

# CODESP NEWS

VOLUME 31, ISSUE 9

MAY, 2003

## ITEM ANALYSIS

**CODESP needs your help!** We are continuing to monitor how our Instructional Aide test items are performing and need to gather statistical information from districts using our test materials. Our Sample Instructional Aide test has been sent to 224 districts, and 91 of them have asked us to generate a test for them using our item bank software

If your test was generated by CODESP, and you use one of the Scantron forms listed on our website you can mail them to us. We will perform the statistical analysis and return the forms to you in 4 to 5 days.

If mailing the Scantrons to us is not a feasible option, we would like to know the information listed below. If you ran your own statistical analysis, the data may already be on your scoring printout.

- Date the exam was given
- How many people took it
- The median score
- The reliability coefficient (often noted as Kuder Richardson Formula 20 or KR 20)
- The item analysis report
- What test scoring software you use, or do you hand score?
- Did we make your entire IA test for you?
- A copy of the CODESP test key (so we can tell which item banks and question names the output refers to)
- Do you give the CODESP tutorial or parts of it to ALL test takers? Do you only give it to some?

You may have statistics/test scores for **multiple administrations** of the test, and **we would love to have copies of all of them**. You may fax or mail them to our office, or email attach this information to Lisa@codesp.com. We thank you in advance for your time and cooperation-- **it's helpful districts like yours that make CODESP a successful and constantly improving consortium!**

## WHY TEST?

At the recent Southern California Personnel Management Association conference in Long Beach, Ted Darany from Darany and Associates gave a presentation, *"Can I Help You With That? Running the Hiring Process as Though Your Job Depended on It"*.

During the presentation he discussed the positive aspects, both in monetary savings and in operational benefits, gained by using proper employee testing methods. He considers personnel selection to be the ultimate Human Resource Technology because the purpose of technology is to improve the way we do business and personnel tests do this.

He also explained that fairness through a level playing field increases access to all persons with competence while decreasing workforce contention. Mr. Darany emphasized the use of valid tests to obtain this goal.

The US Supreme Court wrote in the case of *Griggs v. Duke Power* on March 8, 1971 the following statement:

*The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without conventional badges of accomplishment in terms of certificates, diplomas, or degrees."*

This famous case, which enforced the importance of developing job-related tests, concerned Black employees of a power company who brought a class action suit against their employer, alleging that the employer violated the Civil Rights Act of

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# *THIRTY YEAR ANNIVERSARY*

*You're invited to help us celebrate:*

*Friday, May 30th*

*9:00 a.m. – 4:00 p.m.*

**FOUNTAIN VALLEY SD**

***Our highly qualified speakers will cover a variety of “hot topics” in the field of school district human resource management:***

**Barry Newton** is the founder of Creative Management Solutions, Inc.. Mr. Newton specializes in organizational design, compensation management, and performance assessment systems. He will be discussing ***job analysis*** methods, legal aspects of ***job descriptions*** and how their content ties into Workers Compensation and the ADA, career paths, and ***reclassifications***.

**Steve Williams** is an analyst from Escondido Union Elementary School District. He will be presenting the results of an ongoing study of their district's ***instructional aide assessment***. Mr. Williams, along with CODESP staff members, will provide the history of the exam's development and related statistical data.

**Michael Blacher**, an attorney with Liebert, Cassidy and Whitmore, will cover updates in ***FMLA/CFRA***. Mr. Blacher practices in the area of education law and is responsible for the firm's newsletter, Education Matters.

**Barbara Ginsberg**, an attorney with Parker & Covert, will provide participants with an update on ***recent legislation and legal issues*** concerning classified employment.

We understand that districts are reducing their training, travel, and conference budgets. To assist our members, CODESP will continue to provide free networking and training activities through these difficult times.

The meeting will be held at Fountain Valley School District, located at **17210 Oak Street**, in the **Beaubier Room**.

**A map is available under “Training” at [www.codesp.com](http://www.codesp.com)**

***RSVP to [tests@codesp.com](mailto:tests@codesp.com)***

***We hope to provide a similar program in the Bay Area this fall.***

## **UPCOMING TRAINING**

Executive Director Marianne Tonjes will be visiting districts in July along the central coast, in the Bay Area, and in central Northern California. Training in Southern California can be scheduled throughout the year.

If you would like to schedule a visit for training, or to inquire about CODESP services, please contact her at [marcodesp@aol.com](mailto:marcodesp@aol.com).

## **NEW MEMBERS**

**Carlsbad USD  
Encinitas Union SD**

## **JOB OPENINGS**

**VISTA UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL DIRECTOR**

**\$77,197—\$91,797**

Contact: Chuck Acrie at (760) 726-2170 x2293

**SAN LUIS OBISPO COUNTY OFFICE  
OF EDUCATION  
DIRECTOR OF PERSONNEL**

**\$91,621**

Contact: Helen Robertson at (805) 782 7230

## **“INTENTS TO JOIN”**

It is important that we receive district's "Intents to Join or Rejoin CODESP" as soon as possible. This information is needed to help us plan for next year's programs. Please fax in your intent soon. If you have new staff members, make sure that we have a security agreement on file for them.

Membership and security agreements are available at [www.codesp.com](http://www.codesp.com) under JOIN CODESP.

## **COUNTY OFFICES**

CODESP staff has traveled to several County Offices of Educations throughout this past program year. Executive Director Marianne Tonjes will be making a presentation to PASSCO (Personnel Administrators Services Steering Committee) on May 16 in Folsom, and to Tulare COE on June 3. Countywide meetings are the most efficient method of training staff and we encourage other county offices to do the same. If you would like to schedule a countywide meeting for HR staff members from your district and those districts in your county, let us know. If you are from a rural county, we can combine counties for the meeting.

## **WHY TEST?**

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1964 by requiring a high school diploma and a satisfactory intelligence score for certain jobs previously limited to white employees.

In an opinion by Justice Burger, expressing the unanimous view of the court, it was held that the Civil Rights Act prohibits an employer from requiring a high school education or passing of a standardized general intelligence test as a condition of employment in, or transfer to jobs when neither standard is shown to be significantly related to successful job performance.

Job-relatedness is explained in the Uniform Guidelines of 1978. It states that it is unlawful to use a test or selection procedure that creates adverse impact, unless justified. The guidelines apply to all tests, inventories and procedures used to make employment decisions. Employment decisions include hiring, promotion, referral, disciplinary action, terminations, licensing, and certification.

The guidelines are legally binding under a number of civil rights laws, including Executive Order 111246. The courts generally give a great importance to the guideline's technical standards for establishing the job-relatedness of tests.

Identifying the knowledge, skills, and abilities needed to perform a job through a job analysis provides the framework to determine if a test is job-related.

# **PARAPROFESSIONAL REQUIREMENTS**

Following is an article from the April 21, 2003, No Child Left Behind Update provided by the California Department of Education which is posted on their website:

*The State Board of Education is currently reviewing recommendations for California's implementation of paraprofessional requirements under NCLB. It is anticipated that the next NCLB Update will provide clarification on issues such as the definition of "two years" of college, whether the two years must include specific coursework, and the assessment of veteran and new paraprofessionals. CDE is currently exploring the option of using a structured observation process for assessing paraprofessional skills, in addition to the options of local or commercial assessments. The goal is to maintain local flexibility while providing sufficient guidance for statewide consistency. It is likely that the guidance will describe various options for meeting the requirements, including written assessment, oral assessment/interview, and performance assessment.*

We are monitoring the developments by the State Board of Education and will advise members as we are notified of their decisions. Currently we have developed an evaluation for current instructional aides with a rubric for scoring. As soon as we hear a decision from Sacramento we will release it for our members.

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