California Department of Education

Executive Office

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# MEMORANDUM

**DATE:** December 7, 2018

**TO:** MEMBERS, State Board of Education

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Update on 2017–18 Public Releases for the Initial California English Language Development Test, the Physical Fitness Test, and the Preliminary Indicators for the California Science Test Field Test and the California Alternate Assessment for Science, Year Two Pilot.

## Summary of Key Issues

This Memorandum provides information about the 2017–18 public release of summary results for the Initial California English Language Development Test (CELDT) and the Physical Fitness Test (PFT) and the release of the preliminary indicators (i.e., percent correct and an indicator category) for the California Science Test (CAST) field test and the California Alternate Assessment (CAA) for Science, year two pilot.

### Public Release of the 2017–18 Initial California English Language Development Test

On December 10, 2018, the California Department of Education (CDE) publicly released summary results from the 2017–18 Initial CELDT. The 2017–18 school year marked the final administration of the Initial CELDT, which was replaced by the English Language Proficiency Assessments for California (ELPAC) on July 1, 2018.

The Initial CELDT was administered to students in kindergarten through grade twelve whose home language survey (HLS) indicated a language other than English was present at home. It assessed students in the domains of Listening, Speaking, Reading, and Writing. The purpose of the Initial CELDT was to identify students as English learners or as initial fluent English proficient.

About 70% of students taking the Initial CELDT were enrolled in kindergarten. In addition, fewer students took the Initial CELDT than in previous years. This may be attributed to fewer parents who indicated a language other than English on the HLS.

If evidence shows a language other than English that impedes a student’s ability to access the full curriculum, local educational agencies (LEAs) are required to assess that student, regardless of what is indicated on the HLS. Doing so ensures that students have access to English language development services, if necessary.

The state-level Initial CELDT summary results can be found in Attachment 1. In addition, state-, county-, district‑, and school-level results are available on the CDE DataQuest website at <https://dq.cde.ca.gov/dataquest/>.

### Public Release of the 2017–18 Physical Fitness Test

On December 10, 2018, the CDE also publicly released annual results from the

2017–18 PFT administration. The State Board of Education (SBE) has designated the FITNESSGRAM® as the PFT for students in grades five, seven, and nine. The annual administration window is February 1 through May 31. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity.

The FITNESSGRAM® uses Healthy Fitness Zones (HFZ) to evaluate fitness performance. The HFZs represent levels of fitness that offer protection against diseases resulting from sedentary living. Overall, 24.3 percent of students in grade five, 30.1 percent of students in grade seven, and 34.4 percent of students in grade nine scored at the highest levels of the HFZs.

Slightly fewer students participated in the PFT during the 2017–18 school year than the previous year. The percentage of students meeting the HFZ remained mostly unchanged from last year.

The state-level PFT overall data for students meeting HFZ summary of results is provided in Attachment 2. The 2017–18 PFT summary results can be found on the CDE DataQuest website at <https://dq.cde.ca.gov/dataquest/>.

### California Science Test Field Test and California Alternate Assessment for Science, Year Two Pilot Preliminary Indicators

Presented in this section are a brief history of the science waiver and information about the preliminary indicators (i.e., percent correct and indicator categories). In March 2016, the CAST high-level test design was approved by the SBE and the web document can be found at <https://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item02.doc>. In July 2016, the CAA for Science high-level test design was approved by the SBE and the web document can be found at <https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item01.doc>.

#### Brief History of California’s Science Waiver

The CDE requested a waiver from administering the science assessments aligned to outdated standards as well as the reporting of results during the development phase of the new science assessments aligned with the State's new academic content standards, the California Next Generation Science Standards. On August 16, 2017, the US Department of Education (ED) approved the CDE’s double-testing waiver for the 2016–17 CAST pilot and CAA for Science, year one pilot. The ED’s approval letter can be found at <https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item01a2.pdf>.

On November 27, 2017, the CDE sent a letter to the ED that provided the CDE’s assessment plan for the 2017–18 administration of the CAST field test and the CAA for Science, year two pilot. In that letter, the CDE provided assurance to the ED that, beginning with the 2017–18 school year, California would be in compliance with the sections of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), that were waived for the 2016–17 school year. More information on that assessment plan can be found in the December 12, 2017, Information Memorandum to the SBE located on the December 2017 Information Memoranda web page at <https://www.cde.ca.gov/be/pn/im/infomemodec2017.asp>.

#### Preliminary Indicators

The preliminary indicators were vetted by California educators to provide science assessment results to parents/guardians and the public before the completion of the science assessments’ development. Preliminary indicators include a percent of items answered correctly and an indicator category. For reporting students’ performance on the science tests, three categories were developed (i.e., Limited Understanding, Moderate Understanding, and Considerable Understanding). Each category suggests how well a student understands the California Next Generation Science Standards (CA NGSS). Preliminary indicators offer LEAs a general indication of a student’s content knowledge and provide them with a broad and early indication about an LEA’s implementation of the CA NGSS. Preliminary indicators are not precise enough to stand on their own and should be used in conjunction with other information. The results should *not* be used to compare students, schools, and LEAs.

In collaboration with Educational Testing Service, the CDE developed a collection of resources to help LEA staff understand the limitations of the preliminary indicators. These resources can be found on the Preliminary Indicator Communication Toolkit web page at <https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp>. The toolkit offers LEAs options for releasing student preliminary indicators for the CAST and the CAA for Science. For the 2017−18 test administration, LEAs are required to communicate each student’s preliminary indicator science result to parents/guardians. LEAs determine the manner for communicating results that best meets their local needs.

On December 10, 2018, the CDE released research files containing the preliminary indicators for the 2017–18 administration of the CAST field test and the CAA for Science, year two pilot. The statewide preliminary indicator summary results are presented in Attachment 3.

In addition, these results will be aggregated by state, county, LEA, and school levels as well as by student groups, as required by the ESEA as amended by the ESSA. These results are available to the public on the CDE California Assessment of Student Performance and Progress Results website at <https://caaspp.cde.ca.gov/>. Caution should be used when interpreting the preliminary indicator results, as the statewide results along with other information from the Public Policy Institute of California’s research study “Implementing the Next Generation Science Standards: Early Evidence from California” (<https://www.ppic.org/publication/implementing-the-next-generation-science-standards-early-evidence-from-california/>) indicate the need for additional professional learning supports for educators in order for LEAs to implement the CA NGSS.

## Attachment(s)

* Attachment 1: 2017–18 Initial California English Language Development Test Summary Results (1 Page)
* Attachment 2: 2017–18 California Physical Fitness Summary Results (1 Page)
* Attachment 3: California Science Test Field Test and California Alternate Assessment for Science, Year Two Pilot: 2017–18 Preliminary Indicator Summary Results (2 Pages)

# 2017–18 Initial California English Language Development Test Summary Results

The results of the Initial California English Language Development Test (CELDT) are used to identify students as English learners or initial fluent English proficient. This information is used to assist local educational agencies (LEAs) when making placement decisions for new students that may need English language development (ELD) services.

**Table 1. Number of Students at Each Overall Performance Level by Grade**

Note: The first row in the table contains numbers 1 through 12, which represent Grades one through twelve respectively. In addition, “K” stands for kindergarten.

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Advanced | 3,295 | 1,267 | 639 | 632 | 724 | 705 | 867 | 741 | 544 | 1,337 | 596 | 631 | 481 | 12,459 |
| Early Advanced | 13,500 | 1,901 | 855 | 599 | 641 | 661 | 543 | 567 | 533 | 795 | 697 | 729 | 554 | 22,575 |
| Intermediate | 38,078 | 1,543 | 912 | 810 | 811 | 654 | 537 | 450 | 507 | 768 | 717 | 663 | 469 | 46,919 |
| Early Intermediate | 44,212 | 858 | 567 | 507 | 388 | 360 | 345 | 332 | 352 | 615 | 581 | 483 | 265 | 49,865 |
| Beginning | 63,852 | 4,189 | 3,581 | 3,511 | 3,217 | 2,835 | 2,850 | 2,897 | 2,393 | 4,942 | 2,808 | 1,839 | 964 | 99,878 |
| Total Number Tested | 162,937 | 9,758 | 6,554 | 6,059 | 5,781 | 5,215 | 5,142 | 4,987 | 4,329 | 8,457 | 5,399 | 4,345 | 2,733 | 231,696 |

# 2017–18 California Physical Fitness Summary Results

The results of the Physical Fitness Test provide one measure that students and their families may use, along with other information, to monitor overall fitness. Local educational agencies may also use these results for purposes of evaluating its physical education program.

**Table 1. 2017–18 Overall Data for Students Meeting Healthy Fitness Zone(HFZ) Summary of Results**

| **Number of Physical Fitness Areas Meeting the HFZ** | **Number in Grade 5** | **Percent in Grade 5** | **Cumulative Percent in Grade** **5** | **Number in Grade 72** | **Percent in Grade 7** | **Cumulative Percent in Grade 7** | **Number in Grade 92** | **Percent in Grade 9** | **Cumulative Percent in Grade 9** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 of 6 | 111,255 | 24.3 | 24.3 | 136,765 | 30.1 | 30.1 | 153,656 | 34.4 | 34.4 |
| 5 of 6 | 103,338 | 22.6 | 46.9 | 105,804 | 23.2 | 53.3 | 104,877 | 23.5 | 57.9 |
| 4 of 6 | 87,487 | 19.1 | 66.0 | 82,799 | 18.2 | 71.5 | 78,444 | 17.6 | 75.5 |
| 3 of 6 | 69,577 | 15.2 | 81.2 | 62,864 | 13.8 | 85.3 | 56,387 | 12.6 | 88.1 |
| 2 of 6 | 51,474 | 11.2 | 92.4 | 42,103 | 9.3 | 94.6 | 34,046 | 7.6 | 95.7 |
| 1 of 6 | 27,808 | 6.1 | 98.5 | 19,591 | 4.3 | 98.9 | 14,250 | 3.2 | 98.9 |
| 0 of 6 | 7,160 | 1.6 | 100.0 | 5,149 | 1.1 | 100.0 | 5,078 | 1.1 | 100.0 |
| Total tested | 458,099 | 100.0 | N/A | 455,075 | 100.0 | N/A | 446,738 | 100.0 | N/A |

# California Science Test Field Test and California Alternate Assessment for Science, Year Two Pilot: 2017–18 Preliminary Indicator Summary Results

Preliminary indicators offer local educational agencies (LEAs) a general indication of a student’s content knowledge and provide them with a broad and early indication about an LEA’s implementation of the California Next Generation Science Standards. Preliminary indicators are not precise enough to stand on their own and should be used in conjunction with other information.

**Table 1. California Science Test Field Test—Statewide Preliminary Indicators Summary Results**

| **Grade Tested** | **Students Tested**  | **Average Percent Correct** |
| --- | --- | --- |
| Grade 5 | 460,289 | 44.5 |
| Grade 8 | 458,493 | 39.6 |
| Grade 10 | 6,384 | 27.8 |
| Grade 11 | 136,669 | 33.0 |
| Grade 12 | 405,033 | 32.2 |
| All students | 1,466,868 | N/A |

**Table 2. California Alternate Assessment for Science, Year Two Pilot—Statewide Preliminary Indicators Summary Results**

| **Grade Tested** | **Students Tested**  | **Average Percent Correct** |
| --- | --- | --- |
| Grade 5 | 4,712 | 49.8 |
| Grade 8 | 4,512 | 56.1 |
| Grade 10 | 77 | 57.4 |
| Grade 11 | 1,155 | 60.8 |
| Grade 12 | 5,724 | 52.9 |
| All students | 16,180 | N/A |