



# **California State Board of Education**

**Meeting Agenda Items for May 9-10, 2012**

## **ITEM 5 & ITEM 16 ADDENDA**

## ITEM ADDENDUM

**DATE:** May 4, 2012

**TO:** MEMBERS, State Board of Education

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Item 05 – Reauthorization of the Statewide Pupil Assessment System:  
Update for the State Superintendent of Public Instruction  
Recommendations.

### Summary of Key Issues

Assembly Bill (AB) 250 (Chapter 608, Statutes of 2011) amended California *Education Code* Section 60604.5 to require the State Superintendent of Public Instruction (SSPI) to develop recommendations, including a plan to transition to a new system, for the reauthorization of the statewide pupil assessment system. The law states, in developing these recommendations, the SSPI must consult with specific stakeholders. To that end, the California Department of Education (CDE) has included the summary of discussions from the 2012 March and April Assembly Bill 250 Work Group meetings and the other public meetings. See Attachment 10 for the summary of discussions.

### Attachment(s)

Attachment 10: Summary of discussions from the 2012 March and April advisory committee meetings and the other public meetings (3 pages)

## **Summary of discussions from the 2012 March and April Advisory Committee Meetings and the other public meetings**

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### **Purpose**

Assembly Bill (AB) 250 requires the State Superintendent of Public Instruction (SSPI) to consult with specific stakeholder groups in developing recommendations for the reauthorization of the statewide pupil assessment system. The recommendations are due to the fiscal and appropriate policy committees of the Legislature by November 1, 2012. To this end, an AB 250 Work Group was configured to provide input and suggestions to the SSPI. The AB 250 Work Group includes representatives from the State Board of Education and from the Public Schools Accountability Act committee, measurement experts, experts with experience in assessing students with disabilities (SWDs) and English learners (ELs), teachers, administrators, local governing board members, and parents.

The purpose of this first and second meeting was to provide AB 250 Work Group participants with a fundamental and shared understanding of the existing assessment system; define the role and work plan for the Work Group participants; collect input on the purpose(s) of the new assessment system; begin creating a conceptual framework matrix of the California assessment system; and begin forming suggestions based on the "Measurement of Pupil Achievement" category of AB 250.

### **Organization**

The Work Group heard multiple presentations on the following topics: reauthorization of the Elementary and Secondary Education Act (ESEA), the current California assessment system, transitioning to new assessments, SMARTER Balanced Assessment Consortium (SBAC), next generation science standards, English language development standards, AB 250 overview, and an overview of measurement. Participants were provided comments from the Sacramento and Fresno regional public meetings.

### **Outcomes**

The AB 250 Work Group offered multiple purposes for the new academic assessment system, ranging from improving teaching and learning by including a variety of assessment approaches to reducing testing redundancies and time to including comparison of individual students and groups over time at the district, state, and national levels.

Work Group participants expressed their thoughts regarding numerous opportunities afforded by this new system, given the 16 areas for consideration in AB 250. Opportunities discussed included, but were not limited to, allowing for assessments that will assess depth of understanding and higher-level cognitive skills as well as provide evidence of growth and development of all students, including SWDs and ELs; providing for a tighter alignment between assessments, content standards, and 21<sup>st</sup> century skills;

and including new assessment technologies, such as computer adaptive testing and multiple item types.

### **Conceptual Framework – Outcomes**

Work group participants discussed potential components of a conceptual framework for the reauthorized state assessment system. The group's considerations included:

- Incorporating a hybrid system of individual common assessments plus school-level matrix<sup>1</sup> assessments for English–language arts (ELA), mathematics, history–social science (HSS), and science to incorporating tests similar to SBAC assessments in grades nine and ten that have individual meaning for students in ELA and mathematics.
- Using end-of-course assessments and integrated assessments for mathematics, science, and HSS and suggested the use of diagnostic assessments and possibly using matrix sampling to acquire school-level data for grade two.

### **Measurement Category – Outcomes**

Some of the input and suggestions offered by the participants ranged from using matrix sampling in all grades and subjects to using a test that would allow students to receive individual scores in ELA and mathematics annually so individual growth could be measured, specifically in reading in grades three through eleven and in mathematics in grades three through eight (excluding grade eight algebra); measure writing for grades three through eleven by incorporating response items, potentially combined with multiple choice items; develop appropriate accommodations and/or modifications that improve accessibility and maintain comparability; and continue the current sensitivity and bias policies in place for other California assessments.

### **Summary of Public Comment**

Following each presentation and AB 250 Work Group discussion, time for public comment was offered. The following comments were offered during the two AB 250 Work Group meetings:

- Designing a new assessment system will require weighing alternatives and making choices and decisions. Establishing a clear purpose is a critical and important first step in this process.
- There will be considerable work required in implementing a Common Core system, beginning with adoption of standards; continuing with development of

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<sup>1</sup> **Matrix testing.** When the purpose of the test is to generate group level scores, students do not need to be administered the same set of items. Instead, students can be administered a sample of all items on the test. That is, a test consisting of many items is divided into a number of short tests. Each student takes one short test. Student performance on each of the short tests is aggregated to produce a group level score (e.g., a school-level score). The population tested can either be a sample or a census depending on the purpose of the test scores. Matrix testing does not provide individual scores because students are given too few items to generate a reliable score and it is difficult to create comparability across different forms of the test.

curriculum frameworks, instructional materials, professional learning and teacher preparation, and assessment; and ending with accountability. While this plan is appropriate, it may be necessary to think about an alternative, perhaps less ambitious, plan.

- A key message that should be more strongly communicated is that implementing the CCSS does not mean that California is starting from the beginning and not building from elements in the current system that already are successful.
- California needs an assessment system that evaluates whether students are qualified for grade eight, high school, college, or the workforce. Such a system would motivate students to take tests seriously and do well on them.

## **Other public meetings**

### **Purpose**

The purpose of the Regional Public Meetings is to seek public input on the reauthorization of the statewide pupil assessment system. These were the first two of five such meetings scheduled throughout the state.

### **Public Comment**

After receiving an overview on AB 250, the following public input was provided:

- strong recommendations to include HSS and science testing in grade four and above as stand-alone assessments;
- the important distinction between content testing and the inclusion of content literacy in the ELA assessments;
- the testing of science and HSS be done in a way that is more seamless by testing throughout the course and at the end of the course instead of testing at 85 percent of school days;
- eliminating testing for students in grade two; and
- eliminating the California High School Exit Examination (CAHSEE) to reduce testing time and instead use the grade eleven common assessment

Recommendations were made to have the state implement SBAC interim assessments statewide because of equity issues and to have any new California HSS and science assessments use item types that are similar to those used on the CCSS assessments so they are not using “task” type questions on one test and only multiple-choice type items on the other tests.

## ITEM ADDENDUM

**DATE:** May 4, 2012

**TO:** MEMBERS, State Board of Education

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Item 16 – Elementary and Secondary Education Act Update: School Improvement Grant: Approval of Applications by Cohort 1 Local Educational Agencies and Schools Receiving Sub-Grants Under Section 1003(g) for a Waiver of the Timeline to Develop and Implement Teacher and Principal Evaluation Systems That Meet Certain Requirements During the First Year a School is Implementing the Transformation Model.

### Summary of Key Issues

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the list of local educational agencies (LEAs) recommended for the School Improvement Grant (SIG) transformation model timeline waiver provided in Attachment 4.

### Attachment(s)

Attachment 4: School Improvement Transformation Model Grant Timeline Waiver - Local Educational Agencies Recommended for the School Improvement Grant Transformation Model Timeline Waiver (3 Pages)

**School Improvement Transformation Model Grant Timeline Waiver –  
Local Educational Agencies Recommended for the School Improvement Grant Transformation Model Timeline Waiver**

<b>County</b>	<b>Region</b>	<b>DNCES*</b>	<b>LEA</b>	<b>NCES</b>	<b>School</b>
Los Angeles	11	601620	ABC Unified	00020	Pharis F. Fedde Middle
Santa Barbara	8	635360	Adelante Charter	08628	Adelante Charter
San Benito	5	691136	Aromas/San Juan Unified	10297	San Juan
Kern	8	606720	Buttonwillow Union Elementary	00594	Buttonwillow Elementary
San Bernardino	10	613920	Fontana Unified	10301	Fontana A.B. Miller High
Monterey	5	616080	Greenfield Union Elementary	02009	Mary Chapa Academy
Monterey	5	616080	Greenfield Union Elementary	12809	El Camino Real Academy
Monterey	5	616080	Greenfield Union Elementary	02266	Vista Verde Middle
Alameda	4	616740	Hayward Unified	02106	Burbank Elementary
Alameda	4	616740	Hayward Unified	02135	Tennyson High
San Diego	9	634320	King-Chavez Arts Academy School	11390	King-Chavez Arts Academy
San Mateo	4	620220	La Honda-Pescadero Unified	02422	Pescadero Elementary and Middle
Kings	7	620760	Lakeside Union Elementary	02491	Lakeside Elementary
Los Angeles	11	622710	Los Angeles Unified	03034	Gardena Senior High
Los Angeles	11	622710	Los Angeles Unified	03084	Hillcrest Drive Elementary
Los Angeles	11	622710	Los Angeles Unified	10889	Maywood Academy High
Los Angeles	11	622710	Los Angeles Unified	03106	Thomas Jefferson Senior High
Kern	8	624230	McFarland Unified	07315	McFarland High
Riverside	10	625800	Moreno Valley Unified	03868	March Mountain High

\*DNCES = District National Center for Education Statistics. A unique 7 digit identifier established by the US Department of Education's National Center for Education Statistics. The first 2 digits identify the state and the last 5 identify the district.

\*\*NCES = School National Center for Education Statistics. A unique 5 digit identifier established by the US Department of Education's National Center for Education Statistics.

**School Improvement Transformation Model Grant Timeline Waiver –  
Local Educational Agencies Recommended for the School Improvement Grant Transformation Model Timeline Waiver**

<b>County</b>	<b>Region</b>	<b>DNCES</b>	<b>LEA</b>	<b>SNCES</b>	<b>School</b>
Contra Costa	4	626370	Mt. Diablo Unified	03936	Bel Air Elementary
Contra Costa	4	626370	Mt. Diablo Unified	09406	Rio Vista Elementary
Contra Costa	4	626370	Mt. Diablo Unified	03972	Shore Acres Elementary
Alameda	4	628050	Oakland Unified	11961	Elmhurst Community Prep
Alameda	4	628050	Oakland Unified	11909	United for Success Academy
Santa Cruz	5	629490	Pajaro Valley Unified	04539	Calabasas Elementary
Santa Cruz	5	629490	Pajaro Valley Unified	04543	Hall District Elementary
Santa Cruz	5	629490	Pajaro Valley Unified	04552	T.S. MacQuiddy Elementary
Los Angeles	11	631320	Pomona Unified	04839	Emerson Middle
Los Angeles	11	631320	Pomona Unified	04840	Fremont Middle
Los Angeles	11	631320	Pomona Unified	04858	Pomona Senior High
Riverside	10	691026	Riverside County Office of Education	10577	Riverside County Community
San Bernardino	10	634170	San Bernardino City Unified	10365	Arroyo Valley High
San Bernardino	10	634170	San Bernardino City Unified	05356	Davidson Elementary
San Bernardino	10	634170	San Bernardino City Unified	10049	Pacific High
San Bernardino	10	634170	San Bernardino City Unified	05382	Rio Vista Elementary
San Bernardino	10	634170	San Bernardino City Unified	05385	San Geronio High
San Diego	9	634320	San Diego Unified	05426	Burbank Elementary
San Francisco	4	634410	San Francisco Unified	05623	Cesar Chavez Elementary
San Francisco	4	634410	San Francisco Unified	05626	Horace Mann Middle
San Francisco	4	634410	San Francisco Unified	07350	John O'Connell Alternative High
San Francisco	4	634410	San Francisco Unified	05650	Mission High

**School Improvement Transformation Model Grant Timeline Waiver –  
Local Educational Agencies Recommended for the School Improvement Grant Transformation Model Timeline Waiver**

<b>County</b>	<b>Region</b>	<b>DNCES</b>	<b>LEA</b>	<b>SNCES</b>	<b>School</b>
San Francisco	4	634410	San Francisco Unified	05654	Paul Revere Elementary
Orange	9	635310	Santa Ana Unified	09633	Century High
Orange	9	635310	Santa Ana Unified	06004	Saddleback High
Orange	9	635310	Santa Ana Unified	06005	Santa Ana High
Orange	9	635310	Santa Ana Unified	06007	Sierra Intermediate
Orange	9	635310	Santa Ana Unified	06011	Valley High
Orange	9	635310	Santa Ana Unified	06013	Willard Intermediate
Kern	8	636330	Semitropic Elementary	06192	Semitropic Elementary
San Mateo	4	631860	Stanford New School	11431	Stanford New School
Sacramento	3	601332	Twin Rivers Unified	01988	Highlands Academy
Kern	8	641400	Wasco Union Elementary	06846	Palm Avenue Elementary