



# Site Administrator Engagement Survey

## Findings and Recommendations

April 2019  
California Department of Education



# Introduction

The Site Administrator Engagement survey was designed to gauge the level of principal and assistant principal knowledge of and engagement with the various aspects of the California system of assessments. The survey sought to gather feedback about the currently available California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) resources, as well as determine the level of site administrator awareness of, satisfaction with, and likelihood of use of specific resources. In addition, site administrators were asked to identify the additional resources they wish to have access to in order to be able to support successful assessment administrations and the effective use of assessment data. This report provides a detailed summary of the feedback received.

## Summary of Participants

The Site Administrator Engagement survey was advertised to site administrators via a direct email. Out the 10,530 administrators who received the email, 1,600 responded. Of this total, 157 were screened out because they self-identified as not holding a site administrator position at the time of the survey. The remaining 1,443 survey responses accounted for a 14 percent response rate. All recipients of the survey received a follow-up email reminding them to fill out the survey one week before the survey closed on February 22, 2019.

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**1,443 survey participants**

**14 percent response rate**

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## Summary and Recommendations

The site administrators who completed the survey provided a wealth of information and valuable insight into the typical assessment responsibilities, level of assessment knowledge, and level of engagement with assessment data among principals and assistant principals across California. Below is a summary of the information gleaned from the survey responses.

- Districts play a crucial role in providing site-level educators (administrators and teachers) with assessment-related information and updates.
- Site administrators often hold the primary responsibility for assessment-related activities at their school.
  - This includes sharing assessment information with teachers, which usually is done orally in staff meetings on a monthly or quarterly basis.
  - Only a limited amount of time (an average of 20 minutes) is available and utilized for the purpose of assessment-related discussions in those meetings.
- The vast majority of site administrators review and analyze assessment data at their sites.
  - Many use it to work collaboratively with teachers to set instructional goals.
  - When it comes to sharing assessment results with parents/guardians, the majority of site administrators default to simply sending home Student Score Reports, with less than half sharing the results in meetings and workshops.
- The majority of school site administrators reported using Smarter Balanced Interim Assessments at their schools, but a self-reported need exists for more information about the hand scoring of interim assessment items and for the use of interim assessments to support instruction.
- While about half of the site administrators reported that the Smarter Balanced Digital Library resources are used in their schools, more than a third assessed their level of knowledge on the topic as low or extremely low, and nearly half identified use of the Digital Library resources as one of the top five topics they would like to know more about. This includes the use of the Digital Library and connecting the resources to interim assessment results to support classroom instruction.
- Practice test familiarity and use are high among school site administrators, but more than half reported not promoting this resource to families. One of the reasons identified was the lack of an answer key available to parents/guardians who choose to do practice tests with their children at home.
- Familiarity with the accessibility resources available to students for use in the classroom and during assessments is generally high, but the importance of using them in the classroom prior to statewide assessments has not reached all schools.

- The majority of site administrators assessed their **and** their teachers' levels of assessment literacy as average. They identified sets of topics they have the highest level of knowledge about as well as topics they wish to learn more about.
  - Notably, the topics site administrators and teachers have the lowest level of knowledge about were the same and included:
    - Hand scoring
    - Digital Library
    - California Alternate Assessments (CAAs)
  - The topics identified as good candidates for future learning also were the same for site administrators and teachers and focused mainly on using interim and summative assessment data to improve teaching and learning.
- While the vast majority of survey respondents reported holding the primary responsibility for assessment-related tasks, only a quarter reported attending trainings designed specifically for CAASPP and ELPAC coordinators.
- There is a high level of interest in using prepackaged training modules on a variety of assessment-related topics as long as the modules are of high quality.
- Many administrators indicated challenges with how accurately the CAAs evaluate learning and knowledge of students with moderate to severe disabilities.

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“There is a lot of information in a lot of different places, but it is not up-to-date everywhere. It would be beneficial to prune down the resources, ensure that they are updated, well organized, use less technical language, and be audience-focused. Often the information needed by testing administrators is much different than that of teachers: the information required by site test administrators, resource specialists, ELA and teachers is vastly different.”

—Survey participant

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*Detailed response information for each question is provided in Appendix A. The full text of all open-ended comments is provided in Appendix B.*

## Recommendations

Based on the comments and suggestions provided by the survey respondents, the Sacramento County Office of Education (SCOE) developed the following recommendations for future outreach, training, and deliverable work. They are listed in the order corresponding to the items listed in the summary section of this report, not the order of priority.

- Hold a series of focused feedback sessions with the site administrator who indicated their interest in participating in assessment-related activities.
  - Lead a focused inquiry into the specific tools and resources that would best support site administrators in their assessment-related duties. This inquiry would focus on the topics and recommendations identified in this report as being of most interest to site administrators, as follows:
    - Hand scoring
    - Digital Library
    - CAAs
    - Others, as identified by the SCOE in collaboration with the CDE
  - Ensure that feedback session attendees represent all types of school sites (urban, suburban, and rural as well as small, medium, and large) and all levels of schools (elementary, middle, and high school).
  - Based on the results of the feedback session, possibly create working groups of principals to assist with the development of the materials identified as most urgently needed.
- Ensure that the hand scoring of interim assessments is adequately, and repeatedly, addressed in assessment coordinator communications (i.e., links to specific documents in the weekly Assessment Spotlight), trainings (i.e., New Coordinator trainings, Summer Institute), and meetings (i.e., Assessment Information Meeting).
- Increase communication about the resources available in the Digital Library through a comprehensive promotional campaign that would include social media postings, direct email, promotional videos, announcements and flyers at conferences and trainings, and a contest as well as collaborative cross-communication with educational stakeholder organizations.
- Continue to promote the use of practice tests by students and their families and simplify the at-home use of this tool by providing answer keys and scoring rubrics in a more intuitive and easy-to-access location (i.e., on the Student Interface page of <http://www.caaspp.org>).
- Continue to advertise the existing resources available for site administrators to conduct effective conversations about assessment results with teachers and families.

- Ensure that the advertising of coordinator materials and trainings also is addressed to site administrators, because they often play the coordinator role at their schools and yet indicate a limited attendance at trainings.
- Increase the advertising of the existing and new resources related to the CAAs for English Language Arts/literacy (ELA), mathematics, and science (i.e. via weekly Assessment Spotlight, trainings, direct mailings, etc.).
- Ensure that more time and effort are dedicated during the various assessment professional development opportunities to topics related to the CAAs for ELA, mathematics, and science.

After the report has been reviewed by the CDE representatives, the SCOE will welcome an opportunity to discuss some of the findings and recommendations included in this report and to prioritize the recommended next steps.

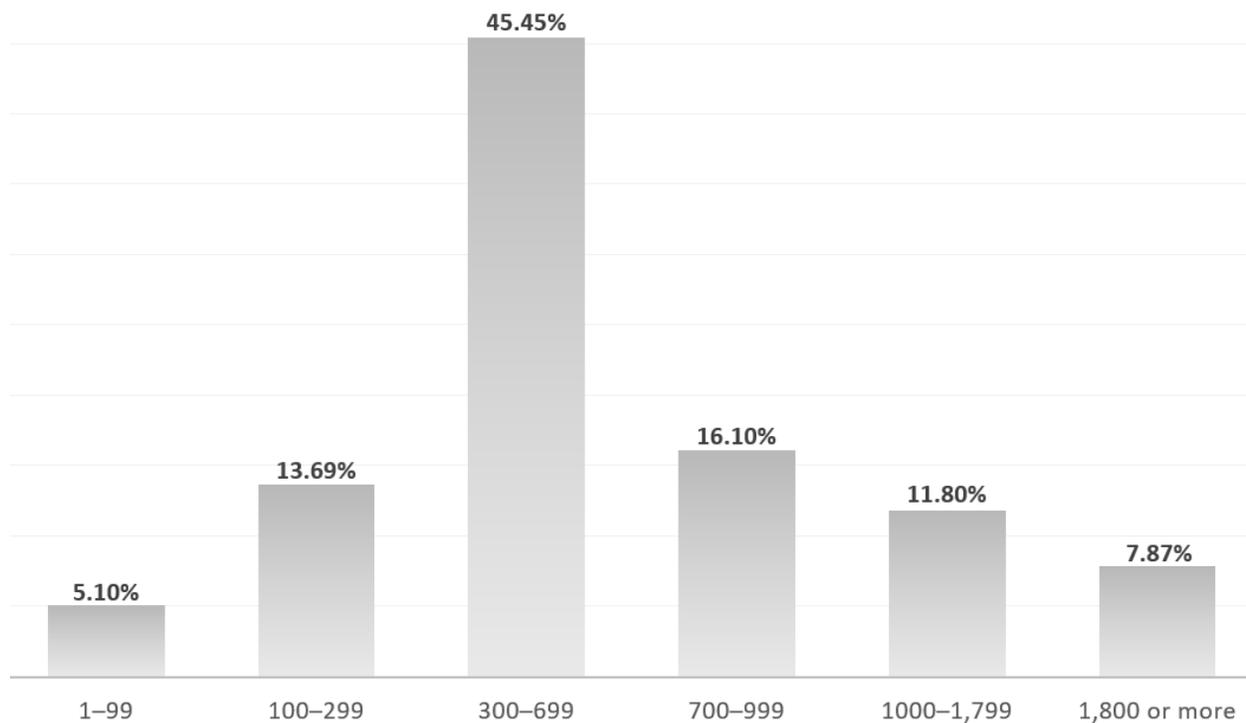
*Detailed response information for each question is provided in Appendix A. The full text of all open-ended comments are provided in Appendix B.*

# Detailed Findings

## Participant Demographics

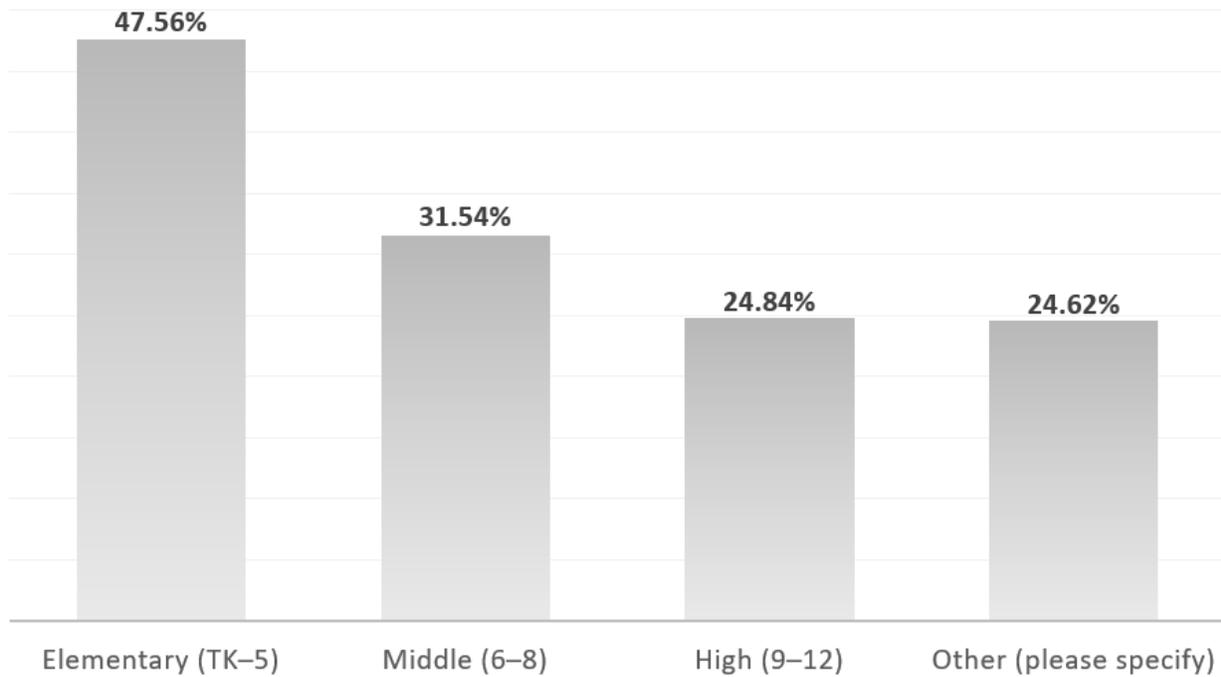
Survey participants represented small (up to 5,999 students) and medium (6,000 to 29,999 students) districts at the rate of approximately 40 percent each, while 19 percent represented large districts with more than 30,000 students. Most respondents have served as a site administrator for four or more years, with 37 percent being well experienced having served in their role for 10 years or more. More than 80 percent of participants hold administrative positions in schools serving up to 999 students, which is in line with the statewide school size distribution, in which 88 percent of schools serve up to 999 students.

**Figure 1.** How many students does your school serve?



Of the administrators participating in the survey, 47 percent represented schools that covered transitional kindergarten (TK) through grade 5, 31 percent represented middle schools, 25 percent high schools, and 25 percent served other populations not broken down into these categories (common responses included adult and alternative education, TK through a different ending grade level, junior high, only one grade level). Because nearly 70 percent of schools in California are elementary schools, while middle and high schools account for approximately 15 percent each of all public schools in the state, the views and opinions of middle and high school administrators are represented in this survey at a higher rate than the views and opinions of elementary school administrators.

**Figure 2.** What grades does your school serve?



Most administrators (43 percent) described their schools as being located in a suburban location, 31 percent in an urban location, and 26 percent in a rural location.

When asked about who at their schools held **primary responsibility for assessment-related activities** (e.g., staff training on assessment, tracking student completion, etc.), the vast majority (70 percent) indicated that this responsibility **rested with the site administrators: principals and assistant principals.**

*Additional demographic information is illustrated in Appendix A, figures 1 through 8.*

## Access to Assessment Information

Survey participants were asked a number of questions designed to provide the CDE with a better understanding of how site administrators access and interact with assessment-related information.

A majority of survey participants (**72 percent**) indicated that they typically receive assessment-related information at trainings provided by their districts. The other two commonly used sources of assessment information were the CAASPP.org portal (55 percent of participants) and the Smarter Balanced Assessment Consortium website (43 percent of participants). These responses indicate that, while they might favor one source of assessment information over others, survey participants often utilize multiple sources to gather the information they need.

When asked about types of support for building assessment literacy that site administrators receive from their district, survey participants responded that they have received training on the administration of summative and interim CAASPP assessments (87 percent), the administration of the summative and initial ELPAC assessments (75 percent), and assessment changes and updates (70 percent). In addition, 59 percent of respondents received district-sponsored training on **analysis and interpretation of assessment results**.

Between **60 percent and 65 percent** of survey participants reported that the **use of summative assessment data**, CAASPP or ELPAC **practice tests**, and administration of **interim assessments** were the most addressed assessment **topics in professional development** in their schools and districts in the last six months.

Of the survey participants, **62 percent** reported that their **school staff** typically **received assessment-related information at district-sponsored trainings**. Other ways in which school staff typically received information included district communications, such as listserv emails and newsletters (33 percent), the Smarter Balanced Assessment Consortium website (26 percent), and other sources which included school or site specific professional development/training, staff meetings, and/or principal distributes the information to staff through other means (33 percent).

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**The majority of survey participants reported that they share assessment-related information with staff on a monthly or quarterly basis, with 92 percent of respondents sharing the information with their staff orally in staff meetings. Survey participants reported spending, on average, about 20 minutes per staff meeting on assessment-related conversations in their staff meetings.**

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*Additional information on the topic of accessing assessment information is available in Appendixes A and B.*

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“With our staff, we conduct data walks and plan data analysis to drive our instructional program and identify students who need extra assistance.”

—Survey participant

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## **Engagement with Assessment Results**

The survey asked participants a number of questions designed to elicit information that would help the CDE and the SCOE understand to what extent and in what ways site administrators engage with student assessment results.

A majority of respondents (78 percent) indicated that, in addition to personally reviewing the results on the CAASPP.org website, they regularly **review and analyze the results with teachers** and **work with teachers to use the results and set instructional goals**.

Survey participants also were asked how they communicated the CAASPP summative assessment results to students and their families.

- **79 percent** Respondents said they communicate through the **Student Score Reports**
- **44 percent** Respondents said they communicate **in meetings/workshops** (i.e., PTA/PTO and other parent organization meetings)
- **41 percent** Respondents said they communicate **via teachers in parent teacher conferences**

This breakdown of responses indicates that, while the majority of site administrators rely on the Student Score Reports to share assessment results with students and their families, other methods also are used concurrently, with the primary reliance on the Student Score Report.

*Additional information on the topic of accessing assessment information is available in Appendixes A and B.*

## Smarter Balanced Interim Assessments and Digital Library Use

In addition to the questions about access to assessment-related information and the use of assessment data, survey participants were asked a number of questions about the use of the various elements of the CAASPP system at their sites.

When asked whether **Smarter Balanced Interim Assessments were administered** at their school site, more than **70 percent** responded that they were, and provided further information on whether interim assessment use was mandated by the district (43 percent), the site (13 percent) or not mandated at all (18 percent).

When asked how often teachers at their site use the **Smarter Balanced Digital Library** resources, **51 percent** of respondents indicated **occasional use**. Those using the Digital Library resources regularly (daily or weekly) accounted for only slightly more than 4 percent. Nearly 16 percent of site administrators reported that their teachers' never use the Digital Library, and more than 28 percent did not know how often their teachers used the Digital Library.

More than **45 percent** of survey **participants** indicated that they would be interested in **learning more about accessing and using** the Smarter Balanced Digital Library.

In addition, **57 percent** of respondents said that **their staff** would benefit from **learning more about accessing and using** the Smarter Balanced Digital Library.

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“We would like materials that directly link the test questions to resources in the Digital Library. Our time is limited to explore all the resources for teachers in order to connect performance levels to resources. A cheat sheet for these resources would be useful.”

—Survey participant

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*Additional information on the topic of accessing assessment information is available in Appendixes A and B.*

## Practice Tests

The CAASPP and ELPAC practice tests were among the assessment tools and resources site administrators were asked about in the survey. More than half of the survey participants (56 percent) reported having learned about practice tests at various professional training opportunities, while only a small number (6 percent) learned about these tools from state communications such as the weekly Assessment Spotlight.

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“Practice tests familiarize students with technology demands and provide teachers with understanding of what standards are assessed and how they are assessed.”

—Survey participant

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When asked whether practice tests for the CAASPP or ELPAC are used with students at their site, nearly **89 percent** responded that practice tests were **used at their sites either by all teachers or occasionally**. Only a small percentage (8 percent) indicated that this tool was not used at all at their sites.

The most frequently noted reasons for using the practice tests were the following:

- Familiarize students with types of questions to expect on the summative assessment.
- Allow students an opportunity to practice using the available accessibility resources.
- Prepare students for the demands of performance tasks.

Survey participants also were asked about the extent to which practice tests were promoted to families as a tool that can be used at home with students. **The majority of respondents (54 percent) stated that practice tests were not promoted as a tool to use by families at home**, while 35 percent reported that practice tests were promoted to families, either at a school or classroom level.

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“Use of the CAASPP practice tests is promoted with families to use at home. However, they are minimally used for a variety of reasons: there is no way for a parent to determine how successful their child was with their answers, a lack of resources on the site for parents to assist their child, and the challenging nature of some of the questions for both students and their parents.”

—Survey participant

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*Additional information on the topic of accessing assessment information is available in Appendixes A and B.*

## Accessibility Resources

The appropriate use of accessibility resources is an important consideration in the arena of student assessments. Survey participants were asked a number of questions intended to provide the CDE with a better understanding of the practices and approaches that are common in California schools when it comes to the use of accessibility resources.

Of surveyed site administrators, **78 percent** reported that a **systematic process** was used at their schools when deciding which accessibility resources were appropriate for students.

At the same time, a vast majority (**84 percent**) reported that students at their sites were provided opportunities to practice using appropriate accessibility resources during classroom instruction prior to the summative assessments. Only 7 percent of site administrators responded that students at their schools used accessibility resources only during statewide testing. However, it should be noted that the importance of practice with accessibility resources in a low-stakes classroom setting is paramount to student success during testing, and the goal here is to ensure that all students have opportunities to engage with accessibility resources prior to year-end testing.

*Additional information on the topic of accessing assessment information is available in Appendixes A and B.*

## Assessment Literacy

In addition to questions about specific aspects of the statewide system of assessments, site administrators who participated in the survey were also asked to rate their own knowledge, as well as their staff members' knowledge, about assessment literacy and various assessment components.

### Overall Assessment Literacy

In this self-evaluation, **38 percent** of participating site administrators evaluated themselves as having high or extremely high level of overall assessment literacy, while only **27 percent** of rated their staff's overall assessment literacy as similarly high or extremely high.

### Topics Educators Feel Most Knowledgeable About

Survey participants reported that they feel themselves and their staff to be most knowledgeable on the five topics listed in table 1, below.

Table 1. Topics Educators Feel Most Knowledgeable About

Site Administrators	Staff
Administration of interim assessments (41%)	Administration of interim assessments (36%)
CAASPP or ELPAC practice tests (40%)	CAASPP or ELPAC practice tests (31%)
Accessibility resources available on the statewide assessments (35%)	Administration of the ELPAC (26%)
Administration of the California Science Test (CAST) (31%)	Administration of the CAST (23%)
Administration of the ELPAC (31%)	Accessibility resources available on the statewide assessments (21%)

**Topics Educators Feel Least Knowledgeable About**

Survey participants reported that they feel themselves and their staff to be least knowledgeable on the four topics listed in table 2, below.

Table 2. Topics Educators Feel Least Knowledgeable About

<b>Site Administrators</b>	<b>Staff</b>
Hand scoring requirements for the Smarter Balanced Interim Assessments (46%)	Hand scoring requirements for the Smarter Balanced Interim Assessments (41%)
Administration of the CAA for Science (39%)	Smarter Balanced Digital Library (41%)
Smarter Balanced Digital Library (36%)	Administration of the CAAs for ELA and mathematics (37%)
Administration of the CAAs for ELA and mathematics (34%)	Administration of the CAA for Science (36%)

**Topics Educators Would Like to or Need to Know More About**

When asked about what topics they and their staff were most interested in learning more information about, the survey participants identified the five topics listed in table 3, below.

Table 3. Topics Educators Would Like to Know More About

<b>Site Administrators</b>	<b>Staff</b>
Using assessments to improve teaching and learning (50%)	Using assessments to improve teaching and learning (58%)
Assessment target reports (49%)	Use of interim assessment data (57%)
Access and use of the Smarter Balanced Digital Library (45%)	Access and use of the Smarter Balanced Digital Library (56%)
Use of interim assessment data (43%)	Use of summative assessment data (54%)
Use of summative assessment data (41%)	Assessment target reports (51%)

Responses to these questions indicate that the areas of strengths, weaknesses, and interest for site administrators and school staff are perceived by the survey respondents to be the same.

In addition, these responses identify areas in which the largest knowledge gaps exist for both groups as well as areas of interest for both groups.

*Additional information on the topic of accessing assessment information is available in Appendixes A and B.*

## **Training Attendance**

Historically, the professional development opportunities offered by the Assessment Development and Administrations Division (ADAD) of the CDE have focused on the needs of assessment coordinators and teachers. In the absence of offerings designed specifically for site administrators, this survey asked questions intended to develop a better understanding of the training needs of this educator group.

In response to the question asking whether the survey participants have attended any of the listed training sessions in the last 12 months, roughly a quarter of respondents indicated attendance at the following trainings:

- New CAASPP Coordinator Training (28 percent)
- Results Are In ... Now What? (23 percent)
- New ELPAC Coordinator Training (22 percent)

Each of the other trainings listed in this question was attended by less than 20 percent of the survey participants.

*Additional information on the topic of accessing assessment information is available in Appendix A.*

## **Interest in Prepackaged Training Modules**

Finally, the survey respondents were asked several questions about their interest in prepackaged training modules, including slides, handouts, videos, and activities about the various components of the statewide assessment system.

In general, the majority of respondents indicated being likely or extremely likely to use prepackaged training modules on the various aspects of the California system of assessments, with an important caveat that, ultimately, their decision to use such resources would be dictated by their quality.

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“If they are good! These prefab trainings are often really poorly executed.”

—Survey participant

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The following topics were rated as being of most interest to the survey participants:

- Using the Smarter Balanced Interim Assessment results to improve teaching and learning (82 percent)
- Using the Interim Assessment Viewing System to support instruction (80 percent)
- Using the Digital Library to enhance teaching and learning (77 percent)
- Supporting English learners with appropriate accessibility resources (77 percent)
- Learning about ELPAC task types and their classroom implications (72 percent)
- Using ELPAC practice tests to determine academic language levels (69 percent)

The survey participants were asked to provide their name and email address if they were interested in being a part of **future activities related to the development of assessment communication materials for site administrators**. Three hundred sixty five (365) respondents expressed interest in this opportunity by providing their contact information.

*Additional information on the topic of accessing assessment information is available in Appendixes A and B. A complete list of survey participant contact information is available upon request.*

### **Additional Assessment-Related Feedback**

Out of all survey respondents, 358 (22 percent), provided detailed responses to the open-ended question about additional feedback the survey participants wished to share. Most comments centered on the following themes:

- Challenges with accurately assessing English learners and students with moderate to severe disabilities
- Concerns about the amount of testing that students are required to complete, especially at the high school level
- Challenges with using Test Operation Management System (TOMS)
- Limited local resources to support assessment activities

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“At the high school level, we strongly support a move to the PSAT/SAT as an assessment measure. To focus so much on the College Board products, but at the same time focusing on all things related to CAASPP, it seems we are spinning our wheels in two different directions when we could work smarter, not harder and put our energy in the SAT product.”

—Survey participant

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*A full listing of the comments to the open-ended responses is provided in Appendix B.*

## Appendix A: Survey Data

Figure 1. Are you a current California school site administrator (i.e. principal or vice principal)?

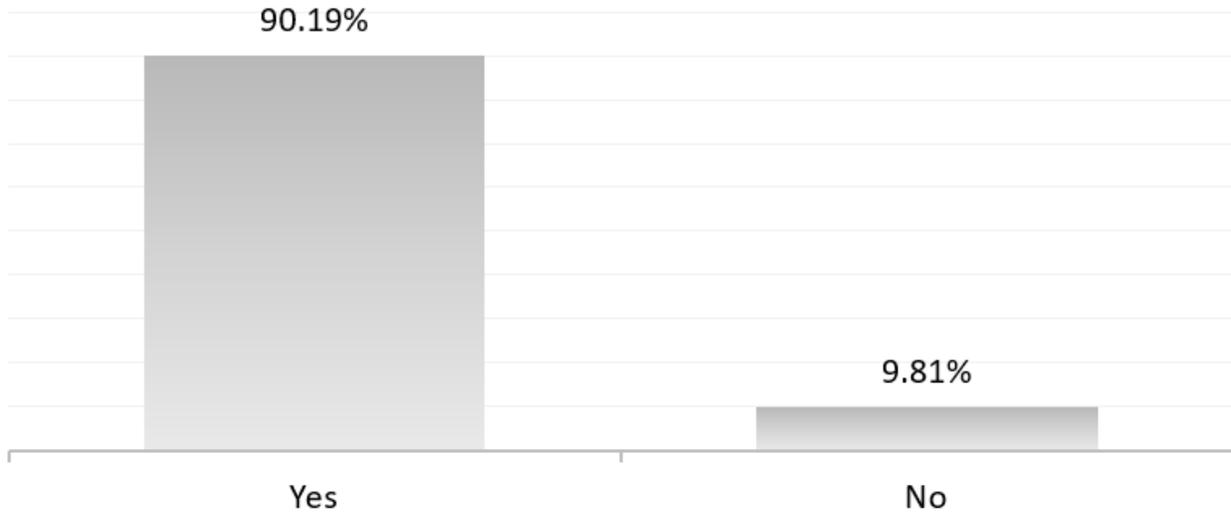


Figure 2. How long have you been in the role of site administrator (at any site)?

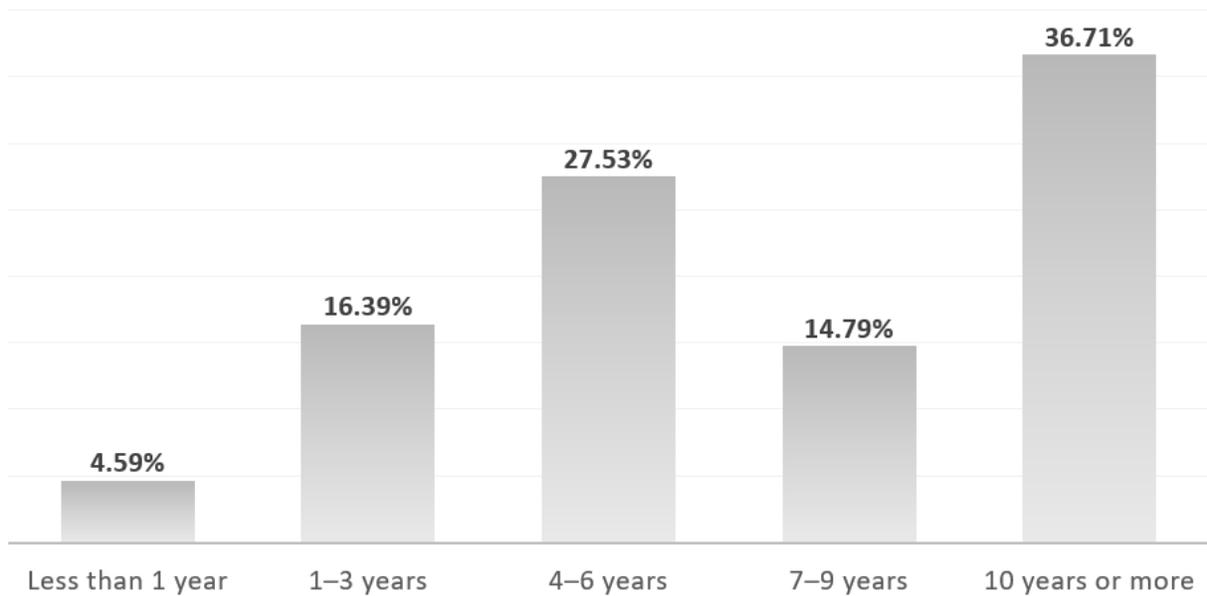


Figure 3. Approximately how many students are enrolled in your district?

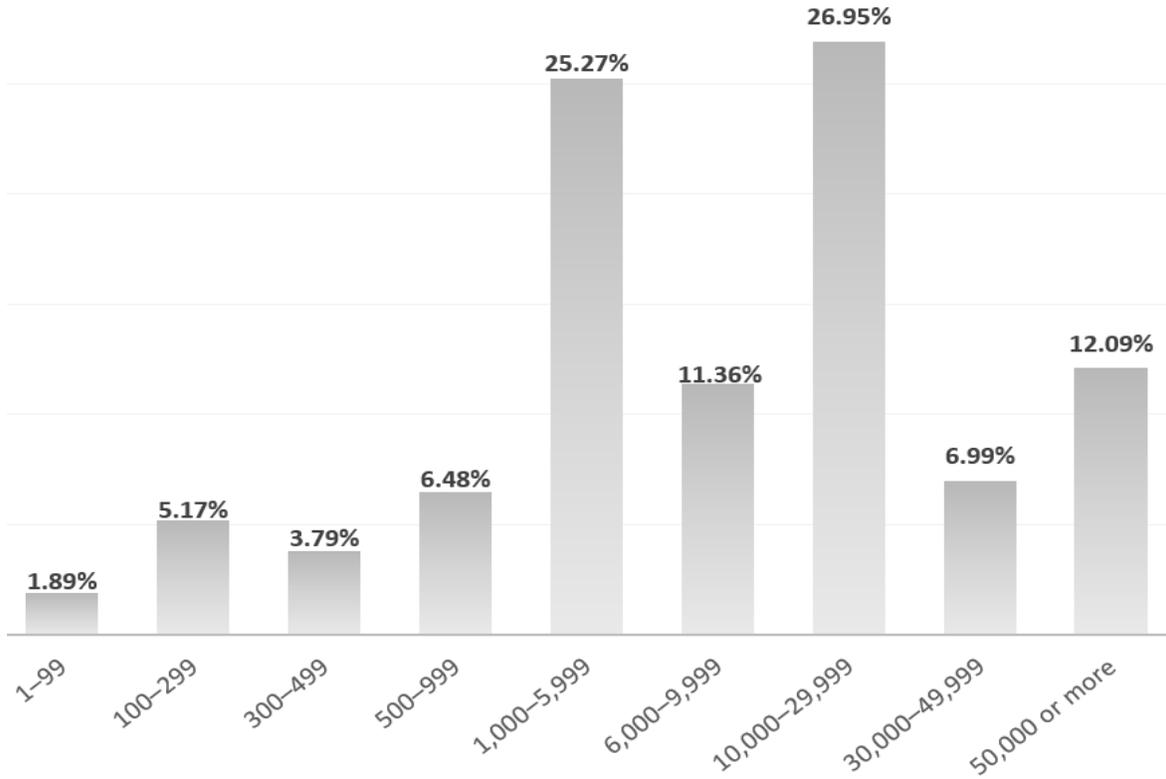


Figure 4. How many students does your school serve?

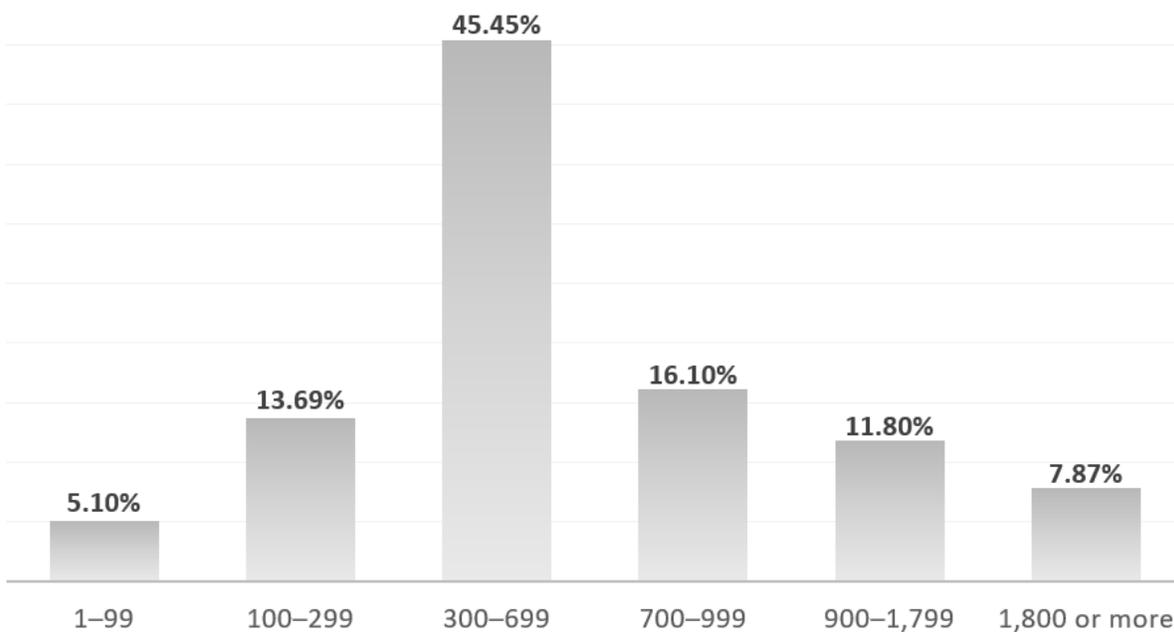


Figure 5. What grades does your school serve? (Check all that apply.)

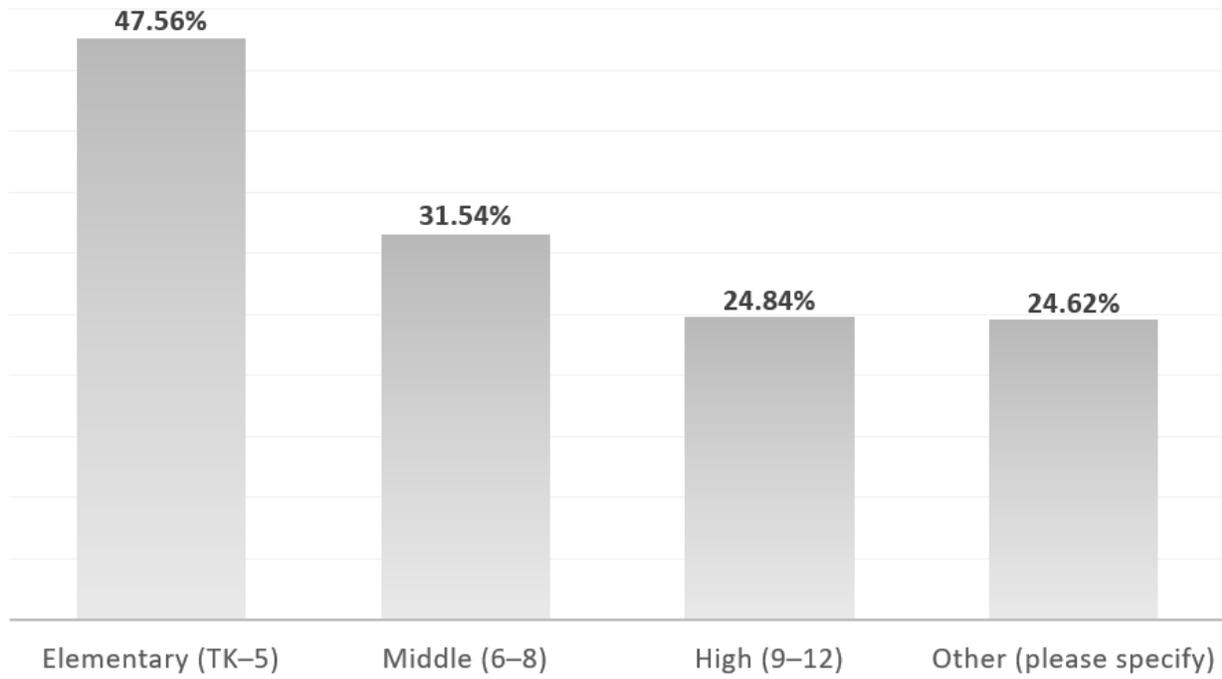


Figure 6. How many certificated staff members does your school employ?

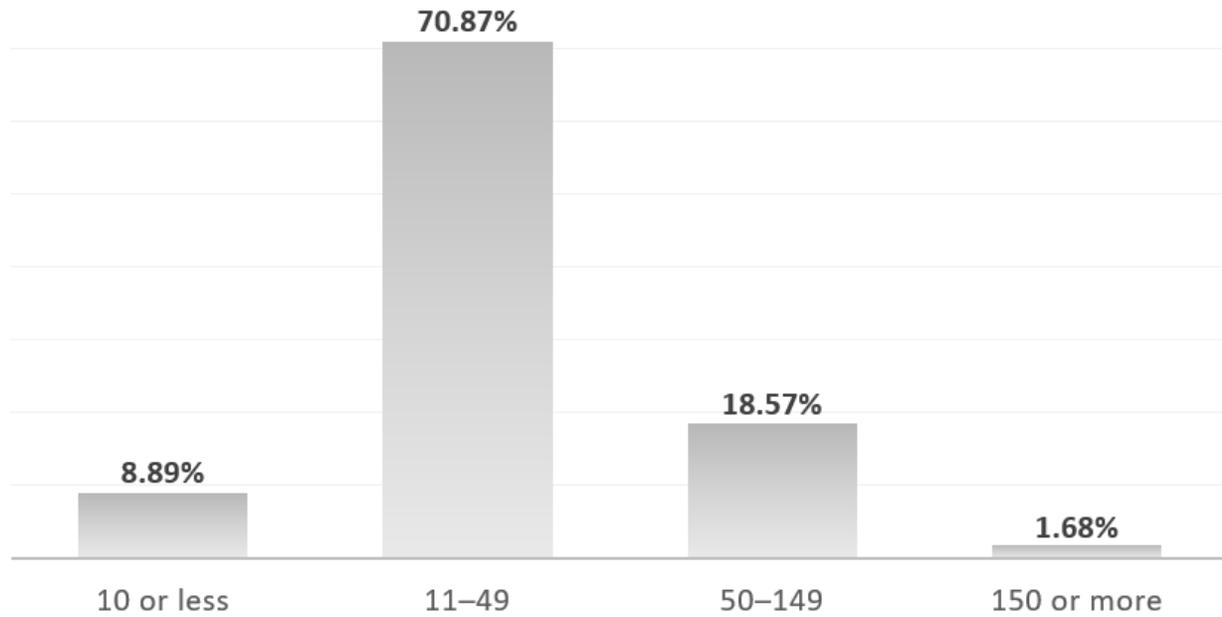


Figure 7. How would you describe your school's geographical location?

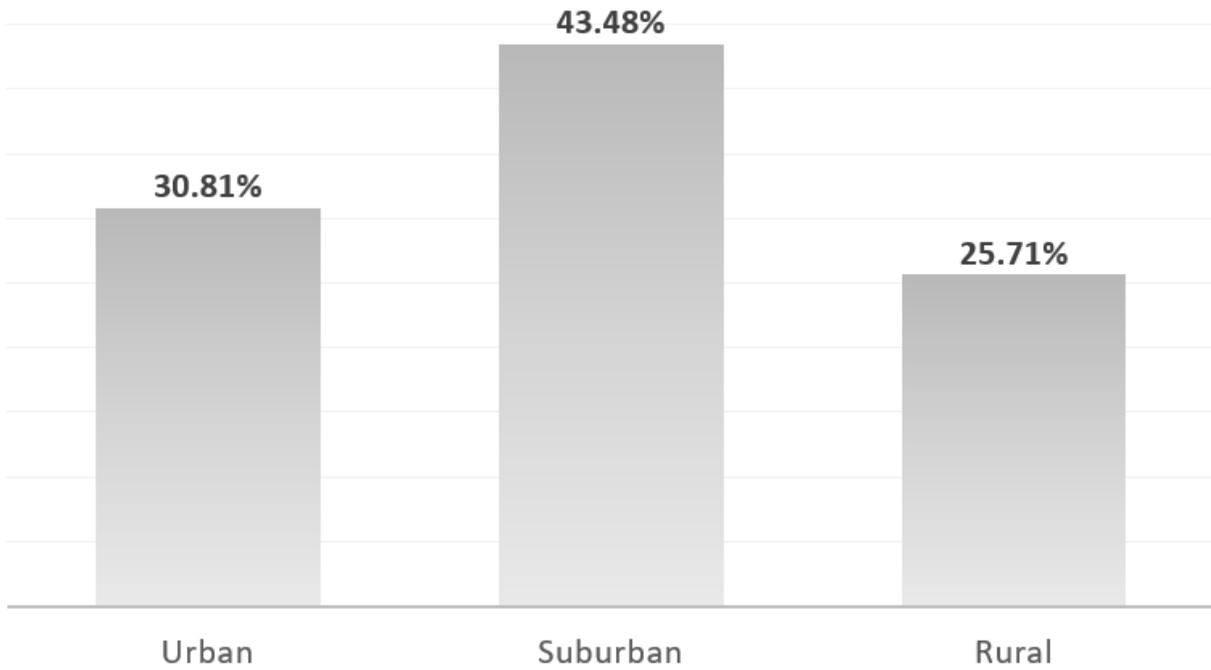


Figure 8. Who at your school site has the primary responsibility for assessment-related tasks, e.g., staff training on assessment, tracking student completion, etc.?

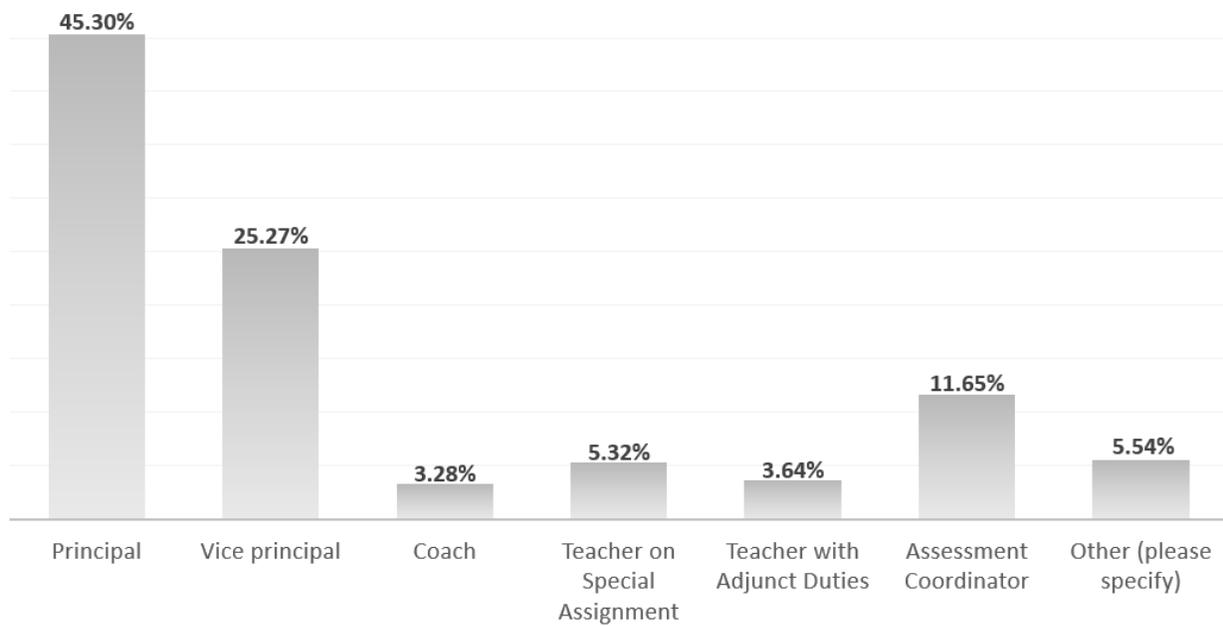


Table 1. What type of support for building assessment literacy do you receive from your district? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Training on how to administer the CAASPP assessments (summative and interim)	87.12%
Training on how to administer the ELPAC (summative and initial)	75.25%
Training on analysis and interpretation of assessment results	59.00%
Information on assessment changes and updates	70.32%
Information on county- and state-sponsored professional development opportunities	42.28%
Training on how assessments impact classroom instruction	38.90%
Training on accessibility resources for assessments	45.02%
Training on assessment systems such as the Digital Library or interim assessments	49.04%
Other (please specify)	5.75%

Table 2. Which of the following assessment topics were addressed in professional development at your school in the last six months? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Use of summative assessment data	68.49%
Administration of interim assessments	62.65%
Hand scoring of interim assessments	25.48%
Interim Assessment Reporting System	33.97%
Use of interim assessment data	47.85%
Access and use of the Smarter Balanced Digital Library	32.24%
Use of accessibility resources	23.11%
Use of CAASPP or ELPAC	66.48%
Other (please specify)	7.21%

Table 3. Which of the following assessment topics were addressed in professional development at your district in the last six months? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Use of summative assessment data	64.02%
Administration of interim assessments	54.06%
Hand scoring of interim assessments	21.74%
Interim Assessment Reporting System	35.98%
Use of interim assessment data	39.73%
Access and use of the Smarter Balanced Digital Library	32.88%
Use of accessibility resources	27.31%
Use of CAASPP or ELPAC	61.10%
Other (please specify)	9.22%

Table 4. To what degree does your district provide support in the following assessment topics?

<b>Answer Choices</b>	<b>Extremely High</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Extremely Low</b>	<b>None</b>
Use of summative assessment data	10.1%	27.5%	39.0%	12.2%	6.5%	4.7%
Administration of interim assessments	7.8%	24.7%	34.8%	15.1%	6.8%	11.0%
Hand scoring of interim assessments	2.9%	10.1%	24.8%	21.6%	13.7%	26.9%
Use of Interim Assessment Reporting System	5.1%	17.4%	30.9%	20.6%	10.2%	15.8%
Use of interim assessment data	6.9%	18.0%	32.2%	18.5%	9.7%	14.8%
Access and use of the Smarter Balanced Digital Library	5.0%	13.5%	30.8%	23.7%	12.7%	14.3%
Use of accessibility resources	5.3%	16.7%	33.8%	21.6%	10.2%	12.3%
Use of CAASPP or ELPAC practice tests	9.1%	26.5%	34.1%	15.7%	6.9%	7.7%

Table 5. How do you typically receive assessment-related information? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
ETS-sponsored training	10.14%
District training	71.96%
State communications, i.e. weekly Assessment Spotlight	24.57%
County communications, i.e. listserv emails, newsletters	21.92%
District communications, i.e. listserv emails, newsletters	37.99%
CDE website	36.26%
Smarter Balanced website	42.74%
CAASPP.org	55.16%
ELPAC.org	31.78%
Other (please specify)	3.74%

Table 6. How does your staff typically receive assessment-related information? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
ETS-sponsored training	3.74%
District training	61.83%
State communications, i.e. weekly Assessment Spotlight	4.93%
County communications, i.e. listserv emails, newsletters	7.21%
District communications, i.e. listserv emails, newsletters	32.60%
CDE website	13.42%
Smarter Balanced website	25.84%
CAASPP.org	30.50%
ELPAC.org	16.26%
Other (please specify)	32.79%

Figure 9. How often do you share assessment-related information with your staff?

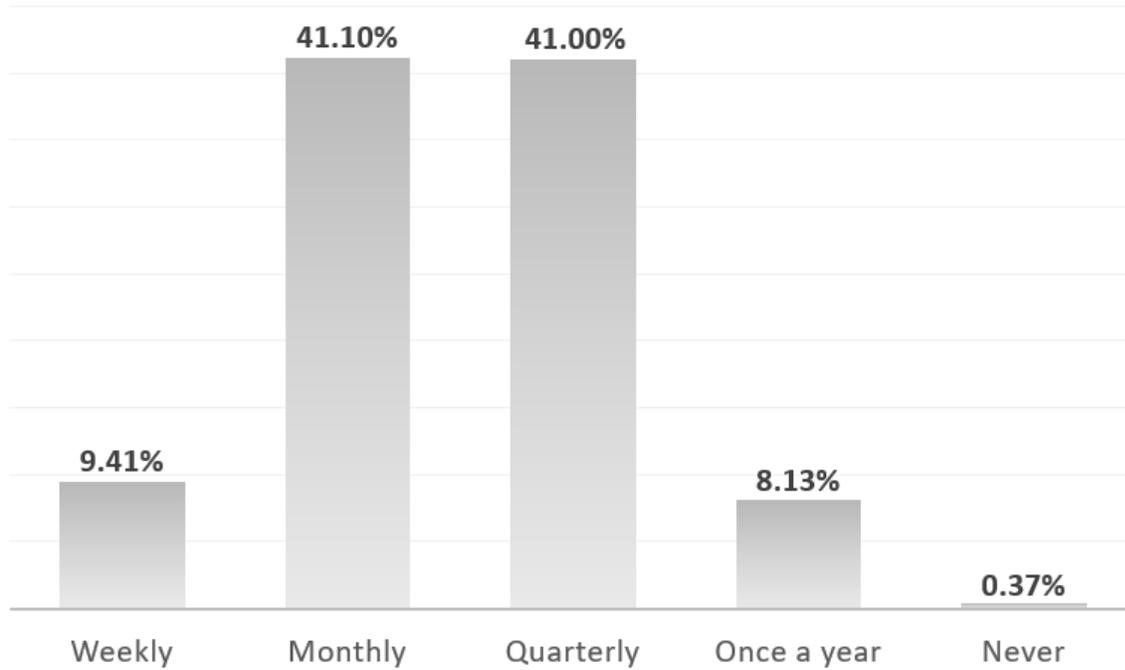


Figure 10. How do you typically share assessment-related information with your staff? (Check all that apply.)

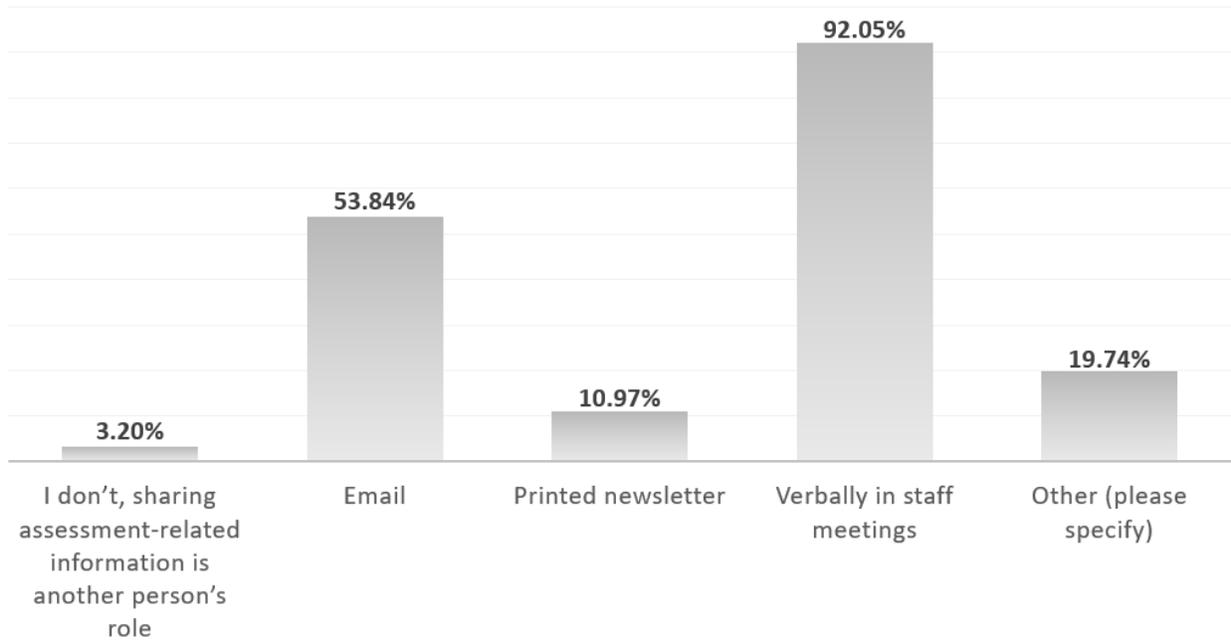


Figure 11. How much time do you typically devote to assessment-related conversations during your staff meetings?

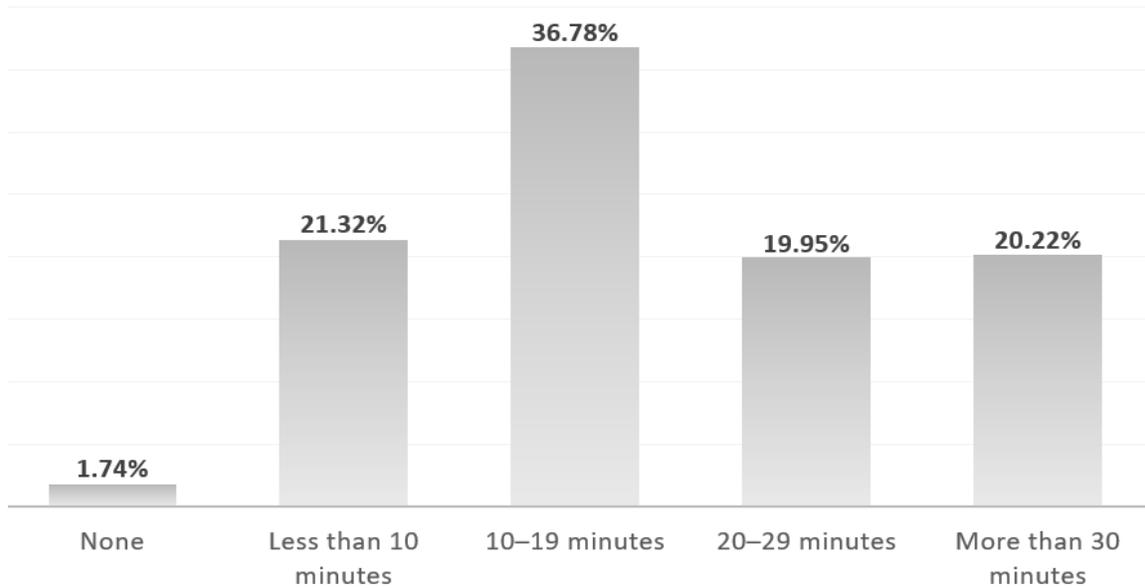


Table 7. What is your level of engagement with the CAASPP summative assessment results? (Check all that apply.)

Answer Choices	Response
I personally look at them on the CAASPP website.	78.81%
I receive a results summary from the district office.	69.77%
I review and analyze the results alone.	50.14%
I review and analyze the results with my administration team.	65.66%
I review and analyze the results with teachers.	81.00%
I communicate results to the school board.	23.38%
I communicate the results to students and their families.	50.78%
I work alone to use the results and set instructional goals.	15.62%
I work with my administration team to use the results and set instructional goals.	53.15%
I work with teachers to use the results and set instructional goals.	73.15%
I do not use the results to set goals or make decisions.	3.84%
I do not review the results.	0.91%
Other (please specify)	4.38%

Table 8. How do you communicate the CAASPP summative assessment results with students and their families? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Through the Student Score Reports	78.90%
In a letter/newsletter	34.34%
Via email	11.51%
Through our district's parent portal	22.83%
By phone	2.56%
In meetings/workshops	44.47%
Via teachers in parent teacher conferences	40.73%
Via teachers in another way	8.13%
I do not communicate results	3.93%
Other (please specify)	6.76%

Table 9. Are Smarter Balanced Interim Assessments administered at your school site?

<b>Answer Choices</b>	<b>Response</b>
Yes, they are mandated by the district	43.25%
Yes, they are mandated at the site level	12.60%
Yes, some teachers choose to use them but they are not required	18.25%
No, but we have plans to start using them	10.62%
No, we have no intention of using them	11.41%
I don't know	0.99%
Other (please specify)	2.88%

Figure 12. How often do teachers at your site use the Digital Library resources?

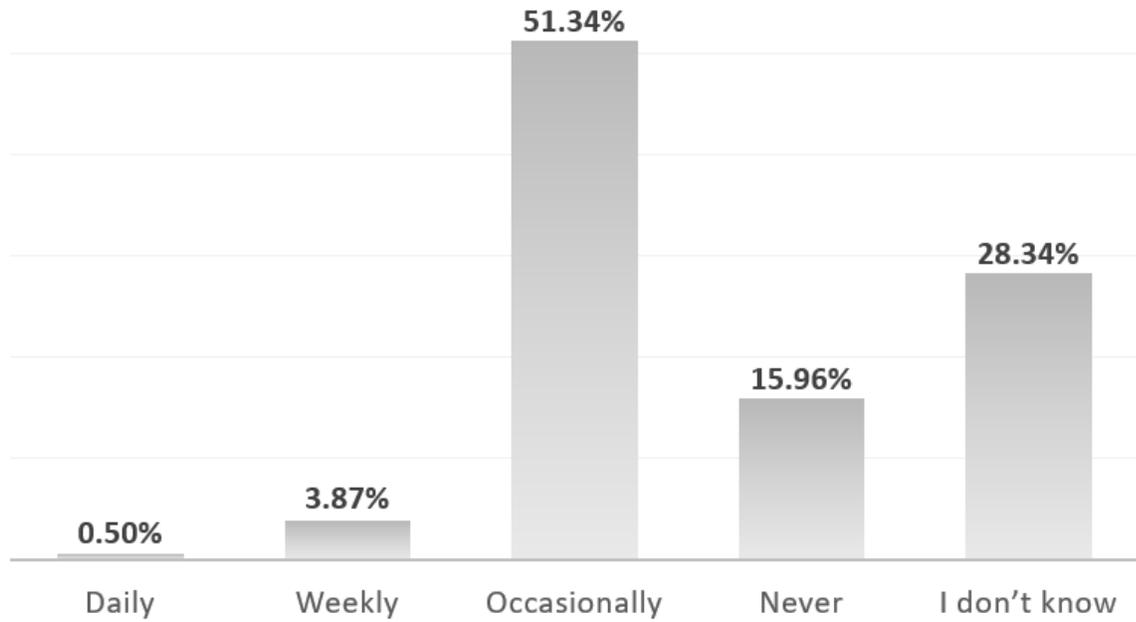


Figure 13. Are practice tests for the CAASPP or ELPAC used with students at your site?

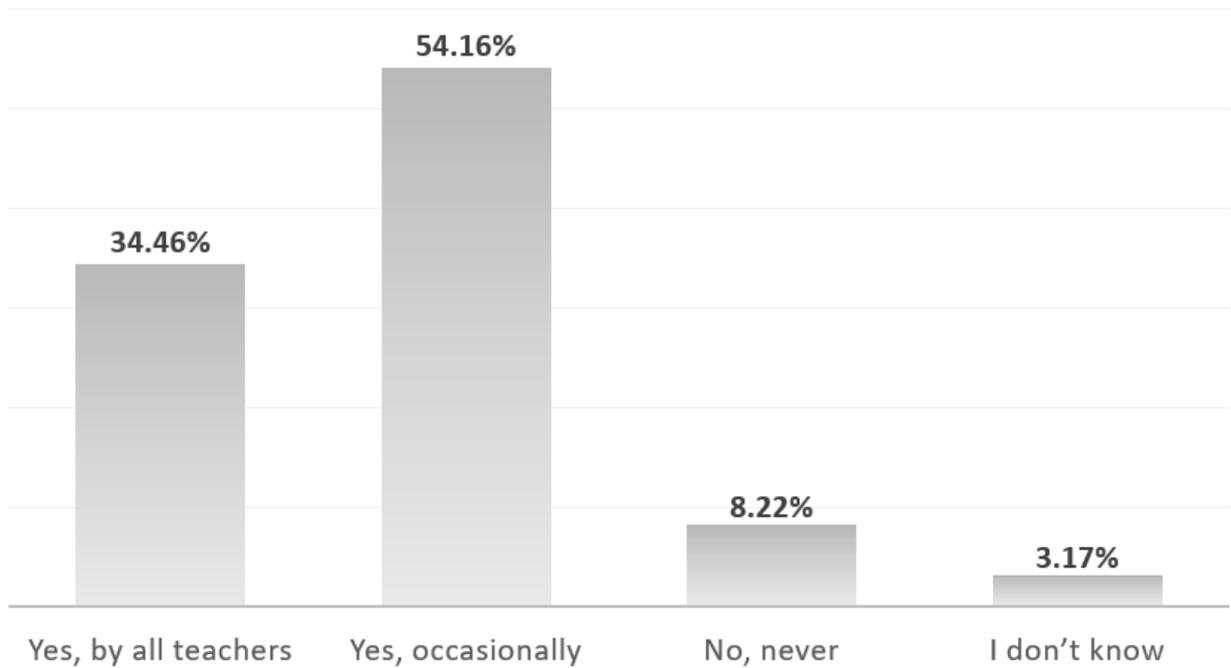


Table 10. What are some of the reasons practice tests for the CAASPP or ELPAC are used at your site? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Familiarize students with types of questions to expect on the summative assessment	89.24%
Allow students an opportunity to practice using the available accessibility resources	79.90%
Allow teacher an opportunity to practice assigning the available accessibility resources	61.93%
Prepare students for the demands of performance tasks	76.65%
Familiarize teachers with the hand scoring process	23.76%
Other (please specify)	7.72%

Figure 14. Are practice tests for the CAASPP or ELPAC promoted with families to use at home?

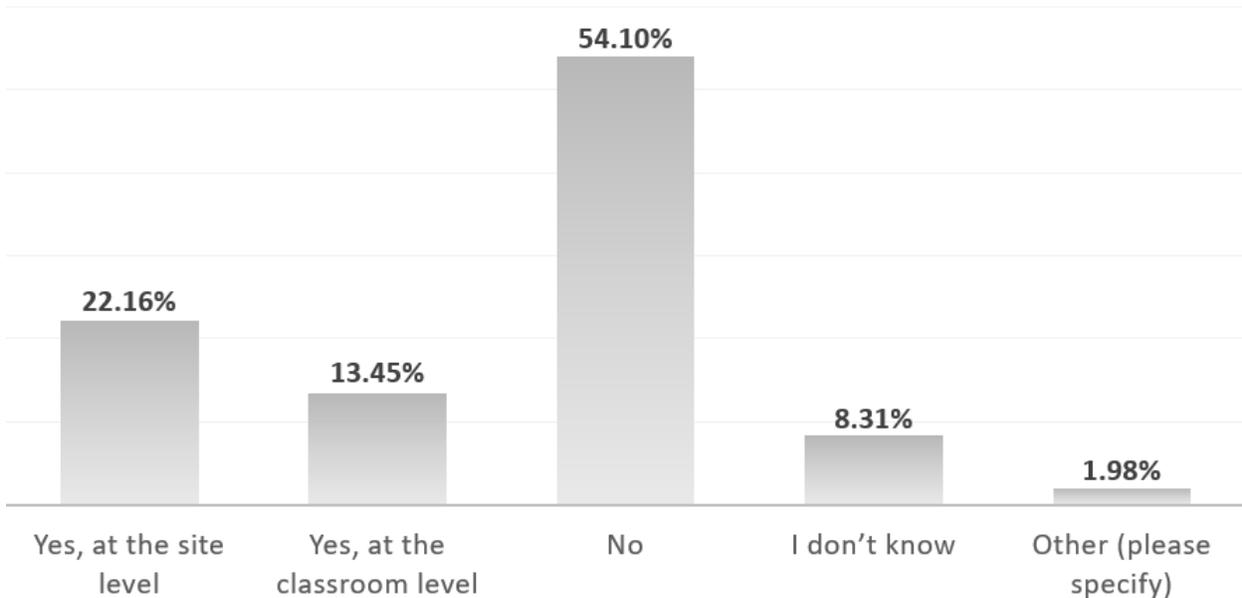


Table 11. How did you learn about the CAASPP or ELPAC practice tests?

Answer Choices	Response
Word of mouth	6.52%
At a training	55.63%
State communications, i.e. Weekly Assessment Update	6.13%
County communications, i.e. listserv emails, newsletters	1.88%
District communications, i.e. listserv emails, newsletters	17.98%
CDE website	2.17%
Smarter Balanced website	3.26%
CAASPP.org	3.26%
Other (please specify)	3.16%

Figure 15. Is a systematic process used at your site to identify students for appropriate accessibility resources on the statewide assessments?

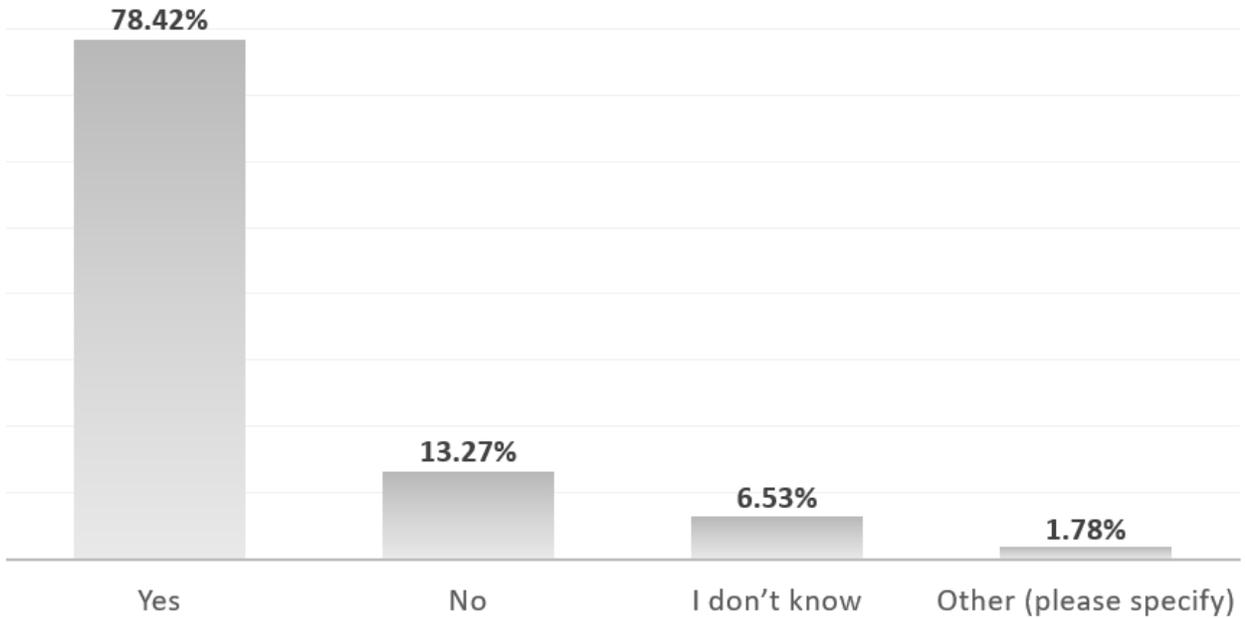


Figure 16. Are students at your site provided opportunities to practice using appropriate accessibility resources during classroom instruction prior to the summative assessments?

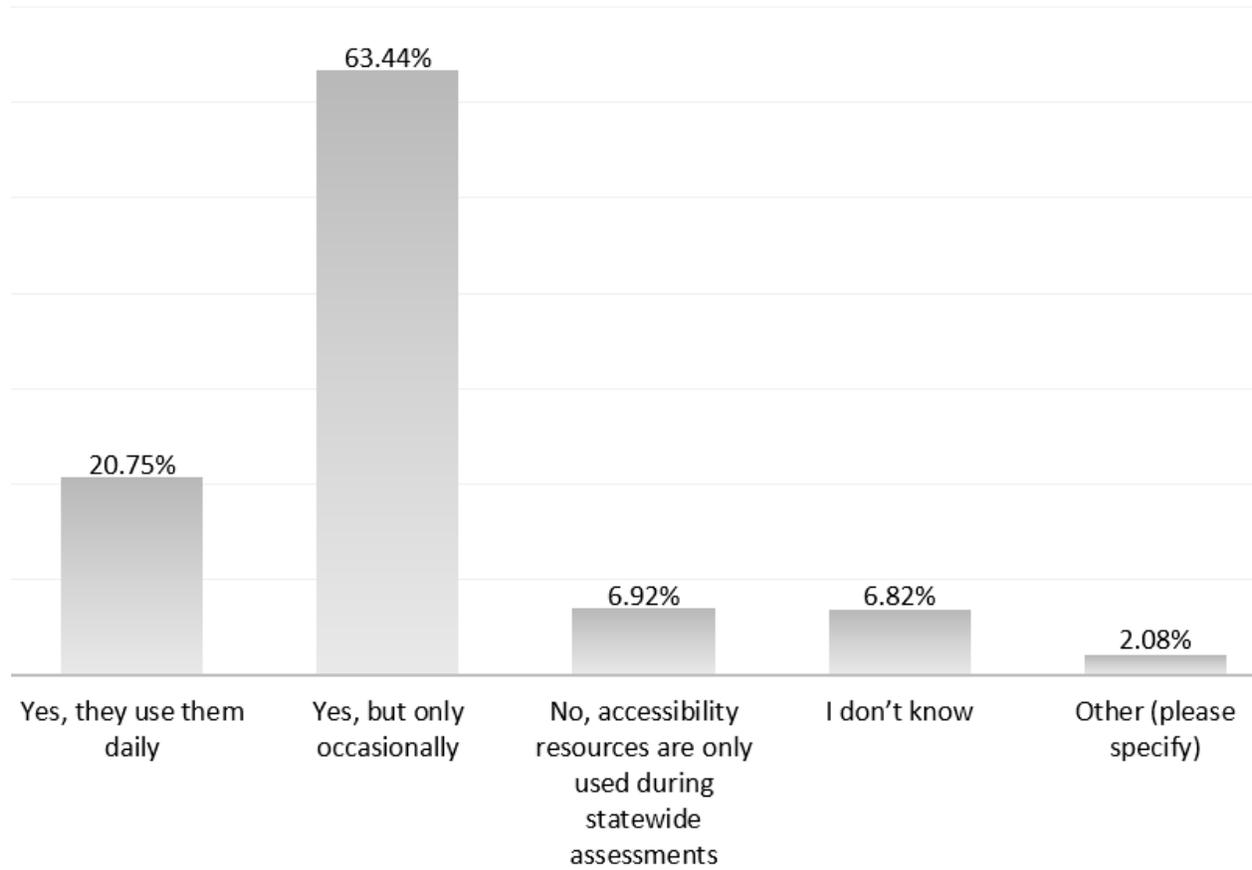


Table 12. How would you rate your level of knowledge about the following assessment component?

<b>Answer Choices</b>	<b>Extremely High</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Extremely Low</b>	<b>None</b>
Overall level of assessment literacy	6.62%	31.23%	51.98%	7.71%	1.68%	0.79%
Use of the Interim Assessment Reporting System	4.64%	19.47%	46.94%	19.27%	5.63%	4.05%
How to administer the Smarter Balanced Interim Assessments	12.65%	28.16%	39.72%	12.06%	3.16%	4.25%
Hand scoring requirements for the Smarter Balanced Interim Assessments	3.75%	8.89%	32.21%	31.32%	14.43%	9.39%
Smarter Balanced Digital Library	3.26%	11.66%	45.36%	25.69%	10.28%	3.75%
CAASPP or ELPAC practice tests	10.77%	29.35%	44.86%	10.67%	2.47%	1.88%
Accessibility resources available to students on the statewide assessments	8.10%	26.78%	48.52%	11.66%	2.96%	1.98%
Administration of the California Science Test (CAST)	8.60%	22.53%	44.96%	14.92%	6.03%	2.96%

<b>Answer Choices</b>	<b>Extremely High</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Extremely Low</b>	<b>None</b>
Administration of the California Alternate Assessments (CAAs) for ELA and Mathematics	4.35%	13.93%	38.64%	22.73%	11.46%	8.89%
Administration of the California Alternate Assessment (CAA) for Science	3.36%	11.36%	36.56%	26.38%	12.94%	9.39%
Administration of the ELPAC	10.08%	20.65%	42.19%	16.80%	7.21%	3.06%

Table 13. How would you rate your staff’s level of knowledge about the following assessment components?

<b>Answer Choices</b>	<b>Extremely High</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Extremely Low</b>	<b>None</b>
Overall level of assessment literacy	3.75%	23.72%	56.52%	12.35%	2.87%	0.79%
Use of the Interim Assessment Reporting System	2.57%	16.90%	43.38%	20.55%	9.88%	6.72%
How to administer the Smarter Balanced Interim Assessments	6.62%	28.95%	38.93%	12.75%	6.23%	6.52%
Hand scoring requirements for the Smarter Balanced Interim Assessments	2.27%	13.14%	32.81%	24.51%	16.11%	11.17%
Smarter Balanced Digital Library	1.58%	9.88%	41.21%	29.74%	11.66%	5.93%
CAASPP or ELPAC practice tests	5.04%	25.49%	48.52%	14.82%	4.35%	1.78%
Accessibility resources available to students on the statewide assessments	2.77%	18.28%	51.88%	19.47%	5.63%	1.98%
Administration of the California Science Test (CAST)	3.66%	19.76%	49.80%	17.98%	5.24%	3.56%

<b>Answer Choices</b>	<b>Extremely High</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Extremely Low</b>	<b>None</b>
Administration of the California Alternate Assessments (CAAs) for ELA and Mathematics	3.16%	12.15%	35.18%	24.70%	11.46%	13.34%
Administration of the California Alternate Assessment (CAA) for Science	2.27%	11.36%	35.47%	24.60%	12.35%	13.93%
Administration of the ELPAC	5.43%	20.36%	40.91%	19.86%	8.60%	4.84%

Table 14. Which of the following assessment-related topics do you wish to learn more about? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Use of summative assessment data	41.15%
Assessment target reports	49.25%
Administration of interim assessments	30.28%
Hand scoring of interim assessments	32.52%
Interim assessment reporting system	33.69%
Use of interim assessment data	43.60%
The formative assessment process	23.88%
Access and use of the Smarter Balanced Digital Library	45.42%
Use of accessibility resources	27.93%
Assessment implications in the classroom	35.82%
Using assessments to improve teaching and learning	49.57%
Administration of the California Science Test (CAST)	22.60%
Administration of the California Alternate Assessments (CAAs) for ELA and Mathematics	13.01%
Administration of the California Alternate Assessment (CAA) for Science	13.11%
Administration of the ELPAC	15.99%
Other (please specify)	3.52%

Table 15. Which of the following assessment-related topics do your staff need to know more about? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Use of summative assessment data	54.48%
Assessment target reports	50.85%
Administration of interim assessments	37.63%
Hand scoring of interim assessments	42.64%
Use of interim assessment data	56.82%
The formative assessment process	40.19%
Access and use of the Smarter Balanced Digital Library	56.29%
Use of accessibility resources	41.90%
Assessment implications in the classroom	50.85%
Using assessments to improve teaching and learning	57.68%
Administration of the California Science Test (CAST)	19.94%
Administration of the California Alternate Assessments (CAAs) for ELA and Mathematics	11.94%
Administration of the California Alternate Assessment (CAA) for Science	12.26%
Administration of the ELPAC	17.70%
Other (please specify)	2.24%

Table 16. How likely would you be to use pre-packaged training modules (slides, handouts, activities, etc.) about the following Smarter Balanced Interim Assessment topics?

<b>Answer Choices</b>	<b>Extremely Likely</b>	<b>Likely</b>	<b>Neutral</b>	<b>Unlikely</b>	<b>Extremely Unlikely</b>
The basics of Smarter Balanced Interim Assessments	24.84%	44.88%	20.15%	6.50%	3.62%
Administration of Smarter Balanced Interim Assessments	25.91%	44.67%	19.83%	5.44%	4.16%
Administration and scoring of performance tasks	27.93%	44.78%	19.51%	4.69%	3.09%
Using the Smarter Balanced Interim Assessments results to improve teaching and learning	38.81%	43.28%	12.15%	2.35%	3.41%
Using the Interim Assessments Viewing System to support instruction	35.50%	44.24%	13.54%	3.20%	3.52%

Table 17. How likely would you be to use prepackaged training modules (slides, handouts, activities, etc.) about the following Digital Library topics?

<b>Answer Choices</b>	<b>Extremely Likely</b>	<b>Likely</b>	<b>Neutral</b>	<b>Unlikely</b>	<b>Extremely Unlikely</b>
The basics of the Digital Library	26.33%	46.80%	19.40%	5.12%	2.35%
Exploring the Smarter Balanced Digital Library	27.40%	46.16%	18.98%	5.01%	2.45%
Using the Digital Library to enhance teaching and learning	32.30%	44.99%	16.42%	3.94%	2.35%

Table 18. How likely would you be to use pre-packaged training modules (slides, handouts, activities, etc.) about the following accessibility resource topics?

<b>Answer Choices</b>	<b>Extremely Likely</b>	<b>Likely</b>	<b>Neutral</b>	<b>Unlikely</b>	<b>Extremely Unlikely</b>
The basics of accessibility resources	23.45%	46.80%	24.73%	3.52%	1.49%
Selecting appropriate accessibility resources for student needs	26.44%	46.16%	22.71%	3.20%	1.49%
Supporting English Learners with appropriate accessibility resources	31.24%	45.20%	18.87%	2.99%	1.71%

Table 19. How likely would you be to use prepackaged training modules (slides, handouts, activities, etc.) about these additional topics?

<b>Answer Choices</b>	<b>Extremely Likely</b>	<b>Likely</b>	<b>Neutral</b>	<b>Unlikely</b>	<b>Extremely Unlikely</b>
The basics of the CAST	17.06%	42.11%	28.57%	8.96%	3.30%
Administration of the CAST	17.06%	38.81%	30.92%	9.59%	3.62%
The basics of the ELPAC	18.76%	43.50%	25.59%	8.42%	3.73%
Using ELPAC practice tests to determine academic language levels	24.52%	44.56%	20.58%	6.50%	3.84%
ELPAC task types and their classroom implications	26.76%	45.20%	18.98%	5.65%	3.41%
Overview of the California Alternate Assessments	13.11%	32.20%	32.09%	13.75%	8.85%

Table 20. Have you attended any of the following training sessions in the last 12 months? (Check all that apply.)

<b>Answer Choices</b>	<b>Response</b>
Results Are In ... Now What?	23.35%
Summer Institute	9.59%
Pretest Workshop	15.57%
CAASPP Institute	19.08%
ELPAC Academy	12.47%
CAST Academy	2.56%
New CAASPP Coordinator Training	28.36%
New ELPAC Coordinator Training	22.28%

## Appendix B: Open-Ended Responses

Question 8: Who at your school site has the primary responsibility for assessment–related tasks, e.g., staff training on assessment, tracking student completion, etc.?

- A coordinator at the high school, who has that responsibility and others as well.
- Adjust with admin
- Assessment liaison (classroom teacher with stipend) and principal
- Assistant Principal
- Associate Principal
- Categorical Resource Teacher
- Classified Clerical Tech
- Combined effort between Principal and two Academic Coaches
- Committee of Principals and assistant superintendent for special education
- Coordinator
- Coordinator and Counselor
- Counselor and myself.
- Counselor or AP Coordinator
- County Office keeps that data
- Curriculum Specialist and Counselor
- Data Specialist
- Dean of Academics
- Dean of Curriculum & Instruction
- Dean of Instruction and Curriculum
- Department coordinators
- Director ECE
- Director of Ed Services
- Director of Instruction
- Director of Instruction and Assessment
- Director of Student Support Services
- Director, Assistant Director and Coordinator
- District level - Director of Curricular Innovations

Question 9. What type of support for building assessment literacy do you receive from your district? (Check all that apply.)

- Adult Schools use different assessments than the High School Students
- As a charter school, this question does not apply
- As a charter, we're our own district. I attend webinars and sometimes regional trainings.
- As an independent charter school, our curriculum differs from that of our district.
- building assessment literacy is not what schools are for (too narrow ) building 21st century competency is
- CAST and CAA Workshop
- Charter School. Self
- DataZone, Fastbridge
- District and Site are the same
- District does all our ELPAC training
- District supports these efforts with participation at the county level
- ELPAC team trains and assesses
- Evaluation and School Safety
- Extra PD on collaborations about data and using results in class.
- Guidelines for successful testing environments.
- I also serve as the Superintendent. Most training comes from our COE
- I am "the district" and have to pursue training via the CDE/CAASPP system and then deliver it to my staff.
- I am the responsible trainer for the district.
- I do not receive any training from the district. Most opportunities for training come from the county office or state via the county office. That said, I desperately need more training!
- I need the results to be more specific so we can isolate our areas we need to improve
- i ready
- IT all comes from me, the Superintendent/Principal
- Limited training on how to use the interim assessments.
- Limited, inconsistent training. PD opportunities are discovered in emails from the county. Our district tries to provide training on analysis and interpretation of assessment results, but it is done when the good-intentioned, but overwhelmed assistant superintendent can get to it.
- MAP Assessment including Data Analysis Training
- None. Assistant Principals are expected to research and train themselves so that they can train individuals at their site.
- Our school does their own trainings based on other regional and state sponsored trainings.

Question 10. Which of the following assessment topics were addressed in professional development at your school in the last 6 months? (Check all that apply.)

- Administering writing benchmark assessments
- Administration of district assessments and data analysis
- Administration of ELPAC
- Administration of RI
- All of my students are taking the CAA
- Analyzing CAASPP Data
- CAA
- CAASPP and ELPAC summative assessment administering guidelines
- Common assessments in departments to support SBAC
- Common Formative Assessment
- Content from CDE/COE presentations regarding tasks for ELPAC and CAST
- Conversations about how to use interim assessment data are in the future.
- Curriculum embedded assessments
- Disaggregating data from CAASPP scores
- District interim assessments
- DRDP, ERS, CLASS
- EADMS short cycle assessments, Common Formative Assessments (PLC based)
- Fastbridge Reading Assessment
- formative assessment tools
- formative assessments that can guide instruction
- General Assessment value
- I'm new to this site. We didn't have any previous assessment data.
- IEP Development
- Illuminate Assessments
- It was a brief preview.
- MAP
- MAP testing, Study Island
- No training takes place at school site; unless online counts.
- None. In previous years training was provided for interim assessment and practice test administration and interim assessment reporting system. Due to the fact that most teachers are returning teachers this year, another group training was not offered.
- Other issues were addressed in p.d.
- Reviewed summative data with school site council
- School wide Assessment Plan, MTSS, Monitoring
- Summative Assessment Data (24 months ago)
- Testing logistics

Question 11. Which of the following assessment topics were addressed in professional development at your district in the last 6 months? (Check all that apply.)

- Access to assessment data
- Administration and data analysis of district and curriculum assessments/screeners.
- Alt Curriculum assessment usage
- As a charter school, this question does not apply
- Best Dates for testing window, Technology needs, Do we have sufficient bandwidth and technology to test in the same week all students, how are we teaching keyboarding and how to fit keyboarding into the day, What tools are available to all students vs. special education IEP based students,
- CAA
- CASAS assessment data
- Charter school
- Disaggregating CAASPP scores
- district benchmark data, admin
- district benchmarks
- Fastbridge Reading Assessment
- General Assessment value
- How classroom assessments drive IEP goals
- I don't know because I didn't go to any
- Illuminate Assessments
- MAP
- No training was offered.
- not part of district
- NSGRA & STAR Ren
- Offered through the county of education
- Online training or at County office only
- other issues were addressed
- Professional development is made available, but not delivered to all.
- Review of assessment data from District
- single school district--charter
- Some of these trainings may have been offered but I did not attend. Not sure.
- Summative Assessment Data (24 months ago)
- testing logistics and security
- there might have been an optional session regarding ELPAC tasks
- use of MAP data and implications for lesson planning
- Use of NWEA assessments and data
- Use of SRI data
- View summative assessment data
- We are an independent charter school and receive no training from the district.

Question 12. To what degree does your district provide support in the following assessment topics?

- Administering the test
- Administration of summative assessments
- all the assessments administered by the schools (AP included)
- Benchmark Reading program interim assessments.
- Benchmarking, curriculum based assessments both formative and summative, intervention curriculum and assessments, benchmark assessment timetables
- BPST, Spelling Inventory, fluencies, and beginning of the year reading assessments
- CAA
- CAA ALT
- Can't answer this question because I did not choose to go to any training
- CAST
- CAST and CAA Practice Tests
- CAST, CAA,
- COgAt
- Creating district benchmarks
- DIBELS
- DIBELS & Benchmark
- DRDP, CLASS, ERS
- DRPD and LDS for ECE
- formative assessment evaluation
- Formative assessment for new ELA adoption
- how to pull reports utilizing the CDE dashboard
- I am the trainer for ELPAC and CAASPP so I do not receive any training from my district.
- I-ready assessment data
- i-Ready, Level Screener from Language Arts curriculum
- Illuminate Assessments
- Informal
- iReady diagnostic
- Let's go Learn
- Local Assessments each trimester in K-2, literacy, ELA and Math local Benchmark Assessments,
- Local district wide assessments
- Local measures for reading
- Local measures that may guide teaching practice and promote student progress
- MAP
- MAP testing and use of data
- Math and writing

Question 13. How do you typically receive assessment-related information? (Check all that apply.)

- A director from the district
- ACSA
- Assessment Coordinator
- CASAS
- caschoolsdashboard.org
- Central Office
- Communication from my assessment coordinator
- Consortium, CASAS.org, TopsPro Enterprise
- Coordinator
- County level meetings
- County professional development
- Dashboard
- dir of curr
- Director of Student Support Services lets me know
- District Testing Coordinator
- ELLevate
- Email
- Email
- figure it out on my own
- From our site EL Specialist
- I have to locate the data and analyze it myself
- I locate it online for myself.
- I look for info at sites listed above, but don't receive info.
- I research a lot of things on my own
- Illuminate
- Illuminate (all on my own)
- KCSOS
- network with colleagues
- Other Waldorf schools/research
- Professional Reads,
- Reading and personal research
- Regional collaboration
- STAR assessment data
- State regional trainings
- talk to other site administrators call county office of ed specialists
- Testing Coordinator
- Testing Coordinator attends trainings and communicates to staff
- Through the district, but inconsistent

Question 14. How do you typically share assessment-related information with your staff? (Check all that apply.)

- All information is presented with handouts and verbally sometimes.
- Academic coach and admin meet with department chairs other times with entire staff...and sometimes we email reports for their bi-weekly PLCs
- as a part of professional development
- Assembly with all students to celebrate successes
- At Academic Conferences by grade levels
- Back to school data dive
- California Dash Board presentation
- Charts and graphs
- Collaboration
- Collaboration
- Collaboration day handouts and activities
- Collaboration meetings
- Collaboration Time
- Collaboration time
- Collaborative instructional planning time 2x month
- Collaborative time
- Computer based group
- Computer database
- Data Analysis Planning Days
- DATA ANAYSIS
- Data chat 30 minute meetings
- Data chats with individual teachers and during grade level meetings
- data chats with PLC grade level teams
- data discussion meetings
- Data meetings by grade level and instructional rounds
- data pages
- Data Presentations
- data presentations and documentation, one to one meetings
- Data presentations using information from Data Quest and/or the CAASPP website.
- Data reports locally designed
- Data Review sessions every 6-7 weeks
- Data Sheets in staff meetings
- Data Team
- Data Wall-Academic Conferences
- Date team meetings
- Department analysis
- Department meetings
- Departmental meetings

Question 15. What is your level of engagement with the CAASPP summative assessment results? (Check all that apply.)

- Because my students are young, we only use the ELPAC
- CDE CAASPP and Dashboard Growth Reports
- Continuation High School... we look at results but use other assessment data to inform student achievement
- I also share this information at parent meetings.
- I don't have time to do this. The DO did give some reports to teachers and principal.
- I general analyze and review alone before sharing with staff to be able to have meaningful conversations and input from staff.
- I require teachers to use the results WITH students
- I review and analyze the results with other District Intermediate School Principals
- I review and analyze the results with our school site council
- I review the results with my School Site Council to set schoolwide goals
- I share with parents at School Site Council and PTA meetings
- I try to work with teachers on using the data; however so many students, parents, and teachers aren't bought in to standardized testing so it's difficult to use that data for planning instruction. Teachers have developed their own common assessments based on district adopted curriculum and common core standards which is more meaningful to their classroom instruction.
- I use the data as a part of determining intervention groups
- Not applicable
- Not apply for ECE
- One school district, so I am not able to share with another admin. I share with Board and teachers because I am Superintendent/Principal
- Our school population is so small that I can only review individual student results.
- Our students do not participate in CAASPP, we use CASAS
- printing and downloading the results has been a source of difficulty. I would love to find a more fluid easy way to do this!
- School Leadership Committees
- School Site Council helps develop goals based on assessment results
- share info with parent groups (DELAC etc.)
- Site Instructional Leadership Team and School Site Council
- SPSA analysis and goal setting. I have monthly meetings with ELAC, SSC and an informal parent meeting and share summative and progress monitoring updates.
- The test results are not reflective of student abilities

Question 16. How do you communicate the CAASPP summative assessment results with students and their families? (Check all that apply.)

- Award Assemblies
- Back to School Night
- District communicates all student results.
- district mails the results home
- Does not apply to adult school
- Facebook
- In IEP meetings
- MTSS, SST, 504 & IEP Meetings
- Parent Evening Events
- Parent Information Boards (x3), HS Cluster Meetings
- Parent Meetings
- Parent stakeholder council meetings
- Parent/Teacher Conferences
- Personal Learning Plans (PLP)
- Progress reports and report cards
- PTA meetings, ELAC, SSC
- PTSA, Site Council, SPSA
- PTSA, SSC and Community meetings
- School Parent Portal
- School Site Council & Monthly Awards Assemblies
- School Site Council and Parent Teacher Club Meetings
- School Site Council, PTA, ELAC
- School Site Council, PTA, Leadership Team venues
- School website, Parent Meetings
- Site Council Meetings
- Site Council, Regular Board Meetings, Back to School Night Presentation
- Social Media
- SSC
- State Testing scores go home to parents
- Student Assemblies and SBAC Recognitions
- Student goal setting conferences
- The District mails student score reports results home
- The district sends results
- They are communicated from the district through ind student score results
- Through Student Information System: Aeries District has gone paperless
- Title 1 Parent meeting, ELAC, SSC, Coffee with the Principal, Website
- We are currently a K-1 school so we do not administer CAASPP yet

Question 17. Are Smarter Balanced Interim Assessments used at your site?

- Alternative
- Before this year we did, but it was too hard for staff to manage hand scoring. We are using NWEA MAP this year for interim assessment purposes.
- Does not apply to adult schools
- Newly mandated; prior some teachers did and others didn't.
- No - but we are considering using them
- No because we are an adult school
- no we have unit assessments reports every 6-7 weeks.
- No, although we have used in past. Not enough support in district to continue use
- No, but we may start using them
- No, but we would like to start using them. The cost for scoring is a drawback.
- No, I don't know if there are plans to use them; there has been discussion
- Not allowed to use them
- Not at my site.
- Not at this time... I am not sure what the district's plans are for the future.
- Not aware of Interim Assmts.
- Not currently, but plan on using in the future
- Not yet because we are K-1
- Our special ed students do not take them, only our diploma track students
- Our student population is highly mobile, so we have no plans at this time.
- site level decision to use them as formative assessments on a regular basis our district only mandates 2x per year
- This year we are using the ones from Illuminate
- We don't give CAASPP at our grade level
- We have developed our own SBAC aligned interim assessments that serve as a local measure of our quarterly progress.
- We have had our student use the Practice tests which are kind of worthless
- We just started using them this year.
- We were just trained on how to do them and plan to start soon

Question 18. What are some of the reasons practice tests for the CAASPP or ELPAC are used at your site? (Check all that apply.)

- Adult Education Agency
- Align instruction to match the rigor and format of test questions
- Allow students to get used to how the technology works for SBAC - where to scroll and navigate on the screen.
- Does not apply to adult schools
- Drive instruction and intervention groups.
- Familiarize students with the set-up of the test and how to use the tools.
- Familiarize students with the technology demands
- Familiarize teachers on logging on in class
- Gather data to inform instruction and student progress.
- gauge student performance and determine areas to focus instruction
- Help students develop fluency with the testing portal/tools.
- Interim assessments are used
- It is not used.
- Not an appropriate assessment for our students
- Not aware that any of our teachers use the practice tests for CAASPP or ELPAC
- Not used , but our students do take practice GED and CASAS tests
- Professional development regarding ELD, the standards and proficiency measures
- Provide teachers an opportunity to practice administering the test.
- Provide teachers with understanding of what standards are assessed and how they are assessed
- review answers and why some are correct or not
- SBAC is so difficult that they need as much practice as possible!
- students practice using universal tools and accommodations
- Test the bandwidth capacity and technology at the site, kids practice keyboarding and how to scroll up down and how to maneuver throughout.
- They are available -we use curriculum embedded CAASPP-like assessments throughout the year
- Unknown if they are used; I don't think they are.
- We also have parent meetings to help parents to become familiarized with the assessments their child will take.
- We are going to begin using them.
- We do not use practice tests, so it doesn't apply.
- We have NWEA for practice
- We use the Interim not the practice tests

Question 19. Are practice tests for the CAASPP or ELPAC promoted with families to use at home?

- A letter just went home from the District last week.
- A little
- At our SSC meeting.
- At the site level and at the classroom level
- Depending on teacher
- During ELAC and DELAC meetings
- Occasionally via newsletter
- Only the SBAC practice reses ir training reses
- Parent meetings
- Some teachers promote and encourage them to use them at home.
- Teachers invite parents to "parent ed" nights and direct parents to the website and resources.
- Use of the CAASPP is promoted with families to use at home, however, since there is no way to determine how successful the students was with their answers, lack of resources for parents on the site to assist their child, and the sheer challenge of some of the questions makes the practice tests of minimal use.
- Very little
- Yes at parent meetings
- Yes, although it is unsure if families know how to access. We need to do a training on this for families.
- Yes, through mailed letter home to work on at home

Question 20. How did you learn about the CAASPP or ELPAC practice tests?

- Assessment coordinator
- District meeting
- Former district
- Found them myself while browsing
- Have used in the past.
- I am an SNE
- I did not know they existed. I only knew about interim tests
- My own investigation into it
- Never really learned about them
- On my own - while familiarizing myself
- Self informed
- This is the first I've heard about encouraging parents to use them
- This question should provide the opportunity to check more than one response. Training, web site, district communications

Question 21. Is a systematic process used at your site to identify students for appropriate accessibility resources on the statewide assessments?

- Beginning to develop a systematic way for appropriate resources.
- Determined on a case-by-case level for students with IEPs, 504s
- IEPs
- Not sure if a systemic process is used. Students identified by IEP or 504 case managers and their teams.
- Occasionally. A systematic approach has not been established.
- only for students on IEPs
- only through special education
- Our RSP program works with teachers and admin to set accessibility resources
- Putting into practice next year
- Students with IEP's are provided the accessibility resources as indicated on their IEP's.
- We are in the process of developing a systematic way of identifying students for resources.
- Yes for students with IEP's and 504's
- Yes, but we have such a transitory student body, that we often fall behind and don't test the students new to our school after the 1st Qtr.

Question 22. Are students at your site provided opportunities to practice using appropriate accessibility resources during classroom instruction prior to the summative assessments?

- I just learned of the availability of these, recently
- No practice tests are given
- Not quite daily but more than occasionally
- Not the appropriate assessment
- Teachers determined when needed.
- They are being trained to use them weekly in Computer Lab then use them with Interim Assessments.
- We are an non-site based school. They practice at a meeting with their assigned teacher.
- We are beginning this process.
- We are homeschool
- We don't practice
- We plan to use them
- We practice once a week.
- We use a number of pre-test practice materials. CAASSP is one.

Question 23. Which of the following assessment-related topics do you wish to learn more about?

- Actual value of testing Spanish speaking students in English.
- Aligning caspas with CCR standards
- CAASPP information does not provide enough information to make it useful as a formative assessment. Curriculum based assessments are better for this.
- Dispelling the myths of CAASPP testing
- Equitable allocations for Schools with a Mod Severe Cluster
- How Continuation schools are successfully implementing these items
- How to align Claims and targets with Power standards and pacing guide and curriculum summative and formative tests....
- How to use fewer assessments more wisely. This year, many students are taking seven summative assessment.
- I would like to learn more about all of the above in relation to CASAS assessments
- Like to have CDE make a video training to give to teachers
- Prefer a different test that is not so demanding. This test is very difficult for 3rd - 5th grade students. Using technology doesn't always help. Paper and pencil is better.
- Progress of modified Assessments to meet needs of students that are between SBAC and CAA
- Securing teacher, student, and parent buy-in
- The TOMS platform is HORRIBLE. There are constant bugs and i currently can't log in on CAASPP and I can log in to ELPAC. A few of my teachers are in the same position. My district coordinator can't figure it out. We have tried resetting more than 15 times. We need a system that is reliable and consistent. It is also hard to navigate.
- Use of the blueprints to help teachers align curriculum and test

Question 24. Which of the following assessment-related topics do your staff need to know more about? (Check all that apply.)

- Alignment of CAASPP assessment with standards taught to students who failed classes and haven't yet reached that level of mastery/instruction as 11th graders
- All of the above in relation to CASAS assessments
- Nobody wants to participate in the state assessments. It's often a high amount of opt outs.
- They are not interested.
- TOMS actually working as expected when you need it.

Question 25. How likely would you be to use pre-packaged training modules (slides, handouts, activities, etc.) about the following Smarter Balanced Interim Assessment topics?

- All ELPAC
- Analysis of results on all state assessments
- Analyzing target specific data from interim assessments
- Any
- Assessment Implications in the Classroom;
- Assessment results to California Standards
- At this point the data provided by the state is poorly organized, gives little useful information for instruction or school wide program improvement
- CAA
- CAST
- Connecting IABs to parent lens
- Digital Library Resources and teacher access
- Downloading and printing reports- it would be easier if the reports were available as pdf's so that they could be more easily downloaded and printed.
- ELPAC Domains
- How to read and interpret results for the Interim and summative assessments, and the implications for classroom instruction
- How to use CAASPP scores to guide instruction
- How to use data to drive instruction.
- If they are good! These prefab trainings are often really poorly executed.
- Improving writing to answer CAASPP questions
- In depth smarter balanced interim assessments - using with power standards and curriculum summative and formative assessments - this should be a requirements of state adopted curriculum
- Make it Video Based For Teacher Training. Interim Assessments don't make sense to use since no scoring is provided
- Need many sample for student practice
- Needs to be in person and hands on
- pre-package modules are usually not engaging
- Teacher Friendly Designated ELD
- Test prep for students and user friendly data reports
- Testing accommodations available, how to determine appropriateness
- The videos are too long and not helpful. I usually watch them and make them more user friendly and practical for my staff.
- We can't find an efficient way to use Interim Assessments in our non-site based model.
- We use iReady. Why don't you work with iReady to design a kid friendly assessment?

Question 26. How likely would you be to use pre-packaged training modules (slides, handouts, activities, etc.) about the following Digital Library topics?

- Depends on the quality
- Materials that DIRECTLY link the test questions to resources in the Digital Library. There is just not enough time to explore all the resources for teachers to connect performance levels to resources. They need a "cheat sheet".
- Need K-2 resources
- Needs to be in person and hands on from a qualified trainer
- Standard connection
- The digital library is difficult to access. Teachers are frustrated.
- We use iReady. Why don't you work with iReady to design a kid friendly assessment?

Question 27. How likely would you be to use pre-packaged training modules (slides, handouts, activities, etc.) about the following accessibility resource topics?

- Depends on the quality
- Needs to be in person and hands on from a qualified trainer
- We use iReady. Why don't you work with iReady to design a kid friendly assessment?

Question 28. How likely would you be to use pre-packaged training modules (slides, handouts, activities, etc.) about these additional topics?

- Depends on the quality
- How to read and interpret ELPAC results and implications for classroom instruction.
- ELPAC doesn't apply to deaf students
- ELPAC Practice tests
- Needs to be in person and hands on from a qualified trainer
- Why is the 3rd grade assessment so much harder than the 3rd grade textbooks?

Question 29. Is there any additional assessment-related feedback you would like to share at this point?

- All information on CAASPP has been received through other districts that I have worked in. There is very little PD surrounding assessments and how to use them to improve instruction.
- At the high school level, we strongly support a move to the PSAT/SAT as an assessment measure. To focus so much on the College Board products, but at the same time focusing on all things related to CAASPP, it seems we are spinning our wheels in two different directions when we could work smarter, not harder and put our energy in the SAT product.
- CAASPP is not something students, staff and parents care about a lot. We try our best to capture the importance of it, but we get high opt-outs each year.
- Dashboard is user friendly
- Given the format, need for elementary students requirement to only access this assessment online, no access to a paper copy, particularly for students who access learning through different modalities, needs review. Developmentally appropriate practices are absent from this process and gravely impacts students' mastery on this assessment.
- Handouts would be great!
- How as an administrator can we gather information for grade level goals and interventions using the available reports for school growth?
- How do I learn about the above mentioned trainings? How do I attend them? I have never heard of them!
- How to teach to take the assessment.
- I always wondered how the disadvantaged students percentage is calculated as the subgroups are created in the CAASPP system.
- I am a trainer for the CAASPP Summer Institute. That information has been so valuable to come back and share with my District and staff.
- I am more likely to send staff than to go to training myself. The digital library has not been all that helpful.
- I believe that students with IEPs should take a different test based on their IEP goals. I think that they should "count" differently on the dashboard.
- I feel like there is a ton of information ...in a lot of different places, and it is not up to date everywhere. I would prune down the resources and then make sure that they are updated, well organized and use less technical language. Often, the information for test administrators will be much different than that of teachers...have three areas: Site test administrators, Resource specialist (SPED) and ELA, and teachers. the information they require are vastly different
- I feel the CAASPP is an unfair snapshot at Continuation High School students. Students in these settings should be taking an assessment when they ENTER THE SCHOOL and when they exit. We should be evaluated and judged based on how long that student was in our setting.