

RED Alert: Week of August 31, 2009

NEW/UPDATED ITEMS

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- *2009 Standards-Based Test in Spanish (STS) Results in DataDirector
- *DataScanner Training
- *2009-10 Budget Act Revising the CAHSEE Requirement for Students with Disabilities
- *California Launches New Website About the STAR Program for Parents and Educators
- *Updated 2009-10 School List Now Available on the Web
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REMINDER ITEM

- *Upcoming Nuts and Bolts Training Sessions

Benchmark Exams Highly Predictive of CST Performance NEW

Analysis of data from the 2008-09 district benchmark exams (BMEs) and the 2009 CSTs reveals that student performance on the BMEs is highly correlated with performance on the CSTs, with overall correlation coefficients above 0.8 (see attached document: BME CST Findings Report.pdf). As shown in the first table on each page of the attachment, even the first BMEs in both English language arts and mathematics provide valuable information about students' likely performance on the CSTs, and correlations increase in strength with each successive administration of the benchmark exams.

The tables at the bottom of the pages for ELA and mathematics show the predictive accuracy of the BMEs, approximately 85% for ELA and about 82% for mathematics. For all BMEs, the cut points for proficiency were set to make it a little more difficult to achieve the proficient level than on the CSTs. The data reflect this strategy—in all cases, the BMEs “under-predicted” CST performance such that there were no surprises with over-confident expectations. The percentages of cases where students scored at lower performance levels on the CSTs than on the BMEs were relatively small.

Please share these results with your teachers. The information contained in the attachment reflects only some of the analyses we have run on the associations between the two assessments. (All analyses supported the above findings.) Questions about the analysis of these data may be directed to Dina Policar (dpolicar@sandi.net or 619-725-7179).

2009 Standards-Based Test in Spanish (STS) Results in DataDirector NEW

The 2009 Standards-Based Test in Spanish (STS) results are available in DataDirector via the Shared Report titled “2009 Standards-Based Test in Spanish (STS) Results.”

DataScanner Training NEW

With the retirement and movement of staff, both principals and office staff, some sites may not have anyone trained as their DataScanner Power Users. These staff members are responsible for scanning district assessments such as the benchmark exams and end-of-course exams. In addition, DataScanner Power Users act as a resource for other site staff (e.g., teachers who need to scan their own exams).

Sites did a remarkable job last year of scanning district assessments—the DataDirector company representatives have remarked that they are impressed that a district of our size had so few problems. We believe this is attributable to the attentiveness of site staff, the quality of training provided, and the requirement that site administrators participate in the training and oversee scanning at their sites.

To continue our successful exam scanning, we are offering two training opportunities for sites who have new staff who need to be trained. Again, it's important for a site administrator to “own” the scanning process and to have one person trained as the DataScanner Power User. The sessions will be held on September 17 or 23 from

12:30 - 3:30 p.m. at the Fremont training center in B5. Each site is allowed to send no more than two people to a session. It is recommended that sites send an administrator and the power user to the same training; however, sites may send only the DataScanner Power User if an administrator at the site has had previous DataScanner training. You or your staff may register by going to <http://www.sandi.net/datadirector/training/index.asp>. Questions regarding this training may be directed to Tressa Renee at trenee@sandi.net.

2009-10 Budget Act Revising the CAHSEE Requirement for Students with Disabilities

NEW

As a result of the latest Budget Act, commencing with the 2009-10 school year, an eligible student with a disability who has an IEP or Section 504 Plan is not required to pass the CAHSEE as a condition of receiving a high school diploma. **Students with disabilities will continue to take the CAHSEE in grade ten for purposes of fulfilling the requirements of the federal No Child Left Behind Act of 2001.** This exemption shall last until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the CAHSEE or determines that an alternative means assessment to the CAHSEE is not feasible.

Section 60852.3 of California *Education Code* can be accessed on the Official California Legislative Information Web page at <http://www.leginfo.ca.gov/calaw.html>.

California Launches New Website About the STAR Program for Parents and Educators

NEW

The California Department of Education (CDE) and the State Board of Education (SBE) have launched a new website to help parents and teachers gain a clearer understanding of the STAR Program. The new CDE STAR website can be located at <http://www.starsamplequestions.org/>. The website features dozens of released test questions that students have faced at each grade level as well as a parent guide for each grade level.

Updated 2009-10 School List Now Available on the Web **NEW**

The "Schools in Session for 2009-2010" List is now available on the Research and Reporting website at <http://studata.sandi.net/saa/app/schools/index.asp>. The dynamic table includes the school Location Code, official 30-character school name, school type, grade range (Lower Grade and Upper Grade), Track, Charter/Contract indicator, CDS Code, NCES Code, and the indicator Primary CDS, which is checked if the school bears the name for the CDS Code (some CDS Codes are shared by more than one site). All fields except Primary CDS are sortable.

Please contact Peter Bell at 619-725-7193 or pdbell@sandi.net if you have any questions about the list.

2009 Standardized Testing and Reporting (STAR) Strand Reports and Performance Leave Change Reports by Ethnicity Available on District Website **NEW**

In addition to district and school California Standards Test reports recently announced and posted on the Research and Evaluation Division website at <http://studata.sandi.net/research/cst/index.asp>, additional reports have been posted. These include Strand Performance Summaries for 2009 at <http://studata.sandi.net/research/cst/2009/strandsummary/index.asp> and Two-Year Strand Performance Summaries for 2008 and 2009 at http://studata.sandi.net/research/cst/2009/strand_2yr/index.asp, as well as Performance Level Change Reports by Ethnicity for English language arts and mathematics for the years 2005-2009 at http://studata.sandi.net/research/cst/2009/CST_2005-2009_perf_change_by_eth_and_grade.pdf.

Upcoming/Continuing Testing Windows **UPDATED**

California High School Exit Examination (CAHSEE): October 6 and 7, 2009 for Grade 12 (students in the Class of 2010) and Adult Education students ONLY. For questions regarding the CAHSEE, please call 619-725-7061.

CELDT Annual Assessment: September 8, 2009 - October 21, 2009 for Grades K-12. Beginning September 16, sites may enter preliminary scores for Initial Identification in Zangle. For questions regarding the CELDT, please call 619-725-7059.

Gates-MacGinitie Reading Test (GMRT): September 28, 2009 - October 2, 2009 for Grades 3-10. Materials will be available for pick up in Annex 10 at the Eugene Brucker Education Center beginning September 21, 2009 between 7:30 a.m. and 4:30 p.m. For questions regarding the Gates-MacGinitie, please call 619-725-7165.

Harcourt Inventory: September 8, 2009 - October 2, 2009 for Grades 1-5. Materials were delivered via truck delivery during the week of August 31, 2009. Instructions for test site coordinators were included with the materials delivered to sites. For questions regarding the Harcourt Inventory, please call 619-725-7148.

On Demand Writing: September 8, 2009 - October 2, 2009 for Grades K-8. Writing prompts and instructions were emailed to principals the week of August 31, 2009. The On Demand Writing documents are also posted in *DataDirector* under the "Assessments" tab. For questions regarding the On Demand Writing test, please call 619-725-7165.

WRAP/DRA: September 8, 2009 - October 2, 2009 for Grades K-2. Information packets were mailed to principals during the week of August 31, 2009. Teachers will be able to enter WRAP/DRA results in *DataDirector* for their classroom until October 9, 2009. Job aids with step-by-step instructions for entering results in *DataDirector* were provided in the principals' information packets. For questions regarding the WRAP/DRA, please call 619-725-7148.

Upcoming Nuts & Bolts Training Sessions REMINDER

California English Language Development Test (CELDT)

All schools (A-J), Tuesday, September 15, 2009, 3:30 p.m. - 5:00 p.m. at the Ballard Parent Center

All schools (K-Z), Thursday, September 17, 2009, 3:30 pm. - 5:00 p.m. at the Ballard Parent Center

California High School Exit Examination (CAHSEE): Tuesday, September 29, 2009, 2:30 - 4:00 p.m., Ballard Parent Center in Old Town.

Please help ensure access to the RED Alert by forwarding this email to colleagues who may have interest in the topics listed above.

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Correlations: 2009 CST English Language Arts Performance Level with
 Cumulative Average **English Language Arts** Benchmark Exam Performance Level**

| Course | N | Benchmark 1 Only | Benchmark 1+2 | Benchmark 1+2+3 | Benchmark 1+2+3+EOY |
|---------|--------|---------------------|------------------|--------------------|------------------------|
| Grade 2 | 8,200 | .712 | .811 | n/a | .848 |
| Grade 3 | 7,848 | .709 | .802 | n/a | .839 |
| Grade 4 | 7,254 | .725 | .807 | n/a | .836 |
| Grade 5 | 7,316 | .725 | .799 | n/a | .829 |
| Grade 6 | 6,078 | .749 | .802 | .826 | .846 |
| Grade 7 | 5,780 | .754 | .796 | .821 | .834 |
| Grade 8 | 5,424 | .733 | .782 | .809 | .821 |
| Overall | 47,895 | .730 | .802 | .811 | .839 |

**All correlations significant at .01 level

Predictive Accuracy: Using Cumulative Average ELA Benchmark Proficiency
 to Predict 2009 CST ELA Proficiency

| Course | N | % Accurate Predictions | % Proficient on Benchmarks, Basic or Below on CST | % Basic or Below on Benchmarks, Proficient on CST |
|---------|--------|---------------------------|---|---|
| Grade 2 | 8,200 | 85.5 | 3.6 | 11.0 |
| Grade 3 | 7,848 | 85.4 | 6.0 | 8.6 |
| Grade 4 | 7,254 | 85.9 | 4.7 | 9.4 |
| Grade 5 | 7,316 | 85.6 | 5.2 | 9.3 |
| Grade 6 | 6,078 | 86.3 | 5.5 | 8.2 |
| Grade 7 | 5,780 | 87.2 | 5.6 | 7.2 |
| Grade 8 | 5,424 | 84.6 | 6.0 | 9.4 |
| Overall | 47,895 | 85.8 | 5.1 | 9.1 |

Correlations: 2009 CST Mathematics Performance Level with
Cumulative Average **Mathematics** Benchmark Exam Performance Level**

| Course | N | Benchmark 1 Only | Benchmark 1+2 | Benchmark 1+2+3 |
|------------------|--------|---------------------|------------------|--------------------|
| Grade 2 | 8,056 | .695 | .777 | .811 |
| Grade 3 | 7,776 | .702 | .779 | .809 |
| Grade 4 | 7,162 | .690 | .763 | .792 |
| Grade 5 | 7,451 | .685 | .761 | .798 |
| Grade 6 | 6,032 | .646 | .741 | .789 |
| Prealgebra | 5,411 | .685 | .748 | .780 |
| Alg. Readiness | 1,292 | .578 | .681 | .724 |
| Alg. Exploration | 1,306 | .533 | .672 | .697 |
| Algebra I | 4,616 | .675 | .752 | .783 |
| Geometry | 2,914 | .541 | .629 | .630 |
| Adv. Geometry | 1,164 | .586 | .669 | .740 |
| Overall | 53,180 | .730 | .796 | .823 |

**All correlations significant at .01 level

Predictive Accuracy: Using Cumulative Average Mathematics Benchmark Proficiency
to Predict 2009 CST Mathematics Proficiency

| Course | N | % Accurate Predictions | % Proficient or Adv. on Benchmarks but Basic or Below on CST | % Basic or Below on Benchmarks but Proficient on CST |
|------------------|--------|------------------------------|--|--|
| Grade 2 | 8,056 | 83.3 | 3.5 | 13.2 |
| Grade 3 | 7,776 | 83.6 | 4.2 | 12.2 |
| Grade 4 | 7,162 | 82.4 | 4.1 | 13.6 |
| Grade 5 | 7,451 | 80.9 | 4.0 | 15.1 |
| Grade 6 | 6,032 | 81.5 | 4.8 | 13.7 |
| Prealgebra | 5,411 | 78.6 | 3.3 | 18.1 |
| Alg. Readiness | 1,292 | 85.7 | 2.7 | 11.6 |
| Alg. Exploration | 1,306 | 91.9 | 0.1 | 8.0 |
| Algebra 1,2 | 4,616 | 75.8 | 1.6 | 22.6 |
| Geometry | 2,914 | 95.0 | 0.7 | 4.4 |
| Adv. Geometry | 1,164 | 76.3 | 2.1 | 21.6 |
| Overall | 53,180 | 82.3 | 3.4 | 14.3 |