California Department of Education

Executive Office

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# **MEMORANDUM**

**DATE:** June 21, 2018

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

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

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

## Summary of Key Issues

This information item provides a summary of recent 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; the full-census field test of the California Science Test (CAST); the full-census pilot test, year two, of the science California Alternate Assessment (CAA) and other CAAs; the Standards-based Tests in Spanish (STS); and the field test of the California Spanish Assessment (CSA).

### **Assessment Development and Administration 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, and will close on July 16, 2018. On May 8, 2018, California experienced a record 570,745 concurrent test takers. As of May 24, 2018, a total of 252,350 students eligible to test had completed the ELA and mathematics assessments.

In mid-May, preliminary student scores and aggregate reports became available electronically through the Online Reporting System. These electronic student scores provide local educational agencies (LEAs) access to the preliminary data within two to three weeks of an individual student’s completion of all testing. Once an LEA’s administration reaches 90 percent of students’ tests having been scored, Student Score Reports (SSRs) are generated, printed, and shipped to the LEA. Final results will be publicly released in September.

#### **California Science Test**

The CAST is administered to students in grades five and eight and once in high school. In 2017–18, LEAs were instructed to administer the CAST field test to all grade twelve students. LEAs had the option to administer the CAST field test to students in grade ten or grade eleven. Field testing began on April 2, 2018. As of May 24, 2018, approximately 1.3 million students had completed the CAST field test.

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

The administration of the CAAs for ELA and mathematics began on January 9, 2018. As of May 24, 2018, approximately 1,523 students eligible to take the CAAs for ELA and mathematics had completed testing.

The administration of the full census, year two, pilot for the CAA for Science embedded performance tasks (PTs) began on November 1, 2017. Each eligible student must submit three embedded PTs to be counted as having participated and completed the pilot test. The three embedded PTs must be submitted into the Data Entry Interface by an LEA’s last day of instruction or July 16, 2018, whichever comes first.

#### **Standard-based Tests in Spanish**

The administration window for the online STS ends on July 16, 2018. As of May 24, 2018, a total of 6,425 students had been administered the STS. This is the final administration of the STS, which will be replaced by the CSA in spring 2019.

#### **California Spanish Assessment**

From May 22, 2018, through May 24, 2018, a total of 14 California educators convened in Sacramento for the CSA Practice Test Item Review Meeting to review newly developed CSA grades three through eight and high school practice test items for content, bias, and sensitivity. The practice tests will be made available for use in preparing students and educators for the operational CSA.

On July 18 and 19, 2018, approximately 20 California educators are scheduled to convene in Sacramento for the CSA Content-Specific Achievement Level Descriptors (ALDs) Workshop. Educators will review and provide input on the descriptions of the Spanish reading/language arts knowledge and skills necessary for students in grades three through eight and high school at each of the three achievement levels. Once finalized, the content-specific ALDs will inform the CSA standard-setting process, which is scheduled to occur in summer 2019.

#### **Electronic Score Reporting**

The California Department of Education (CDE) continues its transition to electronic CAASPP SSRs, which are being phased in over a three-year period to provide LEAs with the necessary information and time to transition successfully. The transition is taking place in the following phases:

* Phase 1—Pilot (2017–18)
* Phase 2—Initial Implementation (2018–19)
* Phase 3—Full Implementation (2019–20)

Electronic SSRs provide LEAs with the flexibility to determine the delivery method of the SSRs to parents and guardians. For example, LEAs can make SSRs available through their student information system (SIS) parent portal instead of printing and mailing. The flexibility to determine the delivery method is offered to reduce the turnaround time for delivering SSRs to LEAs and the costs associated with the handling and mailing of SSRs. In addition, cost savings from the electronic delivery of reports allows for the expansion of translations to several languages beyond English and Spanish, and will allow more flexibility to add to information in the SSR and expand on its presentation (e.g., color, spacing, format) in order to increase parent/guardian understanding. Virtual focus groups continue to be held to receive feedback from parents about the new expanded SSRs.

During Phase 1, the CDE and the CAASPP testing contractor, Educational Testing Service (ETS), worked with the following LEAs and SIS vendors that had volunteered to participate in the Phase 1 pilot to test the technology solution for delivering electronic CAASPP SSRs:

* El Monte Union High School District, Los Angeles County
* Irvine Unified School District (via Aeries SIS), Orange County
* Los Angeles Unified School District, Los Angeles County
* Porterville Unified School District (via Aeries SIS), Tulare County
* Silver Valley Unified School District (via Infinite Campus SIS), San Bernardino County
* Victor Valley High School District (via Aeries SIS), San Bernardino County
* Waterford Unified School District (via Infinite Campus SIS), Stanislaus County

All LEAs, including those that had participated in the pilot, received paper SSRs during Phase 1. In addition to working with LEAs and SIS vendors involved in the pilot, the CDE Assessment Development and Administration Division and Educational Data Management Division collaborated to survey all SIS vendors for Phase 2 of the transition. The survey requested information about parent portal access and availability, among other things. Approximately one third of SIS vendors responded to the survey, the results of which will be provided to the State Board of Education (SBE) in an August memorandum.

During Phase 2, the CDE and ETS will work with all LEAs to implement electronic delivery of CAASPP SSRs statewide. While the default delivery method for 2018–19 CAASPP SSRs will be electronic, the CDE will provide printed SSRs to select LEAs that demonstrate a strong need for continued paper SSRs because of technology constraints. During Phase 3, all LEAs will use the electronic reporting process either by delivering the reports electronically, or by printing locally. ETS will provide the supplemental service of printing SSRs for a fee. A meeting with SIS vendors is scheduled for July 26, 2018. Vendors will receive a detailed project schedule, technology solution specifications, and the plan for conducting user acceptance testing.

A presentation of electronic CAASPP SSR reporting by pilot partners will be provided at the September 2018 SBE meeting.

### **Supports and Preparations for Local Educational Agencies**

#### **CAASPP Post-Test Information**

In the 2017–18 school year, the CDE changed the manner by which CAASPP post-test information is provided to LEAs. The design of the new approach was based on educator feedback, recognizing the different needs and responsibilities of educators. One component of the new format includes a live, one hour Webcast titled, “Principles of Scoring and Reporting,” which was recorded on May 22, 2018 and archived at <http://www.caaspp.org/rsc/videos/archived-webcast_052218.html>.

The second component, which included eight in-person workshops titled “The Results Are In—Now What? Analyzing Evidence to Inform Teaching and Learning,” was designed for LEA CAASPP and CAASPP test site coordinators and assessment, curriculum, instructional, and professional development leaders. Teams of educators were encouraged to attend to learn how to:

* Analyze previous years’ student summative results in ELA and mathematics to inform teaching and learning.
* Access and use resources to inform the interpretation of student results.
* Use a data analysis protocol that enables a root cause examination and discussion of past and current programs, policies, practices, and procedures, designed to encourage appropriate actions to improve teaching and learning.

In addition to the eight in-person workshops, a Webcast will be offered during the June 5, 2018, workshop and will be archived for later viewing on the CAASPP Portal at <http://www.caaspp.org/training/caaspp/index.html>.

#### **Illustration Glossaries Pilot Study**

In August 2017, Smarter Balanced began recruitment among member states for participation in an illustration glossaries pilot study. The purpose of the study was to gather feedback from educators and students on the new illustration glossaries accessibility resource, which provides context-specific images for words or phrases that are not part of the construct the test is designed to measure. The illustration glossaries have been developed to assist students who may not benefit from the existing text-based glossaries currently provided in English and other languages. Three California LEAs volunteered to participate in the pilot study, which took place between November 2017 and February 2018. For the study, Smarter Balanced staff recruited students in grade eight who were English learners (ELs) or who had a deaf or a hearing impairment. The participating students were administered a grade seven mathematics Interim Comprehensive Assessment (ICA) containing illustration glossaries. The results of the study have not yet been published, but will be shared with the SBE when they become available in fall of 2018.

#### **Spanish Presentation Study**

In April 2018, Smarter Balanced proposed a Spanish Presentation Study to member states. Currently, the CAASPP System offers a Spanish stacked translation as a designated support for mathematics; however, feedback from stakeholders has questioned how items are displayed may prevent students from quickly/accessing the content in the students’ preferred language. To improve Spanish presentation, Smarter Balanced is proposing an investigation of the best method for presenting mathematics items to students who use a combination of English and Spanish. The proposed Spanish Presentation Study will include data collection from cognitive labs, stakeholder and member feedback, and discussions with assessment implementation companies.

The results of this study will be used to determine whether the current format is the best way for students to access the content, or if an alternative format would better support students administered the mathematics assessments. The cognitive labs will involve the gathering of data from a total of 200 students—100 from grade four and 100 from grade seven. The students participating in the cognitive labs will be ELs with intermediate levels of English language proficiency. Smarter Balanced anticipates the completion of the study by October 2018.

#### **Smarter Balanced Interim Assessments**

In June 2018, Smarter Balanced will release enhancements to the Interim Assessment Reporting System including the ability for teachers to:

* Create unique student groups from the group(s) initially assigned to them by their school or district administrator
* View aggregate claim- and target-level information for Interim Comprehensive Assessments (ICAs)
* View writing trait scores for ICAs

In addition to these enhancements, school and district administrators will have the ability to integrate their local SIS rosters into the reporting system to more easily create student group assignments for teachers. The option to create student group assignments without an SIS, which was previously available, will continue to be available.

The use of interim assessments by California LEAs continues to grow. As of May 24, 2018, more than 8.7 million interim assessments had been started across more than 1,583 LEAs in 2017–18. This exceeds the numbers from the 2016–17 school year, during which 7.08 million interim assessments were started across 1,582 LEAs. The 2017–18 interim assessments will remain available to LEAs through August 28, 2018.

Smarter Balanced will not release new or revised interim assessments for the 2018–19 school year, but is embarking on a three-year project to develop Focused Interim Assessments Blocks (IABs), which measure smaller bundles of content than existing IABs. The new Focused IABs are being developed in response to educators’ requests to increase the instructional usefulness of interim assessments and will focus on one or two assessment targets for mathematics and up to three assessment targets for ELA. Each assessment target aligns with one or more Common Core State Standards (CCSS), and a specific standard may be distributed across multiple targets. The first set of these new Focused IABs is scheduled for release in the 2019–20 school year.

#### **California Science Test Academy**

In June 2018, the CDE will partner with the Sacramento County Office of Education to present the CAST Academy to county office of education staff. As of May 24, 2018, approximately 68 staff members representing 16 county offices of education were registered to participate in this one-day training of trainers. This fall, the CAST Academy Workshop will be presented at the California Science Teachers Association Annual Conference in Pasadena.

#### **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 April 2018, more than 350 sites had been or were in the process of receiving improved connections through the BIIG process. K12HSN is finalizing nearly 30 more sites for the BIIG 2 Wave 3 grant, including 21 sites that were reviewed by the Joint Legislative and Budget Committee to move these projects forward. Per statue, 2018–19 is the final year that paper/pencil tests will be permitted.

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

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 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>).

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/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, September 2015, July 2015, June 2015, and May 2015, the CDE provided the SBE with updates on the California Next Generation Science Standards (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>) (<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>).

## Fiscal Analysis (as appropriate)

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

The proposed 2018–19 Budget Act provides a total of $93,004,000 in funding for multiple CAASPP System contract costs. There is currently $93,004,000 in proposed contract obligations for the CAASPP System contracts, including $82,754,000 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) contractor, 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 May 2018.

## Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/14 | Sacramento | 24 | 2017–18 CAASPP Post-Test WorkshopThis presentation was specifically for county offices of education to address their unique student populations.  |
| 5/22 | Webcast | 338 | 2017–18 CAASPP Post-Test Webcast: “Principles of Scoring and Reporting” This Webcast provided information about how the summative assessments are scored, what reports are available, and how to access those reports.  |
| 5/23 | Sacramento | 75 | The 2017–18 CAASPP Workshop: “The Results Are In—Now What? Analyzing Evidence to Inform Teaching and Learning”This workshop provided information on the various components of the Student Score Reports (SSRs) and reviewed how to use the Online Reporting System (ORS). |
| 5/24 | Shasta | 40 | The 2017–18 CAASPP Workshop: “The Results Are In—Now What? Analyzing Evidence to Inform Teaching and Learning” This workshop provided information on the various components of the SSRs and reviewed how to use the ORS. |
| 5/30 | Irvine | To be determined(TBD) | The 2017–18 CAASPP Workshop: “The Results Are In—Now What? Analyzing Evidence to Inform Teaching and Learning” This workshop provided information on the various components of the SSRs and reviewed how to use the ORS. |
| 5/31 | Los Angeles | TBD | The 2017–18 CAASPP Workshop: “The Results Are In—Now What? Analyzing Evidence to Inform Teaching and Learning” This workshop provided information on the various components of the SSRs and reviewed how to use the ORS. |

## Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/1 | Minneapolis, Minnesota | 40 | Smarter Balanced Collaboration MeetingCalifornia joined other Consortium member states and Smarter Balanced staff to collaborate and discuss Smarter Balanced assessment activities. |
| 5/2–3  | Minneapolis, Minnesota | 40 | Smarter Balanced Technical Advisory Committee (TAC) Meeting TAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on Smarter Balanced assessments. |
| 5/1–3 | Sacramento | 8 | California Science Test (CAST) Rangefinding MeetingCAASPP contractor, Educational Testing Service (ETS), conducted rangefinding meetings with California educators to review training and benchmark materials used for hand scoring constructed response items. |
| 5/15–16 | Sacramento | 8 | California Alternate Assessment (CAA) for Science New Item Review MeetingsETS conducted an in-person item review meeting with California educators, who reviewed embedded performance tasks for the 2018–19 field test. |
| 5/15–17 | Sacramento | 12 | CAAs for English Language Arts/Literacy and Mathematics New Item Review MeetingsETS conducted an item review meeting with California educators, who reviewed items for embedded field testing in 2018–19. |
| 5/22–24 | Sacramento | 14 | California Spanish Assessment (CSA) Item Review Meetings for CSA Practice TestEducators reviewed practice test items for content and bias and sensitivity. |
| 5/30 | Sacramento | TBD | CAASPP Practice Test Item Guide Focus Groups MeetingThis meeting was conducted with parents/guardians to gather feedback on three resources pertaining to CAASPP assessments. There were three separate focus groups for the three assessments: CAST, CAAs, and CSA. These focus groups provided participating parents/guardians with an opportunity to provide feedback on the content, preference, and usefulness of the Smarter Balanced parent/guardian guides, testscoreguide.org, and an example of the CAASPP Practice Test Item Guide. The discussion informed CDE and ETS on the development of the CAASPP Practice Test Item Guide.  |

## Table 3. Presentations by California Department of Education Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/3–4 | Sacramento | 80 | Bilingual Coordinators Network MeetingCDE staff presented an overview on CAASPP accessibility resources. |
| 5/16 | Sacramento | 15 | Regional Assessment Network Meeting Topics included a status update on current testing and a review of the latest activities for the English Language Proficiency Assessments, CAST, and CAA for Science. |