7)(C) absence, (b) (6), (b) (7)(C) would probably fill the role as (b) (6), (b) (7)(C). Until this year, there was never an Assistant or Vice Principal at Noyes. (b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) as warm, nice, and works well with staff.

(b) (6), (b) (7)(C) was unaware that Noyes was considered for U.S. Department of Education TEAM awards in 2008 and 2009. The award money was a surprise to him, as he and all other teachers received \$8,000 each. The principal was awarded \$10,000, and even the support staff received cash awards; however, (b) (6), (b) (7)(C) was unaware of the amounts given to support or custodial staff. (b) (6), (b) (7)(C) credited the award to increased emphasis on test taking skills given in the afternoons, and professional development classes given on Thursdays. When asked why the school did not receive the awards prior to 2008, (b) (6), (b) (7)(C) stated that Noyes was a transitional school at one point, and the students were scoring extremely low on their standardized tests. It was a gradual process that raised the test scores, and not one specific event that raised the scores overnight.

(b) (6), (b) (7)(C) was then questioned as to why Noyes DC CAS scores dropped dramatically in 2010 after (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) presumed that the scores dropped because of the transfer of new students whose school performance was dramatically lower than existing students, and low performing students from the 2nd grade who did not score well during their first year of testing in the 3rd grade.

(b) (6), (b) (7)(C) was aware of the controversy surrounding the USA Today news article, and the high number of right to wrong (RTW) erasures that were identified at Noyes and some other schools. (b) (6), (b) (7)(C) stated that what other teachers or administrators do is their business, as he keeps to himself and does not socialize with other staff. (b) (6), (b) (7)(C) is angry over the dark cloud of suspicion caused by the news article, and has not seen or heard anything to prove that any staff at Noyes intentionally changed any test scores on the student answer sheets. (b) (6), (b) (7)(C) could not understand how anyone could change any test scores while the exam is being given; however, he admitted that the test booklets could have been altered during non-school hours with little chance of being seen by any witnesses. (b) (6), (b) (7)(C) identified (b) (6), (b) (7)(C), a (b) (6), (b) (7)(C) Grade Teacher, as the individual who was terminated the previous week for allegedly cheating on the DC CAS exams. (b) (6), (b) (7)(C) started at Noyes the previous year.

(b) (6), (b) (7)(C) admitted that school employees felt additional pressure under (b) (6), (b) (7)(C) to step up their performance. As the former (b) (6), (b) (7)(C) instituted new standards that caused a number of teachers to lose their jobs. However, (b) (6), (b) (7)(C) stated that he does not live in fear of his job, and just concentrates on doing the best job he can.

All teachers at Noyes utilize a sign-in/sign-out log sheet. (b) (6), (b) (7)(C) was not aware if the principal had to follow this same procedure. The principal probably has copies of these sheets in her office. There may be security cameras in the common areas of the school, and (b) (6), (b) (7)(C) is unaware if tapes are kept of the security camera footage.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 12, 2011

Re: 2011-0318

Date of Interview: May 10, 2011

Time Began: 3:40 pm

Time Ended: 5:00 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), FBI

Person Interviewed: (b) (6), (b) (7)(C)

Work Telephone Number: (b) (6), (b) (7)(C)

Personal Cell Phone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)

She served in this role from (b) (6), (b) (7)(C)
also served as a (b) (6), (b) (7)(C)

She has

(b) (6), (b) (7)(C)

(b) (7)(C), (b) (6) confirmed that the DC CAS standardized exams are given to students in the third through eighth grades, and that Noyes teaches students in pre-K through eighth grade. Although (b) (7)(C), (b) (6) has only been at Noyes since (b) (6), (b) (7)(C), she participated in the latest round of DC CAS testing which was administered in early April 2011. The tests are administered over a five-day period (Monday through Friday), and any make-up portions are given early the following week. There is normally a proctor assigned to each classroom, along with the teacher of that class. In addition, there is a DCPS Central Office Monitor who patrols the school during test days.

The teachers and/or proctors are supposed to stand and walk around the classroom the entire time the test is given; however, (b) (7)(C), (b) (6) could not confirm that this policy is ever enforced or followed. Once students are finished with their exams, they are collected by the teacher/proctor, and held until all students finish, usually around 12:00. At this time, the teacher/proctor delivers the tests, in a folder (unsealed) to the school principal, for secure storage until the next test day.

Each test sheet has a specific barcode assigned to each registered student; however, there are times when the barcode is missing or damaged, and the teacher is required to assist the student in darkening the correct ovals on the test answer sheet to fill in the correct identifiers applicable to each student. (b) (7)(C), (b) (6) recalled at least one incident in which she witnessed a teacher filling in the oval circles with a student, and when she questioned the teacher as to what they were doing, the teacher responded that they were just assisting the student with the manual identification section of the answer sheet.

(b) (7)(C), (b) (6) was questioned regarding the potential for teachers and/or administrators to alter the test answer sheets. Initially, (b) (7)(C), (b) (6) thought it would be very difficult for this to happen because of the strict protocols involved in the testing procedure. At Noyes, the tests are collected by the (b) (6), (b) (7)(C), and/or the Test Coordinator, (b) (6), (b) (7)(C), at the conclusion of the testing period each day, and the tests are secured in a locked office. As far as (b) (7)(C), (b) (6) knows, only she and the Principal have keys to that particular office at this time; however, (b) (7)(C), (b) (6) was unaware as to how many school employees might have had access to this particular room prior to her transfer to this school. (b) (6), (b) (7)(C) stated that when she was at (b) (6), (b) (7)(C) EC, there was an actual vault that was used to store the exams during non-test periods; and she was surprised to learn that Noyes did not have a similar secure storage unit.

After physically visiting the secure office with the reporting agents, (b) (6), (b) (7)(C) confirmed that this was not the ideal location to store exams, as there were two different doors that had access to the locked office.

(b) (6), (b) (7)(C) confirmed that it was possible that a teacher and/or administrator could gain access to the exams after school hours in the late afternoon/evening, or on the weekend following the exam dates with little chance of being detected by other individuals.

(b) (6), (b) (7)(C) was questioned regarding her personal opinion of (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), and as (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) immediately stated that he was “dishonest,” and then said that (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) described the dishonesty by relating a recent personal incident involving (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 2, 2012

Re: 2011-0318

Date of Interview: May 1, 2012

Time Began: 1:50 pm

Time Ended: 2:00 pm

Location of Interview: Telephonic (b) (7)(C), (b) (6)

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), D.C. Public Schools (DCPS)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) admitted that she served as a DC CAS Test Monitor for OSSE performing spot checks at various DCPS facilities during the week of the DC CAS exams, which are typically held in April.

(b) (6), (b) (7)(C) recalled serving as a monitor at Noyes Education Campus (NEC), in the Spring of 2009. After being apprised of the fact that the reporting agent had a copy of (b) (6), (b) (7)(C) Test Site Observation Report, dated April 23, 2009, (b) (6), (b) (7)(C) confirmed that the report should have been dated on the same date that (b) (6), (b) (7)(C) reported to NEC. (b) (6), (b) (7)(C) stated that she only visited the school during one day of testing. There was an additional monitor at the school from the DCPS Central Office; however, (b) (6), (b) (7)(C) could not recall the name of this monitor, or be sure if it was a male or female. (b) (6), (b) (7)(C) believed that the DCPS monitor was on-site during all four days of testing, but, since she was not present all four days, she could not confirm this statement.

(b) (6), (b) (7)(C) stated that most classroom doors that held students that were taking the DC CAS were closed during the test sessions. She recalled one classroom which contained 3rd grade special education students being individually assisted with “read-alouds,” rather than a group presentation. (b) (6), (b) (7)(C) discussed this with the principal or test coordinator, and noted this on her report, but did not feel that there was anything suspicious about this activity.

(b) (6), (b) (7)(C) stated that she was never told by (b) (7) or any other individual to stay out of the classrooms during testing while she was present at NEC. Most of the time (b) (6), (b) (7)(C) visually checked the classrooms through the windows on the closed classroom doors.

(b) (6), (b) (7)(C) described the atmosphere in the hallways at NEC during test time as extremely quiet.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: December 15, 2011

Re: 2011-0318

Date of Interview: December 19, 2011

Time Began: 12:40 pm

Time Ended: 1:10 pm

Location of Interview: Noyes Education Campus (NEC), 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Teacher, (b) (7)(C) Elementary School

Home Address: (b) (6), (b) (7)(C)

Contact Phone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) has been with DCPS since (b) (7)(C). She started at NEC where she taught (b) (6), (b) (7)(C) in her first year, and then (b) (6), (b) (7)(C). In (b) (6), (b) (7)(C), she transferred to her current position as a (b) (6), (b) (7)(C) Teacher at (b) (7)(C) Elementary School (TES).

(b) (6), (b) (7)(C) is a graduate of Howard University. She interviewed with a number of DCPS officials before she was eventually hired by (b) (7)(C), (b) (6), NEC. (b) (6), (b) (7)(C) did not know (b) (7)(C) prior to her start at NEC.

(b) (6), (b) (7)(C) believed that NEC won the first of its two U.S. Department of Education TEAM awards the first year she was hired. She received \$8,000 from this award. NEC won an additional reward two years later, where (b) (6), (b) (7)(C) received an additional \$8,000. (b) (6), (b) (7)(C) and the rest of the teaching staff were unaware that NEC won the awards until an announcement was made by (b) (7)(C) near the middle of the following school year.

Since (b) (6), (b) (7)(C) taught (b) (6), (b) (7)(C) she was not involved in the annual D-CAS exams until (b) (6), (b) (7)(C) when she was asked to serve as a proctor for (b) (6), (b) (7)(C) grade class. Although that was her first year with the exam, all teaching staff were required to attend the D-CAS exam preparation meetings given by (b) (6), (b) (7)(C), NEC. (b) (6), (b) (7)(C) recalled (b) (6), (b) (7)(C) going over such rules as making sure all seats were in neat rows, that all study materials on the walls were covered up, and that students remain quiet while the exam was taking place. (b) (6), (b) (7)(C) denied that (b) (6), (b) (7)(C) ever gave any instructions on placing certain students in certain parts of the classroom.

(b) (6), (b) (7)(C) believed that there were approximately 20 students (b) (6), (b) (7)(C) classroom, and that she and (b) (6), (b) (7)(C) rotated throughout the classroom during the exam to make sure students were filling out their answer sheets correctly. Neither she nor (b) (6), (b) (7)(C) were allowed to speak during the exam, and the only overt actions taking place during the exam were (b) (6), (b) (7)(C) writing on the chalkboard telling students how much time was left on the exam.

(b) (6), (b) (7)(C) denied any knowledge of (b) (6), (b) (7)(C) assisting students during the exam. Although presented with the knowledge that (b) (6), (b) (7)(C) admitted helping students during the exam, and subsequently being terminated from DCPS, (b) (6), (b) (7)(C) stated that she neither saw, nor heard (b) (6), (b) (7)(C) assisting the students in any way during the exam. (b) (6), (b) (7)(C) acknowledged the fact that her answer contradicted (b) (6), (b) (7)(C) statements, but she did not alter her statement.

In the following year, (b) (6), (b) (7)(C) filled in as substitute teacher for (b) (6), (b) (7)(C) grade classroom during the D-CAS exams. (b) (6), (b) (7)(C) could not recall who served as her proctor during this exam. Although (b) (6), (b) (7)(C) was presented with the statement that (b) (6), (b) (7)(C) class has some of the highest erasures stats from wrong-to-right on the D-CAS the previous three years, she denied any knowledge that (b) (6), (b) (7)(C) was complicit in any cheating scenario. (b) (6), (b) (7)(C) also stated that no student in (b) (6), (b) (7)(C) class ever informed her that (b) (6), (b) (7)(C) assisted them during previous D-CAS exams.

(b) (6), (b) (7)(C) stated that she did not feel extra pressure under (b) (7)(C), (b) (6) 's tenure as (b) (7)(C), (b) (6), but admitted that the IMPACT evaluation system placed extra pressure on DCPS teachers to perform at a higher standard, lest they be terminated for low IMPACT scores.



Office of The Inspector General
Investigations Division

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: July 25, 2011

Re: 2011-0318

Date of Interview: July 15, 2011

Time Began: 11:15 am

Time Ended: 12:55 pm

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), ED-OIG

Person Interviewed: (b) (6), (b) (7)(C), Noyes EC

Home Address: (b) (6), (b) (7)(C)

DLN: (b) (6), (b) (7)(C)

Date of Birth: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

Also Present: (b) (6), (b) (7)(C), Attorney, (b) (6), (b) (7)(C) & Associates, P.C.

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(b) (6), (b) (7)(C)

The DC BAS practice exams are given four times throughout the school year, with the last exam approximately 2-4 weeks before the formal DC CAS exam is given. (b) (6), (b) (7)(C)

The exams are shipped to the schools approximately one week before the exam is given. The boxes come with an index and all the answer sheets are supposed to be pre-printed with the student's name. (b) (6), (b) (7)(C) is assisted in going through the test materials by (b) (6), (b) (7)(C), (b) (7)(C), (b) (6), and (b) (6), (b) (7)(C), (b) (7)(C), (b) (6). The teacher's names are also attached to each test booklet.

For the DC BAS practice exams, the answer sheets are returned to Discovery Inc in pre-packaged boxes. The test booklets remain with the school since they contain essay questions that must be hand-graded by each teacher. (b) (6), (b) (7)(C) is not aware of how the test booklets are disposed, but stated that the questions are changed on each exam, and are different from questions given on the DC CAS exam.

The DC CAS student information is gained from STARS, which is an electronic directory of each student's personal information. There are four subsections of the DC CAS which are Math, Science, English and Composition. Not all grades are given math and science tests. During the DC CAS, there are two monitors from the central office or the Office of the State Superintendent for Education (OSSE) that are present when the exams are signed out by the teachers. These two individuals also roam the school halls during the exam session.

On the first test day, teachers sign-in for the test materials between 8:15 and 8:45 am. Shortly thereafter, all teachers attend a group meeting for final instructions. The tests usually start at 9:15, and the teachers and proctors are supposed to circulate through the classroom to make sure that the students are taking the exam correctly. The students have to fill in an answer for the first ten questions, or the test will be invalidated by CTG McGRAW/HILL. Teachers are not allowed to collect test booklets and answer sheets until the exam time is over.

If students do not finish subtest section one, they are allowed to stay in the classroom and finish the exam while the other students start taking subsection two.

At the conclusion of the test, teachers have 20 minutes to return the test booklets and answer sheets to (b) (6), (b) (7)(C) office. Once they are all checked in, (b) (6), (b) (7)(C) secures them in a locked office adjacent to his. Only (b) (6), (b) (7)(C), the principal and the custodian have access to the locked office. The exam booklets and answer sheets are sent to CTG/McGraw-Hill within a week and a half of the completion date.

(b) (6), (b) (7)(C) did not feel any additional pressure when (b) (7)(C), (b) (6) (b) (6), (b) (7)(C) stated that Noyes was making Adequate Yearly Progress (AYP) prior to (b) (7)(C), (b) (6), which requires a certain percentage gain by each grade during each year. Each teacher is aware of AYP at the beginning of each school year, as is the school principal.

(b) (6), (b) (7)(C) is not aware of the standards for the U.S. Department of Education (ED) TEAM awards, which NOYES won in the 2006/2007 school year, and then again in the 2008/2009 school year. NOYES essentially won the awards for its large gains on the DC CAS exams during those school years. Each employee of the school won a monetary award from ED for the TEAM award, which was issued the following year. (b) (6), (b) (7)(C) was given \$4,000 for his TEAM award.

(b) (6), (b) (7)(C) credited the TEAM awards to the leadership of (b) (7)(C), (b) (6) (b) (6), (b) (7)(C) stated that the DC CAS scores rose dramatically during (b) (7)(C), (b) (6) at Noyes. (b) (6), (b) (7)(C) credited the rise in scores to good teachers selected by (b) (7) and a skill development program that was unique to Noyes. (b) (7) also used data from the DC BAS practice exams to create goals for each student which (b) (6), (b) (7)(C) felt was a strong learning tool which led to higher DC CAS scores.

(b) (6), (b) (7)(C) explained that the DCPS lottery system, and an influx of special education students led to a dramatic drop in DC CAS scores during (b) (6), (b) last year as (b) (6), (b) in (b) (6), (b) (7). When you have a high performing school in DCPS, there is a lottery system in place to allow other students the chance to enroll in a higher performing school even though that student does not live in within the boundaries of that particular school. (b) (6), (b) (7)(C) felt that the recently transferred students brought down the overall school average, and not because of any security changes instituted for the administration of the DC CAS exams. (b) (6), (b) (7)(C) also stated that NOYES added a sixth grade class in the 2006/2007 school year; a seventh grade class in 2007/2008 school year; and an eighth grade class in 2008/2009 school year. These additional classes brought in many new students from other schools.

(b) (6), (b) (7)(C) believed that the high number of erasure marks on recent DC CAS exams may be due to the DC CAS not being timed during (b) (7)'s tenure. Prior to (b) (7), students were timed, and there was no make-up time allowed; therefore students might not have had as much time to review their answers and make changes if needed.

(b) (6), (b) (7)(C) described his relationship with (b) (7) as friendly. They have a good working relationship, and (b) (6), (b) (7)(C) looks up to (b) (7) as an instructional leader. They will (b) (7)(C), (b) (6). (b) (7) left Noyes in (b) (7)(C), due to his (b) (7)(C), (b) (6). (b) (6), (b) (7)(C) was aware that (b) (7)(C), (b) (6). (b) (7)(C), has spoken with him, wherein (b) (7)(C), (b) (6) (b) (6), (b) (7)(C) that it was time for him (b) (7) to move on. (b) (6), (b) (7)(C) was unaware of (b) (7)'s future employment plans.

(b) (6), (b) (7)(C) was not enthralled with the change (b) (7)(C), (b) at Noyes when (b) (7) [REDACTED] There was a drastic change in (b) (7)(C), (b) (6), and (b) (6), (b) (7)(C) thought (b) (7)(C), (b) (6) [REDACTED] r.

(b) (6), (b) (7)(C) was unaware of any rumors or ideas on how the high number of wrong-to-right erasures happened other than his previous statement regarding the timed exam period.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: March 2, 2012

Re: 2011-0318

Date of Interview: March 2, 2012

Time Began: 3:35 pm

Time Ended: 3:50 pm

Location of Interview: Noyes Education Campus (NEC), NE, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), NEC

Home Address: (b) (6), (b) (7)(C)
DLN: (b) (6), (b) (7)(C)
Date of Birth: (b) (6), (b) (7)(C)
Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Kalkines Warning Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) denied that he required any seating charts or special seating arrangements from any teachers at NEC. Teachers are required to separate their students into neat, uniformed rows during the DC BAS and DC CAS exams. There were two versions of the DC CAS in 2008 and 2009, and then four versions starting in 2010. (b) (6), (b) (7)(C) did not direct his teachers to make sure that students sitting side-by-side had different versions of the exam, as students are seated far enough apart that it would be very difficult for a student to cheat off his/her neighbors paper without being easily noticed by the class teacher or proctor.

(b) (6), (b) (7)(C) also denied that he instructed any teachers to sit “basic” students in the back of the classroom to facilitate cheating on the DC CAS.

(b) (6), (b) (7)(C) stated that he never provided advance copies of the DC CAS test booklet to any NEC staff, prior to the first day of exams, to use as a study guide or for any other purpose.

(Attachment)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 15, 2012

Re: 2011-0318

Date of Interview: May 14, 2012

Time Began: 4:35 pm

Time Ended: 5:10 pm

Location of Interview: Law Offices of (b) (6), (b) (7)(C) & Associates, P.C.
(b) (6), (b) (7)(C), Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), NEC

Home Address: (b) (6), (b) (7)(C)
DLN: (b) (6), (b) (7)(C)
Date of Birth: (b) (6), (b) (7)(C)
Cellular Telephone Number: (b) (6), (b) (7)(C)

Also Present: (b) (6), (b) (7)(C), Attorney, (b) (6), (b) (7)(C) & Associates, P.C.

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Kalkines Warning Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) confirmed that monitors are sent by both the DCPS Central Office and the D.C. Office of the State Superintendent for Education (OSSE) during the DC CAS exams every spring. The DCPS monitors are usually present for the entire testing period, while the OSSE monitors usually make spot checks.

(b) (6), (b) (7)(C) met with the monitors upon their arrival at Noyes Education Campus (NEC) and provided them with the school's test plan (TP). The TP will include such information as the names of all teachers who are administering the DC CAS, the number of students in each of those classrooms, the location of each classroom, and any special accommodations for special education students.

(b) (6), (b) (7)(C) stated that the TP does not include any written rules or policies which forbid certain actions by the DCPS or OSSE monitors. (b) (6), (b) (7)(C) assumed that all monitors receive instructions from their respective offices regarding their conduct while they are present during the DC CAS exams. (b) (6), (b) (7)(C) stated that his only oral instruction to any monitor over his entire tenure with DCPS was that the monitors did not do anything which would be a distraction to the students.

(b) (6), (b) (7)(C) denied that he issued written or oral instructions to any monitor that they were not to enter any classroom in which the door was closed, or that they were only allowed to briefly scan a room from the doorway of classrooms in which the door was open. When presented with the fact that two separate monitors from DCPS stated that (b) (6), (b) (7)(C) gave them oral instructions inhibiting their access to testing classrooms, (b) (6), (b) (7)(C) denied giving the order and stated he does not know why the monitors would make that statement. (b) (6), (b) (7)(C) reiterated that his only instruction to any monitor was not to disrupt the classroom.

(b) (6), (b) (7)(C) thought that all classroom doors were closed during the test periods; however, he stated that a couple of doors might have been open due to inadequate air ventilation or some similar environmental issue.

(b) (6), (b) (7)(C) recalled an incident with (b) (6), (b) (7)(C), Monitor, OSSE, which took place in April 2010. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) entered a classroom just before break time and stayed seated in the classroom approximately 15 minutes into the next test session. (b) (6), (b) (7)(C) described (b) (6), (b) (7)(C) behavior as disruptive, stating (b) (6), (b) (7)(C) stared at the children during the test session with his notepad out, making them extremely nervous in the presence of a stranger for such a long period of time. (b) (6), (b) (7)(C) recalled (b) (6), (b) (7)(C), NEC, questioning (b) (6), (b) (7)(C) later that same day, and recalled that (b) (6), (b) (7)(C) contacted (b) (6), (b) (7)(C) superiors at OSSE to question (b) (6), (b) (7)(C) behavior. (b) (6), (b) (7)(C) was not present during this interview or phone call, and therefore was unable to expand on this issue.

(b) (6), (b) (7)(C) stated that all testing classrooms are supposed to have a proctor present in the classroom during the entire testing period. (b) (6), (b) (7)(C) chooses the proctors based on availability and personalities. Proctors are present during the four DC BAS exams given throughout the school year up to the DC CAS, therefore, (b) (6), (b) (7)(C) already knows whom will be assigned to each testing classroom based on the previous schedule for the DC BAS.

(b) (6), (b) (7)(C) denied testimony by monitors that as many as half of the eleven or so testing classrooms failed to have a proctor present during the test periods. (b) (6), (b) (7)(C) stated

that it was possible one or two proctors might have been absent on a particular day of testing due to sick leave or other emergency leave, when (b) (6), (b) (7)(C) did not have enough staff to cover the missing proctor's assignment. (b) (6), (b) (7)(C) does not know why the monitors reported so many missing proctors and believes they were wrong in their assessment. (b) (6), (b) (7)(C) stated that the monitor might not have been able to see the proctors through the glass window in the doors, but reiterated that he did not give any instructions to any monitor that they could not open any closed doors.

(Attachment)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: August 19, 2011

Re: 2011-0318

Date of Interview: July 15, 2011

Time Began: 2:30 pm

Time Ended: 3:00 pm

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C) DC-OIG
Special Agent (b) (6), (b) (7)(C), ED-OIG

Person Interviewed: (b) (6), (b) (7)(C), Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

Also Present: (b) (6), (b) (7)(C), Attorney, Washington Teachers Union

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C) She was hired by DCPS in (b) (6), (b) (7)(C) to work at Noyes Education Campus (NEC), after interviewing with a panel of NEC staff. She met (b) (7)(C), (b) (6), NEC, during a follow-up visit to the campus. Her interview panel consisted of (b) (6), (b) (7)(C), NEC, a classroom aide, whom she could not remember, and (b) (6), (b) (7)(C), NEC.

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) never served as a proctor for the DC CAS prior to teaching the 6th grade. She was instructed on procedures for the DC BAS practice exams by (b) (6), (b) (7)(C), (b) (6), (b) (7)(C), NEC, and received instructions on the DC CAS by (b) (6), (b) (7)(C). Basic instructions for the classrooms included keeping the desks straight, having sharpened pencils, scratch paper, and making sure there was no talking.

(b) (6), (b) (7)(C) had a different proctor serve in her classroom for the last three years; however she could not recall their names. The test booklets are signed in and out each morning by the teachers from (b) (6), (b) (7)(C). They are stored in a locked room adjacent to (b) (6), (b) (7)(C)' office. (b) (6), (b) (7)(C) believes that (b) (6), (b) (7)(C) and the custodian had keys to the locked office, but was not sure if (b) (7)(C) had a key.

(b) (6), (b) (7)(C) was not aware of the U.S. Department of Education TEAM awards until a few days prior to the cash awards being distributed to school staff. (b) (6), (b) (7)(C) was awarded \$8,000 for her role as a teacher.

(b) (6), (b) (7)(C) believed that the drop in DC CAS scores in the 2009/2010 school year were due to an influx of new students from other schools who were not as academically talented as long term NEC students. (b) (6), (b) (7)(C) was unaware of any cheating that took place at NEC by any teachers or administrators.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: April 25, 2012

Re: 2011-0318

Date of Interview: April 24, 2012

Time Began: 11:45 am

Time Ended: 12:00 pm

Location of Interview: Telephonic

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C) D.C. Office of the
State Superintendent of Education (OSSE).

Office Telephone: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agent, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C) contacted the reporting agent in response to a request to answer follow-up questions to her February 24, 2012, interview.

(b) (6), (b) (7)(C) provided the reporting agent with three CTB/McGRAW HILL (CTB), DC Office of the State Superintendent for Education (OSSE) Test Chairperson's Manual's for 2008, 2009, and 2010 (attached). (b) (6), (b) (7)(C) explained that prior to the Spring of 2010, these were the only DC CAS test security manuals in place and applicable to all DCPS schools administering the DC CAS exams. The manuals were distributed by CTB, in conjunction with OSSE and DCPS input.

In February 2010, OSSE created the separate District of Columbia State Security Guidelines for all Local Education Agencies (LEA's) and schools to be implemented during the Spring 2010 DC CAS exams. These guidelines, in conjunction with the Test Chairperson's Manual provide comprehensive guidance regarding the security measures that are to be followed before, during, and following the administration of the DC CAS.

The final page of the Test Chairperson's Manual for 2008 and 2009 contains a form titled "Confidentiality Agreement for the District of Columbia Comprehensive Assessment System (DC CAS)." In 2010, this agreement was re-written and the title was changed to "State Test Security and Non-Disclosure Agreement." (b) (6), (b) (7)(C) explained that prior to 2011, OSSE and DCPS were unable to ensure compliance with the acknowledgement and signing of these documents by DCPS personnel due to issues with the Washington Teacher's Union (WTU). The WTU allegedly issued a letter to all members with instructions not to sign the agreements due to concerns with the language contained in the agreement.

In 2011, OSSE and DCPS re-worded the agreements to placate concerns brought by the WTU. OSSE noted improved compliance with the agreement in 2011, and also sent out notices to any campus that failed to meet 100% compliance.

In 2012, OSSE made additional minor edits to the agreement, and (b) (6), (b) (7)(C) noted that all but one test administrator in one school failed to sign the agreement. (b) (6), (b) (7)(C) confirmed that all personnel involved in the administration of the DC CAS are required to sign the State Test Security and Non-Disclosure Agreement.

The State Test Security and Non-Disclosure Agreement form is contained in both the CTB-OSSE Test Chairperson's Manual, and the OSSE State Test Security Guidelines.

(Attachments)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: February 24, 2012

Re: 2011-0318

Date of Interview: February 24, 2012

Time Began: 9:05 am

Time Ended: 9:35 pm

Location of Interview: Telephonic

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C) D.C. Office of the
State Superintendent of Education (OSSE).

Office Telephone: (b) (6), (b) (7)(C)

Cellular Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agent, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C).

(b) (6), (b) (7)(C) stated that prior to the 2010/2011 school year, D.C. Public Schools (DCPS) utilized two different versions for the D.C. Comprehensive Assessment System (DC CAS) exams, which are given to 3rd through 8th grades, and the 10th grade. However, starting in 2011, DCPS starting issuing four different versions of the DC CAS to students, which utilize different shades of blue to distinguish each form. In addition, the front of the exam booklets and answer sheets have "Form 1, Form 2, Form 3, or Form 4" pre-printed on each booklet.

There is one exam booklet, and one answer sheet utilized by each student throughout the four days of testing. This is partly due to cost considerations. There are four sections of math, and four sections of reading comprehension, which are divided evenly into the four days of testing. OSSE does not stipulate how the sections are broken up for each day of testing, allowing each school the flexibility to determine this on their own, i.e. two reading sections one day, two math sections the next, etc.

Each section is clearly divided on the test booklets and answer sheets with strict instructions not to go past a certain point, or go back over previous sections of the test. Teachers and Proctors also walk around the classroom continuously during the exam period to verify that students are in the correct sections of their test booklets and answer sheets.

In addition to the math and reading comprehension exams, there is additional testing of science skills for students in the 5th and 8th grades, and English composition testing for students in the 4th, 7th, and 10th grades. There are separate test booklets and answer sheets for each of these exams, which are given the following week after the reading and math tests.

Scores for the science exams are reported to the federal government, but do not count against the schools Adequate Yearly Progress (AYP) reports. Scores for the English composition are not reported to the federal government, and do not count against AYP. Both exams are graded by CTB/McGraw-Hill (CTB), and reported back to each individual school. The science and English composition scores do not count for any grades, but are reported to the students and their guardians for academic tracking purposes.

Exam booklets and answer sheets are mailed to each individual school approximately one week before exam start dates. Along with the booklets and answer sheets are pre-printed bar code labels for each individual student, which are required to be affixed by the respective school personnel/staff to one of the four versions of the answer sheets. The individual schools determine which bar code label is affixed to which exam version.

(b) (6), (b) (7)(C) stated the reason for this is that some schools might have special education (SE) students that are required to have their test questions read aloud. In this situation, you would want all students in this group to have the same version of the test booklet to negate duplicative instructions.

The exam booklets, which come sealed in cellophane wrappers of eight books per packet, have space on the front for students/teachers to write in the student's name on the first day of the exam. In addition to being wrapped in cellophane, each individual test booklet has a security seal which is only to be broken by each student at the beginning of the first exam day. OSSE monitors are trained to check for the security seal during the first morning when the booklets are handed out, but (b) (6), (b) (7)(C) admitted that this is not foolproof, especially if the school has hundreds of students. OSSE also has reporting requirements in place should any seals be broken by accidental events.

(b) (6), (b) (7)(C) stated that there is a sufficient amount of prep work required for the preparation of the exam booklets and answer sheets to justify sending out the materials one week before the first exam date.

OSSE does not require schools to have special seating arrangements, nor do they instruct schools to make sure that students seated next to each other have different versions of the exam booklets. However, OSSE does suggest that schools distribute the forms evenly, provide a good testing environment, have adequate space between each student, and maintain strict protocols regarding the security of the exam booklets and answer sheets prior to, during, and after the exams are completed, prior to pick-up. In 2010, OSSE narrowed its pick-up date to nine days after the first exam date, which is the Friday of the second week of exams. There is an alternate pick-up date of the following Monday for those schools that need extra time due to excused absences by the testing students.

(b) (6), (b) (7)(C) admitted that there is not much OSSE/DCPS can do regarding the honesty of school employees, particularly the Test Coordinator or the Principal, if either of those individuals is predisposed to alter answer sheets after school hours or on the weekend.

(b) (6), (b) (7)(C) stated that if she had it her way, she would hold the key to each locked office every evening while the exam materials were kept at each individual school.

OSSE has attempted to make each school employee sign a non-disclosure form stating that each teacher/proctor/administrator did not compromise the integrity of the DC CAS by cheating in any way, shape, or form; however, they met with too much resistance from the Washington Teacher's Union (WTU), and were unable to mandate this requirement. OSSE instead tries to set strong policies, and have independent monitors in place to oversee the school testing during test hours. OSSE and DCPS have to rely mainly on the trust of their employees to deter any cheating.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 2, 2012

Re: 2011-0318

Date of Interview: May 1, 2012

Time Began: 1:50 pm

Time Ended: 2:00 pm

Location of Interview: Telephonic (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) formerly worked with the Office of the State Superintendent for Education (OSSE) for the District of Columbia. (b) (6), (b) (7)(C) confirmed that he served as a DC CAS Test Monitor for OSSE performing spot checks at various DCPS facilities during the week of the DC CAS exams, which are typically held in April.

(b) (6), (b) (7)(C) recalled serving as a monitor at Noyes Education Campus (NEC), in the Spring of 2010. (b) (6), (b) (7)(C) stated that he only visited the school during one day of testing, which he believed was the second of four days of testing. He could not recall whether that was a Tuesday or Wednesday. There was an additional monitor at the school from the DCPS Central Office; however, (b) (6), (b) (7)(C) could not recall the name of this monitor, or be sure if it was a male or female. (b) (6), (b) (7)(C) believed that the DCPS monitor was on-site during all four days of testing, but, since he was not present all four days, he could not confirm this statement.

(b) (6), (b) (7) (C) stated that all the classroom doors that held students that were taking the DC CAS were closed during the test sessions. The test sessions were broken up into two parts, with a 10-minute break in-between, and a conclusion somewhere between 11:00 and 11:30 am. (b) (6), (b) (7) (C) could not recall whether he stayed at the school until the end of the test period.

(b) (6), (b) (7) (C) initially stated that he entered two classrooms during the test period, but later in the conversation thought that he might have entered four or five classrooms. (b) (6), (b) (7) (C) stated that just before the 10-minute break, he entered a classroom that had the door in the back of the classroom and took a seat back against the rear wall. Although he was very quiet and did not believe that he disturbed any students, the class teacher and/or proctor reported the incident to (b) (6), (b) (7) (C). (b) (6), (b) (7) (C) spoke with (b) (6), (b) (7) (C) at some point later in the morning and questioned (b) (6), (b) (7) (C) regarding his authority, and the rules governing his conduct while at NEC. (b) (6), (b) (7) (C) believed that the teacher and/or proctor complained to (b) (6), (b) (7) (C) that (b) (6), (b) (7) (C) disturbed the students by entering the classroom and being present during testing. (b) (6), (b) (7) (C) claimed that he told (b) (6), (b) (7) (C) he wanted to witness one classroom during break-time to see what the teacher and proctor did during that time period. (b) (6), (b) (7) (C) stated that he entered the classroom approximately five minutes before break time, and exited approximately five minutes after the second test session started. (b) (6), (b) (7) (C) disputed any notion that he caused any disruption to the students.

(b) (6), (b) (7) (C) stated that he was never told by (b) (6), (b) (7) (C) or any other individual to stay out of the classrooms during testing while he was present at NEC. Most of the time (b) (6), (b) (7) (C) visually checked the classrooms through the window on the closed classroom doors. (b) (6), (b) (7) (C) could not report what the actions of the DCPS central office monitor were during the time (b) (6), (b) (7) (C) was present at NEC. (b) (6), (b) (7) (C) described the atmosphere in the hallways at NEC during test time as deathly quiet.

(b) (6), (b) (7) (C) recalled the storeroom located next to the guidance counselor's office where the exam booklets and answer sheets were kept. He recalled reporting to OSSE that the door to this room seemed to be propped open during the entire time that (b) (6), (b) (7) (C) was present at NEC. (b) (6), (b) (7) (C) never saw anyone tampering with the test materials, and verified that the office where the exam booklets and answer sheets were kept was within sight of the school secretaries and the security guard desk.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 2, 2012

Re: 2011-0318

Date of Interview: May 1, 2012

Time Began: 1:50 pm

Time Ended: 2:00 pm

Location of Interview: Telephonic (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) formerly worked with the Office of the State Superintendent for Education (OSSE) for the District of Columbia. (b) (6), (b) (7)(C) confirmed that he served as a DC CAS Test Monitor for OSSE performing spot checks at various DCPS facilities during the week of the DC CAS exams, which are typically held in April.

(b) (6), (b) (7)(C) recalled serving as a monitor at Noyes Education Campus (NEC), in the Spring of 2010. (b) (6), (b) (7)(C) stated that he only visited the school during one day of testing, which he believed was the second of four days of testing. He could not recall whether that was a Tuesday or Wednesday. There was an additional monitor at the school from the DCPS Central Office; however, (b) (6), (b) (7)(C) could not recall the name of this monitor, or be sure if it was a male or female. (b) (6), (b) (7)(C) believed that the DCPS monitor was on-site during all four days of testing, but, since he was not present all four days, he could not confirm this statement.

(b) (6), (b) (7) (C) stated that all the classroom doors that held students that were taking the DC CAS were closed during the test sessions. The test sessions were broken up into two parts, with a 10-minute break in-between, and a conclusion somewhere between 11:00 and 11:30 am. (b) (6), (b) (7) (C) could not recall whether he stayed at the school until the end of the test period.

(b) (6), (b) (7) (C) initially stated that he entered two classrooms during the test period, but later in the conversation thought that he might have entered four or five classrooms. (b) (6), (b) (7) (C) stated that just before the 10-minute break, he entered a classroom that had the door in the back of the classroom and took a seat back against the rear wall. Although he was very quiet and did not believe that he disturbed any students, the class teacher and/or proctor reported the incident to (b) (6), (b) (7) (C). (b) (6), (b) (7) (C) spoke with (b) (6), (b) (7) (C) at some point later in the morning and questioned (b) (6), (b) (7) (C) regarding his authority, and the rules governing his conduct while at NEC. (b) (6), (b) (7) (C) believed that the teacher and/or proctor complained to (b) (6), (b) (7) (C) that (b) (6), (b) (7) (C) disturbed the students by entering the classroom and being present during testing. (b) (6), (b) (7) (C) claimed that he told (b) (6), (b) (7) (C) he wanted to witness one classroom during break-time to see what the teacher and proctor did during that time period. (b) (6), (b) (7) (C) stated that he entered the classroom approximately five minutes before break time, and exited approximately five minutes after the second test session started. (b) (6), (b) (7) (C) disputed any notion that he caused any disruption to the students.

(b) (6), (b) (7) (C) stated that he was never told by (b) (6), (b) (7) (C) or any other individual to stay out of the classrooms during testing while he was present at NEC. Most of the time (b) (6), (b) (7) (C) visually checked the classrooms through the window on the closed classroom doors. (b) (6), (b) (7) (C) could not report what the actions of the DCPS central office monitor were during the time (b) (6), (b) (7) (C) was present at NEC. (b) (6), (b) (7) (C) described the atmosphere in the hallways at NEC during test time as deathly quiet.

(b) (6), (b) (7) (C) recalled the storeroom located next to the guidance counselor's office where the exam booklets and answer sheets were kept. He recalled reporting to OSSE that the door to this room seemed to be propped open during the entire time that (b) (6), (b) (7) (C) was present at NEC. (b) (6), (b) (7) (C) never saw anyone tampering with the test materials, and verified that the office where the exam booklets and answer sheets were kept was within sight of the school secretaries and the security guard desk.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: August 19, 2011

Re: 2011-0318

Date of Interview: August 3, 2011

Time Began: 4:00 pm

Time Ended: 4:40 pm

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), ED-OIG

Person Interviewed: (b) (6), (b) (7)(C) Noyes EC

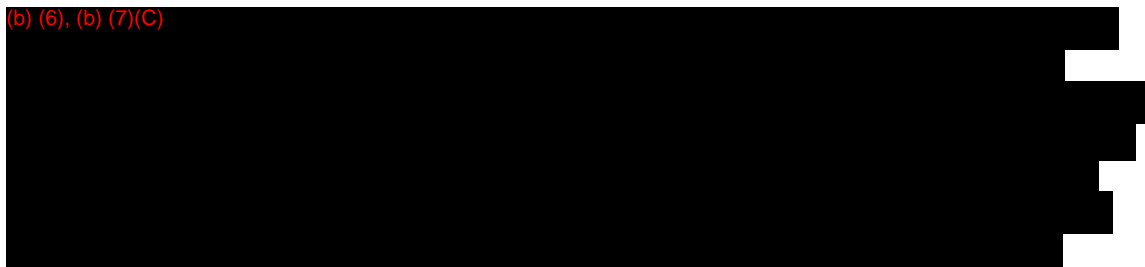
Home Address: (b) (6), (b) (7)(C)

Cellular Telephone: (b) (6), (b) (7)(C)

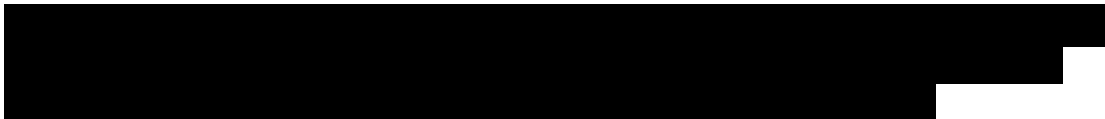
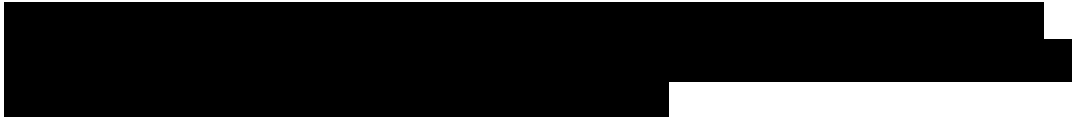

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:


(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C)



During the DC CAS testing in April 2009, (b) (6), (b) (7)(C) acted as a monitor for students who arrived late to school, and were, therefore, unable to take the exam on that particular day. In 2010 and 2011, (b) (6), (b) (7)(C) was assigned a position as hall monitor, to ensure that halls were empty and students had proper passes. The D.C. Office of the State Superintendent for Education (OSSE) also sent over at least one hall monitor to NEC to monitor the DC CAS. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) was adamant that the OSSE monitors were not allowed to enter any classroom, and could only verify test procedures by looking through the door glass.

(b) (6), (b) (7)(C) stated that a dozen new things instituted by (b) (6), (b) (7)(C) helped NEC achieve high test scores for its students in 2009, and prior years. (b) (6), (b) (7)(C) did not elaborate on this statement. (b) (6), (b) (7)(C) then attributed the sharp drop in DC CAS scores in 2010 to an influx of new students, especially those who spoke English as a second language. (b) (6), (b) (7)(C) stated that she knew of one student, (b) (6), (b) (7)(C), who struggled reading and writing the English language, and therefore would have had immense difficulty on the DC CAS, mainly because NEC and DCPS had no special education plan for students with learning disabilities. (b) (6), (b) (7)(C) was unaware of any cheating that took place during the DC CAS.

When (b) (6), (b) (7)(C) was principal at NEC, there was a management team in place that would meet regularly to go over issues affecting NEC. The management team was disbanded by (b) (6), (b) (7)(C) shortly after the start of the fall semester. (b) (6), (b) (7)(C) believed that the disputes among (b) (6), (b) (7)(C), and the senior staff over her different leadership style led to the disbandment of the management team.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 4, 2012

Re: 2011-0318

Date of Interview: May 4, 2012

Time Began: 1:30 pm

Time Ended: 2:00 pm

Location of Interview: Telephonic (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C),
SHI 360, Inc, Global Aids Initiative

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C) stated that she served as a monitor at NEC jointly with (b) (6), (b) (7)(C), who is currently a teacher at Anacostia High School, DCPS. (b) (6), (b) (7)(C) held a previous position with DCPS Central Office.

(b) (6), (b) (7)(C) recalled being present at NEC during the morning of the first day of the DC CAS exams. She could not recall whether the first day of the four days of testing for reading and math was a Monday or Tuesday. She recalled how neat, orderly and quiet NEC was

in comparison to some of the other schools that she served as monitor for on previous years. Both (b) (6), (b) (7)(C) were present on the first day and met with (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) NEC. No other NEC staff were present when (b) (6), (b) (7)(C) met with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) felt that it was odd that no one assisted (b) (6), (b) (7)(C) in his duties as (b) (6), (b) (7)(C), as NEC had a number of classrooms and students that took the DC CAS. This was not the practice that (b) (6), (b) (7)(C) witnessed in previous schools.

(b) (6), (b) (7)(C) recalled seeing stacks of test booklets and answer sheets already opened and pre-arranged in piles in the office space adjoining (b) (6), (b) (7)(C) office when she arrived on the first day. Although (b) (6), (b) (7)(C) had a binder of policies and procedures to follow that were issued to them by the Central Office, (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) gave them a separate list of policies and procedures that they were to follow while at NEC. One of these rules was that (b) (6), (b) (7)(C) were not allowed to enter any classroom in which the door was closed. If the door was closed, (b) (6), (b) (7)(C) were only allowed to peer through the small glass window located in each door.

If the classroom door was open, (b) (6), (b) (7)(C) could enter the doorway and briefly scan the room. They were not allowed to go into the classroom, walk around, or stand in the back or side of the classroom. (b) (6), (b) (7)(C) felt that this was unusual, but she did not want to confront (b) (6), (b) (7)(C) with her concerns. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) was a little more assertive and challenged (b) (6), (b) (7)(C). After (b) (6), (b) (7)(C) challenged (b) (6), (b) (7)(C) he relented somewhat, allowing (b) (6), (b) (7)(C) to stand in the doorway for a longer period of time. (b) (6), (b) (7)(C) no longer has the policy paperwork that (b) (6), (b) (7)(C) gave to them; however, she thought an associate of hers at Sousa Middle School might have a copy of this document. (b) (6), (b) (7)(C) will reach out to this individual and report back to the reporting agent as soon as possible. (b) (6), (b) (7)(C) stated that (b) (6), (b) (7)(C) might have a copy of this paperwork also.

After the orientation with (b) (6), (b) (7)(C), he (b) (6), (b) (7)(C) escorted (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) across the hallway to the principal's office and introduced them to (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), NEC. This was the only time they had any formal interaction with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) stated that she witnessed (b) (6), (b) (7)(C) roaming the hallways once or twice during exam periods, but other than that, he was absent from all testing activities. (b) (6), (b) (7)(C) stated this was very unusual also, based on her experience as monitor at other District schools, where the principals were actively engaged in all parts of testing activities and areas.

During the first day of testing (b) (6), (b) (7)(C) separated themselves on the two floors of testing at NEC. (b) (6), (b) (7)(C) recalled that a majority of testing rooms at NEC were on the second floor. (b) (6), (b) (7)(C) rotated once during the first day of testing. (b) (6), (b) (7)(C) covered NEC during the second and fourth day of testing, and (b) (6), (b) (7)(C) covered the third day. (b) (6), (b) (7)(C) stated that the school was extremely quiet during testing periods, and there were no noise distractions that she noted the two days she was there.

While a majority of classroom doors were left open during the exam period, (b) (6), (b) (7)(C) recalled two or three classrooms in which the door was closed during the entire exam process.

Per (b) (6), (b) (7)(C) instructions, (b) (6), (b) (7)(C) only peered through the door window. She recalled one (b) (6), (b) (7)(C) grade classroom that was being taught by a female teacher. While (b) (6), (b) (7)(C) was observing, she noticed the teacher lingering over her students' shoulders and appearing to closely examine the student's test paperwork. She also noticed the teacher moving her arms, but could not determine if the teacher was pointing something out on an answer sheet, or possibly assisting the students with an answer. Because of the closed door, (b) (6), (b) (7)(C) was not aware if the teacher was whispering to the students.

(b) (6), (b) (7)(C) felt that the teacher's actions were suspicious, and thought she noted this observation on her Site Report. (b) (6), (b) (7)(C) could not recall any other information about this teacher, but recalled that she did not notice a proctor in this classroom. (b) (6), (b) (7)(C) stated that a majority of the classrooms that she monitored during her two days at NEC did not have proctors or a second adult individual present during the DC CAS testing. (b) (6), (b) (7)(C) only recalled one (b) (6), (b) (7)(C) grade classroom and the library room that had two adults present during the test period. (b) (6), (b) (7)(C) stated that she now realizes that this was very unusual and wonders why this issue is not a part of her Site Evaluation Report, and why this was not part of her instructions from central office to verify at least two adults present in each testing room.

(b) (6), (b) (7)(C) was questioned if the two or three classrooms that had their door closed might have been closed due to noise from other non-testing classrooms, or from machinery or other environmental reasons. (b) (6), (b) (7)(C) stated the entire testing areas of the school were extremely quiet and therefore no reason to have only those two or three classroom doors closed.

(b) (6), (b) (7)(C) noticed a Hall Monitor on each floor sitting in a chair, which rotated among various staff members whose sole duty was to maintain a quiet environment and keep the halls clear.

(b) (6), (b) (7)(C) recalled that (b) (6), (b) (7)(C) actively patrolled the hallways during the test periods, and occasionally she noticed (b) (6), (b) (7)(C), NEC, patrolling the hallways.

(b) (6), (b) (7)(C) reiterated that in one aspect, everything at NEC was neat, orderly and organized, but in another, she felt it very strange that (b) (6), (b) (7)(C) handled a majority of the test coordinator duties alone, while the (b) (6), (b) (7)(C) or other senior staff seemed to be absent during the entire test period.

(b) (6), (b) (7)(C) confirmed that she (and (b) (6), (b) (7)(C) on the first day) arrived in time to witness the testing paperwork distributed to the staff each morning, and stayed until all test materials were turned in right before lunch. (b) (6), (b) (7)(C) was unable to notice if any test booklets or answer sheets appeared to be altered or disturbed on the first day of testing due to the crowded activities of multiple teachers collecting the materials all at once.



Office of The Inspector General
Investigations Division

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: September 30, 2011

Re: 2011-0318

Date of Interview: September 28, 2011

Time Began: 10:50 am

Time Ended: 11:00 am

Location of Interview: Telephonic ((b) (6), (b) (7)(C))

Persons Present: Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C) Parent of former Noyes EC Student
District of Columbia Public School System (DCPS)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C)
[REDACTED]

(b) (6), (b) (7)(C)
[REDACTED]
[REDACTED] Knowing these facts, (b) (6), (b) (7)(C) was surprised at (b) (6), (b) (7)(C) apparent DC CAS scores. (b) (6), (b) (7)(C)

In one instance, when students from NEC were temporarily housed at the Hamilton School while NEC was undergoing renovations, (b) (6), (b) (7)(C) witnessed staff members of NEC congregated in a private office with numerous DC CAS test booklets and answer sheets displayed in a haphazard manner. (b) (6), (b) (7)(C) noticed this congregation on multiple days when he picked his daughter up from school during the exam week. (b) (6), (b) (7)(C) attempted to look into the office through a window pane, but the glass had been covered with red paper. It appeared to (b) (6), (b) (7)(C) that the individuals may have been tampering with the exams; however, he could not state with certainty that he witnessed the staff actually changing any answer sheets.

(b) (6), (b) (7)(C) stated that another NEC teacher, (b) (6), (b) (7)(C), also witnessed this activity and discussed the possible impropriety with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) was concerned enough that she allegedly reported the incidents to (b) (6), (b) (7)(C), and (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) was unaware of the outcome of (b) (6), (b) (7)(C)'s complaint.

(b) (6), (b) (7)(C) identified the following individuals as being present in the exam office:
(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was approached by a reporter (b) (6), (b) (7)(C) and questioned about testing irregularities at NEC during (b) (6), (b) (7)(C)'s tenure at the school. (b) (6), (b) (7)(C) attempted to locate (b) (6), (b) (7)(C) to corroborate his testimony regarding the group meetings in test room; however, he was unable to locate her.

(b) (6), (b) (7)(C) never told (b) (6), (b) (7)(C) that she witnessed any cheating by teachers at NEC during the exam periods. (b) (6), (b) (7)(C) stated that he would follow-up with (b) (6), (b) (7)(C), and that he would provide the reporting agent with any additional information that (b) (6), (b) (7)(C) might have regarding DC CAS test irregularities.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: SA (b) (6), (b) (7)(C)

Date: June 21, 2012

Re: 2011-0318

Date of Interview: June 20, 2012

Time Began: 10:15 am

Time Ended: 10:40 am

Location of Interview: DCPS, Office of the Chancellor
1200 First St, NE, Washington, DC

Persons Present: Special Agent (SA) (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C),
DC Public Schools (DCPS)


Work Address: 1200 First Street, NE, Washington, D.C.

Also Present: (b) (6), (b) (7)(C), DCPS

SUMMARY OF INTERVIEW

After being apprised of the identity of the interviewing agent and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C)



DCPS policy regarding incidents reported during the DC CAS exams is for DCPS Central Office (CO) personnel to conduct interviews and make preliminary reports to the D.C. Office of the State Superintendent for Education (OSSE) within 48 hours. These

timelines are required by written OSSE policies. DCPS CO handles the intake for all complaints; however, if the complaint is from a non-DCPS source, i.e. parent, then DCPS CO will refer the matter to the DCPS Office of School Security. (b) (6), (b) (7)(C) could not recall any complaints that have been referred to school security.

Based on the severity of the complaint, DCPS might remove a test administrator from the testing classroom immediately if they feel it is warranted. Otherwise, DCPS CO personnel will question the offender, the school principal, any other witnesses, i.e. proctor, and possibly the school's test coordinator, before issuing a final written report.

If personnel action is warranted, DCPS will confer with the labor union and the general counsel's office. All teachers are covered by the Washington Teachers Union, while principals are with the Chief School Officer's Union. Any final actions regarding proposed punishments will not be included in the investigative files, but will be kept by DCPS Human Resources Department, or possibly the Labor Relations Division.

(b) (6), (b) (7)(C) stated that the four binders she submitted, labeled 2009, 2010, 2011 (Part I) and 2011 (Part II), were the complete files that DCPS had in its possession, that were submitted to OIG for copying, regarding DCPS investigations of incidents reported during the DC CAS. (b) (6), (b) (7)(C) stated there are no written records regarding DC CAS incidents for the spring 2008 test period. (b) (6), (b) (7)(C) believed that monitors were present in 2008; however, there were no official forms created by DCPS or OSSE for the monitors to report any incidents.

(b) (6), (b) (7)(C) stated that OSSE has become more rigid in their requirements for oversight of the DC CAS. They have more expectations, and require more detailed paperwork in 2012, than they have in any of the previous years.

DCPS hired the firm of ALVAREZ and MARSAL to review the results of the 2012 DC CAS erasure analysis, replacing CAVEON who had been hired for the 2009 and 2010 analysis. (b) (6), (b) (7)(C) did not know the reason for the change in companies.

(b) (6), (b) (7)(C) believed that there were two on-going investigations involving the 2012 DC CAS, which have been referred to ALVAREZ and MARSAL, and there were multiple reports of minor irregularities reported and investigated by DCPS CO.

(b) (6), (b) (7)(C) stated that none of the DCPS CO staff had formal training in conducting investigations; however, all staff attended meetings in which they were trained on what type of questions to ask, and whom to question.

(b) (6), (b) (7)(C) stated that to the best of her belief, DCPS has never requested school staff to conduct their own internal investigations. (b) (6), (b) (7)(C) also stated that DCPS has not hired any other firms, other than CAVEON and ALVAREZ and MARSAL to conduct any type of cheating investigations.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: June 21, 2011

Re: 2011-0318

Date of Interview: June 20, 2011

Time Began: 10:40 am

Time Ended: 11:10 pm

Location of Interview: Noyes Education Campus, 2725 10th St, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)

Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)

Home Address: (b) (6), (b) (7)(C)

Home Telephone Number: (b) (6), (b) (7)(C)

Work Location: Noyes Educational Campus
2725 10th Street, NE, Washington, DC

Work Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form and voluntarily provided the following information:

(b) (6), (b) (7)(C) began her career with the D.C. Public School System (DCPS) in 2000. In 2001, (b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C) has served as a Proctor during the DC CAS exams since returning to Noyes in (b) (6), (b) (7)(C). She could not recall the names of the teachers that she administered the exams with, but stated that it was a different teacher each of the last three or four years. (b) (6), (b) (7)(C) and the teacher took turns handing out the exams, and it was her responsibility to go around the classroom and make sure that the students were filling in the answer sheets correctly.

In the classrooms that contained special education students, the special education teacher would be responsible for handing out the exam booklets. (b) (6), (b) (7)(C) did not believe that special education students were always required to take the exam, but lately it was mandatory. There is one student who is classified as mentally retarded, who did not have to take the test in 2008, or 2009, but was required to take the exam in 2010 and 2011.

(b) (6), (b) (7)(C) did not recall anything unusual during the test periods for the DC CAS. She stated that it was very quiet during test time, as there is no talking allowed by students, teachers, or proctors.

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was not aware that she was receiving a U.S. Department of Education TEAM award in 2008, until the money was deposited into her bank account. She received approximately (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) attributed the award and higher test scores to a lot of hard work with the Head Start Program which combines extra tutoring and some after school work.

(b) (6), (b) (7)(C) explained the sudden drop in exam scores (b) (6), (b) (7)(C) at Noyes as being caused by an influx of new students from Slowe EC, which was being closed. Apparently, many of the transfer students from Slowe were unidentified special education students who could not perform at the basic level for their current grade. (b) (6), (b) (7)(C) believed that this caused the dramatic drop in average scores for certain classrooms. In addition, because of the transfers, the class sizes grew dramatically.

(b) (6), (b) (7)(C) could not provide a qualified reason for the high number of wrong-to-right erasure marks on the DC CAS exams in 2008 and 2009. She stated that some of the special education students would hurry up and mark anything on the answer booklet and be finished with the exam in as little as ten minutes. The teacher and proctor would be responsible for making sure the student understood the importance of the exam, and the need to study each question and answer it appropriately. (b) (6), (b) (7)(C) believes a lot of erasures came from those students who answered too quickly and went back and reviewed their work and found errors.

(b) (6), (b) (7)(C) stated that she did not read the USA Today news article regarding erasure scores at Noyes. She had not heard any information regarding any type of cheating from any other staff sources at her school, and would not know if anyone was in the school building on the weekend while the exam answer sheets were still locked in the guidance counselor's office.

Attachments



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: June 13, 2011

Re: 2011-0318

Date of Interview: June 9, 2011

Time Began: 4:10 pm

Time Ended: 4:35 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C), Noyes EC

Office Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was aware that the DC CAS student exams were kept in a locked office adjacent to the Guidance Counselor's office. Only the Principal, Assistant Principal, Guidance Counselor and Janitorial staff had keys to this office. (b) (6), (b) (7)(C) stated that he changed the lock on the office door earlier this year, prior to the start of the 2011 DC CAS exam period.

(b) (6), (b) (7)(C) admitted that he was awarded a bonus during the 2008 and 2009 school years when Noyes was awarded TEAM awards for outstanding performance from the U.S. Department of Education. (b) (6), (b) (7)(C) believed his bonuses were (b) (6), (b) (7)(C) each year, or about (b) (6), (b) (7)(C) after taxes.

(b) (6), (b) (7)(C) has never heard any of cheating or erasure incidents involving the DC CAS exams, with the exception of (b) (6), (b) (7)(C), a former (b) (6), (b) (7)(C) teacher who was terminated (b) (6), (b) (7)(C) from Noyes. (b) (6), (b) (7)(C) was not sure of the reason for the termination, but rumors were that it had something to do with cheating. (b) (6), (b) (7)(C) has never seen anyone in the locked office containing the DC CAS answer sheets when the exam was not being given, and does not recall seeing anyone in that office during the weekend immediately after the exam was given.

(b) (6), (b) (7)(C) could not explain the sudden spike in test scores at Noyes in 2008 and 2009. He opined that the rise in scores might have been caused by an influx of above average students from other locations. (b) (6), (b) (7)(C) did not believe that (b) (6), (b) (7)(C) had anything to do with potential erasures on the DC CAS answer sheets or any other potential fraud associated with the DC CAS.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C) Special Agent

Date: August 9, 2011

Re: 2011-0318

Date of Interview: July 15, 2011

Time Began: 1:00 pm

Time Ended: 1:45 pm

Location of Interview: OIG, 717 14th Street, NW, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), ED-OIG


Person Interviewed: (b) (6), (b) (7)(C) Teacher, Noyes EC

Home Address: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C) was not aware that Noyes had won a U.S. Department of Education (ED) TEAM award for the 2006/2007 school year until after she was hired. NOYES won the award a second time during (b) (6), (b) (7)(C)'s first year at the school, and (b) (6), (b) (7)(C) was given an (b) (6), (b) (7)(C) bonus as part of the TEAM award.

(b) (6), (b) (7)(C) explained that DCPS sets benchmark goals for each school, and that each teacher has his/her own benchmark goal. (b) (6), (b) (7)(C) made her goal the first two years at Noyes, but does not believe she made her goal the last two years. The benchmark goals are tied to scores achieved on the DC CAS exams which are given each year in April. (b) (6), (b) (7)(C) has been administering the DC CAS since she was employed at (b) (6), (b) (7)(C).

At Noyes, the DC CAS exams are picked up each morning during exam week from (b) (6), (b) (7)(C), Noyes. Each exam booklet and (b) (6), (b) (7)(C) answer sheet is accounted for and initialed on a sign-in/sign-out form. The forms are locked each evening in a separate office. Each classroom that gives the DC CAS has a proctor assigned to assist the teacher with the exam. (b) (6), (b) (7)(C) stated that her assigned Proctor was (b) (6), (b) (7)(C), Noyes, this past year, but that someone from the Office of the State Superintendent for Education (OSSE) filled in as proctor for (b) (6), (b) (7)(C)'s first year at Noyes.

(b) (6), (b) (7)(C) did not feel any undue pressure to raise her DC CAS scores the last few years. She was unaware of any cheating taking place at Noyes, and had not heard any gossip regarding any potential cheating. (b) (6), (b) (7)(C) had also given this information to CAVEON, when she was interviewed by the company the previous year.

(b) (6), (b) (7)(C) heard that (b) (6), (b) (7)(C), Noyes had resigned, (b) (6), (b) (7)(C). She was also aware that (b) (6), (b) (7)(C) had resigned (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) was unaware of (b) (6), (b) (7)(C)'s future plans.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES



DATE INTERVIEWED: March 15, 2012
PERSON INTERVIEWED: (b) (6), (b) (7)(C)
INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agents,
U.S. Department of Education, Office of Inspector
General
LOCATION: 1200 1st Street NE
Washington, DC
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On March 15, 2012, (b) (6), (b) (7)(C) District of Columbia Public Schools (DCPS), was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) test. (b) (6), (b) (7)(C) was advised of the reporting agents' identities and stated the following in essence:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) believed Caveon was hired to investigate cheating allegations related to the 2008-2009 and 2009-2010 school years. (b) (6), (b) (7)(C) stated she had seen the investigative reports from Caveon related to the allegations of cheating on the District of Columbia Benchmark Assessment System (DC BAS) test. (b) (6), (b) (7)(C) had also seen summaries of the data analysis related to the investigation. Due to the cheating allegation, DCPS has implemented test observers/monitors during the administration of the DC BAS. The Office of the State Superintendent of Education (OSSE), District of Columbia, has also implemented erasure analysis monitoring which flags certain classrooms based on a predetermined criteria.

(b) (6), (b) (7)(C) stated the Race to the Top Assessment Program required student performance data from the District of Columbia, but any allegations of cheating were investigated each year. If evidence of cheating was found, the test scores were invalidated. Sometimes the official

Date Prepared: March 28, 2012 S/A (b) (6), (b) (7)(C) Case No: 11-000491
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reported scores were changed after they were submitted, due to findings from an investigation. (b) (6), (b) (7)(C) did not have knowledge of the criteria used to remove the scores.

(b) (6), (b) (7)(C) was not directly involved with the Together Everyone Achieves More (TEAM) awards, but she believed the allegations of cheating surfaced after schools had received the TEAM awards. (b) (6), (b) (7)(C) did not have any knowledge of a school receiving a TEAM award if there were allegations of cheating surrounding the particular school. (b) (6), (b) (7)(C), DCPS, may have more knowledge about the TEAM awards.

(b) (6), (b) (7)(C) stated she was not involved in the investigation process of the alleged cheating in DCPSs, and she was not aware of when (b) (6), (b) (7)(C) office was notified of the cheating allegations. (b) (6), (b) (7)(C) believed DCPS responded in a timely and appropriate manner when they were notified of the cheating allegations.

Contact Information

(b) (6), (b) (7)(C)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: David R Stupar, (b) (6), (b) (7)(C)

Date: June 9, 2011

Re: 2011-0318

Date of Interview: June 8, 2011

Time Began: 4:15 pm

Time Ended: 4:45 pm

Location of Interview: Noyes Education Campus, 2725 10th Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Supervisory Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C) Noyes EC

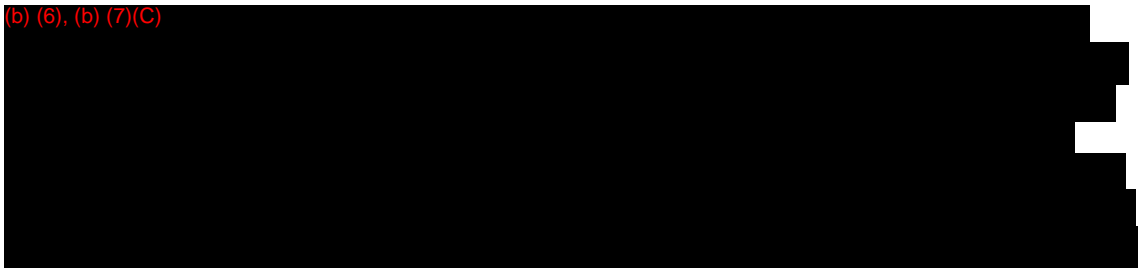
Home Address: (b) (6), (b) (7)(C)

Home Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C) signed an OIG Warning and Assurance Form (attached) and voluntarily provided the following information:

(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) stated that he has no involvement with the DC CAS exams, which are given to students in the third through eighth grade. Since his workday starts at 11:00, and the exams are given from 9:00 to 11:00 am, (b) (6), (b) (7)(C) is not on site during the exams, but may sometimes hear announcements over the public address system informing teachers that the exam is over. (b) (6), (b) (7)(C) acknowledged receiving about (b) (6), (b) (7)(C) after taxes for a U.S. Department of Education TEAM award shortly after he arrived at Noyes in 2009. The award was given in part for a rise in DC CAS scoring by Noyes for the 2008/2009 school year. (b) (6), (b) (7)(C) credited the rise in scores to both the enrichment program instituted at Noyes, and the quality of the staff.

(b) (6), (b) (7)(C) described the principal at that time, (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) received many accolades and considered his staff a team. It did not surprise (b) (6), (b) (7)(C) that Noyes received awards in both 2008 and 2009 for a dramatic rise in DC CAS scores.

(b) (6), (b) (7)(C) blamed the sharp drop in scores in 2010 to an influx of students from Shade and Marshal Elementary schools. Noyes used to be a K through 6th grade school, but recently expanded to include the 7th and 8th grades. (b) (6), (b) (7)(C) believed that these new students were responsible for the lower scores in the 2010 spring semester. When questioned why the students who were already at Noyes also scored lower the following year, (b) (6), (b) (7)(C) was unable to formulate an answer. (b) (6), (b) (7)(C) was also questioned about the scores dropping dramatically after (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) was still unable to explain the drop on anything other than a transfer of new students to the school.

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) had no knowledge that any cheating ever took place on the DC CAS, but admitted that there was a security flaw in allowing the exams to be kept at the school overnight and through the weekend, before they are picked up by the central office.

(b) (6), (b) (7)(C) knew (b) (6), (b) (7)(C) as a 4th grade teacher at Noyes.

(b) (6), (b) (7)(C) heard recently that (b) (6), (b) (7)(C) was terminated, but did not know the reasons for his termination. (b) (6), (b) (7)(C) named (b) (6), (b) (7)(C) as the closest associates at Noyes of (b) (6), (b) (7)(C).



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: March 7, 2012

Re: 2011-0318

Date of Interview: March 7, 2012

Time Began: 11:00 am

Time Ended: 11:55 am

Location of Interview: (b) (6), (b) (7)(C)

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), NEC


Home Address: (b) (6), (b) (7)(C)

Home Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agents, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C)



NEC is required to submit a test plan to the D.C. Office of the State Superintendent (OSSE) each year, showing that they meet all the security requirements for administering

the D.C. Comprehensive Assessment System (DC CAS). If the first draft does not meet with OSSE approval, NEC staff will edit the plan and re-submit to OSSE. (b) (6), (b) (7)(C) admitted that after the first year's plan was submitted and approved, it was unlikely that following year's plans would be rejected, unless OSSE instituted major new changes.

Once the plan is approved, a test committee, made up of approximately half a dozen NEC staff, meets, and goes over test preparations. (b) (6), (b) (7)(C) recalled that (b) (6), (b) (7)(C) was the Chairperson of the committee, and he thought that (b) (6), (b) (7)(C) might have been the other members of the committee. (b) (6), (b) (7)(C) stated that he did not take an active role in the test preparations, as this was part of (b) (6), (b) (7)(C) job duties. One of the committee's roles was to determine which teachers and which proctors would be assigned to each classroom. (b) (6), (b) (7)(C) believed that proctor's were assigned based on their familiarity with certain teachers or classrooms. For instance, if there was an educational assistant assigned to a particular classroom throughout the school year, that person would probably be assigned as the proctor to that classroom, to minimize any disruptions or discomfort to the students. The committee also took into account individual personality conflicts between staff members when assigning proctors to classrooms.

Additionally, the committee would determine an Individual Education Plan (IEP) for special education students. They would discuss which students would need to be segregated to a separate room due to special needs, such as having questions read aloud to them. (b) (6), (b) (7)(C) stated that not all special education (SE) students were segregated, just those with the most severe handicaps. The scores for the SE students did not always count toward the school's Adequate Yearly Progress (AYP) scores. There were a minimum number of SE students needed for the scores to count towards AYP. (b) (6), (b) (7)(C) could not recall this number, nor did he provide any other details regarding this group of students.

(b) (6), (b) (7)(C) believed there were 12-15 SE students in 2007/2008, and a slightly higher number each year thereafter. He could not recall any specific numbers.

A number of lower performing students came through NEC from other schools and areas, which could have caused the fluctuations in the DC CAS scores. Additionally, NEC went through a staff turnover of approximately 10 – 15% each year. (b) (6), (b) (7)(C) blamed the staff turnover on retirements, relocations, personality conflicts, and other unspecified reasons. This could account for why students in one 3rd grade classroom scored very well one year, while next year's 3rd grade students scored much lower. (b) (6), (b) (7)(C) believed the high number of erasures on the DC CAS could have been caused by students taking more time to review and then changing their answers.

(b) (6), (b) (7)(C) was assigned as the Test Coordinator at NEC, and therefore was mainly responsible for test security. The DC CAS was shipped to NEC approximately one week prior to the first exam day, and the school secretary would inform (b) (6), (b) (7)(C) when the boxes arrived. (b) (6), (b) (7)(C) would take possession of the boxes and secure them in a locked office next to (b) (6), (b) (7)(C)'s office. (b) (6), (b) (7)(C), and the school

custodians had access to this office. (b) (6), (b) (7)(C) stated that he had nothing to do with test preparation procedures other than giving an opening statement to all testing staff just prior to the first day of exams. The test committee would handle affixing individual student identification labels to each answer sheet prior to the first day of exams. (b) (6), (b) (7)(C) was not present during this procedure and could not explain in any more detail how this is accomplished. (b) (6), (b) (7)(C) stated that no staff is authorized to open any exam booklets until the morning of the first day of exams.

(b) (6), (b) (7)(C) was aware that NEC was flagged for an unusually high number of wrong-to-right (WTR) erasures in multiple classrooms. He also read the negative *USA Today* news article, for which he stated he gave little credence to, based on the one-sided view of most reporters.

(b) (6), (b) (7)(C) wanted to conduct his own internal investigation into high WTR erasures in certain classrooms flagged by OSSE, but was instructed by DCPS Central Office and OSSE not to do anything. He was subsequently informed that an outside company, Caveon, would be conducting an erasure analysis, and that he was to make his staff available for any interviews, and that they were to cooperate fully with Caveon investigators.

(b) (6), (b) (7)(C) verified that OSSE sent monitors to NEC during the DC CAS, whose function were to oversee the administration of the exam. Parts of these duties were to visually inspect individual classrooms to confirm that teachers and proctors were following proper testing protocol. (b) (6), (b) (7)(C) recalled one incident in which a teacher complained to (b) (6), (b) (7)(C) that the OSSE monitor was disrupting the test administration, allegedly by their presence in the front of the classroom. (b) (6), (b) (7)(C) could not recall the exact circumstances, nor recall the name of the teacher who made the complaint. (b) (6), (b) (7)(C) stated that he never instructed any of his staff to shut their classroom doors, and that he forbade any OSSE monitors from opening doors or entering any classrooms. (b) (6), (b) (7)(C) stated that he did not have the authority to issue that type of directive to an OSSE employee.

(b) (6), (b) (7)(C) admitted that each teacher should be aware of his/her student's academic abilities throughout the year, especially knowing the results of the four DC BAS practice exams given throughout the year up until the DC CAS exam in the spring. Based on the results of these exams, teachers should know which students are at the "Basic" level, and which basic students are on the bubble to rising to the proficient level. It is every teachers job to work hard with all students to raise their test scores, and (b) (6), (b) (7)(C) did not dispute that teachers may work extra hard with those bubble students to raise their DC CAS scores. However, (b) (6), (b) (7)(C) denied that those students were seated in any special areas of the classroom, or that any teachers gave assistance to these students during the DC CAS exam.

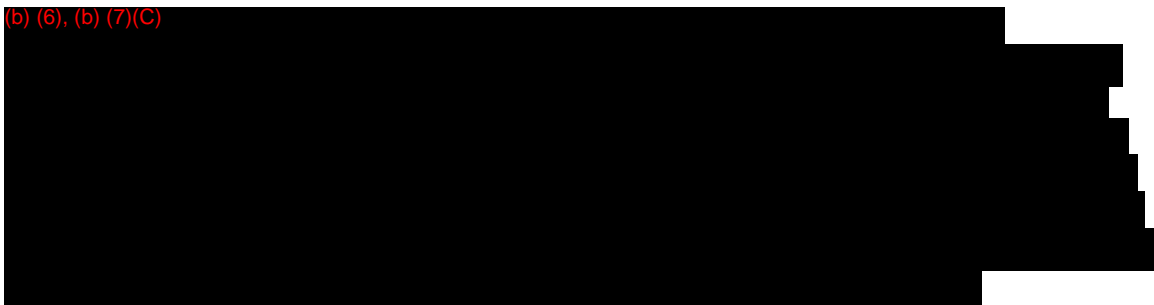
(b) (6), (b) (7)(C) believed that most teachers had standard seating charts at the beginning of the school year, and that those same seating arrangements stayed consistent throughout the year, except for students who had behavioral issues and might need to be moved away from certain other students. (b) (6), (b) (7)(C) could not confirm that students in certain rows were

given specific versions of the DC CAS exam booklets, so that each student sitting next to each other had different versions to deter cheating. (b) (6), (b) (7)(C) acknowledged that teachers and proctors are supposed to circulate throughout the classroom during the exam to be sure that students are not answering the wrong section of the answering sheet, are in the correct section of the test booklet, and not trying to change answers from a previous day's exam.

(b) (6), (b) (7)(C) described that he met with (b) (6), (b) (7)(C) teachers throughout the school year, and just before the DC CAS to review the academic levels of each student in every classroom.

(b) (6), (b) (7)(C) would question the teacher's academic plan to raise scores and grades, for which teachers offered ideas such as extra tutoring after school and weekends, and meeting with parents to determine proper homework study habits.

(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C) was questioned as to whether or not he was aware of any cheating, in any way, shape or form, by any NEC staff member on the DC BAS or DC CAS exams, for which he answered "absolutely not."



Office of The Inspector General
Investigations Division

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: May 16, 2012

Re: 2011-0318

Date of Interview: May 16, 2012

Time Began: 12:30 pm

Time Ended: 12:40 pm

Location of Interview: Telephonic

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG
Special Agent (b) (6), (b) (7)(C), DC-OIG


Person Interviewed: (b) (6), (b) (7)(C), NEC

Home Address: (b) (6), (b) (7)(C)

Home Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

(b) (6), (b) (7)(C)



(b) (6), (b) (7)(C) confirmed that both DCPS Central Office personnel and D.C. Office of the State Superintendent for Education (OSSE) have monitors which visit DCPS facilities during the administration of the DC CAS exams. (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) never instructed any monitor that they were not to enter any classrooms which were administering the DC CAS, whether or not the door to the classroom was closed. (b) (6), (b) (7)(C)'s only request to DCPS and OSSE monitors was that they did not do anything to disrupt the classroom. (b) (6), (b) (7)(C) stated "I don't care if they entered the classroom and stood on their head, as long as they didn't disrupt the classroom." As far as he was concerned, the monitors could enter the classroom, stand at the side of the room, or sit in the back of the classroom, as long as they weren't disruptive.

(b) (6), (b) (7)(C) denied telling (b) (6), (b) (7)(C)¹, DCPS Central Office Monitor, that she was forbidden to enter any classrooms in the Spring of 2010. (b) (6), (b) (7)(C) recalled an incident with the OSSE monitor during this test period in which it was reported to him that the OSSE monitor entered the classroom and stood at the front of the class with his arms crossed for approximately 15 minutes, causing "extreme stress" for the teacher, proctor, and students. (b) (6), (b) (7)(C) recalled reporting this disruptive incident to OSSE superiors; however, he was unaware of any outcome from his complaint. (b) (6), (b) (7)(C) did not keep a copy of this report, and was unable to assist the reporting agent with locating a copy of this report.

(b) (6), (b) (7)(C) stated he might have discussed this incident with (b) (6), (b) (7)(C) later this same date; however, he denied telling her that she could not enter any classroom, whether the classroom door was open or closed. (b) (6), (b) (7)(C) stated that he would have only instructed (b) (6), (b) (7)(C) that she was not to do anything that would be disruptive to the classroom.

(b) (6), (b) (7)(C) did not believe that any classrooms failed to have a proctor present during the exam period. He stated the only rooms which might not contain a proctor would be the special education rooms which might have contained only 2-3 students. (b) (6), (b) (7)(C) disputed the accounts of both DCPS Central Office Monitors that as many as half of the testing classrooms during the Spring 2010 DC CAS failed to have proctors present. (b) (6), (b) (7)(C) stated this would have been reported on the Site Evaluation Report as a major infraction by NEC, and stated it would have been brought to his attention by the monitors prior to their departure from the school grounds.

(b) (6), (b) (7)(C)

¹ (b) (6), (b) (7)(C)



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: March 30, 2012

Re: 2011-0318

Date of Interview: March 28, 2012

Time Began: 10:30 am

Time Ended: 11:00 am

Location of Interview: J.O. Wilson Elementary School, 660 K Street, NE

Persons Present: Special Agent (b) (6), (b) (7)(C)
Special Agent (b) (6), (b) (7)(C)

Person Interviewed: (b) (6), (b) (7)(C)

Work Telephone Number: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being advised of the identity of the interviewing agents, and the nature of the interview, (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C)

[REDACTED]

(b) (6), (b) (7)(C) was questioned about the precipitous drop in DC CAS reading and math scores from 2010 to 2011. JOW dropped from 77% to 53% in reading, and 68% to 53% in math. (b) (6), (b) (7)(C) explained that JOW is one of the higher performing schools in the DCPS system and thus allows transfer students to attend JOW from other lower performing schools in DCPS. Currently, 60% of the students at JOW are from out-of-boundary. A large number of the new students, some of which are special education

students, tend to struggle their first or second year at JOW. (b) (6), (b) (7) (C) stated that 90-95% of the new transfer students come in “below basic” on the standardized scale. Many of them do not have the parental support or backing that most of the higher performing students have. (b) (6), (b) (7) (C) expects these students to adapt to new educational habits within their first two years at JOW, and she would expect to see an increase in their standardized scores in that time period.

JOW also lost their 6th grade class in 2008, when the 6th graders were transferred to middle school, and the 5th grade class graduated at the same time. Currently, JOW teaches Pre-K through 5th grade.

(b) (6), (b) (7) (C) stated that the JOW (b) (6), (b) (7) (C) acts as the DC CAS (b) (6), (b) (7) (C). She could not immediately recall the (b) (6), (b) (7) (C)'s name, but stated the (b) (6), (b) (7) (C) took over the duties this year, after (b) (6), (b) (7) (C) left JOW at the conclusion of the school year in (b) (6), (b) (7) (C). JOW has a very small turnover rate in its teaching staff, losing only four instructors in (b) (6), (b) (7) (C) 10+ years at JOW.

DC CAS exam booklets and answer sheets are kept in a locked vault, and the testing coordinator is the only person with a key to that vault.

(b) (6), (b) (7) (C) recalled that the D.C. Office of the State Superintendent (OSSE) sent over at least one monitor during the DC CAS exams for the previous two school years, as well as a monitor from the DCPS central office. (b) (6), (b) (7) (C) does not believe that teachers shut their classroom doors during the DC CAS, and (b) (6), (b) (7) (C) confirmed that there is one proctor assigned to each testing classroom. There are only three testing classrooms, since the DC CAS is only given to 3rd through 5th graders at JOW, and there is only one classroom for each grade.

Because of the USA Today newspaper article and the Caveon investigation, (b) (6), (b) (7) (C) was inquisitive regarding the high number of erasures in certain classrooms. During the DC CAS in 2010 or 2011, (b) (6), (b) (7) (C) asked the proctor for her (b) (6), (b) (7) (C) grade class to watch and monitor how much “erasing” the monitor noticed during the exam, just to satisfy (b) (6), (b) (7) (C)'s curiosity. The proctor, whom (b) (6), (b) (7) (C) could not recall, reported back that the students were “unmerciful,” or as (b) (6), (b) (7) (C) clarified, made an abundant amount of erasures during the DC CAS exam.

JOW currently has 401 students enrolled for the 2011-2012 school year. 127 of these students are 3-4 years old. (b) (6), (b) (7) (C) stated that JOW never has less than 50 special education students, with 25 special education students enrolled in August 2011.

(b) (6), (b) (7) (C) was unaware of any cheating relating to the DC CAS or DC BAS exams at JOW, or any other school within DCPS.



**Office of The Inspector General
Investigations Division**

Memorandum of Interview

To: File

From: (b) (6), (b) (7)(C), Special Agent

Date: July 26, 2012

Re: 2011-0318

Date of Interview: July 25, 2012

Time Began: 3:15 pm

Time Ended: 3:45 pm

Location of Interview: D.C. Public Schools Central Office
1200 1st Street, NE, Washington, DC

Persons Present: Special Agent (b) (6), (b) (7)(C), DC-OIG

Person Interviewed: (b) (6), (b) (7)(C), DCPS
(b) (6), (b) (7)(C), DCPS

Office Telephone: (b) (6), (b) (7)(C)

SUMMARY OF INTERVIEW

After being apprised of the identity of the interview agent, and the nature of the interview, (b) (6), (b) (7)(C) and (b) (6), (b) (7)(C) voluntarily provided the following information:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C) had no knowledge of (b) (6), (b) (7)(C), EDUNEERING Inc, or any reports, memorandums, documents, or letters, that dealt with the D.C. Office of the State Superintendent for Education (OSSE) letter, dated November 21, 2008, which was sent to

(b) (6), (b) (7)(C), DCPS. The letter for OSSE detailed a high number of Wrong-to-Right erasures on the 2008 DC CAS exam and abnormal gains in overall test scores at certain District schools.

(b) (6), (b) (7)(C) was shown a copy of a "Project Brief Sheet" dated January 30, 2009, from (b) (6), (b) (7)(C) to (b) (6), (b) (7)(C), DCPS, and a copy of a memorandum from (b) (6), (b) (7)(C) to (b) (6), (b) (7)(C), DCPS, dated February 23, 2009. (b) (6), (b) (7)(C) stated that he has never seen, nor heard of anything related to these two documents.

(b) (6), (b) (7)(C) will perform a second check of his office files and computer to determine if he has anything related to this time period since he has possession of all of (b) (6), (b) (7)(C)'s DCPS records.

(b) (6), (b) (7)(C) also did not have any knowledge of the two above referenced documents. (b) (6), (b) (7)(C) vaguely recalled the name EDUNEERING, Inc, but did not specifically recall (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) was not present in any meeting in which the OSSE letter was discussed, nor was he aware of any investigation into the 2008 DC CAS exams. Although (b) (6), (b) (7)(C) filled in for (b) (6), (b) (7)(C) on an occasional management meeting when (b) (6), (b) (7)(C) was out of the office, (b) (6), (b) (7)(C) was not present during any discussions regarding the OSSE letter, EDUNEERING, or any investigation into DC CAS test scores by senior staff at DCPS.

(b) (6), (b) (7)(C) will contact (b) (6), (b) (7)(C), to determine the status of OIG's outstanding request for information related to a former principal at (b) (6), (b) (7)(C) who might have been involved in a testing incident in 2008 or 2009.

(Attachments)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES



DATE INTERVIEWED: August 30, 2011
PERSON INTERVIEWED: (b) (6), (b) (7)(C)
INTERVIEWED BY: (b) (6), (b) (7)(C) Special Agent, U.S. Department of
Education, Office of Inspector General
LOCATION: Telephonic
(b) (6), (b) (7)(C)
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On August 30, 2011, (b) (6), (b) (7)(C), Noyes Elementary School, Washington, DC, was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System (DC CAS) test. (b) (6), (b) (7)(C) was advised of the reporting agent's identity, (b) (6), (b) (7)(C) stated the following in substance:

(b) (6), (b) (7)(C)

In March 2010, (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) (b) (6), (b) (7)(C). During this month, the teachers involved with grades that took the DC CAS exam would have daily meetings regarding the tests, and (b) (6), (b) (7)(C) attended these meetings. (b) (6), (b) (7)(C), NE, organized these meetings and gave directions involving how to seat students during the DC CAS. (b) (6), (b) (7)(C) (b) (6), (b) (7)(C), were also present at some of these meetings where the seating chart was addressed. It was discussed in these meetings whether a student was likely to score in the range

Date Prepared: September 28, 2011 S/A (b) (6), (b) (7)(C) Case No: 11-000491
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of below basic, basic, proficient, or advanced on the DC CAS. These predictions were based on the DC BAS exams. The teachers were then directed by (b) (6), (b) (7)(C) to come up with a seating chart for their classroom. The seating charts consisted of grouping the students together based on their expected performance on the DC CAS. The usual layout of the classrooms had the doorways located towards the front of the room. The doorways also had a window which looked into the hallway.

The students seated closest to the window were predicted to score in the below basic range on the DC CAS, those seated in the middle of the classroom were predicted to score in the proficient and/or advanced range, and those seated in the back of the classroom were predicted to score in the basic range. Prior to the DC CAS, the teachers were required to give their seating charts to (b) (6), (b) (7)(C) with the predicted performance range/level of the students. (b) (6), (b) (7)(C) stated nobody questioned the seating arrangements during any of the meetings.

While going over the seating chart, (b) (6), (b) (7)(C) informed (b) (6), (b) (7)(C) the students predicted to be in the basic range on the DC CAS mattered. These students were on the "bubble" and they needed to get them to the proficient level. That was the reason the basic kids were seated in the back of the room and seating charts were submitted, so teachers could give the basic students the correct answers.

The week prior to the DC CAS (unknown day), (b) (6), (b) (7)(C) were in (b) (6), (b) (7)(C) classroom when (b) (6), (b) (7)(C) entered the room. (b) (6), (b) (7)(C) gave (b) (6), (b) (7)(C) a copy of the 2010 DC CAS and told them to make copies if they needed to and to do what you need to do. (b) (6), (b) (7)(C) stated he needed the test back by the end of the day. (b) (6), (b) (7)(C) told (b) (6), (b) (7)(C) they could use the test to make similar practice test questions for the students. (b) (6), (b) (7)(C) looked through the test booklet and found approximately eight to ten questions they believed the students would have difficulty answering correctly. (b) (6), (b) (7)(C) then changed the numbers and names in the questions and created eight to twelve similar questions, but they did not copy the test. (b) (6), (b) (7)(C) believed other teachers were provided with the test too, but he did not provide specific examples. These teachers included: (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) believed most teachers copied the test, but he did not elaborate on this subject.

(b) (6), (b) (7)(C) did not recall any discussions related to the Together Everyone Achieves More (TEAM) awards, and he did not receive a TEAM award. (b) (6), (b) (7)(C) believed it was implied at NE that if you did not increase student scores on the DC CAS, you might be terminated

(b) (6), (b) (7)(C) before the DC CAS was to be administered. The first day of the DC CAS test was (b) (6), (b) (7)(C) first day in the classroom without another teacher, and (b) (6), (b) (7)(C) was the (b) (6), (b) (7)(C) assigned to assist (b) (6), (b) (7)(C) with the administration of the DC CAS. The students were arranged according to the seating chart. Once the DC CAS began, (b) (6), (b) (7)(C) walked around the room and looked at proficient and advanced students' tests to make sure they were testing at their appropriate levels. They would then focus on the "bubble" students and look over the student's shoulders and point

Date Prepared: September 28, 2011

S/A (b) (6), (b) (7)(C)

Case No: 11-000491

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to answers that were wrong. The students would then change the answers and the teachers would continue to point at the question until the student filled-in the correct answer. This was all nonverbal and (b) (6), (b) (7)(C) did not discuss this with (b) (6), (b) (7)(C) prior to administering the test. (b) (6), (b) (7)(C) also stated the students did not question what the teachers were doing. (b) (6), (b) (7)(C) stated that it "seemed" it was just "understood" that was how you tested students at NE. In approximately June 2010, (b) (6), (b) (7)(C) was promoted to (b) (6), (b) (7)(C) DCPS. In approximately (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) became a (b) (6), (b) (7)(C) at NE, and (b) (6), (b) (7)(C) was appointed (b) (6), (b) (7)(C) at NE. The DC BAS P was administered at the end of August or beginning of September. (b) (6), (b) (7)(C) stated nothing happened, that he knew of, related to cheating on this test.

In approximately November 2010, the BAS A was to be administered. A few days prior to the day of the test (b) (6), (b) (7)(C) provided (b) (6), (b) (7)(C) with a copy of the test and told him he needed it back by the end of the day. (b) (6), (b) (7)(C) stated he did not look at the test and just gave it back at the end of the day to (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) did not help students on this test as he realized it was not the proper way to administer a test. There was also no seating chart used on this test. The fourth grade DC BAS test consisted of a test booklet and an answer sheet, and the teachers were not required to turn in the test booklets after the test. (b) (6), (b) (7)(C) had his students answer on both the answer sheet and the test booklet. (b) (6), (b) (7)(C) kept the test booklets and handed in the answer sheets to (b) (6), (b) (7)(C).

At a later date, the test scores were posted online and some students showed significant improvement over previous tests. (b) (6), (b) (7)(C) compared the answers in the test booklets against the answers reported online for approximately three to four students. It appeared the answers sheets showed these students had provided between approximately five and twelve more correct answers than what they had listed in their test booklets. (b) (6), (b) (7)(C) did not believe students would have such a discrepancy between the booklets and answer keys unless the answers had been changed after the student had turned in the materials. (b) (6), (b) (7)(C) also spoke with another (b) (6), (b) (7)(C) about the higher scores on the answer sheets. (b) (6), (b) (7)(C) also stated she had her students write their answers on the answer sheet and in the test booklets. (b) (6), (b) (7)(C) also observed "unusually" higher test score based off the answer sheets compared to the test booklets.

In approximately December 2010, a test security company conducted interviews at NE. (b) (6), (b) (7)(C) believed the name of the company was Caveon. Prior to being interviewed, (b) (6), (b) (7)(C) spoke with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) told (b) (6), (b) (7)(C) to lie in the interview to save his career. (b) (6), (b) (7)(C) assumed this related to helping students on the DC CAS, but he had never discussed that with (b) (6), (b) (7)(C). (b) (6), (b) (7)(C) was interviewed by an individual named (b) (6), (b) (7)(C), and (b) (6), (b) (7)(C) stated he was honest during the interview. The interview consisted of questions related to (b) (6), (b) (7)(C) providing answers on the test. (b) (6), (b) (7)(C) stated he was truthful when he answered the questions, but he did not volunteer any other information. After the interview, (b) (6), (b) (7)(C) saw (b) (6), (b) (7)(C) and she told him she did not want to know what he said in the interview, but she suggested he should get a lawyer.

(b) (6), (b) (7)(C) stated nothing else happened related to the interview until (b) (6), (b) (7)(C). Approximately a week prior to the DC CAS being administered (b) (6), (b) (7)(C) approached (b) (6), (b) (7)(C) (b) (6), (b) (7)(C) advised (b) (6), (b) (7)(C) he would not be allowed in a classroom with any DC CAS test.

On May 27, 2011, (b) (6), (b) (7)(C) met with (b) (6), (b) (7)(C) and terminated him for academic dishonesty.

(b) (6), (b) (7)(C)



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATION SERVICES**



DATE INTERVIEWED: August 31, 2011
PERSON INTERVIEWED: (b) (6), (b) (7)(C), (b) (6), (b) (7)(C)
Department of Elementary and Secondary Education
INTERVIEWED BY: (b) (6), (b) (7)(C), Special Agents, U.S.
Department of Education, Office of Inspector General
LOCATION: (b) (6), (b) (7)(C)
(b) (6), (b) (7)(C)
REFERENCE: Noyes Elementary
CASE NUMBER: 11-000491

On August 31, 2011, (b) (6), (b) (7)(C) Office of State Superintendent of Education (OSSE), District of Columbia, was interviewed regarding allegations of cheating on the District of Columbia Comprehensive Assessment System test (DC CAS). (b) (6), (b) (7)(C) was accompanied by (b) (6), (b) (7)(C), (b) (6), (b) (7)(C) was advised of the reporting agents' identities. (b) (6), (b) (7)(C) stated the following in substance:

(b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

In fall 2008, OSSE staff observed some of the DCPS had a "high" increase in test scores on their spring 2008 DC CAS. The OSSE staff was concerned due to the fact there had not been a recent dynamic leadership change in the DC school system. During that time, OSSE asked questions related to how the DC CAS was administered. OSSE also asked McGraw Hill/CTB (CTB), the manufacturer of the DC CAS test, to conduct an erasure analysis. The DC CAS erasure analysis showed "many" schools were outside of the statistical norm for wrong to right erasures.

Date Prepared: September 1, 2011 S/A (b) (6), (b) (7)(C) Case No: 11-000491
This report is the property of the Office of Investigation Services and is loaned to your agency; it and its contents may not be reproduced without written permission. The report is **FOR OFFICIAL USE ONLY** and its disclosure to unauthorized persons is prohibited. Public availability to be determined by 5 U.S.C. 552.

In approximately October 2008, (b) (6), (b) (7)(C) contacted (b) (6), (b) (7)(C) DCPS, regarding the large amount of wrong to right erasures. (b) (6), (b) (7)(C) informed (b) (6), (b) (7)(C) the OSSE was going to ask for an investigation. There was no response from the Chancellor's Office. A follow-up contact by the OSSE to the Chancellor's Office also yielded no response.

In November 2008, a letter was sent to the DCPS Chancellor's Office asking for a response regarding the erasure analysis. The Chancellor's Office asked questions regarding how the wrong to right erasures were statistically tabulated and then asked for the analysis to be tabulated in a different statistical manner. In approximately January 2009, the Chancellor's Office sent an official letter asking for an extension on their response, which the OSSE granted. (b) (6), (b) (7)(C) stated it "appeared" the Chancellor's Office was "stalling" and may have wanted to find a way to show the data process used to determine the high number of wrong to right erasures was inaccurate. (b) (6), (b) (7)(C) were staff members at OSSE that conducted some of the conversations with the Chancellor's Office. (b) (6), (b) (7)(C)

(b) (6), (b) (7)(C)

TEST CHAIRPERSON'S MANUAL



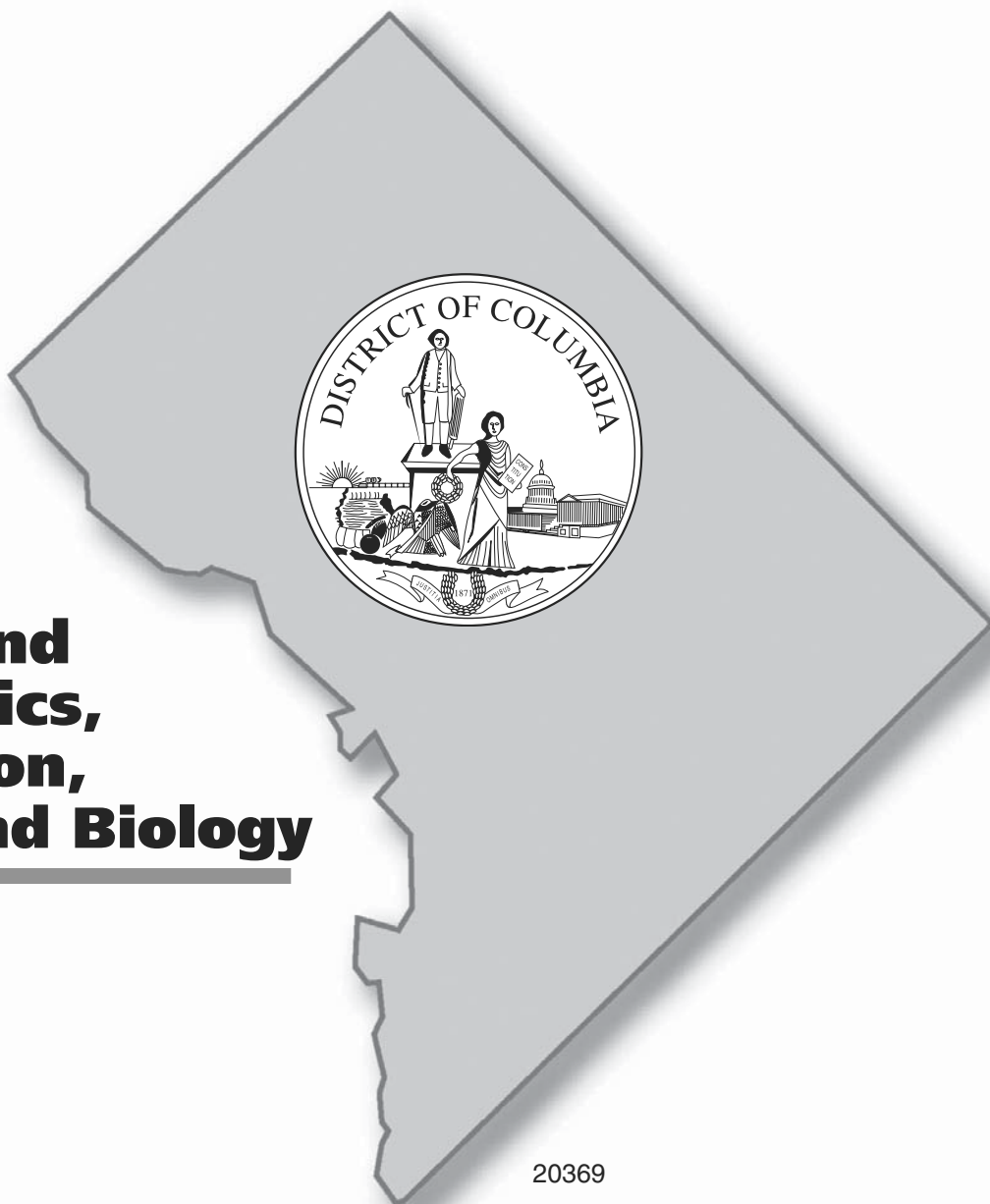
CTB
McGraw-Hill

DISTRICT OF COLUMBIA

Comprehensive Assessment System

**Reading and
Mathematics,
Composition,
Science, and Biology**

2008



20369



Important Testing Events

EVENT	DATE
Test Administration	
Training Sessions (CTB-led)	March 2008
Receipt of Test Chairperson's Materials	March 14, 2008
Receipt of Secure Test Materials	by April 10, 2008
Short/Add Window.....	April 11 through April 18, 2008
Chairperson Conducts Teacher Training Sessions (in schools).....	Prior to test administration
Test Dates for Grades 3–8 and 10 (includes Makeup Testing).....	Tuesday, April 22, through Friday, May 2, 2008
Deadline to Register for Online Retrieval of Test Materials at www.ctb.com	May 2, 2008
Ship (Return) All Scorable and Nonscorable Materials to CTB	by May 8, 2008
Last Day for CTB to Receive Test Materials for Scoring	May 14, 2008

Note: Special permission to begin testing special education or ELL students with level 3 or level 4 accommodations must be obtained from the OSSE Division of Assessment and Data Reporting prior to April 10, 2008.



Important Telephone Numbers for Shortages, Errors, and General Information

**District of Columbia
Office of the State Superintendent
of Education (OSSE)
Division of Assessment and
Data Reporting**

For information concerning District of Columbia statutes, as well as policy and procedures for the District of Columbia Comprehensive Assessment System, contact the Office of the State Superintendent of Education, Division of Assessment and Data Reporting at 202-442-5220

CTB DC CAS Customer Service Contact Numbers:

DC Only Toll Free: 800-994-8579

Customer Service Fax: 866-282-2251

Hours of Business: 8:30 A.M.–5:00 P.M. (EST)

E-mail to: DC-CAS_helpdesk@ctb.com

Dear Test Chairperson,

Thank you for agreeing to serve as the Test Chairperson for your school. This is an important function, not only for your school, but for the entire school system, as we seek to improve the instructional program here in the District of Columbia.

This manual is designed to assist you in preparing for and conducting the upcoming testing program in your school. Please read it carefully and follow the procedures described. Doing so will ensure that the test administration is conducted under optimal conditions and that students are given an opportunity to do their best.

We hope that the manual will also assist you in providing in-service training to your school faculty. Feel free to duplicate salient portions for handouts or overheads. Meanwhile, we need to remind ourselves of why we test students:

The information gained through testing is used by

- teachers to develop lesson plans that support effective instruction for all students
- schools and districts to evaluate whether the goals of the content standards are being met
- parents to monitor children's educational progress

Schools in the District of Columbia will administer the District of Columbia Comprehensive Assessment System (DC CAS) to students in grades 3 through 8 and 10 in Spring 2008. The results of the test will provide useful information about instructional strengths and weaknesses relative to the District of Columbia content standards.

The Comprehensive Assessment System combines selected-response items with constructed-response items that allow students to produce their own responses. The content areas consist of Reading, Mathematics, Composition, and Science.

Students with disabilities who have a state assessment level of 5 (IEP or 540 Accommodations Plans that specifically state that this test is inappropriate because students cannot take the test without modifications or accommodations other than those listed) are not required to participate in this test. However, they must participate in the DC CAS alternate assessment (Portfolio).

This *Test Chairperson's Manual* has been designed to help the Chairperson organize and oversee test administrative procedures for Reading, Mathematics, Composition, Science, and Biology. A series of easy-to-follow steps provides guidelines for receiving and checking testing materials, scheduling testing times, overseeing the administration, and returning the materials to CTB/McGraw-Hill.

As you read through this manual and prepare for the test administration, should any questions arise, please contact CTB/McGraw-Hill's Customer Service Center at 800-994-8579 or the OSSE Division of Assessment and Data Reporting, DCPS, at 202-442-5220.

Thank you for your expertise and commitment.

Office of the State Superintendent of Education
Division of Assessment and Data Reporting
CTB/McGraw-Hill

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Section
1

General Information

TESTING STEPS

1 **REVIEW MANUAL**

2 **COMPLETE
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and PAPERWORK**

3 **INVENTORY MATERIALS**

4 **SCHEDULE THE TEST**

5 **NOTIFY STUDENTS AND
PARENTS OF TESTING**

6 **CONDUCT TRAINING**

7 **DISTRIBUTE TEST
MATERIALS**

8 **MAINTAIN SECURITY
DURING TESTING**

9 **CHECK-IN MATERIALS**

10 **SHIP MATERIALS**

IMPORTANT DATES AND TIMES

Administrative Date

If you need additional test materials, you may order them during the short/add window from April 11– April 18, 2008. To access the system for test materials adjustments, go to www.ctb.com and enter the User ID and Password that you received from CTB in a separate mailing. To obtain detailed instructions, you may access the *Test Materials Adjustments User Guide* posted to the DC CAS website at www.ctb.com/dc-cas. If you have any additional questions, contact the CTB DCPS Customer Service line at 1-800-994-8579.

Note: Any shipment of materials after the *Ship (Return) All Scorable and Nonscorable Materials to CTB* date (see Important Testing Events page) that causes CTB to pay for shipping, other than ground, will incur additional charges.

Testing Dates

Testing dates have already been determined by the District of Columbia Office of the State Superintendent of Education. The testing dates are as follows:

Grades 3–8 and 10

(includes Makeup Testing)

Tuesday, April 22, through Friday, May 2, 2008

Testing of all content areas—Reading and Mathematics, Composition, Science, and Biology—must be completed during this testing window.

Approximate Testing Times

The times shown in the charts on the following pages indicate an approximate period of time to complete the test. However, any student who does not finish the test in the estimated time must be given time in an appropriate setting in which to complete the test.

Reading

The Reading Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Reading—All Grades	
Subtest	Approximate Testing Time
Testing Session 1 Reading	40 minutes
Testing Session 2 Reading	50 minutes
Testing Session 3 Reading	40 minutes
Testing Session 4 Reading	40 minutes

*Times shown refer to the actual administration of items.
Allow for an additional 15 minutes for completing student biographical
information, administering the sample questions, and reading directions.*

Mathematics

The Mathematics Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Mathematics—Grades 3 through 6	
Subtest	Approximate Testing Time
Testing Session 1 Mathematics	40 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	40 minutes
Testing Session 4 Mathematics	40 minutes

Mathematics—Grades 7, 8, and 10

Subtest	Approximate Testing Time
---------	--------------------------

Testing Session 1

Mathematics	*Part A – 25 minutes Part B – 25 minutes Total time = 50 minutes
-------------	--

Testing Session 2

Mathematics	40 minutes
-------------	------------

Testing Session 3

Mathematics	*Part A – 25 minutes Part B – 25 minutes Total time = 50 minutes
-------------	--

Testing Session 4

Mathematics	40 minutes
-------------	------------

*Times shown refer to the approximate administration of items.
An additional 5 to 10 minutes will be required for administering the sample items and reading introductions and directions.*

**For grades 7, 8, and 10, for Part A ONLY, the use of calculators is permitted. At the end of Part A, instruct students to put their calculators away.*

Composition

The Composition Assessment has two sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Composition—Grades 4, 7, and 10

Subtest	Approximate Testing Time
---------	--------------------------

Testing Session 1

Composition: Phase 1 Planning/Draft	60 minutes
-------------------------------------	------------

Testing Session 2

Composition: Phase 2 Final Composition	60 minutes
--	------------

Times shown refer to the recommended time allowed to complete the composition.

An additional 5 to 10 minutes will be required for reading introductions and directions.

Note that additional time should be granted as needed to students who continue to work on their compositions.

Science

The Science and Biology Assessments have three sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Science—Grades 5, 8, and Biology	
Subtest	Approximate Testing Time
Testing Session 1 Science	35 minutes
Testing Session 2 Science	35 minutes
Testing Session 3 Science	30 minutes

*Times shown refer to the actual administration of items.
An additional 5 to 10 minutes will be required for administering the
sample items and/or reading introductions and directions.*

OVERVIEW OF ASSESSMENT MATERIALS

The following assessment materials are provided at grades 3–8 and 10:

Grade 3

Test book—grade 3*

One for each student and one for the Test Administrator

Test Directions—one book for grade 3

Punch-out tool*—ruler (yellow/purple with inches and half-inch markings on one side and centimeters on other side, commodity code 53493)

Grades 4–8 and 10

Test Directions—one book for grades 4–8 and 10, all content areas included

Note: The test book and answer booklet for each grade are printed in the same color. Colors vary by grade level. For Reading and Mathematics and for Science and Biology, there are two versions of the test for each grade—Form 1 and Form 2. Teachers should check that students in grades 4–8 and 10 are using the correct test book and answer booklet combination. Dark and light shading will be used to distinguish Form 1 from Form 2.

Grade 4

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (yellow/purple with inches and half-inch markings on one side and centimeters on other side, commodity code 53493)

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 5

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Note: No punch out tool is needed for this grade.

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 6

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Grade 7

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 8

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 10

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Students Enrolled in a Biology Course

Biology Test Book*

One for each student and one for the Test Administrator

Biology Answer Booklet*

One for each student and one for the Test Administrator

* Test Books and punch-out tools are available in large-print and Braille editions at designated grade levels for those students with special needs. Answer Booklets are available in large-print editions only. Composition test books are available in Braille editions only.

Section 2

Security Procedures

As Test Chairperson, you will need to work closely with the principal to ensure the security of the Comprehensive Assessment System. To prevent the loss or copying of any test book, test items, or completed answer booklet, you will need to establish strict security guidelines within your school, and keep a detailed inventory of all test books before, during, and after test administration until the time they are returned to CTB.

If after reading these instructions, you have any questions about the materials or the instructions on how to inventory the materials, please call 800-994-8579, between 8:30 A.M. and 5:00 P.M. Eastern Standard Time.

SECURE MATERIALS

Each school must develop an organized test material distribution process so that all secure test materials, used and unused, are accounted for and returned to CTB. Under no circumstances should anyone destroy or throw away any test book or any answer booklet including invalidated or damaged test books or answer booklets. **All test books must be returned to CTB.***

All test books are secure materials and must be kept in locked storage when not in use. Secure test books have been assigned a security number. These security numbers correspond to the numbers listed on the School Packing List. If the numbers do not correspond, call the OSSE Division of Assessment and Data Reporting at 202-442-5220 and CTB DC CAS Customer Service at 800-994-8579.

SCHOOL SECURITY CHECKLIST

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

TEST YEAR: 2008		CTB/McGraw Hill		PAGE 1 of 4							
District of Columbia Comprehensive Testing Assessment Spring 2008											
SECURITY CHECKLIST											
DISTRICT: 01 District of Columbia Public		PACKING LIST NO: 6903-267									
SCHOOL: 300 POWELL ELEMENTARY SCHOOL		SHIP KEY: A									
* REPORT ALL MISSING BOOKS TO CTB IMMEDIATELY.											
Grade 3 CRA Testbook											
DISTRIBUTION FROM THE SCHOOL TEST COORDINATOR (STC) TO THE TEST ADMINISTRATOR(S)											
SCHOOL TEST COORDINATOR: EACH DAY OF TESTING, THE TEST ADMINISTRATOR (TA) MUST INITIAL THE "OUT" COLUMN WHEN RECEIVING SECURE TEST MATERIALS. EACH DAY FOLLOWING TESTING, THE STC MUST INITIAL THE "IN" COLUMN WHEN THE TA RETURNS THE SECURE MATERIALS.											
BOOKLET SECURITY NUMBER	REC'D *	STUDENT NAME	DAY 1		DAY 2		DAY 3		MAKEUP		TEST ADMINISTRATOR
			OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	
JM000001											
JM000002											
JM000003											
JM000004											
JM000005											
JM000006											
JM000007											
JM000008											
JM000009											
JM000010											
JM000011											
JM000012											
JM000013											
JM000014											
JM000015											
JM000016											
JM000017											
JM000018											
JM000019											
JM000020											
JM000021											
JM000022											
JM000023											
JM000024											
JM000025											
JM000026											
JM000027											
JM000028											
JM000029											
JM000030											

* Unused answer booklets will not be returned to CTB.

SECURITY GUIDELINES

Leaving secure test materials unattended any time they are not in locked storage is a violation of test security.

- Test books are secure. The principal must ensure that the books are kept in a secure central location in the school, except during testing.
- Test books must be distributed to teachers for their exact count of students on the morning of testing and returned to the Chairperson immediately after testing.
- Test books signed out to teachers and not being distributed to students should be temporarily stored in the room in a location inaccessible to students until the end of the testing session.
- The use of cell phones and PDAs is strictly forbidden during the testing session. Cell phones and PDAs must be turned off and put away.
- No calculators are to be used for calculating answers to questions other than as specified for grades 7, 8, and 10, *or as required by a student's IEP or 504 plan*.
- Test materials should be distributed to and collected from each student individually.
- Only materials that are specifically listed for use in the *Test Directions* are allowed. Room displays related to test content (e.g., math or science facts and literary definitions) should be covered or removed.
- Student responses must not be interfered with in any way, including making statements to students regarding accuracy of responses; reading items; defining words; giving students hints, clues, or cues; or altering or editing student responses. Those administering the test are encouraged to walk around the room during testing and should check to see that students are marking their responses correctly.
- Do not hand-score student responses.
- After testing, access to secure materials is restricted to supervised sessions for completing additional student information on the back of the test books or answer booklets. Student responses must not be edited or altered in any way.
- Test items and/or test books may **not** be copied under any circumstances. Test items or test books must **not** be used for review or practice purposes before or after testing.
- Discussion of specific test items with students or staff is prohibited.
- Any breach of testing security—cheating, loss of material, and/or failure to account for all materials—must be reported by the Test Administrator to the Test Chairperson. The principal or his/her designee must relay these reports to the Office of the State Superintendent of Education, Division of Assessment and Data Reporting.

SECURITY DURING TESTING

Be available to respond to questions from Test Administrators and school personnel. If the answer is not available in this manual or the *Test Directions*, call the OSSE Division of Assessment and Data Reporting or CTB, using the contact information provided on the inside front cover of this manual.

- Notify the OSSE Division of Assessment and Data Reporting and CTB if any secure materials are missing.
- Create a school security file. This file should contain the following items:
 1. Documentation of any testing disruptions
 2. Copies of the School Security Checklists
 3. Explanations as to why materials were not returned after testing

You will need this file

- in the event that CTB reports secure documents missing from your school
- if the school or district decides to invalidate a student's score. If you invalidate a test score, this should be noted in writing and attached to the student's score reports in the student's permanent file.
- Send copies of any documentation relating to potential invalidations of whole classes, schools, or districts to the OSSE Division of Assessment and Data Reporting.
- CTB will maintain a record of serial numbers of all test books shipped to the schools and districts, including overage shipments and any additional materials request shipments. When testing is completed, all test books, used and unused, must be returned. CTB will use a scanner to account for all test books by serial number and provide a record of missing test books to the OSSE Division of Assessment and Data Reporting. If any test books shipped to a school or district are determined to be missing, the school principal will be required by the OSSE Division of Assessment and Data Reporting to account for the missing materials.
- The Test Chairperson is expected to maintain test security by using the serial numbers to account for all test books before, during, and after test administration until the time they are returned to CTB. The Chairperson must record all pertinent information regarding the replacement of missing test books for a school on the School Security Checklist.

Section 3

Before Testing—Instructions for Test Chairpersons

PLEASE TAKE THE TIME TO REVIEW AND INVENTORY ALL TEST MATERIALS WHEN THEY ARRIVE AT YOUR SCHOOL.

Step 1 RECEIVE TEST MATERIALS

- Confirm that you have received the total number of school boxes listed on the shipping invoice. Notify CTB immediately and no later than noon, April 10, 2008, at 800-994-8579 if any boxes are missing, or contain damaged materials, or if you received boxes that should have been delivered to another school.
- The Test Chairperson should open boxes within 24 hours to allow plenty of time to resolve shortages.
- Verify the contents of the school overage box(es). Keep all boxes for returning test materials.

Step 2 INVENTORY TEST MATERIALS

- Check the materials specified on the School Packing List against materials received.
- Compare the security numbers on the shrink-wrapped packages of test books with those listed on the School Packing List (example shown below).
- Check quantities of materials against current enrollment.
- Report any discrepancies or materials shortages to CTB. Note any discrepancies on the School Packing List.

School Packing List

CTB
McGraw-Hill
30 Ryan Ranch Road
Menlo Park, CA 94025-5000

District of Columbia
Spring 2008

Ship To:
Adams ES
4501 Van Street, NW
Washington, DC 20009
USA
Attention: John Doe

(Please keep a copy of this Packing List for your records)
School Packing List
Packing List #: 000012

Part #	Description of Material	Qty	Qty/Pkg	Back Order Qty	Total	Beginning Serial Range	Ending Serial Range	Qty#	Customer Sign Off
45420 00020	Grade 3 Student Book - Secure	3	20	0	60	04400001	04400000	1-1	_____
45421 00020	Grade 4 Student Book - Secure	3	20	0	60	N2200006	N2200005	1-2	_____
45422 00020	Grade 5 Student Book - Secure	3	20	0	60	NY200001	NY200000	2-2	_____

Step 3 SCHEDULE THE TEST

- Review the *Test Chairperson's Manual* and *Test Directions* in advance.
- Refer to Pages 3, 4, and 5 for approximate length of each session time. Schedule testing to allow sufficient time to complete each test session.
- Establish a testing plan that shows how the school will accommodate students who need additional time.
- Tests and Makeup Tests must be administered Tuesday, April 22, through Friday, May 2, 2008.
- Avoid testing just after students have had strenuous physical or mental activity.

Step 4 NOTIFY STUDENTS AND PARENTS OF TESTING

Students and parents must be notified when testing will take place and should be informed as to the purpose of the test. While undue emphasis on the importance of the test should be avoided so that students will not become overly anxious, it is important that students are motivated to do their best in order to obtain the best results.

Step 5 CONDUCT TRAINING SESSIONS FOR TEST ADMINISTRATORS AND PROCTORS

Anyone who will handle test materials must attend a training session prior to the test administration.

Test Administrators

Test Administrators must be employees of the district. All Test Administrators (including possible substitutes) must have received training in the administration of the test in Spring 2008. It is recommended that Test Chairpersons train more certified employees than are actually necessary for administering the test to cover unforeseen absences. **Do not allow untrained employees, teachers, or substitutes to administer tests. Test Administrators must not administer tests to close relatives (e.g., children or grandchildren).**

OUTLINE OF INSTRUCTIONS FOR TEST ADMINISTRATORS

Prior to testing:

Review test administration procedures and test materials thoroughly.

Review school procedures to accommodate students who need additional time.

Prepare to Schedule Testing

- Review the scheduling guidelines provided by the Test Chairperson for the administration of the different content areas.

- Allow sufficient time to complete the student-identifying information. *(See the section on using the precoded student labels and completing the student-identifying information.)*
- The Comprehensive Assessment System contains content-area tests for Reading, Mathematics, Composition, Science, and Biology.
- Avoid testing on days just before or after vacations, important school functions, or holidays.
- Testing should occur at the beginning of the morning when students are most alert. Do not administer the test immediately after students have been involved in any strenuous physical or mental activity.
- Schedule testing to allow sufficient time to complete a testing session. See the tables on Pages 3, 4, and 5 for testing times.

Prepare the Testing Environment

- Review the Test Site Observation Report.
- Testing in a familiar classroom setting reduces test anxiety for students and should simplify test security. Students should be tested in classrooms that have good lighting, adequate ventilation, and sufficient space. Schools are strongly encouraged to avoid large group administrations in settings such as the library or the cafeteria.
- Freedom from interruptions is important to any testing environment. The testing room should be as quiet as possible.
- Remove charts or reference materials from the walls of the testing room.

Receive Materials from Test Chairperson

- Test Administrators must sign out and sign in test materials each day, using the School Security Checklist. Copies of the form are provided in the Test Chairperson's Packet for each school.

During testing:

- In order to ensure that test results for the District of Columbia Comprehensive Assessment System are valid, reliable, and equitable, the test administration must be standardized with the same directions and time limits and similar testing conditions across the District of Columbia. In order to provide standardized test administration, Test Administrators must carefully follow the instructions provided in the *Test Directions*.
- Observe timing guidelines.
- Read oral directions at a moderate, steady pace.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to students' fatigue level and attention span, and alter the schedule as necessary.

After testing:

Assemble Materials for Return

Test Administrators (with help from proctors, if requested) will review all assessment materials for the following:

- to ensure that no foreign materials, such as scratch paper, paper rulers, tape, paper clips, have been left inside test books or answer booklets
- to identify any damaged materials
- to mark a test for invalidation, if necessary (*see below*)
- to complete accommodation and special education fields on the bottom half of the student data grid

Each Test Administrator will organize the scorable materials by class and content area—test books for grade 3 or answer booklets for grades 4–8 and 10—and complete a Group Information Sheet for those test materials. The materials will be placed in envelopes labeled “For Test Booklets,” accompanied by the completed Group Information Sheets placed on the top. These envelopes will be returned to the Test Chairperson.

Test Administrators should also return to the Test Chairperson all **unused** test books (grade 3) or **all** test books (grades 4–8 and 10), and the *Test Directions*.

Test Invalidation

Tests should be invalidated only in specific cases. A content-area section should be invalidated if a student becomes ill during the content-area section and is not able to complete the test. Tests should also be invalidated if there is clear evidence that a student received inappropriate assistance (i.e., cheating). Follow the directions below when invalidating a content-area section.

Grade 3

Mark the invalid content-area section by 1) filling in the small diamond that appears on the bottom of the first page of the content-area section in the test book, and 2) filling in **all** the circles of the **first** five multiple-choice questions in that content area.

Grades 4–8 and 10

Reading, Mathematics, and Science Only

To mark a student’s test as invalid: 1) In the student’s answer booklet, fill in the small diamond that appears next to the heading for Session 1 of the content-area section to be invalidated. 2) Then fill in **all** the circles of the first **five** multiple-choice questions in that content-area section.

Composition (Grades 4, 7, and 10 Only)

To indicate that a test booklet is invalid, the Test Administrator should fill in the whole row of zeros in the field titled “Special Use Only” on the back cover.

Note: Invalidating a section of a content area invalidates the entire content area.

OUTLINE OF INSTRUCTIONS FOR PROCTORS

Proctors

It is recommended that, in addition to the Test Administrator, one person be present in the classroom to serve as a proctor during testing. A proctor can be a teacher's aide, a parent, or other district/school personnel (e.g., music teachers, P.E. teachers, and counselors). Parents must not be proctors in the rooms where their children are being tested. Prior to the week of testing, proctors should be notified and informed of their duties.

The information below shows a list of possible duties for proctors.

Include in your training session a review of the Test Site Observation Report (see Appendix B).

Prior to testing:

1. Assist Test Administrator with completing student-identifying information on the back of test books (grade 3) or answer booklets (grades 4–8 and 10), as necessary.
2. Punch out mathematics manipulatives (punch-out tools) for the Mathematics content-area section of the assessment.

During testing:

1. Check to ensure that students receive a test book (grade 3 and Composition) or a test book and the corresponding answer booklet (grades 4–8 and 10). For the Mathematics content-area section of the assessment, check to ensure that students receive punch-out tools and scratch paper. For the Composition tests (grades 4, 7, and 10), ensure that each student has two sheets of Planning and Draft paper.
2. Walk around the room quietly and frequently to ensure that students
 - a. receive additional sharpened pencils when needed
 - b. follow instructions
 - c. are working on the appropriate content-area section of the assessment
 - d. mark their responses in the appropriate area of the test books (grade 3 and Composition) or answer booklets (grades 4–8 and 10)
 - e. use only allowable materials
 - f. do not give help to or receive help from other students
 - g. are not using a calculator except on approved sections of the Mathematics test
3. Refer all students' questions to the Test Administrator.

After testing:

1. For grades 4–8 and 10, check to make sure students have not left answer booklets inside test books.
2. For all grades, check test books (grade 3) or answer booklets (grades 4–8 and 10) to make sure there are no sticky notes, staples, pins, paper clips, and no tape of any kind on any pages. Remove any of these extraneous materials.
3. For the Mathematics content-area section of the assessment, check to be sure no punch-out tools or scratch paper were left inside the test books (grade 3) or answer booklets (grades 4–8 and 10).
4. For the Composition tests, check to be sure no Planning and Draft pages have been left in the test books.

Step 6 **DISTRIBUTE TEST MATERIALS**

The Test Chairperson should distribute the test materials on the morning of testing.

- *Test books and answer booklets*—See Pages 6, 7, and 8 of this manual for list of assessment materials for each grade.
- *Punch-out tools*—See Pages 6, 7, and 8 of this manual for punch-out tool needed for each grade.
- *Test Directions*—one copy of the test directions for the grades they are administering (grade 3 or grades 4–8 and 10)
- *Group Information Sheets (GISs)*—one for each group of students and content area tested
 - ▶ grade 3—one GIS for Reading and Mathematics Test Books for each group of students tested
 - ▶ grades 4–8 and 10—one GIS for Reading and Mathematics Answer Booklets for each group of students tested
 - ▶ grades 4, 7, 10—one GIS for Composition Test Booklets for each group of students tested
 - ▶ grades 5, 8, and Biology students—one GIS for Science or Biology Answer Booklets for each group of students tested
- *Envelopes for Reading and Mathematics Test Books (grade 3), Reading, Mathematics, Science, and Biology Answer Booklets (grades 4–8 and 10), or Composition Test Booklets (grades 4, 7, and 10)*—one for each group or class of students tested

There must be separate Group Information Sheets and envelopes for test books and answer booklets for each class or group and content area (see *above*) to be tested. If you need additional Group Information Sheets or envelopes, please call 800-994-8579. **Do not photocopy these documents.**

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

Step 7 FULFILL SCHOOL MATERIALS REQUESTS

The Test Chairperson should fill requests for additional materials within the school by using the overage material received and the School Security Checklist. The Chairperson must complete the School Security Checklist by identifying the school name and the Test Administrator receiving the materials. The Test Chairperson should write in the quantity of all test materials provided.

Step 8 USING THE PRECODED STUDENT LABEL AND COMPLETING THE STUDENT-IDENTIFYING INFORMATION

Precoded student labels will be distributed by the Test Chairperson. The precoded student label will identify the student's name, student ID number, birth date, ethnicity, gender, and grade. Each student's label must be placed on the front cover of the test book or answer booklet in the space indicated in order for scores to be reported correctly.

If a precoded student label is not provided for a student, or the information on the label is inaccurate, the student data grid on the back of the test book or answer booklet must be completed. An overage of answer booklets is provided to use for students who do not have a precoded student label or whose label shows inaccurate information.

Check the precoded student label for accuracy:

- If the information on the precoded student label is correct, place the label on the front cover of the test book or answer booklet in the space indicated. After testing, refer to Appendix A.1 for instructions on completing special education information for each student.
- If a precoded student label has been affixed to the front cover of the test book or answer booklet and some information (not including ELL PROF) on the label is subsequently determined to be inaccurate, the test book or answer booklet can still be used by doing the following: Place two blank labels over the inaccurate label. Then, bubble all information on the student data grid. Blank labels are sent specifically for this use.

COMPLETING STUDENT-IDENTIFYING INFORMATION PRIOR TO TEST ADMINISTRATION

Use the instructions in this section to complete the top half of the student data grid on the back of the answer booklets (or test books for grade 3). This information should be completed prior to the administration of the first testing session of the assessment.

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For **all** students:

On the back of the answer booklets (or test books for grade 3 and Composition), in the top section, print the student's name, the teacher's name, and the name of the school.

For **only** those students who do **not** have a precoded student label or whose label shows inaccurate information:

All the following fields must be completed according to the information on the next page.

- * Student Name
- * Gender
- * Birth Date
- * Student ID Number
- * Ethnicity

INSTRUCTIONS FOR COMPLETING STUDENT-IDENTIFYING INFORMATION

SAY

Turn to the back cover of your answer booklet (or test book for grade 3 and Composition). In the top section, print your name, the teacher's name, and the name of the school. I have put the teacher name and school name on the board to show you exactly how they should be printed.

Pause while students complete the information in the header space.

If all students have an answer booklet (or test book for grade 3 and Composition) with a precoded student label affixed on the front cover, proceed to the test administration directions on Page 13 of the Test Directions Manual for Grade 3, and Page 20 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 44 (Composition), or Page 49 (Science or Biology).

Completing the Student Data Grid with Students

If the answer booklets (or test books for grade 3 and Composition) do not have a precoded student label on the front cover—and the student-identifying information on the student data grid has not been completed—proceed with these directions for students to complete the top half of the student data grid.

SAY

Below the top section, find the heading "STUDENT'S NAME." For "Last," start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided. If you do not need all the boxes, leave those boxes blank. Repeat this procedure for "First," and then print the first letter of your middle name under "M.I." Do not print a nickname or shortened name.

Below each box that shows a letter of your name, fill in the appropriate circle for that letter. If you left some boxes blank, fill in the empty circles for those boxes.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

In the section to the right of your name, find the heading "BIRTH DATE." Under "Month," fill in the circle that corresponds to the month of your birth date. Then under "Day," fill in two circles. If you were born on the first through the ninth of the month, fill in a circle for zero and then the number that corresponds to the correct day. For "Year," fill in the two circles that indicate the last two digits of the year you were born.

Pause while students complete this field.

SAY

To the right of "BIRTH DATE," find the heading "ETHNICITY." Fill in the one circle that best identifies your ethnic origins.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

Below “ETHNICITY,” find the heading “GENDER” and fill in the appropriate circle to identify your gender.

| *Pause.*

SAY

Below “BIRTH DATE,” find the heading “STUDENT ID NUMBER.” In the boxes above the circles, print the seven-digit number that is your ID number. Then fill in the appropriate circle below each number.

Pause while students complete this field. Then turn to Page 13 of the Test Directions Manual for Grade 3 (Reading and Mathematics), Page 20 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 44 (Composition), or Page 49 (Science or Biology) for directions to continue the administration.

The remaining information fields on the grid should not be filled in until after the test administration. See below for filling in the lower part of the grid after the test.

COMPLETING ADDITIONAL STUDENT INFORMATION AFTER THE TEST

The following codes could not be precoded and must be completed for all students.

ENGLISH LANGUAGE LEARNER

Complete the appropriate codes in the following fields for English Language Learners:

o **PROFICIENCY STATUS** (Mark only if the student has a proficiency status of ELL Level 1, 2, 3, or 4.)

☐ ELL (Levels 1–4)

o **TEST ACCOMMODATION LEVEL** (mark one)

☐ Level 1 ☐ Level 3
☐ Level 2 ☐ Level 4

o **ELL TEST ACCOMMODATIONS** (mark all that apply)

☐ Timing/Scheduling/Setting (Level 2)
☐ Presentation
☐ Extended Time
☐ Timing/Scheduling/Setting (Level 3)
☐ Assisted Reading

☐ Homeschooled, not enrolled in public school

SPECIAL EDUCATION ASSESSMENT LEVEL

For more information regarding permissible test accommodations for special education accommodation levels, see the Appendix at the end of this manual.

Complete the appropriate code (mark 504 STUDENT if student has a 504 Plan):

<input type="radio"/> ①	Level 1	<input type="radio"/> ②	Level 2	<input type="radio"/> ③	Level 3	<input type="radio"/> ④	Level 4
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<input type="radio"/> 504 STUDENT

SPECIAL EDUCATION/504 TEST ACCOMMODATIONS

(mark all that apply)

Please note that Level 4 accommodations for special education students include assisted reading.

<input type="radio"/> Timing/Scheduling
<input type="radio"/> Setting
<input type="radio"/> Presentation
<input type="radio"/> Response
<input type="radio"/> Equipment

SPECIAL USE ONLY

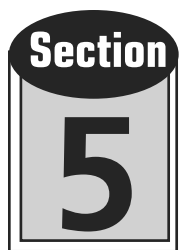
DO NOT MARK. The Special Use Only field is to be used by CTB only.

Section
4

During Testing—Instructions for Test Chairpersons

During testing, the Test Chairperson should do the following:

- Sign out and sign in secure materials on a daily basis. You may pre-assign materials to help facilitate the process.
- Be available to answer questions that might arise.
- Make sure that directions are not read over the Public Address System.
- Oversee the test administration. Make sure that materials for each test are available and all administration procedures are being followed. Make sure that unspecified supplemental materials are not being used.
- Ensure that all school personnel involved in the test administration adhere to the security guidelines. Any breach of test security must be reported.
- Make sure that the circumstances surrounding significant disruptions in normal testing are documented and kept on file in the school office (e.g., a student is suspected of cheating). Copies of the documentation related to disruptions must be sent to the OSSE Division of Assessment and Data Reporting.
- On each testing day, sign out and sign in all test books and any answer booklets that contain student responses. These secure materials must be returned at the end of testing. The test book (grade 3 and Composition) or answer booklet (grades 4–8 and 10) of any student who attempted any test must be sent in for scoring.
- If there are missing secure materials (i.e., test materials initially received by the Test Administrator but not returned), alert CTB and document this with as many details as are known.



Section 5

After Testing—Instructions for Test Chairpersons

Step 1 RECEIVING AND CHECKING TEST MATERIALS

Following test administration, the Test Chairperson should confirm receipt of all materials from each Test Administrator. Alert CTB and the OSSE Division of Assessment and Data Reporting if materials are missing.

Review School Security Checklist

The School Security Checklist for each Test Administrator should be reviewed to ensure that the quantity and the beginning and ending serial numbers for bar-coded materials were signed out and signed in with the Test Administrators. The Chairperson and the Test Administrator should have initialed the materials out and in each day.

Check Group Information Sheet

The Group Information Sheet is shown on the next page. Instructions for checking each section for completeness and accuracy follow.

The appropriate Group Information Sheet for all grades is purple. **CTB Group Information Sheets used for other testing must not be used for the District of Columbia Comprehensive Assessment System.**

The Group Information Sheet contains information precoded for a specific school. Therefore, Group Information Sheets may **not** be exchanged between schools.

There is a Group Information Sheet for the Reading/Mathematics Answer Booklets, one for Composition Test Booklets, one for Science Answer Booklets, and one for the Biology Answer Booklets. Be sure to use the correct sheet. The identifying content area information is in small black text in the lower right-hand corner of the Group Information Sheet.

It is essential that a complete and accurate Group Information Sheet be placed on top of each stack of Reading/Mathematics Test Books (grade 3), Reading/Mathematics Answer Booklets (grades 4–8 and 10), Composition Test Booklets (grades 4, 7, and 10), Science Answer Booklets (grades 5 and 8), or Biology Answer Booklets (grades 8–12) for which scores will be reported together.

Group Information Sheet

TEACHER NAME	SCHOOL NAME	Number Students Testing	GRADE
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Step 2

Complete the School/Group List

The School/Group List is shown below. One School/Group List needs to be filled out for Reading/Mathematics (R/M), one for Science and Biology, and one for Composition (COMP). Instructions for checking each section for completeness and accuracy appear on the next page.

[illegible][illegible]

The appropriate School/Group List is specific to the District of Columbia Comprehensive Assessment System. Any other CTB School/Group Lists used for testing other students must **not** be used for the District of Columbia Comprehensive Assessment System.

The School/Group List contains information precoded for a specific school. Therefore, School/Group Lists must **not** be exchanged between schools.

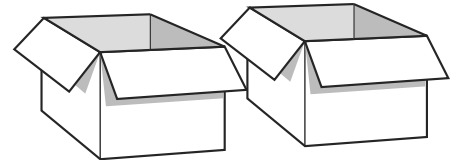
WHEN YOU CHECK THIS...	LOOK FOR THIS:
1 District/Element Name, School	This information should be precoded.
2 Area or Region, School Number	This information should be precoded.
3 Contact Person, Phone Number	Please provide the name of a school site contact person, either the Test Chairperson or another person, and provide the contact person's phone number.
4 Teacher, Grade	In order of grade, list each group by the name shown on the Group Information Sheet (GIS)—typically the classroom teacher's name. Then in the "Grade" column, list the grade for each teacher.
5 Number Tested	For each group, write the number of students tested. This should be the same as the "Number Students Testing" on the corresponding GIS. This number should not include non-tested students.

Step 3

PREPARING TEST MATERIALS FOR SHIPMENT

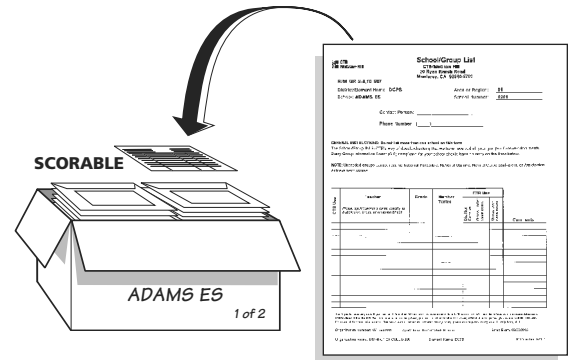
New for 2008—Reuse Pink Shipping Cartons

The pink boxes in which test materials were delivered to you are the only boxes permissible for return shipping. Ensure that former labels and other markings have been removed or covered.



Preparing Scorable Test Materials

- Reading and Mathematics Test Books (Grade 3)
- Reading and Mathematics Answer Booklets (Grades 4–8 and 10)
- Composition Test Booklets (Grades 4, 7, and 10)
- Science (Grades 5 and 8) and Biology (Grades 8–12) Answer Booklets

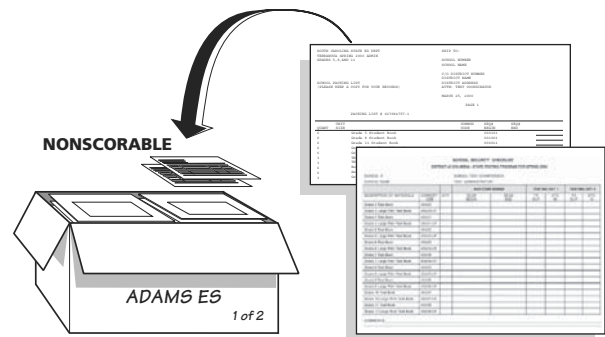


Stack the envelopes containing completed Group Information Sheets and completed test books or answer booklets flat in the cartons. If testing more than one grade, number the envelopes “1 of 4,” “2 of 4,” and so on. Example: If grade 3 scorable materials fit in four envelopes and grade 4 scorable materials fit in two envelopes, then number them so CTB will know where each grade’s materials begin. Place the School/Group List on top of the stacks of envelopes for each associated group of materials.

Write the School Name on the outside of each “scorable” carton and number the cartons “1 of 2,” “2 of 2,” etc.

Preparing Nonscorable Test Materials

Although the students in grades 4–8 and 10 do not mark the Reading and Mathematics, Science, and Biology test books with their responses, the **test books remain secure documents and must be returned to CTB**. Test Chairpersons should not return Test Directions, math manipulatives (punch-out tools), or unused answer booklets to CTB.



Arrange all unused test books **by serial number** (this includes any that may have been provided to make up for shortages). Use the School Packing List and the School Security Checklist that came with your materials to verify that all test books delivered to your school are being returned. Place all **unused** grade 3 test books and **all** grades 4–8 and 10 unused test books in cartons for returning test materials, with the original copy of the School Packing List and the School Security Checklist on top. Retain a copy of each for your files. Write your School Name on the outside of each “nonscorable” carton and number the cartons “1 of 3,” “2 of 3,” and “3 of 3.”

Add Packing Material to Cartons

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape. As each box is sealed, be sure to maintain separation between “nonscorable” materials and “scorable” materials.

Step 4 SHIPPING TEST MATERIALS

Attach the Appropriate (“Scorable” or “Nonscorable”) Shipping Label to Each Carton

Attach or affix the appropriate shipping label to each carton of materials. These labels are included in your Test Chairperson’s Packet.

Mark the Cartons

Use the yellow labels for the **scorable** materials.

On the return shipping label, fill in the number of scorable boxes you’re returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”

Use the blue labels for the cartons of nonscorable materials: **unused** test books for grade 3 and/or **all** test books for grades 4–8 and 10.

On the return shipping label, fill in the number of nonscorable boxes you’re returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”


Ship Cartons to CTB/McGraw-Hill

After you have finished packaging, sealing, labeling, and numbering your boxes, you will be ready to register online for return shipping. Please note that the scheduled retrieval takes place several days after you make your retrieval arrangements. You or your principal’s designee must plan to be present at your site for at least three days after you register for test materials retrieval to ensure that test materials are picked up before the deadline. Test materials retrieval will not occur on the same day that you register for it. The deadline to register for test materials retrieval is May 2, 2008, to ensure that all materials are picked up by May 8, 2008. You may access CTB’s online registration for return shipping as follows:

1. In your web browser’s address line, enter www.ctb.com/dc-cas.
2. Click on “CTB Navigator” on the left side menu under Quick Links.

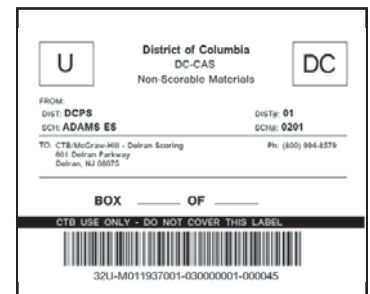
Return Shipping

The return shipping window will be open from 5/6/08- 5/8/08.



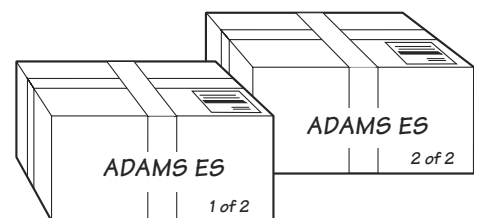
A yellow shipping label for scorable materials. It features a box with an 'S' in the top left and a box with 'DC' in the top right. The text reads: 'District of Columbia DC-CAS Scorable Materials'. Below this, it says 'FROM: DIST: DCPB SCH: ADAMS ES' and 'DIST: 01 SCH: 0201'. The address is 'TO: CTB/McGraw-Hill - Delran Scoring 801 Delran Parkway Delran, NJ 08075' with phone '(800) 984-8579'. There is a line for 'BOX ___ OF ___'. A barcode is at the bottom with the number '325-M011937001-030000001-000033'. A note at the bottom says 'CTB USE ONLY - DO NOT COVER THIS LABEL'.

YELLOW–Scorable Materials



A blue shipping label for nonscorable materials. It features a box with a 'U' in the top left and a box with 'DC' in the top right. The text reads: 'District of Columbia DC-CAS Non-Scorable Materials'. Below this, it says 'FROM: DIST: DCPB SCH: ADAMS ES' and 'DIST: 01 SCH: 0201'. The address is 'TO: CTB/McGraw-Hill - Delran Scoring 801 Delran Parkway Delran, NJ 08075' with phone '(800) 984-8579'. There is a line for 'BOX ___ OF ___'. A barcode is at the bottom with the number '325-M011937001-030000001-000045'. A note at the bottom says 'CTB USE ONLY - DO NOT COVER THIS LABEL'.

BLUE–Nonscorable Materials



3. Enter your User ID and Password (same User ID and Password as for your Spring 2008 Online Enrollments).
4. Click the LOG IN button. You will be directed to the CTB Navigator™ “My Programs Overview” page.
5. On the CTB Navigator™ “My Programs Overview” page, click on the “ONLINE TRANSPORTATION” link located under the Materials Tracking section.
6. Select *DC GR. 3-8 & 10 Spring 2008 Administration*. Then click the SELECT button. This will direct you to the Site Summary page for your school.
7. Click on the “GO TO PICKUPS” link in the upper left hand corner of the page.
8. Verify all information on the registration page is correct. Be sure the e-mail address listed is correct. This will be the address that the scheduled pickup confirmation information will be sent to.
9. In the appropriate field, enter the number of boxes to be picked up by label color (yellow for scorable materials, blue for nonscorable materials). You must enter a “zero” if you have no boxes of a particular label color. It is important that you enter the **exact number** of boxes that you have packaged, sealed, labeled, numbered, and separated by color label.
10. When you have finished entering your information, click on the SUBMIT button.

You will receive an initial e-mail confirming receipt of the registration and a second e-mail informing you of the exact pickup arrangements and procedures.

If you have any questions or have difficulty accessing the return-shipping registration page, please call the CTB DCPS Customer Service line at 1-800-994-8579.

All materials must be picked up by close of business, May 8, 2008. The school contact person will need to designate the school’s hours of operation and have school personnel on site to ensure UPS pickup by 4:30 P.M.

Note: A surcharge will be billed to any school whose materials are not available when the delivery service arrives to retrieve the test documents.

Appendix A.1: Special Education Test Accommodation Levels

Level 1: Students receive no accommodations and participate fully in testing.

Level 2: Approved accommodations which maintain standard conditions.

I. Timing/Scheduling Accommodations

- a. Flexible scheduling (e.g., order of subtests is altered)
- b. Test administered over several days (e.g., one or two subtests per day)
- c. Test administered at best time of day for student
- d. Breaks allowed between subtests

II. Setting Accommodations

- a. Preferential seating (e.g., in front of the room or in a study carrel)
- b. Small group testing
- c. Individual testing
- d. Special lighting
- e. Location with minimal distractions
- f. Adaptive or special furniture
- g. Noise buffer

III. Presentation Accommodations

- a. Repetition of directions
- b. Simplification of oral directions
- c. Use of masks or markers to maintain place
- d. Use of magnifying glass
- e. Amplification equipment such as hearing aid or auditory trainer
- f. Interpretation of oral directions (signing, cued speech) although test questions may not be interpreted

IV. Response Accommodations

- a. Use of large print test materials
- b. Use of Braille test materials

V. Equipment

- a. Computers
- b. Calculators
- c. Pencil grip

Level 3: Approved accommodations which maintain standard conditions. Students are able to complete the test with some assistance.

VI. Permissible Accommodations

Timing/Scheduling

- a. Extended time on subtests (may administer 1 subtest per day)
- b. Breaks during a subtest (may last no longer than 3-5 minutes)

Presentation Accommodations

- c. Reading of test questions (math only)
- d. On the spot translation of words or phrases, when practical (math only)
- e. Assistance with interpretation of directions

Response Accommodations

- f. Oral response to tests
- g. Write in test booklets
- h. Students indicate answers to multiple-choice questions by pointing or other method
- i. A student dictates to examiner responses to constructed response items. Dictation may be transcribed later, but it may not be edited by anyone other than the student.

Equipment Response

- j. Student responses to constructed response items may be taped for later verbatim transcription. (Questions may not be recorded.)

Level 4: Permissible accommodations that result in non-standard conditions in which students require on-going assistance in taking the test.

VII. Permissible Accommodations

- a. Assisted reading of comprehension passages on reading test.
- b. Assisted reading of entire reading comprehension test including passages, questions and answer options.

Notes:

1. Students at any of these levels may require multiple accommodations.
2. Students with state assessment levels of 3 and 4 should always be tested in a separate setting.
3. Use of accommodations not listed here may be considered if the accommodations are used routinely during instruction. For approval, requests to use other accommodations must be forwarded to the Office of the State Superintendent of Education, Division of Assessment and Data Reporting at least one month prior to the test administration dates.

Appendix A.2: Accommodations for Linguistically and Culturally Diverse (LCD) Students

The English Language Proficiency (ELP) Level for each LCD student is determined by the student's ACCESS for ELLs or W-APT test score. Schools have the option to choose accommodations appropriate for their students, within the permitted accommodations for their ELP level.

ELP Level 1: Approved accommodations: All of the accommodations listed in Roman numerals I, II, III and IV

I. Direct Linguistic Support Accommodations

- a. Oral reading of test in English (including test passages, questions and answer choices)

II. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- b. Breaks during a subtest (lasting no longer than 3-5 minutes)

ELP Levels 2-4: Approved accommodations: All of the accommodations listed under Roman numerals III and IV

III. Direct Linguistic Support Accommodations

- c. Oral reading of directions
- d. Repetition of directions
- e. Simplification of directions
- f. Simplification of writing prompt (on writing test)
- g. Use of English dictionaries and bilingual dictionaries (math & science only)
- h. Use of place markers to maintain place

IV. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- i. Extended testing time
- j. Time of day most beneficial to student (morning or afternoon)
- k. Extra or longer breaks allowed between subtests
- l. Flexible scheduling (order of subtests is altered)
- m. Test administered over several days (one or two subtests per day)

Test Environment Accommodations

- n. Person familiar with student administers test
- o. Preferential seating
- p. Small group testing

English Proficient (EP), EP Monitored, Outdated and Pending: No accommodations. Students participate fully in testing without accommodations.

Important Notes:

- 1. Students receiving the use of dictionaries accommodation must also receive the extended testing time accommodation.**
- 2. Students receiving the oral reading, breaks during subtest, use of dictionaries, or extended time accommodation must be tested in a separate setting.**
- 3. The use of unfamiliar or inappropriate accommodations may have a negative impact on testing. Only those accommodations familiar to students and believed to facilitate a student's content knowledge and skills should be used.**

Appendix B: Test Site Observation Report

TEST SITE OBSERVATION REPORT

PART A

Test Location

Cafeteria ☐ Classroom ☐
Gym ☐ Other (specify) _____

Number of Students Enrolled in

Grades Tested _____

Number of Students Tested _____

School: _____

Test Chairperson's Name: _____

Date: _____ Observer: _____

Please complete the following information by placing a check on the appropriate line.

Test Security

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Tests were stored in a secure area. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. There was an observable plan for the distribution of test materials to test examiners and proctors each day. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Tests were returned upon the completion of the testing session each day. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Procedures were in place to distribute and retrieve secure test materials used in make up sessions. |

Provisions for Students Who Do Not Take the Tests

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Adequate provisions were made for students who arrived late to school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Adequate provisions were made for students who were exempt from the tests (special populations DC CAS-ALT). |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Adequate provisions were made for students in grades that were not tested. |

Provisions for Students Who Require Additional Time to Complete the Test Session(s)

Yes No

- | | | |
|---|---|--|
| — | — | 1. Adequate provisions were made for students who needed additional time to complete the test session. |
| — | — | 2. Provisions for students who needed additional time were implemented without disturbance to students who completed the test within the scheduled time frames. |
| — | — | 3. Students who required additional time completed the session during the period scheduled for the day. That is, no student in general education began a test session and completed it on another day, after lunch, etc. |

TEST SITE OBSERVATION REPORT

PART B

ADMINISTRATIVE PROCEDURES	Yes	No	Not Observed
1. Proctors monitor assigned stations			
2. Manual available and in use by test supervisor			
3. Sufficient supply of tests for administration			
4. Extra pencils, erasers, scratch paper supplied and available to students			
5. Test materials handed to each examinee individually by a member of the test administration team			
6. Test materials checked to ensure that answer booklets (grades 4-8 and 10) correspond to the correct test book forms and grades			
7. Students are informed of the procedures that will be used to accommodate students who need extra time to complete the test sessions?			
8. Adherence to test directions as stated in the manual			
9. Test administration process starts on time and in keeping with school's testing schedule			
10. No students admitted after the start of testing			
11. Adherence to suggested limits; use of functional timepiece			
12. Students checked as to their correct use of answer booklet			
13. Students periodically informed as to the amount of time remaining for testing			
14. Materials collected promptly, systematically, completely from each student			
15. Test material checked and counted before dismissal of examinees			

SEATING ARRANGEMENTS	Yes	No	Not Observed
1. Adequate spacing between seats and rows for self-reliance by students			
2. Provisions for left-handed examinees			
3. All examinees facing forward and in the same direction (unless tables were used)			

TEST ENVIRONMENT	Yes	No	Not Observed
1. Desks/tabletops clear			
2. Good heat, light, ventilation			
3. Limitation of unnecessary interruptions			
4. Good atmosphere for quiet work			
5. Administration free of disturbances or irregularities			
6. Students cooperating with test administration directives			

DELIVERY OF TEST DIRECTIONS	Yes	No	Not Observed
1. Provisions for microphone for large groups			
2. Clear, loud voice heard all over room			
3. Instructions read clearly and verbatim from manual			

TEST SITE OBSERVATION REPORT

PART B (continued)

ACCOMMODATIONS FOR SPECIAL POPULATIONS	Yes	No	Not Observed
<p>1. Provisions were made for students in Special Populations who did not take tests. (Only students with level 5 accommodations are exempt.)</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>2. Copies of letters to parents of students who are in Special Populations are on file.</p>			
<p>3. Requisite testing accommodations are provided for students in Special Populations.</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

TEST SITE OBSERVATION REPORT

PART C (Summary)

School Summary Findings

After completing Parts A and B, please evaluate the total school program using the rating scale below:

Percent of students tested: _____

		Poor 1	Fair 2	Good 3	Excellent 4	Outstanding 5
1.	Test Security	()	()	()	()	()
2.	Provisions for Students Who Do Not Take the Tests	()	()	()	()	()
3.	Administrative Procedures	()	()	()	()	()
4.	Seating Arrangements	()	()	()	()	()
5.	Accommodations for Special Populations	()	()	()	()	()
6.	Test Environment	()	()	()	()	()
7.	Delivery of Test Directions	()	()	()	()	()
8.	Facilities	()	()	()	()	()
9.	Provisions for Students Who Require Additional Time to Complete the Test Sessions	()	()	()	()	()
	Overall Rating of Program	()	()	()	()	()
		1-9	10-18	19-27	28-36	37-45

Overall Comments:

Monitor's Signature: _____ Date: _____

Appendix C: Comment Fax Form

COMMENT FAX FORM

The OSSE Division of Assessment and Data Reporting and CTB appreciate your comments and suggestions with respect to the categories listed below. Attach additional pages if necessary.

FAX YOUR COMPLETED FORMS TO:

CTB DC-CAS Customer Service Phone Number: 866-282-2251

PROCEDURES:

SECURITY:

TEST MANUALS:

TEST BOOKS AND/OR ANSWER BOOKLETS:

RECEIPT OF MATERIALS:

PACKAGING AND RETURN OF MATERIALS:

OTHER:

Appendix D: Short/Add Fax Form—Reading and Math



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form ~ Reading and Math

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received or if you need additional materials. Fill in the quantity for each piece that is needed and fax your request to CTB DC-CAS Customer Services at 866-282-2251. If you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books and answer booklets are secure materials and must not be copied (Fill in the quantity for each item that is needed):

Title	Code
____ Grade 3 Test Book	20354
____ Grade 4 Test Book	20355
____ Grade 5 Test Book	20356
____ Grade 6 Test Book	20357
____ Grade 7 Test Book	20358
____ Grade 8 Test Book	20359
____ Grade 10 Test Book	20360
____ Grade 4 Answer Book	20361
____ Grade 5 Answer Book	20362
____ Grade 6 Answer Book	20363
____ Grade 7 Answer Book	20364
____ Grade 8 Answer Book	20365
____ Grade 10 Answer Book	20366
____ Grade 3 Test Directions	20367
____ Grade 4-8 and 10 Test Directions	20368
____ Grade 3 and 4 Math Manipulatives	53493
____ Grade 6-8 and 10 Math Manipulatives (no rulers needed for Grade 5)	53494
____ Grade 10 Math Reference Sheet	48553

Test Chairperson Kit (Please encourage photocopying whenever possible):

- ____ Test Chairperson's Manual – Code 20369
- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books and Answer Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix E: Short/Add Fax Form—Composition



DISTRICT of COLUMBIA

Comprehensive Assessment System Short/Add Fax Form ~ Composition

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received or if you need additional materials. Fill in the quantity for each piece that is needed and fax your request to CTB DC-CAS Customer Services at 866-282-2251. If you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: (____) _____ Fax Number: (____) _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied (Fill in the quantity for each item that is needed:

Title	Code
____ Grade 4 Test Book	20371
____ Grade 7 Test Book	20372
____ Grade 10 Test Book	20373
____ Grade 4-8 and 10 Test Directions	20368
____ Grade 4, 7, and 10 Student Scratch Paper	48948

Test Chairperson Kit (Please encourage photocopying whenever possible):

- ____ Test Chairperson's Manual - Code 20369
- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



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Appendix F: Short/Add Fax Form—Science



DISTRICT of COLUMBIA

Comprehensive Assessment System Short/Add Fax Form ~ Science/Biology

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received or if you need additional materials. Fill in the quantity for each piece that is needed and fax your request to CTB DC-CAS Customer Services at 866-282-2251. If you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied (Fill in the quantity for each item that is needed.):

Title	Code
____ Grade 5 Science Test Book	20374
____ Grade 8 Science Test Book	20375
____ High School Biology Test Book	20376
____ Grade 5 Science Answer Book	20377
____ Grade 8 Science Answer Book	20378
____ High School Biology Answer Book	20379
____ Grade 4-8 and 10 Test Directions	20380

Test Chairperson Kit (Please encourage photocopying whenever possible):

- ____ Test Chairperson's Manual – Code 20369
- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books and Answer Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix G: Local School Responsibilities In Implementing The State Assessment Programs

Public schools in the District of Columbia and private/residential schools that receive tuition payments for DC students are required to implement the state assessment programs according to the guidelines established by the Office of the State Superintendent. Therefore, school administrators, test chairpersons, test administrators, proctors and other identified personnel who assist with the local school testing programs are expected to review and adhere to State guidelines in executing their professional responsibilities to their local programs.

The primary responsibilities of the principal, test chairperson, local school testing committee, and proctor in implementing the state assessments are as follows:

The Principal is responsible for:

- ☐ Ensuring that the test coordinator is trained in establishing and coordinating the local school testing program
- ☐ Monitoring the local school testing program
- ☐ Ensuring that the state assessment guidelines are followed as outlined in the coordinator's and administrators' manuals
- ☐ Ensuring that parents are notified of the testing program in the school
- ☐ Ensuring that all building personnel are informed of test security and test integrity guidelines
- ☐ Ensuring that students who require accommodations receive the appropriate accommodations
- ☐ Identifying a secured area for keeping all test materials
- ☐ Ensuring test security at all times
- ☐ Ensuring that all persons responsible for handling, administering, or proctoring the tests are trained in accordance with the professional test administration procedures
- ☐ Ensuring that all secured materials are packaged and returned as mandated
- ☐ Ensuring that any test impropriety is documented and reported to the Office of the State Superintendent, Division of Assessment and Data Reporting in a timely manner
- ☐ Monitoring school procedures to ensure that students are provided the opportunity to complete all test sessions within the guidelines established by the OSSE, Division of Assessment and Data Reporting
- ☐ Ensuring that all persons responsible for handling, administering, or proctoring the tests sign the Confidentiality Agreement Form

The Test Chairperson is responsible for:

- ☐ Attending the DC CAS training sessions
- ☐ Organizing and monitoring the school testing program to ensure that the state assessment guidelines are followed as mandated
- ☐ Ensuring that seamless procedures are established and disseminated that allow students to complete the test sessions within the guidelines established by the OSSE, Division of Assessment and Data Reporting
- ☐ Conducting the test administration training for school personnel involved in the implementation of the program
- ☐ Checking and distributing the test materials
- ☐ Ensuring that appropriate quantities of materials are requested
- ☐ Collaborating with the Principal to establish school testing schedule and sufficient numbers of proctors
- ☐ Identifying appropriate test sites
- ☐ Ensuring that appropriate conditions and accommodations are established for students who require accommodations
- ☐ Maintaining the security of the test materials
- ☐ Supervising testing
- ☐ Completing documentation as required in the test manuals
- ☐ Preparing test materials for return shipment to mandated site
- ☐ Reporting, as directed by the Principal, any testing irregularity (See Security Guidelines in Testing Chairperson's Manual)

The Testing Committee is responsible for:

- ☐ Assisting the Test Chairperson in organizing and monitoring the school testing program
- ☐ Understanding state testing irregularities and policy breaches
- ☐ Assisting (if needed) the Test Chairperson in conducting training on the administration of the state assessment
- ☐ Ensuring test security
- ☐ Assisting the Test Chairperson with checking and distributing test materials
- ☐ Assisting the Test Chairperson in returning test materials to the secure area in the school
- ☐ Assisting the Test Chairperson in packaging test materials for return to the appropriate site
- ☐ Other responsibilities as required

The Test Administrator is responsible for:

- ☐ Conducting the testing sessions as outlined in the Test Directions, Test Chairperson's Manual, and Test Site Observation Checklist
- ☐ Clarifying all questions regarding testing policy or procedures with the Principal or Test Chairperson
- ☐ Understanding state testing irregularities and policy breaches
- ☐ Establishing the testing climate within the test site
- ☐ Coordinating the distribution and return of test booklets and answer sheets to students
- ☐ Ensuring that students who require accommodations receive the appropriate accommodations
- ☐ Ensuring that students have the correct test form and answer documents
- ☐ Ensuring that students are given the procedures to be followed in finishing a testing session early or for requesting additional time
- ☐ Monitoring
- ☐ Accounting for and maintaining the security of all test materials
- ☐ Checking and completing all required documentation
- ☐ Adhering to test directions and administration guidelines
- ☐ Apprising the Test Chairperson of all testing irregularities

The Proctor is responsible for:

- ☐ Understanding state testing irregularities and policy breaches
- ☐ Assisting the Test Administrator with receipt and maintenance of test materials
- ☐ Assisting the Test Administrator with the distribution and return of test materials
- ☐ Ensuring that students are completing the test as required in the test guidelines
- ☐ Assisting in maintaining the integrity of the testing process
- ☐ Assisting the Test Administrator with the required test accommodations for students in the special populations
- ☐ Ensuring test security
- ☐ Other responsibilities as needed

Appendix H: Confidentiality Agreement



CONFIDENTIALITY AGREEMENT FOR THE DISTRICT OF COLUMBIA COMPREHENSIVE ASSESSMENT SYSTEM (DC CAS)

This form is required for all personnel who work with tests administered by or through the District of Columbia State Office of Education. Schools must retain completed forms for at least three years following the last contact of the named person with any State Office of Education assessment material.

It is my understanding that the District of Columbia Comprehensive Assessment System materials are secure documents. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures. As a part of these regulations, I know that I am:

- *Not to provide any support with information or answers to students during the examination period.
- Not to duplicate secure test materials for any reason except as authorized by the State Office of Education Division of Assessment and Data Reporting.
- Not to make written notes about the topics or content of the test materials unless requested to do so by the State office.
- Not to provide any part of the test materials for examination or other use by any other party unless authorized by the State office.
- Not to disseminate any of the test materials to any other party unless authorized by the State office.
- Not to discuss or teach test specific items of the test at any time.
- Not to discuss or review with students information related to specific test items during the assessment period as a result of reviewing the test booklets and identifying specific information assessed.
- To maintain under secured conditions all test booklets in my possession.
- To return all test materials to the representative authorized by the State by the agreed-upon date.

* Special education accommodations must be provided as outlined in the IEP.

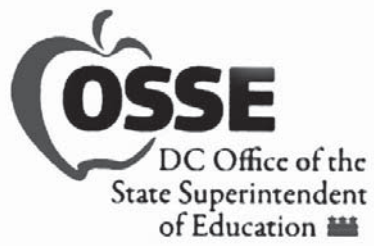
Name _____

School/Office _____

Signature _____

Date _____

825 North Capitol Street, NE – 8th Floor Washington, DC 20002
Phone: 202.442.5220 ♦ Fax: 202.442.5319 ♦ www.osse.dc.gov



Website: www.osse.dc.gov

TEST CHAIRPERSON'S MANUAL



CTB
McGraw-Hill

DISTRICT OF COLUMBIA

Comprehensive Assessment System



**Reading and
Mathematics,
Composition,
Science, and Biology**

2009



21341



Important Testing Events

EVENT	DATE
Test Administration	
Training Sessions (CTB-led)	March 2009
Receipt of Test Chairperson's Materials	March 10, 2009
Receipt of Secure Test Materials	by April 3, 2009
Short/Add Window.....	April 6 through April 10, 2009
Chairperson Conducts Teacher Training Sessions (in schools).....	Prior to test administration
Test Dates for Grades 3–8 and 10 (includes Makeup Testing).....	Monday, April 20, through Thursday, April 30, 2009
Deadline to Register for Online Retrieval of Test Materials at www.ctb.com	May 4, 2009
Ship (Return) All Scorable and Nonscorable Materials to CTB	by May 11, 2009
Last Day for CTB to Receive Test Materials for Scoring	May 14, 2009

Note: Special permission to begin testing special education or ELL students early must be obtained from the OSSE Division of Assessment and Data Reporting prior to April 3, 2009.



Important Telephone Numbers for Shortages, Errors, and General Information

**District of Columbia
Office of the State Superintendent
of Education (OSSE)
Division of Assessment and
Data Reporting**

For information concerning District of Columbia statutes, as well as policy and procedures for the District of Columbia Comprehensive Assessment System, contact the Office of the State Superintendent of Education, Division of Assessment and Data Reporting at 202-741-0792.

CTB DC CAS Customer Service Contact Numbers:

DC Only Toll Free: 800-994-8579

Customer Service Fax: 866-282-2251

Hours of Business: 8:30 A.M.–5:00 P.M. (EST)

E-mail to: DC-CAS_helpdesk@ctb.com

Dear Test Chairperson,

Thank you for agreeing to serve as the Test Chairperson for your school. This is an important function, not only for your school, but for the entire school system, as we seek to improve the instructional program here in the District of Columbia.

This manual is designed to assist you in preparing for and conducting the upcoming testing program in your school. Please read it carefully and follow the procedures described. Doing so will ensure that the test administration is conducted under optimal conditions and that students are given an opportunity to do their best.

We hope that the manual will also assist you in providing in-service training to your school faculty. Feel free to duplicate salient portions for handouts or overheads. Meanwhile, we need to remind ourselves of why we test students:

The information gained through testing is used by

- teachers to develop lesson plans that support effective instruction for all students
- schools and districts to evaluate whether the goals of the content standards are being met
- parents to monitor children's educational progress

Schools in the District of Columbia will administer the District of Columbia Comprehensive Assessment System (DC CAS) to students in grades 3 through 8 and 10 in Spring 2009. The results of the test will provide useful information about instructional strengths and weaknesses relative to the District of Columbia content standards.

The Comprehensive Assessment System combines selected-response items with constructed-response items that allow students to produce their own responses. The content areas consist of Reading, Mathematics, Composition, and Science.

This *Test Chairperson's Manual* has been designed to help the Chairperson organize and oversee test administrative procedures for Reading, Mathematics, Composition, Science, and Biology. A series of easy-to-follow steps provides guidelines for receiving and checking testing materials, scheduling testing times, overseeing the administration, and returning the materials to CTB/McGraw-Hill.

As you read through this manual and prepare for the test administration, should any questions arise, please contact CTB/McGraw-Hill's Customer Service Center at 800-994-8579 or the OSSE Division of Assessment and Data Reporting, at 202-741-0792.

Thank you for your expertise and commitment.

Office of the State Superintendent of Education
Division of Assessment and Data Reporting
CTB/McGraw-Hill

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Section
1

General Information

TESTING STEPS

1 **REVIEW MANUAL**

2 **COMPLETE
SECURITY PROCEDURES
and PAPERWORK**

3 **INVENTORY MATERIALS**

4 **SCHEDULE THE TEST**

5 **NOTIFY STUDENTS AND
PARENTS OF TESTING**

6 **CONDUCT TRAINING**

7 **DISTRIBUTE TEST
MATERIALS**

8 **MAINTAIN SECURITY
DURING TESTING**

9 **CHECK-IN MATERIALS**

10 **SHIP MATERIALS**

IMPORTANT DATES AND TIMES

Administrative Date

If you need additional test materials, you may order them during the Short/Add Window from April 6 – April 10, 2009. To access the system for test materials adjustments, go to www.ctb.com and enter the User ID and Password that you received from CTB in a separate mailing. If you have any additional questions, contact the CTB DCPS Customer Service line at 1-800-994-8579.

Note: Any shipment of materials after the *Ship (Return) All Scorable and Nonscorable Materials to CTB* date (see Important Testing Events page) that causes CTB to pay for shipping, other than ground, will incur additional charges to the school.

Testing Dates

Testing dates have already been determined by the District of Columbia Office of the State Superintendent of Education. The testing dates are as follows:

Grades 3–8 and 10

(includes Makeup Testing)

Monday, April 20, through Thursday, April 30, 2009

Testing of all content areas—Reading and Mathematics, Composition, Science, and Biology—must be completed during this testing window.

Approximate Testing Times

The times shown in the charts on the following pages indicate an approximate period of time to complete the test. However, any student who does not finish the test in the estimated time must be given time in an appropriate setting in which to complete the test.

Reading

The Reading Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Reading—Grade 3	
Subtest	Approximate Testing Time*
Testing Session 1 Reading	50 minutes
Testing Session 2 Reading	40 minutes
Testing Session 3 Reading	40 minutes
Testing Session 4 Reading	40 minutes

** Times shown refer to the approximate administration of items.
Allow for an additional 15 minutes for completing student biographical
information, administering the sample questions, and reading directions.*

Reading—Grades 4 through 8 and 10	
Subtest	Approximate Testing Time*
Testing Session 1 Reading	40 minutes
Testing Session 2 Reading	50 minutes
Testing Session 3 Reading	40 minutes
Testing Session 4 Reading	40 minutes

**Times shown refer to the approximate administration of items.
Allow for an additional 15 minutes for completing student biographical
information, administering the sample questions, and reading directions.*

Mathematics

The Mathematics Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Mathematics—Grades 3 through 6	
Subtest	Approximate Testing Time*
Testing Session 1 Mathematics	40 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	40 minutes
Testing Session 4 Mathematics	40 minutes

Mathematics—Grades 7, 8, and 10	
Subtest	Approximate Testing Time*
Testing Session 1 Mathematics	*Part A – 25 minutes Part B – 25 minutes Total time = 50 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	*Part A – 25 minutes Part B – 25 minutes Total time = 50 minutes
Testing Session 4 Mathematics	40 minutes

**Times shown refer to the approximate administration of items.
An additional 5 to 10 minutes will be required for administering the sample items and reading introductions and directions.*

**For grades 7, 8, and 10, for Part A Sessions 1 and 3 ONLY, the use of calculators is permitted. At the end of Part A, instruct students to put their calculators away.*

Composition

The Composition Assessment has two sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Composition—Grades 4, 7, and 10	
Subtest	Approximate Testing Time*
<i>Testing Session 1</i>	
Composition: Phase 1 Planning/Draft	60 minutes
<i>Testing Session 2</i>	
Composition: Phase 2 Final Composition	60 minutes

**Times shown refer to the approximate time allowed to complete the composition.*

An additional 5 to 10 minutes will be required for reading introductions and directions.

Note that additional time should be granted as needed to students who continue to work on their compositions.

Science

The Science and Biology Assessments have three sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Science—Grades 5, 8, and Biology	
Subtest	Approximate Testing Time*
<i>Testing Session 1</i>	
Science	35 minutes
<i>Testing Session 2</i>	
Science	35 minutes
<i>Testing Session 3</i>	
Science	30 minutes

**Times shown refer to the approximate administration of items.*

An additional 5 to 10 minutes will be required for administering the sample items and/or reading introductions and directions.

OVERVIEW OF ASSESSMENT MATERIALS

The following assessment materials are provided at grades 3–8 and 10:

Grade 3

Test book—grade 3*

One for each student and one for the Test Administrator

Test Directions—one book for grade 3

Punch-out tool*—ruler (yellow/purple with inches and half-inch markings on one side and centimeters on other side, commodity code 53493)

Grades 4–8 and 10

Test Directions—one book for grades 4–8 and 10, all content areas included

Note: The test book and answer booklet for each grade are printed in the same color. Colors vary by grade level. For Reading and Mathematics and for Science and Biology, there are two versions of the test for each grade—Form 1 and Form 2. Teachers should check that students in grades 4–8 and 10 are using the correct test book and answer booklet combination. Dark and light shading will be used to distinguish Form 1 from Form 2.

Grade 4

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 5

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 6

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Grade 7

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 8

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 10

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Students Enrolled in a Biology Course

Biology Test Book*

One for each student and one for the Test Administrator

Biology Answer Booklet*

One for each student and one for the Test Administrator

* Test Books and punch-out tools are available in large-print and Braille editions for those students with special needs. Answer Booklets are available in large-print editions only. Composition test books are available in Braille editions only.

Section 2

Security Procedures

As Test Chairperson, you will need to work closely with the principal to ensure the security of the Comprehensive Assessment System. To prevent the loss or copying of any test book, test items, or completed answer booklet, you will need to establish strict security guidelines within your school, and keep a detailed inventory of all test books before, during, and after test administration until the time they are returned to CTB.

If after reading these instructions, you have any questions about the materials or the instructions on how to inventory the materials, please call 800-994-8579, between 8:30 A.M. and 5:00 P.M. Eastern Standard Time.

SECURE MATERIALS

Each school must develop an organized test material distribution process so that all secure test materials, used and unused, are accounted for and returned to CTB. Under no circumstances should anyone destroy or throw away any test book or any answer booklet including invalidated or damaged test books or answer booklets. **All test books must be returned to CTB.***

All test books and answer booklets are secure materials and must be kept in locked storage when not in use. Test books and answer booklets must be returned to a locked storage area immediately following each test administration. Secure test books have been assigned a security number. These security numbers correspond to the numbers listed on the School Packing List. If the numbers do not correspond, call the OSSE Division of Assessment and Data Reporting at 202-741-0792 and CTB DC CAS Customer Service at 800-994-8579.

SCHOOL SECURITY CHECKLIST

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

TEST YEAR: 2009		CTB/McGraw Hill District of Columbia Comprehensive Testing Assessment Spring 2008		PAGE 1 of 4			
DISTRICT: 01 District of Columbia Public		SCHOOL: 300 POWELL ELEMENTARY SCHOOL		PACKING LIST NO: 6983-267			
				SHIP KEY: A			
* REPORT ALL MISSING BOOKS TO CTB IMMEDIATELY.							
Grade 3 CRA Testbook							
DISTRIBUTION FROM THE SCHOOL TEST COORDINATOR (STC) TO THE TEST ADMINISTRATOR(S)							
SCHOOL TEST COORDINATORS: EACH DAY OF TESTING, THE TEST ADMINISTRATOR (TA) MUST INITIAL THE "OUT" COLUMN WHEN RECEIVING SECURE TEST MATERIALS. EACH DAY FOLLOWING TESTING, THE STC MUST INITIAL THE "IN" COLUMN WHEN THE TA RETURNS THE SECURE MATERIALS.							
BOOKLET SECURITY NUMBER	REC'D *	STUDENT NAME	DAY 1 OUT IN TA STC	DAY 2 OUT IN TA STC	DAY 3 OUT IN TA STC	MAKEUP OUT IN TA STC	TEST ADMINISTRATOR
JM000001							
JM000002							
JM000003							
JM000004							
JM000005							
JM000006							
JM000007							
JM000008							
JM000009							
JM000010							
JM000011							
JM000012							
JM000013							
JM000014							
JM000015							
JM000016							
JM000017							
JM000018							
JM000019							
JM000020							
JM000021							
JM000022							
JM000023							
JM000024							
JM000025							
JM000026							
JM000027							
JM000028							
JM000029							
JM000030							

* Unused answer booklets will not be returned to CTB.

SECURITY GUIDELINES

All test books and answer booklets are secure materials and must be in locked storage when not in use. Test books and answer booklets must be returned to a locked storage area immediately following each test administration. Leaving secure test materials unattended any time they are not in locked storage is a violation of test security.

- Test books are secure. The principal must ensure that the books are kept in a secure central location in the school, except during testing.
- Test books must be distributed to teachers for their exact count of students on the morning of testing and returned to the Chairperson immediately after testing.
- Test books signed out to teachers and not being distributed to students should be temporarily stored in the room in a location inaccessible to students until the end of the testing session.
- The use of cell phones and PDAs is strictly forbidden during the testing session. Cell phones and PDAs must be turned off and put away.
- No calculators are to be used for calculating answers to questions other than as specified for grades 7, 8, and 10, *or as required by a student's IEP or 504 plan*.
- Test materials should be distributed to and collected from each student individually.
- Only materials that are specifically listed for use in the *Test Directions* are allowed. Room displays related to test content (e.g., math or science facts and literary definitions) should be covered or removed.
- Student responses must not be coached or influenced in any way, including making statements to students regarding accuracy of responses; reading items; defining words; giving students hints, clues, or cues; or altering or editing student responses. Those administering the test are encouraged to walk around the room during testing and should check to see that students are marking their responses appropriately.
- School personnel must not hand-score student responses at any time.
- After testing, access to secure materials is restricted to supervised sessions for completing additional student information on the back of the test books or answer booklets. Student responses must not be edited or altered in any way.
- Test items and/or test books may **not** be copied under any circumstances. Test items or test books must **not** be used for review or practice purposes before or after testing.
- Discussion of specific test items with students or staff is prohibited.
- Any breach of testing security—cheating, loss of material, and/or failure to account for all materials—must be reported by the Test Administrator to the Test Chairperson. The principal or his/her designee must immediately relay these reports to the Office of the State Superintendent of Education, Division of Assessment and Data Reporting.

SECURITY DURING TESTING

The School Test Chairperson must be available to respond to questions from Test Administrators and school personnel. If the answer is not available in this manual or the *Test Directions*, call the OSSE Division of Assessment and Data Reporting or CTB, using the contact information provided on the inside front cover of this manual.

- Notify the OSSE Division of Assessment and Data Reporting and CTB if any secure materials are missing.
- Create a school security file. This file should contain the following items:
 1. Documentation of any testing disruptions
 2. Copies of the School Security Checklists
 3. Explanations as to why materials were not returned after testing or any other test irregularities.

You will need this file

- in the event that CTB reports secure documents missing from your school
- if the school or district decides to invalidate a student's score. If you invalidate a test score, this should be noted in writing and attached to the student's score reports in the student's permanent file.
- Send copies of any documentation relating to potential invalidations of whole classes, schools, or districts to the OSSE Division of Assessment and Data Reporting.
- CTB will maintain a record of serial numbers of all test books shipped to the schools and districts, including overage shipments and any additional materials request shipments. When testing is completed, all test books, used and unused, must be returned. CTB will use a scanner to account for all test books by serial number and provide a record of missing test books to the OSSE Division of Assessment and Data Reporting. If any test books shipped to a school or district are determined to be missing, the school principal will be required by the OSSE Division of Assessment and Data Reporting to account for the missing materials.
- The Test Chairperson is expected to maintain test security by using the serial numbers to account for all test books before, during, and after test administration until the time they are returned to CTB. The Chairperson must record all pertinent information regarding the replacement of missing test books for a school on the School Security Checklist.

Section 3

Before Testing—Instructions for Test Chairpersons

PLEASE TAKE THE TIME TO REVIEW AND INVENTORY ALL TEST MATERIALS WHEN THEY ARRIVE AT YOUR SCHOOL.

Step 1 RECEIVE TEST MATERIALS

- Confirm that you have received the total number of school boxes listed on the shipping invoice. Notify CTB immediately and no later than noon, April 3, 2009, at 800-994-8579 if any boxes are missing, or contain damaged materials, or if you received boxes that should have been delivered to another school.
- The Test Chairperson should open boxes within 24 hours to allow plenty of time to resolve shortages.
- Verify the contents of the school box(es) with overage materials. Keep all boxes for returning test materials.

Step 2 INVENTORY TEST MATERIALS

- Check the materials specified on the School Packing List against materials received.
- Compare the security numbers on the shrink-wrapped packages of test books with those listed on the School Packing List (example shown below).
- Check quantities of materials against current enrollment.
- Report any discrepancies or materials shortages to CTB. Note any discrepancies on the School Packing List.

School Packing List

CTB McGraw-Hill
30 River Road
Mawhood, CA 95960-0709

Ship To:
District of Columbia
Spring 2004
Adams ES
101 10th Street, NW
Washington, DC 20009
USA
Attention: John Doe

(Please keep a copy of this Packing List for your records)
School Packing List
Packing List #: 000012

Part #	Description of Material	Qty	Qty/Pkg	Back Order Qty	Total	Beginning Serial Range	Ending Serial Range	Cnt#	Customer Sign Off
45420 00005	Grade 3 Student Book - Secure	3	20	0	60	0A400001	0A400000	1-1	_____
45421 00005	Grade 4 Student Book - Secure	3	20	0	60	NZ300006	NZ300005	1-2	_____
45422 00005	Grade 5 Student Book - Secure	3	20	0	60	NY200001	NY200000	2-2	_____

- Be sure to save the Packing List since it needs to be returned to CTB with any unused books.

Step 3 SCHEDULE THE TEST

- Review the *Test Chairperson's Manual* and *Test Directions* in advance.
- Refer to Pages 3, 4, and 5 for approximate length of each session time. Schedule testing to allow sufficient time to complete each test session.
- Establish a testing plan that shows how the school will accommodate students who need additional time.
- Tests and Makeup Tests must be administered Monday, April 20, through Thursday, April 30, 2009.
- Avoid testing just after students have had strenuous physical or mental activity.

Step 4 NOTIFY STUDENTS AND PARENTS OF TESTING

Students and parents must be notified when testing will take place and should be informed as to the purpose of the test. While undue emphasis on the importance of the test should be avoided so that students will not become overly anxious, it is important that students are motivated to do their best in order to obtain the best results.

Step 5 CONDUCT TRAINING SESSIONS FOR TEST ADMINISTRATORS AND PROCTORS

Anyone who will handle test materials must attend a training session prior to the test administration.

Test Administrators

Test Administrators must be employees of the district (i.e., teachers, paraprofessionals, counselors, administrators, and librarians). All Test Administrators (including possible substitutes) must have received training in the administration of the test in Spring 2009. It is recommended that Test Chairpersons train more certified employees than are actually necessary for administering the test to cover unforeseen absences. **Do not allow untrained employees, teachers, or substitutes to administer tests. Test Administrators must not administer tests to close relatives (e.g., children or grandchildren).**

OUTLINE OF INSTRUCTIONS FOR TEST ADMINISTRATORS

Prior to testing:

- *Review test administration procedures and test materials thoroughly.*
- *Review school procedures to accommodate students who need additional time.*

Prepare to Schedule Testing

- Review the scheduling guidelines provided by the Test Chairperson for the administration of the different content areas.

- Allow sufficient time to complete the student-identifying information. (See the section on using the precoded student labels and completing the student-identifying information.)
- Avoid testing on days just before or after vacations, important school functions, or holidays.
- Testing should occur at the beginning of the morning when students are most alert. Do not administer the test immediately after students have been involved in any strenuous physical or mental activity.
- Schedule testing to allow sufficient time to complete a testing session. (See the tables on Pages 3, 4, and 5 for testing times.)

Prepare the Testing Environment

- Review the Test Site Observation Report.
- Testing in a familiar classroom setting reduces test anxiety for students and should simplify test security. Students should be tested in classrooms that have good lighting, adequate ventilation, and sufficient space. Schools are strongly encouraged to avoid large group administrations in settings such as the library or the cafeteria.
- The testing room should be as quiet as possible, without interruptions.
- Remove charts or reference materials from the walls of the testing room.

Receive Materials from Test Chairperson

- Test Administrators must sign out and sign in test materials each day, using the School Security Checklist. Copies of the form are provided in the Test Chairperson's Packet for each school.

During testing:

- In order to ensure that test results for the District of Columbia Comprehensive Assessment System are valid, reliable, and equitable, the test administration must be standardized with the same directions and time limits and similar testing conditions across the District of Columbia. In order to provide standardized test administration, Test Administrators must carefully follow the instructions provided in the *Test Directions*.
- Observe timing guidelines.
- Read oral directions at a moderate, steady pace.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere.
- Follow the recommended schedules, to the degree possible, and schedule tests so that students do not become overly tired.

After testing:

Assemble Materials for Return

Test Administrators (with help from proctors, if requested) will review all assessment materials for the following:

- to ensure that no foreign materials, such as scratch paper, paper rulers, tape, paper clips, have been left inside test books or answer booklets
- to identify any damaged materials
- to mark a test for invalidation, if necessary (*see below*)
- to complete accommodation and special education fields on the bottom half of the student data grid

Each Test Administrator will organize the scorable materials by class and content area—test books for grade 3 or answer booklets for grades 4–8 and 10—and complete a Group Information Sheet for those test materials. The materials will be placed in envelopes labeled “For Test Booklets,” accompanied by the completed Group Information Sheets placed on the top. These envelopes will be returned to the Test Chairperson.

Test Administrators should also return to the Test Chairperson all **unused** test books (grade 3) or **all** test books (grades 4–8 and 10), and the *Test Directions*.

Test Invalidation

Tests should be invalidated only in specific cases. A content-area section should be invalidated if a student becomes ill during the content-area section and is not able to complete the test. Tests should also be invalidated if there is clear evidence that a student received inappropriate assistance (i.e., cheating). Follow the directions below when invalidating a content-area section.

Grade 3

Mark the invalid content-area section by 1) filling in the small diamond that appears on the bottom of the first page of the content-area section in the test book, and 2) filling in **all** the circles of the **first** five multiple-choice questions in that content area.

Grades 4–8 and 10

Reading, Mathematics, and Science Only

To mark a student’s test as invalid: 1) In the student’s answer booklet, fill in the small diamond that appears next to the heading for Session 1 of the content-area section to be invalidated. 2) Then fill in **all** the circles of the first **five** multiple-choice questions in that content-area section.

Composition (Grades 4, 7, and 10 Only)

To indicate that a test booklet is invalid, the Test Administrator should fill in the whole row of zeros in the field titled “Special Use Only” on the back cover.

Note: Invalidating a section of a content area invalidates the entire content area.

OUTLINE OF INSTRUCTIONS FOR PROCTORS

Proctors

It is recommended that, in addition to the Test Administrator, one person be present in the classroom to serve as a proctor during testing. A proctor can be a teacher's aide, a parent, or other district/school personnel (e.g., music teachers, P.E. teachers, and counselors). Parents must not be proctors in the rooms where their children are being tested. Prior to the week of testing, proctors should be notified and informed of their duties.

The information below shows a list of possible duties for proctors.

Include in your training session a review of the Test Site Observation Report (see Appendix B).

Prior to testing:

1. Assist Test Administrator with completing student-identifying information on the back of test books (grade 3) or answer booklets (grades 4–8 and 10), as necessary.
2. Punch out mathematics manipulatives (punch-out tools) for the Mathematics content-area section of the assessment.

During testing:

1. Check to ensure that students receive a test book (grade 3 and Composition) or a test book and the corresponding answer booklet (grades 4–8 and 10). For the Mathematics content-area section of the assessment, check to ensure that students receive punch-out tools and scratch paper. For the Composition tests (grades 4, 7, and 10), ensure that each student has two sheets of Planning and Draft paper.
2. Walk around the room quietly and frequently to ensure that students
 - a. receive additional sharpened pencils when needed
 - b. follow instructions
 - c. are working on the appropriate content-area section of the assessment
 - d. mark their responses in the appropriate area of the test books (grade 3 and Composition) or answer booklets (grades 4–8 and 10)
 - e. use only allowable materials
 - f. do not give help to or receive help from other students
 - g. are not using a calculator except on approved sections of the Mathematics test
3. Refer all students' questions to the Test Administrator.

After testing:

1. For grades 4–8 and 10, check to make sure students have not left answer booklets inside test books.
2. For all grades, check test books (grade 3) or answer booklets (grades 4–8 and 10) to make sure there are no sticky notes, staples, pins, paper clips, and no tape of any kind on any pages. Remove any of these extraneous materials.
3. For the Mathematics content-area section of the assessment, check to be sure no punch-out tools or scratch paper were left inside the test books (grade 3) or answer booklets (grades 4–8 and 10).
4. For the Composition tests, check to be sure no Planning and Draft pages have been left in the test books.

Step 6 **DISTRIBUTE TEST MATERIALS**

The Test Chairperson should distribute the test materials on the morning of testing.

- *Test books and answer booklets*—See Pages 6, 7, and 8 of this manual for list of assessment materials for each grade.
- *Punch-out tools*—See Pages 6, 7, and 8 of this manual for punch-out tool needed for each grade.
- *Test Directions*—one copy of the test directions for the grades they are administering (grade 3 or grades 4–8 and 10)
- *Group Information Sheets (GISs)*—one for each group of students and content area tested
 - ▶ grade 3—one GIS for Reading and Mathematics Test Books for each group of students tested
 - ▶ grades 4–8 and 10—one GIS for Reading and Mathematics Answer Booklets for each group of students tested
 - ▶ grades 4, 7, 10—one GIS for Composition Test Booklets for each group of students tested
 - ▶ grades 5, 8, and Biology students—one GIS for Science or Biology Answer Booklets for each group of students tested
- *Envelopes for Reading and Mathematics Test Books (grade 3), Reading, Mathematics, Science, and Biology Answer Booklets (grades 4–8 and 10), or Composition Test Booklets (grades 4, 7, and 10)*—one for each group or class of students tested

There must be separate Group Information Sheets and envelopes for test books and answer booklets for each class or group and content area (see *above*) to be tested. If you need additional Group Information Sheets or envelopes, please call 800-994-8579. **Do not photocopy these documents.**

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

Step 7 FULFILL SCHOOL MATERIALS REQUESTS

The Test Chairperson should fill requests for additional materials within the school by using the overage material received and the School Security Checklist. The Chairperson must complete the School Security Checklist by identifying the school name and the Test Administrator receiving the materials. The Test Chairperson should write in the quantity of all test materials provided.

Step 8 USING THE PRECODED STUDENT LABEL AND COMPLETING THE STUDENT-IDENTIFYING INFORMATION

Precoded student labels will be distributed by the Test Chairperson. The precoded student label will identify the student's name, student ID number, birth date, ethnicity, gender, and grade. Each student's label must be placed on the front cover of the test book or answer booklet in the space indicated in order for scores to be reported correctly.

If a precoded student label is not provided for a student, or the information on the label is inaccurate, the student data grid on the back of the test book or answer booklet must be completed. An overage of answer booklets is provided to use for students who do not have a precoded student label or whose label shows inaccurate information.

Check the precoded student label for accuracy:

- If the information on the precoded student label is correct, place the label on the front cover of the test book or answer booklet in the space indicated. After testing, refer to Appendix A.1 for instructions on completing test accommodation information for each student.
- If a precoded student label has been affixed to the front cover of the test book or answer booklet and some information on the label is subsequently determined to be inaccurate, the test book or answer booklet can still be used by doing the following: Place two blank labels over the inaccurate label. Then, bubble all information on the student data grid. Blank labels are sent specifically for this use.

COMPLETING STUDENT-IDENTIFYING INFORMATION PRIOR TO TEST ADMINISTRATION

Use the instructions in this section to complete the top section of the student data grid on the back of the answer booklets (or test books for grade 3). This information should be completed prior to the administration of the first testing session of the assessment.

DISTRICT OF COLUMBIA COMPREHENSIVE ASSESSMENT SYSTEM 2009 Grade 3														
Student Name _____														
Teacher _____ School _____														
Last	STUDENT'S NAME										First	M.I.	BIRTH DATE	ETHNICITY (mark one)
													Month Day Year Jan <input type="radio"/> 0 0 0 0 Feb <input type="radio"/> 1 1 1 1 Mar <input type="radio"/> 2 2 2 2 Apr <input type="radio"/> 3 3 3 3 May <input type="radio"/> 4 4 4 4 Jun <input type="radio"/> 5 5 5 5 Jul <input type="radio"/> 6 6 6 6 Aug <input type="radio"/> 7 7 7 7 Sep <input type="radio"/> 8 8 8 8 Oct <input type="radio"/> 9 9 9 9 Nov <input type="radio"/> 0 0 0 0 Dec <input type="radio"/> 0 0 0 0	① Asian/ Pacific Islander ② Black (non-Hispanic) ③ Hispanic ④ American Indian/ Alaska Native ⑤ White (non-Hispanic)
												GENDER		
												<input type="radio"/> Female <input type="radio"/> Male		
STUDENT ID NUMBER												Place precoded STUDENT LABEL on front cover. If a precoded student label is used, the following data cannot be modified: student name, birth date, ethnicity, gender, and student ID number. If any of that information is incorrect, do not use the precoded STUDENT LABEL. Instead, fill in all sections of this page. For further instructions on filling in information on this page, please refer to the <i>Test Directions</i> or <i>Test Chairperson's Manual</i> .		
ENGLISH LANGUAGE LEARNER ACCESS FOR ELL PROFICIENCY LEVEL (mark one)														
① Level 1 ③ Level 3 ② Level 2 ④ Level 4														
PROGRAM PARTICIPATION (mark all that apply)														
<input type="radio"/> Special Education <input type="radio"/> English Language Learner <input type="radio"/> Section 504 <input type="radio"/> Title I Targeted Assisted <input type="radio"/> Home Schooling (not enrolled in a public school) <input type="radio"/> Retake (select option if student has participated in the assessment previously)														
<div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> SPECIAL USE ONLY <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>														

For **all** students:

On the back of the answer booklets (or test books for grade 3 and Composition), in the top section, print the student's name, the teacher's name, and the name of the school.

For **only** those students who do **not** have a precoded student label or whose label shows inaccurate information:

All the following fields must be completed according to the information on the next page.

- * Student Name
- * Gender
- * Birth Date
- * Student ID Number
- * Ethnicity

INSTRUCTIONS FOR COMPLETING STUDENT-IDENTIFYING INFORMATION

SAY

Turn to the back cover of your answer booklet (or test book for grade 3 and Composition). In the top section, print your name, the teacher's name, and the name of the school. I have put the teacher name and school name on the board to show you exactly how they should be printed.

Pause while students complete the information in the header space.

If all students have an answer booklet (or test book for grade 3 and Composition) with a precoded student label affixed on the front cover, proceed to the test administration directions on Page 14 of the Test Directions Manual for Grade 3, and Page 20 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 44 (Composition), or Page 49 (Science or Biology).

Completing the Student Data Grid with Students

If the answer booklets (or test books for grade 3 and Composition) do not have a precoded student label on the front cover—and the student-identifying information on the student data grid has not been completed—proceed with these directions for students to complete the top half of the student data grid.

SAY

Below the top section, find the heading "STUDENT'S NAME." For "Last," start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided. If you do not need all the boxes, leave those boxes blank. Repeat this procedure for "First," and then print the first letter of your middle name under "M.I." Do not print a nickname or shortened name.

Below each box that shows a letter of your name, fill in the appropriate circle for that letter. If you left some boxes blank, fill in the empty circles for those boxes.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

In the section to the right of your name, find the heading "BIRTH DATE." Under "Month," fill in the circle that corresponds to the month of your birth date. Then under "Day," fill in two circles. If you were born on the first through the ninth of the month, fill in a circle for zero and then the number that corresponds to the correct day. For "Year," fill in the two circles that indicate the last two digits of the year you were born.

Pause while students complete this field.

SAY

To the right of "BIRTH DATE," find the heading "ETHNICITY." Fill in the one circle that best identifies your ethnic origins.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

Below “ETHNICITY,” find the heading “GENDER” and fill in the appropriate circle to identify your gender.

| *Pause.*

SAY

Below “BIRTH DATE,” find the heading “STUDENT ID NUMBER.” In the boxes above the circles, print the seven-digit number that is your ID number. Then fill in the appropriate circle below each number.

| *Pause while students complete this field. Then turn to Page 14 of the Test Directions Manual for Grade 3 (Reading and Mathematics), Page 20 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 44 (Composition), or Page 49 (Science or Biology) for directions to continue the administration.*

The remaining information fields on the grid should not be filled in until after the test administration. See below for filling in the lower part of the grid after the test.

COMPLETING ADDITIONAL STUDENT INFORMATION AFTER THE TEST

The following codes could not be precoded and must be completed for all students.

ENGLISH LANGUAGE LEARNER—See Appendix A.2 on Page 31.

Complete the appropriate codes in the following fields for English Language Learners:

o ACCESS FOR ELL PROFICIENCY LEVEL (mark one)

- | | |
|-----------|-----------|
| ① Level 1 | ③ Level 3 |
| ② Level 2 | ④ Level 4 |

PROGRAM PARTICIPATION (mark all that apply)

- | |
|---|
| <input type="radio"/> Special Education |
| <input type="radio"/> English Language Learner |
| <input type="radio"/> Section 504 |
| <input type="radio"/> Title I Targeted Assisted |
| <input type="radio"/> Home Schooling (not enrolled in a public school) |
| <input type="radio"/> Retake (select option if student has participated in the assessment previously) |

SPECIAL USE ONLY—DO NOT MARK. The Special Use Only field is to be used by CTB only.

SPECIAL EDUCATION ACCOMMODATIONS

For more information regarding permissible test accommodations for special education accommodation levels, see the Appendix at the end of this manual.

District of Columbia

Comprehensive Assessment System 2009

Student Name _____

Accommodations (mark all that apply)

Timing/Scheduling Accommodations	Equipment Accommodations	Setting Accommodations
<input type="radio"/> 01 Flexible scheduling (SWD) <input type="radio"/> 02 Test administered over several days (SWD) <input type="radio"/> 03 Test administered at best time of day for student (SWD) <input type="radio"/> 04 Breaks allowed <u>between</u> subtests (SWD) <input type="radio"/> 05 Extended time on subtests (SWD) <input type="radio"/> 06 Breaks allowed <u>during</u> a subtest (SWD, ELP Level 1)	<input type="radio"/> 01 Computers <input type="radio"/> 02 Calculators <input type="radio"/> 03 Pencil grip <input type="radio"/> 04 Student responses to constructed-response items may be taped for transcription	<input type="radio"/> 01 Preferential seating (SWD) <input type="radio"/> 02 Small group testing (SWD) <input type="radio"/> 03 Individual testing <input type="radio"/> 04 Special lighting <input type="radio"/> 05 Location with minimal distractions <input type="radio"/> 06 Adaptive or special furniture <input type="radio"/> 07 Noise buffer <input type="radio"/> 08 Person familiar with student administers the test
Presentation Accommodations	Response Accommodations	Other Accommodations
<input type="radio"/> 01 Repetition of directions (SWD) <input type="radio"/> 02 Simplification of oral directions (SWD) <input type="radio"/> 03 Use of masks or markers to maintain place (SWD) <input type="radio"/> 04 Use of magnifying glass <input type="radio"/> 05 Amplification equipment <input type="radio"/> 06 Interpretation of oral directions <input type="radio"/> 07 Reading of test questions (Math only) <input type="radio"/> 08 On-the-spot translation of words or phrases (Math only) <input type="radio"/> 09 Assistance with interpretation of directions <input type="radio"/> 10 Oral reading of directions <input type="radio"/> 11 Simplification of writing prompt (on writing test) <input type="radio"/> 12 Use of English dictionaries and bilingual dictionaries	<input type="radio"/> 01 Use of large print test materials <input type="radio"/> 02 Use of Braille test materials <input type="radio"/> 03 Oral response to tests <input type="radio"/> 04 Write in test books <input type="radio"/> 05 Students indicate answers to multiple-choice questions by pointing or other method <input type="radio"/> 06 Student dictates to examiner responses to constructed-response items	<input type="radio"/> 01 Assisted reading of comprehension passages on reading test (nonstandard) <input type="radio"/> 02 Assisted reading of entire reading comprehension test (nonstandard) <input type="radio"/> 03 Oral reading of test in English limited to test questions and answers choices (ELP Level 1) <input type="radio"/> 04 Oral reading of test in English, including test passages, questions, and answer choices (on Math and Science portions only) <input type="radio"/> 05 Other (approved by OSSE)

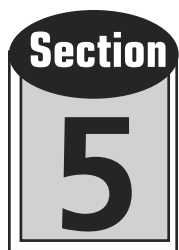
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Section
4

During Testing—Instructions for Test Chairpersons

During testing, the Test Chairperson should do the following:

- Sign out and sign in secure materials on a daily basis. You may pre-assign materials to help facilitate the process.
- Be available to answer questions that might arise.
- Make sure that directions are not read over the Public Address System.
- Oversee the test administration. Make sure that materials for each test are available and all administration procedures are being followed. Make sure that unspecified supplemental materials are not being used.
- Ensure that all school personnel involved in the test administration adhere to the security guidelines. Any breach of test security must be reported.
- Make sure that the circumstances surrounding significant disruptions in normal testing are documented and kept on file in the school office (e.g., a student is suspected of cheating). Copies of the documentation related to disruptions must be sent to the OSSE Division of Assessment and Data Reporting.
- On each testing day, sign out and sign in all test books and any answer booklets that contain student responses. These secure materials must be returned at the end of testing. The test book (grade 3 and Composition) or answer booklet (grades 4–8 and 10) of any student who attempted any test must be sent in for scoring.
- If there are missing secure materials (i.e., test materials initially received by the Test Administrator but not returned), alert CTB and document this with as many details as are known.



Section 5

After Testing—Instructions for Test Chairpersons

Step 1 RECEIVING AND CHECKING TEST MATERIALS

Following test administrations, the Test Chairperson should confirm receipt of all materials from each Test Administrator. Immediately contact your district Testing Director or Coordinator if materials are missing.

Review School Security Checklist

The School Security Checklist for each Test Administrator should be reviewed to ensure that the quantity and the beginning and ending serial numbers for bar-coded materials were signed out and signed in with the Test Administrators. The Chairperson and the Test Administrator should have initialed the materials out and in each day.

Check Group Information Sheet

The Group Information Sheet is shown on the next page. Instructions for checking each section for completeness and accuracy follow.

The appropriate Group Information Sheet for all grades is purple. **CTB Group Information Sheets used for other testing must not be used for the District of Columbia Comprehensive Assessment System.**

The Group Information Sheet contains information precoded for a specific school. Therefore, Group Information Sheets may **not** be exchanged between schools.

There is a Group Information Sheet for the Reading/Mathematics Test Books (Grade 3), Reading/Mathematics Answer Booklets, one for Composition Test Booklets, one for Science Answer Booklets, and one for the Biology Answer Booklets. Be sure to use the correct sheet. The identifying content area information is in small black text in the lower right-hand corner of the Group Information Sheet.

It is essential that a complete and accurate Group Information Sheet be placed on top of each stack of Reading/Mathematics Test Books (grade 3), Reading/Mathematics Answer Booklets (grades 4–8 and 10), Composition Test Booklets (grades 4, 7, and 10), Science Answer Booklets (grades 5 and 8), or Biology Answer Booklets (grades 8–12) for which scores will be reported together.

WHEN YOU CHECK THIS...

LOOK FOR THESE:

1 Teacher Name	The Test Administrator's last name should be printed in the boxes, and then the first name or initial if needed. Under each box, the circle with the same letter should be filled in.
2 Number Students Testing	The number of students whose completed test books (grade 3) or completed answer booklets (grades 4–8 and 10) are being returned under this Group Information Sheet should be printed in the boxes and the corresponding circles filled in. Fill in a circle for each column, using leading zeros if necessary. This number should not include the answer booklets of any students not tested.
3 Grade	The circle that shows the grade of the students being tested should be filled in.

Step 2

Complete the School/Group List

The School/Group List is shown below. One School/Group List needs to be filled out for Reading/Mathematics (R/M), one for Science and Biology, and one for Composition (COMP). Instructions for checking each section for completeness and accuracy appear on the next page.

[illegible][illegible]

The appropriate School/Group List is specific to the District of Columbia Comprehensive Assessment System. Any other CTB School/Group Lists used for testing other students must **not** be used for the District of Columbia Comprehensive Assessment System.

The School/Group List contains information precoded for a specific school. Therefore, School/Group Lists must **not** be exchanged between schools.

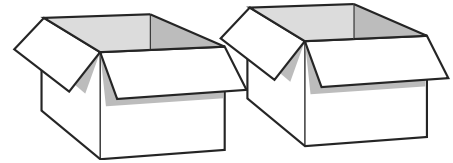
WHEN YOU CHECK THIS...	LOOK FOR THIS:
1 District/Element Name, School	This information should be precoded.
2 Area or Region, School Number	This information should be precoded.
3 Contact Person, Phone Number	Please provide the name of a school site contact person, either the Test Chairperson or another person, and provide the contact person's phone number.
4 Teacher, Grade	In order of grade, list each group by the name shown on the Group Information Sheet (GIS)—typically the classroom teacher's name. Then in the "Grade" column, list the grade for each teacher.
5 Number Tested	For each group, write the number of students tested. This should be the same as the "Number Students Testing" on the corresponding GIS. This number should not include non-tested students.

Step 3

PREPARING TEST MATERIALS FOR SHIPMENT

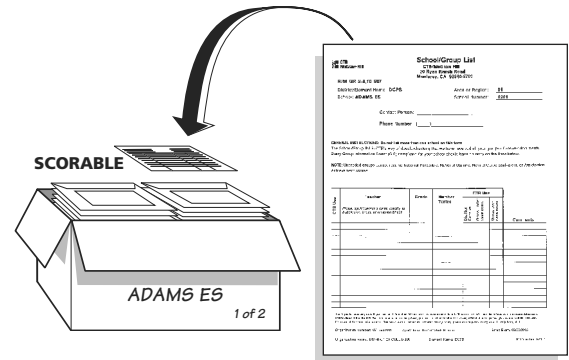
Reuse Pink Shipping Cartons

The pink boxes in which test materials were delivered to you are the only boxes permissible for return shipping. Ensure that former labels and other markings have been removed or covered.



Preparing Scorable Test Materials

- Reading and Mathematics Test Books (Grade 3)
- Reading and Mathematics Answer Booklets (Grades 4–8 and 10)
- Composition Test Booklets (Grades 4, 7, and 10)
- Science (Grades 5 and 8) and Biology (Grades 8–12) Answer Booklets

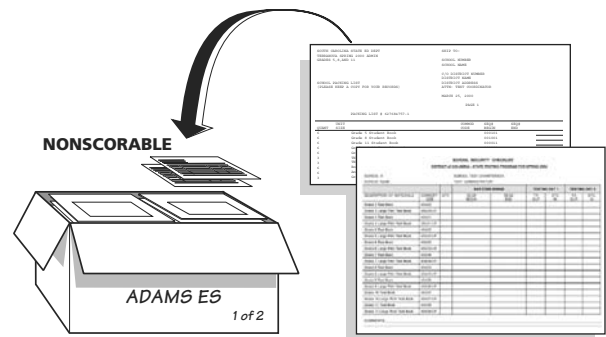


Stack the envelopes containing completed Group Information Sheets and completed test books or answer booklets flat in the cartons. If testing more than one grade, number the envelopes “1 of 4,” “2 of 4,” and so on. Example: If grade 3 scorable materials fit in four envelopes and grade 4 scorable materials fit in two envelopes, then number them so CTB will know where each grade’s materials begin. Place the School/Group List on top of the stacks of envelopes for each associated group of materials.

Write the School Name on the outside of each “scorable” carton and number the cartons “1 of 2,” “2 of 2,” etc.

Preparing Nonscorable Test Materials

Although the students in grades 4–8 and 10 do not mark the Reading and Mathematics, Science, and Biology test books with their responses, the **test books remain secure documents and must be returned to CTB**. Test Chairpersons should not return Test Directions, math manipulatives (punch-out tools), or unused answer booklets to CTB.



Arrange all unused test books **by serial number** (this includes any that may have been provided to make up for shortages). Use the School Packing List and the School Security Checklist that came with your materials to verify that all test books delivered to your school are being returned. Place all **unused** grade 3 test books and **all** grades 4–8 and 10 unused test books in cartons for returning test materials, with the original copy of the School Packing List and the School Security Checklist on top. Retain a copy of each for your files. Write your School Name on the outside of each “nonscorable” carton and number the cartons “1 of 3,” “2 of 3,” and “3 of 3.”

Add Packing Material to Cartons

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape. As each box is sealed, be sure to maintain separation between “nonscorable” materials and “scorable” materials.

Step 4 SHIPPING TEST MATERIALS

Attach the Appropriate (“Scorable” or “Nonscorable”) Shipping Label to Each Carton

Attach or affix the appropriate shipping label to each carton of materials. These labels are included in your Test Chairperson’s Packet.

Mark the Cartons

Use the yellow labels for the **scorable** materials.

On the return shipping label, fill in the number of scorable boxes you’re returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”

Use the blue labels for the cartons of nonscorable materials: **unused** test books for grade 3 and/or **all** test books for grades 4–8 and 10.

On the return shipping label, fill in the number of nonscorable boxes you’re returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”


Ship Cartons to CTB/McGraw-Hill

After you have finished packaging, sealing, labeling, and numbering your boxes, you will be ready to register online for return shipping. Please note that the scheduled retrieval takes place several days after you make your retrieval arrangements. You or your principal’s designee must plan to be present at your site for at least three days after you register for test materials retrieval to ensure that test materials are picked up before the deadline. Test materials retrieval will not occur on the same day that you register for it. The deadline to register for test materials retrieval is May 4, 2009, to ensure that all materials are picked up by May 11, 2009. You may access CTB’s online registration for return shipping as follows:


1. In your web browser’s address line, enter www.ctb.com/dc-cas.
2. Click on “CTB Navigator” on the left side menu under Quick Links.

Return Shipping

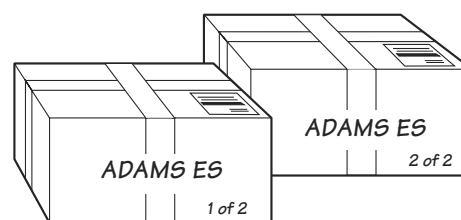
The return shipping window will be open from 5/4/09–5/7/09.

S	District of Columbia DC-CAS Scorable Materials	DC
FROM: DIST: DCPS SCH: ADAMS ES		
TO: CTB/McGraw-Hill - Delran Scoring 601 Delran Parkway Delran, NJ 08075		
DIST#: 01 SCH#: 0201		Ph: (800) 994-6579
BOX _____ OF _____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
		
32S-M011937001-030000001-000033		

YELLOW—Scorable Materials

U	District of Columbia DC-CAS Non-Scorable Materials	DC
FROM: DIST: DCPS SCH: ADAMS ES		
TO: CTB/McGraw-Hill - Delran Scoring 601 Delran Parkway Delran, NJ 08075		
DIST#: 01 SCH#: 0201		Ph: (800) 994-6579
BOX _____ OF _____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
		
32U-M011937001-030000001-000045		

BLUE—Nonscorable Materials



3. Enter your User ID and Password (same User ID and Password as for your Spring 2009 Online Enrollments).
4. Click the LOG IN button. You will be directed to the CTB Navigator™ “My Programs Overview” page.
5. On the CTB Navigator™ “My Programs Overview” page, click on the “ONLINE TRANSPORTATION” link located under the Materials Tracking section.
6. Select *DC GR. 3-8 & 10 Spring 2009 Administration*. Then click the SELECT button. This will direct you to the Site Summary page for your school.
7. Click on the “GO TO PICKUPS” link in the upper left hand corner of the page.
8. Verify all information on the registration page is correct. Be sure the e-mail address listed is correct. This will be the address that the scheduled pickup confirmation information will be sent to.
9. In the appropriate field, enter the number of boxes to be picked up by label color (yellow for scorable materials, blue for nonscorable materials). You must enter a “zero” if you have no boxes of a particular label color. It is important that you enter the **exact number** of boxes that you have packaged, sealed, labeled, numbered, and separated by color label.
10. When you have finished entering your information, click on the SUBMIT button.

You will receive an initial e-mail confirming receipt of the registration and a second e-mail informing you of the exact pickup arrangements and procedures.

If you have any questions or have difficulty accessing the return-shipping registration page, please call the CTB DCPS Customer Service line at 1-800-994-8579.

All materials must be picked up by close of business, May 11, 2009. The school contact person will need to designate the school’s hours of operation and have school personnel on site to ensure UPS pickup by 4:30 P.M.

Appendix A.I: Special Education Test Accommodation Levels

Timing/Scheduling Accommodations

1. Flexible scheduling (SWD)
2. Test administered over several days (SWD)
3. Test administered at best time of day for student (SWD)
4. Breaks allowed between subtests (SWD)
5. Extended time on subtests (SWD)
6. Breaks allowed during a subtest (SWD, ELP Level 1)

Equipment Accommodations

1. Computers
2. Calculators
3. Pencil grip
4. Student responses to constructed response items may be taped for transcription

Setting Accommodations

1. Preferential seating (SWD)
2. Small group testing (SWD)
3. Individual testing
4. Special lighting
5. Location with minimal distractions
6. Adaptive or special furniture
7. Noise buffer
8. Person familiar with student administers the test

Presentation Accommodations

1. Repetition of directions (SWD)
2. Simplification of oral directions (SWD)
3. Use of masks or markers to maintain place (SWD)
4. Use of magnifying glass
5. Amplification equipment
6. Interpretation of oral directions
7. Reading of test questions (Math only)
8. On-the-spot translation of words or phrases (Math only)
9. Assistance with interpretation of directions
10. Oral reading of directions
11. Simplification of writing prompt (on writing test)
12. Use of English dictionaries and bilingual dictionaries

Response Accommodations

1. Use of large print test materials
2. Use of Braille test materials
3. Oral response to tests
4. Write in test books
5. Students indicate answers to multiple-choice questions by pointing or other method
6. Student dictates to examiner responses to constructed-response items

Other Accommodations

1. Assisted reading of comprehension passages on reading test (nonstandard)
2. Assisted reading of entire reading comprehension test (nonstandard)
3. Oral reading of test in English limited to test questions and answers choices (ELP Level 1)
4. Oral reading of test in English including test passages, questions and answer choices (on Math and Science portions only)
5. Other (approved by OSSE)

Appendix A.2: Approved Accommodations for Linguistically and Culturally Diverse (LCD) Students on State Testing

The Office of Bilingual Education (OBE) will provide DCPS schools with a report indicating the Category of Participation for each LCD student in the school. Schools are to comply with the indicated categories of participation, and do not have the option of altering categories. Schools do, however, have the option to choose accommodations appropriate for their students within the categories, and will be asked to document the accommodations within the prescribed categories that the students actually received.

ELP Level 1: Approved accommodations: All of the accommodations listed in Roman numerals I and II, plus all of the accommodations listed under Roman numerals III and IV

I. Direct Linguistic Support Accommodations

- a. Oral reading of test in English (including test passages, questions and answer choices—Math and Science Assessment Only)
- b. Oral reading of test in English (test questions and answer choices—for the Reading Assessment)

II. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- c. Breaks during a subtest (lasting no longer than 3-5 minutes)

ELP Levels 2-4: Approved accommodations: All of the accommodations listed under Roman numerals III and IV

III. Direct Linguistic Support Accommodations

- d. Oral reading of directions
- e. Repetition of directions
- f. Simplification of directions
- g. Simplification of writing prompt (on Writing test)
- h. Use of English dictionaries and bilingual dictionaries (Math & Science only)
- i. Use of place markers to maintain place

IV. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- j. Extended testing time
- k. Time of day most beneficial to student (morning or afternoon)
- l. Extra or longer breaks allowed between subtests
- m. Flexible scheduling (order of subtests is altered)
- n. Test administered over several days (one or two subtests per day)

Test Environment Accommodations

- o. Person familiar with student administers test
- p. Preferential seating
- q. Small group testing

English Proficient (EP), EP Monitored: No accommodations. Students participate fully in testing without accommodations.

Important Notes:

- 1. Students receiving the use of dictionaries accommodation must also receive the extended testing time accommodation.**
- 2. Students receiving the oral reading, breaks during subtest, use of dictionaries, or extended time accommodation must be tested in a separate setting.**
- 3. The use of unfamiliar or inappropriate accommodations may have a negative impact on testing. Only those accommodations familiar to students and believed to facilitate a student's content knowledge and skills should be used.**

Appendix B: Test Site Observation Report

TEST SITE OBSERVATION REPORT

PART A

Test Location

Cafeteria ☐ Classroom ☐
Gym ☐ Other (specify) _____

Number of Students Enrolled in

Grades Tested _____

Number of Students Tested _____

School: _____

Test Chairperson's Name: _____

Date: _____ Observer: _____

Please complete the following information by placing a check on the appropriate line.

Test Security

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Tests were stored in a secure area. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. There was an observable plan for the distribution of test materials to test examiners and proctors each day. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Tests were returned upon the completion of the testing session each day. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Procedures were in place to distribute and retrieve secure test materials used in make up sessions. |

Provisions for Students Who Do Not Take the Tests

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Adequate provisions were made for students who arrived late to school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Adequate provisions were made for students who were exempt from the tests (special populations DC CAS-ALT). |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Adequate provisions were made for students in grades that were not tested. |

Provisions for Students Who Require Additional Time to Complete the Test Session(s)

Yes No

- | | | |
|---|---|--|
| — | — | 1. Adequate provisions were made for students who needed additional time to complete the test session. |
| — | — | 2. Provisions for students who needed additional time were implemented without disturbance to students who completed the test within the scheduled time frames. |
| — | — | 3. Students who required additional time completed the session during the period scheduled for the day. That is, no student in general education began a test session and completed it on another day, after lunch, etc. |

TEST SITE OBSERVATION REPORT

PART B

ADMINISTRATIVE PROCEDURES	Yes	No	Not Observed
1. Proctors monitor assigned stations			
2. Manual available and in use by test supervisor			
3. Sufficient supply of tests for administration			
4. Extra pencils, erasers, scratch paper supplied and available to students			
5. Test materials handed to each examinee individually by a member of the test administration team			
6. Test materials checked to ensure that answer booklets (grades 4-8 and 10) correspond to the correct test book forms and grades			
7. Students are informed of the procedures that will be used to accommodate students who need extra time to complete the test sessions?			
8. Adherence to test directions as stated in the manual			
9. Test administration process starts on time and in keeping with school's testing schedule			
10. No students admitted after the start of testing			
11. Adherence to suggested limits; use of functional timepiece			
12. Students checked as to their correct use of answer booklet			
13. Students periodically informed as to the amount of time remaining for testing			
14. Materials collected promptly, systematically, completely from each student			
15. Test material checked and counted before dismissal of examinees			

SEATING ARRANGEMENTS	Yes	No	Not Observed
1. Adequate spacing between seats and rows for self-reliance by students			
2. Provisions for left-handed examinees			
3. All examinees facing forward and in the same direction (unless tables were used)			

TEST ENVIRONMENT	Yes	No	Not Observed
1. Desks/tabletops clear			
2. Good heat, light, ventilation			
3. Limitation of unnecessary interruptions			
4. Good atmosphere for quiet work			
5. Administration free of disturbances or irregularities			
6. Students cooperating with test administration directives			

DELIVERY OF TEST DIRECTIONS	Yes	No	Not Observed
1. Provisions for microphone for large groups			
2. Clear, loud voice heard all over room			
3. Instructions read clearly and verbatim from manual			

TEST SITE OBSERVATION REPORT

PART B (continued)

ACCOMMODATIONS FOR SPECIAL POPULATIONS	Yes	No	Not Observed
<p>1. Provisions were made for students in Special Populations who did not take tests. (Only students with level 5 accommodations are exempt.)</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>2. Copies of letters to parents of students who are in Special Populations are on file.</p>			
<p>3. Requisite testing accommodations are provided for students in Special Populations.</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

TEST SITE OBSERVATION REPORT

PART C (Summary)

School Summary Findings

After completing Parts A and B, please evaluate the total school program using the rating scale below:

Percent of students tested: _____

	Poor 1	Fair 2	Good 3	Excellent 4	Outstanding 5
1. Test Security	()	()	()	()	()
2. Provisions for Students Who Do Not Take the Tests	()	()	()	()	()
3. Administrative Procedures	()	()	()	()	()
4. Seating Arrangements	()	()	()	()	()
5. Accommodations for Special Populations	()	()	()	()	()
6. Test Environment	()	()	()	()	()
7. Delivery of Test Directions	()	()	()	()	()
8. Facilities	()	()	()	()	()
9. Provisions for Students Who Require Additional Time to Complete the Test Sessions	()	()	()	()	()
Overall Rating of Program	()	()	()	()	()
	1-9	10-18	19-27	28-36	37-45

Overall Comments:

Monitor's Signature: _____ Date: _____

Appendix C: Comment Fax Form

COMMENT FAX FORM

The OSSE Division of Assessment and Data Reporting and CTB appreciate your comments and suggestions with respect to the categories listed below. Attach additional pages if necessary.

FAX YOUR COMPLETED FORMS TO:

CTB DC-CAS Customer Service Phone Number: 866-282-2251

PROCEDURES:

SECURITY:

TEST MANUALS:

TEST BOOKS AND/OR ANSWER BOOKLETS:

RECEIPT OF MATERIALS:

PACKAGING AND RETURN OF MATERIALS:

OTHER:

Appendix D: Short/Add Fax Form—Reading and Math



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Reading and Math

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books and answer booklets are secure materials and must not be copied (Fill in the quantity for each item that is needed:

Title	Code
____ Grade 3 Test Book Form 1 and Form 2	21326-01 and 02
____ Grade 4 Test Book Form 1 and Form 2	21327-01 and 02
____ Grade 5 Test Book Form 1 and Form 2	21328-01 and 02
____ Grade 6 Test Book Form 1 and Form 2	21329-01 and 02
____ Grade 7 Test Book Form 1 and Form 2	21330-01 and 02
____ Grade 8 Test Book Form 1 and Form 2	21331-01 and 02
____ Grade 10 Test Book Form 1 and Form 2	21332-01 and 02
____ Grade 4 Answer Book Form 1 and Form 2	21333-01 and 02
____ Grade 5 Answer Book Form 1 and Form 2	21334-01 and 02
____ Grade 6 Answer Book Form 1 and Form 2	21335-01 and 02
____ Grade 7 Answer Book Form 1 and Form 2	21336-01 and 02
____ Grade 8 Answer Book Form 1 and Form 2	21337-01 and 02
____ Grade 10 Answer Book Form 1 and Form 2	21338-01 and 02
____ Grade 3 Test Directions	21339
____ Grade 4-8 & 10 Test Directions	21340
____ Grade 3 Math Manipulatives	53493
____ Grades 7, 8 & 10 Math Manipulatives	53494
____ Grade 10 Math Reference Sheet	48553

Test Chairperson Kit (Please encourage photocopying whenever possible):

- ____ Test Chairperson Manual – Code 21341
- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books and Answer Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy officer at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix E: Short/Add Fax Form—Composition



DISTRICT of COLUMBIA

Comprehensive Assessment System
Short/Add Fax Form
Composition

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
____ Grade 4 Test Book Form 1	21345-01
____ Grade 7 Test Book Form 1	21346-01
____ Grade 10 Test Book Form 1	21347-01

Title	Code
Grade 4, 7, & 10 Test Directions	21340
Grade 4, 7, & 10 Student Scratch Paper	48948

Test Chairperson Kit (Please encourage photocopying whenever possible.)

____ Test Chairperson's Manual - Code 21341
____ School/Group List (SGL) – may be photocopied
____ Group Information Sheet (GIS) – DO NOT photocopy
____ Return envelopes for Test Books – Code 67316
____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service



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Appendix F: Short/Add Fax Form—Science



DISTRICT of COLUMBIA

Comprehensive Assessment System
Short/Add Fax Form
Science/Biology

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
_____ Grade 5 Science Test Book Form 1 and Form 2	21348-01 and 02
_____ Grade 8 Science Test Book Form 1 and Form 2	21349-01 and 02
_____ High School Biology Test Book Form 1 and Form 2	21350-01 and 02
_____ Grade 5 Science Answer Book Form 1 and Form 2	21351-01 and 02
_____ Grade 8 Science Answer Book Form 1 and Form 2	21352-01 and 02
_____ High School Biology Answer Book Form 1 and Form 2	21353-01 and 02

Title	Code
Grade 5, 8 & High School Test Directions & Test Chairperson Manual	21340 and 21341

Test Chairperson Kit (Please encourage photocopying whenever possible.)

- _____ School/Group List (SGL) – may be photocopied
- _____ Group Information Sheet (GIS) – DO NOT photocopy
- _____ Return envelopes for Test Books and Answer Books – Code 67316
- _____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- _____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy officer at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix G: Local School Responsibilities In Implementing The State Assessment Programs

Public schools in the District of Columbia and private/residential schools that receive tuition payments for DC students are required to implement the state assessment programs according to the guidelines established by the Office of the State Superintendent. Therefore, school administrators, test chairpersons, test administrators, proctors and other identified personnel who assist with the local school testing programs are expected to review and adhere to State guidelines in executing their professional responsibilities to their local programs.

The primary responsibilities of the principal, test chairperson, local school testing committee, and proctor in implementing the state assessments are as follows:

The Principal is responsible for:

- ☐ Ensuring that the test coordinator is trained in establishing and coordinating the local school testing program
- ☐ Monitoring the local school testing program
- ☐ Ensuring that the state assessment guidelines are followed as outlined in the coordinator's and administrators' manuals
- ☐ Ensuring that parents are notified of the testing program in the school
- ☐ Ensuring that all building personnel are informed of test security and test integrity guidelines
- ☐ Ensuring that students who require accommodations receive the appropriate accommodations
- ☐ Identifying a secured area for keeping all test materials
- ☐ Ensuring test security at all times
- ☐ Ensuring that all persons responsible for handling, administering, or proctoring the tests are trained in accordance with the professional test administration procedures
- ☐ Ensuring that all secured materials are packaged and returned as mandated
- ☐ Ensuring that any test impropriety is documented and reported to the Office of the State Superintendent, Division of Assessment and Data Reporting in a timely manner
- ☐ Monitoring school procedures to ensure that students are provided the opportunity to complete all test sessions within the guidelines established by the OSSE, Division of Assessment and Data Reporting
- ☐ Ensuring that all persons responsible for handling, administering, or proctoring the tests sign the Confidentiality Agreement Form

The Test Chairperson is responsible for:

- ☐ Attending the DC CAS training sessions
- ☐ Organizing and monitoring the school testing program to ensure that the state assessment guidelines are followed as mandated
- ☐ Ensuring that seamless procedures are established and disseminated that allow students to complete the test sessions within the guidelines established by the OSSE, Division of Assessment and Data Reporting
- ☐ Conducting the test administration training for school personnel involved in the implementation of the program
- ☐ Checking and distributing the test materials
- ☐ Ensuring that appropriate quantities of materials are requested
- ☐ Collaborating with the Principal to establish school testing schedule and sufficient number of proctors
- ☐ Identifying appropriate test sites
- ☐ Ensuring that appropriate conditions and accommodations are established for students who require accommodations
- ☐ Maintaining the security of the test materials
- ☐ Supervising testing
- ☐ Completing documentation as required in the test manuals
- ☐ Preparing test materials for return shipment to mandated site
- ☐ Reporting, as directed by the Principal, any testing irregularity (See Security Guidelines in Test Chairperson's Manual)

The Testing Committee is responsible for:

- ☐ Assisting the Test Chairperson in organizing and monitoring the school testing program
- ☐ Understanding state testing irregularities and policy breaches
- ☐ Assisting (if needed) the Test Chairperson in conducting training on the administration of the state assessment
- ☐ Ensuring test security
- ☐ Assisting the Test Chairperson with checking and distributing test materials
- ☐ Assisting the Test Chairperson in returning test materials to the secure area in the school
- ☐ Assisting the Test Chairperson in packaging test materials for return to the appropriate site
- ☐ Other responsibilities as required

The Test Administrator is responsible for:

- ☐ Conducting the testing sessions as outlined in the Test Directions, Test Chairperson's Manual, and Test Site Observation Checklist
- ☐ Clarifying all questions regarding testing policy or procedures with the Principal or Test Chairperson
- ☐ Understanding state testing irregularities and policy breaches
- ☐ Establishing the testing climate within the test site
- ☐ Coordinating the distribution and return of test booklets and answer sheets to students
- ☐ Ensuring that students who require accommodations receive the appropriate accommodations
- ☐ Ensuring that students have the correct test form and answer booklets
- ☐ Ensuring that students are given the procedures to be followed in finishing a testing session early or for requesting additional time
- ☐ Monitoring
- ☐ Accounting for and maintaining the security of all test materials
- ☐ Checking and completing all required documentation
- ☐ Adhering to test directions and administration guidelines
- ☐ Apprising the Test Chairperson of all testing irregularities

The Proctor is responsible for:

- ☐ Understanding state testing irregularities and policy breaches
- ☐ Assisting the Test Administrator with receipt and maintenance of test materials
- ☐ Assisting the Test Administrator with the distribution and return of test materials
- ☐ Ensuring that students are completing the test as required in the test guidelines
- ☐ Assisting in maintaining the integrity of the testing process
- ☐ Assisting the Test Administrator with the required test accommodations for students in the special populations
- ☐ Ensuring test security
- ☐ Other responsibilities as needed

Appendix H: Confidentiality Agreement



CONFIDENTIALITY AGREEMENT FOR THE DISTRICT OF COLUMBIA COMPREHENSIVE ASSESSMENT SYSTEM (DC CAS)

This form is required for all personnel who work with tests administered by or through the District of Columbia State Office of Education. Schools must retain completed forms for at least three years following the last contact of the named person with any State Office of Education assessment material.

It is my understanding that the District of Columbia Comprehensive Assessment System materials are secure documents. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures. As a part of these regulations, I know that I am:

- *Not to provide any support with information or answers to students during the examination period.
- Not to duplicate secure test materials for any reason except as authorized by the State Office of Education Division of Assessment and Data Reporting.
- Not to make written notes about the topics or content of the test materials unless requested to do so by the State office.
- Not to provide any part of the test materials for examination or other use by any other party unless authorized by the State office.
- Not to disseminate any of the test materials to any other party unless authorized by the State office.
- Not to discuss, coach, or teach test specific items of the test at any time.
- Not to discuss or review with students information related to specific test items at any time.
- To maintain under secured conditions all test booklets in my possession.
- To return all test materials to the representative authorized by the State by the agreed-upon date.
- Not to modify or change answers on any test books or student answer booklets.

* Special education accommodations must be provided as outlined in the IEP.

Name _____

School/Office _____

Signature _____

Date _____

51 N Street, NE – 3rd Floor Washington, DC 20002
Phone: 202-741-0792 ♦ Fax: 202-741-8868 ♦ www.osse.dc.gov



Website: www.osse.dc.gov

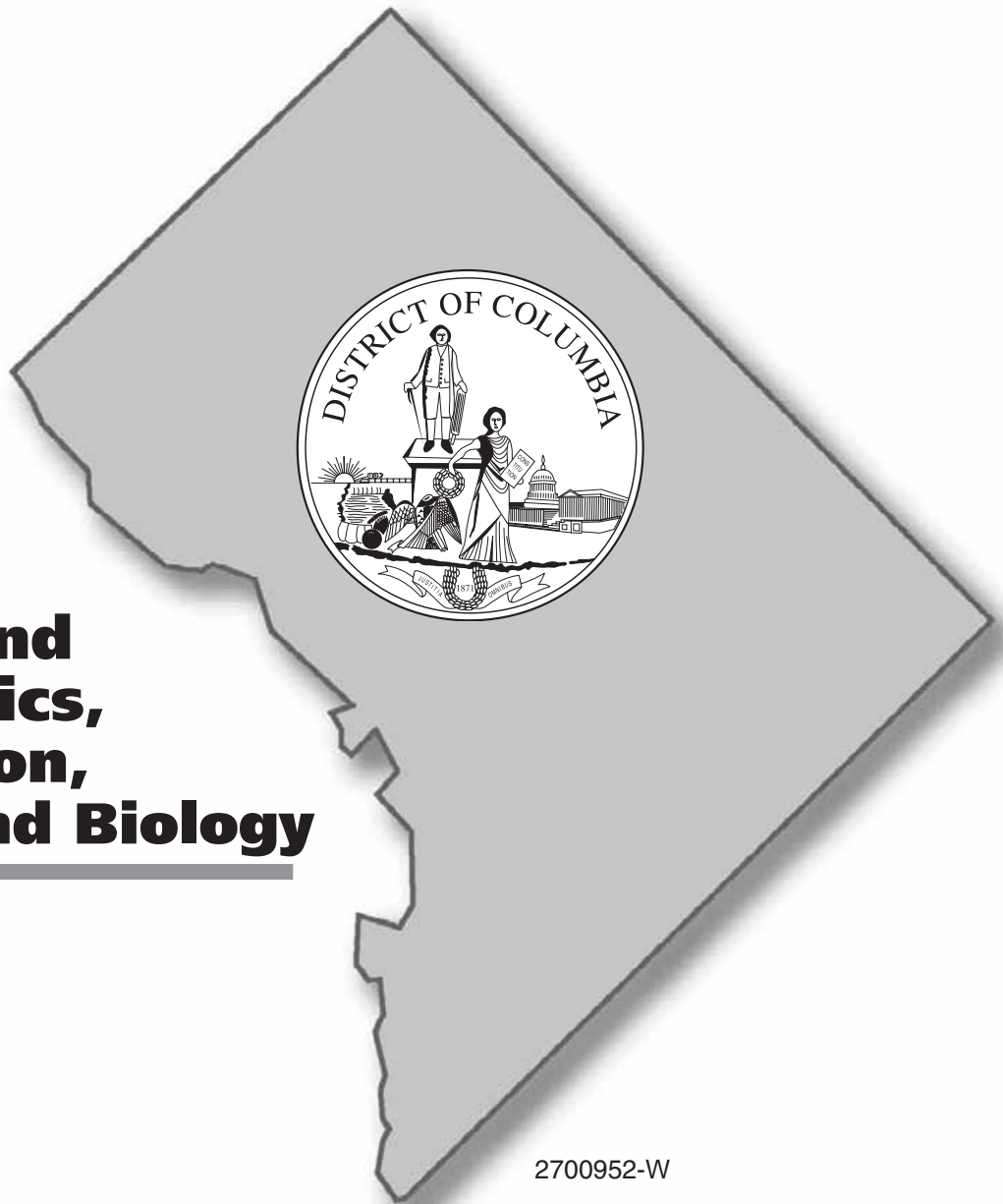
TEST CHAIRPERSON'S MANUAL



CTB
McGraw-Hill

DISTRICT OF COLUMBIA

Comprehensive Assessment System



**Reading and
Mathematics,
Composition,
Science, and Biology**

2010



2700952-W



Important Testing Events

EVENT

DATE

Test Administration

Training Sessions (CTB-led) March 2010

Receipt of Test Chairperson's Materials March 19, 2010

Receipt of Secure Test Materials April 6 through April 8, 2010

Short/Add Window..... April 9 through April 15, 2010

Chairperson Conducts Teacher Training Sessions

(in schools)..... Prior to test administration

Test Dates for Grades 3–8 and 10

(includes Makeup Testing)..... Monday, April 19, through Friday, April 30, 2010

Ship (Return) All Scorable and Nonscorable

Materials to CTB by May 3 and May 4, 2010

Last Day for CTB to Receive Test Materials

for Scoring May 6, 2010



Important Telephone Numbers for Shortages, Errors, and General Information

**District of Columbia
Office of the State Superintendent
of Education (OSSE)
Division of Assessment and
Accountability**

For information concerning District of Columbia statutes, as well as policy and procedures for the District of Columbia Comprehensive Assessment System, contact the Office of the State Superintendent of Education, Division of Assessment and Accountability at 202-741-0256.

CTB DC CAS Customer Service Contact Numbers:

DC Only Toll Free: 800-994-8579

Customer Service Fax: 866-282-2251

Hours of Business: 8:30 A.M.–5:00 P.M. (EST)

E-mail to: DC-CAS_helpdesk@ctb.com

Dear Test Chairperson,

Thank you for agreeing to serve as the Test Chairperson for your school. This is an important function, not only for your school, but for the entire school system, as we seek to improve the instructional program in the District of Columbia.

This manual is designed to assist you in preparing for and conducting the upcoming testing program in your school. Please read it carefully and follow the procedures described. Doing so will ensure that the test administration is conducted under optimal conditions and that students are given an opportunity to do their best.

We hope that the manual will also assist you in providing in-service training to your school faculty. Feel free to duplicate salient portions for handouts or overheads.

Schools in the District of Columbia will administer the District of Columbia Comprehensive Assessment System (DC CAS) to students in grades 3 through 8 and 10 in Spring 2010. The results of the test will provide useful information about instructional strengths and weaknesses relative to the District of Columbia content standards. The information gained through testing is used by

- teachers to develop lesson plans that support effective instruction for all students
- schools and districts to evaluate whether the goals of the content standards are being met
- parents to monitor children's educational progress

The Comprehensive Assessment System combines selected-response items with constructed-response items that allow students to produce their own responses. The content areas consist of Reading, Mathematics, Composition, and Science.

Students with significant cognitive disabilities are not required to participate in this test. However, they must participate in the DC CAS alternate assessment (Portfolio).

This *Test Chairperson's Manual* has been designed to help the Chairperson organize and oversee test administrative procedures for Reading, Mathematics, Composition, Science, and Biology. A series of easy-to-follow steps provides guidelines for receiving and checking testing materials, scheduling testing times, overseeing the administration, and returning the materials to CTB/McGraw-Hill.

As you read through this manual and prepare for the test administration, should any questions arise, please contact CTB/McGraw-Hill's Customer Service Center at 800-994-8579 or the OSSE Division of Assessment and Accountability at 202-741-0256.

Thank you for your expertise and commitment.

Office of the State Superintendent of Education
Division of Assessment and Accountability
CTB/McGraw-Hill

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Section
1

General Information

TESTING STEPS

1 **REVIEW MANUAL**

2 **COMPLETE
SECURITY PROCEDURES
and PAPERWORK**

3 **INVENTORY MATERIALS**

4 **SCHEDULE THE TEST**

5 **NOTIFY STUDENTS AND
PARENTS OF TESTING**

6 **CONDUCT TRAINING**

7 **DISTRIBUTE TEST
MATERIALS**

8 **MAINTAIN SECURITY
DURING TESTING**

9 **CHECK-IN MATERIALS**

10 **SHIP MATERIALS**

IMPORTANT DATES AND TIMES

Administrative Date

If you need additional test materials, you may order them during the Short/Add Window from April 9–April 15, 2010. To access the system for test materials adjustments, go to www.ctb.com and enter the User ID and Password that you received from CTB in a separate mailing. If you have any additional questions, contact the CTB DCPS Customer Service line at 1-800-994-8579.

Note: Any shipment of materials after the *Ship (Return) All Scorable and Nonscorable Materials to CTB* date (see Important Testing Events page) that causes CTB to pay for shipping, other than ground, will incur additional charges to the school.

Testing Dates

Testing dates have already been determined by the District of Columbia Office of the State Superintendent of Education. The testing dates are as follows:

Grades 3–8 and 10

(includes Makeup Testing)

Monday, April 19, through Friday, April 30, 2010

Testing of all content areas—Reading and Mathematics, Composition, Science, and Biology—must be completed during this testing window.

Approximate Testing Times

The times shown in the charts on the following pages are suggested times. While most students should be able to complete the testing within these times, all students must be given the opportunity to complete the test at an unhurried pace. Schools should organize the test schedule and test sites to provide extra testing time to those students who need it.

Note that each testing session must be completed at the time of administration. This must be observed in the following ways:

- A student cannot go back to a testing session on a subsequent day or after a break to complete the items in a testing session.
- A student cannot go back to a testing session on a subsequent day or after a break to change answers in a previous session.
- A student cannot look ahead to items in a subsequent testing session.

If there are students who are not finished at the session's end, the school must either relocate students who need additional time, relocate students who finish before the testing session's end, or ensure that students who finish early remain quiet.

Reading

The Reading Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions. For information regarding students who need additional testing time, see “Approximate Testing Times” on page 2 of this manual.

Reading—Grade 3	
Subtest	Approximate Testing Time*
Testing Session 1 Reading	45 minutes
Testing Session 2 Reading	45 minutes
Testing Session 3 Reading	45 minutes
Testing Session 4 Reading	45 minutes

** Times shown refer to the approximate administration of items.
Allow for an additional 15 minutes for completing student biographical
information, administering the sample questions, and reading directions.*

Reading—Grades 4 through 8 and 10	
Subtest	Approximate Testing Time*
Testing Session 1 Reading	45 minutes
Testing Session 2 Reading	45 minutes
Testing Session 3 Reading	45 minutes
Testing Session 4 Reading	45 minutes

**Times shown refer to the approximate administration of items.
Allow for an additional 15 minutes for completing student biographical
information, administering the sample questions, and reading directions.*

Mathematics

The Mathematics Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions. For information regarding students who need additional testing time, see “Approximate Testing Times” on page 2 of this manual.

Mathematics—Grades 3 through 6	
Subtest	Approximate Testing Time*
Testing Session 1 Mathematics	40 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	40 minutes
Testing Session 4 Mathematics	40 minutes

Mathematics—Grades 7, 8, and 10	
Subtest	Approximate Testing Time*
Testing Session 1** Mathematics	50 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	50 minutes
Testing Session 4 Mathematics	40 minutes

**Times shown refer to the approximate administration of items. An additional 5 to 10 minutes will be required for administering the sample items and reading introductions and directions.*

***For grades 7, 8, and 10, the use of calculators is permitted for Session 1 ONLY. At the end of Session 1, instruct students to put their calculators away.*

Composition

The Composition Assessment has two sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions. For information regarding students who need additional testing time, see “Approximate Testing Times” on page 2 of this manual.

Composition—Grades 4, 7, and 10	
Subtest	Approximate Testing Time*
<i>Testing Session 1</i>	
Composition: Phase 1 Planning/Draft	60 minutes
<i>Testing Session 2</i>	
Composition: Phase 2 Final Composition	60 minutes

**Times shown refer to the approximate time allowed to complete the composition.*

An additional 5 to 10 minutes will be required for reading introductions and directions.

Note that additional time should be granted as needed to students who continue to work on their compositions.

Science

The Science and Biology Assessments have three sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions. For information regarding students who need additional testing time, see “Approximate Testing Times” on page 2 of this manual.

Science—Grades 5, 8, and Biology	
Subtest	Approximate Testing Time*
<i>Testing Session 1</i>	
Science	35 minutes
<i>Testing Session 2</i>	
Science	35 minutes
<i>Testing Session 3</i>	
Science	30 minutes

**Times shown refer to the approximate administration of items.*

An additional 5 to 10 minutes will be required for administering the sample items and/or reading introductions and directions.

OVERVIEW OF ASSESSMENT MATERIALS

The following assessment materials are provided at grades 3–8 and 10:

Grade 3

Test book—grade 3*

One for each student and one for the Test Administrator

Test Directions—one book for grade 3

Punch-out tool*—ruler (yellow/purple with inches and half-inch markings on one side and centimeters on other side, commodity code 53493)

Grades 4–8 and 10

Test Directions—one book for grades 4–8 and 10, all content areas included

Note: For Reading and Mathematics and for Science and Biology, there are four versions of the test for each grade—Forms 1, 2, 3, and 4. Teachers should check that students in grades 4–8 and 10 are using the correct test book and answer booklet combination.

Grade 4

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch-out tool*—ruler (yellow/purple with inches and half-inch markings on one side and centimeters on other side, commodity code 53493)

Composition Test Booklet*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 5

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 6

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch-out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Grade 7

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test.

Composition Test Booklet*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 8

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test.

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 10

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test.

Composition Test Booklet*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Students Enrolled in a Biology Course

Biology Test Book*

One for each student and one for the Test Administrator

Biology Answer Booklet*

One for each student and one for the Test Administrator

* Test Books and punch-out tools are available in large print and Braille editions for those students with special needs. Answer Booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

Section 2

Security Procedures

As Test Chairperson, you will need to work closely with the principal to ensure the security of the Comprehensive Assessment System. To prevent the loss or copying of any test book, test items, or completed answer booklet, you will need to establish strict security guidelines within your school, and keep a detailed inventory of all test books before, during, and after test administration until the time they are returned to CTB.

If after reading these instructions, you have any questions about the materials or the instructions on how to inventory the materials, please call 800-994-8579, between 8:30 A.M. and 5:00 P.M. Eastern Standard Time.

SECURE MATERIALS

Each school must develop an organized test material distribution process so that all secure test materials, used and unused, are accounted for and returned to CTB. Under no circumstances should anyone destroy or throw away any test book or any answer booklet considered to be invalid unless permission to do so is obtained from the Assessment and Accountability Branch of the Office of the State Superintendent of Education. All invalidated test books and answer booklets must be returned to CTB.

Contaminated test books and answer booklets should **not** be returned to CTB. A test book or answer booklet is considered contaminated if it cannot be returned for scanning due to: a) a student health issue that affects the test book or answer booklet itself (blood, fluids, etc.), or b) contact with any potentially hazardous material.

Any student responses in contaminated test books or answer booklets must be transcribed into clean test books or answer booklets (when transcribing, ensure that the correct test form is used). The contaminated test books and answer booklets must be securely destroyed at the test site, with notification provided to CTB and the Assessment and Accountability Branch of the Office of the State Superintendent of Education.

All test books and answer booklets are secure materials and must be kept in locked storage when not in use. Test books and answer booklets must be returned to a locked storage area immediately following each test administration. Secure test books have been assigned a security number. These security numbers correspond to the numbers listed on the School Packing List. If the numbers do not correspond, call the OSSE Division of Assessment and Accountability at 202-741-0256 and CTB DC CAS Customer Service at 800-994-8579.

INSTRUCTIONS ON HOW TO COMPLETE THE DAILY SECURITY CHECKLIST

1. **Please make copies of the Security Checklists for each grade level and content area prior to testing.** Use only **one** Security Checklist for each grade level and content area on each testing day. Denote the testing date on each Security Checklist.
2. The Test Chairperson should write the names of the students in the Security Checklists under Column 3 (STUDENT NAME) prior to testing.
3. Please note that there are separate Security Checklists for each content area: Reading/Mathematics, Science, and Composition.
4. The Test Administrators/Proctors must sign, date, and indicate the time the test materials (test books and answer booklets) were checked out in Column 4 (RECEIVED: TA SIGNATURE).
5. The Test Chairperson must sign, date, and indicate the time the test materials (test books and answer booklets) were checked in/returned in Column 5 (RETURNED: SC SIGNATURE).
6. The Test Chairperson should collect **all** completed and signed daily Security Checklists.

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CTB McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-0707

Washington DC - CAS
Spring 2010
SECURITY CHECKLIST

CTB McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-0707

DISTRICT: 99 SAMPLE SITES
SCHOOL: 0001 CTB/MCGRAW-HILL
PACKING LIST #: 000001

312060006 - Grade 3 Reading and Mathematics Test Book (Pkg of 6)

Upon receipt of test books, verify that each book has been received by signing and dating next to the serial number. When the book is checked out and returned by the teacher, they must sign and date the testbook's check out and check in.

SECURITY #	CARTON #	STUDENT NAME	RECEIVED (TA SIGNATURE)	RETURNED (SC SIGNATURE)	IF DOCUMENT IS NOT RETURNED, STATE REASON
EX000013	1				
EX000014	1				
EX000015	1				
EX000016	1				
EX000017	1				
EX000018	1				

Note: Failure to account for all test books constitutes a serious test security violation. Any missing test books should be reported to the LEA Assessment Coordinator and the OSSE Division of Elementary and Secondary Education immediately.

GENERAL SCHOOL SECURITY GUIDELINES

The following guidelines apply to all tests administered in the statewide system of assessment. Failure to perform the following activities shall constitute a state test security violation. When administering tests in the statewide system of assessment, schools must:

- Administer state tests as prescribed in the administrative procedures provided in the *Test Chairperson's Manual* and the *Test Directions*;
- Secure all state test materials prior to, during, and following each test administration and prohibit unauthorized access to secure test questions at all times;
- Prohibit the copying or reproducing of all or any portion of any secure test book or writing prompt;
- Prohibit the creation, sharing, and/or distribution of answer keys to secure tests;
- Prohibit any form of cheating;
- Supervise students at all times during testing sessions;
- Return all secure test materials to the publishing company following procedures outlined in the *Test Chairperson's Manual*;
- Remove or cover displays related to the content area being tested prior to the administration of the state tests;
- Prohibit the prompting or assistance of students in any manner with their answers;
- Prohibit the use of electronic devices by students while taking the state test;
- Follow testing guidelines on use of calculators;
- Return scratch paper (identified with the student's name and grade) used during the Mathematics test;
- Return to the testing company planning and draft pages (identified with the student's name and grade) used during the Composition test;
- Report any observed test violation to the OSSE Office of Elementary and Secondary Education and the LEA Assessment Coordinator; and,
- Uphold the integrity and accuracy of the testing by preventing any dishonest or fraudulent behavior and promoting a fair and equitable testing environment.

SECURITY DURING TESTING

The School Test Chairperson must be available to respond to questions from Test Administrators and school personnel. If the answer is not available in this manual or the *Test Directions*, call the OSSE Division of Assessment and Accountability or CTB, using the contact information provided on the inside front cover of this manual.

During testing the School Test Chairperson must:

1. Monitor the test administration to ensure that all school personnel involved in the test administration adhere to test security and test administration guidelines;
2. Complete the *School Security Checklist* each day for each Test Administrator receiving materials;
3. Ensure that all secured materials are signed in and signed out daily;
4. Document and report any missing secured materials to the principal;
5. Document and report any breach of state test security to the principal; and
6. Create a school security file. This file should contain the following items:
 - Documentation of any testing disruptions
 - Copies of the School Security Checklists
 - Detailed explanations as to who failed to return secure materials and why materials were not returned after testing or any other test irregularities.

You will need this file

- in the event that CTB reports secure documents missing from your school
- if the district decides to invalidate a student's score. If you invalidate a test score, this should be noted in writing and attached to the student's score reports in the student's permanent file.

Note: CTB will maintain a record of serial numbers of all test books shipped to the schools and districts, including overage shipments and any additional materials request shipments. When testing is completed, all test books, used and unused, must be returned. CTB will use a scanner to account for all test books by serial number and provide a record of missing test books to the OSSE Division of Assessment and Accountability. If any test books shipped to a school or district are determined to be missing, the school principal will be required by the OSSE Division of Assessment and Accountability to account for the missing materials. Failure to account for all test books constitutes a serious violation of test security.

The Test Chairperson is expected to maintain test security by using the serial numbers to account for all test books before, during, and after test administration until the time they are returned to CTB. The Chairperson must record all pertinent information regarding the replacement of missing test books for a school on the School Security Checklist.

Section 3

Before Testing—Instructions for Test Chairpersons

PLEASE TAKE THE TIME TO REVIEW AND INVENTORY ALL TEST MATERIALS WHEN THEY ARRIVE AT YOUR SCHOOL.

Step 1 RECEIVE TEST MATERIALS

- Confirm that you have received the total number of school boxes listed on the shipping invoice. Notify CTB immediately and no later than noon, April 8, 2010, at 800-994-8579 if any boxes are missing, or contain damaged materials, or if you received boxes that should have been delivered to another school.
- The Test Chairperson should open boxes within 24 hours to allow plenty of time to resolve shortages.
- Verify the contents of the school box(es) with overage materials. **Keep all boxes for returning test materials.**

Step 2 INVENTORY TEST MATERIALS

- Check the materials specified on the School Packing List against materials received.
- Compare the security numbers on the shrink-wrapped packages of test books with those listed on the School Packing List (example shown below).
- Check quantities of materials against current enrollment.
- Report any discrepancies or materials shortages to CTB. Note any discrepancies on the School Packing List.

School Packing List

CTB
McGraw-Hill
20 River Road
Mason, NJ 07040-5001

District of Columbia
Spring 2010

Ship To:
Adams ES
201 Van Street, NW
Washington, DC 20009
USA
Phone: John Doe

(Please keep a copy of this Packing List for your records)
School Packing List
Packing List #: 000012

Part #	Description/Item	Qty	Shipping	Box Order	Total	Beginning Serial Range	Ending Serial Range	Cost	Customer Sign Off
45420 00001	Grade 5 Student Book - Science	7	25	8	40	0A100001	0A100008	1-1	
45421 00002	Grade 5 Student Book - Science	5	30	0	40	0A100009	0A100014	1-1	
45422 00003	Grade 5 Student Book - Science	3	20	0	40	0A100015	0A100020	2-2	

- Be sure to save the Packing List since it needs to be returned to CTB with any unused books.

Step 3 SCHEDULE THE TEST

- Review the *Test Chairperson's Manual* and *Test Directions* in advance.
- Refer to Pages 3, 4, and 5 for approximate length of each session time. Schedule testing to allow sufficient time to complete each test session.
- Establish a testing plan that shows how the school will provide for students who need additional time.
- Tests and Makeup Tests must be administered Monday, April 19, through Friday, April 30, 2010.
- Avoid testing just after students have had strenuous physical or mental activity.

Step 4 NOTIFY STUDENTS AND PARENTS OF TESTING (PRINCIPAL)

Students and parents must be notified when testing will take place and should be informed as to the purpose of the test. While undue emphasis on the importance of the test should be avoided so that students will not become overly anxious, it is important that students are motivated to do their best in order to obtain the best results.

Step 5 CONDUCT TRAINING SESSIONS FOR TEST ADMINISTRATORS AND PROCTORS

Anyone who will handle test materials must attend a training session prior to the test administration.

Test Administrators

Test Administrators must be employees of the district (i.e., teachers, paraprofessionals, counselors, administrators, and librarians). All Test Administrators (including possible substitutes) must have received training in the administration of the test in Spring 2010. It is recommended that Test Chairpersons train more certified employees than are actually necessary for administering the test to cover unforeseen absences. **Do not allow untrained employees, teachers, or substitutes to administer tests. Test Administrators must not administer tests to close relatives (e.g., children or grandchildren).**

OUTLINE OF INSTRUCTIONS FOR TEST ADMINISTRATORS

Prior to testing:

- *Review test administration procedures and test materials thoroughly.*
- *Review school procedures to provide for students who need additional time.*
- *Read, sign, and return to the Principal or TC the State Test Security and Non-Disclosure Agreement.*

Prepare to Schedule Testing

- Review the scheduling guidelines provided by the Test Chairperson for the administration of the different content areas.

- Allow sufficient time to complete the student-identifying information. (*See the section on using the precoded student labels and completing the student-identifying information.*)
- Avoid testing on days just before or after vacations, important school functions, or holidays.
- Testing should occur at the beginning of the morning when students are most alert. Do not administer the test immediately after students have been involved in any strenuous physical or mental activity.
- Schedule testing to allow sufficient time to complete a testing session. (See the tables on Pages 3, 4, and 5 for testing times.)

Prepare the Testing Environment

- Review the Test Site Observation Report.
- Testing in a familiar classroom setting reduces test anxiety for students and should simplify test security. Students should be tested in classrooms that have good lighting, adequate ventilation, and sufficient space. Schools are strongly encouraged to avoid large group administrations in settings such as the library or the cafeteria.
- The testing room should be as quiet as possible, without interruptions.
- Remove charts or reference materials from the walls of the testing room.

Receive Materials from Test Chairperson

- Test Administrators must sign out and sign in test materials each day, using the School Security Checklist. Copies of the form are provided in the Test Chairperson's Packet for each school.

During testing:

- In order to ensure that test results for the District of Columbia Comprehensive Assessment System are valid, reliable, and equitable, the test administration must be standardized with the same directions and similar testing conditions across the District of Columbia. In order to provide standardized test administration, Test Administrators must carefully follow the instructions provided in the *Test Directions*.
- Read oral directions at a moderate, steady pace.
- Schedule breaks between test sessions to maintain an unhurried pace and a relaxed atmosphere.
- Follow the recommended schedules, to the degree possible, and schedule tests so that students do not become overly tired.

Note: To ensure test security and equity, students should work until they finish the test session. Students are not permitted to leave the testing room for a break or lunch and then return to complete an unfinished test session.

After testing:

Assemble Materials for Return

Test Administrators (with help from proctors, if requested) will review all assessment materials for the following:

- to ensure that no foreign materials, such as scratch paper, paper rulers, tape, paper clips, have been left inside test books or answer booklets
- to identify any damaged materials
- to mark a test for invalidation, if necessary (*see below*)
- to complete the additional student information on the lower part of the student data grids and the testing accommodations on the inside front cover of the test books or answer booklets

Each Test Administrator will organize the scorable materials by class and content area and complete a Group Information Sheet for those test materials. Scorable materials include

- Grade 3 Reading and Mathematics Test Books
- Grades 4–8 and 10 Reading and Mathematics Answer Booklets
- Grades 4, 7, and 10 Composition Test Booklets
- Grades 5 and 8 Science Answer Booklets
- Biology Answer Booklets

The scorable materials will be placed in envelopes labeled “For Test Booklets,” accompanied by the completed Group Information Sheets placed on the top. These envelopes will be returned to the Test Chairperson.

Test Administrators should also return to the Test Chairperson all **unused** test books (for grade 3 and Composition; **all** test books for grades 4–8 and 10 Reading, Mathematics, Science, and Biology; and the *Test Directions*).

Test Invalidation

Tests should be invalidated only in specific cases. A content-area section should be invalidated if a student becomes ill during the content-area section and is not able to complete the test. Tests should also be invalidated if there is clear evidence that a student received inappropriate assistance (i.e., cheating). Follow the directions below when invalidating a content-area section.

Grade 3

Mark the invalid content-area section by 1) filling in the small diamond that appears on the bottom of the first page of the content-area section in the test book, and 2) filling in **all** the circles of the first **five** multiple-choice questions in that content area.

Grades 4–8 and 10

Reading, Mathematics, and Science Only

To mark a student's test as invalid: 1) In the student's answer booklet, fill in the small diamond that appears next to the heading for Session 1 of the content-area section to be invalidated. 2) Then fill in **all** the circles of the first **five** multiple-choice questions in that content-area section.

Composition (Grades 4, 7, and 10 Only)

To indicate that a test booklet is invalid, the Test Administrator should fill in the whole row of zeros in the field titled "Special Use Only" on the back cover.

Note: Invalidating a section of a content area invalidates the entire content area.

Proctors

It is recommended that, in addition to the Test Administrator, one person be present in the classroom to serve as a proctor during testing. A proctor can be a teacher's aide, a parent, or other district/school personnel (e.g., music teachers, P.E. teachers, and counselors). Parents must not be proctors in the rooms where their children are being tested. Prior to the week of testing, proctors should be notified and informed of their duties.

The information below shows a list of possible duties for proctors.

Include in your training session a review of the Test Site Observation Report (see Appendix B).

OUTLINE OF INSTRUCTIONS FOR PROCTORS

Prior to testing:

1. Assist Test Administrator with completing student-identifying information on the back of test books (grade 3 and Composition) or answer booklets (grades 4–8 and 10), as necessary.
2. Punch out mathematics manipulatives (punch-out tools) for the Mathematics content-area section of the assessment.

During testing:

1. Check to ensure that students receive a test book (grade 3 and Composition) or a test book and the corresponding answer booklet (grades 4–8 and 10). For the Mathematics content-area section of the assessment, check to ensure that students receive punch-out tools and scratch paper. For the Composition tests (grades 4, 7, and 10), ensure that each student has two sheets of Planning and Draft paper.
2. Walk around the room quietly and frequently to ensure that students
 - a. receive additional sharpened pencils when needed
 - b. follow instructions
 - c. are working on the appropriate content-area section of the assessment

- d. mark their responses in the appropriate area of the test books (grade 3 and Composition) or answer booklets (grades 4–8 and 10)
 - e. use only allowable materials
 - f. do not give help to or receive help from other students
 - g. are not using a calculator except on approved sections of the Mathematics test
3. Refer all students' questions to the Test Administrator.

After testing:

- 1. For grades 4–8 and 10, check to make sure students have not left answer booklets inside test books.
- 2. For all grades, check test books (grade 3 and Composition) or answer booklets (grades 4–8 and 10) to make sure there are no sticky notes, staples, pins, paper clips, and no tape of any kind on any pages. Remove any of these extraneous materials.
- 3. For the Mathematics content-area section of the assessment, check to be sure no punch-out tools or scratch paper were left inside the test books (grade 3) or answer booklets (grades 4–8 and 10).
- 4. For the Composition tests, check to be sure no Planning and Draft pages have been left in the test booklets.

Step 6 **DISTRIBUTE TEST MATERIALS**

The Test Chairperson should distribute the test materials on the morning of testing.

- *Test books and answer booklets*—See Pages 6, 7, and 8 of this manual for list of assessment materials for each grade.
- *Punch-out tools*—See Pages 6, 7, and 8 of this manual for punch-out tool needed for each grade.
- *Test Directions*—one copy of the test directions for the grades they are administering (grade 3 or grades 4–8 and 10)
- *Group Information Sheets (GISs)*—one for each group of students and content area tested
 - ▶ grade 3—one GIS for Reading and Mathematics Test Books for each group/grade of students tested
 - ▶ grades 4–8 and 10—one GIS for Reading and Mathematics Answer Booklets for each group/grade of students tested
 - ▶ grades 4, 7, 10—one GIS for Composition Test Booklets for each group/grade of students tested
 - ▶ grades 5, 8, and Biology students—one GIS for Science or Biology Answer Booklets for each group/grade of students tested
- *Envelopes for Reading and Mathematics Test Books (grade 3), Reading, Mathematics, Science, and Biology Answer Booklets (grades 4–8 and 10), or Composition Test Booklets (grades 4, 7, and 10)*—one for each group/grade or class of students tested

There must be separate Group Information Sheets and envelopes for test books and answer booklets for each class or group and content area (see *previous page*) to be tested. If you need additional Group Information Sheets or envelopes, please call 800-994-8579. **Do not photocopy these documents.**

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

Step 7 FULFILL SCHOOL MATERIALS REQUESTS

The Test Chairperson should fill requests for additional materials within the school by using the overage material received and the School Security Checklist. The Chairperson must complete the School Security Checklist by identifying the school name and the Test Administrator receiving the materials. The Test Chairperson should write in the quantity of all test materials provided.

Step 8 USING THE PRECODED STUDENT LABEL AND COMPLETING THE STUDENT-IDENTIFYING INFORMATION

Precoded student labels will be distributed by the Test Chairperson. The precoded student label will identify the student's name, student ID number, birth date, ethnicity, gender, and grade. Each student's label must be placed on the front cover of the test book or answer booklet in the space indicated in order for scores to be reported correctly.

If a precoded student label is not provided for a student, or the information on the label is inaccurate, the student data grid on the back of the test book or answer booklet must be completed. An overage of answer booklets is provided to use for students who do not have a precoded student label or whose label shows inaccurate information.

Check the precoded student label for accuracy:

- If the information on the precoded student label is correct, place the label on the front cover of the test book or answer booklet in the space indicated. After testing, refer to Appendix A.1 for instructions on completing test accommodation information for each student.
- If a precoded student label has been affixed to the front cover of the test book or answer booklet and some information on the label is subsequently determined to be inaccurate, the test book or answer booklet can still be used by doing the following: Place two blank labels over the inaccurate label. Then, bubble all information on the student data grid. Blank labels are sent specifically for this use.

Use the instructions in this section to complete the top section of the student data grid on the back of the answer booklets (or test books for grade 3 and Composition). This information should be completed prior to the administration of the first testing session of the assessment.

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On the back of the answer booklets (or test books for grade 3 and Composition), in the top section, print the student's name, the teacher's name, and the name of the school.

All the following fields must be completed according to the information on the next page.

- * Student Name
- * Birth Date
- * Ethnicity
- * Gender
- * Student ID Number

INSTRUCTIONS FOR COMPLETING STUDENT-IDENTIFYING INFORMATION

SAY

Turn to the back cover of your answer booklet (or test book for grade 3 and Composition). In the top section, print your name, the teacher's name, and the name of the school. I have put the teacher name and school name on the board to show you exactly how they should be printed.

Pause while students complete the information in the header space.

If all students have an answer booklet (or test book for grade 3 and Composition) with a precoded student label affixed on the front cover, proceed to the test administration directions on Page 16 of the Test Directions Manual for Grade 3, and Page 22 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 42 (Composition), or Page 47 (Science or Biology).

Completing the Student Data Grid with Students

If the answer booklets (or test books for grade 3 and Composition) do not have a precoded student label on the front cover—and the student-identifying information on the student data grid has not been completed—proceed with these directions for students to complete the top half of the student data grid.

SAY

Below the top section, find the heading "STUDENT'S NAME." For "Last," start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided. If you do not need all the boxes, leave those boxes blank. Repeat this procedure for "First," and then print the first letter of your middle name under "M.I." Do not print a nickname or shortened name.

Below each box that shows a letter of your name, fill in the appropriate circle for that letter. If you left some boxes blank, fill in the empty circles for those boxes.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

In the section to the right of your name, find the heading "BIRTH DATE." Under "Month," fill in the circle that corresponds to the month of your birth date. Then under "Day," fill in two circles. If you were born on the first through the ninth of the month, fill in a circle for zero and then the number that corresponds to the correct day. For "Year," fill in the two circles that indicate the last two digits of the year you were born.

Pause while students complete this field.

SAY

To the right of "BIRTH DATE," find the heading "ETHNICITY." Fill in the one circle that best identifies your ethnic origins.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

Below “ETHNICITY,” find the heading “GENDER” and fill in the appropriate circle to identify your gender.

Pause.

SAY

Below “BIRTH DATE,” find the heading “STUDENT ID NUMBER.” In the boxes above the circles, print the seven-digit number that is your ID number. Then fill in the appropriate circle below each number.

Pause while students complete this field. Then turn to Page 16 of the Test Directions Manual for Grade 3 (Reading and Mathematics), Page 22 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 42 (Composition), or Page 47 (Science or Biology) for directions to continue the administration.

The remaining information fields on the grid should not be filled in until after the test administration. See below for filling in the lower part of the grid after the test.

COMPLETING ADDITIONAL STUDENT INFORMATION AFTER THE TEST

The following codes could not be precoded and must be completed for all students.

ENGLISH LANGUAGE LEARNER—See Appendix A.2 on Page 33.

Complete the appropriate codes in the following fields for English Language Learners:

ENGLISH LANGUAGE PROFICIENCY LEVEL (mark one)

- | | |
|-----------|-----------|
| ① Level 1 | ③ Level 3 |
| ② Level 2 | ④ Level 4 |

PROGRAM PARTICIPATION (mark all that apply)

- | |
|---|
| <input type="radio"/> Special Education |
| <input type="radio"/> English Language Learner |
| <input type="radio"/> Section 504 |
| <input type="radio"/> Title I Targeted Assisted |
| <input type="radio"/> Home Schooling (not enrolled in a public school) |
| <input type="radio"/> Retake (select option if student has participated in the assessment previously) |

SPECIAL USE ONLY

For the Reading/Mathematics and Science tests, the Special Use Only field is to be used by CTB only. DO NOT MARK in this field.

For the Composition tests, use this field to indicate that a test booklet is invalid.

STUDENTS WITH DISABILITIES (SWD) AND ENGLISH LANGUAGE LEARNERS (ELL) ACCOMMODATIONS

For more information regarding permissible test accommodations for SWD and ELL accommodation levels, see Appendices A.1 and A.2.

District of Columbia Comprehensive Assessment System 2010

Student Name _____

Testing Accommodations Provided to This Student

STUDENTS WITH DISABILITIES (SWD)

Timing/Scheduling Accommodations

- ☐ 01 Extended Time on Subtests
- ☐ 02 Breaks Allowed between Subtests
- ☐ 03 Test Administered over Several Days
- ☐ 04 Flexible Scheduling
- ☐ 05 Breaks Allowed during Subtest
- ☐ 06 Test Administered at Best Time of the Day

Setting Accommodations

- ☐ 01 Small Group Testing
- ☐ 02 Preferential Seating
- ☐ 03 Location with Minimal Distractions
- ☐ 04 Individual Testing
- ☐ 05 Noise Buffer
- ☐ 06 Special Lighting
- ☐ 07 Adaptive or Special Furniture

Response Accommodations

- ☐ 01 Calculator
- ☐ 02 Write in Test Books
- ☐ 03 Dictated Response to Examiner
- ☐ 04 Oral Response to Test
- ☐ 05 Pencil Grip Accommodation
- ☐ 06 Pointing Response
- ☐ 07 Signed and/or Taped Response

Presentation Accommodations

- ☐ 01 Repetition of Directions
- ☐ 02 Simplification of Oral Directions
- ☐ 03 Reading of Test Questions (Math, Science, or Composition Only)
- ☐ 04 Interpretation of Oral Directions
- ☐ 05 Translation of Words and Phrases (Math, Science, or Composition Only)
- ☐ 06 Use of Markers to Maintain Place
- ☐ 07 Amplification Equipment
- ☐ 08 Magnifying Glass
- ☐ 09 Large Print Test Materials
- ☐ 10 Braille Test Materials

Other

- ☐ Please specify. _____

ENGLISH LANGUAGE LEARNERS (ELL)

Direct Linguistic Support—Oral

- ☐ 01 Repetition of Directions
- ☐ 02 Simplification of Oral Directions
- ☐ 03 Oral Reading of Directions
- ☐ 04 Simplification of Writing Prompt
- ☐ 05 Oral Reading of Test in English (Math, Science, or Composition Only)

Direct Linguistic Support—Written

- ☐ 01 English Dictionary
- ☐ 02 Bilingual Word to Word Dictionary

Indirect Linguistic Support

- ☐ 01 Extended Time on Subtests
- ☐ 02 Breaks Allowed Between Subtests
- ☐ 03 Test Administered over Several Days
- ☐ 04 Flexible Scheduling
- ☐ 05 Breaks Allowed during Subtest
- ☐ 06 Test Administered at Best Time of the Day
- ☐ 07 Small Group Testing
- ☐ 08 Preferential Seating
- ☐ 09 Familiar Person Administers Test
- ☐ 10 Use of Markers to Maintain Place

Other

- ☐ Please specify. _____

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Printed in U.S.A.
1 2 3 4 5 6 7 8 9 SCN 12 11 10

Section 4

During Testing—Instructions for Test Chairpersons

During testing, the Test Chairperson should do the following:

- Sign out and sign in secure materials on a daily basis. You may pre-assign materials to help facilitate the process.
- Be available to answer questions that might arise.
- Make sure that directions are not read over the Public Address System.
- Oversee the test administration. Make sure that materials for each test are available and all administration procedures are being followed. Make sure that unspecified supplemental materials are not being used.
- Ensure that all school personnel involved in the test administration adhere to the security guidelines. Any breach of test security must be reported.
- Make sure that the circumstances surrounding significant disruptions in normal testing are documented and kept on file in the school office (e.g., a student is suspected of cheating). Copies of the documentation related to disruptions must be sent to the OSSE Division of Assessment and Accountability.
- Make sure that students requiring extra testing time have the opportunity to complete each test session.
- On each testing day, sign out and sign in all test books and any answer booklets that contain student responses. These secure materials must be returned at the end of testing. The test book (grade 3 and Composition) or answer booklet (grades 4–8 and 10) of any student who attempted any test must be sent in for scoring.
- If there are missing secure materials (i.e., test materials initially received by the Test Administrator but not returned), alert the Principal, LEA Assessment Coordinator, the OSSE Division of Elementary and Secondary Education (email: OSSE.DCCAS@dc.gov), and CTB and document this with as many details as are known.

Section 5

After Testing—Instructions for Test Chairpersons

Step 1 RECEIVING AND CHECKING TEST MATERIALS

Following test administrations, the Test Chairperson should confirm receipt of all materials from each Test Administrator. Immediately contact your LEA Assessment Coordinator and the OSSE Division of Elementary and Secondary Education (email: OSSE.DCCAS@dc.gov) if materials are missing.

Review School Security Checklist

The School Security Checklist for each Test Administrator should be reviewed to ensure that the quantity and the beginning and ending serial numbers for bar-coded materials were signed out and signed in with the Test Administrators. The Chairperson and the Test Administrator should have initialed the materials out and in each day.

Check Group Information Sheet

The Group Information Sheet is shown on the next page. Instructions for checking each section for completeness and accuracy follow.

The appropriate Group Information Sheet for all grades is purple. **CTB Group Information Sheets used for other testing must not be used for the District of Columbia Comprehensive Assessment System.**

The Group Information Sheet contains information precoded for a specific school. Therefore, Group Information Sheets may **not** be exchanged between schools.

Group Information Sheets are no longer precoded by content area. Any Group Information Sheet may be used for any single grade/content area combination. However, the test materials under a single Group Information Sheet must belong to only one content area and one grade.

It is essential that a complete and accurate Group Information Sheet be placed on top of each stack of Reading/Mathematics Test Books (grade 3), Reading/Mathematics Answer Booklets (grades 4–8 and 10), Composition Test Booklets (grades 4, 7, and 10), Science Answer Booklets (grades 5 and 8), or Biology Answer Booklets (grades 8–12) for which scores will be reported together.

Group Information Sheet

1 **TEACHER NAME**

2 **SCHOOL NAME**

3 **Number Students Testing**

GRADE

SPECIAL CODES

ORG-TP (CTB USE)

STRUCTURELEMENT # (CTB USE)

Organization Name: **DISTRICT OF COLUMBIA**

Element/District Name: **DCPS**

SO #: **67551**

State: **DC**

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07-011985-APP-03-24-2010


WHEN YOU CHECK THIS... LOOK FOR THESE:

<p>1 Teacher Name</p>	<p>The Test Administrator's last name should be printed in the boxes, and then the first name or initial if needed. Under each box, the circle with the same letter should be filled in.</p>
<p>2 Number Students Testing</p>	<p>The number of students whose completed test books (grade 3 or Composition) or completed answer booklets (grades 4–8 and 10) are being returned under this Group Information Sheet should be printed in the boxes and the corresponding circles filled in. Fill in a circle for each column, using leading zeros if necessary. This number should not include the answer booklets of any students not tested.</p>
<p>3 Grade</p>	<p>The circle that shows the grade of the students being tested should be filled in. Do <u>not</u> use the "Ungraded" bubble or mix grades under a single Group Information Sheet. Each Group Information Sheet must reflect one grade only.</p>

Step 2 ORGANIZING AND PREPARING TEST MATERIALS

Complete the School/Group List

The School/Group List is shown below. One School/Group List needs to be filled out for Reading/Mathematics (R/M), one for Science and Biology, and one for Composition (COMP). Instructions for checking each section for completeness and accuracy appear on the next page.



District of Columbia Comprehensive Assessment System 2010 SCHOOL/GROUP LIST READING/ MATH

1 District Name: SAMPLE DISTRICT

2 School Name: SAMPLE SCHOOL

District Code: 99

School Code: 9999

PLEASE READ INSTRUCTIONS BELOW COMPLETELY BEFORE BEGINNING:

1. Use a separate School/Group List for each school and content area.
2. Create an entry below for every Group Information Sheet (GIS) completed for your school.
3. Sign and date the form at the bottom of the page.
4. If you have too many groups to fit on one page, you may photocopy this form.

CTB Use	Teacher Name (MUST BE IDENTICAL TO "TEACHER NAME" FIELD ON GIS)	Grade (3 – 10 only)	Number of Scorable Answer Documents	CTB Use (Did Not Receive)

I certify that the information above is complete and correct.

5 Contact Name: _____

6 Signature: _____

Contact Title: _____

Date: _____

Organization Number: **M012463**


Testing Program: **001**

SO Number: **67351S01**

Organization Name: **DC CAS 2010**

Element Name: **0200000xx**

Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>



The appropriate School/Group List is specific to the District of Columbia Comprehensive Assessment System. Any other CTB School/Group Lists used for testing other students must **not** be used for the District of Columbia Comprehensive Assessment System.

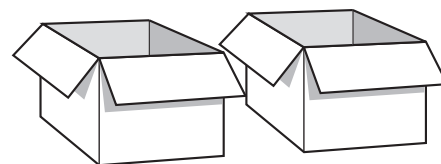
The School/Group List contains information precoded for a specific school. Therefore, School/Group Lists must **not** be exchanged between schools.

WHEN YOU CHECK THIS...	LOOK FOR THIS:
1 District Name, District Code	This information should be precoded.
2 School Name, School Code	This information should be precoded.
3 Teacher Name, Grade	In order of grade, list each group by the name shown on the Group Information Sheet (GIS)—typically the classroom teacher’s name. Then in the “Grade” column, list the grade for each teacher.
4 Number of Scorable Answer Documents	For each group, write the number of scorable answer documents. This should be the same as the “Number Students Testing” on the corresponding GIS. This number should not include non-tested students.
5 Contact Name, Contact Title	Please provide the name of a school site contact person, either the Test Chairperson or another person, and provide the contact person’s title.
6 Signature, Date	The contact person must sign and date the School/Group List on the lines provided.

Step 3 PREPARING TEST MATERIALS FOR SHIPMENT

Reuse Pink Shipping Cartons

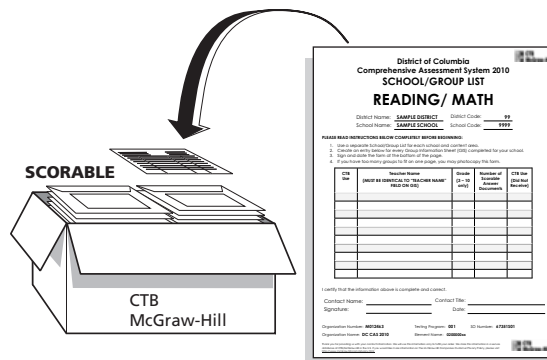
The pink boxes in which test materials were delivered to you are the only boxes permissible for return shipping. Ensure that former labels and other markings have been removed or covered.



When preparing the test materials for shipment, make sure to keep the boxes containing scorable materials separate from the boxes containing nonscorable materials.

Preparing Scorable Test Materials

- Used Reading and Mathematics Test Books (Grade 3)
- Used Reading and Mathematics Answer Booklets (Grades 4–8 and 10)
- Used Composition Test Booklets (Grades 4, 7, and 10)
- Used Science (Grades 5 and 8) and Biology (Grades 8–12) Answer Booklets



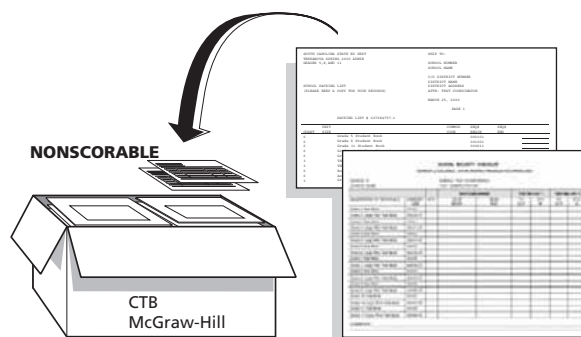
Make sure that responses for students taking the large print version and the Braille version of the test have been transferred to standard answer booklets (or test books for grade 3 and Composition). Important: Be sure to transfer responses into an answer booklet or a test book with the same form number as the large print or Braille version. The standard answer booklets (or test books for grade 3 and Composition) must be packaged with the scorable test materials. All other large print and Braille test materials must be packaged with the nonscorable test materials.

Stack the envelopes containing completed Group Information Sheets and completed test books or answer booklets flat in the cartons. If testing more than one grade, number the envelopes “1 of 4,” “2 of 4,” and so on. Example: If grade 3 scorable materials fit in four envelopes and grade 4 scorable materials fit in two envelopes, then number them so CTB will know where each grade’s materials begin. Place the School/Group List on top of the stacks of envelopes for each associated group of materials.

Write the School Name on the outside of each “scorable” carton and number the cartons “1 of 2,” “2 of 2,” etc.

Preparing Nonscorable Test Materials

Although the students in grades 4–8 and 10 do not mark the Reading and Mathematics, Science, and Biology test books with their responses, the **test books remain secure documents and must be returned to CTB**. Test Chairpersons must also return all *Test Directions* and unused answer booklets to CTB. Do **not** return math manipulatives (punch-out rulers).



Arrange all unused test books **by serial number** (this includes any that may have been provided to make up for shortages). Use the School Packing List and the School Security Checklist that came with your materials to verify that all test books delivered to your school are being returned. Place all **unused** grade 3 and Composition test books and **all** grades 4–8 and 10 Reading, Mathematics, Science, and Biology test books in cartons for returning test materials, with the original copy of the School Packing List and the School Security Checklist on top. Retain a copy of each for your files. Write your School Name on the outside of each “nonscorable” carton and number the cartons “1 of 3,” “2 of 3,” and “3 of 3.”

Add Packing Material to Cartons

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.

Step 4 SHIPPING TEST MATERIALS

Attach the Appropriate (“Scorable” or “Nonscorable”) Shipping Label to Each Carton

Attach or affix the appropriate shipping label to each carton of materials. These labels are included in your Test Chairperson’s Packet. Labels should be placed on the side of the box, in the white space marked “PLACE CTB/MCGRAW-HILL BARCODE RETURN LABEL HERE.” Do not place the label on the top of the box.

Use the yellow labels for the **scorable** materials. Use the blue labels for the cartons of **nonscorable** materials: **unused** test books for grade 3 and Composition, and/or **all** test books for grades 4–8 and 10 Reading, Mathematics, Science, and Biology.

Mark the Cartons

On the yellow return shipping label, fill in the number of scorable boxes you are returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”

On the blue return shipping label, fill in the number of nonscorable boxes you are returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”

Return shipping labels are scannable and cannot be photocopied. Yellow labels and blue labels are **not** interchangeable. If more return shipping labels of either color are needed, contact CTB Customer Service.

Ship Cartons to CTB/McGraw-Hill

After you have finished packaging, sealing, labeling, and numbering your boxes, you will be ready to schedule the retrieval of materials with

Return Shipping

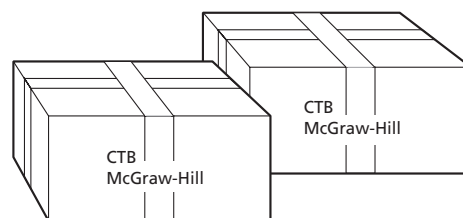
The return shipping window will be open from 5/3/10–5/4/10.

A yellow return shipping label for Scorable Materials. It features a box with an 'S' in the top left and 'DC' in the top right. The text reads: 'District of Columbia DC-CAS Scorable Materials'. Below this, it says 'FROM: DIST DCPS SCH ADAMS ES' and 'DIST: 01 S/Cap: 0201'. The address is 'TO: CTB/McGraw-Hill - Delran Scoring 801 Delran Parkway Delran, NJ 08023' with phone number 'PH: (800) 994-6379'. There is a line for 'BOX ___ OF ___'. A barcode is present with the number '32S-M011937001-030000001-000033'. A note at the bottom says 'CTB USE ONLY - DO NOT COVER THIS LABEL'.

YELLOW–Scorable Materials

A blue return shipping label for Nonscorable Materials. It features a box with a 'U' in the top left and 'DC' in the top right. The text reads: 'District of Columbia DC-CAS Non-Scorable Materials'. Below this, it says 'FROM: DIST DCPS SCH ADAMS ES' and 'DIST: 01 S/Cap: 0201'. The address is 'TO: CTB/McGraw-Hill - Delran Scoring 801 Delran Parkway Delran, NJ 08023' with phone number 'PH: (800) 994-6379'. There is a line for 'BOX ___ OF ___'. A barcode is present with the number '32U-M011937001-030000001-000045'. A note at the bottom says 'CTB USE ONLY - DO NOT COVER THIS LABEL'.

BLUE–Nonscorable Materials



Assessment Distribution Services (ADS). Please note that the scheduled retrieval takes place several days after you make your arrangements with ADS and will **not** occur on the same day. You or your principal's designee must plan to be present at your site during the confirmed retrieval date to ensure that test materials are picked up. **The retrieval window for the Spring 2010 DC CAS will be May 3–May 4, 2010,** to ensure that all materials are processed within the allotted time.



Assessment Distribution Services (ADS) Retrieval Process

1. ADS will contact **all** sites (except those out-of-state) three days prior to pickup to confirm retrieval date.
2. Sites will need to provide ADS with box counts of both nonscorable and scorable materials during call.
3. Sites will receive confirmation email from ADS within 24 hours of scheduling with retrieval information.
4. ADS drivers will arrive at site on confirmed date to pick up materials and provide a bill of lading for record.

Note: Two attempts to schedule material retrieval will be made by ADS. If no answer on first attempt, a voice message will be left with callback instructions. If no answer on second attempt, sites will automatically be assigned a retrieval date and email notification sent out to designated contact.

Sites that have completed testing and packaged all materials for pickup may also contact ADS directly at **800-840-9965** to schedule retrieval. These sites should plan to store their materials in a secured location as they will **not** be retrieved by ADS prior to the designated retrieval window (May 3–4, 2010). When contacting ADS for scheduling pickup, sites should state they are calling from "*(name of school)* in Washington DC for pickup of DC CAS testing materials." Email confirmation will be provided to these sites detailing pickup information.

If you have any questions or have difficulty scheduling your material retrieval, please call **Assessment Distribution Services (ADS) at 800-840-9965 or the CTB Customer Services line at 800-994-8579.**

All materials must be picked up by close of business, May 4, 2010.

Appendix A.1: Special Education Test Accommodations

Timing/Scheduling Accommodations

1. Extended time on subtests
2. Breaks allowed between subtests
3. Test administered over several days
4. Flexible scheduling
5. Breaks allowed during subtest
6. Test administered at best time of day

Setting Accommodations

1. Small group testing
2. Preferential seating
3. Location with minimal distractions
4. Individual testing
5. Noise buffer
6. Special lighting
7. Adaptive or special furniture

Response Accommodations

1. Calculator
2. Write in test books
3. Dictated response to examiner
4. Oral response to test
5. Pencil Grip Accommodation
6. Pointing response
7. Signed and/or taped response

Presentation Accommodations

1. Repetition of directions
2. Simplification of oral directions
3. Reading of test questions (Math, Science, or Composition only)
4. Interpretation of oral directions
5. Translation of words and phrases (Math, Science, or Composition only)
6. Use of markers to maintain place
7. Amplification equipment
8. Magnifying glass
9. Large print test materials
10. Braille test materials

Appendix A.2: Approved Accommodations for English Language Learner (ELL) Students

The English Language Proficiency (ELP) level for each student is determined by the student's ACCESS for ELLs or W-APT test score. Schools have the option to choose accommodations appropriate for their students from among those permitted for their ELP level.

Note: All of the accommodations listed below are permitted for ELL students in ELP levels 1–4 on all assessments except “Oral Reading of Test in English” and “Breaks Allowed During Subtest.” These two accommodations are only permitted for ELP Level 1 students, and “Oral Reading of Test in English” is only permitted on the math, science and composition tests.

Direct Linguistic Support—Oral

- Repetition of Directions
- Simplification of Oral Directions
- Oral Reading of Directions
- Simplification of Writing Prompt
- Oral Reading of Test in English (Math, Science, or Composition Only) (ELP Level 1 Only)

Direct Linguistic Support—Written

- English Dictionary (Math, Science, or Composition Only)
- Bilingual Word to Word Dictionary (Math, Science, or Composition Only)

Indirect Linguistic Support

- Extended Time on Subtests
- Breaks Allowed Between Subtests (ELP Level 1 Only)
- Test Administered Over Several Days
- Flexible Scheduling
- Breaks Allowed During Subtest (3–5 minutes)
- Test Administered at Best Time of the Day
- Small Group Testing
- Preferential Seating
- Familiar Person Administers Test
- Use of Markers to Maintain Place

Important Notes:

- 1. Students receiving a dictionary accommodation must also be provided with extended time.**
- 2. Students receiving oral reading, breaks during subtests, use of dictionaries, or extended time accommodations must be tested in a separate setting.**
- 3. The use of unfamiliar accommodations may have a negative impact on student's performance. Only those accommodations familiar to students which facilitate measurement of their content knowledge and skills should be used.**

Appendix B: Test Site Observation Report

TEST SITE OBSERVATION REPORT

Test Location _____

Classroom # _____

Cafeteria _____

Gym _____

Other (specify) _____

Number of Students Tested in Location _____

Number of Adults in the Test Location _____

PART A

School: _____

Test Chairperson's Name: _____

Date: _____ Observer: _____

Please complete the following information by placing a check in the appropriate column.

TEST SECURITY	Yes	No	Not Observed
1. Tests were stored in a secure area.			
2. There was an observable plan for the distribution of test materials to test examiners and proctors each day that required them to sign materials in and out.			
3. Tests were returned promptly upon the completion of the testing session each day.			
4. Procedures were in place to distribute and retrieve secure test materials used in make up sessions.			
5. Adequate provisions were made for students who arrived late to school.			
6. Adequate provisions were made for students in grades that were not tested.			
7. Adequate provisions were made for students who needed accommodations to complete the test without disrupting testing for other students.			
8. Students who required additional time completed the session during the period scheduled for the day. That is, no student in general education began a test session and completed it on another day, after lunch, etc.			
9. School adhered to required testing schedule.			
10. Copies of letters to parents of students who are in Special Populations are on file.			

TEST SITE OBSERVATION REPORT

PART B

ADMINISTRATIVE PROCEDURES	Yes	No	Not Observed
1. Proctors monitor assigned stations			
2. Examiner's Manual available and used by test administrator			
3. Sufficient supply of tests were available for administration			
4. Extra pencils, erasers, scratch paper supplied and available to students			
5. Test materials handed to each examinee individually by a member of the test administration team			
6. Test materials checked to ensure that answer booklets (grades 4–8 and 10) correspond to the correct test book forms and grades			
7. Students are informed of the procedures that will be used to accommodate students who need extra time to complete the test sessions?			
8. Adherence to test directions as stated in the manual			
9. Test administration process started on time as scheduled			
10. No students admitted after the start of testing			
11. Test administrator adhered to suggested time limits			
12. Students checked as to their correct use of answer booklet			
13. Students periodically informed as to the amount of time remaining for testing			
14. Materials collected promptly, systematically, completely from each student			
15. Test material checked and counted before dismissal of examinees			

SEATING ARRANGEMENTS	Yes	No	Not Observed
1. Adequate spacing was provided between seats and rows for self-reliance by students			
2. Provisions for left-handed examinees			
3. All examinees facing forward and in the same direction (unless tables were used)			

TEST ENVIRONMENT	Yes	No	Not Observed
1. Desks/tabletops clear			
2. Good heat, light, ventilation			
3. Limitation of unnecessary interruptions			
4. Good atmosphere for quiet work			
5. Administration free of disturbances or irregularities			
6. Students cooperating with test administration directives			
7. Bulletin boards were appropriate for test security			

DELIVERY OF TEST DIRECTIONS	Yes	No	Not Observed
1. Provisions for microphone for large groups			
2. Clear, loud voice heard all over room			
3. Instructions read clearly and verbatim from manual			

TEST SITE OBSERVATION REPORT

PART C: School Summary Findings

After completing Parts A and B, please evaluate the total school program using the rating scale below:

		Extremely Poor 1	Poor 2	Fair 3	Good 4	Excellent 5	Not Observed 6
1.	Test Security	()	()	()	()	()	()
2.	Administrative Procedures	()	()	()	()	()	()
3.	Seating Arrangements	()	()	()	()	()	()
4.	Accommodations for Special Populations	()	()	()	()	()	()
5.	Test Environment	()	()	()	()	()	()
6.	Delivery of Test Directions	()	()	()	()	()	()
7.	Overall Rating of Program	()	()	()	()	()	()

Overall Comments:

Monitor's Signature: _____ Date: _____

Appendix C: Comment Fax Form

COMMENT FAX FORM

The OSSE Division of Assessment and Accountability and CTB appreciate your comments and suggestions with respect to the categories listed below. Attach additional pages if necessary.

FAX YOUR COMPLETED FORMS TO:

CTB DC-CAS Customer Service Phone Number: 866-282-2251

PROCEDURES:

SECURITY:

TEST MANUALS:

TEST BOOKS AND/OR ANSWER BOOKLETS:

RECEIPT OF MATERIALS:

PACKAGING AND RETURN OF MATERIALS:

OTHER:

Appendix D: Short/Add Fax Form—Reading and Math



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Reading and Math

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books and answer booklets are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
____ Grade 3 Test Book Form 1, Form 2, Form 3, Form 4	21696-01 and 02, 03, 04
____ Grade 4 Test Book Form 1, Form 2, Form 3, Form 4	21697-01 and 02, 03, 04
____ Grade 5 Test Book Form 1, Form 2, Form 3, Form 4	21698-01 and 02, 03, 04
____ Grade 6 Test Book Form 1, Form 2, Form 3, Form 4	21699-01 and 02, 03, 04
____ Grade 7 Test Book Form 1, Form 2, Form 3, Form 4	21700-01 and 02, 03, 04
____ Grade 8 Test Book Form 1, Form 2, Form 3, Form 4	21701-01 and 02, 03, 04
____ Grade 10 Test Book Form 1, Form 2, Form 3, Form 4	21702-01 and 02, 03, 04
____ Grade 4 Answer Book Form 1, Form 2, Form 3, Form 4	21727-01 and 02, 03, 04
____ Grade 5 Answer Book Form 1, Form 2, Form 3, Form 4	21728-01 and 02, 03, 04
____ Grade 6 Answer Book Form 1, Form 2, Form 3, Form 4	21729-01 and 02, 03, 04
____ Grade 7 Answer Book Form 1, Form 2, Form 3, Form 4	21730-01 and 02, 03, 04
____ Grade 8 Answer Book Form 1, Form 2, Form 3, Form 4	21731-01 and 02, 03, 04
____ Grade 10 Answer Book Form 1, Form 2, Form 3, Form 4	21732-01 and 02, 03, 04
____ Grade 3 Test Directions	2700950
____ Grade 4-8 & 10 Test Directions	2700951
____ Grades 3 & 4 Math Manipulatives	53493
____ Grades 6, 7, 8 & 10 Math Manipulatives	53494
____ Grade 10 Math Reference Sheet	48553

Test Chairperson Kit (Please encourage photocopying whenever possible.)

- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books and Answer Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix E: Short/Add Fax Form—Composition



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Composition

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: (____) _____ Fax Number: (____) _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
_____ Grade 4 Test Book	2700947
_____ Grade 7 Test Book	2700948
_____ Grade 10 Test Book	2700949

Title	Code
Grade 4, 7, & 10 Test Directions	2700951
Grade 4, 7, & 10 Student Scratch Paper	2701149

Test Chairperson Kit (Please encourage photocopying whenever possible.)

- _____ School/Group List (SGL) – may be photocopied
- _____ Group Information Sheet (GIS) – DO NOT photocopy
- _____ Return envelopes for Test Books – Code 67316
- _____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- _____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix F: Short/Add Fax Form—Science



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Science/Biology

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
_____ Grade 5 Science Test Book Form 1, 2, 3, 4	21703–01, 02, 03, 04
_____ Grade 8 Science Test Book Form 1, 2, 3, 4	21704–01, 02, 03, 04
_____ High School Biology Test Book Form 1, 2, 3, 4	21726–01, 02, 03, 04
_____ Grade 5 Science Answer Book Form 1, 2, 3, 4	21733–01, 02, 03, 04
_____ Grade 8 Science Answer Book Form 1, 2, 3, 4	21734–01, 02, 03, 04
_____ High School Biology Answer Book Form 1, 2, 3, 4	21735–01, 02, 03, 04

Title	Code
_____ Grade 5, 8 & High School Test Directions	2700951

Test Chairperson Kit (Please encourage photocopying whenever possible.)

- _____ School/Group List (SGL) – may be photocopied
- _____ Group Information Sheet (GIS) – DO NOT photocopy
- _____ Return envelopes for Test Books and Answer Books – Code 67316
- _____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- _____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix G: Local School Responsibilities In Implementing The State Assessment Programs

Public schools in the District of Columbia and private/residential schools that receive tuition payments for DC students are required to implement the state assessment programs according to the guidelines established by the Office of the State Superintendent. Therefore, school administrators, test chairpersons, test administrators, proctors and other identified personnel who assist with the local school testing programs are expected to review and adhere to State guidelines in executing their professional responsibilities to their local programs.

The primary responsibilities of the principal, test chairperson, local school testing committee, and proctor in implementing the state assessments are as follows:

The Principal is responsible for:

- ☐ Ensuring that the test coordinator is trained in establishing and coordinating the local school testing program
- ☐ Monitoring the local school testing program
- ☐ Ensuring that the state assessment guidelines are followed as outlined in the coordinator's and administrators' manuals
- ☐ Ensuring that parents are notified of the testing program in the school
- ☐ Ensuring that all building personnel are informed of test security and test integrity guidelines
- ☐ Ensuring that students who require accommodations receive the appropriate accommodations
- ☐ Identifying a secured area for keeping all test materials
- ☐ Ensuring test security at all times
- ☐ Ensuring that all persons responsible for handling, administering, or proctoring the tests are trained in accordance with the professional test administration procedures
- ☐ Ensuring that all secured materials are packaged and returned as mandated
- ☐ Ensuring that any test impropriety is documented and reported to the Office of the State Superintendent, Division of Assessment and Accountability in a timely manner
- ☐ Monitoring school procedures to ensure that students are provided the opportunity to complete all test sessions within the guidelines established by the OSSE, Division of Assessment and Accountability
- ☐ Ensuring that all persons responsible for handling, administering, or proctoring the tests sign the Confidentiality Agreement Form

The Test Chairperson is responsible for:

- ☐ Attending the DC CAS training sessions
- ☐ Organizing and monitoring the school testing program to ensure that the state assessment guidelines are followed as mandated
- ☐ Ensuring that seamless procedures are established and disseminated that allow students to complete the test sessions within the guidelines established by the OSSE, Division of Assessment and Accountability
- ☐ Conducting the test administration training for school personnel involved in the implementation of the program
- ☐ Checking and distributing the test materials
- ☐ Ensuring that appropriate quantities of materials are requested
- ☐ Collaborating with the Principal to establish school testing schedule and sufficient number of proctors
- ☐ Identifying appropriate test sites
- ☐ Ensuring that appropriate conditions and accommodations are established for students who require accommodations
- ☐ Maintaining the security of the test materials
- ☐ Supervising testing
- ☐ Completing documentation as required in the test manuals
- ☐ Preparing test materials for return shipment to mandated site
- ☐ Reporting, as directed by the Principal, any testing irregularity (See Security Guidelines in Test Chairperson's Manual)

The Testing Committee is responsible for:

- ☐ Assisting the Test Chairperson in organizing and monitoring the school testing program
- ☐ Understanding state testing irregularities and policy breaches
- ☐ Assisting (if needed) the Test Chairperson in conducting training on the administration of the state assessment
- ☐ Ensuring test security
- ☐ Assisting the Test Chairperson with checking and distributing test materials
- ☐ Assisting the Test Chairperson in returning test materials to the secure area in the school
- ☐ Assisting the Test Chairperson in packaging test materials for return to the appropriate site
- ☐ Other responsibilities as required

The Test Administrator is responsible for:

- ☐ Conducting the testing sessions as outlined in the Test Directions, Test Chairperson's Manual, and Test Site Observation Checklist
- ☐ Clarifying all questions regarding testing policy or procedures with the Principal or Test Chairperson
- ☐ Understanding state testing irregularities and policy breaches
- ☐ Establishing the testing climate within the test site
- ☐ Coordinating the distribution and return of test booklets and answer sheets to students
- ☐ Ensuring that students who require accommodations receive the appropriate accommodations
- ☐ Ensuring that each student has the correct test form and answer booklet
- ☐ Ensuring that students are given the procedures to be followed in finishing a testing session early or for requesting additional time
- ☐ Monitoring
- ☐ Accounting for and maintaining the security of all test materials
- ☐ Checking and completing all required documentation
- ☐ Adhering to test directions and administration guidelines
- ☐ Apprising the Test Chairperson of all testing irregularities

The Proctor is responsible for:

- ☐ Understanding state testing irregularities and policy breaches
- ☐ Assisting the Test Administrator with receipt and maintenance of test materials
- ☐ Assisting the Test Administrator with the distribution and return of test materials
- ☐ Ensuring that students are completing the test as required in the test guidelines
- ☐ Assisting in maintaining the integrity of the testing process
- ☐ Assisting the Test Administrator with the required test accommodations for students in the special populations
- ☐ Ensuring test security
- ☐ Other responsibilities as needed

Appendix H: Test Security and Non-Disclosure Agreement



STATE TEST SECURITY AND NON-DISCLOSURE AGREEMENT

This form must be signed by each person involved in the administration of the state test.

Each local education agency (LEA) is responsible for ensuring that **all** staff involved in the administration of the state test have signed this form.

The LEA shall retain on file the signed forms for a period of four years.

I have been trained in the District of Columbia State Test Security Guidelines and testing protocols. I understand the guidelines and protocols. It is my understanding that:

1. The state test materials are secure and confidential documents and must be secured at all times;
2. No part of the test should be reproduced in any form; and
3. Contents of the test shall not be discussed, reviewed, or shared.

I agree to abide by all state test security guidelines and I understand the sanctions and penalties for violations of state security guidelines.

I have read, understand, and agree to abide by the District of Columbia Public Education Reform Act of 2007 (DC Act 17-38 and the District of Columbia Code, § 17-0038 Chapter 23 (Title 5 of the D.C. Municipal Regulations) 23.11.1.

Print Name: _____

Position: _____

LEA: _____

School: _____

Date: _____

Signature: _____

810 First Street, NE, Washington, DC 20002
Phone: 202-741-0256 ♦ Fax: 202-724-7656 ♦ www.osse.dc.gov



Website: www.osse.dc.gov

DECLARATION OF COMPLIANCE WITH SUBPOENA

(b) (6), (b) (7)(C)

I, (b) (6), (b) (7)(C), having knowledge of the facts and circumstances relating to the production of documents in response to the subpoena duces tecum issued by the United States Department of Education, Office of Inspector General, to me dated 8-24-11 do hereby declare that all of the records commanded by the subpoena have been produced to the Office of Inspector General, and that the records provided are complete, authentic, and in full compliance with the subpoena and that no document required by the subpoena has been destroyed or altered since receipt of the subpoena. Any records required by the subpoena that have been withheld from production under a claim of privilege or otherwise have been identified on a separate document attached hereto and incorporated herein, along with the reasons for withholding the records.

I DECLARE UNDER PENALTY OF PERJURY THAT THE FOREGOING IS TRUE AND CORRECT.

Executed on this 6th day of September 2011

(b) (6), (b) (7)(C)

By:

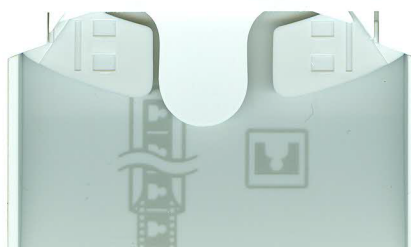
(Signature)

(b) (6), (b) (7)(C)

(Title)

9-6-11

(Date)





UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATIVE SERVICES
Mid-Atlantic Region
550 12th Street SW, Suite 8025
Washington, DC 20202-1500
Phone (202) 245-6918
Fax (202) 245-7087

AUG 24 2011

(b) (6), (b) (7)(C)

Attention: Custodian of Records

Pursuant to 5 U.S.C. app. 3, sections 4, 6(a)(4), the enclosed subpoena duces tecum has been issued by the Office of Inspector General of the United States Department of Education. The materials identified should be produced as indicated on the subpoena.

This subpoena may be satisfied by mailing the requested documents and a signed copy of the attached Declaration of Compliance to the address listed below on or before the specified date:

Special Agent (b) (6), (b) (7)(C)
U.S. Department of Education
Office of Inspector General
550 12th Street, SW, 8th Floor
Washington, DC 20024

If for any reason any of the required materials are not furnished, list and indicate the location of such materials and the reason for nonproduction. In addition, if any document called for is withheld because of a claim of attorney-client privilege, identify: (a) the attorney and client involved; (b) all persons or entities who were involved in the preparation of the document; (c) all persons or entities who received the document; (d) all persons or entities known to have been furnished the document or informed of its substance; (e) the date of the document; and (f) the subject matter of the document.

If you have any questions, you may contact Special Agent (b) (6), (b) (7)(C) at (b) (6), (b) (7)(C) or me at (b) (6), (b) (7)(C).

Sincerely,

Steven D. Anderson
Special Agent in Charge



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
INVESTIGATIVE SERVICES
Mid-Atlantic Region
550 12th Street SW, Suite 8025
Washington, DC 20202-1500
Phone (202) 245-6918
Fax (202) 245-7087

SUBPOENA DUCES TECUM

TO: (b) (6), (b) (7)(C)

Attention: Custodian of Records

YOU ARE HEREBY COMMANDED TO APPEAR BEFORE Special Agent (b) (6), (b) (7)(C), a duly authorized representative of the Office of Inspector General at 550 12th Street S.W., 8th Floor, in the city of Washington in the District of Columbia, on the 6th Day of September, 2011, at 9 o'clock a.m., and produce certain documentary evidence specified below (or in an attachment hereto) which is necessary in the performance of the responsibility of the Inspector General to conduct and supervise investigations, audits, and perform such other functions as are necessary to promote economy, efficiency, and effectiveness in the administration of, and to prevent and detect fraud, waste, and abuse in and relating to, the programs and operations of the U.S. Department of Education.

YOU ARE FURTHER COMMANDED to bring with you and produce and provide at said time and place the following: SEE ATTACHMENT A.

Please direct all inquires about this subpoena to Special Agent (b) (6), (b) (7)(C) at (b) (6), (b) (7)(C) and fax: (b) (6), (b) (7)(C).

ISSUED UNDER THE AUTHORITY OF THE INSPECTOR GENERAL ACT, TITLE 5 U.S.C. APP. 3, SECTIONS 4, 6(a)(4).

OFFICE OF INSPECTOR GENERAL

BY:

Steven D. Anderson
Special Agent in Charge

DATE:

AUG 24 2011

Eduneering, Inc.
Subpoena Attachment A

Produce copies of all the following records:

1. Any and all documents and information associated with the opinion, recommendations or other services provided by you to District of Columbia Public Schools (DCPS) concerning potential cheating on standardized tests within the District of Columbia School System, including but not limited to:
 - a. audio/video recordings, memorandums of interviews, notes, internal memorandums, analyses, statements and investigative materials;
 - b. correspondence between the District of Columbia and Eduneering, including electronic correspondence.
2. Any and all documents and information related to DCPS standardized test procedures, potential cheating or other improper test related procedures within DCPS.



United States Department of Education

OFFICE OF INSPECTOR GENERAL

PRIVACY ACT NOTIFICATION

The Privacy Act of 1974, 5 U.S.C. § 552a(e), requires the Office of Inspector General (OIG), U.S. Department of Education (Department), to provide you with this notice when requesting information from you.

Authority for the Solicitation of Information

This information request is in connection with an official inquiry under the authority of the Inspector General Act of 1978, 5 U.S.C. app. 3, as amended, and the regulations governing the programs and activities of the Department contained in Title 34 of the Code of Federal Regulations. Department employees are required by paragraph VI.A.3 of ACS Directive OIG:1-102, "Cooperation with the Office of Inspector General," to respond to all official requests of representatives of the OIG unless providing information may tend to incriminate the employee. Individuals and entities that have contract- or grant-based relationships with the Federal government may be required, by the terms of such relationship, to provide information. Information requested by administrative subpoena is required to be provided to OIG. In all other circumstances, providing information to the OIG is voluntary.

Principal Purpose for Solicitation of Information

The Office of Inspector General will use the information you provide to evaluate Department programs and operations and to detect fraud, waste, abuse, or mismanagement in such programs and operations.

Routine Uses of the Solicited Information

The information you provide will be incorporated into a system of records known as the Investigative Files of the Inspector General ED/OIG. It may be disseminated outside of the Department in accordance with published routine uses set forth on the reverse of this form.

Consequences of Failure to Furnish Information

The failure of a Department employee to supply the requested information when disclosure of such information is mandatory may result in administrative sanctions against the employee including removal from the Federal service. The failure of a contractor or grantee to provide information required under the provisions of the contract, grant, or Department regulations may result in administrative sanctions. The failure of a subpoena recipient to supply requested documents and information may cause the OIG to seek judicial enforcement of the subpoena in an appropriate United States District Court. If the court enforces the subpoena and you thereafter fail to provide the information, you may be subject to civil and/or criminal sanctions for contempt of court.

ROUTINE USES OF THE INFORMATION

Information may be disseminated outside of the Department of Education in accordance with the following routine uses:

1. *Law Enforcement.* Information may be disclosed to any Federal, State, local, or foreign agency or other public authority responsible for enforcing, investigating, or prosecuting violations of law or regulation if that information is relevant to any enforcement, regulatory, investigative or prosecutorial responsibility of the receiving entity.

2. Information may be disclosed to public or private sources to the extent necessary to obtain information from those sources relevant to an OIG investigation, audit, inspection, or other inquiry.

3. *Employment, Employee Benefit, Clearance, Contracting Decisions.*

(a) Information may be disclosed to a Federal, State, local or foreign agency maintaining civil, criminal, or other relevant enforcement or other pertinent records, or to another public authority or professional organization, if necessary to obtain information relevant to a Department decision concerning the hiring or retention of an employee or other personnel action, the issuance or retention of a security clearance, the letting of a contract, or the issuance or retention of a license, grant, or other benefit. (b) Information may be disclosed to a Federal, State, local, or foreign agency, other public authority, or professional organization in connection with the hiring or retention of an employee or other personnel action, the issuance or retention of a security clearance, the letting of a contract, or the issuance or retention of a license, grant, or other benefit.

4. *Disclosure to Public and Private Sources in Connection with the Higher Education Act of 1965, as Amended (HEA).* The OIG may disclose information from this system of records as a routine use to facilitate compliance with program requirements to any accrediting agency that is or was recognized by the Secretary of Education pursuant to the HEA; to any educational institution or school that is or was a party to an agreement with the Secretary of Education pursuant to the HEA; to any guaranty agency that is or was a party to an agreement with the Secretary of Education pursuant to the HEA; or to any agency that is or was charged with licensing or legally authorizing the operation of any educational institution or school that was eligible, is currently eligible, or may become eligible to participate in any program of Federal student assistance authorized by the HEA.

(5) *Litigation Disclosure.*

(a) *Disclosure to the Department of Justice.* If the disclosure of certain records to the Department of Justice (DOJ) is relevant and necessary to litigation and is compatible with the purpose for which the records were collected, those records may be disclosed. Such a disclosure may be made in the event that one of the parties listed below is involved in the litigation, or has an interest in the litigation: (i) The Department or any component of the Department; (ii) Any employee of the Department in his or her official capacity; (iii) Any employee of the Department in his or her individual capacity where the Department of Justice has agreed to represent the employee or in connection with a request for such representation; or (iv) The United States, where the Department determines that the litigation is likely to affect the Department or any of its components.

(b) *Other Litigation Disclosure.* If disclosure of certain records to a court, adjudicative body before which the Department is authorized to appear, individual or entity designated by the Department or otherwise empowered to resolve disputes, Counsel or other representative, or potential witness is relevant and necessary to litigation and is compatible with the purpose for which the records were collected, those records may be disclosed as a routine use to the court, adjudicative body, individual or entity, Counsel or other representative, or potential witness. Such a disclosure may be made in the event that one of the parties listed below is involved in the litigation, or has an interest in the litigation: (i) The Department, or any component of the Department; (ii) Any employee of the Department in his or her official capacity; (iii) Any employee of the Department in his or her individual capacity where the Department has agreed to represent the employee; or (iv) The United States, where the Department determines that the litigation is likely to affect the Department or any of its components.

6. *Contractors/Consultants.* Information may be disclosed to the employees of any entity or individual with whom or with which the Department contracts for the purpose of performing any functions or analyses that facilitate or are relevant to an OIG investigation, audit, inspection, or other inquiry. Before entering into such a contract, the Department shall require the contractor to maintain Privacy Act safeguards, as required under 5 U.S.C. 552a(m) with respect to the records in the system.

7. *Debarment/Suspension.* Information may be disclosed to another Federal agency considering suspension or debarment action where the information is relevant to the suspension or debarment action. Information may also be disclosed to another agency to gain information in support of the Department's own debarment and suspension actions.

8. *Department of Justice.* Information may be disclosed to the Department of Justice, to the extent necessary for obtaining its advice on any matter relevant to Department of Education programs or operations.

9. *Congress.* Information may be disclosed to a member of Congress from the record of an individual in response to an inquiry from the member made at the written request of that individual. The member's right to the information is no greater than the right of the individual who requested it.

10. *Benefit Program.* Information may be disclosed to any Federal, State, local or foreign agency, or other public authority, if relevant to the prevention or detection of fraud and abuse in benefit programs administered by any agency or public authority.

11. *Overpayment.* Information may be disclosed to any Federal, State, local or foreign agency, or other public authority, if relevant to the collection of debts and overpayments owed to any agency or public authority.

12. *Disclosure to the Council of the Inspectors General on Integrity and Efficiency (CIGIE).* The OIG may disclose records as a routine use to members and employees of the CIGIE for the preparation of reports to the President and Congress on the activities of the Inspectors General.

13. *Disclosure for Qualitative Assessment Reviews.* The OIG may disclose records as a routine use to members of the CIGIE, the DOJ, the U.S. Marshals Service, or any Federal agency for the purpose of conducting qualitative assessment reviews of the investigative operations of the Department of Education, Office of Inspector General to ensure that adequate internal safeguards and management procedures are maintained.

14. *Disclosure to the Recovery Accountability and Transparency Board (RATB).* The OIG may disclose records as a routine use to the RATB for purposes of coordinating and conducting oversight of American Recovery and Reinvestment Act funds to prevent fraud, waste, and abuse.

15. *Disclosure in the Course of Responding to Breach of Data.* The OIG may disclose records from this system to appropriate agencies, entities, and persons when (a) the OIG suspects or has confirmed that the security or confidentiality of information in the system of records has been compromised; (b) the OIG has determined that as a result of the suspected or confirmed compromise there is a risk of harm to economic or property interests, identity theft or fraud, or harm to the security or integrity of this system or other systems or programs (whether maintained by the Department or another agency or entity) that rely upon the compromised information; and (c) the disclosure made to such agencies, entities, and persons is reasonably necessary to assist in connection with the OIG's efforts to respond to the suspected or confirmed compromise and prevent, minimize, or remedy such harm.

These routine uses are published in full at 68 Fed. Reg. 38154-58 (June 26, 2003) and 75 Fed. Reg. 33608-10 (June 14, 2010).



United States Department of Education

OFFICE OF INSPECTOR GENERAL

NOTIFICATION TO SUBMITTERS OF CONFIDENTIAL COMMERCIAL INFORMATION

You have or may be asked to submit to the Office of Inspector General (OIG), U.S. Department of Education, information in connection with an investigation, audit, inspection, or other inquiry pursuant to the Inspector General Act of 1978, as amended, 5 U.S.C. app. 3. This is to notify you that if you deem any of this information to be "confidential commercial information," you may take steps to so designate that information to protect its confidentiality if at a future point in time a request is made for disclosure of this information under the Freedom of Information Act (FOIA).

"Confidential commercial information" means records that may contain material exempt from release under Exemption 4 of the FOIA (pertaining to trade secrets and commercial or financial information that is privileged or confidential), because disclosure could reasonably be expected to cause substantial competitive harm.

You may use any reasonable method you believe appropriate and which is acceptable to the OIG to indicate which documents and information you deem to fall into the category of confidential commercial information. Please be as specific as possible in segregating the information that you consider to be "confidential commercial information" from any other information you are providing to the OIG. This may be done before such information is provided to the OIG if feasible, but only if it will not delay or interfere with production of the information or delay or interfere with the OIG's investigation, audit, inspection, or other inquiry. Otherwise, you may so designate this information within a reasonable period of time after the information is provided to the OIG.

If a FOIA request is received by the OIG for information you have designated as confidential commercial information, the OIG is nevertheless required by law to make its own independent determination of whether the FOIA requires disclosure of the information or whether it should be withheld pursuant to Exemption (b)(4) or any other exemption of the FOIA. If the OIG determines that it may be required to disclose pursuant to the FOIA that information you have designated or other information that the OIG has reason to believe could reasonably be expected to cause substantial competitive harm, to the extent permitted by law, we will make a good faith effort to notify you and provide you with a reasonable opportunity to object to such disclosure and to state all grounds upon which you oppose disclosure. We will give careful consideration to all specified grounds for nondisclosure prior to making our final decision.

If we nonetheless believe that disclosure is required, we will provide you with a statement explaining why your objections were not sustained and specifying a disclosure date. To the extent permitted by law, this statement will be provided to you in a reasonable number of days prior to the specified disclosure date. Furthermore, if disclosure of the designated information is denied pursuant to an exemption under the FOIA and an administrative or judicial appeal is taken by the FOIA requester, we will make a good faith effort to notify you promptly.

The procedures outlined in this notice are intended only to improve the internal management of the OIG and are not intended to create any right or benefit, substantive or procedural, enforceable at law by a party against the United States, its agencies, its officers, or any person.

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FEDERAL BUREAU OF INVESTIGATION

Date of transcription 07/29/2011

Adell Cothorne (Cothorne) residing at [REDACTED] was interviewed at the U.S. Attorney's Office, Civil Division, located at 501 Third Street, NW, Washington, DC. Cothorne was represented by [REDACTED] and [REDACTED]. Also present during the interview were Assistant U.S. Attorney [REDACTED] Department of Justice Trial Attorney [REDACTED] Assistant Counsel to the Inspector General of the U.S. Department of Education (DOED) [REDACTED] and DOED Special Agent [REDACTED]. Cothorne was advised of the identity of the interviewing agent and the nature of the interview. Cothorne provided the following information following a presentation by her attorneys:

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Cothorne attended Baltimore City Schools. Cothorne graduated from Morgan State in 1994. Cothorne received a Masters in Education from John Hopkins University in 2006. Cothorne began an on-line doctorate program with Waldon in 2008. At this time, Cothorne does not plan to complete the doctorate program.

Cothorne worked for Howard County Public Schools as a first and second grade teacher in 1994. In 1998, Cothorne wrote math curriculum for John Hopkins. In 2000, Cothorne began working for Baltimore County Public Schools teaching third and forth grade. In 2002, Cothorne was chosen to be a facilitator in charge of the Special Education Program in Baltimore County. From 2002-2006, Cothorne was the Assistant Principal of Wellwood International School. The following year Cothorne became an assistant principal in Montgomery County. Between 2007 and 2010, Cothorne was in a principal internship program in Montgomery County. During this time Cothorne worked at Maryvale, Waterslanding and Thurgood Marshall schools. Cothorne was the principal of Noyes Elementary School (Noyes) in DC from 08/02/2010 to 07/15/2011. Cothorne has plans to open a cupcake boutique in October in Ellicott City, Maryland. [REDACTED] Cothorne does not have a criminal record.

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All DC schools take the District of Columbia Comprehensive Assessment System (DC CAS) test on an annual basis. The DC CAS is unique to DC. A contractor is hired by the district to develop the test. A new test is given each year to each grade. Copies of prior year's tests may be available for teachers to

Investigation on 07/28/2011 at Washington, DCFile # ASSESS-0

Date dictated _____

by SA [REDACTED] (b)b6
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review. [redacted] at Noyes
who is also the individual in charge of the [redacted]
[redacted] was very close with the [redacted]
[redacted] was part of [redacted]
[redacted]

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The district does not have a set curriculum for DC schools. DC Schools use a standardized lesson plan.

(b) (7)(C). Engineering is the unnamed organization in the Qui Tam Complaint that performed an audit on the DC CAS scores. Cothorne has been in touch with someone in their division of Professional Development.

[redacted]

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When Cothorne was recruited to work at Noyes, she conducted her own research on the school. Cothorne reviewed information from the Office of the State Superintendent of Education (OSSE) database. It was from OSSE that Cothorne became aware that test scores in 2006 were in the twenty-fourth percentile at Noyes. [redacted]

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DC uses contractors to develop and score the standardized tests. The DC CAS is administered by CTB/McGraw-Hill. The District of Columbia Benchmark Assessment System (DC BAS) test is administered by Discovery Education. Three phases of the DC BAS test are the BAS-P, BAS-A and BAS-C. The BAS-P tests the student's knowledge of retaining information from the prior school year. It is administered at the beginning of the school year. The BAS-A is administered mid-year to test for improvement. The BAS-C is the final phase of the BAS series, administered near the end of the school year. Together the three scores create a pattern to track a student's progress. As a principal, Cothorne was encouraged to create a data wall at Noyes to track results. The data wall covered the walls in a room used by all of the teachers at Noyes. Each student, in each grade tested, had test score information and results on the wall.

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Cothorne saw [] and [] looking at the data wall. They were involved in a discussion and seemed to be taking notes. Cothorne's only explanation for what they were doing was strategizing. The only reason to cheat on the BAS-A and BAS-C tests were to create a pattern of improvement for the student. The BAS test scores are used for teacher evaluations so they are important. What [] and [] may have been doing was recording student's scores from the previous BAS test to make sure they only improved their next score within a certain margin. Cothorne did not have direct conversations with [] or [] to confirm this is in fact what they were doing while reviewing the data wall. b6 b7C

The teacher is responsible for picking up the test booklets from the test administrator, signing them out, and bringing them to the classroom when testing is ready to begin. The teacher distributes the sealed booklets to the students. The teacher reads the directions out loud to the classroom. While the students take the test, the teacher circulates the room. The teacher is not allowed to leave the classroom for any reason. A proctor is supposed to be in the room with the teacher. The teacher does not write anything on the booklet or the score sheet. At the end of the test, the teacher collects the booklets and score sheets and puts them in a bin. The bin is returned to the test administrator in the testing location. [] at Noves, appointed by [] b6 b7C

Once testing is complete, [] DC CAS exam booklets and score sheets to CTB/McGraw-Hill in specialized testing boxes that cannot be tampered with. The tests are in the school for only nine days. Cothorne removed [] which will not be effective until the 2011-2012 school year.

The incident mentioned in the Qui Tam Complaint involved Cothorne walking in on [] and [], who appeared to have erasers and students' BAS test sheets in front of them. Cothorne did not confront the men, she immediately left the room. Cothorne telephonically contacted [] in the Office of the Chief Academic Office of DCPS. Cothorne explained the situation. That was the last time she had contact with []. After the call with [], Cothorne called [] b6 b7C

[] told Cothorne not to worry about the BAS test, rather she should worry about the CAS test. [] told Cothorne to make sure monitors were in place during CAS testing. The monitors would be two individuals from the DCPS front office. These outside

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monitors were responsible for watching the opening of the test booklets when they arrived at the school. They also walked around the school while the tests were administered and they watched the test booklets get boxed up at the end of the testing schedule. The teachers and the proctors were the only ones in the classroom, the monitors walked the halls.

The testing days are scheduled with make up days built in for students that may be absent. A student uses the same test booklet throughout the test. When a student needs to make up a section of the test, a teacher may need to look through all of the booklets to find a particular booklet for a particular student. Cothorne observed five teachers looking through bins at once for booklets. To Cothorne this was a lot of people accessing the secure exam location at one time. Cothorne recommended to keep booklets for students that needed a make up session in one location, separate from the other tests.

Cothorne heard from [redacted] that there may have been test erasures on the 2008 CAS tests for Hearst Elementary School.

[redacted] contact telephone number is [redacted] Cothorne also heard of 2008 CAS erasure issues at C.W. Harris Elementary School from [redacted]

[redacted] The only other individual aware of testing irregularities may be [redacted] Cothorne does not have specific details about what [redacted] may know.

Eduneering was contracted to look into the allegations of test irregularities in 2008. Cothorne has been in contact with [redacted] from Eduneering. [redacted] contact telephone number is [redacted] In 2009, Caveon Consulting Services, LLC (Caveon) was hired to investigate the test irregularities from 2008. Cothorne has been in contact with [redacted]

As principal at Noyes, Cothorne heard other teachers express concerns about the testing at Noyes. [redacted]

[redacted] expressed her concern. [redacted] has [redacted] that was [redacted] expressed concern. [redacted] is still employed in the [redacted] expressed her concerns to Cothorne. [redacted] also expressed her concern. [redacted]

Cothorne took a different approach and the staff confided in her.

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It is a far fetched argument to say that teachers taught to the test and that is why scores improved. There are no clear blue prints for what will be on the test so a teacher has no way of knowing what areas to specifically cover in lesson plans. Teachers had access to the prior year's test, and could teach from that, however the tests were changed every year. [REDACTED] told Cothorne not to collect teacher lesson plans at Noyes. It may be a union issue that does not allow principals to collect the lesson plans. Cothorne asked the teachers at Noyes to turn in a list of objectives to review. Two weeks before the DC CAS is administered, it was crunch time at Noyes. Teachers conducted test preparation sessions for the students.

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OSSE assigns each school ten power standards to achieve for the current year's test. Each school that had short comings on the test the previous year, were given the goals. Cothorne met with (b) (7)(C), [REDACTED] on two occasions. On 07/13/2010, Cothorne met with (b) (7)(C), (b) (6) [REDACTED]. [REDACTED] was present during the (b) (7)(C), (b) (6) [REDACTED]. Noyes' test scores were discussed, as well as how Cothorne met [REDACTED] had recommended Cothorne for the position. (b) [REDACTED] wanted to know if Cothorne was going to continue Noyes' history of success. (b) [REDACTED] and [REDACTED] told the story how (b) [REDACTED] promised dinner at Ruth's Chris Steakhouse for the teachers at Noyes if test scores improved two years in a row. (b) [REDACTED] made good on the promise when the teachers met the goal. Cothorne met with (b) [REDACTED] in August 2010, to set target goals for Noyes. (b) [REDACTED] set a goal for Noyes to increase five percentage points in math and seven percentage points in reading.

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Cothorne was initially hired to work at Tyler Elementary School. After she accepted the position, she was told about the position at Noyes. During the goal setting meeting, Cothorne was told her job depended on test scores at Noyes. Fifty percent of her evaluation was tied to test scores of grades three through eight, in math or language arts. Fifty percent of a teacher's evaluation was also tied to the test scores. Noyes had to do well in order for Cothorne to keep her job.

The 2009 [REDACTED] is the [REDACTED] works with all grades. In [REDACTED] grades third through fifth [REDACTED] [REDACTED] [REDACTED] also acted as the [REDACTED] at Noyes while Cothorne was there. [REDACTED]

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After Cothorne walked in on the group in November 2010, her management team quit. The management team was a group of teachers selected by [] to assist the principal. Up to this point, the management team was great. The management team consisted of [] and [] is the [] was in [] classroom when she received a call from the union representative. The union representative said the principal at Noyes had called concerning three teachers who had been caught erasing answers on the BAS test. The management team, not including [] and [] met with Cothorne to discuss the situation. [] told Cothorne during this meeting that Noyes had been accused of cheating before and they would survive again. [] wanted Cothorne to call an all staff meeting to tell everyone about her accusations. Cothorne did not call an all staff meeting and she never again discussed the accusations with anyone, including []

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Cothorne strategized with the management team during their weekly meetings. Once the team quit, [] was the only teacher that showed up at the next weekly meeting. Cothorne did not take any action against any of the teachers as [] Cothorne does not know if her allegations of cheating were ever investigated. Cothorne does know there was no reason for those teachers to have the test booklets or scan tron answer sheets in their possession when she walked in on them. Cothorne does not know why she did not say anything to them when she walked in on the situation. [] is currently on []

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Cothorne spoke with [] about the situation. Cothorne told [] she was being harassed by [] assured Cothorne that he heard what she was telling him. In January 2011, [] was assigned as the [] at Noyes. In the 2011-2012 school year [] will be a teacher at Noyes.

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Cothorne initially felt very welcome at Noyes. Cothorne was new to DC. [] Cothorne told the staff at Noyes that she would not make many changes in her first year. Cothorne let the staff know that she had an open door policy. Cothorne also planned to spend a lot of time observing in the classroom. Cothorne heard negative feedback from the staff in regards to IMPACT. Cothorne worked

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successfully with her management team at Noyes for two or three months.

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Cheating aside, Cothorne was concerned with the level of the student's written work at Noyes. It was very concerning to Cothorne that a seventh grader was writing at a third grade level. The students were definitely not performing at Blue Ribbon School levels. Teacher instruction was lackadaisical at best. Cothorne spoke to the instructional coach about her concerns. Cothorne later found out the content of these conversations were all relayed to [redacted]. Although Cothorne was new to DC, she was not new to teaching. Maryland has the MSA test which is similar to the DC BAS test. Cothorne did not see any improprieties in Maryland.

[redacted] and Cothorne [redacted] Cothorne brought [redacted] became part of Cothorne's management team. Within three weeks [redacted] told Cothorne that something was not right at Noyes. [redacted] did not think the students were at the proper grade levels. [redacted] told Cothorne that Noyes was not what they told her it was [redacted] LNU and [redacted] also confirmed it for Cothorne that something was not right. [redacted] and [redacted] are very close. Both of them will vouch for Cothorne.

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[redacted] was never directly involved in testing at Noyes. [redacted] reported to [redacted] that teachers were giving kids the answers to the tests. [redacted]

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[redacted] contacted Cothorne at home on a weekend to discuss the cheating. [redacted] named [redacted] as one of the teachers accused of cheating on the BAS-A test. [redacted] said to Cothorne, "I think they out cheated themselves this time," in reference to the improvement from the BAS-P test scores to the BAS-A test scores. [redacted] also told Cothorne about corporal punishment accusations that were swept under the rug at Noyes. Cothorne now had to deal with the individuals that [redacted] should have dealt with while he was [redacted]

[redacted] took this opportunity to have a closed door meeting with the members of the management team that had recently quit. Cothorne did not appreciate [redacted] actions. Even if there was a complaint against Cothorne, [redacted] would not have

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been the one to handle it and the meeting with her staff was inappropriate. Cothorne did not have any contact with [redacted] after this meeting. [redacted] after this incident.

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[redacted] led the investigation into the BAS cheating allegations. There is not a written report into the findings. Cothorne never spoke to [redacted] about the cheating allegations after their first discussion.

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While [redacted] was [redacted] they never had instructional development meetings. All of the meetings were about data. [redacted] belittled and berated Cothorne during these meetings. The meetings were once a week over the telephone. The usual time for the meeting was Monday at 1:00 P.M. [redacted]

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[redacted] Cothorne because she was new to DCPS. [redacted] may have thought Cothorne would be more pliable than she was. [redacted]

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[redacted] Cothorne held monthly staff meetings with the Noyes' teachers. The meetings focused on professional development. Cothorne implemented a Principal's Newsletter at Noyes as well as email messages that were sent to parents. Cothorne used a robo call to contact parents and remind them about the BAS tests. The BAS schedule was set by [redacted] A test security meeting was held before the CAS test. The security for the CAS test is much stricter. Monitors are in the building that are not associated with the school.

Cothorne walked into [redacted] classroom during a BAS test and observed the BAS test booklets open on the student's desks. The reading test was being administered. [redacted] was giving the students instruction and Cothorne heard him say, "You're going to see this later." Cothorne was in the room less than a minute. In her over fifteen years in teaching, Cothorne never observed a teacher giving instruction to a class during a standardized test. Cothorne did not report the incident to anyone nor did she confront [redacted] on what was observed.

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During the March 2011 BAS testing, Cothorne stopped by [redacted] classroom. No proctor was in the room, and [redacted] was going over test content with the students. [redacted] stopped her instruction when she saw Cothorne. Cothorne stayed in the

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classroom for five minutes, then walked out. Cothorne did not say anything to [redacted] about what she observed.

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[redacted] and [redacted] are the only ones that said anything directly to Cothorne about test scores and the possibility of cheating at other DC schools. The 2011 results for DC are dismal. DCPS and OSSE both should have been aware of cheating in DC schools. They both had access to the report that was prepared by Caveon. [redacted] also told Cothorne that she said something directly to [redacted] when she saw [redacted] at a meeting. [redacted] told [redacted] that she needed to be aware of things that were going on at Noyes. [redacted] told [redacted] the issues would be addressed. DC administrators should also have paid closer attention to the score increases between the BAS-P and the BAS-A tests. The increases were significant enough to cause someone to take a second look at such an unusually large gain.

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[redacted] and [redacted] are very tight. They see each other socially outside of work. [redacted] and [redacted] have vacationed together. There is a group from Noyes that goes out to happy hour together. Cothorne heard from [redacted] that [redacted] [redacted] in DC over the cheating scandal [redacted]

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Fifty percent of teacher bonuses, for grades three through ten, in DC are based on test scores. The other fifty percent is based on the Teaching and Learning Framework that has been established in DC. Cothorne received a bonus of \$2,500.00 because her staff was pulled for Effective Practice Incentive Community (EPIC) meetings during the school year. EPIC recognizes schools for helping students achieve dramatic academic gains.

The contact telephone number for [redacted] [redacted] was the [redacted] at Noyes.

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The DC Office of the Inspector General (OIG) has sent agents to Noyes to interview teachers. On 06/21/2011, eleven agents conducted interviews of over twenty teachers. Cothorne does not know if the interviews were completed, or whether the teachers consented to the interview. The teachers were aware the interviews had been scheduled. Six teachers did not show up for work that day.

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J.O. Wilson Elementary School had a higher erasure rate than Noyes. (b) (7)(C), (b) (6) [REDACTED] [REDACTED].

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A copy of the presentation made by attorney [REDACTED] will be maintained in an FD-340 with the main case file.