**California Department of Education**

**Report to the Governor, the Legislature, and the   
Legislative Analyst’s Office:**

**California Assessment of Student Performance and Progress  
Annual Implementation Update and Five-Year Cost Projection**



**Prepared by the**

**Assessment Development and Administration Division**

**Performance, Planning, and Technology Branch**

**March 2019**

*Description*: Annual update on the implementation of the California Assessment of Student Performance and Progress, covering the 2018 calendar year, and five-year projection of costs

*Authority*: California *Education Code* Section 60604(b)

*Recipient*: The Governor, the Legislature, the Legislative Analyst’s Office, the Department of Finance, the State Board of Education, and the respective Chairpersons of the appropriate fiscal subcommittees considering budget appropriations and the appropriate policy committees in each house

*Due Date*: On or before March 1 of each year

Table of Contents

[Executive Summary iii](#_Toc3820564)

[Program Information 1](#_Toc3820565)

[Implementation Update 5](#_Toc3820566)

[Content Standards 5](#_Toc3820567)

[Periodic Updates of Assessment Transition 5](#_Toc3820568)

[Informational Materials 7](#_Toc3820569)

[Stakeholder Input 9](#_Toc3820570)

[Sample, Practice, and Training Tests 11](#_Toc3820571)

[Regulations 11](#_Toc3820572)

[Contracts 11](#_Toc3820573)

[Technology Readiness 12](#_Toc3820574)

[Test Security 12](#_Toc3820575)

[Performance Standards 12](#_Toc3820576)

[Reporting of Results 12](#_Toc3820577)

[Peer Review Status 14](#_Toc3820578)

[Independent Evaluation 15](#_Toc3820579)

[Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library 15](#_Toc3820580)

[California Alternate Assessments for English Language Arts and Mathematics 16](#_Toc3820581)

[California Science Test 17](#_Toc3820582)

[California Alternate Assessment for Science 17](#_Toc3820583)

[Standards-based Tests in Spanish 18](#_Toc3820584)

[California Spanish Assessment 18](#_Toc3820585)

[Early Assessment Program 19](#_Toc3820586)

[California Assessment of Student Performance and Progress Expansion 19](#_Toc3820587)

[Grade Two Diagnostic Assessments for Language Arts and Mathematics 19](#_Toc3820588)

[Contract Costs 20](#_Toc3820589)

[Smarter Balanced Consortium-managed Services Contract 20](#_Toc3820590)

[State-managed Services Contract 22](#_Toc3820591)

[Independent Evaluation Contract 24](#_Toc3820592)

[Apportionment Costs 25](#_Toc3820593)

[Five-year Cost Projection 27](#_Toc3820594)

[Cost Projection Variations of Proposed Budgets, 2016–2018 28](#_Toc3820595)

[California Assessment of Student Performance and Progress Timeline 29](#_Toc3820596)

# Executive Summary

California *Education Code* Section 60604(b) requires that the State Superintendent of Public Instruction annually update the Legislature on an implementation plan, five-year cost projection, and timeline for implementing the California Assessment of Student Performance and Progress (CAASPP) System.

The“Program Information” section of this report provides background information regarding the CAASPP System, including its history, purpose, and components.

The “Implementation Update” section provides a brief discussion of CAASPP implementation activities during the 2018 calendar year.

The “Contract Costs” section provides costs and other information regarding the various types of CAASPP contracts, including state-managed services contract costs, extending through fiscal year 2021–22.

The “Apportionment Costs” section provides information on annual CAASPP apportionment reimbursements to local educational agencies (LEAs).

The “Five-Year Cost Projection” section provides information on projected annual CAASPP contract and LEA apportionment costs. It includes a timeline of the assessments that are anticipated to be a part of each CAASPP test administration and the projected costs, per fiscal year, for the overlapping test administration activities.

Any questions regarding this report or requests for copies should be directed to   
Michelle Center, Director, Assessment Development and Administration Division, by phone at 916-319-0803 or by email at [mcenter@cde.ca.gov](mailto:mcenter@cde.ca.gov).

This report, along with reports from previous years, is available on the California Department of Education CAASPP web page at <https://www.cde.ca.gov/ta/tg/ca/caasppimplementation.asp>.

## Program Information

The California Assessment of Student Performance and Progress (CAASPP) System was established in statute (California *Education Code* [*EC*] sections 60640–60649) in 2013 per Chapter 498, Statutes of 2013 (Assembly Bill 484, Bonilla) and became effective on January 1, 2014, with technical amendments per Chapter 32, Statutes of 2014 (Senate Bill 858, Committee on Budget and Fiscal Review)*.*

The purpose of the CAASPP System is to provide a system of assessments that primarily assists teachers and administrators in promoting high-quality teaching and learning through the use of a variety of assessment approaches. The statute provides for the development and administration of assessments through the use of technology, where feasible.

This report provides information about the CAASPP System as it relates to   
*EC* Section 60604(b), which requires the State Superintendent of Public Instruction to develop and annually provide for the Legislature an update on an implementation plan, five-year cost projection, and timeline for implementing the CAASPP System.

Per *EC* Section 60605.7, California joined the Smarter Balanced Assessment Consortium (Consortium) in June 2011 as a governing state working on the development of English language arts/literacy (ELA) and mathematics assessments. As stipulated in *EC* Section 60640(b)(1), the Consortium assessments measure the Common Core State Standards (CCSS) for ELA and mathematics adopted by the California State Board of Education (SBE). The three components of the Smarter Balanced Assessment System—summative assessments, interim assessments, and Digital Library of formative assessment tools—are designed to support teaching and learning throughout the year.

As addressed in state law, the CAASPP summative assessments include:

* Smarter Balanced Summative Assessments for ELA and mathematics
* California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities, as designated in their individualized education program (IEP), for ELA, mathematics, and science
* California Science Test (CAST)
* California Spanish Assessment (CSA) for Spanish reading/language arts (RLA), which is the primary language assessment that will replace the Standards-based Tests in Spanish (STS) in spring 2019

The CAST was field-tested in 2018 and will be operational in 2019. The CAA for Science was pilot-tested in both 2017 and 2018 and will be field-tested in 2019. Both the CAST field test and CAA for Science, year two pilot were census administrations (i.e., administered to all eligible students). The CSA was field-tested in fall 2018. The final administration of the STS occurred in spring 2018.

The CAASPP summative assessments are computer-based tests that measure what students know and can do. They produce scores that can be aggregated and disaggregated for the purpose of informing parents/guardians, local educational agencies (LEAs), the public, and the state about students’ achievement in their learning of the California academic content standards. The CAASPP summative assessments will: (1) provide individual student results to students, parents/guardians, and teachers;   
(2) produce school-, district-, and county-level results that allow for the monitoring of schools’ progress; and (3) produce results to meet the requirements of the Every Student Succeeds Act (ESSA), enacted on December 10, 2015, and the Elementary and Secondary Education Act (ESEA), enacted in 1965. Under the federal requirements of ESSA, all states accepting Title I federal funds for use by LEAs must assess students as follows:

* For reading/language arts and mathematics, administered annually in each of grades three through eight and once in high school.
* For science, administer annually in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

CAASPP tests were used to meet federal requirements in 2017–18 through the administration of the following:

The Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics in grades three through eight and grade eleven.

The CAST and CAA for Science in grades five and eight and one time in high school. (All grade twelve students were required to take the CAST field test or the CAA for Science, year two pilot test.)

All contracts for the development, purchase, or administration of the CAASPP tests are subject to approval by the SBE. SBE approval must be obtained for the following work components:

* The test blueprints—*excluding* Consortium assessments—specifying the standards to be assessed and number of items to be tested for each standard included in the tests.
* The achievement levels used in the CAASPP System and the threshold scores—*excluding* Consortium assessments—used to identify students’ achievement levels.
* The regulations; testing period; calendar of when results are to be delivered to the state, LEAs, and parents/guardians; and when results are to be posted for the public.

State law also requires: (1) the development of a three-year plan for continuous improvement of the CAASPP System, with the approval of the SBE; and (2) the California Department of Education (CDE) to contract for a three-year independent evaluation of the CAASPP System that will provide interim annual reports, a final report on the activities, and an analysis of the three-year independent evaluation. Once finalized, the *California Assessment of Student Performance and Progress (CAASPP)* *2017 Independent Evaluation Report*, Vol. 1, will be available on the CDE website at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>.

Additional information regarding CAASPP is available on the CDE CAASPP System web page at <http://www.cde.ca.gov/ta/tg/ca/>.

Table 1, below, and Table 2, on the following page, identify the required and optional CAASPP assessments that were administered in 2017–18.

**Table 1**. CAASPP Required Assessments Administered in 2017–18, by Grade and Content Area

| **Test** | **Type** | **Students** | **Grades** | **Content Areas** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | Computer-adaptive  test | All students, unless they have an IEP indicating an alternate assessment (recently arrived English learner students are exempted from the assessment for ELA) | 3–8 and 11 | ELA and mathematics |
| CAAs for ELA and mathematics | Computer-based  test | Students with the most significant cognitive disabilities whose IEP indicates assessment with an alternate test (i.e., CAA) | 3–8 and 11 | ELA and mathematics |
| CAST—field test | Computer-based test | All students, unless they have an IEP indicating an alternate assessment (i.e., CAA for Science) | 5 and 8 and once in high school | Science |
| CAA for Science—year two pilot test | Computer-based test | Students with the most significant cognitive disabilities whose IEP indicates assessment with an alternate test (i.e., CAA for Science) | 5 and 8 and once in high school | Science |

**Table 2.** Optional CAASPP Assessments and Assessment Tools Available in 2017–18, by Grade and Content Area

| **Test/Tool** | **Type** | **Students** | **Grades** | **Content Areas** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Digital Library Formative Assessment Tools | N/A | All students | K–12 | ELA and mathematics |
| Smarter Balanced Interim Assessments | Computer-based  test | All students | K–12 | ELA and mathematics |
| CSA—pilot test | Computer-based  test | Any student seeking measure of Spanish reading/language arts | 3–8 and high school | Spanish reading/language arts |
| STS | Computer-based  test | Any student seeking measure of Spanish reading/language arts | 2–11 | Spanish reading/language arts |
| CSA—field test | Computer-based  test | Any student seeking measure of Spanish reading/language arts | 3–8 and high school | Spanish reading/language arts |

## Implementation Update

Activities for the implementation of the CAASPP System began in 2010 with the SBE’s adoption of the CCSS for ELA and mathematics. Over the past eight years, the CDE and the SBE have made significant strides toward fully implementing a comprehensive assessment system—the CAASPP System—to include the development and administration of the CAAs for ELA and mathematics as well as the development and administration of the CAST, CSA, and the CAA for Science.

Brief implementation updates on the CAASPP activities during the 2018 calendar year are presented in this section.

### **Content Standards**

No changes for this reporting period.

### **Periodic Updates of Assessment Transition**

The 2018 activities carried out in support of periodic updates of assessment transition were as follows:

* In January, the SBE approved the CAA for Science test blueprint, general achievement level descriptors, and score reporting structure. Also included in the SBE agenda item and approved by the SBE were the 2018 LEA apportionment rates. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>.
* Also in January, the SBE approved the proposed contract renewal with Educational Testing Service (ETS) for the CAASPP. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item07.docx>.
* In February, the CDE provided information pertaining to the activities related to the implementation of the California Next Generation Science Standards (CA NGSS). This SBE memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/memo-tlsb-eeed-feb18item01.docx>.
* In March, the CDE provided information pertaining to the program activities for the CAASPP System. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item08.docx>.
* In May, the CDE provided information pertaining to the program activities for the CAASPP System. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item03.docx>.
* In June, the CDE provided information pertaining to the program activities for the CAASPP System. This SBE memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item03.docx>.
* In July, the SBE directed the CDE, in consultation with the SBE and with the approval of the Department of Finance (DOF), to negotiate amendments to the CAASPP contract with ETS to include the integration of the English Language Proficiency Assessments for California (ELPAC) and to enter into negotiations with the Regents of the University of California for an interagency agreement to provide an educator reporting system. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item03.docx>.
* In August, the CDE provided information pertaining to the development activities for the CAST and the CAA for Science. This SBE memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug18item01.docx>.
* In September, the CDE provided the SBE with information regarding its transition to electronic CAASPP Student Score Reports (SSRs), which are being phased in over a three-year period in order to provide LEAs with the information and time needed for a successful transition. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item03.docx>.
* In October, the CDE provided the SBE with an update on the electronic reporting process for the delivery of the CAASPP SSRs that included information about technical edits that were made in order to take advantage of the electronic means of delivery for the SSRs. This SBE memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct18item01.docx>.
* Also in October, the CDE provided the SBE with information about the release of the 2017–18 CAASPP results. The SBE memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct18item03.docx>.
* In November, the SBE approved the proposed CAASPP contract renewal with ETS. This approved amendment included the integration of the ELPAC and the interagency agreement with the Regents of the University of California to provide an educator reporting system. This SBE agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>.
* In December, the CDE provided information about preliminary indicator results for the field test of the CAST and the CAA for Science, year two pilot. This SBE memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec18item01.docx>.

### **Informational Materials**

The 2018 activities in support of informational materials were as follows:

* The CDE, in coordination with the testing contractor ETS, provided opportunities for teacher participation in the form of item writing workshops, item review workshops, data review, and range finding. In addition, outreach activities—webcasts and pretest and post-test workshops—communicate key information to LEAs and are reported in CAASPP update items, as indicated in the “Periodic Updates of Assessment Transition” section of this report.
* The CDE met with the Regional Assessment Network, a subcommittee of the Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association, every two months during the year to elicit feedback on informational materials and activities under development for all California assessments. This committee also is charged with disseminating information on behalf of the CDE.
* In support of the SBE, the CDE Assessment Development and Administration   
  Division (ADAD) met bimonthly throughout the year with the Advisory Committee on Special Education to update the committee on assessment activities and developments, especially those related to accessibility.
* The CDE participated in two Consortium collaboration meetings and four Technical Advisory Committee (TAC) meetings. Member states met to collaborate, plan, and make preparations (e.g., item and test development, accommodations, technology) for the implementation of and ongoing enhancements to the Smarter Balanced assessments. The TAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on those assessments.
* Throughout the year, the CDE’s weekly informational newsletter, *Assessment Spotlight*, was disseminated to all CAASPP coordinators and CAASPP listserv subscribers, alerting them to the latest information about the testing program.
* In January and February, the CDE-sponsored CAASPP Institute was conducted at six sites throughout the state. The purpose was to provide professional development to teams of LEA staff on how to best use all components of the CAASPP System to improve teaching and learning. Nearly 1,500 LEA staff members, representing approximately 500 LEAs, participated in this training.
* In April, the CAST Academy was conducted in three locations: Sacramento, Fresno, and Irvine. More than 1,550 California science educators were supported in developing a deeper understanding of the test design and expectations and how the new science assessment items can inform teaching and learning. Participants attended the sessions both in person and virtually.
* In July and August, regional workshops were conducted to provide support to LEA staff—primarily teachers—in understanding the hand scoring of the Smarter Balanced assessments. Each of the eight one-day workshops trained educators in the use of the Smarter Balanced rubrics to score student responses.
* In August, the Back-to-School Toolkit, a collection of resources developed to support district and site administrators, teachers, and parents/guardians in understanding and using results from the CAASPP summative assessments, was made available on the new CDE Back-to-School Toolkit web page at https://www.cde.ca.gov/ta/tg/ca/communicationskit.asp.
* In the fall, six additional sessions of the CAST Academy were conducted in Sacramento, Clovis, Los Angeles, Riverside, San Diego, and Pasadena. The CAST Academy supported, in person, 633 California science educators in developing a deeper understanding of the assessment design and expectations and how the new science assessment items can inform teaching and learning.
* In December, the CAASPP Institute Training-of-Trainers was held at the county offices of education in Sacramento and Riverside.

### **Stakeholder Input**

The 2018 implementation activities in support of stakeholder input were as follows:

* Monthly meetings with the Assessment Stakeholder Committee, whose members include representatives from key educational associations throughout California:
  + Advisory Commission on Special Education
  + Association of California School Administrators
  + California Parent Teacher Association
  + California School Boards Association
  + California Science Teachers Association
  + California Small School District Association
  + California Teachers Association
  + Californians Together
  + Special Education Local Plan Area Association

The topics, by month, included the following:

* + January—Discussions included the Initial ELPAC; the hybrid adaptive test option for the Smarter Balanced Summative Assessment for mathematics; announcement of the CAASPP video contest “For Kids, By Kids;” and a plan for reviewing stakeholder feedback received from this group at the December 2017 in-person meeting.
  + February—A special session was conducted to provide stakeholders with the opportunity to learn about the results of the statistical study of three growth models the CDE and SBE is considering.
  + March—A presentation of the Preliminary Indicator Communication Toolkit for Science was made and an opportunity was taken to receive stakeholder feedback and recommendations.
  + April—Topics for this meeting included an update on annual state testing, LEA participation rates, a review of the implementation timeline for the science assessments, a discussion of the appropriate use of accommodations, and accessibility options for the ELPAC assessments.
  + July—A presentation was given about key messages within the Preliminary Indicator for Science Toolkit and key information on electronic reporting, and an opportunity was taken to receive stakeholder feedback and recommendations.
  + August—A meeting was held that included a discussion of the latest developments for the CAST and looking ahead to the operational assessment; a discussion of the reduced language complexity of the test

items for the alternate assessments; and a conversation about developing an alternate assessment for the Summative ELPAC.

* + September—Stakeholders were invited to participate in the live webcast of the 2018 Assessment and Accountability Information Meeting.
  + October—A presentation and discussion covered the changes to the assessment contracts, regulations, and ELPAC threshold scores.
  + November—No meeting was held in advance of the December 5 full-day meeting.
  + December—A full-day meeting was held, with presentations and discussions on long-range plans for assessment training opportunities, electronic reporting with a look at video SSRs, and the development of computer-based tests for the ELPAC. Included was an opportunity for the CDE to receive stakeholder feedback.
* Bimonthly meetings also were held in 2018 with the Curriculum and Instruction Steering Committee’s Regional Assessment Network, consisting of representatives from all 11 regions throughout California. This group meets monthly following the SBE meetings. The CDE ADAD highlighted the latest developments and activities for all statewide assessments at each meeting. The meeting dates were as follows:
  + January 24
  + March 21
  + May 16
  + September 12
  + November 28
* The ADAD regularly made presentations in 2018 to the Advisory Committee on Special Education. Topics highlighted current developments for all assessments, with particular emphasis on the CAAs for ELA, mathematics, and science; the accessibility resources for the Smarter Balanced Summative Assessments for ELA and mathematics; and the CAST. The meeting dates included the following:
  + February 21–22
  + April 18–19
  + June 20–21
  + August 22–23
  + October 24–25

### **Sample, Practice, and Training Tests**

The 2018 implementation activities in support of sample, practice, and training tests were as follows:

* In August, Smarter Balanced released an update to its Sample Items website, located at [http://sampleitems.smarterbalanced.org](http://sampleitems.smarterbalanced.org/), which allows parents/guardians, educators, and other stakeholders to explore and interact with sample questions. Viewers can use search filters to quickly find items on the basis of grade, subject, claim, or item type.

The website presents a variety of item types used in Smarter Balanced assessments to measure what students know and can do. These samples are not intended to be used as practice tests; rather, stakeholders can use them to better understand how Smarter Balanced measures college- and career-readiness content.

* The CAASPP Online Practice and Training Tests Portal, located at <http://www.caaspp.org/practice-and-training/index.html>, provided practice and training tests as well as scoring guides that mirror the depth and breadth of the content of the operational test. Educators, students, parents/guardians, and other stakeholders can view and try out the tests in the same way students encounter them on the Smarter Balanced Summative Assessments. The portal offers the following practice and training tests:
  + Smarter Balanced Summative Assessments (ELA and mathematics)
  + CAAs (ELA and mathematics)
  + CAST
  + CAA for Science
  + CSA

In November, new online practice tests and updated training tests were made available for the CAST. One test per grade/grade span (grade five, grade eight, and high school) is available. In addition, three performance tasks—one from each science domain—were included in the CAA for Science field test online training performance task, assessing two Science Connectors—Life Sciences and Physical Sciences. CSA training tests became available for the first time.

### **Regulations**

No modifications were made to regulations in 2018.

### **Contracts**

In January, the SBE approved the CAASPP contract renewal.

### **Technology Readiness**

The 2018 implementation activities in support of technology readiness were as follows:

* The CDE continued to work with the K–12 High Speed Network to complete the installation of or upgrades to internet services for 61 sites (schools and districts) through the Broadband Infrastructure Improvement Grants (BIIG). The number of LEAs with completed BIIG projects currently totals 338.
* The CDE continued to work with its contractor to enhance the Assessment Technology Platform solution to implement efficiencies and improve user experience with the California Assessment Delivery System, including all components required to deliver the Smarter Balanced and non-Smarter Balanced assessments (which include CAST, CAAs, and CSA).
* On May 8, a record number of more than 570,000 California students took the online CAASPP assessments concurrently. This number far exceeded the peak during the 2016–17 school year of nearly 500,000 concurrent test takers. ETS has expanded the capacity of the CAASPP Assessment Delivery System to support 2,000,000 concurrent users. The previous dedicated support was for 500,000 concurrent users.
* The 2018 administration was the last year the paper-pencil Smarter Balanced Summative Assessments were available. The CDE and its contractor will continue to offer paper versions of the Smarter Balanced Summative Assessments and, beginning in the 2019–20 administration, CAST to students with IEPs or Section 504 Plans who require the use of paper tests or for unresolved technical issues within a reasonable timeframe.

### **Test Security**

No test security incidents occurred that compromised the integrity of the assessments for this reporting period.

### **Performance Standards**

There were no changes for this reporting period.

### **Reporting of Results**

The 2018 implementation activities to support the reporting of results (which can be found on the CAASPP Results web page at ~~https://caaspp.cde.ca.gov/~~ [this link is no longer active]) were as follows:

* In March, the results from the 1 percent threshold survey were released. This file listed the LEAs that reported they may exceed the 1 percent threshold for alternate assessments for the 2017–18 test administration.
* In October, the results for the Smarter Balanced Summative Assessments for ELA and mathematics, the CAAs for ELA and mathematics, and the STS for reading/language arts were released publicly. The State Superintendent announced that California students had retained the strong gains they made in 2017 (see October 2, 2018, CDE News Release at ~~https://www.cde.ca.gov/nr/ne/yr18/yr18rel62.asp~~ [this link is no longer active]). The results are available at the state, county, district, and school levels for all students as well as disaggregated for student groups.

The CDE ADAD staff created the following additional statewide data summaries of Smarter Balanced Summative Assessments for ELA and mathematics results for local use:

* + Summary data for all students and specific student groups as well as cross-tabulations by specific student groups.
  + Average scale score changes by grade. These tables display the average scale score change of matched students from one grade to the next to assist with interpreting student gain scores at different grade levels.
* In December, the preliminary indicators (i.e., percent correct and indicator category) for the 2017–18 administration of the CAST field test and CAA for Science year two pilot were publicly released as research files. The results are available at the state, county, district, and school levels for all students as well as disaggregated for student groups.
* In December, the 2017–18 accessibility reports for the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST were completed and made available. The reports included charts for the counts of students who were assigned designated supports or accommodations, aggregated statewide by grade, by LEA, and by school. Within each table, the accessibility resources counts were aggregated further by combinations of English learner designation and special education or Section 504 plan status.

The CDE is working in coordination with ETS to continue the transition to electronic CAASPP SSRs. Electronic SSRs provide LEAs with the flexibility to determine the delivery method of the SSRs to parents/guardians. For example, an LEA can make SSRs available to parents/guardians through its student information system (SIS) parent portal instead of printing and mailing them. This new electronic option reduces the turnaround time for delivering SSRs to LEAs and the costs associated with the handling and mailing of them to parents/guardians. Contractual cost savings from the electronic delivery of reports allows for the expansion of translations to several languages beyond English and Spanish.

In addition, the electronic delivery offers more flexibility to increase the amount of information in the SSR, enhances the presentation of information (e.g., color, spacing, format), and increases accessibility for parents/guardians who may have a visual impairment.

The change is being phased in over a three-year period to provide LEAs with the information and time needed for a successful transition. The transition is taking place in the following phases:

* ***Phase one—pilot (2017–18)***. During phase one, the CDE and testing contractor ETS solicited volunteers to participate in the phase one pilot to test the technology solution for delivering electronic CAASPP SSRs to parents/guardians. ETS worked with the seven LEAs and two SIS vendors that volunteered. All LEAs, including those that participated in the pilot, received paper SSRs during   
  phase one.
* ***Phase two—initial implementation (2018–19)***. During phase two, the CDE and ETS is working with all LEAs to implement the electronic delivery of CAASPP SSRs statewide. While the default delivery method for 2018–19 CAASPP SSRs will be electronic, LEAs that demonstrate a strong need for continued paper SSRs because of technology constraints may request support to assist them with the cost of ordering printed SSRs through an application process. For LEAs that wish to purchase paper SSRs, ETS will provide the supplemental service of printing SSRs for a fee.
* ***Phase three—full implementation (2019–20)***. During phase three, all LEAs will use the electronic reporting process, either by delivering the reports to parents/guardians electronically or by printing them locally and then distributing them to parents/guardians.

### **Peer Review Status**

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

The CDE responded to this letter within 30 days. The letter addressed a plan and timeline for the submission of additional documentation, as the CDE is required to provide additional evidence within one year that supports critical elements of the peer review process.

### **Independent Evaluation**

The 2018 implementation activities in support of the independent evaluation were as follows:

* Pursuant to *EC* Section 60649, as the first independent evaluator of the CAASPP System (from July 2015 through June 2018), the Human Resources Research Organization (HumRRO) continued its three-year independent evaluation to provide objective technical advice and consultation on activities supporting the implementation of the CAASPP System.
* HumRRO produced the *2018 CAASPP Independent Evaluation Report* and *CAASPP Independent Evaluation Comprehensive Final Report* to conclude the three-year evaluation. The final report contains a brief summary of each of the five studies HumRRO conducted during the three-year independent evaluation. Once finalized, the report will be posted on the CDE website at [https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp.](https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp)
* HumRRO completed the CAA alignment study to review and analyze the California CCSS and the CAAs for mathematics and ELA. The report can be accessed on the CDE website at <https://www.cde.ca.gov/TA/tg/ca/documents/caa17aligmentstudy.pdf>.
* In March, the CDE released a Request for Proposal (RFP) for a new contractor for the independent evaluation of the CAASPP system. HumRRO was awarded the contract in summer 2018.
* HumRRO began its work on the following two special studies: *CAST Alignment Study* and the *Evaluation of Impact on Instruction and Student Learning*.

### **Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library**

The 2018 implementation activities in support of the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library were as follows:

* The Consortium field-tested new performance tasks for both ELA and mathematics. The items were integrated into the 2017–18 administration of the Smarter Balanced Summative Assessments. Field testing of new items will continue into the 2018–19 test administration.
* Educators from Consortium member states convened for several annual development activities, including item writing training, item review, data review, and range finding. California educators participated in these educator involvement opportunities.
* More than 8.7 million Smarter Balanced Interim Assessments were administered across more than 1,500 California LEAs in the 201718 school year. As of December 10, 2018, a total of 2.684 million interim assessments had been started in 1,034 LEAs for the 201819 school year.
* The Consortium added 63 new Connections Playlists to the Digital Library. Samples are available on the Smarter Balanced Digital Library web page at <https://smartertoolsforteachers.org/>. These playlists, developed in collaboration with educators from Consortium member states, support educators in their use of the Smarter Balanced Interim Assessments in conjunction with resources from the Digital Library.
* Working with educators from Consortium member states, Smarter Balanced developed and added 133 resources to the Digital Library.
* Smarter Balanced began work on a new type of interim assessment—the focused Interim Assessment Block (IAB)—which will be released in 201920.
* Several features were added to the Interim Assessment Reporting System that allow educators to perform various functions, such as the following:
* View answer keys and distractor analysis for multiple-choice and   
  multi-select items
* Assemble custom, teacher-created groups
* Create reports for groups of schools within a district
* Access Digital Library Connections Playlists for all IABs
* View dashboard for IABs administered

### **California Alternate Assessments for English Language Arts and Mathematics**

The 2018 implementation activities in support of the CAAs for ELA and mathematics were as follows:

* Ongoing development work for the CAAs for ELA and mathematics included:   
  (1) the removal of the educator survey that had followed the conclusion of each alternate assessment; and (2) refreshing item banks and practice tests.
* In May, the CDE met with California educators to analyze results of field test items to improve overall test quality. In part, that improvement included the reduction of text complexity and refinement of alternate text for students with visual impairments, which resulted in the creation of guidelines to address language complexity for test items used in the 2018 test administration.
* In October, CAA test results for ELA and mathematics were reported to LEAs.

### **California Science Test**

The 2018 implementation activities in support of the CAST were as follows:

* In February, an in-person item review workshop was conducted in Sacramento, with 16 California science educators participating. The educators reviewed items in preparation for the 2019 first operational administration of the CAST.
* On April 2, the CAST field test became available to LEAs; availability extended through the LEAs’ selected testing window or July 16, 2018, whichever came first. The CAST field test was administered to all students enrolled in grades five and eight and to all grade twelve students. LEAs also had the option to administer the CAST to high school students in grades ten and eleven. High school students may take the CAST only once. The field test consisted of approximately 44–65 items and, on average, took about two hours to administer to students. More than 1.4 million students were administered the CAST field test.
* In March and April, four virtual item review workshops were conducted with California science educators in preparation for the first operational administration of the CAST in 2019.
* In May, a virtual meeting for CAST range finding was conducted with California science educators to review training and benchmark materials for the hand-scoring of constructed-response items.
* In June, a data review workshop was conducted with California science educators to review items that were statistically flagged from the 2017–18 field test in preparation for the first operational administration of the CAST.
* In July, an item review workshop was conducted with California educators who have a science background. This review was for braille practice test items for students who have a visual impairment.
* In October, an item review workshop was conducted with California educators who have a science background. This review was for braille items in preparation for the operational test that will be available for students who have a visual impairment.

### **California Alternate Assessment for Science**

The 2018 implementation activities in support of the CAA for Science were as follows:

* On November 8, 2017, the CAA for Science year two pilot became available to LEAs; availability extended through the LEAs’ selected testing window or July 17, 2018, whichever came first. This test consisted of three performance tasks. More than 16,100 students were administered the CAA for Science year two pilot.
* All students eligible to take the alternate assessment for science in grades five and eight and all eligible grade twelve students were administered the CAA for Science year two pilot. LEAs also had the option to administer the alternate assessment to eligible high school students in grades ten and eleven. High school students may take the CAA for Science only once.
* In May, California special education and science educators participated in an item review workshop. Participants reviewed performance tasks in preparation for the 2019 administration of the CAA for Science field test.
* In July, California special education and science educators participated an item writing workshop in preparation for the 2019 field test of the CAA for Science.

### **Standards-Based Tests in Spanish**

The 2018 implementation activities in support of the STS were as follows:

* In 2017–18, the CDE, in collaboration with ETS and the Consortium, transitioned the paper-pencil STS to a computer-based platform for administration in spring 2018.
* From February 28 through July 16, 2018, the STS for Spanish reading/language arts was administered for the final time. The STS will be replaced by the CSA in spring 2019.

### **California Spanish Assessment**

The 2018 implementation activities in support of the CSA were as follows:

* In January, California educators participated in a passage review meeting to review passages for content, bias, and sensitivity in preparation for the field test.
* In July, California educators participated in a review of the CSA content-specific achievement level descriptors.
* In July, California educators also participated in a CSA item review meeting to review practice test items for content, bias, and sensitivity.
* In September and October, the CSA field test was administered to 7,241 students in 47 LEAs.
* In November, the CDE conducted a meeting with teachers of the visually impaired to ensure that the CSA items are accessible to those students.
* In November, the CDE also conducted a CSA data review meeting with California educators who reviewed the statistical performance of the field test items.

### **Early Assessment Program**

Grade eleven Smarter Balanced Summative Assessment results continued to be used for the Early Assessment Program in collaboration with the California State University and participating California Community Colleges.

### **California Assessment of Student Performance and Progress Expansion**

The CDE continued the development of the CAA for Science, the CAST, and the CSA.

### **Grade Two Diagnostic Assessments for Language Arts and Mathematics**

No changes for this reporting period.

## Contract Costs

CAASPP contract costs require SBE approval and are contingent on the DOF’s review of the contract during contract negotiations. Per *EC* Section 60643, the CDE, in consultation with the SBE, may make material amendments to the contract that do not increase the contract cost. Contract amendments that increase contract costs may be made only with the approval of the CDE, the SBE, and the DOF. As of the date of this report, the CAASPP System includes the following contracts: (1) Consortium-managed services; (2) state-managed services; and (3) independent evaluation.

### **Smarter Balanced Consortium-Managed Services Contract**

The Consortium-managed services contract is a multiyear, sole-source contract with costs based on an annual fee structure for Consortium services provided by a Consortium-selected contractor. For the 2017–18 through 2019–20 test administrations, the selected contractor is the Regents of the University of California. This contract provides California with access to Smarter Balanced Summative Assessment items for statewide testing; the ongoing refreshment of Smarter Balanced test items, validation research, blueprint alignment, accommodations and accessibility research, and so forth; access to Smarter Balanced Interim Assessments (for K–12 teachers) for optional use; and access to formative tools in the Smarter Balanced Digital Library (also for K–12 teachers) for optional use.

The current CDE contract with the Regents of the University of California for Smarter Balanced began on July 1, 2014, and will end on June 30, 2020. The approximate total amount is $57.3 million over a period of six years. It is anticipated that the annual cost for the membership will not exceed the current annual cap of $9.55 million.

In November 2018, the SBE approved a request by the CDE to amend the contract to include activities related to the reporting of assessment results to educators. Once executed, this amendment will extend the current contract until June 30, 2022, increasing the approximate total budget to $79 million, which includes a total of $1.45 million for CAASPP-related educator reporting activities.

Table 3, on the following page, provides a breakdown of the current Regents of the University of California contract costs, per fiscal year.

**Table 3.** Consortium-managed Services Contract Costs

| **Fiscal Year** | **Total Cost** | **Package** | **Per-student Rate** | **Students[[1]](#footnote-2)** |
| --- | --- | --- | --- | --- |
| 2017–18 | $9,550,000 | Summative, Interim, and Digital Library | $6.20 Summative and  $3.35 Interim and Digital Library | 1 million (cap) |
| 2018–19 | $9,550,000 membership fee and $02 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and  $3.35 Interim and Digital Library | 1 million (cap) |
| 2019–20 | $9,550,000 membership fee and $373,397 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and  $3.35 Interim and Digital Library | 1 million (cap) |
| 2020–21 | $9,550,000 membership fee and $532,905 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and  $3.35 Interim and Digital Library | 1 million (cap) |
| 2021–22 | $9,550,000 membership fee and $545,472 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and  $3.35 Interim and Digital Library | 1 million (cap) |

### **State-Managed Services Contract**

The state-managed services contract is a multiyear contract for the annual administration of all CAASPP assessments, including the Smarter Balanced Consortium assessments. This contract was competitively bid through a Request for Submission process with input from CDE and SBE staff. In that process, the SBE designated the contractor. As allowed in State law, the final Scope of Work and budget were then negotiated and approved by the CDE, the SBE, and the DOF.

The current state-managed services contractor is ETS. The contract was awarded in May 2015 for the 2015–16 through 2017–18 test administrations. In January 2018, the SBE approved the renewal of the contract with ETS for a period of two years to cover the 2018–19 and 2019–20 CAASPP test administrations. In November 2018, the SBE approved an amendment to the renewed contract with ETS for an additional two-year period to cover the 2020–21 and 2021–22 test administrations.

The 2018–19 Budget Act provided $82.754 million for the ongoing administration of all components of the CAASPP System. Some key enhancements are as follows:

* Expanded the capacity of the CAASPP Assessment Delivery System from the previous dedicated support for 500,000 concurrent users to the dedicated support for 2,000,000 concurrent users
* Piloted access to SSRs for LEAs and their authorized SIS vendors in electronic formats suitable for loading directly into their local SIS
* Explored additional studies and analyses to inform CAASPP assessments
* Performed the calculations to inform growth models
* Developed practice tests and updated training tests for the CAST
* Developed training performance tasks for the CAA for Science

Table 4, on the following page, provides a breakdown of the current contract costs per fiscalyear.

**Table 4.** State-managed Services Contract Costs

| **Fiscal Year** | **Total Cost** | **Cost Breakdown per Test Administration** |
| --- | --- | --- |
| 2017–18 | $77,273,778 | * $5,754,766 for 2016–17 test administration costs * $71,519,012 for 2017–18 test administration costs |
| 2018–19 | $82,754,000 | * $5,380,178 for 2017–18 test administration costs * $77,373,822 for 2018–19 test administration costs |
| 2019–20 | $76,846,831 | * $1,578,399 for 2018–19 test administration costs * $75,268,432 for 2019–20 test administration costs |
| 2020–21 | $76,687,323 | * $2,369,536 for 2019–20 test administration costs * $74,317,787 for 2020–21 test administration costs |
| 2021–22 | $76,674,757 | * $2,651,082 for 2020–21 test administration costs * $74,023,675 for 2021–22 test administration costs |

### **Independent Evaluation Contract**

The previous independent evaluation contract was a multiyear contract to provide independent, objective technical advice and consultation on activities to be undertaken in implementing the CAASPP System per *EC* Section 60649. The contract required   
interim annual evaluation reports and a final report on the activities and analysis of the three-year evaluation, including recommendations to ensure the quality, fairness, validity, and reliability of the assessments. The contract was awarded to the responsible bidder with the lowest cost bid through a competitive RFP process with input provided by CDE and SBE staff. The final contract was contingent on approval by the Department of General Services. The contractor selected was HumRRO. The contract began on July 16, 2015, and ended on June 30, 2018.

The CDE released an RFP in February 2018 for the independent evaluation of the CASSPP assessments. The contract was awarded through a competitive RFP process to HumRRO. Evaluation activities include three studies: *California Science Test Alignment Study,* Impact on Instruction and Student Learning Case Study, and California Alternate Assessment for Science Alignment Study. The contract requires interim annual evaluation reports and a final report on the activities and analysis of the three-year evaluation, including recommendations to ensure quality, fairness, validity, and reliability of the assessments. The contract term is July 1, 2018, to December 31, 2020. The total contract amount is $1.8 million.

Table 5, below, provides a breakdown of the current contract costs, per fiscal year.

**Table 5.** Independent Evaluation Contract Costs

| **Fiscal Year** | **Total Cost** |
| --- | --- |
| 2017–18 | $604,000 |
| 2018–19 | $681,000 |
| 2019–20 | $767,000 |
| 2020–21 | $353,000 |

## Apportionment Costs

The CAASPP apportionment costs are funded in the annual Budget Act as part of the assessment apportionments schedule that includes funding for apportionments to LEAs for the CAASPP System. State testing apportionments for any particular year are not paid to LEAs until the following fiscal year after all testing has been completed for the school year and the final number of students tested has been certified by the LEAs. California law states that the SBE shall annually establish the amount of funding to be apportioned to LEAs for specified CAASPP assessments, which includes the optional CSA. However, state law does not authorize LEA apportionments for the optional Smarter Balanced Interim Assessments or Digital Library.

State law (*EC* Section 60644) also specifies that the savings realized from the elimination of the grade two standards-based achievement tests shall be used by LEAs to administer, at the option and cost of the LEA, a grade two diagnostic assessment identified by the CDE as meeting the requirements of *EC* Section 60644. State CAASPP regulations authorize the CDE to provide this funding to LEAs through the annual CAASPP apportionment process. Approximately 290 LEAs received an apportionment for the grade two diagnostic assessment in the 2017–18 school year.

In January 2018, the SBE approved the LEA apportionment rates for CAASPP for the 2017–18 school year. The estimates for the CAST and the CAA for Science are based on the estimated number of students tested in grade ten or grade twelve only—students not required to take an additional CAASPP test. The estimates for the Smarter Balanced Summative Assessments and CAAs for ELA and mathematics apportionments already include an LEA apportionment reimbursement for students in grades five, eight, and eleven who also will take the CAST or CAA for Science. Table 6, on the following page, provides a breakdown of estimated apportionment costs by assessment.

**Table 6.** Estimated Apportionment Costs for 2017–18 CAASPP Testing

| **Assessment** | **Per-pupil Rate** | **Estimated**  **Pupil Population** | **Estimated Apportionment  for 2017–18 Testing** |
| --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | $4.00 | 3,200,000 | $12,800,000 |
| CAST | $4.00 | 600,000 | $2,400,000 |
| CAAs for ELA and mathematics | $5.00 | 39,000 | $195,000 |
| CAA for Science | $5.00 | 5,000 | $25,000 |
| CSA | $4.00 | 2,500 | $10,000 |
| STS | $2.52 | 9,000 | $22,680 |
| Grade 2 diagnostic (*EC* 60644) | $2.52 | 420,000 | $1,058,400 |

## Five-Year Cost Projection

The annual Budget Act provides funding for both contract costs and LEA apportionment costs. Cost projections are refined annually as contracts are negotiated and approved, and activities are completed for each implementation phase of the CAASPP System.

Cost projections for the state-managed services contract are from the approved state-managed CAASPP contract services (see Table 4, p. 23). State-managed services contract costs include funding for the development of the CAST, CAA for Science, and CSA. Total CAASPP contract costs for 2017–18 were slightly lower because of the scheduled field testing of the new science test, the CAA for Science, and primary language successor assessments. No costs are budgeted for the reporting of these field test results to LEAs or parents/guardians. The costs for 2018–19 and 2019–20 will include reporting the results of the CAAs for ELA, mathematics, and science. Table 7, below, provides an updated five-year projection of CAASPP contract costs.

**Table 7.** Five-year Projection of CAASPP Contract Costs

| **Fiscal Year** | **Consortium-managed Services Cost** | **State-managed Contract Cost** | **Independent Evaluation Cost** | **Total  CAASPP Contract Cost** |
| --- | --- | --- | --- | --- |
| 2017–18 | $9.6 million | $77.3 million | $604,000 | $87.7 million |
| 2018–19 | $9.6 million | $82.8 million | $681,000 | $93.2 million |
| 2019–20 | $9.93 million | $76.9 million | $767,000 | $87.6 million |
| 2020–21 | $10.1 million | $76.7 million | $760,000[[2]](#footnote-3) | $87.6 million |
| 2021–22 | $10.1 million | $76.7 million | $760,0002 | $87.6 million |

Table 8, below, provides an updated five-year cost projection for CAASPP LEA apportionments.

**Table 8.** Five-year Projection of CAASPP LEA Apportionment Costs

| **Fiscal Year** | **LEA Apportionment Cost** | **Test Administration Reimbursed** |
| --- | --- | --- |
| 2017–18 | $15.3 million | 2016–17 test administration |
| 2018–19 | $16.6 million | 2017–18 test administration |
| 2019–20 | $17 million | 2018–19 test administration |
| 2020–21 | $17 million | 2019–20 test administration |
| 2021–22 | $17 million | 2019–20 test administration |

These projections are based on the current, approved CAASPP apportionment rates.  
The SBE may modify the amount to be apportioned in subsequent years to address changes to LEA test administration activities. Any adjustment to the CAASPP apportionment rates that will increase the total amount apportioned annually will require DOF approval. The CDE provided the DOF estimated assessment apportionments for 2017–18, including approximately $16.6 million in estimated costs for the CAASPP System.

The proposed 2018 Budget Act appropriation of $16.6 million is sufficient funding for the CAASPP apportionments to LEAs for the specified CAASPP assessments.

## Cost Projection Variations of Proposed Budgets, 2016–2018

The 2016 Budget Act, 2017 Budget Act, and 2018 Budget Act all provided sufficient funding for CAASPP contract costs and apportionment costs. The 2016 Budget Act provided a total of $93.03 million for various CAASPP contract costs. The 2017 Budget Act provided a total of $87.73 million for CAASPP contract costs. The 2018 Budget Act provided a total of $86.1 million for CAASPP contract costs.

## California Assessment of Student Performance and Progress Timeline

The CAASPP timeline shown in Table 9, below, provides information on the assessments that are anticipated to be a part of each CAASPP test administration per fiscal year.

**Table 9.** CAASPP Timeline

| **Fiscal Year** | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
| --- | --- | --- | --- | --- | --- |
| **Test Administrations** | 2016–17 test administration and 2017–18 test administration | 2017–18 test administration and 2018–19 test administration | 2018–19 test administration and 2019–20 test administration | 2019–20 test administration and 2020–21 test administration | 2020–21 test administration and 2021–22 test administration |
| **Operational Assessments** | Smarter Balanced and CAAs for ELA and mathematics and STS | Smarter Balanced, CAAs for ELA and mathematics, CAST, and CSA | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA |
| **Assessments Undergoing Census or Sample Pilot and Field Testing** | Field test: CAST; CAA for Science, year two pilot; pilot test for CSA | Field test: CAA for Science and CSA | None | None | None |

1. California tests approximately 3.2 million students annually with Smarter Balanced summative assessments.

   2 Total reflects a one-time membership credit applied toward the costs to develop the California Educator Reporting System for CAASPP. [↑](#footnote-ref-2)
2. Contract costs for 2020–21 include $353,000 in current contractobligations and a projected $408,000 in contract costs for a new independent evaluation contract. Actual contract costs for 2020–21 and future years will be determined through a future competitive bid process.

   2 Contract cost estimates for 2021–22 are based on current contractobligations. Actual contract costs for 2021–22 and future years will be determined through a future competitive bid process. [↑](#footnote-ref-3)