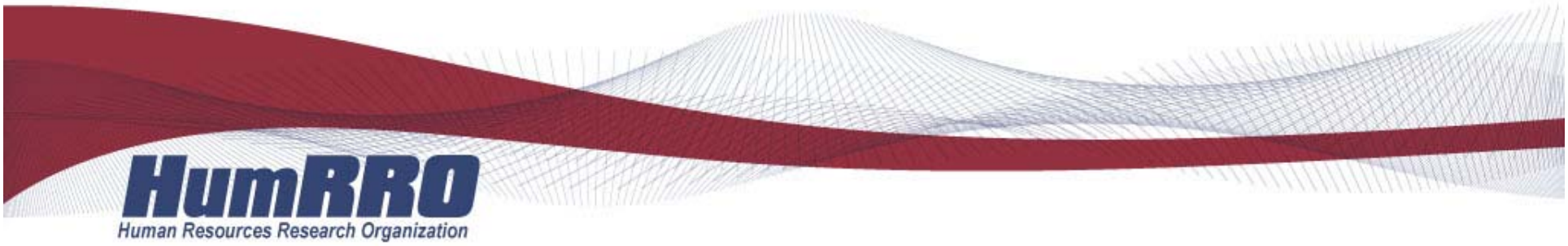
Exploration of Alternative Means for Students with Disabilities to Meet the California High School Exit Examination (CAHSEE) Requirement

Presentation to the State Superintendent of Public Instruction and the California State Board of Education

July 14–15, 2010



Assembly Bill (AB) 2040 Statute Requirements

- Per statute, the Assembly Bill (AB) 2040 Panel recommendations address each of these topics:
  - Eligibility
  - Administration
  - Evidence (Specific Options)
  - Scoring
  - Uniformity
  - Cost
- Our analyses are organized around these same topics.

Human Resources Research Organization's (HumRRO's) Study

- Questions
  - ***Feasibility*** of the proposed California High School Exit Examination (CAHSEE) Performance Validation Process (PVP) as an alternative means of meeting the CAHSEE requirement
  - ***Comparability*** of proposed alternative means to the CAHSEE requirement
- Methods
  - Analyses of California Standards Tests (CST) and other data
  - Focus Groups on Tier Two issues
  - On-Line Feedback Opportunity
    - School-level special educators
    - District-level special educators

Tier One Analyses for Classes of 2008 and 2009

- Number of students eligible
  - Maximum: students testing in 12th grade and not passing CAHSEE
  - No other way to identify students on track to graduate
    - Exit codes reflect end-of-year not mid-year status.
    - Exit codes are not yet available for Class of 2009 and not yet fully reliable for the Class of 2008.
  - We tracked numbers of students with disabilities (SWD) passing and not passing by grade for the Classes of 2008 and 2009.
    - The two classes where SWD were required to pass the CAHSEE

Results for SWD in Classes of 2008 and 2009: About 50,000/Year Start, 18,000–19,000 Remain

Transfers In/Out of Class

Entered Class	2007	2008
Not Matched	3,195	2,866
Different Grade	1,586	1,336
Total	4,781	4,202

Left Class	2007	2008
Not Matched	6,198	5,913
Different Grade	2,247	2,098
Total	8,445	8,011

Entered Class	2008	2009
Not Matched	2,049	2,246
Different Grade	4,293	7,156
Total	6,342	9,402

Left Class	2008	2009
Not Matched	5,239	4,431
Different Grade	1,381	1,318
Total	6,620	5,749

Students Tested Each Year

10th Graders	2006	2007
Total	48,239	47,304

11th Graders	2007	2008
Total	32,996	32,512

12th Graders	2008	2009
Total	26,152	28,326

Students Passing Each Year

# Passing	2006	2007
Total	11,579	11,188

# Passing	2007	2008
Total	6,566	7,839

# Passing	2008	2009
Total	8,311	8,842

Final Total in Class

Total in Class	2008	2009
Net Transfers	-3,942	-156
Final Total	44,297	47,148

Total Not Passing

Not Passing	2008	2009
Total	17,841	19,484
Percent	40.3%	41.3%

Total Passing

Passing	2008	2009
Total	26,456	27,869
Percent	59.7%	59.1%

Demographics of Classes of 2008 and 2009

	Group	All Students	Students in Spec. Ed.	Eligible for Tier 1
Total Number of Students		*1,008,645*	*95,748*	*37,325*
Gender	Female	48.9%	34.3%	34.5%
	Male	51.1%	65.7%	65.5%
Race	Native American	0.8%	1.1%	0.8%
	Asian	8.7%	3.7%	3.3%
	Pacific Islander	0.7%	0.5%	0.5%
	Filipino	2.8%	1.2%	0.9%
	Hispanic	44.8%	45.1%	54.3%
	African American	8.3%	13.5%	19.2%
	White (not Hispanic)	33.8%	34.7%	20.7%
	Other	0.1%	0.2%	0.2%
Other	English Learner	16.1%	23.4%	32.4%
	Disadvantaged	42.8%	49.8%	59.3%

Primary Disability Code, Classes of 2008 and 2009

Primary Disability	All Students in Spec. Ed.	Eligible for Tier 1
210 Mental Retardation	5.5%	7.7%
220 Hard of Hearing	1.0%	0.9%
230 Deaf	0.6%	0.9%
240 Speech Impairment	5.2%	3.0%
250 Visual Impairment	0.6%	0.3%
260 Emotional Disturbance	7.7%	8.6%
270 Orthopedic Impairment	1.6%	1.2%
280 Other Health Impairment	6.8%	4.4%
290 Specific Learning Disability	67.1%	69.7%
300 Deaf-Blindness	0.0%	0.0%
310 Multiple Disability	0.7%	0.7%
320 Autism	2.7%	2.1%
330 Tramatic Brain Injury	0.5%	0.5%
Total Number of Students	95,748	37,325

AB 2040 Panel Proposal for Tier One Screening

- The AB 2040 Panel proposed a checklist such as the one shown below. The point values for community college tests and course grades are not yet defined.

Performance Validation Process *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.*			
TIER ONE – Test Scores (Student may earn a maximum of XX points)			
☐	CMA – ELA:	CMA – Math:	Basic – 1 point Proficient – 2 points Advanced – 3 points
☐	CST – ELA:	CST – Math:	
☐	ELA community college test:	Math community college test:	XX score – 1 point XX score – 2 points XX score – 3 points
☐	ELA High School Classes:	Math High School Classes:	A – XX points B – XX points C – XX points D – XX points

Tier One Elements

- Tier One Worksheet Elements
  - Merged CST/CMA Scores
    - Few had California Modified Assessment (CMA) scores (in 2005–2007)
  - College placement scores not generally available
    - Looked at Early Assessment Program (EAP) scores, but very few students had scores.
    - Placement tests generally not taken until toward the end of 12th grade
    - Different colleges use different tests.
  - No good source of course grade information
    - And certainly no way to verify rigor of course or grading
    - Estimated range of grade point averages from responses to feedback questions
      - About half of eligible students had a C or better grade point average (GPA).

Possible Tier One Worksheet

English-Language Arts			**Mathematics**		
	Points*			Points*	
Course	CST/CMA	Grades	Course	CST/CMA	Grades
7th Grade ELA 8th Grade ELA 9th Grade ELA 10th Grade ELA			7th Grade Math General Math Algebra I		
Total Points Number of Courses			Total Points Number of Courses		
Average per Course			Average per Course		

* Points

CST/CMA Scores	Course Grades
4 - Advanced	4 - A
3 - Proficient	3 - B
2 - Basic	2 - C
1 - Below Basic	1 - D
0 - Far Below Basic	0 - F

Estimates of Possible Tier One Passing Rates

- Criteria for Passing
  - CST/CMA Scores Alone
    - A student would pass if he/she had an average CST/CMA score, across the 3 or 4 designated tests, at the Basic level or better
      - The passing levels on CAHSEE are equal to the Basic level for school accountability under federal Elementary and Secondary Education Act (ESEA) requirements.
      - Basic corresponds to an average of 2.0 points or better on the worksheet.
    - Where students took a course more than once, we used the last CST/CMA score.
  - CST/CMA Scores Plus Course Grades
    - We examined a rule where maintaining a 2.0 GPA (in the target courses) would add 0.5 points to the CST/CMA point average.
      - About half of Tier One students were reported to have a C or better average, so about half of the students with average CST/CMA scores between 1.5 and 2.0 would also pass.

Estimated Results for Classes of 2008 and 2009: SWD Needing to Pass Only One Part

Need to Pass ELA Only		CAHSEE ELA Scores				
Tier 1 Rule	Statistic	< 320	320-329	330-339	340-349	All
	Number of Students	938	900	1446	1802	5086
CST/CMA Only	Number Passing Tier 1	7	3	6	13	29
	Percent Passing Tier 1	0.7%	0.3%	0.4%	0.7%	0.6%
With Grades	Number Passing Tier 1	15	9	28	52	104
	Percent Passing Tier 1	1.6%	1.0%	1.9%	2.9%	2.0%

Need to Pass Math Only		CAHSEE Math Scores				
Tier 1 Rule	Statistic	< 320	320-329	330-339	340-349	All
	Number of Students	128	134	298	5548	6108
CST/CMA Only	Number Passing Tier 1	0	1	2	28	31
	Percent Passing Tier 1	0.0%	0.7%	0.7%	0.5%	0.5%
With Grades	Number Passing Tier 1	0	1	7	84	92
	Percent Passing Tier 1	0.0%	0.7%	2.3%	1.5%	1.5%

Estimated Results for Classes of 2008 and 2009: SWD Needing to Pass Both Parts. Summary

Need to Pass Both		Lowest CAHSEE Score				
Tier 1 Rule	Statistic	< 320	320-329	330-339	340-349	All
	Number of Students	14043	3968	2345	955	21311
CST/CMA Only	Number Passing Tier 1	13	0	0	0	13
	Percent Passing Tier 1	0.1%	0.0%	0.0%	0.0%	0.1%
With Grades	Number Passing Tier 1	24	3	4	0	31
	Percent Passing Tier 1	0.2%	0.1%	0.2%	0.0%	0.1%

Summary: All Tier 1 Students		Lowest CAHSEE Score				
Tier 1 Rule	Statistic	< 320	320-329	330-339	340-349	All
	Number of Students	15109	5002	4089	8305	32505
CST/CMA Only	Number Passing Tier 1	20	4	8	41	73
	Percent Passing Tier 1	0.1%	0.1%	0.2%	0.5%	0.2%
With Grades	Number Passing Tier 1	39	13	39	136	227
	Percent Passing Tier 1	0.3%	0.3%	1.0%	1.6%	0.7%

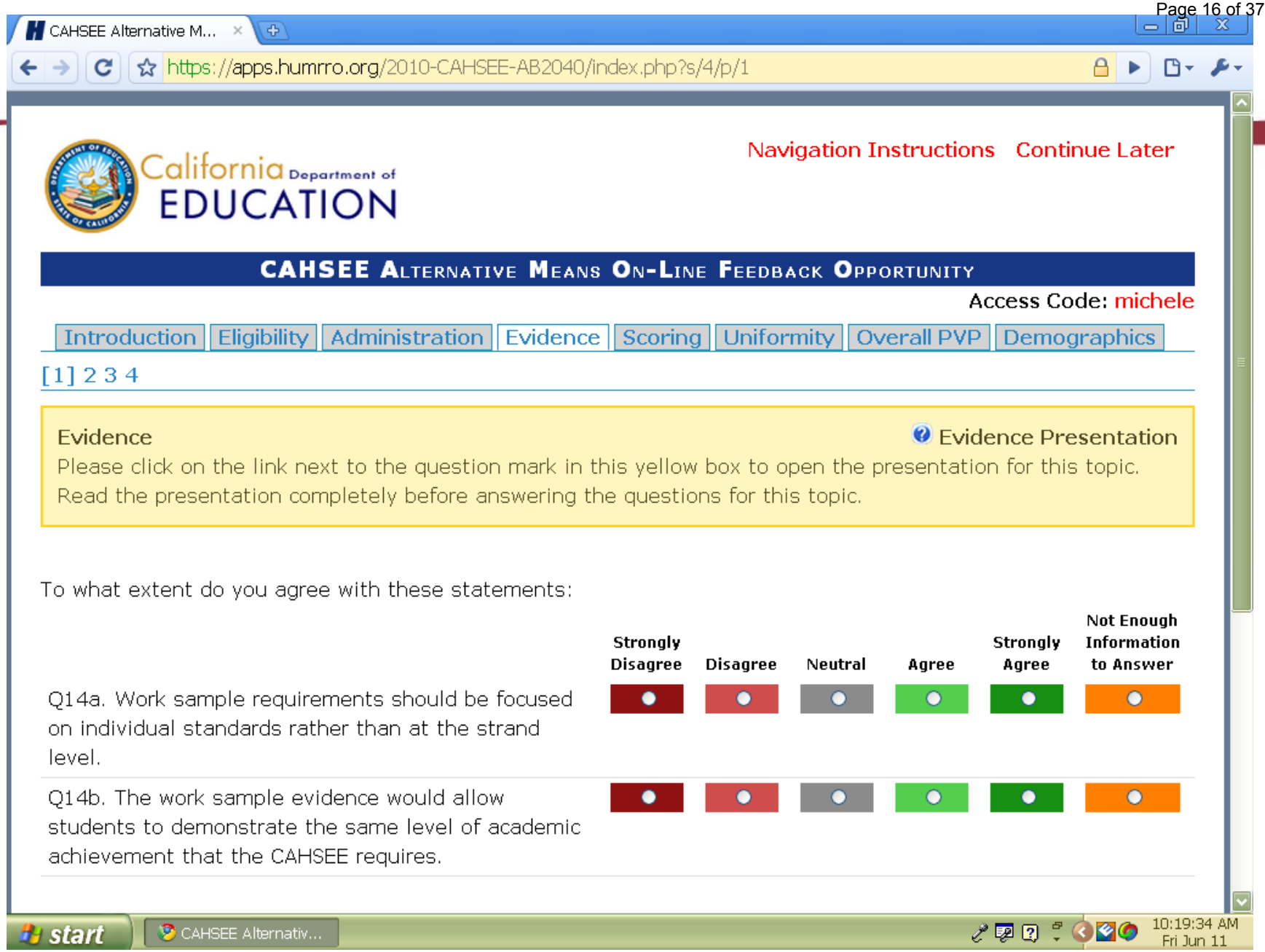
Note: Numbers are for a two year period (2008 and 2009);
Annual numbers would be half the numbers shown (e.g., 113.5 passing with grades)

Summary of Tier One Screen Analyses

- Up to 20,000 students with disabilities might be eligible for Tier One screening each year.
- Very few students would pass this screen.
  - Fewer than 125 each year in our analyses
  - We believe students who do pass meet the CAHSEE requirement.
- Tier One screening might be done by the California Department of Education (CDE) using data in the California Pupil Achievement Data System (CALPADS)
  - Would reduce burden on districts and schools
  - Would also ensure uniformity
- The specific tests, course grades, and passing levels for the Tier One screen would have to be set by policy-makers.
  - Not by a contractor (not even HumRRO)

Tier Two: On-Line Feedback Opportunity

- Recruited for participation
  - School and district staff nominated by CAHSEE District Coordinators from 30 districts identified as having the largest populations of students who may be eligible for the proposed alternative means
  - School and district staff nominated by Special Education Local Plan Area (SELPA) Directors
- Methodology
  - On-line feedback included presentation of each aspect of AB 2040 recommendations followed by forced-choice and open-ended questions about that aspect (e.g., Eligibility presentation, then Eligibility questions).
  - Next four slides show a page from the feedback instrument (Evidence section) and excerpts of the on-line Eligibility presentation.


CAHSEE Alternative M...
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California Department of EDUCATION
Navigation Instructions
Continue Later
CAHSEE Alternative Means On-Line Feedback Opportunity
Access Code: michele
Introduction
Eligibility
Administration
Evidence
Scoring
Uniformity
Overall PVP
Demographics
[1] 2 3 4
Evidence
Evidence Presentation
Please click on the link next to the question mark in this yellow box to open the presentation for this topic.
Read the presentation completely before answering the questions for this topic.
To what extent do you agree with these statements:
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Not Enough Information to Answer
Q14a. Work sample requirements should be focused on individual standards rather than at the strand level.
Q14b. The work sample evidence would allow students to demonstrate the same level of academic achievement that the CAHSEE requires.
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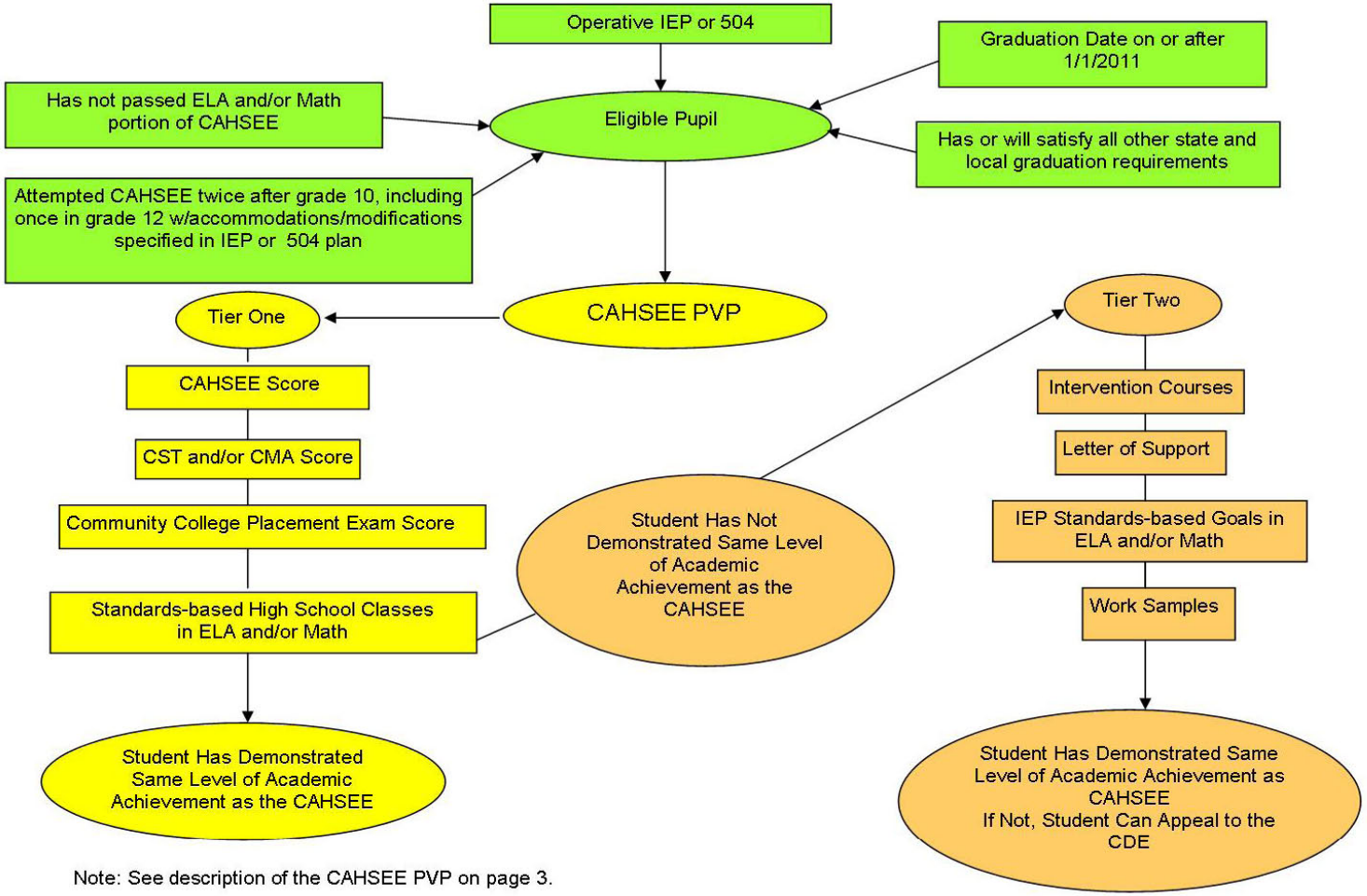
CAHSEE Alternativ...
10:19:34 AM
Fri Jun 11

Excerpt of Eligibility Presentation

Appendix 2

CAHSEE Performance Validation Process Flow Chart



Note: See description of the CAHSEE PVP on page 3.

Excerpt of Eligibility Presentation

- **Criteria for Identification of Eligible Students**
  - Student must have an operative Individual Education Program (IEP) or Section 504 plan;
  - Student has not passed either or both the English-language arts (ELA) or mathematics portions of the CAHSEE;
  - Student must have attempted the CAHSEE twice after grade ten, including once in grade 12, with the accommodations and/or modifications specified in the student's IEP or Section 504 plan;
  - Student must be in grade 12, and have a graduation date on or after January 1, 2011;
  - Student has satisfied, or will have satisfied, all other state and local graduation requirements.

Excerpt of Eligibility Presentation

TIER TWO – Work Samples *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.*		
☐	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.	
	English-language arts	Mathematics
☐	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
☐	IEP standards-based goals	Provide evidence that students with IEPs have standards-based goals, based on the CAHSEE blueprints in ELA and/or Math
☐	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.

- The specific number and nature of work samples, the criteria for other types of acceptable evidence, and the scoring of evidence are not yet defined and would be determined by a test development contractor.

On-Line Feedback Opportunity Response Rate

	Number of Respondents		
	School	District	All
Nominated	141	52	193
Submitted response	**74**	**32**	**106**
Answered at least one open-ended question	54	27	81
Did not access system	*47*	*14*	*61*
Started but did not submit	*20*	*6*	*26*
Response Rate	**52.5%**	**61.5%**	**54.9%**

Quantitative and Qualitative Data Analysis

- Presentation will display key findings by topic (e.g., Eligibility).
- For some questions, district- and school-level responses differ as noted.
- For some topics, open-ended comments indicate possible contradictions to forced-choice data or provide additional insight.
- Note: About three fourths of all respondents (82.9% for math, 82% for ELA) indicated they are familiar with the content standards assessed by the CAHSEE **(Q33)**.

Eligibility

- Estimated Percentage of Students Eligible for CAHSEE PVP **(Q2 & Q3)**: Most common estimated range was 4–8% of all students in the senior class.
- Over 75% of all respondents agree that it is feasible to identify students eligible for CAHSEE PVP by the start of the second semester of their senior year **(Q4)**.
- Characteristics of students who may be eligible for CAHSEE PVP
  - High school math and ELA Grades **(Q5)**: Most students were described as “mostly C” students in both math and ELA courses.
  - Time in Regular Education **(Q6)**: About 45% of respondents reported that most/nearly all eligible students spend “less than half their time” in regular education.
  - Attendance **(Q7)**: 48% of respondents reported that most/nearly all eligible students have “Good” attendance.
  - English Learner (EL) Classification **(Q8)**: 30% of respondents expected 50% or more of the students to be classified as EL.

Administration

- Administration Ease
  - 49% of school respondents agree that “School responsibilities for collecting and reviewing PVP evidence could be implemented fairly easily.” 33% disagree with that statement **(Q10a)**.
  - 49% of district respondents disagree that “District responsibilities for collecting and reviewing PVP evidence could be implemented fairly easily.” 39% agree with that statement **(Q10b)**.
- Professional Development needs
  - School-level training **(Q11):** 50% of school respondents indicated that 6 hours of CAHSEE PVP training per year per school faculty member would be needed.
  - District-level training **(Q12):** 56% of district respondents indicated that 6 or 8 hours of CAHSEE PVP training per year per district faculty member would be needed.

Evidence Presentation

- To provide a possible frame of reference for considering the amount of effort and time that might be involved in collecting and scoring the Tier Two work samples for the content standards assessed by the CAHSEE, HumRRO presented "streamlined" and "full" options.
- These options are provided by HumRRO and were not developed or approved by the AB 2040 Panel.

Theoretical PVP Math Work Sample Options

MATHEMATICS	*CAHSEE*	CAHSEE PVP Possible Required # Work Samples	
Strand	***# Standards Measured***	**Streamlined**	**Full**
Number Sense	*10*	10	14
Statistics, Data Analysis, Probability	*7*	8	12
Algebra and Functions	*10*	12	17
Measurement and Geometry	*10*	12	17
Math Reasoning	*6*	6	8
Algebra I	*10*	10	12
Total	***53***	**58**	**80**

Theoretical PVP ELA Work Sample Requirements

ELA	***CAHSEE***	**CAHSEE PVP Possible Required # Work Samples**	
Strand	***# Standards Measured***	**Streamlined**	**Full**
Reading			
Word Analysis	*2*	4	7
Reading Comprehension	*6*	9	18
Literary Response and Analysis	*10*	10	20
Writing			
Writing Strategies	*5*	6	12
Writing Conventions	*3*	8	15
Total	***26***	**37**	**72**

Evidence

- More than half of all respondents (59.4%) agree that work samples should be focused on individual standards rather than at the strand level **(Q14a)**; however, about a third of the district respondents (39.4%) disagree.
- About two-thirds of all respondents (65.5%) agree that work samples would allow students to demonstrate the same level of academic achievement that the CAHSEE requires **(Q14b)**.
- Asked if each type of supporting evidence is important to include along with work samples to enable students to demonstrate the same level of academic achievement that the CAHSEE requires,
  - Most of the respondents (87.8%) agree that evidence from CAHSEE intervention/remediation courses is important **(Q15a)**.
  - Although almost two-thirds of the respondents (62.6%) agree that a letter of support is important to include along with work samples **(Q15b)**.
  - Almost three-fourths of the respondents (73.9%) agree that evidence from IEPs with standards-based goals is important to include along with work samples **(Q15c)**.

Evidence: Time Required, Quantity of Work Samples

- Respondents were asked to apply the idea of the "streamlined" option to help quantify the time required:
  - For students to generate work samples, assuming no existing student work was available to use as Tier Two evidence **(Q17a,b)**
    - For both Math and ELA, more than half of all respondents indicated 20 or more hours (math, 57.1% and ELA 62.8%).
  - For teachers to complete the CAHSEE PVP checklist and prepare evidence for submission for one student **(Q18a,b)**
    - Math: Almost half of all respondents (43.6%) estimated it would take a teacher 3–6 hours.
    - ELA: More than a third of respondents (39.8%) estimated it would take a teacher 3–6 hours.
- Regarding what quantity of work samples per subject area should be required **(Q16),** about three-fourths of all respondents (77.1%) chose "streamlined."

Scoring Presentation

- To provide a possible frame of reference for considering the amount of effort and time that might be involved in scoring the Tier Two work samples for the content standards assessed by the CAHSEE, HumRRO presented two possible scoring rubrics:
  - A generic rubric like that used in Virginia to score work samples as an alternative means (AB 2040 Panel recommended considering such a rubric)
  - Standard-specific rubrics with specific benchmarks (based on Hawaii program)
- Both rubrics use a four-point scale ranging from No Evidence to Ample Evidence.
- Next two slides illustrate the rubrics as presented to respondents in the scoring presentation.

Generic Rubric, Based on Virginia Model

Score	Descriptor	Detailed Score Definition
0	**No Evidence**	The evidence submitted *does not show any level of individual achievement* for the content standard(s).
1	**Little Evidence**	The evidence submitted provides a *minimally sufficient demonstration* of the student's knowledge and understanding of the standard(s). 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 content standard(s).
2	**Some Evidence**	The evidence submitted provides *only a partially sufficient demonstration* of the student's knowledge and understanding of the standard(s). 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 content standard(s).
3	**Adequate Evidence**	The evidence submitted provides a *reasonably sufficient demonstration* of the student's knowledge and understanding of the standard(s). 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 content standard(s).
4	**Ample Evidence**	The evidence submitted provides a *fully sufficient demonstration* of the student's knowledge and understanding of the standard(s). 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 content standard(s).

Example of Standard-Specific Scoring Rubric

SUBJECT Strand Standard	**Text of CAHSEE Standard**	**Task or Prompt**	**Ample Evidence OR X points**	**Adequate Evidence OR X points**	**Some Evidence OR X points**	**Little Evidence OR X points**	**No Evidence OR X points**	**Type of Evidence**
MATH Number Sense (NS) 7NS1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	Write the radius of the earth's orbit, 150,000,000,000 meters, in scientific notation.	Writes 1.5×10^{11}	Writes 1.5×10^{9} Or 1.5×10^{12}	Writes 15×10^{10} Or 150×10^{9}	Writes 1.5×10^{-11} Or 150×10^{-9}	Does not write any value with exponents	
ELA Reading Compre-hension (RC) 10RC2.4	Paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	Write an accurate summary of the passage in your own words	Correctly describes the focus of the passage	Copies text from the focal parts of the passage	Describes information supported by but not central to the passage	Copies text from random part of the passage	Writes text unrelated to passage	

Scoring

- Generic Rubric
  - About three-fourths of the respondents (75.4%) agree that Virginia's model rubric could provide for consistent evaluation of any type of student evidence **(Q20a)**.
  - About three-fourths of the respondents (73.6%) agree that Virginia's model rubric could provide for consistent evaluation of evidence for any standard **(Q20b)**.
- Standard-Specific Rubric
  - About three-fourths of the respondents (75.2%) agree that analytic scoring rubrics at the level of individual standards are needed for consistent evaluation of student evidence **(Q23)**.
- Scoring Time
  - About what amount of time, after initial training, would be required to review and score one student's work sample evidence ("streamlined" option):
    - Using Virginia's model rubric (Q21): The median time estimate for all respondents is 2 hours for Math and 4 hours for ELA.
    - Using standard-specific rubrics (Q24): The median time estimate for all respondents is 2 hours for Math and 3 hours for ELA.
- Most of the respondents (84.9%) agree that teachers should participate on the district CAHSEE PVP scoring panels **(Q25).**

Scoring: Estimates of CAHSEE PVP Passing Rates

- To help respondents quantify estimates of CAHSEE PVP Tier Two passing rates, and to relate passing the PVP to the achievement level required on the CAHSEE, respondents were asked to assume
  - For math, that 55% of a student's CAHSEE PVP work samples ("streamlined option") needed to be scored "Adequate Evidence"
  - For ELA, that 60% of a student's CAHSEE PVP work samples ("streamlined option") needed to be scored "Adequate Evidence"
- Respondents were asked to think about all the students who would enter the CAHSEE PVP, and then to estimate about what percentage of students would likely demonstrate adequate achievement in math or ELA skills to pass Tier Two.
  - For both content areas, about two-thirds of all respondents (math, 65.8%; ELA, 61.9%) estimated that 50–100% of the CAHSEE PVP students would pass (Q26).

Uniformity

- About three-fourths of all respondents (74.5%) agree that the types and numbers of required work samples could be adequately defined to ensure uniformity across the state in the evidence collected **(Q29a)**.
- More than two-thirds of the respondents (69.8%) agree that procedures and training for scoring could be adequately defined to ensure uniformity across the state in the scoring of evidence **(Q29b)**.

Estimated Annual Costs for Tier Two Operations

- Cost will primarily be driven by effort required for each student
  - Teacher time to prepare evidence: 5 hours per subject per student
  - Personnel time to score work samples: 5-6 hours per student
  - Maximum cost: 20,000 students X 15 hours / student = 300,000 hours
- Fixed costs not included in this estimate
  - Training or professional development for teachers and scorers
  - CDE staff time to specify the Tier One and Tier Two details and monitor implementation

Estimates of Required Time Task	Math Hrs	ELA Hrs	Total Hrs
Student produces work samples (Q17)	30–40	30–40	60–80
Teacher completes checklist and prepares evidence for submission (Q18)	5	5	10
District panel reviews and scores work sample evidence using either the generic or standard-specific rubric (Q21 & Q24)	2	3–4	5–6
Total	37–47	38–49	75–96

Most Frequent Open-Ended Comments, by Topic

- Eligibility
  - Of the 32 respondents who answered this open-ended item, 25% indicated that the second semester of senior year is too late to initiate PVP
- Administration
  - Of the 51 respondents who answered this open-ended item, 25% expressed concern about the amount of PVP training and evidence collection time required of Special Ed teachers
- Evidence
  - Of the 54 respondents who answered this open-ended item, 52% commented about or questioned the work sample requirements (e.g., concern that time spent on work samples reduces time for instruction, need to collect work samples before senior year, how could consistency in work samples be assured, where will all the work samples be stored)
- Scoring
  - Of the 34 respondents who answered this open-ended item, 47% had concerns about or recommendations to ensure the consistency of scoring (e.g., expect variation across districts, expect variation using a generic rubric, need for much scorer training and monitoring for consistency)
- Uniformity
  - Of the 37 respondents who answered this open-ended item, 57% expressed concerns about the feasibility of uniformity regarding scoring
- General comments re Alternative Means
  - Of the 46 respondents who answered this open-ended item, 28% expressed a preference for a CAHSEE modified assessment instead of PVP

Summary

- Tier One Screen would be a feasible process.
  - Could be early and automated since required information available at the beginning of senior year
  - Few students are likely to pass the Tier One screen.
  - Many policy decisions on tests and courses to include and on passing level are required.
- Responses from school and district special education experts suggest the Tier Two Screen might be feasible, but:
  - Development contractor needed to add more specifics to work sample requirements.
  - Time requirements might be a considerable burden.
    - Consideration might be given to reducing eligibility for Tier Two (e.g., from 20,000 down to 4,000 students) to target teacher time to the most eligible students.
    - Development contractor might recommend reduction in the number of work samples, reducing time requirements.
  - Concerns about comparability of results with local scoring remain
  - If judged feasible, development should include a pilot test before system becomes operational.