

**California High School Exit Examination
Assembly Bill 2040 Panel Findings and Recommendations
Regarding Options for Alternative Means for Eligible Students with Disabilities**

I. Findings Regarding Alternative Means

Based on research, data analysis, and panel discussions, the Assembly Bill (AB) 2040 Panel finds the following points to be of key importance in regard to the topic of students with disabilities who may participate in the California High School Exit Examination (CAHSEE) or the alternative means:

- A.** Nineteen states have an exit examination and at least one alternative route to a standard diploma. (National Center on Educational Outcomes [NCEO, 2009]).
- B.** Nine states have alternative routes that require meeting the same standard as the general assessment. (American Institutes of Research [AIR, 2009]).
- C. States using alternative routes and types of alternatives are:**
 - 1. Florida – concordant scores, waiver
 - 2. Indiana – evidence-based waiver
 - 3. Maryland – combined scores, concordant scores, modified exam, academic validation
 - 4. Massachusetts – alternate assessment, appeal process (portfolio and cohort)
 - 5. Mississippi – alternative assessment, appeals process
 - 6. New Jersey – performance assessment tasks
 - 7. North Carolina – checklist, work samples
 - 8. Virginia – concordant scores, work samples
 - 9. Washington – collection of evidence, grade comparison, concordant scores
- D.** In the 2007–08 school year, 6,554 California students exited high school having met all other state and local graduation requirements except for passing the CAHSEE. Of those students, 1,776 were students who received special education services (California Longitudinal Pupil Achievement Data System [CALPADS]).

- E.** In the Class of 2009, 56.6 percent of students with disabilities passed the CAHSEE by the end of grade twelve, compared to approximately 90 percent overall.
- F.** The California Modified Assessment (CMA) has been successful in allowing students with disabilities to demonstrate their knowledge and skills. Similar modifications should be integrated into the general CAHSEE - more white space, shorter passages, etc.
- G.** Universal Design Principles should be incorporated into all statewide assessments.
- H.** Technology should be incorporated into the alternative means process to facilitate cost effectiveness, uniformity, and efficiency.
- I.** Funding the CAHSEE alternative means could be an appropriate use of CAHSEE intensive instruction and services money and could be used to defray local scoring costs.
- J.** Educators need training to understand, provide, and enforce the use of accommodations and modifications. Accommodations and modifications are not being used with fidelity. The number of students eligible for the alternative means would decrease if accommodations and modifications were used appropriately.
- K.** Students need to know their rights when requesting the use of accommodations and modifications. Many students seem to be unaware that accommodations and modifications are offered for student use on the CAHSEE.
- L.** Students would benefit from intervention courses that were standardized across the state. It is strongly recommended, and required under *EC* Section 60851(f), that students who do not pass the CAHSEE should be offered academic intervention.
- M.** Districts need to ensure that individualized education programs (IEPs) and 504 plans are not developed for the sole purpose of participating in the CAHSEE alternative means.
- N.** The recommended process must ensure that eligible students have access to the alternative means.
- O.** If the IEP or 504 plan team determines that it is appropriate, students should be allowed to continue taking the general CAHSEE concurrently with the alternative means.

II. Recommendation of Alternative Means to the CAHSEE

EC Section 60852.1 requires that the panel make recommendations regarding specific options for alternative assessments, submission of evidence, or other alternative means that demonstrates that students have achieved the same level of academic achievement in the content standards required for passage of the CAHSEE.

Based on research, data analysis, and panel discussions, the AB 2040 Panel recommends the following alternative means with the following components as specified in statute:

A. Specific Option

1. CAHSEE Performance Validation Process (PVP)

- i. The panel suggests a process rather than a new assessment. (See Appendix 1 and 2). The process would be called the CAHSEE Performance Validation Process (PVP). If the California Department of Education (CDE) or State Board of Education (SBE) wants to change the name of the alternative means option, the panel requests that terms such as “alternate,” “appeal,” etc. not be used. They would suggest that the title reflect the same level of academic achievement as the general CAHSEE.
- ii. The CAHSEE PVP would demonstrate that students have achieved the same level of academic achievement in the content standards in English-language arts and/or mathematics.
- iii. The CAHSEE PVP may first be administered in grade twelve.
- iv. The CAHSEE PVP would involve a two-tiered approach. Tier One would require validation of student performance through scores on other assessments 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 One, the student would move on to Tier Two. Tier Two would require validation of student performance through work samples and collection of other evidence.
- v. The checklist and work samples would be reviewed by a panel convened by the district. The make-up of the panel would be determined by the district. Using scoring guides and checklist criteria provided by a test development contractor, a final score would be given by the panel. The district would then determine whether or not the student has demonstrated the same level of academic achievement in the content standards required for passage of the CAHSEE.

- vi. If it is determined that the student has demonstrated the same level of academic achievement in the content standards required for passage of the CAHSEE, then the student would be awarded a standard diploma, if all other state and local graduation requirements have been met. If it is determined that the student has not met the same level of academic achievement, the student may appeal the decision to the CDE. (See Appendix 1).

2. Identification of Students Eligible for the CAHSEE PVP

- i. The district testing coordinator, special education director, and Section 504 plan coordinator, would collaborate to identify eligible students as defined in *EC* Section 60852.2.
- ii. Districts would inform students and parents of eligibility through the IEP/504 plan coordinators.

3. Administration of the CAHSEE PVP

- i. **School Site Responsibilities**
 - a. Initiates, completes, and reviews each student's CAHSEE PVP.
 - b. Submits checklist, work samples, and other evidence to the district.
- ii. **School District Responsibilities**
 - a. Coordinates and develops a timeline for the review process.
 - b. Makes the final determination that the pupil has met the same level of academic achievement, as required by the passage of the CAHSEE.
 - c. Submits checklist to the state electronically.
 - d. For students who are determined not to have met the same level of academic achievement as required by the passage of the CAHSEE, the district must include a written rationale.
- iii. **Student/Parent Responsibilities**
 - a. Initiates appeal process, if the student is determined not to have met the same level of achievement as required by the CAHSEE.

iv. State Responsibilities

- a. Develops a notification process to inform students of their rights and the appeal process.
- b. Outlines the rules and timelines of the alternative means.
- c. Convenes a review panel to consider appeals.
- d. Issues score report to student/parent, school and district similar to the current CAHSEE report.
- e. Conducts random and targeted audits to ensure compliance.
- f. Informs districts of any audit concerns.
- g. Produces a professional development model to train schools and districts in the CAHSEE PVP.

4. Evidence Considered

- i. The panel recommends that the alternative means include a checklist and a two-tiered process for submission of evidence. (See Appendix 1 and 2)
- ii. In Tier One, the student would earn points based on their performance on other standards-based assessments and courses. This data can be accessed via the school/district student information system.
- iii. If a certain number of points are earned in Tier One, the student would be deemed as demonstrating the same level of academic achievement in the content standards as required for passage of the CAHSEE. If not, the student moves to Tier Two.
- iv. Tier Two requires the submission of work samples and the collection of other evidence.
- vi. A test development contractor would develop criteria for selecting work samples, based on standards assessed on the CAHSEE.
- vi. The test development contractor would determine specific requirements for each work sample submission, such as:
 - a. The number of work samples the student should submit.
 - b. The type of evidence that is acceptable.

- c. The minimum number of strands/standards that must be represented in the work sample.
- d. The maximum number of samples that would be representative of the standards.
- vii. Work sample requirements should be focused and minimized to ensure feasibility and uniformity.
- viii. Evidence submitted should demonstrate the same level of academic achievement in the content standards required for passage of the CAHSEE.
- ix. The specific strands/standards for each work sample needs to be identified.
- x. Work samples would be scored locally using a rubric developed by the test development contractor.

III. Scoring

EC Section 60852.1 requires that the panel make recommendations regarding scoring or other evaluation systems designed to ensure that the student has achieved the same competence in the content standards required for passage of the CAHSEE.

Based on research, data analysis, and panel discussions the AB 2040 Panel recommends the following scoring process:

- A. Within a certain number of days, as determined by the district, the CAHSEE PVP would go through three levels of review for completeness – teacher, IEP or 504 plan coordinator, and district CAHSEE coordinator.
- B. If the CAHSEE PVP is incomplete, it would be returned to the student to complete within a certain number of days, as determined by the district.
- C. Once the process is complete, the checklist/work samples are forwarded to the district for scoring by a panel which the district convenes for this purpose.
- D. Within a certain number of days, as determined by the district, the panel would make a determination as to whether or not the student has demonstrated the same level of academic achievement in the content standards as required for passage of the CAHSEE.
- E. If the CAHSEE PVP has been completed, and a determination has been made that the student has not demonstrated the same level of academic achievement as the required for the CAHSEE, the district would inform the student/parent that they can initiate an appeal.
- F. The appeal, along with a copy of the district's CAHSEE PVP, and submitted evidence, would be sent to the state.

- G.** The state would convene a panel to review the evidence and would grant or deny the appeal.

H. Other Scoring Considerations

- i.** Initial scoring should be done at the local level to adhere to the short timeline for completion and to minimize cost.
- ii.** Subjectivity should be minimized. Modeling scoring rubrics after other states who use work samples as an alternative means, such as Virginia (See Appendix 3), should be considered.
- iii.** Students should be held to the same level of academic achievement as the CAHSEE which is 55 percent accuracy for math, 60 percent accuracy for ELA.
- iv.** There should be a system of checks and balances so that no one person can be influenced to pass a student.
- v.** A certain percentage of schools should be audited each administration to ensure that directions are followed and evidence is standardized throughout the state.
- vi.** The assessment timeline should include a notation that a determination would be made within a certain number of days upon receipt of the completed checklist.

IV. Uniformity

EC Section 60852.1 requires that the panel make recommendations regarding a process to ensure that the form, content, and scoring are applied uniformly across the state.

Based on research, data analysis, and panel discussions the AB 2040 Panel recommends the following considerations to ensure uniformity:

- A.** The CDE would work with a test development contractor to create uniformity in form, content, and scoring by:
 - 1.** Minimizing variations in evidence.
 - 2.** Determining how many work samples are required.
 - 3.** Determining what types of work samples are acceptable as evidence.

4. Determining a minimum number of strands/standards that must be represented in work samples.
5. Minimizing the number of work samples that are representative of the standards assessed on the CAHSEE.
6. Requiring work samples that require the same level of academic achievement in the content standards required for the passage of the CAHSEE.
7. Developing training modules to ensure that each district is trained in administering the alternative means.

V. Cost

EC Section 60852.1 requires that the panel make recommendations regarding estimates of one-time or ongoing costs, and whether each option should be implemented on a statewide or regional basis.

Based on research, data analysis, and panel discussions, the AB 2040 Panel estimates the following approximate costs. The panel identified those things that have an associated cost, but were unable to provide exact costs.

A. **One-time costs** (\$1,050,000 allocated per statute)

1. Checklist/work sample development
2. Costs of technology related to submission of evidence
3. Statewide scoring rubrics developed by a panel of experts
4. Drafting of appeal process and notification letter
5. Professional development training module/guide and related instructional materials such as a video or podcast
6. Changes to CALPADS or California Special Education Management Information System (CASEMIS) data collection processes
7. CDE Website for communication to the field
8. Technical report
9. Rule making process

B. **Ongoing costs** (Approximately \$250 per student – for teacher release time to work on the CAHSEE PVP)

1. Ongoing training – district and state
2. Scoring panels - local level and state appeals
3. Student score report – printing and distribution by the state
4. Annual 5 percent audit – done statewide by CDE staff
5. Ongoing assessment enhancement

C. Implementation

1. Local Implementation

- i. Identify eligible students.
- ii. Administer CAHSEE PVP.
- iii. Score CAHSEE PVP.
- iv. Determine if student has demonstrated the same level of academic achievement in the content standards as required for passage of the CAHSEE. If not, forward the CAHSEE PVP and the student's appeal to the state.

2. Statewide implementation

- i. Develop the CAHSEE PVP.
- ii. Provide training to local districts regarding the process.
- iii. Monitor the process in districts.
- iv. Convene panels to review appeals.
- v. Inform districts of results.

Appendix 1

Sample CAHSEE Performance Validation Process Form

SSID # _____

Eligibility: *Student must meet all eligibility requirements to participate in the CAHSEE Performance Validation Process.*

<input type="checkbox"/>	Student has an operative IEP or Section 504 Plan.			
<input type="checkbox"/>	Student has an anticipated graduation date on or after January 1, 2011.			
<input type="checkbox"/>	Student has not passed one or both sections of the CAHSEE.			
<input type="checkbox"/>	Student has satisfied or will satisfy all other state and local graduation requirements on or after January 1, 2011.			
<input type="checkbox"/>	Student has attempted the CAHSEE at least twice after grade 10, including at least once in grade 12 with accommodations and/or modifications as specified in the IEP or Section 504 Plan.			
	English-language arts CAHSEE Administration Dates and Scores		Mathematics CAHSEE Administration Dates and Scores	
1	Date:	Score:	Date:	Score:
2	Date:	Score:	Date:	Score:
3	Date:	Score:	Date:	Score:
4	Date:	Score:	Date:	Score:
5	Date:	Score:	Date:	Score:
<p>Student meets eligibility for CAHSEE Performance Validation Process: Yes No</p>				

Appendix 1

Performance Validation Process			
<i>An eligible student with a CAHSEE score of less than 350 enters this process at Tier One. Students entering Tier One but not earning enough points must continue on to Tier Two.</i>			
TIER ONE – Test Scores (Student may earn a maximum of XX points)			
<input type="checkbox"/>	CMA – ELA:	CMA – Math:	Basic – 1 point Proficient – 2 points
<input type="checkbox"/>	CST – ELA:	CST – Math:	Advanced – 3 points
<input type="checkbox"/>	ELA community college test:	Math community college test:	XX score – 1 point XX score – 2 points XX score – 3 points
<input type="checkbox"/>	ELA High School Classes:	Math High School Classes:	A – XX points B – XX points C – XX points D – XX points
TIER TWO – Work Samples			
<i>Student may earn a maximum of XX points. Student’s score will be an average of the score from Tier One and the score from Tier Two. The average score must be in the range of “adequate evidence” to pass.</i>			
<input type="checkbox"/>	Participation in CAHSEE intervention/remediation. List/describe and include dates (to/from). Provide evidence such as end of year exams, unit tests, and classroom tests.		
<u>English-language arts</u>		<u>Mathematics</u>	
<input type="checkbox"/>	Certification/letter of support (from teacher, employer) addressing student’s achievement of specific grade-level standards	Letter of support should include CMA, CST, community college test scores	
<input type="checkbox"/>	IEP standards-based goals	Provide evidence that students with IEPs have standards-based goals, based on the CAHSEE blueprints in ELA and/or Math	
<input type="checkbox"/>	Work samples demonstrating the same level of achievement as required for passage of the CAHSEE (evaluated by CAHSEE Panel) (e.g., projects, demonstrations, video, that meet specific parameters)	Work samples that have been previously completed by the student in ELA and/or Math Work samples are scored by a rubric (The state of Virginia uses a good rubric model). Score will be determined by a panel review. A test development contractor will determine score values.	

Appendix 1

District Determination

<input type="checkbox"/>	Student has demonstrated the same level of academic achievement in the English-language arts content standards required for passage of the CAHSEE and will be awarded a standard diploma when all other state and local graduation requirements have been met.
<input type="checkbox"/>	Student has demonstrated the same level of academic achievement in the Mathematics content standards required for passage of the CAHSEE and will be awarded a standard diploma when all other state and local graduation requirements have been met.

District Denial

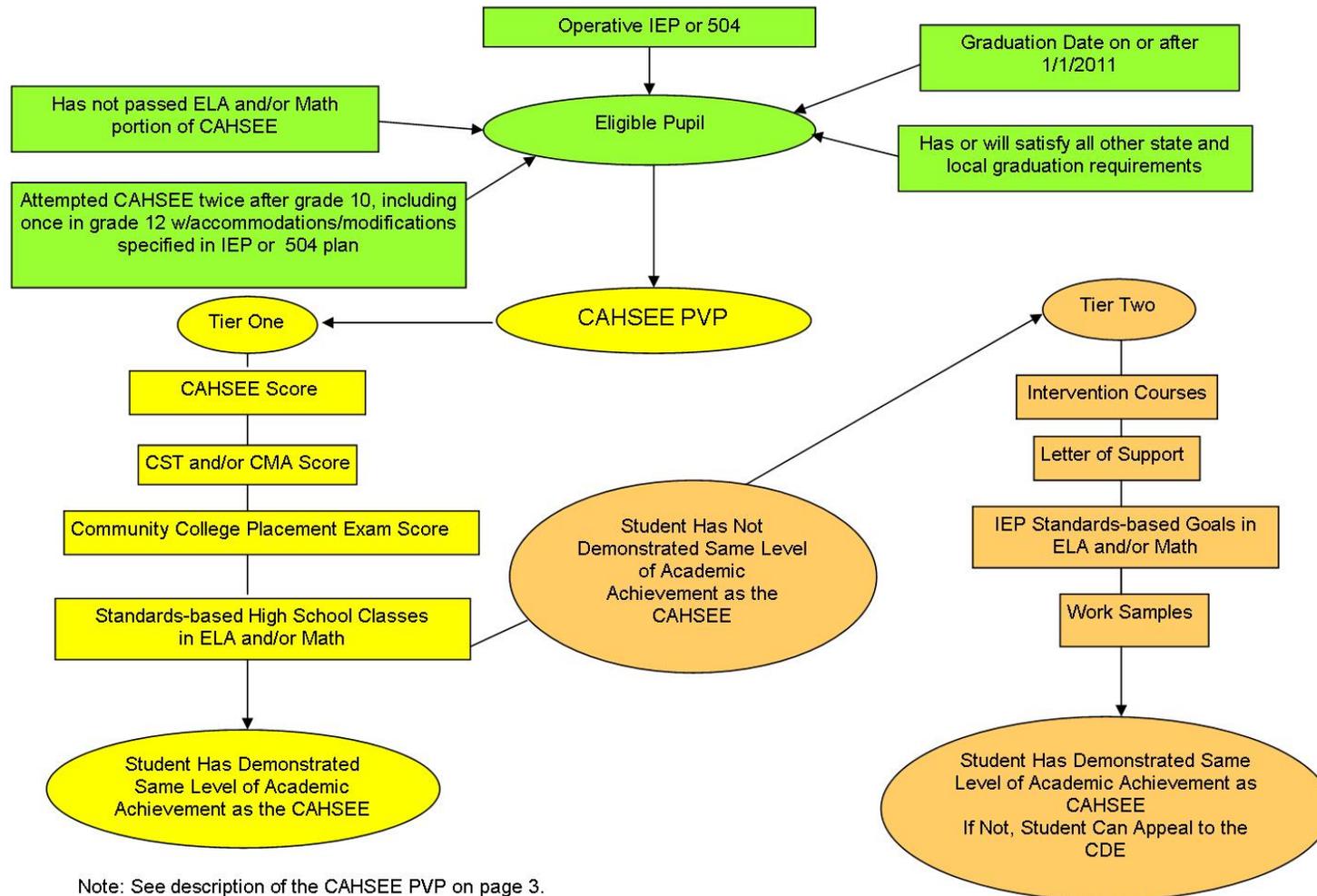
<input type="checkbox"/>	Student has NOT demonstrated the same level of academic achievement in the English-language arts content standards required for passage of the CAHSEE for the following reasons: _____ _____ _____ _____ The student may appeal this determination to the California Department of Education.
<input type="checkbox"/>	Student has NOT demonstrated the same level of academic achievement in the Mathematics content standards required for passage of the CAHSEE for the following reasons: _____ _____ _____ _____ The student may appeal this determination to the California Department of Education.

Signature of District Superintendent or designee:

Name **Date**

Appendix 2

CAHSEE Performance Validation Process Flow Chart



Virginia Scoring Rubric

Appendix 3

Virginia Substitute Evaluation Program

7. VSEP SCORING SYSTEM

7.1 Required Documentation for Scoring

The *Evaluation Plan Approval/Denial Form* (Appendix D) and the *Course Work Compilation Submission Cover Sheet and Affidavit* (Appendix E) must accompany each student's CWC for scoring. The signed affidavit ensures that the evidence in the CWC is that of only the student. The course content teacher and special education teacher should complete all locally required documentation and organize the CWC according to the *Course Evaluation Plan* (Appendix B, Section III). It is the responsibility of the DDOT to submit the final CWC and required documentation for scoring on specified dates and locations provided by the Virginia Department of Education.

7.2 Procedures for Reviewing and Scoring the CWC

Pearson will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student's individual achievement. Refer to the *Virginia Standards of Learning Test Blueprints* at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

7.2.1 Process for scoring

The scoring process for the VSEP involves the use of a four-point rubric that judges the evidence presented in the CWC as it relates to the standards being addressed.

Table 2. Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

Appendix 3

Table 3. Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
Little Evidence	The course work compilation provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
Some Evidence	The course work compilation provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
Adequate Evidence	The course work compilation provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
Ample Evidence	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.