

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-adad-nov18item03

# California State Board of EducationNovember 2018 AgendaItem #08

## Subject

California Assessment of Student Performance and Progress: Approval of the Proposed Contract Amendment with Educational Testing Service’s California Assessment of Student Performance and Progress Contract to Include the Integration of the English Language Proficiency Assessments for California, and Approval of the Proposed Contract Amendment with the University of California, Santa Cruz Interagency Agreement to Provide an Educator Reporting System, and Update on Program Activities.

## Type of Action

Action, Information

## Summary of the Issue(s)

Pursuant to California *Education Code* (*EC*) Section 60643(b), the California Department of Education (CDE) shall develop and the State Superintendent of Public Instruction and the State Board of Education (SBE) shall approve California Assessment of Student Performance and Progress (CAASPP) contracts. In approving an amendment to a CAASPP contract, the CDE, in consultation with the SBE, may make material amendments to the contract that do not increase the contract cost. Contract amendments that increase contract costs may be made only with the approval of the CDE, the SBE, and the California Department of Finance (DOF).

*EC* Section 60602.6 was added in 2016 to provide that all California computer-based assessments utilize the same technology infrastructure in an effort to minimize impact on teachers, administrators, and state resources. Therefore, the CDE brings to the SBE, for approval, a proposed contract amendment with the University of California, Santa Cruz (UCSC) interagency agreement to provide an educator reporting system for the English Language Proficiency Assessments for California (ELPAC) and other CAASPP assessments, as appropriate. The reporting system would be the same reporting system that is already being used by local educational agencies (LEAs) to access results from the Smarter Balanced Interim Assessments—a well-received reporting system that allows LEA staff to access and download electronic student test results and data files in a user-friendly format.

In addition, this item provides a summary of recent events and developments related to the CAASPP System, including the Smarter Balanced Summative Assessments; the Smarter Balanced Interim Assessments; the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics; the first operational administration of the California Science Test (CAST); the full-census field test of the CAA for Science; and the California Spanish Assessment (CSA) field test.

## Recommendation

The CDE recommends that the SBE approve an amendment to the current CAASPP contract (CN150012, Amendment 6) with ETS; an amendment, which includes the work related to the administration of the ELPAC (including the transition to a computer-based assessment), development and administration of an Alternate ELPAC and the continued development and administration of the CAASPP assessments. The term of Amendment 6 begins July 1, 2018, and extends the term of the current contract through December 31, 2022. Additionally, the CDE recommends that the SBE authorize the CDE to make technical edits to the amendment as needed prior to its execution.

The CDE also recommends that the SBE approve an amendment to the current interagency agreement (CN170202, Amendment 1) with UCSC, which includes the customization, configuration, and implementation of the California Educator Reporting System (currently used for Smarter Balanced Interim Assessments) for CAASPP non-Smarter Balanced and ELPAC assessments. The amendment to the interagency agreement includes the contract term from July 1, 2018, through June 30, 2022. Additionally, the CDE recommends that the SBE authorize the CDE to make technical edits (including, but not limited to compiling the schedule of deliverables consistent with the SBE-approved contract) to the interagency agreement as needed prior to its execution.

## Brief History of Key Issues

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

### Contract Amendment with Educational Testing Service

In May 2015, the SBE designated Educational Testing Service (ETS) as the CAASPP contractor for the 2015–16, 2016–17, and 2017–18 test administrations. The 2018–19 school year marks the fifth full operational test administration of the Smarter Balanced Assessments portion of the CAASPP System.

Pursuant to *EC* Section 60640, the CDE is continuing to work toward implementing the CAASPP System, including the development and operational administration of the science assessment, field testing of the science alternate assessment, and field testing and operational administration of the primary language assessment. These assessments are the CAST, aligned with California Next Generation Science Standards (CA NGSS); the CAA for Science, based on the Core Content Connectors for the CA NGSS; and the CSA, aligned with the Common Core State Standards (CCSS) en Español.

In July 2018, the SBE directed the CDE, SBE staff, and DOF to negotiate an amendment of the current ETS CAASPP administration contract to include work related to administering the ELPAC. The amended contract would include the 2018–19, 2019–20, 2020–21, and 2021–22 testing administrations for both the ELPAC and CAASPP, thus extending the current CAASPP contract date for two additional years, through December 31, 2022. It also would include, but not be limited to, addressing the following activities in the amended Scope of Work (SOW):

* Activities associated with transitioning the Initial and Summative ELPAC from a paper-pencil test (PPT) to a computer-based assessment (CBA), with student and test examiner interfaces, where applicable
* Ongoing administrations of the PPT ELPAC until the ELPAC CBA transition is complete
* Activities associated with developing the Alternate ELPAC CBA for eligible students in accordance with their individualized education program
* Ongoing administration of all components of the CAASPP System through the 2021–22 school year
* Activities associated with transitioning the two separate assessment systems into one to ensure efficiencies, including, but not limited to, single sign-on

Representatives from the CDE, the SBE Office, and the DOF began negotiations with ETS on October 1 and 3, 2018, which culminated in a proposed contract amendment (CN150012, Amendment 6), including a summary, the proposed SOW, and the budget (Attachments 1, 2, and 3).

### CDE-UCSC Interagency Agreement

The CDE requests that the SBE approve the proposed contract amendment with the UCSC interagency amendment and authorize the CDE to make technical edits, as needed (see Attachment 4). The CDE negotiated with UCSC to make amendments to the four-year interagency agreement, which is proposed to commence in July 1, 2018. The agreement will strengthen California’s online assessment system by providing, for the ELPAC and CAASPP non-Smarter Balanced assessments, an open-source educator reporting system that is already being used by LEA staff to access results from the Smarter Balanced Interim Assessments. This reporting system has been extremely well received by California educators in the nearly 1,600 LEAs that are using it to access results from the Smarter Balanced Interim Assessments. The reporting system will be extensible to support additional assessments.

The use of open-source components will allow California to use the same system across multiple vendors while also allowing California and its contractors to contribute to the continued enhancement of the products. The proposed plan calls for the reporting system to launch first for the ELPAC, followed by the CAASPP assessments.

### California Science Test

In early November 2018, the CDE will launch new practice tests and the fourth generation of the training tests. These practice and training tests are available on the [Online Practice and Training Tests Portal](http://www.caaspp.org/practice-and-training/index.html). Practice tests prepare students to take the operational assessment and provides them with the understanding of the depth and breadth of items within the CAST. One new feature of the practice test is the inclusion of three performance tasks (PTs) that will allow students the opportunity to “practice” a PT from each science domain (i.e., Life Sciences, Earth and Space Sciences, and Physical Sciences). The updated training tests consist of a small sample of stand-alone items and one PT that familiarize students, teachers, and parents/guardians with the different item types within the operational assessment. All accessibility resources available for the operational test will also be available on both the training and practice tests, which will help students become familiar with these accessibility resources.

In late November or early December 2018, the CDE will provide the preliminary indicators (i.e., percent correct and an indicator category) for the CAST field test to LEAs in the downloadable student-level data files. Preliminary indicators offer a general indication of student content knowledge and provide LEAs with broad and early indication about an LEA’s implementation of the CA NGSS. They should be used in conjunction with other information available at the LEA, as preliminary indicators are not precise enough to stand on their own. The LEAs are responsible for disseminating these results to parents and guardians. The aggregate statewide-, county-, LEA-, and school-level results will be provided in a research file on the CAASPP public reporting website at [https://caaspp.cde.ca.gov](https://caaspp.cde.ca.gov/).

On January 8, 2019, the first operational CAST will be launched and available for LEAs whose selected testing windows are open.

### California Alternate Assessment for Science

The CDE has worked collaboratively with test development contractor ETS over the last two years of pilot testing to maintain the guiding principles from the SBE-approved high-level test design. These guiding principles include administering the assessment shortly after related instruction and allowing some flexibility for test examiners to individualize the orienting activities in the assessment. In the pilot test, year one, students were administered only one PT. For the pilot test, year two, students were administered three PTs—one from each of the three science domains (i.e., Life Sciences, Physical Sciences, and Earth and Space Sciences). The CDE is now preparing to launch the online CAA for Science field test in January 2019.

In early November 2018, the CDE will launch a new online CAA for Science training PT for educators, students, parents, and other stakeholders to use in preparation for the administration of the field test. The training PT will assess two Science Connectors from two—Life Sciences and Physical Sciences—of the three science domains. These Science Connectors were derived from Performance Expectations of the CA NGSS.

In late November or early December 2018, the CDE will provide the aggregate results of the preliminary indicators (i.e., percent correct and an indicator category) for the CAA for Science, pilot test year two. These summary results will be reported at the statewide, county, LEA, and school levels in a research file on the CAASPP Public Reporting website at [https://caaspp.cde.ca.gov](https://caaspp.cde.ca.gov/). The LEAs are responsible for disseminating the student results to parents and guardians.

On January 8, 2019, the online CAA for Science field test will be available for test examiners to begin administering the three embedded PTs to students. Unlike other CAASPP tests, there is an expanded testing window for the CAA for Science, and the assessment will be available to all LEAs through their last day of instruction. Test examiners may begin assessing students shortly after instruction. The CDE has developed an *Administration Planning Guide* to assist LEAs in administering the PTs following instruction. This guide summarizes the six CA NGSS connectors, focal knowledge skills and abilities, and essential understandings that will be assessed with the three PTs so that educators can plan when best to administer each PT during the school year.

### California Spanish Assessment

The CSA field test was administered from September 17 through October 12, 2018. Approximately 47 LEAs participated in the field test.

After the CSA field test, LEAs were given the opportunity to participate in a Post-Test Survey to provide the CDE and ETS with valuable feedback to inform the administration of the operational CSA in spring 2019.

In early November 2018, 21 educators will participate in a Data Review Meeting. The purpose of the Data Review Meeting is to review item statistics obtained from the administration of the CSA field test and determine whether there are items that should be revised or excluded from the operational CSA.

### United States Department of Education Peer Review Letter

The CDE received a letter dated August 30, 2018, from the United States Department of Education (ED), Office of Elementary and Secondary Education, in response to the CDE’s March 2018 peer review submission. External reviewers and ED staff found that the CDE’s assessment system substantially meets requirements of the Elementary and Secondary Education Act. These findings were reported for the Smarter Balanced assessments for ELA and mathematics in grades three through eight and grade eleven as well as for the CAA for ELA and mathematics in grades three through eight and grade eleven.

The CDE responded to this letter within thirty days. The letter addressed a plan and timeline for the submission of additional documentation. The CDE is required to provide additional evidence within one year that supports critical elements of the peer review process.

### Technology Update

The CDE continues to assist the K–12 High Speed Network (K12HSN) with the implementation of the Broadband Infrastructure Improvement Grant (BIIG) programs, which are designed to assist schools in improving their connection to the Internet to administer computer-based assessments. As of October 2018, 164 of the 165 BIIG 1.0 projects are complete, with approximately $895,000 of the grant award remaining. Of the 214 BIIG 2.0 projects, 171 are complete, with approximately $14.8 million of the grant award remaining. A fourth round of the BIIG 2.0 projects is in the bid process to utilize the remaining funds. Both BIIG 1.0 and BIIG 2.0 grant awards must be spent entirely by June 30, 2020.

### Supports and Preparations for Local Educational Agencies

#### **Upcoming Training Opportunities for California Educators**

The CDE has partnered with the California Science Teachers Association (CSTA) to present a CAST Academy at the 2018 CSTA conference on November 30, 2018. The focus of the academy will be to provide science teachers, teacher leaders, teacher trainers, and professional development and instructional coaches with a deep understanding of the assessment design and expectations of the CAST. In addition, the CAST Academy will provide information and activities designed to support educators in implementing the CA NGSS and three-dimensional learning, and understanding how these new science assessment item-types can inform teaching and learning.

In January 2019, ETS, on behalf of the CDE, will present a one-day CAASPP and ELPAC 2018–19 Pretest Workshop at eight locations throughout the state. The target audience is LEA CAASPP and ELPAC coordinators who disseminate information to their test site coordinators and schools.

This workshop will help coordinators learn how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC. More information regarding the Pretest Workshop can be found on the registration web page at <http://www.cvent.com/d/ngq6ty>.

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

In October 2018, the CDE provided the SBE with an information memorandum that provided an update on the student score report for 2018–19 and beyond (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct18item01.docx>).

In September 2018, the CDE provided the SBE with updates on the CAASPP System, including a presentation on the Electronic Reporting Pilot (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item03.docx>).

In August 2018, the CDE provided the SBE with an information memorandum that provided an update on the development of both new science assessments, the CAST and the CAA for Science

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug18item01.docx>).

In July 2018, the SBE approved a request for authority to enter into negotiations to amend ETS’s CAASPP contract to include the integration of the ELPAC and enter into negotiations with UCSC for an interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item03.docx>).

In June 2018, the CDE provided the SBE with an Information Memorandum that included an update on the ELPAC and a review of the Preliminary Results of the Enhanced Assessment Grant for the Smarter Balanced Summative Assessments (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02a01.pdf>).

In May 2018, the CDE provided the SBE with updates on the CAASPP System (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item03.docx>).

In March 2018, the CDE provided the SBE with updates on the CAASPP System (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item08.docx>).

In January 2018, the SBE approved the CAA for Science test blueprint, general achievement level descriptors (ALDs), and score reporting structure (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>).

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/documents/nov17item07.doc>).

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/yr16/documents/sep16item04.doc>).

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 January 2016, the SBE approved the CAASPP Student Score Report for 2016–17 and beyond (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item04.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 CCSS

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

In March 2015, the SBE approved the CAASPP Student Score Report, with technical edits (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item03.doc>).

## Fiscal Analysis

The 2018–19 Budget Act provides a total of $93,064,000 in funding for multiple CAASPP System contract costs; the anticipated appropriation for 2019–20, 2020–21, 2021–22, and 2022-23 fiscal years is sufficient to cover each of the proposed amendments’ fiscal year costs.

The 2018–19 Budget Act provides a total of $54,334,000, of which $27,259,000 is to fund the 2018–19 ELPAC PPT administration. The remaining $27,075,000 (one-time funding) is appropriated for transitioning the Initial and Summative ELPAC from a PPT to a CBA and to develop the Alternate ELPAC CBA for students with the most significant cognitive disabilities. The anticipated appropriation for 2019–20, 2020–21, 2021–22, and 2022-23 fiscal years is sufficient to cover all costs of the proposed amendments’ fiscal year costs.

If approved, the proposed amendment of the CAASPP administration contract (Amendment 6), to include the integration of ELPAC and extension for two years, would increase the overall contract with ETS by $274,562,435. With the inclusion of Amendment 6, the total contract amount would be $673,063,608 (note the contract began with the 2015-16 CAASPP administration).

If approved, the proposed amendment of the Smarter Balanced Memorandum of Understanding and Agreement (Amendment 1), to include development and maintenance of the California Educator Reporting System (CERS), would increase the overall contract with UCSC by $2,593,819. With the inclusion of Amendment 1, the total contract amount would be $50,343,819 (note this cost includes membership fees beginning in 2017-18).

CAASPP contract amendments that increase contract costs may be made only with the approval of the CDE, the SBE, and the DOF. Funding for 2019–20 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: CDE-ETS Contract Amendment 6 Executive Summary (7 Pages)
* Attachment 2: CDE-ETS Concordance Table (67 Pages)
* Attachment 3: CDE-ETS Exhibit A: Proposed Scope of Work (417 Pages)
* Attachment 4: CDE-ETS Proposed Budget (33 Pages Total)
* Attachment 5: CDE-UCSC Interagency Agreement (42 Pages)
* Attachment 6: CDE-UCSC Proposed Budget (8 Pages Total)
* Attachment 7: Outreach and Professional Development Activities (8 Pages)

**Attachment 7: 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 website and through listserv email. The following tables provide descriptions of outreach and professional development activities during September and October 2018.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/18–19 | Sacramento | 130 | New CAASPP Coordinator TrainingThe New CAASPP Coordinator Training was a voluntary training session designed for the local educational agency (LEA) CAASPP coordinator who is new to the role. This training session focused on the roles and responsibilities of the LEA CAASPP coordinator in planning and preparing for a successful administration of the summative assessments. This training session also provided new coordinators with basic information on getting started with the Smarter Balanced Interim Assessments and the Digital Library. |
| 9/25–26 | Ontario | 140 | New CAASPP Coordinator TrainingThe New CAASPP Coordinator Training was a voluntary training session designed for the LEA CAASPP coordinator who is new to the role. This training session focused on the roles and responsibilities of the LEA CAASPP coordinator in planning and preparing for a successful administration of the summative assessments. This training session also provided new coordinators with basic information on getting started with the Smarter Balanced Interim Assessments and the Digital Library. |
| 10/2 | Sacramento | 130 | California Science Test (CAST) AcademyThe CAST Academy supported participants in developing a deeper understanding of the assessment design and expectations of the CAST and how the new science assessment items can inform teaching and learning.  |
| 10/9 | Riverside | 125 | CAST AcademyThe CAST Academy supported participants in developing a deeper understanding of the assessment design and expectations of the CAST and how the new science assessment items can inform teaching and learning. |
| 10/16 | San Diego | 120 | CAST AcademyThe CAST Academy supported participants in developing a deeper understanding of the assessment design and expectations of the CAST and how the new science assessment items can inform teaching and learning. |
| 10/23 | Clovis | 113 | CAST AcademyThe CAST Academy supported participants in developing a deeper understanding of the assessment design and expectations of the CAST and how the new science assessment items can inform teaching and learning. |
| 10/30 | Los Angeles | 145 | CAST AcademyThe CAST Academy supported participants in developing a deeper understanding of the assessment design and expectations of the CAST and how the new science assessment items can inform teaching and learning. |
| 10/3–4 | Sacramento | 150 | CAASPP InstituteThe CAASPP Institute was a professional development opportunity for teams and individuals from LEAs and schools. This year's focus was on the implementation of the whole CAASPP System to support teaching and learning.   |
| 10/10–11 | Pasadena | 137 | CAASPP InstituteThe CAASPP Institute was a professional development opportunity for teams and individuals from LEAs and schools. This year's focus was on the implementation of the whole CAASPP System to support teaching and learning.   |
| 10/17–18 | Fresno | 116 | CAASPP InstituteThe CAASPP Institute was a professional development opportunity for teams and individuals from LEAs and schools. This year's focus was on the implementation of the whole CAASPP System to support teaching and learning.   |
| 10/22–23 | San Diego | 97 | CAASPP InstituteThe CAASPP Institute was a professional development opportunity for teams and individuals from LEAs and schools. This year's focus was on the implementation of the whole CAASPP System to support teaching and learning.   |
| 10/24–25 | Redding | 72 | CAASPP InstituteThe CAASPP Institute was a professional development opportunity for teams and individuals from LEAs and schools. This year's focus was on the implementation of the whole CAASPP System to support teaching and learning.   |
| 10/29–30 | Riverside | 180 | CAASPP InstituteThe CAASPP Institute was a professional development opportunity for teams and individuals from LEAs and schools. This year's focus was on the implementation of the whole CAASPP System to support teaching and learning.   |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/13–14 | Sacramento | 35 | CAASPP Technical Advisory Group (TAG) Meeting. CAASPP TAG met to review psychometric topics related to CAASPP. |
| 9/26 | Sacramento | 135 | Community of Practice—Science Subcommittee MeetingThe CDE provided an update on the development of the CAST for the first operational year, including key messages, a preview of a sample item along with a draft of new item specifications, and an update on reporting. |
| 10/8 | Minneapolis, Minnesota (MN) | 60 | Smarter Balanced Public Affairs MeetingNational experts on public affairs and parent research, as well as leaders from districts shared their stories and provided input to Smarter Balanced and members. |
| 10/9 | Minneapolis, MN | 45 | Smarter Balanced Collaboration MeetingCalifornia joined other Consortium member states and Smarter Balanced staff to collaborate and discuss Smarter Balanced assessment activities. |
| 10/10–11 | Minneapolis, MN | 50 | Smarter Balanced Technical Advisory Committee (TAC) MeetingTAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on Smarter Balanced assessments. |
| 10/17–1811/1–2 | Virtual | CAST:5CSA: To Be Determined (TBD) | CAST—Braille Twin Item ReviewCalifornia educators reviewed items that have been twinned for accessibility.California Spanish Assessment (CSA)––Twin Item Review MeetingCalifornia educators reviewed items that have to be twinned for accessibility for the operational accessible CSA form. |
| 10/18 | WebEx | 15 | Statewide Assessment Stakeholders MeetingELPAC cut scores were discussed and the threshold validation study and supplemental analyses were reviewed.  |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/12 | Sacramento | 25 | Regional Assessment Network (RAN) MeetingAt the new school year, RAN members reviewed CDE activities that took place over the summer and took an in-depth look at the new California School Dashboard. |
| 9/20 | Sacramento | 525 | Assessment and Accountability Meeting: NorthThis meeting provided CAASPP, English Language Proficiency Assessments for California (ELPAC), and Local Control and Accountability Plan (LCAP) coordinators with the latest information and updates on California's assessment and accountability systems.  |
| 9/27 | Ontario | In-person: 620Virtual:586 | Assessment and Accountability Meeting: SouthThis meeting and webcast provided CAASPP, ELPAC, and LCAP coordinators with the latest information and updates on California's assessment and accountability systems.  |
| 10/9–10 | Los Angeles | 75 | Title I Conference Workshops:“English Learners and Students with Disabilities in the Age of Every Student Succeeds Act (ESSA)” Participants in this workshop reviewed ESSA––Title I and the ELPAC regulations as they pertain to the identification, English language proficiency assessment, and services for English learners in all subgroups. In order to provide equity, access and improve outcomes for these subgroups of students, LEA personnel need to understand how to use the data found on the California Dashboard and Dataquest to meet the accountability measures required under Title I. |
| 10/9–10 | Los Angeles | 35 | Title I Conference Workshops:“Leveraging the Full Suite of Smarter Balanced Assessment Components to Support Teaching and Learning in Title I Schools”This workshop provided an overview of the Smarter Balanced Assessment System and described an approach teachers can use to leverage the summative, interim, and formative components of the system to support curriculum, instruction, and assessment. A specific focus was on connecting student results on the Smarter Balanced Interim Assessments with resources from the Digital Library. |
| 10/24–25 | Sacramento | 30 | Advisory Commission on Special Education MeetingAssessment updates were provided. |
| 10/28–29 | Long Beach | TBD | California Science Technology Engineering Art Math (STEAM) Symposium:“Deconstructing the Design and Expectations of the California Science Test”Participants deconstructed California Next Generation Science Standards Performance Expectations by employing item specifications used in the development of the CAST questions. |