2019–20
Assessment Coordinators Survey

Results Report

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Sacramento
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Contents

Introduction

In 2019, the California Department of Education (CDE) launched the second annual local educational agency (LEA) Assessment Coordinators Survey. This work was undertaken by the Sacramento County Office of Education (SCOE) under the Assessment Validity and Outreach contract. The survey, which was sent via email to all California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) coordinators in the state, was designed to gather feedback and input on current assessment-related resources, training opportunities, and the CDE's social media presence.

This report provides a detailed summary of the feedback received from the participants as well as a set of recommendations for improving the type and quality of support the CDE provides for LEA assessment coordinators.

Summary of Participants

The Assessment Coordinators Survey was emailed directly to LEA CAASPP and ELPAC coordinators on September 17, 2019. Information about the survey was included in the CDE's weekly *Assessment Spotlight* that month, and coordinators received a follow-up email one week before the closing of the survey as well as on the day the survey closed, reminding them to fill out the survey. This comprehensive communication approach helped yield the survey's response rate of 44 percent. Out of the 1,757 unique LEA coordinators who were contacted (coordinators holding both CAASPP and ELPAC coordinator roles were counted only once), 799 responded to the survey. Twenty-seven of the respondents (3 percent) were screened out because they indicated they were not in an LEA coordinator role. The answers of the remaining 772 respondents are shown in this report.
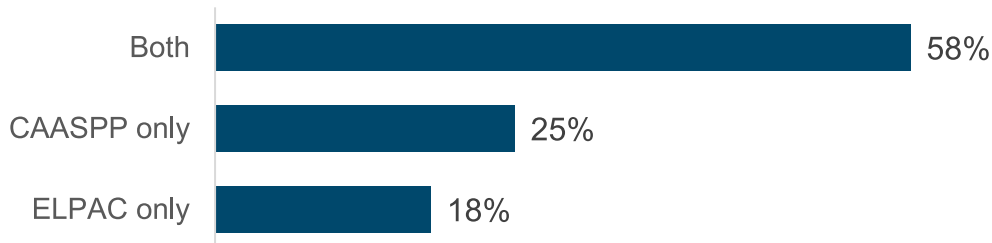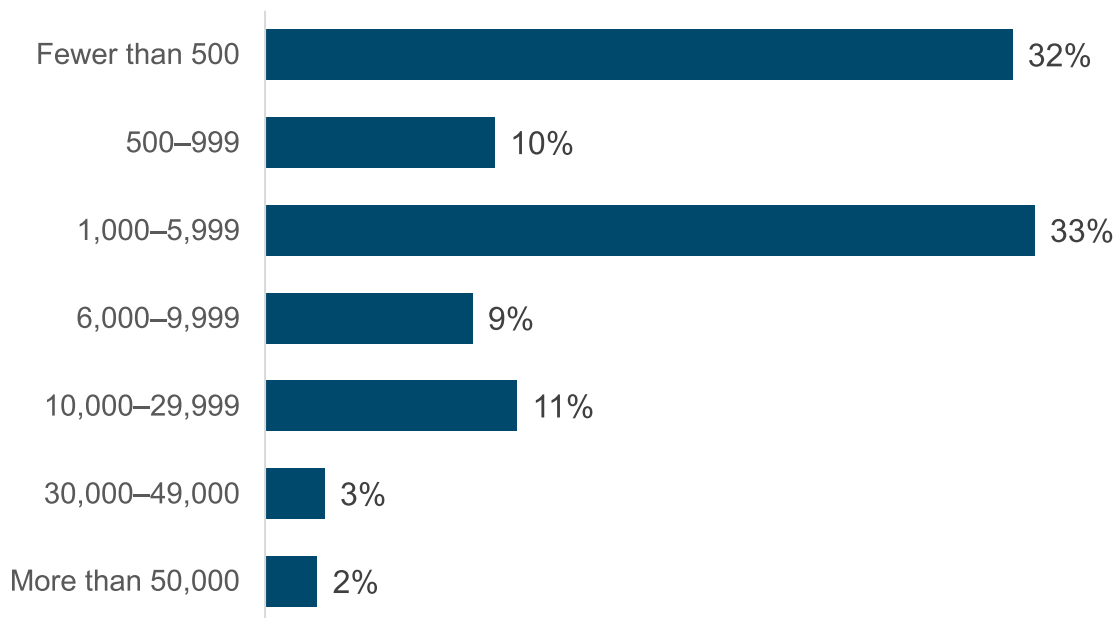
772 survey respondents
44 percent response rate

Respondent Demographic Information

Respondents were asked their role, and more than half indicated that they served as both the CAASPP and ELPAC coordinator at their LEA.

Role	Percentage
Both	58%
CAASPP only	25%
ELPAC only	18%

Of the 58 percent of coordinators above who serve in both roles, the majority came from LEAs with fewer than 6,000 students.

LEA Size	Percentage
Fewer than 500	32%
500–999	10%
1,000–5,999	33%
6,000–9,999	9%
10,000–29,999	11%
30,000–49,000	3%
More than 50,000	2%

Respondents were asked about their LEA type, and 28 percent indicated that they were from a charter school.

LEA Type	Percentage
Non-charter	72%
Charter	28%
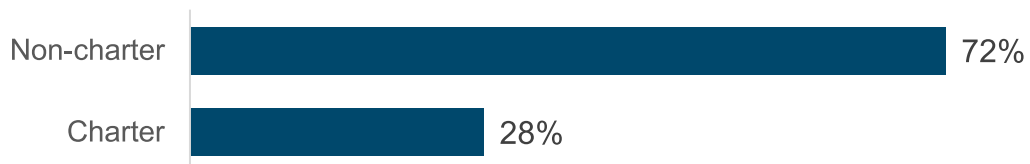
Thirty-nine percent of CAASPP coordinators and 47 percent of ELPAC coordinators had been in their role for less than four years. This also includes time as the STAR or CELDT coordinator.

	CAASPP	ELPAC
Less than 1 year	13%	18%
1–3 years	39%	47%
4–6 years	28%	21%
7–10 years	11%	8%
More than 10 years	9%	7%
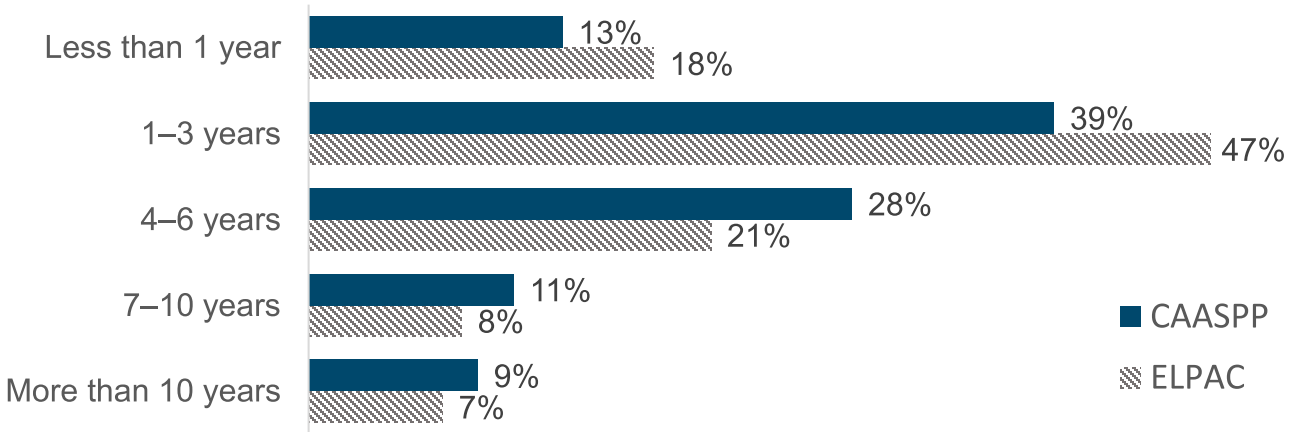
LEAs of all sizes (based on student population) were represented, with 1,000–5,999 students being the most common LEA size among survey respondents.
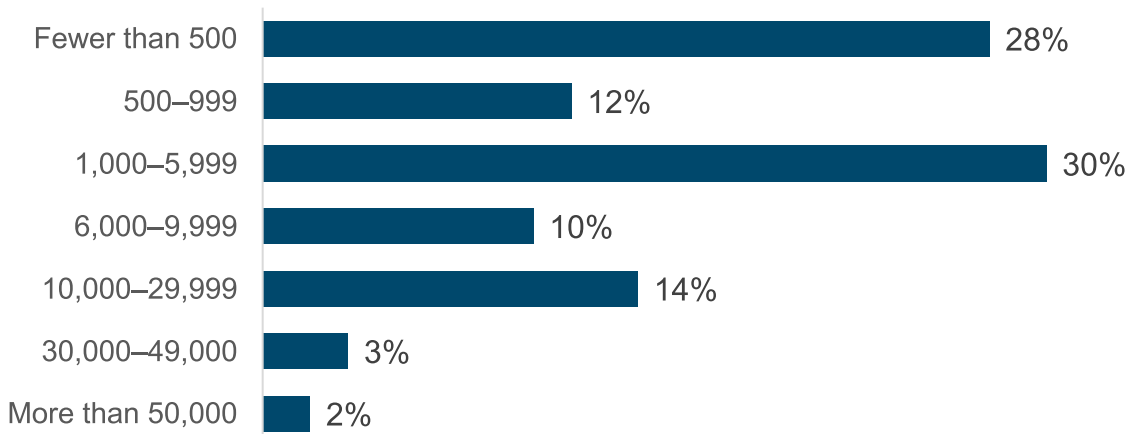
Fewer than 500	28%
500–999	12%
1,000–5,999	30%
6,000–9,999	10%
10,000–29,999	14%
30,000–49,000	3%
More than 50,000	2%

The majority of respondents were from suburban LEAs, although answers were fairly even among the three options.

Suburban	40%
Rural	38%
Urban	23%

Findings

The findings contained in this report are organized into four sections:

- Resources
- Training Opportunities
- Communication with LEAs
- Importance of Additional Topics to Help Guide CDE Work in Future Years

Resources

CAASPP and ELPAC coordinators were asked a series of general questions related to their satisfaction with the number and quality of existing assessment-related resources. This was followed by a series of questions about the coordinators' use and awareness of, as well as their satisfaction with, specific resources.

Satisfaction with Number and Quality of Current Resources

Number

83% of CAASPP coordinators were satisfied.

82% of ELPAC coordinators were satisfied.

Quality

**83%** of CAASPP coordinators were satisfied.

81% of ELPAC coordinators were satisfied.

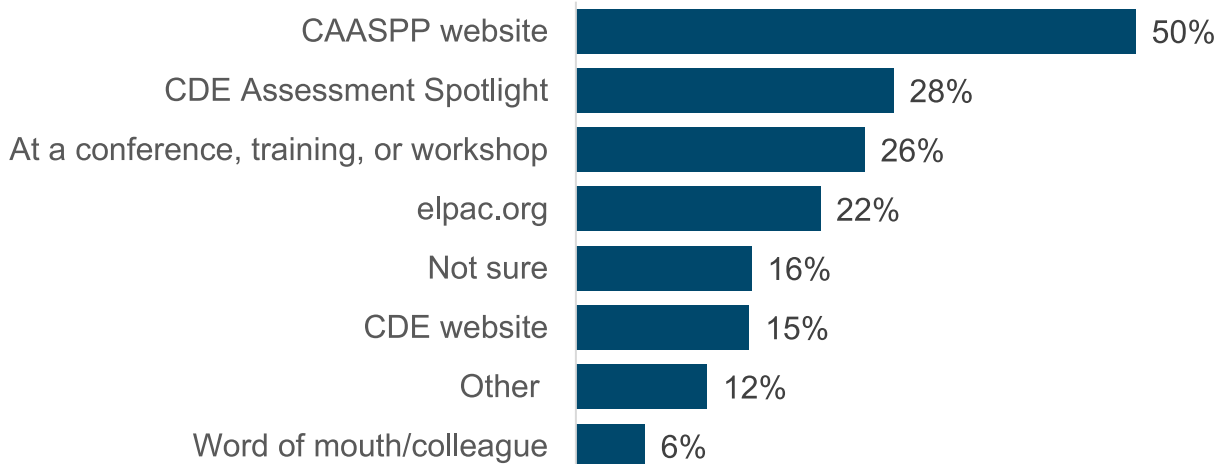*These responses are very similar to last year's.*

Available Resources Flyers

CAASPP coordinators were asked about a specific set of resources—the Available Resources flyers. Each flyer in this set focuses on a specific topic or assessment(s) and contains a comprehensive list of resources with links for CAASPP coordinators. Coordinators answered survey questions focused on identifying their familiarity with the flyers, how they first learned of them, and whether they would recommend them to others.

More than half the respondents use the Available Resources flyers, either regularly or sometimes. Nearly 40 percent have not used or are not familiar with them.

|	
I use them on a regular basis	18%
I use them sometimes	45%
I haven't used them	17%
I am not familiar with them	20%
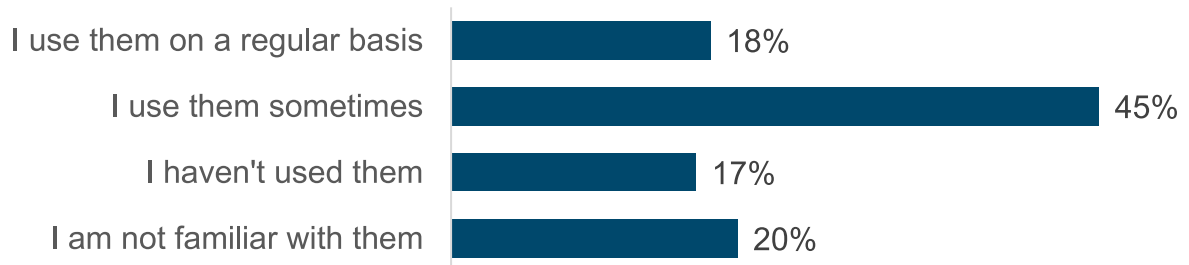
Of those who had heard of the Available Resources flyers, most learned about them from the CAASPP website.

CAASPP website	50%
CDE Assessment Spotlight	28%
At a conference, training, or workshop	26%
elpac.org	22%
Not sure	16%
CDE website	15%
Other	12%
Word of mouth/colleague	6%

Open-ended responses from coordinators who selected the "other" option included the following:

- From this survey
- Local assessment network
- Email from colleague
- From county office of education

84% of CAASPP coordinators rated the Available Resources flyers as **good/excellent quality**.
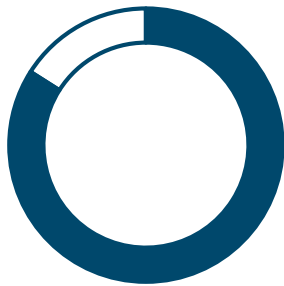
94% of CAASPP coordinators are **likely to recommend** these flyers to a colleague.
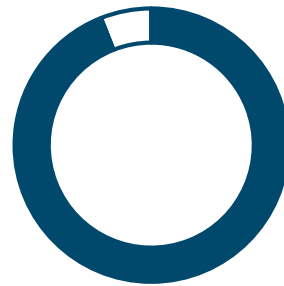
Coordinators most commonly shared this resource with their site administrators and teachers.

Site administrators	55%
Teachers	51%
District-level colleagues	32%
Parents	24%
Other	19%
Paraprofessionals	10%
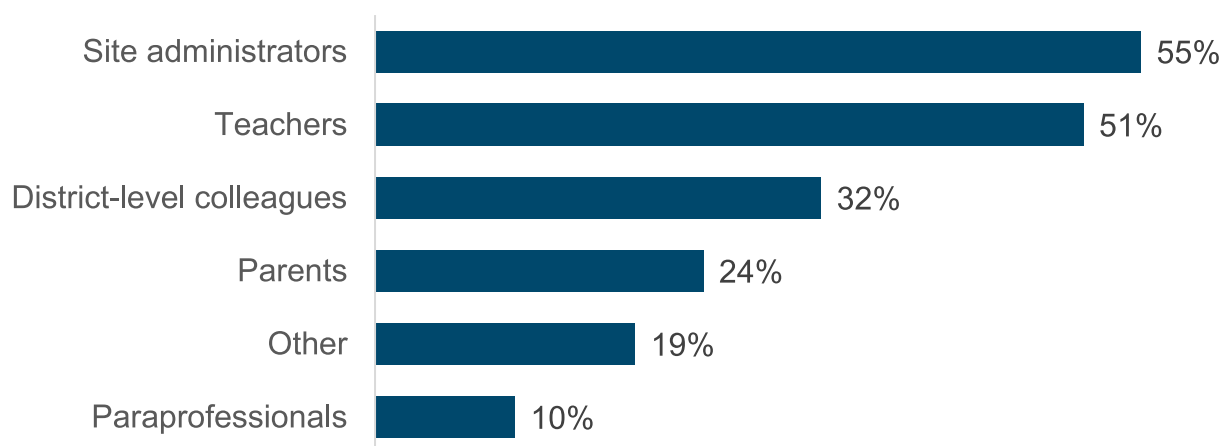
Domain Information Sheets

ELPAC coordinators were asked about a specific set of ELPAC resources—the Domain Information Sheets. They were asked about their familiarity with the Domain Information Sheets, how they heard about them, whether they have shared them, and whether they would recommend their use.

About half the respondents use the Domain Information Sheets, either regularly or sometimes. The other half have not used them or are not familiar with them.

I use them sometimes	34%
I use them on a regular basis	19%
I haven't used them	23%
I am not familiar with them	24%

Of those who had heard of the Domain Information Sheets, most learned about them from the ELPAC website.

|	
ELPAC website	46%
At a conference, training, or workshop	39%
CDE Assessment Spotlight	25%
CDE website	15%
Not sure	15%
Other	11%
Word of mouth/colleagues	5%

Open-ended responses from coordinators who selected the "other" option included the following:

- From this survey
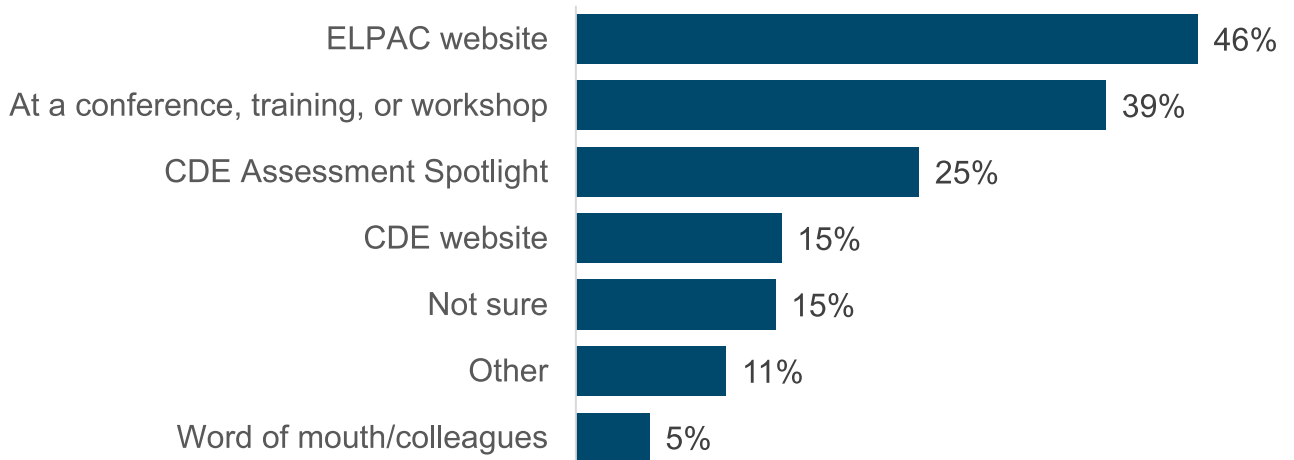- Local assessment network
- Local English language advisory meeting

88% of ELPAC coordinators rated the Domain Information Sheets as **good/excellent quality**.
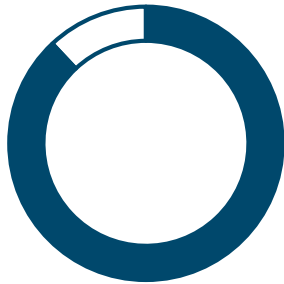
90% of ELPAC coordinators are **likely to recommend** these resources to a colleague.
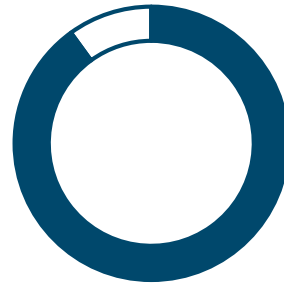
Coordinators most commonly shared this resource with their teachers and site administrators.

Teachers	56%
Site administrators	52%
District-level colleagues	31%
Parents	27%
Other	21%
Paraprofessionals	15%
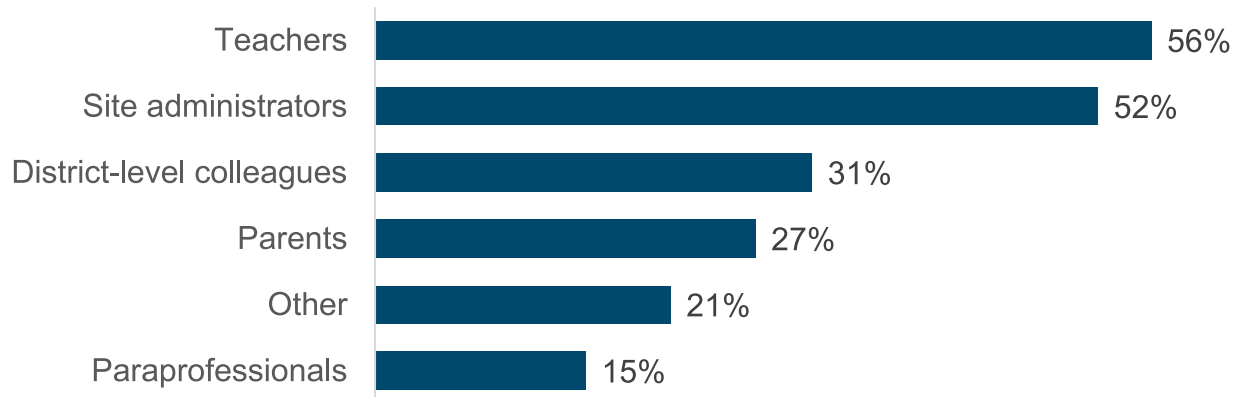
Of the ELPAC coordinators who took the survey, 60 percent indicated they were aware that the Domain Information Sheets are available in Spanish.

Training Opportunities

CAASPP and ELPAC coordinators were asked a variety of questions about the training opportunities provided by the CDE.

Regarding training opportunities provided by the CDE, 87 percent of coordinators responded that they were satisfied.
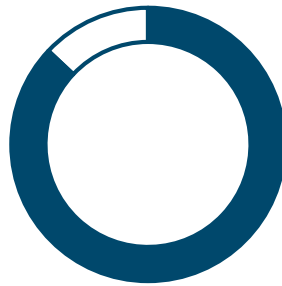
Respondents felt that they needed additional training support from the CDE on the following topics:

Topic	Percent
Creating groups in TOMS	40%
Supporting sites with ELPAC data	38%
Identifying accessibility resource needs	38%
Supporting sites with CAASPP data	36%
Interim assessment reports	32%
Training staff	29%
Administering interim assessments	27%
Rostering users in TOMS	26%
Setting up users in TOMS	19%
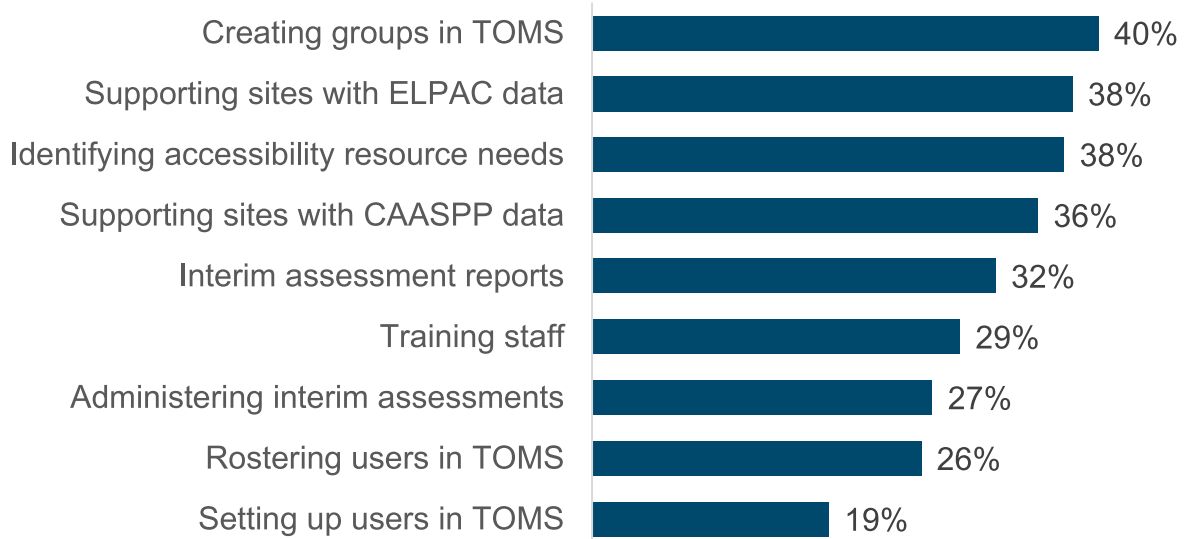
CAASPP and ELPAC coordinators most commonly provide training to their site coordinators in January, February, and March.

While the window for most CAASPP assessments opens in January, the majority of LEAs test later in the window; hence, the January through March spike in local CAASPP trainings.

Month	CAASPP
July	6%
August	14%
September	14%
October	16%
November	16%
December	17%
January	48%
February	40%
March	32%
April	14%
May	7%
June	2%
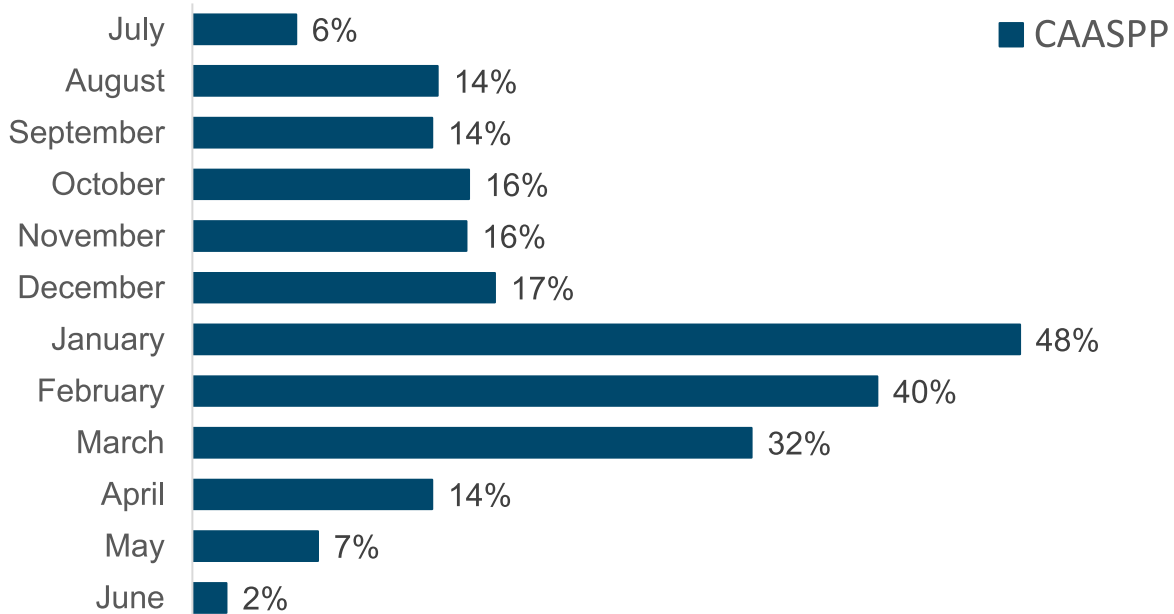
The ELPAC test administration window opens February 1; hence, the January spike in local ELPAC trainings.

Month	ELPAC
July	6%
August	15%
September	11%
October	16%
November	17%
December	23%
January	62%
February	25%
March	10%
April	6%
May	5%
June	4%
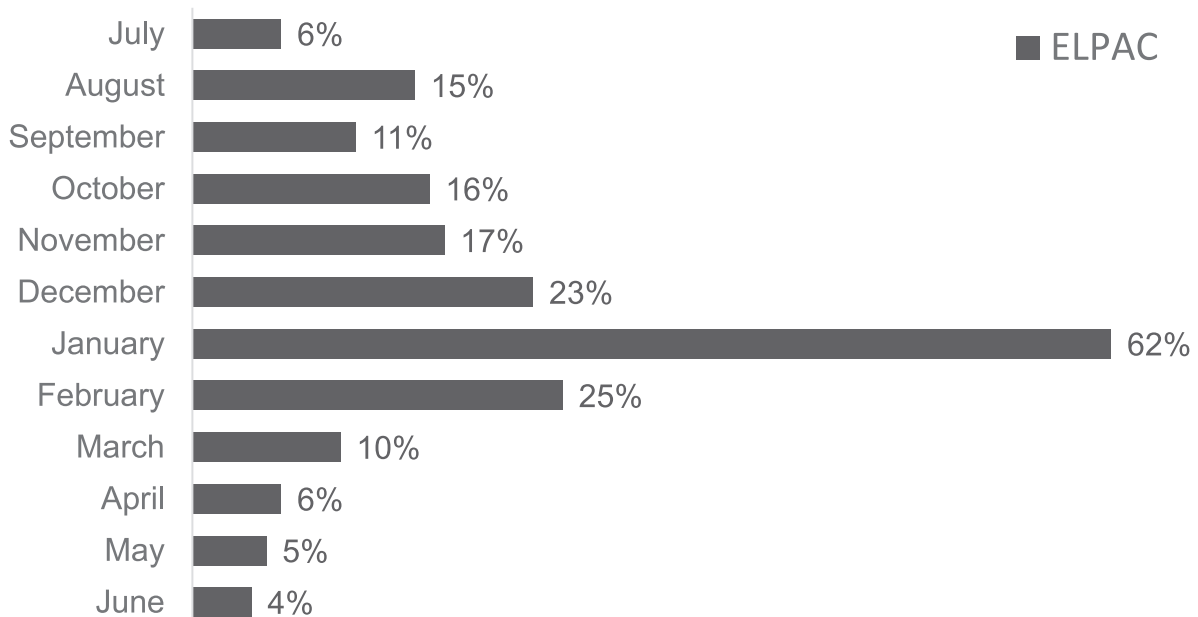
Communication with LEAs

CAASPP and ELPAC coordinators were asked about receiving communication from the CDE.

Weekly Assessment Spotlight

96% of coordinators thought the *Assessment Spotlight* emails were **a great source of information**.
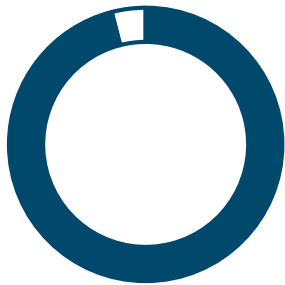
93% of coordinators thought the *Assessment Spotlight* emails were **well organized**.
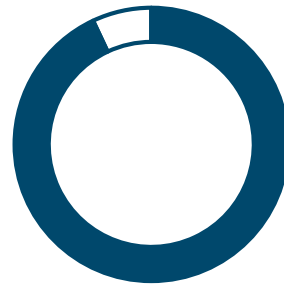
96% of coordinators thought the *Assessment Spotlight* emails **provided timely information.**

96% of coordinators thought the *Assessment Spotlight* emails **provided relevant information.**
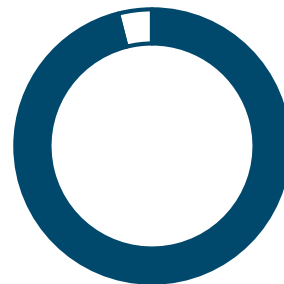
92% of coordinators thought the *Assessment Spotlight* emails made it **easy to forward along relevant information to *site administrators*.**
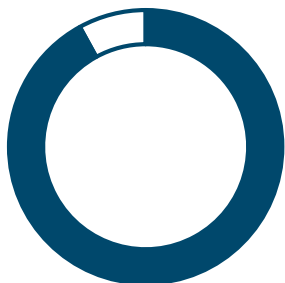
88% of coordinators thought the *Assessment Spotlight* emails made it **easy to forward along relevant information to *teachers*.**
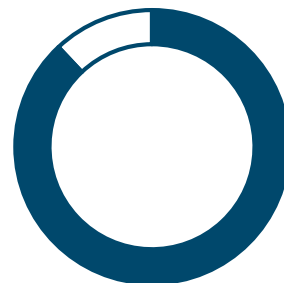
CDE Social Media Presence

21% of coordinators were **aware of** the Assessment Division's **Twitter account**.

9% of coordinators **followed @CDEassessments on Twitter**
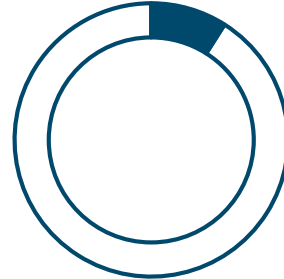
18% of coordinators were **aware of** the CDE **Facebook page**.
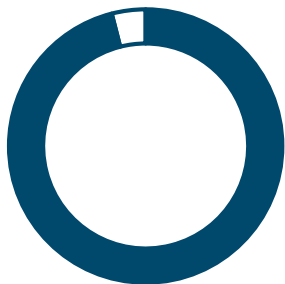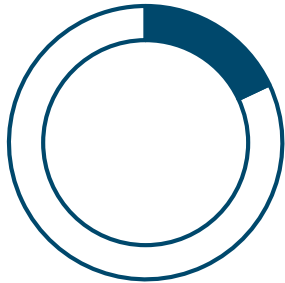

5% of coordinators **followed or liked** the **CDE Facebook page**
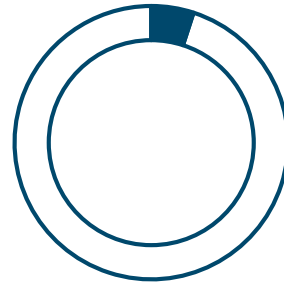
10% of coordinators were **aware of** the CDE **Instagram account**.
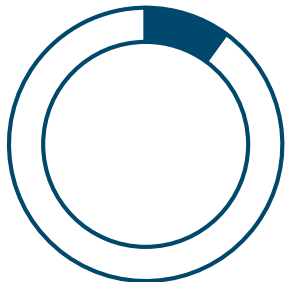
3% of coordinators **followed** the **CDE Instagram account.**
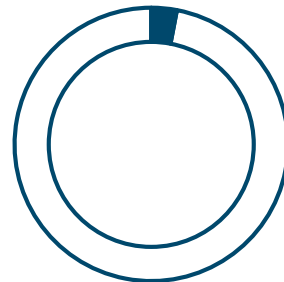
Despite relatively low numbers of followers across the various CDE social media platforms, **40 percent** of coordinators stated that social media is an important method for receiving assessment-related information.

Additional Topics to Help Guide Work In Future Years

Last, survey respondents were asked to rank, from not important to very important, the assessment-related issues facing LEA coordinators for the 2019–20 school year. The topics ranked as most important can help the CDE decide where to focus its efforts in the creation of new resources or trainings in future years.

Topic	Percentage
Appropriate accessibility resources	76%
Electronic Student Score Reports	71%
Computer-based ELPAC	70%
Reclassification decisions for ELs	70%
CAASPP results for teaching and learning	65%
ELPAC results for teaching and learning	64%
CAASPP scores in my district LCAP	63%
ELPAC scores in my district LCAP	63%
Transition of ELPAC to TOMS	53%
Communicating about CAST scores	53%
Supporting use of interim assessments	52%
Supporting use of practice tests	48%
Supporting use of training tests	47%
Encouraging use of the Digital Library	31%
Communicating about CSA scores	30%

Recommendations

Based on the feedback received from the survey respondents, the SCOE proposes the following set of recommendations to the CDE. The recommendations are organized into four main sections: Resources, Training Opportunities, Communication, and Social Media Presence.

Resources

The SCOE recommends that the CDE increase its efforts to **highlight existing resources** and provide helpful suggestions on how they can be used to improve teaching and learning. This can be done easily by highlighting a different resource each week in the *Assessment Spotlight* newsletter. For example, the *Assessment Spotlight* could follow a set monthly schedule of features, such as the following:

- First Wednesday—Interim/Digital Library resource
- Second Wednesday—science resource
- Third Wednesday—accessibility resource
- Fourth Wednesday—ELPAC resource
- Fifth Wednesday—bonus resource

The SCOE also recommends that the CDE consistently **announce the arrival of new resources** through the *Assessment Spotlight* newsletter as well as through social media accounts. The beginning of each weekly *Assessment Spotlight* should contain a section called "New CDE Resources" and can list, with the URL, the resource name along with a short description. The CDE also can include this information in any direct emails that are sent from the testing vendor directly to LEA coordinators and site administrators.

Training Opportunities

While the majority of respondents were satisfied with the training opportunities sponsored by the CDE, there is still room to improve the training approach. In the post-2019 Assessment Information Meeting survey, attendees of that training stated they would prefer monthly updates from the CDE in addition to the annual meeting. In 2019–20 the CDE adopted a year-long training plan to support LEA coordinators who have been in their role for less than 12 months. This training plan has received positive feedback from new LEA coordinators, many of whom have stated that they feel supported in their new role.

However, a gap still exists in communication/training opportunities between the CDE and coordinators who have been in their role for more than 12 months. The SCOE

recommends that the CDE **start periodic webcasts** to provide all coordinators with timely information. These webinars might occur during the same month as California State Board of Education (SBE) meetings and could be an opportunity to share with coordinators the highlights of the SBE meetings and the implications for their role. To maximize their effectiveness, the webinars should have a consistent format each month. For example, the structure of a webinar could be as follows:

- Recap SBE decisions or system changes—20 minutes.

- Discuss common questions received by the CDE or the testing vendor help desk—20 minutes.

- Cover preselected topic(s), listed in the additional topics section of this report, and viewer questions—20 minutes.

Communication

According to survey respondents, the weekly *Assessment Spotlight* newsletter is well organized, timely, relevant, and a great source of information. At the same time, feedback provided by site administrators during the Site Administrator Feedback Sessions held in July 2019 indicated that the amount of information included in the *Assessment Spotlight* is sometimes overwhelming. Based on that feedback, and to improve the overall usability of this communication tool, the SCOE recommends **organizing the weekly Assessment Spotlight newsletter into standing sections**. Possible sections could include:

- New Resources

- General Assessment Updates

- CAASPP Updates

- ELPAC Updates

- Weekly highlight—a different area can be highlighted each week (e.g., Smarter Balanced Digital Library resources, etc.)

Adding sections to the weekly email would allow for recipients to easily review the sections that pertain to their role. For example, an ELPAC coordinator who is not also a CAASPP coordinator could skip the CAASPP updates section. This would also allow recipients in other roles (e.g., site administrators, test examiners, or teachers) to focus on the parts of the *Assessment Spotlight* newsletter that are important to their roles.

Social Media Presence

While 40 percent of coordinators stated that social media was an important way for them to obtain information, few coordinators actually follow any of the CDE social media accounts. Awareness of the CDE accounts ranged from 10 to 21 percent for the various platforms, while only 3 to 9 percent of coordinators followed the accounts. Based on this information, the SCOE has identified two main areas of need for the CDE social media presence. The recommendations that follow focus specifically on the CDE Twitter account, which is controlled directly by the Assessment Development and Administration Division (ADAD) of the CDE.

The first area of need is awareness. Only 21 percent of coordinators are aware of the CDE Twitter account despite the Twitter logo appearing in every issue of the *Assessment Spotlight* newsletter and in all training materials. The SCOE offers the following recommendations:

- Implement some of the recommendations that the SCOE put forth in October 2018, such as **defining the ADAD social media personas** to better understand the interests and motivation of the intended audience.

- Use Twitter as a platform to conduct activities that are likely to increase the traffic to and following of the account, such as various **assessment-related contests** that require "liking," "retweeting," or a similar platform-specific action as a condition of participation.

- **Reach out to educational partners such as WestEd** (with more than 11 thousand followers), Los Angeles Unified School District (USD) (more than 26 thousand followers), and Fresno USD (with more than 7 thousand followers) to inquire about their social media policies and approaches, and learn from them.

- **Set annual goals** for increasing the number of Twitter account followers.

The second area of need is engagement. While 21 percent of coordinators were aware of the account, only 9 percent followed the ADAD on Twitter. The @CDEassessments account currently has 852 followers, but not many of them engage with the tweets very often. Used here, "engagement" refers to the following user actions:

- Liking a tweet
- Retweeting a tweet
- Responding to a tweet
- Mentioning a tweet in a separate tweet
- Selecting links within a tweet

Engagement is one of the main ways in which to gain additional traffic to the account. Issues with engagement are common, and many organizations have struggled with generating meaningful Twitter engagement. While the SCOE does not have access to the analytics of the ADAD Twitter account, a quick review of tweets over the last nine months showed that the highest number of likes on a tweet was 38, and the highest number of retweets on a tweet was 23. The most commonly retweeted tweets were about new resources available from the CDE.

Based on this information, the SCOE offers the following suggestions for increasing Twitter engagement:

- **Engage with Twitter analytics** to see which types of tweets are drawing the most engagement and invest more energy in generating similar content.

- **Implement the rule of thirds**, which calls for one-third of the content to be devoted to news and events, one-third to education, and one-third to heart-and-soul stories that are related to education.

- Devote more attention to **tweeting stories about LEAs** and tagging them in those tweets.

- Send out a **dedicated tweet every time a new resource is posted on the CDE website**.

Appendix A: Survey Questions

The logic that was programmed into the survey in terms of skipping questions based on responses is shown in bold italic.

CAASPP and ELPAC Coordinator Survey

The purpose of this survey is to gather information from Local Educational Agency (LEA) CAASPP and ELPAC Coordinators about communication materials, training, and other resources needed to support them in successful administration of the CAASPP and ELPAC assessment programs.

CAASPP Coordinator

Are you the LEA CAASPP Coordinator?
- Yes *(survey continues)*
- No *(survey skips to the LEA ELPAC Coordinator section)*

How long have you served in this role? Include your time as the STAR coordinator.
- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

Satisfaction with Current CAASPP Resources

These questions are only asked of respondents who said they were the CAASPP Coordinator.

How satisfied are you with the amount of resources (documents and videos) available to support you with the CAASPP System? (Select one response.)
- Very satisfied
- Satisfied
- Somewhat satisfied
- Not at all satisfied, please explain

How satisfied are you with the quality of resources (documents and videos) available to support you with the CAASPP System? (Select one response.)

- Very satisfied
- Satisfied
- Somewhat satisfied
- Not at all satisfied

Available Resources Flyers

***These questions are only asked of respondents who said they were the CAASPP Coordinator**.*

The CDE has created a set of flyers called Available Resources that highlight resources developed to support each of California's assessments.

Available Resources flyers exist for the following assessments:

- Smarter Balanced assessments in English language arts and mathematics
- California Science Test (CAST)
- California Alternate Assessment (CAA) for English language arts and mathematics
- CAA for science
- Physical Fitness Test (PFT)
- California Spanish Test (CSA)
- ELPAC

When responding to the questions below, please think about the set of Available Resources flyers (i.e., all that CDE has made available) or the ones that you may be familiar with. ***[A screenshot of one of the Available Resources flyers will be included in the Survey Monkey.]***

How familiar are you with the Available Resources flyers?

- I use them on a regular basis.
- I use them sometimes.
- I am familiar with them but have not used them.
- I am not familiar with them. ***(this response skips to the next section)***

How did you learn about the Available Resources flyers? *(Check all that apply.)*
- caaspp.org
- elpac.org
- CDE Assessment Spotlight email
- CDE website
- At a conference, training, or workshop
- Word of mouth/colleague
- Not sure
- Other, please specify

How would you rate the quality of the Available Resources flyers?
- Excellent
- Good
- Fair
- Poor

With which stakeholders have you used the Available Resources flyers?
- District-level colleagues
- Site administrators
- Teachers
- Paraprofessionals
- Parents
- Other, please specify

How likely are you to use the Available Resources flyers in the future?
- Very likely
- Likely
- Unlikely
- Very unlikely

How likely are you to recommend the Available Resources flyers to a colleague?
- Very likely
- Likely
- Unlikely
- Very unlikely

What additional resources or support is needed to help you be more successful in your role as CAASPP Coordinator? **[open-ended question]**

ELPAC Coordinator

These questions are only asked of respondents who said they were the ELPAC Coordinator.

Are you the LEA ELPAC Coordinator?
- Yes *(survey continues)*
- No *(survey skips to Training needs)*

How long have you served in this role? Include your time as the CELDT coordinator.
- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

Satisfaction with Current ELPAC Resources

These questions are only asked of respondents who said they were the ELPAC Coordinator.

How satisfied are you with the amount of resources (documents and videos) available to support you with the ELPAC System?
- Very satisfied
- Satisfied
- Somewhat satisfied
- Not at all satisfied

How satisfied are you with the quality of resources (documents and videos) available to support you with the ELPAC System?
- Very satisfied
- Satisfied
- Somewhat satisfied
- Not at all satisfied

What additional resources or support is needed to help you be more successful in your role as LEA ELPAC Coordinator? *[open-ended question]*

ELPAC Domain Information Sheets

These questions are only asked of respondents who said they were the ELPAC Coordinator.

The CDE has created ELPAC Domain Information Sheets for the Initial ELPAC and the Summative ELPAC. When responding to the questions below, please think about the Domain Information Sheets for the Summative ELPAC. *[A screenshot of one of the Domain Information Sheets will be included in the Survey Monkey.]*

How familiar are you with the Domain Information Sheets for the Summative ELPAC?
- I use them on a regular basis.
- I use them sometimes.
- I am familiar with them but have not used them.
- I am not familiar with them *(this response skips to the next section).*

How did you learn about the Domain Information Sheets for the Summative ELPAC? *(Check all that apply.)*
- elpac.org
- CDE Assessment Spotlight email
- CDE website
- At a conference, training, or workshop
- Word of mouth/colleague
- Not sure
- Other, please specify

How would you rate the quality of the Domain Information Sheets for the Summative ELPAC?
- Excellent
- Good
- Fair
- Poor

With which stakeholders have you used the Domain Information Sheets for the Summative ELPAC?
- District-level colleagues
- Site administrators
- Teachers
- Paraprofessionals
- Parents
- Other, please specify

Are you aware that the Domain Information Sheets for the Summative ELPAC are translated into multiple languages?
- Yes
- No

How likely are you to use the Domain Information Sheets for the Summative ELPAC in the future?
- Very likely
- Likely
- Unlikely
- Very unlikely

How likely are you to recommend the Domain Information Sheets for the Summative ELPAC to a colleague?

- Very likely
- Likely
- Unlikely
- Very unlikely

Training Needs

These questions will be presented to ALL respondents in a matrix format.

How satisfied are you with the training opportunities (including videos posted on caaspp.org, elpac.org, and the CDE website)?
- Very satisfied
- Satisfied
- Somewhat satisfied
- Not at all satisfied

How much additional support do you feel you need in the following areas:

Topic	Substantially more support	Somewhat more support	Slightly more support	No more support	Not Applicable
Rostering users in TOMS	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Creating groups in TOMS	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Setting up users in TOMS	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Identifying students for accessibility supports	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Accessing and administering the interim assessments	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Understanding the interim assessment reports	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Training Site Coordinators, Test Administrators, and Test Examiners	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Supporting site administrators and teachers in understanding and using CAASPP data	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Supporting site administrators and teachers in understanding and using ELPAC data	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button
Other, please specify	Radio Button	Radio Button	Radio Button	Radio Button	Radio Button

During which month(s) do you provide training for your **CAASPP** Site Coordinators on **summative assessment** administration information? (Check all that apply.)

- Not applicable. I am not the LEA CAASPP Coordinator.
- July
- August
- September
- October
- November
- December
- January
- February
- March
- April
- May
- June

During which month(s) do you provide training for your **ELPAC** Site Coordinators on **summative assessment** administration and scoring information? (Check all that apply.)

- Not applicable. I am not the LEA ELPAC Coordinator.
- July
- August
- September
- October
- November
- December
- January
- February
- March
- April
- May
- June

CDE Weekly Assessment Spotlight Email

These questions will be presented to ALL respondents.

The Assessment Spotlight Email:

Topic	Strongly Agree	Agree	Disagree	Strongly Disagree
Is a great source of information	Radio Button	Radio Button	Radio Button	Radio Button
Provides timely information	Radio Button	Radio Button	Radio Button	Radio Button
Provides relevant information	Radio Button	Radio Button	Radio Button	Radio Button
Is well organized	Radio Button	Radio Button	Radio Button	Radio Button
Makes it easy for me to forward along relevant information to site administrators	Radio Button	Radio Button	Radio Button	Radio Button
Makes it easy for me to forward along relevant information to teachers	Radio Button	Radio Button	Radio Button	Radio Button

Please provide us with your comments and suggestions about the Assessment Spotlight email. *(open-ended)*

Social Media

These questions will be presented to ALL respondents.

Do you know that the Assessment Development and Administration Division (ADAD) at the CDE has a Twitter account (@CDEAssessments)?
- Yes
- No

Do you follow @CDEAssessments (CDE's ADAD) on Twitter?
- Yes
- No
- I do not have a Twitter account

Do you know that CDE has a Facebook page?
- Yes
- No

Do you "like"/follow the CDE's Facebook page?
- Yes
- No
- I don't have a Facebook account

Did you know that the CDE has an Instagram page?
- Yes
- No

Do you follow the CDE on Instagram?
- Yes
- No
- I don't have an Instagram account

Social media is an important method for receiving assessment-related information.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

High Priority Issues for Coordinators

These questions will be presented to ALL respondents.

Now please tell us more about the most important issues facing you in the 2019–20 school year in your role as an LEA CAASPP and/or ELPAC Coordinator. Please indicate how important each issue is to you this year.

Topic	Very Important	Somewhat Important	Not Very Important	Not Important At All
Electronic student score reports	Radio Button	Radio Button	Radio Button	Radio Button
Transition to computer-based ELPAC	Radio Button	Radio Button	Radio Button	Radio Button
Reclassification decisions about English learners	Radio Button	Radio Button	Radio Button	Radio Button
Communicating about CAST scores	Radio Button	Radio Button	Radio Button	Radio Button
Communicating about CSA scores	Radio Button	Radio Button	Radio Button	Radio Button
Transition of ELPAC to TOMS	Radio Button	Radio Button	Radio Button	Radio Button
Ensuring students receive appropriate accessibility supports	Radio Button	Radio Button	Radio Button	Radio Button
Supporting use of practice tests	Radio Button	Radio Button	Radio Button	Radio Button
Supporting use of training tests	Radio Button	Radio Button	Radio Button	Radio Button

Topic	Very Important	Somewhat Important	Not Very Important	Not Important At All
Supporting use of interim assessments	Radio Button	Radio Button	Radio Button	Radio Button
Encouraging use of the Digital Library	Radio Button	Radio Button	Radio Button	Radio Button
Using CAASPP results to inform teaching and learning	Radio Button	Radio Button	Radio Button	Radio Button
Using ELPAC results to inform teaching and learning	Radio Button	Radio Button	Radio Button	Radio Button
Using CAASPP scores in my district LCAP	Radio Button	Radio Button	Radio Button	Radio Button
Using ELPAC scores in my district LCAP	Radio Button	Radio Button	Radio Button	Radio Button
Appropriate use of Accessibility Supports	Radio Button	Radio Button	Radio Button	Radio Button
Other, please specify	Radio Button	Radio Button	Radio Button	Radio Button

District Demographics

These questions will be presented to ALL respondents.

How many students are enrolled in your LEA?
- Fewer than 500
- 500–999
- 1,000–5,999
- 6,000–9,999
- 10,000–29,999
- 30,000–49,999
- More than 50,000

Is your LEA a charter school/organization?
- Yes
- No

What grade levels does your LEA serve? Check all that apply.
- Elementary (TK–5)
- Middle (6–8)
- High (9–12)

Is your LEA:
- Rural
- Suburban
- Urban

What percentage of students in your LEA are English learners?
- Fewer than 10%
- 11–25%
- 26–50%
- 51–75%
- More than 75%

Appendix B: Open-Ended Responses

This survey included two open ended questions: one for CAASPP coordinators and one for ELPAC coordinators. The comments listed below are verbatim feedback provided by the survey respondents. They have not been changed or edited in any way in order to maintain the integrity of the feedback.

What additional resources or supports are needed to help you be more successful in your role as CAASPP Coordinator?

Communication

- Not sending the coordinator designations to the Supt only.
- Clear deadlines with reminders (e.g., apportionment, 1% threshold, setting testing windows, ordering braille, etc.)
- Less frequent communication, but communication that is more efficient and clear.
- Maybe more checklists and timelines
- More 1 on 1 direction that specifically shows and talks about what the process exactly needs to happen for a CAASPP coordinator. Check off sheets would be helpful.
- More streamlined emails from the state in regards to TOMS/CAASPP/ELPAC/Dashboard/etc. It gets very confusing and overwhelming at times, especially for smaller districts whose staff wears multiple hats.
- Start of year checklist - front and center at the top of the login page.
- Streamline amount of communication. Too much information too frequently.
- Succinct reminders at timely junctures would be most helpful.
- summary of timeline/important deadlines
- the amount of emails can be overwhelming. Also it is difficult to find the correct documentation on the websites. There is ALOT.
- The two previous questions were difficult to answer being that my biggest concern is the overwhelming amount of emails and information relating to CAASPP and ELPAC.
- Timelines. When are final reports available for download
- TOMS has a whole new look. There was not manual or video (that I could find) to help with the new interface.

Trainings

- A better connection between the Interim Assessments and Summative assessments.
- A CAASPP Test Administrator annual training video would be helpful, rather than each coordinator creating their own training. The YouTube videos on How To Start A Test Session are a good start. Thank you!
- I think it would be helpful to have a workshop where all the information is presented with new updates presented.
- I want more live training available for the CAST test. I haven't had the opportunity to go to a CAST training yet and feel there are not enough resources on CAASPP to support assessing our students with the CAST test.
- I would like additional training on reclassifying students
- I would like to have more frequent and timely trainings.
- I would like to see in person training
- I would like to see training for NPS's centralized. An online training for NPS personnel, so that they could take the training online and then just give the certificate of completion to all the sites they work with. Trying to get the to participate in trainings when they are working with several school districts is very difficult.
- I would love to be updated of current workshops to learn the basics.
- Interactive training for test administrators- like The SAT has
- It would be great if there were a training on the back end of the ELPAC and CAASPP TOMS systems.
- More conferences or trainings that occur at more convenient times. I would love to participate in more of those webinars or in person conferences.
- More in person trainings and more options of dates available for the trainings
- More straightforward information, especially in the Spring it is too much to sift through. More quick, to the point webinars.
- More streamlined teacher materials ELPAC training materials that are geared for audiences that LEA are training (teachers) instead of for coordinators
- More training
- more training dates
- More training on the transition to digital score reports.
- More training/resources on accessibility- our staff struggles with this.Not release information unless its working. The sandbox has been unavailable.
- More videos for designated supports and accommodations
- Our school District starts early August so it would be helpful if the large training you do in August could be in July.
- Seminar in what I am supposed to do.

- The sites need to be able to access the affidavit reports in TOMS. Please move the training for supports to earlier in the year. There should be a training for all the new changes in TOMS. I enjoyed the in person trainings that were held more often during the year-Those were very helpful.
- The training materials for LEAs are sufficient. I struggle with getting the right materials to site coordinators to train their staff after they have been trained. There needs to be a specific site set of training materials to better support in training test administrators... even if it is just a video like we used to have available.
- training specific for tech support staff. My staff feels disconnected and it makes it sometime difficult.
- WebEx Panelist need to know more information beforehand.

Resources

- A clear, succinct checklist for LEA/Site coordinators.
- A more timely release of manuals. For example, the system is already open and staff are using, but I don't have 19–20 guides/manuals to support the work.
- Adding the checklist to the landing page for the CAASPP coordinators would be helpful!
- Clean up the old data. If an article or document is 2+ years old and no longer valid, it shouldn't be available to view as it just gets confusing. If it's older and still viable, then put a note on the document that it can still be used for the current testing year.
- Each year gets better and better. The resources and information provided by the state are clearer, more user friendly, and can be readily shared with site coordinators, staff, and families. I love the webinars, presentations, websites, and communication packages from CDE and ETS. What would help me be more successful is to have protected planning time built into our trainings. For example, after learning new information and getting coordinator checklists at the North/South meeting, building in an hour or two to process that information and plan it into my own calendar, communication packages, and trainings would be valuable. When I get back to my site my time gets monopolized by other important but competing priorities. Sometimes I forget to include a piece because time has passed since the initial training or sharing of info. This year's North/South had built in time to process the information shared and ask questions, which was really valuable, but I'd also like planning time.
- Easier to locate resources. Often feel like I spend too much time trying to locate the document I need.
- For those of us who have been at this for a while it would be nice to have a "what's new? " video, rather than starting from square one each year.

- Generally speaking resources produced are of good quality, but updates (esp. screen shots) often lag behind when we need them to use with our teachers.
- Guidance for the current school year, including the use of Interim Assessments, would be very welcome. My teachers get frustrated when they can only find documents pertaining to past years on the CAASPP site.
- How to extract data for the school training
- How to for TOMS, especially for first time coordinators Really enjoying the new Coordinator webinars.
- How to videos with explanations in a more non-technical language
- How to videos: set up a test session, run a completion report, etc.
- I liked that the CAASPP Testing Security Guideline Video was timestamped however I feel it would be more productive if they were edited by each timestamp so that if you want to place stress on a particular segment they don't overlap.
- With resources there tends to be a lot of times where I am looking for an updated document for current school year and update comes out a later time or in short notice. It can make it difficult to get the communication out to our sites when resources are not updated. For example with the new TOMS when you select help on the website there are no resources yet available and it appears as though the majority of the guides are matching last years TOMS and not the new updated version.
- I love the Quick Guides... anything in that format is the best for me!
- I need more tutorial videos and webinars.
- I need simple and fast. Single subject, 5 minute videos and 1 page quick prompts on how to do a task.
- I need support on how to get our students with IEP/505's and our EL's in TOMS....and not sure if the ISAAP tool is the best route. And the CAASPP website isn't updated with the 2019–20 manuals, videos etc.... this IS frustrating.
- I still find that it can be difficult to navigate, especially the digital library. It's almost too much, hard to know which is best.
- I think the resources continue to get better each year.
- I think there are plenty of resources to support me in my role as CAASPP Coordinator. I think it would be beneficial to continue to streamline/reduce the number of these resources as much as possible. For example, to support with UDAs, there is a Smarter Balanced Usability Guide, Accessibility Guide for CAASPP Testing, Matrix One, One page 'Bento Boxes', Comparison Crosswalks, webcasts, etc. There are also some resources on caaspp.org and others on the CDE website. While I think having multiple resources that support varied district needs is beneficial, it might also be helpful to know which of these resources contain the most pertinent information and which are additional tools. This would help make reviewing key information more manageable vs. feeling like we need to review every document.

- I was trained by last CAASPP Coordinator. They taught certain security and test setting environments. Such as others in the classroom are not allowed, no students coming and going during a test session (other than restroom breaks), etc. I have searched for resources to back up these policies and have not found any. I would like to see a resource where it states such policies for a testing session.
- I wish the coordinator checklist was a spreadsheet so it would be easier to edit and use it online rather than printing.
- I wish there was some kind of "Best Practices" that is shared by schools that are more successful with CAASPP testing and these "Best Practices"are from schools with various demographics.
- I wish we could get access to all the roles in order to follow what a test examiner, administrator, and site coordinator see in TOMS. I wish we had access to more handouts. Most of the handouts we end up creating eg How to navigate through myTOMS, how to edit student test settings manually, how to get to the non-TOMS users security affidavit, how to set up your TOMS password (troubleshooting), how to run completion reports
- I would like access to the north/south meeting recorded webex. It still doesn't seem to be available, and it was done almost a month ago. I feel like I'm in the dark with many of the new things this year.
- I would like more specifics on the CAA this year. The document for IEP teams is from 2017, and I know there has been talk about this being required for all students who are taking the CAA. I would like there to be clarification on this and the 1% documents. Also, it would be good to have more documents updated for the 2019–20 year available. We are training now, and some of the documents have not been updated (accessibility specifically).
- I'd like a better way to search all of the resources when I need to find an answer to a specific question.
- If possible, I would appreciate, if your staff could create Cheat Sheets for each of the lengthier directional documents/all documents.
- I'm more "somewhat satisfied" because of the timeline new resources become available or resources are updated for the new school year, including being updated to reflect new systems.
- I'm really new so I'm not sure - but timelines and awareness of where to find things. Your phone reps on the help line are AWESOME - I have called dozens of times :)
- Information on ELPAC going digital
- It doesn't appear that the new IAB manual has been posted for 19–20 yet. I've been looking forward to reading the What's New? section. Also, it would have been helpful to have some warning that test administrations needed to be set up in TOMS this year before test settings could be uploaded (unlike in previous

years, where I set up the calendar a couple months after creating accommodations for students taking IABs).

- It seems that information and documents are all on different websites. It is confusing to navigate. And much of the information is outdated. Even if it is the same information from the previous year or so, the document should be changed to reflect the current year because then you know you are working with the most updated material.
- It would be helpful for resources and links to be accessible and active in the summer to prepare for the start of the year.
- It would be helpful to have more detailed steps and guides to adding CAASPP Coordinators and to see a current list of CAASPP Coordinators available in TOMS. My list isn't current.
- It would be helpful to have resources and required steps more clearly broken out. Sometimes the updates we receive are very information dense and it's easy to miss something that needs to be done.
- It would be nice if the parent resource flyers were translated in Spanish.
- It's difficult to find the information as it feels like there are so many different places you have to check to find what you need. It would be more helpful to have a step by step guide with all of the links inserted within the guide.
- More information on the Interim Assessments
- more information on the new myTOMS and its features.
- More intuitive access to reports.
- More practice tests aligned to single standards
- More Practice Tests for students.
- more resources to give to site coordinators clearer understanding of designated supports and what that looks like the daily classroom
- More simplified DFA for teachers.
- More timely access to resources when updates are occurring, testing planning is all year long and getting things just before an administration open makes getting the information out difficult.
- More timely information. More videos.
- More timely release of material that corresponds with testing expectations so they are ready for training at the district.
- More timely support resources. We are often told about changes and it is a large stretch of time before there are resources to support the changes.
- My only concern is that changes keep being made to the websites, so trying to relearn every year where to find things can be a challenge.
- MyToms Navigation
- MyTOMS navigation video
- Need a focus on what's new in the 2019-2020 Testing
- New documents/videos reflecting the new system will be very helpful.

- On time updates/resources
- Physical training video showing how to administer for all sites the district serves, and we have something to reference for all teachers (old and new).
- Please continue to provide documents and videos through out the school year.
- Popup reminders on the TOMS Interface for actions that need to be taken by LEA. Also it would be great to have the Coordinator Checklist on an Excel Spreadsheet.
- Possibly a highlighted summary. I know we need to have all the documentation, but a highlight version to accompany it for getting the main points across without so many words.
- Practical examples of how initiatives are applied at the school sites. For example, how does the 100+ page directions for administering get shared at the site level.
- Release of documentation before the end of the school year. Training Sandbox for DL, TOMS, Interims so we can train our people before school starts. The Reporting System Sandbox is a nice start.
- Release of them resources earlier. Some come out after the window opens and we have begun testing.
- Resources are laid out well. Cant think of any of this point.
- Resources need to be better organized...
- Shorter quicker resources
- simplified, bullet pointed how to information rather than huge manuals.
- So much info--it is hard to find an answer quickly. In a new position, everything is moving so fast and there are many deadlines I don't have time to figure out what form is what or what video is what.
- The one-page quick reference guides are awesome! Continue producing these for the various tasks. They are very useful for supporting my schools. Long manuals and videos are not as helpful. Short one-page guides and short 2 minute videos are much more helpful.
- The only thing we need are step by step videos for enrollment for all the various functions of Digital Library/Interim interface, etc. Clear understanding for uploading to TOMS, data validation etc. - all in one folder easy to find.
- The organization of resources could be improved. Secondly, wiping out the users and having to recreate roles is very burdensome.
- The problem this year is that printed SSR's for parents were printed in a second language without any input from our School District. Many of our parents are bi-lingual, speak another language but do not read and write the second language, and some parents adopted children from another country but do not speak a second language themselves. This causes a lot of confusion for many parents whose students were IFEP in Kindergarten, yet still received the SSR in a second language.
- The resources and support provided are adequate.

- The resources are always great and the timing is improving. Thank you.
- The resources are difficult to access and find. A simpler interface would be good. Also, training for interim assessments is limited in our region. They are still being under utilized.
- The updating of state documents is not timely enough. For example, we need updated CAA Science materials now. The CAA for Science window opened 9/3. Also, we are rolling out IABs in September but missing related updated documents. Is there any way to do the updating work at the end-of-school and/or during the summer?
- There are so many changes that it's hard to know if I have the most up to date information.
- There is so much information that it becomes overwhelming.
- There is so much information that it can be difficult to prioritize reading.
- There should be improvement about checking all links to documents and videos on your web site before letting them go live. Oftentimes, links are broken (like the link was in your original email about the survey). It can be very frustrating.
- They are still very confusing and it is difficult to call and ask for assistance, especially when working with the interim assessments.
- Too many resources...prefer to see much of it combined. Too many places to look for details, it becomes a big maze at times.
- Training manuals should be released earlier. Additionally, the Universal Tools, Designated Supports and Accom. graphics should be released sooner.
- Training powerpoints that are constructed to train teachers.
- Up to date Quick Reference Guides
- Up to date resources! Our district is getting ready to start IAB's and everything is old. I don't want to give out old info or do training when the info is not current and the CAASPP/TOMS site has changed
- Updated forms as soon as possible so they are ready at the beginning of the school year.
- Video guides on how to do specific things might be useful
- Videos are a little long, can they be shortened? Also, resources need to be available sooner. Documents are delayed and something has already rolled out.
- Videos for students and teachers to preview testing tools could be improved. The "What is a CAT" slideshow/video is not that engaging or relevant for students in grades 3-5.
- Videos for training additional staff on how to utilize assessment scores
- Ways for teachers to develop lessons and pacing guides off of how questions are presented on IAB's and the Summative (making sure students are familiar to how they will see the same question presented when taking CAASPP assessments)

- We are a small district and school begins quite early. Some of the videos and and documents aren't readily available or seem to be "forthcoming"; which can be frustrating.
- We are an early start district, third week of July, it would help to have resources sooner.
- We need more videos about how to generate reports for IABs
- What each of the reports mean under ORS, under reports in TOMS, etc. How to work with CDE on which students count in our participation numbers and which do not. Webinars to be posted in a more timely manner.
- When searching for resources, I find it time-consuming to search through older versions that don't pertain to the current year.
- Would like a resource that is an overview (summary) on how to administer the CAASPP to show teachers. Then if there is an area of concern we can utilize the many great resources which are available. They are so specialized that teachers can't watch them all so having an overview to start the process would be helpful. In talking with other Coordinators it sounds like we are all making our own summary powerpoints.

Support

- I would appreciate some kind of mentor to help me. I use the 1-800 number a lot but I would also like to be able to be connected with another coordinator that has more experience than I do.
- I would like quicker access for phone support. The introductory message is a full two minutes long and tells us those things that most of us already know.
- It would be good if the people giving phone support actually knew about the CAASPP and how to troubleshoot. Whenever I have called, the person reads from a manual, and it's usually things I have already tried. It would really help to have people familiar with CAASPP who could answer our questions from experience in the program.
- It would be helpful to have a live chat feature on testing day in case emergency questions come up. Last year we had a lot of issues as it was our first time administering the test and we ended up 2 days behind schedule trying to fix the problem.
- Just began ... but even getting my name on coordinator role was a bit involved. CAASP System reps were helpful.
- More direct contact with instructors
- More guidance with Interim Assessments and Performance Tasks.
- More in person support.
- On-site support

- Phone support is amazing! Please continue to simplify to and minimize the resources, website, and email blasts.
- Someone to talk with that actually knows what is going on. I have called more times than I can count and every time I have to start over and it seems it never gets fixed. Possible a district implementation manager, that is designated for my district.
- Sometimes the ELPAC coordinator asks me to do things for her and I don't have access to the ELPAC information. With the update to TOMS, will I have access? That would be my only recommendation. Thank you.
- Support for teachers to understand the results of the tests
- The chat representatives are not adequately trained. I have repeatedly received inaccurate information from them.
- The ELPAC Coordinator portion of CAASPP is confusing and difficult to manage. The LEA CAASPP Coordinator is much easier to navigate and manage.
- The hardest part is finding what you are looking for. I usually just end up calling.
- when changes are made it would be great if the staff had knowledge to answer questions. With all the report changes nobody could help it was frustrating
- You folks are very thorough!

Test Administration

- Information about verifying/confirming the number of students we tested the previous year.
- A "What to Distribute to Teachers" folder of the essential files they will need to administer the test.
- A more streamlined DFA for administering the CAASPP.
- I need the connection between CALPADS and CAASPP to give me access to my current students past CAASPP scores in a quick manner before September
- It is not really a matter of resources, but Interim assessment results are very cumbersome. The fact that a file with students associated with their teachers' email needs uploading is very problematic. Results should be tied to the test admin, and there should be a feature that allows scores to be reassigned to another teacher.
- More and more interim assessments built out for progress monitoring
- More clarity of instruction around uploading interim rosters and viewing results
- More concise directions.
- More streamlined process for assigning/creating teacher roster groups for Interims and Summative CAASPP. Also, more versions of the interim assessments or an item bank to allow sites to create CAASPP aligned assessments.

- Overall, it would be really helpful if someone proofread everything before it was published. For example, last year there were discrepancies between some of the accommodation information online and the information in the official manual. When I called the support line to figure out which one was correct they didn't know. The next day the information online was changed so I assumed the manual was correct. Also the teacher directions for caaspp were changed halfway through testing. We noticed on day 1 that the teacher directions didn't match the students screen but there was nothing we could do until it was officially changed. It was pretty frustrating for teachers and we were all surprised that it seems like no one proofread the instructions before they were published.
- Perhaps a best practices for LEA CAASPP Coordinators. The Checklist is good but sometime resources have broken links or new names. It seems like this year TOMS users are being prompted to complete a security form upon first login. This is AWESOME, I learned this my testing adding a user and watching what they encountered. The blurb about this was not clear to me where I usually find security forms. I think a video to show us what the new security form situation is would be helpful. I almost grabbed old forms to start using! (Maybe those should be removed now that the 2018-19 year is done?)

Technology

- Completion reports for IABs/FIAB
- DFA sent as a link, or notification when it is updated
- Directions could be much more straight-forward and the website could be much more user friendly. It is not very easy to navigate.
- Keep it simple. There should be a link to directions for uploading staff users and their students that populates needed information for the interim assessments at the same time. It would be great if TOMs could become 1 stop shopping.
- Setting up Interim Assessment Blocks in TOMS.
- Thank you for putting CAASPP and ELPAC into one system!

Accessibility

- If you wanted to find specific descriptors on accommodations you had to hunt for them.
- Guidance on IEP decision to administer the CAA.
- More details with supports and accommodations; a better way to keep a pulse of who has tested than excel spreadsheets!
- The biggest gap is in the area of the accessibility supports for students with special needs. Some of the guides fall short or are non-existing. In terms of speech-to-text and text-to-speech there were a lot of issues last year.

- There is one glaring area of confusion for me ... BRAILLE. I made a very good faith effort to get Braille testing done via our own braille printers last year. The manuals were overwhelming and trying to interact with my teachers of VI students using the technical jargon was impossible. When I contacted CALTAC, the support was useless on this topic. They made me feel stupid that I didn't have a full understanding of braille languages, printers, ports, drivers, etc. When I asked about which test settings were appropriate for braille printer situations or refreshable display braille machines, they told me that was my call and they couldn't advise me, it was an IEP decision. Needless to say, we will be changing back to ordering printed braille tests. A separate webinar or training for VI teachers/test coordinators that focuses on braille/refreshable display readers and which test settings to use would be helpful. Thanks. Also, can you please provide a sample school site training PowerPoint deck (aimed at teachers) or a video that can be shown?
- We have schools inside of county jails that require paper/pencil testing. We do not have the accessibility to offer computer based testing as this is prohibited by the sheriff's department. Last program year they allowed us 2 computers inside of the facilities to administer these tests and have since had them removed. We need paper/pencil.

What additional resources or supports are needed to help you be more successful in your role as ELPAC Coordinator?

Communication

- Again, release of documentation for changes before school year ends. More timely release of ELPAC scores, ELPAC Interim Assessments, ELPAC Monitoring assessments.
- Better communication with CALTAC
- Better ways to coordinate the sharing of ELPAC scores with parents, when we have internal data issues within our own district. For instance, the summer timeline is a major hurdle. We bring in new 7th graders from 4 other districts. How on earth are we able to get their scores sent out to parents electronically within the required timeframe, when we don't even get them captured accurately in our student informational system until the end of September?
- Dates and reminders as to when to send parent letters, when to have things completed, etc.
- Dates when the Summative ELPAC results will be released. Also, Why are the ELPAC results not on DataQuest?
- Everything is great, until we get a mass email that really isn't for me but is stating I have forgotten to do something...
- Flyer that calls out each fall what is new in the use of the system for that year. This would also be helpful in CAASPP. In smaller districts, we wear many hats. So digging through tons of lengthy manuals to sort out how to now use the systems each year is quite time consuming.
- I feel that agencies are not communicating with each other, i.e. CALPADS, CDE, ELPAC.
- Information that is staff friendly and parent friendly
- Same concern which is this; an excess of communication tends to make one skim and dump daily.
- So much information is overwhelming.
- Streamline communication.
- The parent letter template for informing parents of impending testing is not up to date online
- The phone message needs to be shortened considerably
- There are too many emails and resources sent on a daily/weekly basis. After many emails, it becomes difficult to sort out what is needed and useful, from what is repeated or not as useful.
- There are too many emails with too much information on one document. Should be more simplified with just the information necessary.

- There has to be more information about the Summative 2020 test administration.
- There is a lot of information and receiving it in minimal documentation is always appreciated.

Trainings

- Different method for approval as ELPAC designee 2. More seats at training
- A binder/training with specific instructions on the responsibilities/forms needed. The protocols of how the position should be executed would be very helpful. I feel overtrained for the initial and summative assessment but undertrained for the logistics of the position.
- Quit making one person go to the same trainings. I'm only one in my district and I go to all of them and they are the same.
- More in person trainings on what my role is
- More training dates.
- More Training opportunities
- More trainings before what is needed by the state is due.
- Incorporating relevant CALPADS personnel into some portions of the Initial ELPAC trainings or web-based follow-ups would be helpful to facilitate conversations around district timelines and procedures for obtaining SSID's and entering Undetermined codes. The Initial and Summative ELPAC trainings themselves are thorough, clear, and we're sent back to our districts with more than enough training resources and support. Similar to how I responded to the same CAASPP question, embedding time for district teams to plan their rollouts and implementations would be really helpful.
- Looking forward to the computer-based training to pilot the new Summative computer-based ELPAC assessment.
- More available training dates. It is very hard to manage attending when only one day is offered in your area and seating is limited.
- Need more information on ELPAC Computer Based Test ahead of time. The Field Test training is quite late and during the same month as when it will take place.
- New ELPAC coordinator in person training
- signing up my test administrators and assigning them roles always seems to be an issue..not user friendly...also would be nice to have a train g on how to work with general ed teachers on implementing strategies throufhout the year to support elpac...and more training on eld and elpace with special education els
- Statewide trainings need more seats for ELPAC Coordinator teams, up to 4 seats. At this time, due to the limited number of seats available at each training, only the LEA ELPAC coordinator is allowed to register participants. In addition, Regional County Offices could offer more trainings for ELPAC test examiners, who are required to be trained to administer the 2019–20 computer-based

Summative ELPAC. However, it is good to know Regional Offices, such as LACOE and Venture COE may offer additional regional workshops.

- There still needs to be work done here to streamline and clean up the training process. The division of what is covered in in person trainings v. LEA Coordinator trainings is not at all clear. There needs to be a test administrator training on test security etc. (even if it is just a video) to cover topics not covered in the in person training.
- Training on how to use TOMS.
- Training on online version of ELPAC
- Training on the new system.
- Training videos, more resources to help students prepare for the test.
- Upcoming training on online administration

Resources

- A better resource to give information on testing ELs with disabilities and domains which may be exempt
- Additional Parent Resources that are translated
- Again just a clearer way to find the information. It seems like there are so many different places you have to look to find information.
- Digital Library type materials for ELPAC
- I have always wanted a glossary. It would be helpful to refer to and for those that are new to ELPAC. It would be helpful to know in more detail what roles have access to what features in ELPAC. I like the matrix but it's more of a summary then being specific.
- I only see Domain Information Sheets translated in Spanish. Where are the ”multiple language sheets”?
- I think it would be tremendously beneficial to have all notices and resources share in a folder.
- I think there needs to be more resources that tie the assessment to instruction. The test is still somewhat of a mystery for teachers.
- I wish everything were in one place. Finding some resources on TOMS, others on elpac.org, others on Moodle. Really difficult to remember where to find what. Would love quick start guides for accessing TOMS audio, troubleshooting logging into TOMS, accessing and troubleshooting Moodle. Anything else to assist training new testers. I spend a lot of time preparing trainings both administrations of ELPAC.
- I would like a list of all the Parent Notification Letters that need to be sent out.
- i would like if every resource you have in english was also made available in spanish since our population is spanish speaker.

- I would like the embedded videos from the state PPT for ELPAC training to be another section in MOODLE for easy access.
- I would like to see additional easy to use resources to train the Test Administrators.
- I would like to see additional resources for our special education students. The Matrix Four is not user friendly.
- I'm very impressed with the resources, particularly the chat feature and coordinator webcasts are very helpful. The Spotlight emails are also very informative. Additional resources that I would really appreciate for student purposes would be ELPAC interims, but the additional resources such as online practice tests and technology checkers are fantastic.
- In general I wish the resourses were more like CAASPP. To me the site seems difficult to find things.
- It seems as though there are more resources available for CAASPP than ELPAC. I recognize ELPAC is fairly new, but that's why we need more resources, quick guides, videos, etc.
- It would be helpful if on the Resource tab there were video tutorials that help you navigate through the system. For example, if there was a video on to enter LST scores and the steps required to ensure you have entered scores correctly.
- It's not needing additional resources necessarily, it's the current organization of the ones we already have. Some are on the ELPAC site, some are in TOMS.
- And where they are located isn't very intuitive for users. So, we search and search until we find a document that we need.
- More resources on TOMS
- Resources are fine. I REALLY like the new dashboard. Being able to drill down BY SITE would be an awesome addition. NOTE: Question #1 about length of time is a bit absurd since ELPAC hasn't been around that long. My answer reflects combined ELPAC/CELDT Coordination.
- simplified, bullet point info rather than huge binders and manuals.
- Thank you so much for ensure we have all the necessary tools/resources in order to successfully administer ELPAC.
- The resources for the Initial ELPAC on TOMS could use some additional information on the weighting of each section for each grade level since this info is difficult to find elsewhere (90/10, 70/30, 50/50, etc) Also, while some of the updates to TOMS this year/summer are great, others have made things more difficult to use. In particular I am always having different issues with the reports section and the users section.
- The videos have great information, but they are somewhat dry.
- There are definitely issues with the LST and CALPADS. I'm not sure what resources there are for troubleshooting and problem solving.

- Tools such as the Digital Library for ELPAC so teachers may orient themselves with and practice using technology prior to administering test so that instructional time is not impacted.
- video of computer based being administered
- Videos for parents and educator on how to understand the scores
- We wish there was either a video tutorial or a how to guide regarding the new myTOMS as it is new to everyone. Step by step handouts would be nice, eg accessing the tracks, accessing the practice tests, creating a password once an upload has occurred. We would like to get access to the accessibility supports for our training in early September if not sooner.
- would be great if everything were in one place and not scattered all over the internet on different websites. Keeping everything on ELPAC or CDE

Support

- as I mentioned in the CAASPP survey ... we have over 300 EL's and I need support guidance on the ISAAP Tool ... it only has 15 student worksheets.....what do I do enter them and upload this 20 times???
- Assigning roles so that coworkers can access the correct information. this never seems to work correctly.
- Continue to provide the quality resources and support as you have been
- Guidance on IEP decision to administer the Alt ELPAC
- How to access various reports.
- How to use scores - especially when there are so many.
- How to utilize all of the options on the new dashboard.
- I am not sure at this point. Too many changes in the past year. Need more time.
- I appreciate all of the support when calling. The support staff is helpful and patient. I also appreciate the Assessment spotlight and reminders.
- I do not hear back from ELPAC/ETS on student issues.
- I would like more information about calibration and requirements. Also more training on moodle and the TOMS site
- I would like to have more detail training on how to help teachers to teach students to be successful
- I would love to see more trainings on the students scores
- I'm so new right now, I don't even know what I don't know.
- More for teachers to use to inform their instruction. Most materials are about the test itself.
- More visual step-by-step how-to guides. Need a way to run an IA and SA testing roster. Need a way to run a Missing SSID and/or TBD rosters.
- My examiners struggle with the Moodle. I'm not sure exactly why but they find it difficult and confusing to navigate.

- No students in our charter school need ELPAC. This seems to cause a problem with CDE who automatically assume that you must have EL students enrolled. Frustrating!
- Our LEA was chosen for the 10 percent audit. The work to photo copy testing booklets is very disrespectful of the LEA's time and the more important work of directly supporting ELs.
- Personal instruction
- Reclassification criteria and process to follow for students with special needs.
- Same as what I put for the CAASPP, I would like a mentor
- The amount of support is perfect! I've called often and always get the help I need in a very timely manner.
- Time to read and digest.
- Timelines especially
- We are an early start district, third week of July. It's a challenge to have resources come in weeks after we start.
- We do not have specific info on what ELPAC will look like this year - makes it hard to plan and lead others.
- We need paper/pencil along with CD's in order to be successful in our administrations as we operate in country jails in L.A. County. We are prohibited in bringing in any electronics with the ability to connect to the internet. This is a huge roadblock for us.
- We need to have access to both systems (CAASPP & ELPAC) to better support our students.
- We still suffer from confusion at the start of the year around initial assessments. There's no fast and easy way to determine who is TBD?
- We very seldom have to proctor for ELPAC. So it is hard for me to implement when I do not do it on a regular basis.

Test Administration

- ELPAC practice tests
- Greater clarity around reclassification after testing has concluded would be very welcome.
- I would like more information about how computerized initial ELPAC will work next year, since getting SSIDs and TBD status into CALPADS is a process that can take longer than the 30-day testing window (when it's not computerized, we can test students within the 30-day window and enter scores once CALPADS is updated).
- I would like the ELPAC test examiners to be able to go through the online ELPAC test (all domains) as students so they can experience a practice test from start to finish. Right now they have to assign it to students blindly in order to experience

it. They would be better able to plan and prepare if they had already experienced it themselves.
- interim assessments that can be utilized to monitor progress for EL students
- More efficient manner to determine why students are not yet in TOMS. May be a district issue but spend lots of times communicating with CALPADs team to determine language status of students.
- More ELPAC practice test items to share with sites, especially in 6–12.
- The local scoring tool is a bit cumbersome for some grade levels. When questions don't have a one-to-one correspondence with point value it is easy to make mistakes in scoring. Why not just assign those score fields a formula that converts a correct answer into the corresponding value that it should have rather than risking human error. Ultimately, I would prefer to have initial ELPAC tests shipped in to be scored as we did with CELDT.   If the tests are not going to be sent in, it would be helpful if the score sheet had a perforation so we could tear it out and score with the paper to the side of the booklet.

Technology

- At my site, this role includes data entry on our data system. It also includes verifying information, keeping documentation accurate, and collaborating with other school sites to ensure EL testing and placement is accurate for all English Learners. This is not something that is covered in training. For a first time coordinator, it can be difficult to know exactly what to do.
- A fully functioning TOMS system so my staff can access what they need when they need it, it is very cumbersome and not user friendly at all
- computer-based field test information could be more timely
- ETS needs a process in place to change SSIDs in TOMS reports when they've been merged in CALPADS.
- I understand making changes to improve the websites, but making changes every year makes is challenging to find what is needed.
- Information could be much more straight-forward. Sites are not very user friendly and hard to navigate. Very hard time getting things done and often missed steps and didn't get what was needed.
- Maybe having a way to do a search with a key word or phrase.
- Not to wipe out the users and not reinstall them over the summer. Supt did not realize he was the key to opening access.
- Put Moodle in TOMS
- The downtime/required maintenance for TOMS is scheduled very poorly. Having the system down at the start of the school year impedes our ability to administer the Initial ELPAC within 30 days of enrollment. A 30 day window for assessment at the start of the year is incredibly difficult to meet when required systems are

down or have issues. This also affects our ability to produce and send out the annual notification letter.

- The ELPAC site is confusing and difficult to manage. I have had to submit security affidavits multiple times and it has been difficult to designate other users.
- There needs to be a sandbox for testing out roles.   Site ELPAC coordinators should be able to, but can not currently access the "Individual Download" at TOMS>reports>site reports>Summative ELPAC School-Level Student Score Report PDFs.> 2018-19>Individual Download>SSID* I had 30 Test Site coordinators in a room yesterday during a training and all of them felt that having this feature would be of great service to their site, especially when a prior district fails to forward ELPAC scores. Many similarly felt that this field would be of little use to the district coordinator. The "Individual Download" box is much more needed by the Site than by the LEA level.   Also, we were told by ETS that the "Site Reports" match the view of the Site Coordinator. Since there is no test account we can use, I must rely on my own view in order to prepare training for my site coordinators. Yesterday I had to back track an instruction during my training more than once because sites couldn't see what I saw.
- There needs to be better coordination around the Initial ELPAC. The start of the year, requirement to obtain SSIDs to use the LST, timelines for notification, and notification requirements are a lot to manage and it feels like the various applications (TOMS, CalPads) don't operate as smoothly as they might. The EoY deadline for CalPads this year along with the system going down for a few days was also an issue.
- We always struggle with getting the ELPAC data when students transfer from other schools. Yes, we can run a report and then decode the scores, but it would be helpful if we could just search them by name and print out their scores.
- You need to improve on the password and access process for all users. The present system is to complicated.

Appendix C: Data Tables

Table 1

Time Spent in Current Role	CAASPP Coordinators	ELPAC Coordinators
Less than 1 year	13%	18%
1–3 years	39%	47%
4–6 years	28%	21%
7–10 years	11%	8%
More than 10 years	9%	7%

Table 2

Topics for Which Additional Support is Needed	Percentage of Respondents
Setting up users in TOMS	19%
Rostering users in TOMS	26%
Administering interim assessments	27%
Training staff	29%
Interim assessment reports	32%
Supporting sites with CAASPP data	36%
Identifying accessibility resource needs	38%
Supporting sites with ELPAC data	38%
Creating groups in TOMS	40%

Table 3

Topics for Future Training Opportunities	Level of Importance
Communicating about CSA scores	30%
Encouraging use of the Digital Library	31%
Supporting use of training tests	47%
Supporting use of practice tests	48%
Supporting use of interim assessments	52%
Communicating about CAST scores	53%
Transition of ELPAC to TOMS	53%
ELPAC scores in my district LCAP	63%
CAASPP scores in my district LCAP	63%
ELPAC results for teaching and learning	64%
CAASPP results for teaching and learning	65%
Reclassification decisions for ELs	70%
Computer-based ELPAC	70%
Electronic Student Score Reports	71%
Appropriate accessibility resources	76%