

# **COMQUEST ACADEMY**

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I. Accountability in education can foster its goals.

II. The Texas Assessment of Knowledge and Skills is an evolving approach to assessment.

III. Public access to banks of all potential questions on the Texas Assessment deserves thoughtful consideration and due deliberation.

IV. A central purpose of the Texas Assessments program is to encourage, measure, and certify educational success.

V. Availability of the pools of items drawn upon by the tests might aid teachers; concealment serves no socially useful purpose.

VI. It seems more realistic to assess the efficacy of schools by the changes they produce in the test scores of their students over an academic year rather than by the percentiles from a single testing only near the end of that year.

VII. The Principle of the Widow's Mite is that an offering is measured more by the sacrifice entailed rather than by the amount.

VIII. We all look forward to future developments and improvements in the Texas Assessment of Knowledge and Skills.

Accountability in education can foster its goals. Accountability can guide and improve schools, teachers, and students. We Americans face increasing challenges in a global economy. Our educational system will be an important determinant of our success in clearing those hurdles. So assessment and accountability now assume a greater importance.

The Texas Assessment of Knowledge and Skills is an evolving approach to assessment. For example, the annual tests administered to students include provisional items that are presented solely to evaluate those items. Such questions contribute to the scoring only after they themselves have been tested and found suitable. The Texas Assessment of Knowledge and Skills is continually revised and improved in its content. Improvements in other aspects of the testing seem possible.

Public access to banks of all potential questions on the Texas Assessment deserves thoughtful consideration and due deliberation. Such openness might give better direction and guidance to schools, teachers and students. The Texas Assessments likely comprise relatively small samples from larger pools. Such an approach to test construction seems consistent with both accurate assessment and with direct accountability to the public for the content of the Texas Assessments.

A central purpose of the Texas Assessments program is to encourage, measure, and certify educational success. Accordingly, precautions against misinterpretation or misuse of scores merit attention. Reliance on a single year's percentile scores may obscure improvements in absolute scores from year to year. For example, each year five percent of students will score in the lowest five percent of students. Yet some of these students may have actually improved in absolute scores. Interpretations of test scores that reflect gains or losses within an academic year seem fair and feasible. Gains or losses provide indications of what a school actually taught; final scores alone may reflect largely what students a school enrolled.

Availability of the complete pools of items drawn upon by the tests might aid teachers; concealment serves no socially useful purpose. Teachers would be guided better by their analyses of the emphasized topics relative to their daily observations of the skills and weaknesses of their students. The currently released tests somewhat facilitate such tailoring of instruction and tutoring. Continuing further in the same direction toward complete release of all potential questions to the public may be a desirable evolution of the Texas Assessment of Knowledge and Skills. If a teacher could lead students to master all the questions and answers from a large pool of potential items, the central purpose of the Texas Assessment likely will be achieved in the process. So concealment of the large pool of potential questions serves no socially useful purpose.

It seems more realistic to assess the efficacy of schools by the changes they produce in the test scores of their students over an academic year rather than by the percentiles from a single testing only near the end of that year. For example, a school whose students are mostly from middle or upper class families might show only slight improvement in the test scores of their students from September to May. In contrast, a second school whose students are mostly from working class or less advantaged families may achieve a greater improvement in test scores from September to May even though its May scores are surpassed by the May scores of the more advantaged school. In such circumstances, the second school with lower May scores is more efficient than the first school with higher May scores.

The Principle of the Widow's Mite is that an offering is measured more by the sacrifice entailed rather than by the amount. A drachma from the rich man may be assessed fairly at less than the mite from the widow. Similarly, a substantial improvement from September to May by a disadvantaged student with a unimpressive but passing final score represents more accomplishment by his school than smaller gains by advantaged students at stellar schools with outstanding final scores. A school should not be penalized because its mission includes the rescue of Lost Sheep.

We all look forward to future developments and improvements in the Texas Assessment of Knowledge and Skills. In particular, closer consideration of the Principle of the Widow's Mite and the Rescue of Lost Sheep may be needed to replace Alternative Accountability with Appropriate Accountability. I thank you for your thoughtful attention.





COMQUEST ACADEMY  
INDIVIDUAL STUDENT GROWTH BASED ON TAKS RESULTS

STUDENT NAME	APPROX. # OF SEMESTERS AT COMQUEST	ELA					MATH					SCIENCE				SOCIAL STUDIES				
		GRADE 9 READING	GR 10	EXIT	INCREASE IN SCALE SCORE	PERCENTAGE OF GROWTH	GR 9	GR 10	EXIT	INCREASE IN SCALE SCORE	PERCENTAGE OF GROWTH	GR 10	EXIT	INCREASE IN SCALE SCORE	PERCENTAGE OF GROWTH	GR 10	EXIT	INCREASE IN SCALE SCORE	PERCENTAGE OF GROWTH	
24	8	2343	2204				1876	2078			2056					2283				
25	4	2150					1800													
		2167					2000													
26	3	1933					Q													
		2030					1882													
27	3		2061	2116	55	2.7		1994	1973	-21	-1.1	2115	2031			2025	2100			
28	4	2077	2127				2007	A			1928					1930				
		2262					2216													
29	8	2114	2107	2158	51	2.4	1783	1923	1924	1	0.1	1944	1984	40	2.1	2235	2280	45	2.0	
									1960	36	1.9		2045	61	3.1					
									2066	106	5.4		2149	104	5.1					
									1991	-75	-3.6									
									2046	55	2.8									
30	1								2028				2051							
31	6	2229	2082				2100	2138			1980					1957				
32	3		2243	2450	207	9.2		2054	2108	54	2.6	2209	2172	-37		2339	2407	68	2.9	
33	4		2157	2222	65	3.0		2138	2058	-80	-3.9	2031	2106	75		2085	2140	55	2.6	

# Tanis Stanfield

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## Experience

**1999–Present ComQuest Academy Tomball, TX**

### **Superintendent/Director**

- Endeavor to meet state determined acceptable accountability requirements with 75+% “At Risk” Student Population
- Implement Workforce Development Program in Charter HS
- Wrote approved proposal for establishment of Charter High School, followed by approved amendment requests for grades Early Pre-K age 3 to grade 8.
- Established a program for Teen Parents/Expecting Teens and their children, teaching mothers how to care for their infants health, age-appropriate activities for teaching their young children, appropriate food/nutrition for the age of child.
- Served on Tomball Economic Development Corporation Planning Group

**1995–1999 Tomball Independent School District Tomball,**

### **Teacher**

- Cherry Street School-Alternative School, provided instruction for students grade 4-8, High School GED Monitored Special Populations appropriate service delivery and for district compliance with state requirements.
- Addressed/improved student learning gaps, worked with students to improve state assessment test results, worked to improve student self management of discipline for student successful return to traditional classroom environment. Worked with students in Pass instructional opportunity, objective-to help students successfully make up academic failures.

**1994–1995 Magnolia Independent School District Magno**

### **Substitute-Special Populations Class**

- Prepared lessons and taught classes for grades 7-8 self-contained Special Education class of ED identified students; regular teacher was on leave. Worked with the Star Program, District funded boot-camp program, for students with inappropriate disruptive discipline problems.

**1987–1991 Houston Independent School District Houston**

**1991-Coordinator** ESL Pullout Program-Gordon Elementary, screen new students for LEP Program, LPAS/LEP program contact, Co-



ordinated with Special Education Services to determine delivery of appropriate services.

**1989-1991 Mid Management-Special Education-Satellite**

**District 13** Supervised/Monitored program quality and effectiveness for six elementary schools. Programs included ECH, Multi-handicapped, Generic, Functional, Resource, Speech, and BIC/BAC Behavioral Classes. Responsibilities covered all program aspects including teacher assessment and certification acquisition.

Assisted TEA with Audit process for HISD Special Services Programs in schools chosen for Audit.

Member MISSE Task Force- assisted in the development of a guide for reliable reporting of state required student data information. Reports generate funding received for services provided. Guide would be used district-wide on behalf of 220,000 students and staff.

Worked with parents to set up program for parental involvement, to facilitate parent's ability to air concerns with district officials and public.

Received training in Distar and Neuhaus Phonics and Reading Programs.

**1988-1989 Bilingual Resource Teacher Cunningham**

**Elementary** Grades K-5, ARD Chairperson, Generic Self-Contained

Worked with students of other languages determined to be eligible for Special Services.

**1987-1988 Teacher Autistic Lab Program Welch Middle**

**School**-Grades 7-8 Worked in a lab program; this program was successful and progressive in efforts made to advance skills/abilities for Autistic identified youth. Officials from other districts across the United States came to observe and learn how the program worked in order to implement the program in their districts.

Offered unique opportunities for students to learn independent functional living in the community.

Practiced domestic responsibilities with students to help them develop the ability to take care of their needs and learn skills that may lead to employment for them.

**1980-1988 See Self-Employment below**

**1978-1980 Bilingual/SLIC-ESL** Set up SLIC centers, screened, tested, and provided instruction for students.

**1975-1978 Almeda Elementary Resource Teacher** Taught in a LLD/KPLC Bilingual 30 Hour Institute Center Grades K-6, Trained VIPS to administer Kindergarten Screening Instrument, in Spanish. Trained teachers in behavior modifications, management systems, writing IEPs, organizational skills and timed tests. Taught teachers how to maintain State Folders for state and federal law compliance. Trained and certified in Monterey Reading Program.

**1974-1975 Blackshear Elementary Kindergarten Teacher**

Taught class of 39 intercity full day kindergarten students in the U of H area of Houston, TX. (Third Ward)

**1974 San Antonio Independent School District, San Antonio, Texas**

**Migrant/Bilingual Teacher** Grades K-6, Barrios of San Antonio, Developed sequential materials for our Bilingual Program. Involved barrio parents weekly in their children's educational instruction

**Education**

**University of Houston**

**Houston, TX**

**2001 ESL Certification**

**Lamar University**

**Beaumont, TX**

- 1994 Graduate Work Educational toward Diagnostician Certification
- 1987 Masters Special Education w/Supervisory Certification
- 1975 Certification LLD/KPLC
- Graduate work Educational Diagnostician

**Houston Independent School District**

1978 Bilingual 30 Hour Institute Region IV

1979 Bilingual 30 Hour Institute Region IV

1975 to 1978 SERS Weekly Inservice/Training Sessions (Special Services)

**New Mexico State University**

**Las Cruces, NM**

1974 Bachelors of Science Elementary Education/Early Childhood

**1980-1988 Self-employed** Tutor-Home School Students with Learning Disabilities and students with learning gaps. Served as school volunteer, worked on Masters Degree during this time. Worked with parent group to set up a Pre-K program in the elementary school my children attended.

Self-employed with Designs By Tanis, remodeled and redecorated commercial and residential facilities, including floor, window and wall coverings. Drew up remodeling plans, worked as purchasing agent, coordinated with installation mechanics for project starts to completion