

**California Department of Education  
Assessment and Accountability Meeting Summary  
2010 Information Meeting  
September 21, 2010  
Sacramento, CA**

**Bill Conrad  
Director of Assessment and Accountability  
Santa Clara County Office of Education  
408-453-4332  
Bill\_conrad@sccoe.org**

**Introduction:**

This report is a summary of the Assessment and Accountability Meeting held in Sacramento, CA on Tuesday, September 21<sup>st</sup> from 8:00 am – 5:00 pm. The report begins with overall highlights of the meeting followed by a more detailed summary of each of the individual presentations. A zipped file with the power point and other resources also accompany this report. You can listen to the actual presentations by linking to the web sites below. Please feel free to contact Bill Conrad at 408-453-4332 or at [bill\\_conrad@sccoe.org](mailto:bill_conrad@sccoe.org) if you have any questions or need additional information. You can also find pdfs of the presentations at the web site provided below:

<http://www.cde.ca.gov/ta/tg/sa/infomeeting10.asp>

You can also find the audio-files for each of the meeting sessions at the web site below if you would like to listen to them.

<http://www.sccoe.org/depts/assessment/audio/>

**Key Highlights:**

- Upcoming NAEP releases include:
  - • Winter 2010
    - 2009 grades 4 and 8 science (national, state, and TUDA)
    - 2009 grades 12 reading, math, and science (national)
  - • Spring 2011
    - 2010 grades 4, 8, and 12 U.S. history
- ELA common core standards will focus on analysis and evidence
- Mathematics common core standards will focus on the understanding and use of fractions.
- There is an overall emphasis on mastery of key mathematical topics and less so on spiraling within the common core standards
- For the full text of the Common Core California Standards go to:  
<http://www.scoe.net/castandards/index.html>
- SBE approved a conceptual framework for the Accountability Schools Accountability Model or ASAM (Chart with Model can be found in the Power Point Presentation)

- Learning Readiness
- Academic Achievement
- Educational Transition
- All participating schools will report on the same three indicators and only need to submit attendance data for the learning readiness indicator
- In July 2010, the State Board of Education approved modifications to the:
  - Calculation of the overall score for K–1
  - Definition of the English proficient level on the CELDT for K–1
- Updated scale scores are posted on the California Department of Education (CDE) CELDT Initial/Annual Scale Score Ranges Web page at <http://www.cde.ca.gov/ta/tg/el/cutpoints.asp>
- CST, CMA, CAPA, and STS Testing Windows
  - 21-day window comprised of 10 days before and 10 days after the day on which 85% of all instructional days for the year are completed
  - Proposed Regulation Change
  - 25-day window comprised of 12 days before and 12 days after the day on which 85% of all instructional days for the year are completed
- Lily Roberts reported on alternative methods for Special Education Students to meet the CAHSEE graduation requirement. (Please a visualization of the model in the Power Point)
- Deadline for 2009-10 final CAHSEE data corrections is October 8, 2010
- October 4th and October 21st are dates for the CALPADS certification of data. It is the official data that is used to calculate categorical funds. It is also important to certify data because if it is not certified then there will be no graduation data for high schools. This puts high schools at risk for going into PI.
- 2010 PFT data will be released by the CDE in November.

### **NAEP Update:**

**Jessica Valdez: 916-319-0332: [jvaldez@cde.ca.gov](mailto:jvaldez@cde.ca.gov)**

- NAEP only tests a representative sample of the national population.
- There will be a 2011 NAEP administration for
  - Reading ( grades 4 and 8)
  - Writing (grades 8 and 12)
  - Math (Grades 4 and 8)
  - Science (Grade 8)
  - Economics (Grade 12)
- The NAEP sample for 2011 includes:
  - Nationwide, approximately 930,000 students will participate in NAEP 2011.
  - In California, approximately 270 districts, 860 schools, and 46,000 students will participate:
    - Grade 4 ≈ 280 schools and 17,100 students
    - Grade 8 ≈ 390 schools and 23,200 students
    - Grade 12 ≈ 190 schools and 5,700 students
- Upcoming NAEP releases include:

- • Winter 2010
  - 2009 grades 4 and 8 science (national, state, and TUDA)
  - 2009 grades 12 reading, math, and science (national)
- • Spring 2011
  - 2010 grades 4, 8, and 12 U.S. history
- The results of the NAEP are reported as the *Nation's Report Card*
- It is not a good idea to compare NAEP with state assessments because of the different underlying cognitive base, performance criteria for these assessment systems.

### Accountability Update

**Rachel Perry: 916-319-0634: RPerry@cde.ca.gov**

- Pending determination for high schools is due to the lack of graduation data.
- If high schools missed AYP in any other criteria beside graduation were labeled as having missed AYP.
- Schools identified as pending maintained their previous year PI status.
- Schools that were not in PI but for whom CDE did not have graduation data were given a pending status in PI.
- If graduation data is not certified for a high school with pending by October 15<sup>th</sup>, that school will be given a PI status,
- Graduation goal = 90%. Schools must meet this goal in 10 years by 2019.
- All numerically significant subgroups must also meet the graduation rate of 9%
- SBE approved a conceptual framework for the Accountability Schools Accountability Model or ASAM (Chart with Model can be found in the Power Point Presentation)
  - Learning Readiness
  - Academic Achievement
  - Educational Transition
  - All participating schools will report on the same three indicators and only need to submit attendance data for the learning readiness indicator

### Common Core Standards Update

**Deb Sigman: 916-319-0812: dsigman@cde.ca.gov**

- Rigorous, research-based standards for English-language arts and mathematics for grades K-12
- Designed to prepare the nation's students with the knowledge and skills needed for success in college and the workforce
- Internationally benchmarked to ensure that students will be globally competitive
- A clear and consistent educational framework
- A collaborative effort that builds on the best of current state standards
- ELA common core standards will focus on analysis and evidence
- Mathematics common core standards will focus on the understanding and use of fractions.
- There is an overall emphasis on mastery of key mathematical topics and less so on spiraling

- There are implications and possibilities that the assessment system will change by 2014. However, for right now the current STAR system remains in place as does the rules and regulations of the No Child Left Behind law.

### **Assessment Consortium Update:**

#### **Deb Sigman: 916-319-0812: dsigman@cde.ca.gov**

- We are still under the ESEA requirements of *No Child Left Behind*
- There are seven national assessment consortia and it narrowed down to two
- PARCC: Partnership for the Assessment of Readiness for College and Careers.
  - California is a partner in this assessment consortium and Florida is the lead.
  - WEST ED facilitates this consortia
- Both consortia got money: PARCC got \$170 million. Some focus on end of course high school tests
- We are a participating state in PARCC: Many states involved.
- Consortia purpose is to measure student college and career readiness
- Assessments must be comparable across states (see power point)
- PARCC Key actions (see power point)
- Through Course Components (see power point)
- PARCC item types
- Timeline
- Deb Sigman seeks support in piloting the new tests
- Primary job of PARCC assessments for grades 3-8 in Mathematics and ELA and ELA and Math for grades 10-12: all assessments will be vertically aligned.
- These are not national mandates: they are granting opportunities.
- No second grade assessment with PARCC
- Lots of questions about API.
- There will need to be a law that allows third party release of student data.

### **CELDT and Title III Accountability Update**

#### **Lily Roberts: 916-319-0569: lroberts@cde.ca.gov**

- Changes to the Kindergarten and 1<sup>st</sup> grade CELDT. (see power point)
- Title III accountability (See the power points)
- Changes to the Title III AMAOs include
  - AMAO 1
    - No change to targets
    - Prior year CELDT score can be from a year other than the immediately preceding year (2006–07, 2007–08, or 2008–09)
    - Inclusion of K–1 reading and writing domains
  - AMAO 2
    - Changes made to comply with the Notice of Final Interpretations released by the U.S. Department of Education
    - Inclusion of K–1 reading and writing domains
    - Includes all English learners (ELs), including initial testers classified as ELs
    - Two cohorts established:

- ELs who have been in language instruction educational programs for less than 5 years
- ELs who have been in language instruction educational programs for 5 years or more
- Local educational agencies (LEAs)/consortia must meet targets for both cohorts to meet AMAO

### Physical Fitness Test Update:

**Linda Hooper: 916-319-0345: [lhooper@cde.ca.gov](mailto:lhooper@cde.ca.gov)**

- The new contractor for the Physical Fitness Test is the San Joaquin County Office of Education
- 2010 PFT data will be released by the CDE in November
- The legislative conference committee recommends the suspension of the mandate for the administration of the PFT to students in grades five, seven, and nine. **If signed into law**, this suspension would begin with the 2010–11 and end after the 2012–13 school year

### STAR Update

**John Boivin: 916-319-0575: [jboivin@cde.ca.gov](mailto:jboivin@cde.ca.gov)**

- CMA standards setting for ELA in grade 9 life science and Algebra 1. Cut scores have
- Returning this year to the California Standards Test (CST)
  - Writing for grade four
  - CMA
    - Writing for grade four
- Senate Bill 930 requires pupils with limited English proficiency enrolled in a school in the U.S. for less than 3 consecutive years to take a second achievement test in the primary language indefinitely along with the English CST. (See power point))
- New accommodation for both CST and CMA: May read directions and manuals aloud for the Writing Assessment.
- CST, CMA, CAPA, and STS Testing Windows
  - 21-day window comprised of 10 days before and 10 days after the day on which 85% of all instructional days for the year are completed
  - Proposed Regulation Change
  - 25-day window comprised of 12 days before and 12 days after the day on which 85% of all instructional days for the year are completed

### Early Assessment Program (EAP) Update

- EAP Goals
  - Give students an early signal of college readiness
    - Identify students before their senior year who need to do additional work in English and/or mathematics before entering the CSU
  - Collaborate with the high school community
    - Inform students, families, and high schools of students' readiness for college-level work and partner with high school teachers and administrators to develop solutions
  - Provide 12th grade interventions

- Motivate students to take needed steps in 12th grade to ensure readiness
- Components of the EAP Test
  - CST in English and/or mathematics (Algebra 2 or Summative High School Mathematics as appropriate)
  - EAP: 15 multiple-choice items in English and/or mathematics
    - Administered with the CST
    - Untimed
  - EAP essay in English
    - Should administer essay to all students on the same day,

### CAHSEE Update

**Lily Roberts: 916-319-0569: [lroberts@cde.ca.gov](mailto:lroberts@cde.ca.gov)**

- Lily reported on alternative methods for Special Education Students to meet the CAHSEE graduation requirement. (Please a visualization of the model in the Power Point)
- CAHSEE Results
  - Approximately 94.5 percent of the Class of 2010 met the CAHSEE requirement by May of their senior year.
  - All subgroups in the Class of 2006 through the Class of 2010 displayed increases of 2.5 to 12.3 percentage points in passing rates.
- Deadline for 2009–10 final CAHSEE data corrections is October 8, 2010

### CALPADS Update

**Keric Ashley: 916-323-5007: [KAshley@cde.ca.gov](mailto:KAshley@cde.ca.gov)**

- CALPADS has serious problems. System is focused to do one key function at a time. There was a point where nothing was added to the system.
- October 4<sup>th</sup> and October 21<sup>st</sup> are dates for the certification of data. It is the official data that is used to calculate categorical funds. It is also important to certify data because if it is not certified then there will be no graduation data for high schools which puts them at risk for going into PI.
- 08 – 09 is the last year that CDE will use the NCES estimation rate. The CDE will move to the 4-year cohort rate or the NGA Graduation Rate.
- There are changes to the Race/Ethnicity designations (See Power point)