

REGIONAL ASSESSMENT NETWORK
Friday, May 14, 2010
Sacramento, CA

This meeting summary is intended for use by Regional Assessment Network (RAN) members to disseminate information within their region in order to strengthen communications and build a greater understanding of and support for state assessment and accountability.

Meeting Summary

Current Legislation (Cathy McBride)

Cathy McBride provided an update on current legislation (see attached summary).

The Governor released the May revise for the State budget on Friday, May 14, 2010. The Governor's revised state budget proposal is available at <http://www.gov.ca.gov/speech/15164/> (Outside Source). State Superintendent of Public Instruction (SSPI), Jack O'Connell, released a response to the budget revision and how it will impact education. The release from SSPI O'Connell is available at <http://www.cde.ca.gov/nr/ne/yr10/yr10rel54.asp>.

The State Senate and Assembly are halfway through the current legislative session with several bills related to assessment and accountability working their way through fiscal committees. Bills that will move on to the next House should be identified by May 28, 2010.

Senate Bill (SB) 930 (Ducheny), currently in the Senate Appropriations Committee, would require that any primary language assessment, developed by the California Department of Education (CDE) and administered to limited English proficient (LEP) students after July 1, 2013, be included in the state's accountability system. This bill also would require that results of the primary language assessment be used as a success measure in the state's assessment system with other success measures.

Other legislative information pertaining to education in California (e.g., *Education Code*, regulations, waivers) is available on the CDE Government Affairs Web page at <http://www.cde.ca.gov/re/lr/>.

Race to the Top: Phase Two

California has agreed to apply for Phase two of the Race to the Top (RTTT). Six school districts are included in the application: Long Beach, Fresno, San Francisco, Sanger, Clovis, and Los Angeles. The CDE, the Governor's Office, the Secretary of Education, Parthenon, and a grant writer are working to prepare the Memorandum of Understanding (MOU) and the application. The MOU was scheduled for distribution to Local Education Agencies (LEAs) on Monday, May 17, 2010, and the intent to participate had to be returned by May 19, 2010. California's application for the RTTT is due on June 1, 2010.

Assessment, Accountability, and Awards Division Update (Rachel Perry)

Deb Sigman, Deputy Superintendent of the Curriculum, Learning, and Accountability Branch, introduced Rachel Perry as the new Director of the Assessment, Accountability, and Awards Division (AAAD). This new division combines the former Statewide Assessment Division with the Academic Accountability and Awards Division, of which Perry was the director. The goal of this consolidation is to facilitate communications with school district administrators who often oversee assessment as well as accountability. The standards component of the former Statewide Assessment Division has been moved to the Standards, Curriculum Frameworks and Instructional Resources Division, which will be working on the core standards. Following Sigman's introduction, Perry provided a brief description of the branch's reorganization (see attached organizational chart). The updated organizational chart is also available at <http://www.cde.ca.gov/re/di/or/>. In addition, the current Accountability listserv will be updated in July 2010, using a Superintendent's Designee form to update the list and provide better service to the field.

2009 API Base Released

The 2009 Base Academic Performance Index (API) was released to the public on Thursday, May 13, 2010, on the CDE API Web page at <http://www.cde.ca.gov/api>. The 2009 Base API report is the first of two API reports that comprise the 2009-10 API reporting cycle. The second report in the cycle, the 2010 Growth API report, is scheduled for release at the end of August 2010. Information about the API Base and Growth reports is included in the *Academic Performance Index Report Information Guide*, which is posted on the CDE API Web page at <http://www.cde.ca.gov/api> under the "2009-10 API Documentation" heading. Questions about the API reports should be directed to the Academic Accountability and Psychometrics Unit by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

API Title 5 Amendments

The State Board of Education (SBE) at its May meeting approved the Notice of Proposed Rulemaking, allowing the proposed amendments to the *California Code of Regulations, Title 5*, Section 1039.1 to move forward for public hearing. The California Education Code (EC) Section 52052.1 (added by SB 219) requires the inclusion of grade eight and grade nine dropout rates in the API. The intent of the proposed regulations is to define a dropout rate for the purpose of inclusion in the API. Specifically, the regulations would provide a definition of dropouts (numerator) and a definition of enrollment (denominator) to be used in the dropout rate calculation. The middle schools would be held accountable for grade eight dropouts, and grade nine summer dropouts would be attributed to the school where they completed eighth grade. More details about the proposed regulations are available as Item #11 on the SBE agenda for May 2010 at <http://www.cde.ca.gov/be/ag/ag/yr10/agenda201005.asp>.

Title 5 amendments related to high school graduation rates will be submitted in the near future, and consideration is being given to putting the middle and high school amendments in place at the same time. Dropout rates are not currently in Base API calculations, and no date for including them has been set.

Title 5 amendments, which relate to the rollback of students in alternative schools to their comprehensive high schools for accountability purposes, are scheduled to go to the SBE in July 2010. The Alternate Schools Accountability Model (ASAM) for accountability will still be in place.

Data Management Division Update (Keric Ashley)

Following the California Longitudinal Pupil Achievement Data System (CALPADS) stabilization release on April 26, 2010, regular update releases began in May 2010 in a continuing effort to improve the CALPADS system and report performance, to address newly identified issues, and clean up minor known issues. The regular releases are generally scheduled to occur every three weeks, beginning with the first release on May 17, 2010. Specific defects addressed as part of this release are described in the "Release Update v 1.1.21" document, which is available in a Microsoft Excel file on the CDE CALPADS Web page at <http://www.cde.ca.gov/ds/sp/cl/>.

Future Change

The change to enable the system to accept overlapping student enrollments (concurrent enrollments) between LEAs with a warning message is currently slated for early to mid July 2010.

New Certification Deadlines

The CDE has established new 2009-10 Fall 1 certification deadlines prior to the implementation of the planned enrollment processing changes to allow for overlapping student enrollments. The new certification deadlines are as follows:

LEAs and Independently Reporting Charters	Certification Deadline
• Enrollment of 1,000 or less	June 24, 2010
• Enrollment greater than 1,000	August 5, 2010

LEAs that have already certified their data do not need to recertify. More details about the releases, specific defects being addressed, system changes, deadlines, and tips are available in the CALPADS FLASH Communications which are available on the CDE CALPADS Communications Web page at <http://www.cde.ca.gov/ds/sp/cl/communications.asp>.

STAR Update (John Boivin)

At its May 2010 meeting, the SBE approved the Notice of Proposed Rulemaking for amendments to the California Code of *Regulations*, *Title 5*, sections 850 through 868 to move forward for public hearing. The proposed amendments for the Standardized Testing and Reporting (STAR) Program are in response to changes in federal and state law, studies performed by the testing contractor, and needs that have arisen during test administrations. Key purposes of the proposed amendments include the:

- Addition of the California Modified Assessment (CMA) to the regulations

- Expansion of the testing window for the STAR Program tests to 12 days prior to and 12 days following the day on which 85 percent of the instructional days are completed in each school or program
- Clarification regarding the use of certain variations allowed for the California Standards Test (CST), CMA, and /or the Standards-based Tests in Spanish (STS), allowable variations for English learners, and certain modifications for the CSTs and STS.

The CDE was unable to include the use of calculators on the CMA in grades other than grade five in the proposed amendments because further studies concerning the effect of using calculators on student performance are needed.

The *California Code of Regulations, Title 5*, sections 850 through 868, with the proposed amendments, are available as Item #18 on the SBE agenda for the May 2010 meeting at <http://www.cde.ca.gov/be/ag/ag/yr10/agenda201005.asp>. The amended regulations are scheduled to return to the SBE for consideration in September 2010 and will be available for public comment prior to the SBE Meeting at <http://www.cde.ca.gov/be/pn/pn/>.

STAR Program Contract Extension

The SBE tentatively approved a two-year extension of the current STAR contract with Educational Testing Service (ETS) to cover the 2012 and 2013 test administrations of the STAR Program, based upon several contingencies. Following negotiations with ETS, the amended scope of work will be brought to the SBE at its July 2010 meeting. The SBE will make a final decision about the proposed extension at its July meeting.

The CDE STAR staff is developing a Webcast for new STAR Program Coordinators that will be archived (This Webcast will not be broadcast live). This short “nuts and bolts” presentation will be posted on the San Diego County Office of Education Website at http://wcportal.sdcoe.net/v_h.asp (Outside Source) and on the STAR ETS Website at <http://www.startest.org/workshop.html> (Outside Source). A notice will be sent out on the STAR Coordinator listserv when the presentation becomes available, (tentatively scheduled for the end of June 2010).

Some schools have been invited to participate in fall field testing for the CMA for English–language arts (ELA) in grades eleven and twelve; and the CMA for Geometry in grades nine through twelve. The Geometry field test is a key area where more volunteers are still needed. Schools interested in volunteering should contact Michael McDaniel or Mark Hansen at ETS by phone at 800-955-2954, or by e-mail at star@ets.org.

CELDT and Title III Accountability Update (Lily Roberts, Aileen Allison-Zarea, and Cathy George)

Use of CMA in Reclassification Criteria

Reclassification is a local decision to be established by the local school board in accordance with state law (California *Education Code* sections 313 and 52164.6).

School districts must use individual California English Language Development Test (CELDT) results as one of four criteria when considering reclassifying English learners. The “Guidelines for Reclassification of English Learners” document, approved by the SBE, is located on pages III-3 and III-4 of the *Understanding and Using 2009-10 Individual results: Information for School District and School Staff* document, which is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>. The Guidelines identify the use of the CST for English–Language Arts but do not specifically identify CMA results as a measure of “performance in basic skills” that can be used when considering students for possible reclassification. As long as school districts are using the four criteria required by state law, they may use other appropriate measures to make that determination, such as the CMA.

Reporting 2009-10 Annual Assessment Results

The 2009-10 summary results for the annual assessment (AA) window (July 1 through October 31, 2009) for schools, school districts, counties, and the state are scheduled for posting on May 21, 2010 on the CDE CELDT Results Web page at <http://celdt.cde.ca.gov/>. To assist school district and school administrators responsible for reporting local CELDT results, the *Explaining and Using 2009-10 Summary Results* document is scheduled for posting on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> in May 2010.

CELDT Expansion in Kindergarten-Grade One

In 2009–10, the domains of reading and writing were added to the CELDT in kindergarten and grade one (K–1) to comply with state and federal laws. Prior to that time, students taking the CELDT in K–1 only were assessed in listening and speaking. A standard setting for reading and writing in K–1 were approved by the SBE in May 2010. Therefore, scale scores for reading and writing in K–1 were not available, so the results for these two domains have been reported as raw scores on the student performance level reports. For English learners in K–1, the overall performance level scores reported on the AA summary results for 2009–10 are based only on the scale scores for listening and speaking. Guidance will be forthcoming this summer from the SBE and the CDE in regards to calculating the overall performance levels for students in K–1 in 2010–11.

Changes to 2009–10 Title III Accountability

At its May 2010 meeting, the SBE approved a revised target structure for Annual Measurable Achievement Objective (AMAO) 2. The SBE had approved adjustments to the Title III accountability system in January 2010 to comply with the Notice of Final Interpretations (NOFI) issued by the US Department of Education (ED) in October 2008. One of the SBE-approved changes for AMAO 2 was the application of a weight of one-tenth (0.1) for initial testers classified as English learners who have been in language instruction educational programs for less than one year. The ED did not accept this proposed adjustment; consequently, a revised target structure has been developed to remove the weighting of initial testers who have been in language instruction educational programs for less than one year. No other changes in the target structure for AMAO 2 were proposed.

The targets for the cohort of English learners who have been in language instruction educational programs for five years or more remain the same. The revised targets for the cohort of English learners who have been in language instruction educational programs for less than five years are slightly lower than those the SBE approved at its January 2010 meeting. This decrease is because the new target must compensate for including the initial testers who have been in language instruction educational programs for less than one year without weighting. The decrease is no more than 3.3 percentage points for any year. Following the SBE-approval in May 2010, the CDE is completing a letter with final changes to be submitted to the ED. More information about the approval of a new target structure for AMAO 2 is available as Item #16 on the SBE agenda for May 2010 at <http://www.cde.ca.gov/be/ag/ag/yr10/agenda201005.asp>.

For AMAO 1, prior year scores on the CELDT may be used from a year other than the immediately preceding year (back to 2006-07). There are no changes to targets for AMAO 1.

NAEP Update (Jessica Valdez)

NAEP 2011

Approximately 270 districts and 880 schools will participate in the National Assessment of Educational Progress (NAEP) in 2011. The testing window is January 24 through March 4, 2011. NAEP assessments will be in reading and mathematics in grades four and eight; science in grade eight; and writing in grades eight and twelve. Notification of selection for participation will be sent to school district superintendents in early June 2010. A school district NAEP Coordinator will need to be identified by mid June 2010. A notification packet will be sent to selected schools in early July 2010, and the packet will include the assigned testing date.

California also will participate in several special studies during the regular 2011 testing window. These include an economics pilot study (grade twelve), computer-based mathematics study (grade eight), the National Indian Education Study (grade eight) and a NAEP-TIMMS linking study in science and math (grade eight).

NAEP 2010

NAEP 2010 included assessments in U.S. History, Civics, and Geography in grades four, eight, and twelve. Results are expected to be released in spring 2011. Results for 2010 will be released at the national level only.

NAEP 2009

NAEP 2009 state and national results for reading were released in March 2010. Trial Urban District Assessment (TUDA) results for reading are scheduled for release on May 20, 2010. The science results are expected to be released this fall. Snapshot and full reports of the latest NAEP results for California are available at <http://www.cde.ca.gov/ta/tg/nr/>. Complete state and national results are available on

the National Center for Education Statistics (NCES) Web site at <http://nces.ed.gov/nationsreportcard/> (Outside Source). NAEP program information, including an overview of the assessments, sample questions, and assessment results are also available on the NCES Web site.

CAHSEE/PFT Update (Diane Hernandez)

Following the March 2010 California High School Exit Examination (CAHSEE) administration, the CDE was notified that students posted three mathematics questions on their social networking sites. Initial posting of specific test questions did not occur until after the mathematics portion of the examination was completed by most students, hence these questions were not invalidated from the March administration. The CDE is working to remove exposed test questions from the Internet, and to retire all exposed test questions from future use. An investigation by ETS and CDE found that about seven students in three school districts were involved. School districts where those students are enrolled were notified, and depending on the level of involvement, scores for some of the students were invalidated. An e-mail was sent to all CAHSEE Coordinators, discussing the importance of security and appropriate training. In addition, a follow-up letter from SSPI O'Connell is being prepared for distribution to local superintendents and charter school administrators, and the CAHSEE coordinator's manual is being revised to address test security before the July 2010 administration, in accordance with 5 *California Code of Regulations*. The updated manual also will include a few minor revisions related to the answer document.

A CAHSEE administrative training Webcast is scheduled for Thursday, June 10, 2010, through the San Diego County Office of Education at http://wcpportal.sdcoe.net/v_h.asp (Outside Source). The 2010-11 CAHSEE Project Calendar is now posted on the ETS CAHSEE Web site at <http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=ed072d3631df4010VgnVCM10000022f95190RCRD&vgnextchannel=7030e3b5f64f4010VgnVCM10000022f95190RCRD> (Outside Source).

At the May SBE meeting, CDE presented a chronology, beginning in 1999, of previous key activities, discussions, legislative changes, and actions taken by the SBE, with regard to eligible students with disabilities meeting the CAHSEE requirement. The chronology included the final *Independent Evaluation Study of Certain Students Who Used Modifications and/or Accommodations on the California High School Exit Examination (CAHSEE)* by American Institutes for Research (AIR).

The AIR analysis included the following key findings:

- Approximately five percent of the students participating in the math cognitive labs knew the content but were unable to show it. Based on the analysis, the study projected that more than zero but less than 300 students could participate in the Performance Validation Process (PVP) process for math.

- Approximately 32 percent of the students who participated in the English-language arts cognitive labs knew the content but were unable to show it. Based on the analysis, the study projected that between 550 and 900 students could participate in the PVP process for English-language arts.
- AIR's recommendations supported the approach used in the AIR study to provide a one-on-one assessment using ongoing assistance and probes to ascertain understanding.

The Assembly Bill (AB) 2040 Panel recommended the CAHSEE PVP that would enable eligible students with disabilities to demonstrate in a different format, the same level of achievement as required by the CAHSEE. The process would use a two-tiered approach:

- Tier I would require student performance validation through scores on other assessment and grades for English-language arts and mathematics courses, using a weighted system. If a student is unable to earn the required points in Tier I, the student would move to Tier II.
- Tier II would require student performance validation through work samples and the collection of other evidence.

The SBE requested that CDE provide an analysis of the AB 2040 Panel's recommendations. Human Resources Research Organization (HumRRO), the independent evaluator for the CAHSEE, is conducting the analysis and is scheduled to present its findings to the SBE at its July 2010 meeting.

More information about the analysis of alternative means for meeting the requirement is available as Item #10 on the SBE agenda for May 2010 at <http://www.cde.ca.gov/be/ag/ag/yr10/agenda201005.asp>.

Physical Fitness Test

The Physical Fitness Test (PFT) administration window closes on May 31, 2010, and the data submission window closes on June 30, 2010. There is no requirement to pass a portion, or to earn a certain score on the PFT to graduate. The state graduation requirement is that a student must take two year-long courses in physical education to receive a high school diploma.

Next RAN Meeting

- July 16, 2010