

Site Administrator Feedback Session Report

Sacramento County Office of Education, August 2019

Background Information

The California Department of Education (CDE), in collaboration with its contractor the Sacramento County Office of Education (SCOE), administered a communication needs survey to over 10,000 California site administrators in spring 2019 on the topic of statewide assessments. Based on over 1,400 responses, which were provided to the CDE in a separate report, several assessment-related topics were identified as being of high interest for site administrators, including:

- Smarter Balanced Interim Assessments
- Smarter Balanced Digital Library; and
- California Alternate Assessments

As a follow up, the CDE held three in-person site administrator feedback sessions in July 2019 to learn more about the information needs of site administrators, and obtain feedback on some of the assessment communication materials produced by the CDE in recent years.

The majority of attendees expressed their excitement and gratitude for being invited to the feedback sessions where they could share their assessment-related experiences with the CDE, learn new information about the CAASPP System, and connect with their peers.

Session Attendees

The in-person feedback sessions were held at the Sacramento County Office of Education in Sacramento on July 11, 18, and 25, 2019.

63 attendees represented

29 different **local educational agencies** (LEAs)

14 different **counties**

Feedback session attendees represented all school types—elementary, middle and high, as well as charter and non-charter schools. Attendees also represented all school sizes, with attendees self-identifying as small, medium or large.

Complete lists of LEAs and counties represented in the feedback sessions are available in Appendices A and B.

Session Content

Each feedback session was an all-day meeting, organized into four sections:

- Smarter Balanced Interim Assessments
- Smarter Balanced Digital Library
- California Alternate Assessments; and
- Parent Engagement

The Parent Engagement section was added to the agenda as an opportunity to share with participants important developments in the assessment communication materials and tools designed by the CDE and Smarter Balanced specifically for the parent audience.

At the beginning of each section, facilitators provided an overview of the Site Administrator Feedback Survey responses in order to orient the participants to the topic. Next, there was a guided reflection on the topic in table groups, followed by an all-group share out. Each section concluded with the facilitator, or a CDE representative, sharing information about upcoming changes and enhancements related to each section topic.

The feedback sessions were facilitated by experienced SCOE facilitators, and attended by CDE representatives. All participant feedback was captured by a SCOE note taker and is reflected in this report.

Questions and comments posed by attendees throughout the three sessions were addressed by facilitators who provided additional information as needed.

Following each session, a survey was distributed to the participants in order to gather input into the effectiveness of the feedback sessions, and suggestions for future engagement opportunities.

Feedback session agenda available in Appendix C.

Summary

The most notable findings related to general topics, such as communication, as well as the four agenda topics identified in the previous section, have been summarized below.

General Topics

- Participants were very **grateful for the opportunity to provide direct feedback** to the CDE and receive information directly from the CDE during the feedback session.
- Participants expressed a **preference for direct communication** with the CDE in the future, since information historically shared by the CDE with district leadership and coordinators does not always trickle down to the school sites.
- In general, participants were **not aware of the wide array of assessment informational materials** posted on the CDE website for both educator and parent audiences.
- Once informed about the existing assessment informational materials, participants generally **reported finding them interesting and useful**.
- Participants expressed a desire for access to a **repository of short (10–20 minute) training modules** on an array of assessment-related topics. They reported being interested in such materials for the purposes of supplementing professional development opportunities offered to them and their teachers by district assessment coordinators.
- Participants suggested that **sending communications directly** to them is the **most effective method** for bringing assessment-related information into the hands of teachers and parents.
- Participants stated that a large portion of the value of the feedback session came from being able to **connect with other site administrators** to exchange ideas, best practices, and become inspired.

Hearing best practices from other educators in other districts is valuable in giving each other ideas on how to improve and meet the needs of our students.

– Session attendee

Smarter Balanced Interim Assessments

- The majority of participants reported administering Smarter Balanced Interim Assessments in their schools.
- Many of the participants reported that **two main challenges** to the successful and effective use of interim assessments in their schools were:
 - Teacher buy in
 - Hand scoring of interim assessment items

Many identified limited availability of professional development time and lack of support from teachers' unions as two main difficulties associated with hand scoring, with some suggesting the use of third-party vendor services or artificial intelligence technology as possible solutions.

- Participants reported a variety of interim assessment uses in their schools, including:
 - Benchmark assessment
 - Unit assessments
 - Instructional tool
 - Testing interface practice
- Some participants reported **substantial increases in their test scores** (e.g., 12 percent for high school mathematics), which they attributed to their strategic and systematic use of interim assessments throughout the year.

Start small. I might recommend looking at data from recent SBAC and choosing a block that will provide practice in that area first. Remind them that the IABs are not as much for testing and they are for teaching! Whole class, partners, small group, etc.

– Session attendee

Smarter Balanced Digital Library

- The majority of participants self-identified as **only occasional users** of the Smarter Balanced Digital Library.
- The majority of participants did not believe that their teachers were using the Digital Library on a regular basis.

- Among the **reasons that prevented** effective use of the Digital Library were:
 - Uncertainty about the quality of resources in the Digital Library
 - Navigation and searching difficulties (Facilitators addressed questions of quality and the development of resources and provided time to search the Digital Library.)
 - Limited offering of resources (especially for science and English language development)
 - Abundance of other resources for teachers
 - Limited time available to explore the Digital Library
- Two of the most **interesting and useful features** of the Digital Library identified by the participants were the following:
 - Connections playlists that link interim assessments results and the Digital Library
 - Resources for K–2 teachers

I like that you can use the digital library for ALL grade levels!

– Session attendee

California Alternate Assessments (CAAs)

- Only about a quarter of the participants reported **administering** California Alternate Assessments (CAAs) at their school sites.
- Participants reported experiencing **various challenges** surrounding the administration and use of CAAs, including:
 - Lack of clear guidance for assigning the CAAs in Individualized Educational Programs (IEPs) for students.
 - Uncertainty about whether students can take only one portion of the test, (e.g. math) as CAA part of the CAASPP, and another as Smarter Balanced
 - Test examiner reluctance to administer CAAs to students with the most severe cognitive and developmental disabilities
 - Test examiner and parent perception of a lack of value in the CAAs
- Participants expressed great interest in having access to a repository of short (10–20 minute) **training modules on CAAs-related topics**.

I understand the issue of equity and opportunity students in Moderate/Severe classes are afforded with this assessment, but I don't fully understand the implications of how students may or may not perform on the CAA.

– Session attendee

Parent Engagement

- Only one site administrator was aware of the **Starting Smarter website** recently launched by Smarter Balanced in collaboration with the CDE.
- After a demonstration and individual exploration of the website, participants expressed a high degree of satisfaction with the **quality of resources** provided to parents on the Starting Smarter website.
- Participants reported that excessive scrolling was required to **navigate the Starting Smarter site** and trying to locate specific resources.
- Participants reported their desire to use this website as tool in conversations with their teachers and parents in the context of back-to-school activities.
- Participants reported prior knowledge and use of only some of the informational materials created by the CDE specifically for parents.
- Participants reported their appreciation for having the various communication materials **available in multiple languages** (English plus seven top languages spoken by California students and their families), and suggested additional languages for translations.

I really appreciate the CDE created informational flyers and the new Starting Smarter websites. It's nice to have uniform information to relay to CA families.

– Session attendee

Additional comments and suggestions made by session participants in response to the feedback survey are available in Appendix D.

Recommendations

Based on the feedback, the SCOE has set forth the following set of specific recommendations as to how the CDE may improve their communication with specific stakeholder groups, such as site administrators, teachers, and parents, with assessment-related information.

Additionally, this section includes specific recommendations on actions and communications that will allow the CDE to promote and support the use of the interim assessments, the Digital Library, the CAAs, and various parent engagement tools.

General Recommendations

- Reach out to all school site administrators via **direct email at the beginning of each school year** to provide information and direct links about pertinent back-to-school tools, communications and activities.
- Host an annual series of **Site Administrator Summer Assessment Conversations** in multiple locations across California to create a platform for site administrators to learn about assessment resources and discuss shared practices.
- Encourage site administrators to **sign up for the weekly Assessment Spotlight** listserve that contains information about assessment activities, communication materials, trainings, and more.
- Leverage relationships with professional educator organizations, such as the Association of California School Administrators (ACSA), the California Teacher Association (CTA), and the California Science Teachers Associations (CSTA), in order to **collaborate on the distribution of pertinent assessment-related information** to their respective memberships.
- Develop a number of **short self-paced training sessions** on a variety of assessment topics that might include:
 - Working with assessment systems
 - Assessment administration
 - Review and analysis of test results
 - Drawing connections between assessments and classroom practice.

This may involve gathering additional site administrator feedback on the specific training module topics before convening a group of site administrators, teachers, as well as assessment and curriculum experts to design the content of training sessions.

Recommendations: Interim Assessments

- Continue to emphasize **messaging about interim assessments** as a support for teaching and learning, rather than just a tool to test knowledge.

- Strategize to ensure that **trainings on hand scoring** of assessment items reach more teachers.
- Continue to **seek out and highlight LEAs** that use interim assessments successfully and effectively in the *CAASPP in Action* report series and in Smarter Balanced videos.

Recommendations: Digital Library

- Continue to streamline the format and content of resources, as well as navigation features of the Digital Library.
- Conduct an **advertising campaign for the Digital Library redesign that will be directed at teachers and site administrators**, in addition to assessment coordinators and district leaders. This campaign should emphasize that the Digital Library is a tool for classroom instruction in an effort to garner more interest from teachers and site administrators.
- **Expand the number of high-quality resources** available in the Digital Library including additional English language arts/literacy and mathematics resources, but also resources for science, social science, and English Language Development.
- Continue to emphasize **the direct link between interim assessment results and the resources** available in the Digital Library via the Connections playlists.
- Develop a collection of high-quality **science resources** for the Digital Library.

Recommendations: CAAs

- Collaborate with the Special Education Division of the CDE to **expand and clarify guidance provided to IEP teams** as they determine which students should take the CAAs.
- Once the guidance documents are expanded and clarified, conduct an informational campaign aimed directly at site administrators, school psychologist, special education experts, etc.
- **Continue to assess test items used in the CAAs, as well as the orienting activities**, to ensure that students are assessed in the most effective and efficient way, while producing valid test results.

Recommendations: Parent Engagement

- Collaborate with Smarter Balanced, professional educator associations, and parent engagement liaisons at COEs and school districts to **inform teachers and parents about the availability of the Starting Smarter website**.

- Collaborate with Smarter Balanced to **review the user experience for the Starting Smarter website** to ensure the maximum ease of navigation and access to resources.
- Explore the practical and financial feasibility of additional language options for the Starting Smarter website.

The recommendations put forth in this report are intended to suggest practical next steps toward ensuring that parents, teachers and site administrators of California schools are better informed about statewide assessments, and have easy access to informational materials about assessments.

The SCOE contract team is available at any time to discuss these recommendations and prioritize them for immediate implementation.

Recommendations organized by category and suggested implementation approach are available in Appendix E.

Appendix A

A complete list of LEAs represented in the feedback sessions:

1. Corona Norco Unified School District (USD)
2. Elk Grove USD
3. Jurupa Valley USD
4. Los Angeles USD
5. Long Beach USD
6. Lompoc USD
7. Magnolia Charter School
8. McGill School of Success
9. Monrovia USD
10. National Charter School
11. Natomas Charter School
12. Oxnard USD
13. Palm Springs USD
14. Palmdale USD
15. Placer County Office of Education (COE)
16. Poway USD
17. Redlands USD
18. Roseville Joint Union High School District
19. Saddleback Valley USD
20. Salinas City Elementary School District
21. San Diego USD
22. San Juan USD
23. South Sutter Charter School
24. State Special Schools
25. STREAM Charter School
26. Tehachapi USD
27. Twin Rivers USD
28. Ventura USD
29. Yuba COE

Appendix B

A completed list of counties represented during the feedback sessions, and numbers of county representatives:

County	Number of Attendees
Butte	1
Kern	1
Los Angeles	31
Monterey	1
Orange	3
Placer	4
Riverside	5
Sacramento	4
San Bernardino	1
San Diego	5
Santa Barbara	1
Sutter	1
Ventura	3
Yuba	1
Other (not identified)	1

Appendix C

Site Administrator Convening Agenda

July 11, 18, or 25, 2019

10474 Mather Blvd., Sacramento, CA 95655 | Boardroom

Time	Session
10:00 a.m. – 10:30 a.m.	<i>Welcome Activities</i> Welcome & Introductions Opening remarks by the CDE
10:30 a.m. – 11:45 p.m.	<i>Session 1 – Smarter Balanced Interim Assessments</i> Survey results overview Support for interim assessments and hand scoring New developments (5 minutes)
11:45 a.m. – 12:15 p.m.	Networking Lunch
12:15 p.m. – 1:30 p.m.	<i>Session 2 – Smarter Balanced Digital Library</i> Survey results overview Support for the Digital Library New developments
1:30 p.m. – 1:45 p.m.	Four-Corner Activity
1:45 p.m. – 2:30 p.m.	<i>Session 3 – California Alternate Assessments</i> Survey results overview Support for alternate assessments New developments
2:30 p.m. – 3:25 p.m.	<i>Session 4 – Parent Engagement</i> Starting Smarter overview Starting Smarter Exploration and Feedback Assessment engagement strategies
3:30 p.m. – 3:45 p.m.	Wrap Up and Next Steps

Additional Instructions:

Please bring your fully charged laptops to the meeting.

Appendix D

What was the most valuable thing you gained from this session?

- Knowledge of the library.
- The resources for IABs.
- Starting Smarter and resources provided.
- Info on how to use interim assessments.
- Focus IAB, digital library.
- The “What's your story?” for each session was very helpful to hear from colleagues from other schools /districts. Also, the information regarding upcoming enhancements - CERS and Starting Smarter - Parent resources.
- Website resources.
- Speaking with other admins, hearing about the parent website, and the way the IABs are used.
- Listening and engaging with my colleagues.
- I was grateful to learn more about the library of resources. I believe the information there is extremely useful. I was also very grateful and impressed about the parent resources. I am only sad that I wasn't aware of these opportunities sooner.
- Networking with other job-alike [professionals] and being able to be heard by the CDE.
- Additional ways to use the interim assessments at my school.
- More detailed information about IABs and IACs.
- Hearing how other schools are implementing the IABs and the Starting Smarter resource available to parents were most valuable.
- Learning about CDE resources.
- Sharing of experiences with SCOE and colleagues across the state.
- More insight into hand scoring and the resources for parents.
- Time to share practices with other administrators. I also liked hearing about the new projects.
- Being introduced to the Parent Portal and all the help parents have at their fingertips. Additionally, being able to hear how other districts use the Interim assessments to support student learning.
- The site for parents.

- It was very informative in the fact that I was able to hear what other administrators and coordinators experienced during their testing time. I also really enjoyed exploring the digital library.
- The most valuable thing was the validation that the practices we have in place are putting us on the right track. Hearing best practices from other educators in other districts is valuable in giving each other ideas on how to improve and meet the needs of our students.
- Hearing from other districts in the state was extremely valuable. I appreciated the online resources and the opportunity to discuss with colleagues.
- The ability to interact with other school admin regarding all aspects of state testing and resources.
- Hearing feedback from other administrators across the state who have different experiences and also being able to hold an audience with CDE staff directly without interference from district higher ups.
- Inputs and dialogues with other school districts-help me envision to what is supposed to be done.
- How other sites are utilizing the interim assessments.
- Proper use of IABs includes hand-scoring to inform instruction.

What suggestions for improving CDE feedback sessions might you have?

- I would like to dive deeper in how tests are scored.
- Offer more training sessions on the resources.
- Provide more time for small group collaboration.
- Info on how to utilize SBA claims data and directed support in using the digital library. Maybe, have one of the presenters field specific instructional usage questions from participants and give more information on navigating the filters.
- None. It was great!
- It was well organized but I would suggest as participants are sharing out - perhaps the scribe could have the feedback projected for viewing. I feel this would assist others in visually seeing responses which could assist us in digging deeper.
- Additional drill down information.
- More time to speak with other admins.
- This was well done.
- Provide one for teachers so operational feedback can be improved.
- Keep the topics to be discussed to a minimum. Don't try to cover too many topics in one session.

- More in-depth review of data from IABs and its uses.
- Thank you for this opportunity. I agree that having site administrators as a part of the whole conversation is extremely helpful to the implementation of IABs and ICA at sights. Providing teachers and students with experiences, exposure and increased knowledge about these assessments will be a game changer as we continue to move forward with CAASPP.
- Provide more time for on-line navigation. Many people at my table needed to reset passwords and were not able to keep the pace of the presenter.
- Perhaps an opportunity to send questions in advance.
- Keep involving the Site Leaders as we are the ones to disseminate the information directly to our teachers.
- Maybe having someone with power who can change either the amount of testing or the timing; someone from textbooks who can deal with the misalignment.
- With the bigger districts, like LAUSD, it would be nice if there was more trainings available for teachers to attend back in Los Angeles.
- I feel that the CDE feedback sessions were organized and paced well with a mixture of informative and interactive sessions and activities. Great job!
- Follow up meeting(s) would be outstanding!
- Opportunities to tell more of our individual stories. As an independent study charter, I often feel as though all school types aren't being considered when making decisions.
- I would have liked more time with the Digital Library. I didn't have much to share about CAA since I don't administer so maybe breakout sessions would have been useful.
- The format was fabulous.
- Shorter sessions if possible.
- More of a PD opportunity, along with questions.

What advice would you give other site administrators who are interested in interim assessments but unsure on how to start using them?

- Use them with chapter tests (small chunks) or at least quarterly.
- Check out the resources.
- Have your teachers play with the system in PD first, and allow them to use them as needed at anytime.
- Encourage them to dive in with interim assessment because good information can be gleaned and the assessment can be hand scored by the teachers and data evaluated. Good preparation for SBA.

- Reach out to colleagues who have experience.
- Starting with one grade level and providing professional development specifically for IAB's.
- Access IAB.
- Go into classrooms to observe and/or administer them.
- Just start playing with it.
- I would tell them to navigate the resources on the websites and look through them at their earliest convenience.
- Just ask teachers to do one....go through the website and benefits with them.
- Dig in and get your feet wet. Talk with others about alternate ways of using them. Not only taken in its entirety as an assessment. But short pieces on a daily basis.
- Share all the resources and value in the data.
- Take the time to learn about them - attend any training (as many as possible) to better understand the benefit and value of them.
- Share information about interim assessments with teachers to enlist their engagement. Be open to how the teachers are willing to use is interim assessments and support them in their organic use.
- Use them take the chance with your staff for the students' learning.
- Start simple!
- Use the CDE handouts. Set up a timeline for your site with specific goals.
- Start at a PD with teachers and slowly make it a part of school culture. Having teachers see the benefits will motive them to use it with their students.
- Attend one of these sessions, speak to principals who are using them regularly.
- I would recommend them to just jump in. I feel I learned the most by exploring the site. The resources available are beneficial in preparing our students for the Smarter Balance Assessment.
- I would advise other site administrators to backwards plan and help them show their teachers the value of utilizing the interim assessments as a teaching tool to guide their instruction while hitting the key common ore standards. Also, that it is ok to deviate from adopted core curriculum and plan "outside of the box".
- Start small. I might recommend looking at data from recent SBAC and choosing a block that will provide practice in that area first. Remind them that the IABs are not as much for testing and they are for teaching! Whole class, partners, small group...
- None, because I'm one of those admins who are unsure how to use them in my particular setting.

- Start with a pilot group who is willing to try it on. Once you have data the team will figure out how to best use the information for the future. It's also great to get advice from those who have administered fully.
- Survey to see how often they administer interim assessments and how they use IA by listing ideas, activities (the survey will help).
- Connect with another site to discuss what has worked and where challenges have arisen.
- Start small, gain buy in then add on.

What advice would you give educators who struggle to see the value of interim assessments?

- Trust that you should give them; give the interim; and watch student growth over time.
- Alignment of resources to the IAB.
- It's a useful formative assessment piece, and provides students with valuable exposure to the format of the summative.
- Speak with other site leaders.
- To use as a tool for differentiating instruction, change instructional practices as needed and provide opportunities to expose students to the language of SBAC e-tools, etc.
- Attempt to educate students to test so they are not fearful of questions and format.
- Refer to data from classrooms that do use the IAB.
- This gives you valuable data.
- I would recommend to stay connected to other educators who make good use of them and to stay connected to the resources and organizations available.
- Use it to replace one of your current assessments.
- I would ask them why they would not want to know where their students are at so they can more effectively plan and deliver instruction that is appropriate.
- Share assessment results, reteach resources, and outcomes.
- Share with them the correlation between use of interims and how students actually do on the SBAC. Provide teachers the time and place to learn about them.
- Review summative assessment scores and dig deep to discover student strengths and needs. The interim assessments can serve as a bridge between the desired outcome on summative assessments and student needs.

- Talk with a colleague, look at schools that are using the interim and how they benefit the students overall performance in the summative.
- The interim assessments are valuable for kids to get practice not only taking the CAASPP test in format, but also align well to common core standards. The assessments also can be used as formative assessments.
- Get assistance to check the CDE website for information.
- Show them how they can use bits and pieces to support the standards and they can also use it as a pre and post assessment for students.
- Just do it! At the least, students will get to practice with the platform so it's not so overwhelming on the real test day.
- The interim assessments allow the students to experience the platform prior to testing.
- The advice I would give educators is to help them see the strong connection and correlation the interim assessments have with our state common core standards. We need to help them see that we are not teaching to the test, but are teaching the learning standards utilizing the format of the assessment. All learning and teaching resources can be incorporated in these lessons through thoughtful and strategic planning. Giving our educators the gift of planning time is essential in this piece.
- I think that explaining that the interims are teaching tools, and not assessments is the most valuable part of them.
- We don't currently utilize them but want to so I have none to give.
- I would say stick to IABs or the new shorter version. I think the ICAs are overwhelming and would make teachers and kids dislike them. I would ask how they are using their result data. If you are giving interims and doing nothing with the results I could see how that could be frustrating and have teachers see it as a waste of time.
- One step at a time. Narrow to specific skills. Come up with activities without realizing to teach students to test.
- I'd want to make sure that they see the value of Summative assessments first.
- IABs provide summative assessment format and instructional information.

What do you find most interesting and enticing about the Digital Library?

- Resources.
- The alignment to the IAB results.
- The PD resources.
- Not sure yet?

- Plethora of resources.
- The resources in the Digital Library have been vetted by Statewide Teachers, etc., an excellent tool for teaching.
- Access to sample questions to prepare.
- Lessons are ready to go.
- I am glad that they are trying to make it more user friendly.
- The lessons and units. I think those are great resources, especially for hesitant teachers.
- Broad grade levels available even non-tested grades and the information about the vetting of lessons.
- Not sure. We didn't explore that much.
- Provides resources to reach all students.
- It's a tremendous resource and can be scary to delve into. But, once figuring it out, it can be a useful tool.
- The amount of resources available.
- Wealth of information, different ways you can use and benefit no matter what grade or topic you want information about.
- The vastness of the resources.
- Some of the features that I was not aware of before yesterday. (Save the lesson, rating the lesson....
- The amount of information and resources it has to offer.
- The wealth of resources aligned to the test items.
- I like that you can use the digital library for ALL grade levels!
- The most interesting and enticing part about the Digital Library is the wealth of information and resources educators have at their fingertips. The availability of lessons utilizing a variety of mixed media formats, informational media on a variety of topics to provide background knowledge, etc. All these resources available to meet the diverse needs of our students.
- I am still up in the air as far as using the Digital Library as it is in its present format.
- The availability of resources aligned to the IABs and CAASPP.
- There are resources for K - 12 so I can do a whole staff PD on the digital library.
- Build PDs into the schedule to mandate teachers to explore. Bring up in teacher/principal observation meeting
- Editable templates.

- Overwhelming, not structured as user friendly....

What would you like the CDE to know about the resources created to support educators around assessments?

- Great that there are resources by strand/target.
- Continue to provide easy links between resources and assessments.
- One landing page for everything.
- Accessing the resources may need to be more intuitive.
- They have really thought about what site leaders need.
- The resources provided are great, however, the ease of navigating and actually using seems to bog teachers down. Easier access and perhaps online web Professional Development sessions 15 to 40 minutes.
- Need additional filters to drill down. It is overwhelming.
- Organize them in a more efficient way for easier access.
- Make it easy to navigate.
- Make more of a push to enlighten educators at all levels about the resources...it is where educators should look first for supplementals, before they go to TPT or other resources.
- Educators need more training and exposure to what is offered and available to them.
- I think they are valuable and would like to see information sent directly to administrators.
- Thank you CDE for all your efforts and energy in providing these supports and resources to school sites. I see the importance of sharing this information with my teachers.
- These resources are probably being underutilized across the state. There needs to be a bigger campaign to all stakeholders on the availability of these resources.
- Maintain current and webinars do work with real people to share both challenges and successes.
- We appreciate them.
- That are greatly appreciated, but more educators need to know about the resources.
- Get the word out to more educators about the information in the library that can support administrators and teachers in the schools.
- Is there a way to embed differentiation in the resources?

- I think you are doing a really good job in providing resources that support the standards.
- I think the CDE has done a great job with these resources created to support educators around assessments. The resources are very thorough, include procedures (step by step), graphics are user friendly and allow for easy access. The information presented should be concise and not too wordy.
- Very valuable for administrators. So nice to not reinvent the wheel!
- I really appreciate the CDE created informational flyers and the new Starting Smarter websites. It's nice to have uniform information to relay to CA families.
- Emails should go directly to site administrators if possible. Not all information that gets to district leadership is getting to the site administrators from CDE in some districts. Also if there are power points or google slides or videos that walk you through resources that would be great. Timing is important. The end of the school year was perfect for those of us still on calendar, but students and teachers are gone. I actually have time to attend to resources and information.
- From what I am seeing is resourceful. It is my first time to participate in this session so I do not have much knowledge to discuss further.
- That not all educators are accustomed to standardized assessments, especially if it is not done throughout the school year.
- Must be user friendly.

What would you like the CDE to know about the resources created to support students and families around assessments?

- Not sure. Maybe that students can practice at home.
- let families see instructional resources to better their scores.
- It seems like a great resources to share with families.
- Please consider translating into other languages. CA is multi-lingual. Resources are very helpful. We will be using them in our parent workshops.
- The start smart is great. It gives parents a taste of what is tested.
- This information is a new learning and resource to share with our families.
- Like new and easy understanding format.
- Plan on introducing them to the parent this year and then I'll be able to give better feedback.
- Make it understandable.
- It may be a good idea to highlight how specific sites bring them to life.

- These are excellent...thank you for the help in providing timely and accurate information to teachers.
- Again, more exposure and building awareness of what is there and how they can access and use the resources.
- They are informative and friendly. Again, it is important that administrators know they're available.
- Families need this information as much as educators need them. Thank you for including all stakeholders.
- Need to make sure that these are easily accessible. Yesterday, we experienced some non-functioning links. This will deter many people from these valuable resources.
- Videos, parent-friendly language are critical.
- Continue to grow or add to the app/website for parents. Videos are great!
- Same, we need to get the word out to schools.
- Excellent, I already have materials for Back to School Night.
- This is an amazing tool
- I love that families can see sample questions and allow their child to engage in them. I already added the family resource site to our school website.
- I think the CDE has done an outstanding job with these resources, as I have personally utilized some and disseminated them to my families in anticipation of SBAC assessments. I would like to see more of these resources translated into the languages of our dual language programs. Also, partnering with our district parent liasons to help disseminate information would be beneficial. Most schools and districts might not even know that these resources exist.
- If they are easy to find, and not too wordy, admin will eat them up!
- I appreciate how the resources enable schools to send a uniform message so that we don't have to create it ourselves.
- The more we can provide to them the better. If there are premade slides or power points that helps a lot especially if we can manipulate or adjust them to meet our site needs. Translation in Spanish is also appreciated.
- Families are the other story, which is a struggling task to meet. Perhaps during registration day to explain the importance of SBAC?
- Not all families have internet access, and non-English speaking families (with lower incident languages) will have to rely on community support to access resources.
- More needed in more languages.

In the future, how would you prefer to receive assessment-related information from the CDE?

- Email
- Email with specific info listed in first lines.
- Email.
- Email is fine.
- Through this email.
- Via email.
- Notifications with enticing to make people access it, email.
- Email.
- In less wordy emails.
- Directly through my email.
- I like the weekly Spotlights...keep them up!
- Webinars or face to face training. need to be visual as well as auditory, not just something in print.
- Direct email.
- I will sign up for the listserv.
- Via email.
- Electronic, Library.
- Email.
- Email updates.
- Email and PDs.
- Emails.
- Email.
- In the future, I would prefer to receive information from the CDE via email and through our district LEA.
- Love the emails.
- It depends on the information. Major updates and changes - in person or webinars, smaller updates via email/listserv is fine.
- Directly from CDE.
- Email, webinars, in person meetings.
- Interactive webinars/zoom meetings.
- Email.

Appendix E

The table below represents the recommendations included in the body of this report organized into five categories: Communication, Training, Outreach, Test Design and Other. It also includes suggestions on implementation: internally by the CDE, by the CDE in collaboration with the SCOE, or by the CDE in collaboration with ETS.

Category	CDE
Communication	<p>Continue with messaging about interim assessments to emphasize the value of interim assessments for teaching and learning, rather than just a tool to test knowledge.</p> <p>Continue to emphasize the direct link between interim assessment results and the resources available in the Digital Library via the Connections Playlists.</p> <p>Collaborate with the Special Education Division of the CDE to expand and clarify guidance provided to IEP teams as they determine which students should take the CAAs.</p>
Training	<p>Strategize to ensure that trainings on hand scoring of assessment items reach more teachers.</p>
Outreach	<p>Collaborate with Smarter Balanced to review the user experience for the Starting Smarter website to ensure the maximum ease of navigation and access to resources.</p> <p>Explore the practical and financial feasibility of additional language options for the Starting Smarter website.</p>
Test Design	<p>None.</p>
Other	<p>Continue to streamline the format and content of resources, as well as navigation features of the Digital Library.</p> <p>Expand the number of high-quality resources available in the Digital Library including additional English language arts/literacy and mathematics resources, but also resources for science, social science, and English Language Development.</p>

Category	CDE in Collaboration with the SCOE
Communication	<p>Reach out to all school site administrator via direct email at the beginning of each school year to provide information and direct links about pertinent back-to-school tools, communications and activities.</p> <p>Encourage site administrators to sign up for the weekly <i>Assessment Spotlight</i> listserv that contains information about assessment activities, communication materials, trainings, and more.</p> <p>Continue to seek out and highlight LEAs that use interim assessments successfully and effectively in the CAASPP in Action report series and in Smarter Balanced videos.</p> <p>Collaborate with Smarter Balanced, professional educator associations, and parent engagement liaisons at COEs and school districts to inform teachers and parents about the availability of the Starting Smarter website.</p> <p>Conduct an advertising campaign for Digital Library 2.0 that will be directed at teachers and site administrators, in addition to assessment coordinators and district leaders. This campaign should emphasize that the Digital Library is a tool for classroom instruction in an effort to garner more interest from teachers and site administrators.</p>
Training	<p>Develop a number of short self-paced training sessions on a variety of assessment topics.</p>
Outreach	<p>Host an annual series of Site Administrator Summer Assessment Conversations in four to five locations across California to create a platform for site administrators for discussing and learning about various aspects of student assessments.</p> <p>Leverage relationships with professional educator organizations, such as the Association of California School Administrators (ACSA), the California Teacher Association (CTA), and the California Science Teachers Associations (CSTA), to name just a few, in order to collaborate with those entities in the distribution of pertinent assessment-related information to their respective memberships.</p> <p>Once the guidance documents are expanded and clarified, conduct an informational campaign aimed directly at site administrators, school psychologist, special education experts, etc.</p>
Test Design	None.
Other	Develop a collection of high-quality science resources for the Digital Library.

Category	CDE in Collaboration with ETS
Communication	None.
Training	None.
Outreach	None.
Test Design	Continue to assess test items used in the CAAs, as well as the orienting activities, to ensure that students are assessed in the most effective and efficient way, while producing valid test results.

California Department of Education • September 2019