

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationMay 2018 AgendaItem #03

## Subject

California Assessment of Student Performance and Progress: Update on Program Activities Related to the California Assessment of Student Performance and Progress System.

## Type of Action

Information

## Summary of the Issue(s)

This item provides a summary of the main events and developments related to the California Assessment of Student Performance and Progress (CAASPP) System, including the Smarter Balanced Summative Assessments, the Smarter Balanced Interim Assessments and Digital Library, the full-census field test of the California Science Test (CAST), the full-census pilot test, year two, of the California Alternate Assessments (CAAs), the Standards-based Tests in Spanish (STS), and the field test of the California Spanish Assessment (CSA). As part of the verbal presentation of this item, Michael R. McCormick, Superintendent of Val Verde Unified School District, will discuss their local implementation of the Smarter Balanced digital library and interim assessments.

## Recommendation

No specific action is recommended at this time.

## Brief History of Key Issues

Updates are provided about the CAASPP System, including, but not limited to, the administrative status of summative assessments, the development of the science and primary language assessments, new reports, and the development of additional resources.

### **Assessments Administration and Development Status**

#### Smarter Balanced English Language Arts/Literacy and Mathematics

The state testing window for the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics began on January 9, 2018. As of April 17, 2018, approximately 602,000 students have completed the ELA assessment, and/or the mathematics assessment in grades three through eight and grade eleven. Approximately 3.3 million students are eligible to take the Smarter Balanced Summative Assessments for ELA and mathematics.

Once a review of scoring and reporting is completed at the beginning of May 2018, student scores and aggregate reports can be accessed electronically through the Online Reporting System within two to three weeks after an individual student has completed all testing. Student Score Reports are generated, printed, and shipped to each local educational agency (LEA) once the LEA’s administration reaches 90 percent of students’ tests having been scored. Final data will be publicly released in the fall. This will be the last year of issuing paper-based reports to districts before transition to an electronic-based system of reporting in 2018–19. Please refer to Paperless Reporting Pilot in this item for additional information.

#### California Alternate Assessments for English Language Arts/Literacy and Mathematics

The testing window of the CAAs for ELA and mathematics began on January 9, 2018. Students are eligible to take the CAAs only if the CAAs are indicated in their active individualized education program (IEP) developed by the IEP team. The CAAs for ELA and mathematics are administered to all eligible students in grades three through eight and grade eleven. As of April 17, 2018, approximately 4,300 students completed the CAA for ELA, and 3,600 had completed the CAA for mathematics. Approximately 36,000 students are eligible to take the CAAs for ELA and mathematics. The review of scoring and reporting is conducted in the same manner as the Smarter Balanced ELA and mathematics test described in the previous section.

#### California Science Test

The CAST full-census field test was made available on April 2, 2018 through the LEA’s last day of instruction or July 16, 2018, whichever comes first. The CAST field test consists of a series of stand-alone-items and two to three performance tasks. It should take approximately two hours to administer. All students in grades five, eight, and high school participate in the CAST census field test. All grade twelve students are administered the field test, and LEAs can elect to administer the field test to any or all students in grade ten or eleven. For grade ten or eleven students, it is recommended that LEAs select those who are enrolled in their last science course. High school students will have only one opportunity to take the CAST. As of April 17, 2018, 263,600 students had completed the CAST field test of the approximately 1.5 million students who are eligible to take the CAST.

The California Department of Education (CDE) and CAASPP testing contractor Educational Testing Services (ETS) conducted a series of item review meetings in preparation for the first operational assessment of the CAST in 2019. These item review meetings consisted of both in-person and virtual meetings with California educators, and were held in February, March, and April 2018. There were approximately 60 California educators that reviewed and provided recommendations for the newly developed items for the CAST.

#### California Alternate Assessment for Science

The period for administering the CAA for Science differs from the testing window that an LEA selects for the other CAASPP assessments. Since November 2017, LEAs have had access to the full-census pilot, year two, of the CAA for Science for administration to eligible students, and that access will extend through the LEA’s last day of instruction. The CAA for Science full-census pilot is given in grades five and eight and once in high school. High school students will have only one opportunity to take the CAST. Students are eligible to take the CAA for Science only if it is indicated in their active IEP developed by an IEP team. Students must attempt all three embedded performance tasks (PTs), and LEAs must enter results for all three PTs into the Data Entry Interface for the students to be considered as having participated. As of April 17, 2018, approximately 4,200 CAA for Science embedded PTs have been administered. Approximately 14,000 students are eligible to take the CAAs for Science.

The CDE continues to work with California educators to develop embedded PTs that measure what students know and can do using alternate achievement standards, known as the Core Content Connectors. These standards are aligned with the California Next Generation Science Standards (CA NGSS). In May 2018, ETS will convene California Kindergarten through grade twelve (K–12) science educators with special education experience to review embedded PTs developed in preparation for the 2019 field test.

#### Standard-based Tests in Spanish

The testing window of the computer-based STS began on February 28, 2018. This assessment is intended for students seeking a measure of their Spanish reading/language arts skills. The STS is an optional test. As of April 17, 2018, 430 students completed the STS. This is the final year in the administration of the STS, as the CSA will be operational in spring 2019.

#### California Spanish Assessment

As the final administration of the STS comes to an end on July 16, 2018, the CDE and ETS continue to develop the CSA for operational administration in 2018–19.

Pilot tested in the fall of 2017, the CSA field test is scheduled for administration in fall 2018. ETS is currently developing training tests for the field test administration. The training tests will provide authentic presentations of a small number of test items to allow students to become familiar with the test format, tools, and procedures.

On May 15–17, 2018, select California educators will be attending an Item Review Meeting in Sacramento. Educators will be reviewing test items for content, bias, and sensitivity in preparation for the operational CSA in spring 2019. In addition to the aforementioned training tests, ETS will also make available a practice test at each grade level, for grades three through eight and high school, which will mirror the content and length of the operational CSA. Practice tests are anticipated to be available in January 2019.

#### Paperless Reporting Pilot Implementation Plan

The CDE is working toward a full transition from a paper-based delivery of CAASPP Student Score Reports (SSRs) to paperless (i.e., electronic) process for the 2018–19 CAASPP administration. To that end, the CDE is working in coordination with ETS to pilot paperless student score reporting for the 2017–18 CAASPP administration. The goals of the Paperless Reporting Pilot are to:

* Successfully transition the pilot community of LEAs from distribution of paper-based SSRs to electronic for the 2017–18 CAASPP administration.
* Provide proof of viability of the proposed technology solution in the provision of electronic paperless score reporting.
* Pilot the connectivity between student information system (SIS) vendors and the cloud solution in the provision of electronic paperless score reporting.
* Introduce electronic reporting to a select community of LEAs to identify benefits and challenges associated with the adoption of this new report delivery method.

The pilot includes two of the largest SIS vendors in the state as well as a sample of LEAs based on size (small, medium, and large and one charter LEA), location, and varying degrees of technology readiness. Further information about the status of the pilot will be presented to the State Board of Education (SBE) during its May public meeting.

### Supports and Preparations for Local Educational Agencies

#### Enhancements to the Interim Assessment Reporting System

In March 2018, Smarter Balanced deployed several new features in the Smarter Balanced Reporting System. Key enhancements for teachers included:

* **Key and distractor analysis**. Users can view the percentage of students who selected each option in selected-response items to evaluate whether there may have been common areas of misunderstanding among students who chose incorrect answers.
* **Writing trait scores**. For ELA performance task Interim Assessment Blocks (IABs), users can view raw scores for each of the three evaluated writing traits —Evidence/Elaboration, Organization/Purpose, and Conventions.
* **Links to Smarter Balanced and LEA resources.** Links provide access to Connections Playlists and formative assessment resources in the Digital Library to support IAB results. LEAs can add links to other instructional resources to support the unique needs of their student populations.

Key enhancements for administrators included:

* **District- and school-level data export**. Administrators can export a data file by selected schools or the entire district. This comprehensive file allows administrators to conduct further analyses of interim assessment data.
* **Custom aggregate results.** Administrators can view school- and district-level aggregate results for interim assessments, including aggregate results for various student groups (e.g., English learners, gender, race/ethnicity).

Smarter Balanced continues to engage with the CDE and LEAs to identify and prioritize future system enhancements. More enhancements are scheduled for release in June 2018.

#### California Science Test Academy

In June 2018, a one-day CAST Academy training will be held for county office of education (COE) staff. This will be the only CAST training specifically targeted to COE staff and will follow three separate CAST professional development trainings for K–12 educators offered in April. Training materials for June will be presented to COE teams to familiarize them with the content so they are equipped to conduct their own CAST Academy for schools and school districts. Highlights of the training include: learning about the CAST assessment design and expectations, deconstructing a CA NGSS performance expectation, and exploring the CAST training test items and identifying their demands and expectations, both for students and educators, considering the implications of the CA NGSS and CAST training test items for improved teaching and learning.

In addition, content from this CAST Academy will be repeated again at the California Science Education Conference. This conference is hosted by the California Science Teachers Association and will be held in Pasadena, California, from November 30 through December 2, 2018.

#### Science Preliminary Indicator Toolkit

For this year’s administration of the science assessments, LEAs will receive student Preliminary Indicator results, specifically the percent correct and an indicator category. As with all assessments, these Preliminary Indicators are one of many sources of information about a student’s knowledge, and given the preliminary nature of the results, provides only a snapshot of what students know about the new science standards. The CDE has developed a Preliminary Indicator Communication Toolkit for the Science Assessments to aid LEA communication about the preliminary indicators. The CDE sought the assistance of numerous stakeholder groups to assist in the review of the toolkit. The CDE wishes to thank the following groups for their input in the development of these resources:

* California Science Teachers Association
* California Teachers Association
* California Parent Teacher Association
* California School Boards Association
* Association of California School Administrators
* California Small School District Association
* California County Superintendents Educational Services Association
* Special Education Local Plan Area Association
* Regional Assessment Network of the Curriculum and Instruction Steering Committee

The Preliminary Indicator Communication Toolkit for the Science Assessments, located on the CDE CAASPP Web page at <https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp>, includes the following resources:

Background information

Timeline of the CAST and CAA for Science reporting activities

Key messages for LEAs to assist in their communication regarding the science assessments

Frequently asked questions

Instructions and tools on how to access the student data

Sample template letters to parents

The work on standard setting and the development of achievement level descriptors (ALDs) for the science assessments will begin promptly once the first operational year of the assessments is complete. Standard setting and ALD development for the CAST will take place in the summer of 2019 and will be presented to the SBE for review and approval in the fall of 2019. Standard setting and ALD development for the CAA for Science will take place in the summer of 2020 and will be presented to the SBE for review and approval in the fall of 2020.

#### Technology Update

In compliance with California *Education Code* Section 60640(e), the 2017–18 school year will be the last year that students will be able to use the Smarter Balanced ELA and mathematics paper-pencil test versions. As of March 2018, 15 LEAs have been approved for paper-pencil tests due to pedagogical practices and three due to insufficient technology. The CDE has granted requests for the use of paper-pencil versions of the CAASPP tests for ELA and mathematics for four years, including this school year. Therefore, in order to meet their obligation to participate fully in computer-based CAASPP testing next year and in the future, school staff will need to resolve local barriers to computer-based testing. This requirement has been communicated to all LEAs and emphasized to those using paper-pencil versions of the CAASPP tests this year via written notification.

## Summary of Previous State Board of Education Discussion and Action

In March 2018, the CDE provided the SBE with updates on the CAASPP System (<https://www.cde.ca.gov/be/ag/ag/yr18/agenda201803.asp>).

In January 2018, the SBE approved the CAA for Science test blueprint, general ALDs, and score reporting structure (<https://www.cde.ca.gov/be/ag/ag/main201801.asp>).

In December 2017, the CDE provided the SBE with an Information Memorandum that included updates on the CAASPP System

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item01.doc>)

(<https://www.cde.ca.gov/be/pn/im/memo-pptb-adad-dec17item01a01.asp>).

In November 2017, the SBE approved the CAST and CSA test blueprints, general ALDs, and score reporting structures (<https://www.cde.ca.gov/be/ag/ag/yr17/agenda201711.asp>).

In October 2017, the CDE provided the SBE with an Information Memorandum that included updates on the CAASPP System

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct17item02.doc>).

In September 2016, the SBE approved the CSA high-level test design (HLTD), including the test purpose (<https://www.cde.ca.gov/be/ag/ag/main201609.asp>).

In July 2016, the SBE approved the CAA for Science HLTD (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item01.doc>).

In January 2016, November 2015, and September 2015, the CDE provided the SBE with updates on the CA NGSS assessments

(<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item03.doc>)

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/nov15item03.doc>)

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/sep15item01.doc>).

In July 2015, June 2015, and May 2015, the CDE provided the SBE with updates on the CA NGSS assessments

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item03.doc>)

(<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-jun15item03.doc>)

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item02.doc>).

In May 2015, the SBE designated ETS as the CAASPP contractor for the 2015–16, 2016–17, and 2017–18 test administrations, including the test development, pilot testing, and field testing of three new CA NGSS science assessments (including the CA NGSS alternate assessment for students with the most significant cognitive disabilities) in the grades and content areas to be approved by the SBE. This included a new primary language assessment aligned with the Common Core State Standards

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item01.doc>).

## Fiscal Analysis

The 2017–18 Budget Act provides a total of $87,727,000 in funding for multiple CAASPP System contract costs, which includes $77,273,778 for ETS CAASPP 2017–18 contract activities.

The proposed 2018–19 Budget Act provides a total of $93,040,414 in funding for multiple CAASPP System contract costs. There is currently $93,040,414 in proposed contract obligations for the CAASPP System contracts which includes $82,790,414 in funding for the proposed ETS CAASPP contract activities. The anticipated appropriation is sufficient to cover all costs of the ETS CAASPP contract activities for the 2018–19 fiscal year.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (4 Pages)

#  Attachment 1: Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) contractors, has provided a variety of outreach activities, including in-person workshops, focus group meetings, and presentations throughout the state to prepare local educational agencies for the administration of the CAASPP System. In addition, the CDE continues to release information regarding the CAASPP System, including weekly updates, on its Web site and through listserv e-mail. The following tables provide descriptions of outreach and professional development activities during March and April 2018.

## Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 4/23 | Sacramento | 580 | California Science Test (CAST) Academy. The CAST Academy offered participants a training opportunity to develop a deeper understanding of the assessment design and expectations of the CAST.  |
| 4/25 | Fresno | 86(excludes virtual) | CAST Academy. The CAST Academy offered participants a training opportunity to develop a deeper understanding of the assessment design and expectations of the CAST.  |
| 4/26 | Irvine | 100(excludes virtual) | CAST Academy. The CAST Academy offered participants a training opportunity to develop a deeper understanding of the assessment design and expectations of the CAST.  |

## Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 3/2 | Sacramento | 9 | The CAST Academy Pilot Workshop was held to receive feedback and comments from stakeholders regarding the training materials prior to the April 2018 CAST Academies. |
| 3/12 | Virtual | 16 | CAST Virtual Item Review. California educators convened to review and provide feedback on test items for the 2019 operational test of the CAST. |
| 3/26 | Virtual | 17 | CAST Virtual Item Review. California educators convened to review and provide feedback on test items for the 2019 operational test of the CAST. |
| 4/2 | Virtual | 16 | CAST Virtual Item Review. California educators convened to review and provide feedback on test items for the 2019 operational test of the CAST. |
| 4/12 | Virtual | 13 | CAST Virtual Item Review. California educators convened to review and provide feedback on test items for the 2019 operational test of the CAST. |
| 3/22 | WebEx | 15 | Statewide Assessment Stakeholders meeting to discuss and receive input on the Preliminary Indicator Communication Toolkit for Science Assessments. |
| 4/19 | WebEx | 15 | Statewide Assessment Stakeholders Meeting. Monthly meeting to discuss recent assessment developments and receive feedback from key assessment stakeholders. |

## Table 3. Presentations by CDE Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 3/21 | Sacramento | 15 | Regional Assessment Network meeting to discuss and receive input on the Preliminary Indicator Communication Toolkit for Science Assessments. |
| 3/26–28 | San Diego | 50 | *Interim Assessment Reports Just Got Smarter!* provided an overview and demonstration of key features of the Interim Assessments Reporting System at the California Charter Schools Conference. |
| 3/27 | Sacramento | 35 | Provided an update on the California Spanish Assessment at the California Association for Bilingual Education Conference. |
| 4/12–16 | New York | 20 | CDE staff and its contractor, Educational Testing Service (ETS), presented *Emergent Themes from the Development of Next Generation Science Standards-Aligned Summative Science Assessments* session at theNational Council on Measurement in Education annual conference. |
| 4/13–17 | New York | 45 | CDE staff and University of California, Los Angeles, presented *Preparing Students for Postsecondary Opportunities: The State of California’s Enhanced Assessment* session at the American Educational Research Association annual conference. |
| 4/19 | Webinar | 89 | CDE staff and its contractor, ETS, presented an update on the 2017–18 CAASPP paperless reporting pilot, a demonstration from a Student Information System (SIS) vendor participating in the CAASPP paperless reporting pilot, and an overview of the activities planned for the full CAASPP paperless reporting rollout in the 2018–19 school year at the SIS Vendor Meeting. |