Table V

Functions of Technical Staff and Failure Rates

The staffing of minimum competency offices in state education agencies follows the pattern of state assessment offices and often includes the same personnel. Thirteen states reported technical staff employed to upgrade tests, and 10 employed testing personnel to provide local assistance. Technical assistance is provided to local school districts in interpreting test scores and using the results by 26 states, and in the administration of tests by 22 states.

Local education agency personnel receiving assistance from the state agency include principals (19 states), local education agency administrators (24 states), and teachers (17 states). The Texas Education Agency reported that its personnel give workshops to regional educational service center personnel, who in turn provide inservice and other assistance to local or local education agency personnel.
## Minimum Competency

### Functions of Technical Staff and Failure Rates

#### Part I: Functions of Technical Staff

<table>
<thead>
<tr>
<th>State</th>
<th>Upgrade tests</th>
<th>Local Assistance</th>
<th>Administer tests</th>
<th>Groups Receiving Assistance</th>
<th>LEA admin.</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Provide</td>
<td>Interpret</td>
<td></td>
<td></td>
<td>Initial 1984-85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assistance</td>
<td>scores</td>
<td></td>
<td></td>
<td>Overall 1984-85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to:</td>
<td>results</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>2%</th>
<th>2%</th>
<th>4%</th>
<th>1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Alaska - No program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y: Law</td>
<td>N</td>
<td>N</td>
<td>Y: Law</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Y</td>
<td>Y</td>
<td>Y: Test</td>
<td>Workshops</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y: Coordi</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>California</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>NR</td>
<td>NR</td>
<td>12th: 9%</td>
</tr>
<tr>
<td>Colorado</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>No data</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Reading: 4%</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Delaware</td>
<td>Does not apply</td>
<td>Provide suggestion</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>hen</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>50%</td>
<td>50%</td>
<td>N</td>
<td>N</td>
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</table>

### Part II: Failure Rates

<table>
<thead>
<tr>
<th>State</th>
<th>1984-85</th>
<th>Minority</th>
<th>Non-minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District of Columbia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Source:
Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.
### Minimum Competency

#### Table V

**Functions of Technical Staff and Failure Rates**

#### Part I: Functions of Technical Staff

<table>
<thead>
<tr>
<th>State</th>
<th>Functions of GI</th>
<th>Provide Upgrade tests</th>
<th>Administer local assistance</th>
<th>Interpret scores using results</th>
<th>Groups Receiving Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida (Communication reading and writing combined)</td>
<td>N N Y</td>
<td>Y</td>
<td>Y</td>
<td>Trailing workshops</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>Y Y Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>Y N Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td>Y N Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Idaho</td>
<td>Y Y Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Illinois - Not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana - No program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa - No program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td>N Y N Y Y Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>Y: Changed</td>
<td>Y Y Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>Louisiana</td>
<td>N N Y Y Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>NR</td>
</tr>
<tr>
<td>Maine - No program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>Y Y Y Y Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Y N N Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Workshops</td>
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</table>

#### Part II: Failure Rates

<table>
<thead>
<tr>
<th>Overall</th>
<th>1984-85</th>
<th>Initial 1984-85</th>
<th>Minority</th>
<th>Non-minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White 10</td>
<td>Back 32</td>
<td>26</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Hispanic 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>11</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*SESA staff may only be hired if the legislature authorized their positions, but not with specific charge to do either of these.*

*Will possibly collect this data next year; at present they only report percentage of students who meet and exceed standard in two subject areas.*
### Minimum Competency

**Table V**

*Functions of Technical Staff and Failure Rates*

#### Part I: Function of Technical Staff

<table>
<thead>
<tr>
<th>State</th>
<th>Upgrade tests</th>
<th>Provide local assistance</th>
<th>Minimum competency tests</th>
<th>Minibuster tests</th>
<th>n</th>
<th>t e r</th>
<th>Groups Receiving Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Missouri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Montana</td>
<td></td>
<td></td>
<td></td>
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<td>N</td>
<td>N</td>
<td>N</td>
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<td>Nebraska</td>
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<td></td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Nevada</td>
<td></td>
<td></td>
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<td>N</td>
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</tr>
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<td>New Hampshire</td>
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<td></td>
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<td>N</td>
<td>N</td>
</tr>
<tr>
<td>New Jersey</td>
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<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>New Mexico</td>
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<td>N</td>
<td>N</td>
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<td></td>
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</tr>
</tbody>
</table>

#### Part II: Failure Rates

<table>
<thead>
<tr>
<th>State</th>
<th>Overall 1984-85</th>
<th>1984-85 Minority bon-minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Minority figure is unweighted average of figures for Blacks, Hispanics, and Native Americans (14%, 9%, 21% respectively). "Other" minority groups failure rate = 110.
Minimum Competency

Table V
Functions of Technical Staff and Failure Rates

Part I: Function of Technical Staff

<table>
<thead>
<tr>
<th>State</th>
<th>Local Assistance Provided</th>
<th>Groups Receiving Assistance</th>
<th>Overall Failure Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>N  Y Y Y Y Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>N  Y Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>Ohio</td>
<td>N  Y Y N Y</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td>North Dakota</td>
<td>-  Y Y N N</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td>Oregon</td>
<td>N  N Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>N  N Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>N  N Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Y  Y Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>N  N Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>N  N Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>Texas</td>
<td>N  N Y Y</td>
<td>17%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(1) Results of tests are not provided to the state (including pass/fail rates) on an annual basis. Evaluates 1/5 of all districts each year for accreditation (all districts every 5 years.) Part evaluation is to check to see that minimum standards of competency are in compliance. Program is too new for any useful data from accreditation review.

(2) Failure rates reported are for 9th grade only. Other grades are not scored pass/fail. Minority figure is estimated averaging Hispanic and Black scores across reading and math. Minority scores for writing were not available. Average of reading and math failure rates in 1985 for Blacks was 35%, for Hispanics. Steady improvement has been shown in all races, the greatest improvement being among blacks. In 1980 Blacks scored 40% below whites; the difference is 25%. Overall scores showed a drop in 1985. This was attributed to the simultaneous pilot testing of next year's test (which is harder). The combined affects of a harder test and a longer test probably resulted in lower scores in the TABS portion.
Minimum competency

Table V
Functions of Technical Staff and Failure Rates

<table>
<thead>
<tr>
<th>State</th>
<th>Functions of Technical Staff Employed to:</th>
<th>Local Assistance Given</th>
<th>Functions of Local Assistance</th>
<th>Groups Receiving Assistance</th>
<th>Part II: Failure Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upgrade tests</td>
<td>Provide local assistance</td>
<td>Administer test</td>
<td>Interpreting scores using results</td>
<td>Teachers</td>
</tr>
<tr>
<td>Utah</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Vermont</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Virginia (10th Grade)</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Washington - No program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia - No program yet in place; see Table VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin - Not available for interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyoming - No state data; district required to assess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- N: No program
- Y: Yes
- NR: Not Required
- NA: Not Applicable

Part II: Failure Ratee

- Overall Initial 1984-85
- Minority Non-minority