

**CURRICULUM AND INSTRUCTION STEERING COMMITTEE**

A Committee of the California County Superintendents Educational Services Association

**2015 E-Report**

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| Subcommittee: RAN | | Meeting Date: 1/21/15 | |
| Subcommittee  Lead: | Beth Higbee | **Subcommittee Co-Lead:** | Kathi Felder |
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| Subcommittee Membership | | | Meeting Date: January 21, 2015 | | |
| Region/Agency | **Name** | **Attended** | **Region/Agency** | **Name** | **Attended** |
| 1 Lake | **Stephanie Wayment** | **Yes** | **7 Kings** | **Charlene Stringham** | **Yes** |
| 2 Tehama | **Lorna Manuel** | **Yes** | **8 Kern** | **Kathy Hill** | **Yes** |
| 3 Sacramento | **Rachel Perry** | **Yes** | **9 Imperial** | **Dorene Johnson** | **Yes** |
| 4 Contra Costa | **Pam Tyson** | **Yes** | **10 Riverside** | **Chun-Wu Li** | **Yes** |
| 5 Santa Clara | **Dan Mason** | **Yes** | **11 Los Angeles** | **Kathryn Edwards** | **No** |
| 6 San Joaquin | **Kristin Condit** | **Yes** |  |  |  |

**Meeting Summary**

# Division Update (Diane Hernandez)

California Department of Education-Assessment Division Reorganization

The assessment division of the California Department of Education (CDE) was reorganized last year to create the California Assessment of Student Performance and Progress (CAASPP) office. Due to the increase in the work related to assessment, the CDE reorganized the assessment division again in January 2015.

Michelle Center is now the State Lead for Smarter Balanced. She oversees two offices: the Summative Assessment Office headed by Dr. Linda Hooper and the Digital Library and Interim Assessment Office headed by Jessica Valdez. Don Killmer was appointed as Interim Administrator for the CAASPP Office, formerly headed by Dr. Hooper.

Diane Hernandez, the current Director of the Assessment Development and Administration Division, is retiring this year. Her last day will be February 27, 2015.

Physical Fitness Test Study

A request to waive the administration of the Physical Fitness Test (PFT), body composition portion, for select schools within the Alhambra Unified School District, Moreno Valley Unified School District, and the Visalia Unified School District went to the State Board of Education (SBE) at its January 2015 meeting. This request is to allow these schools to participate in a Fit Study, conducted by the University of California, Berkeley, to examine how height and weight are measured and reported, and to look at other potential methods for measuring Body Composition. The SBE approved the waiver.

Legislative Information

Legislative information pertaining to education in California (e.g., Education Code, regulations, waivers) is available on the CDE Laws and Regulations Web page at <http://www.cde.ca.gov/re/lr/>. The latest information about current bills working through the State Senate and Assembly is available at <http://www.leginfo.ca.gov/>.

# CAASPP Update (Diane Hernandez)

CAASPP Contract

ETS is the current contractor for the CAASPP System. This contract is scheduled to end on December 31, 2015. A Request for Submission (RFS) generated three submissions for the CAASPP contract, which are currently being reviewed by 25 panelists. The CDE will present its recommendation for the contract at the March SBE meeting. It is anticipated that the new contract will begin July 1, 2015 and end December 31, 2018.

CAASPP Apportionment

At the January 2015 SBE meeting, CAASPP apportionment amounts for the 2014–15 school year were approved. The apportionment amounts are based on a per-pupil rate and include apportionment for LEAs that choose to administer a CDE-approved grade 2 diagnostic assessment. The CDE is in the process of determining how local educational agencies (LEAs) will report which students took the grade 2 diagnostic assessments for apportionment purposes. Apportionment will not be provided for the Smarter Balanced Digital Library or Interim Assessments. More information about apportionment rates is available on the CDE SBE agenda Web page, Item #14 at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201501.asp>.

Primary Language Assessment

Until a stand-alone, primary language assessment, aligned to the Common Core State Standards (CCSS) is selected, California will continue to offer on an optional basis, the Reading/Language arts Standards-based Tests in Spanish (STS). A new primary language assessment is expected to be pilot-tested by 2016­–17. On January 28-29, 2015, ETS conducted stakeholder meetings to gather feedback about the content and purpose of a new primary language assessment. In addition to the in-person meetings, the CDE will is hosting an online survey to gather additional feedback from stakeholders.

Expanding CAASPP

Focus groups will meet in spring 2015 to make recommendations as to how the CAASPP System may be expanded. Some considerations are to add history/social science, technology, visual and performing arts, and end-of-course mathematics. The State Superintendent of Public Instruction (SSPI) is required to make recommendations to the SBE by March 1, 2016.

# Smarter Balanced Update (Michelle Center)

Digital Library

At the January SBE meeting, board members discussed the use of the Digital Library. The CDE and SBE want to ensure educators have access to the 2600 resources currently available in the Digital Library, and encourage LEAs to continue to introduce and explain the value of using the resources provided in the Digital Library. Although there are many resources available, not all teachers are using it or even have access. A phone survey is being conducted to determine why some educators are not fully using the Digital Library. It is the goal of the CDE and the SBE to inform teachers about the useful resources that are available for use in the classroom.

Education Stakeholders that do not have access to the Digital Library have expressed interest in supporting and explaining the Digital Library locally. Providing in-depth guidance can be difficult without access. Unfortunately access must be limited, instead of public, because not all states opted for access to the Digital Library. To support and encourage stakeholders who are interested in promoting use of the Digital Library, the CDE recently released several resources to support these efforts, including a Digital Library Fact Sheet that can be shared with stakeholders, and a Digital Library Overview and Sample Resources PowerPoint that provides a tour of the Digital Library and shows some sample resources. These documents are available on the CDE Digital Library Web page at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>. To further support LEAs, ETS is now offering a Help Desk for the Digital Library. New staff has been hired and trained to help answer questions and to give support. The Help Desk can be reached by phone at 855-631-1510 or by e-mail at [caltac@ets.org](mailto:caltac@ets.org).

ETS is currently contacting districts that have not established Digital Library users to provide information about the advantage of using the Digital Library and/or to offer technical assistance if needed.

Interim Assessments

The Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) were both made available on January 28, 2015. Student reports for Interim Assessments will be made available in late February. It is important to note that teachers will need to have access to the Digital Library in order to access their student results from the Interim Assessments. The CDE will not access the Interim Assessment results. Results are strictly for LEA use. The CDE may access whether or not LEAs are using the Interim Assessments.

ETS provided a two-part training Webcast on how to use Interim Assessments on January 15, 2015 (Part I) and January 28, 2015 (Part II). If you were unable to attend these trainings, the archives are available on the CAASPP Trainings Web page at <http://www.californiatac.org/training/caaspp/index.html>.

The CDE produced a table of which grades can access the Interim Assessments for the different grade levels. Students have access to the Interim Assessment at their current grade level, one grade below, and one grade above that level, except in the high and low grade levels. Every grade has access to at least one Interim Assessment. The table is available on the CDE Interim Assessment Availability by Grade Web page at <http://www.cde.ca.gov/ta/tg/ca/interimassessgraderef.asp>. Teachers will be able to administer the ICAs and IABs two times each. This limit is set to avoid overexposure to test items. The CDE may allow more opportunities to take the Interim Assessments in the future if there is a need for LEAs to administer them more often. Currently, the Interim Assessments require teachers to login as a student and to take up one of the student testing opportunities to view the test. The CDE is investigating options that would allow teachers to view the Interim Assessments and use them in a classroom activity without using a student test opportunity.

Interim Assessments are tests, not an item bank. The Interim Assessments are not secure tests. However, they are not public. Items should not be shared publicly (e.g., put in a newsletter).

Summative Assessment

ETS is in the process of conducting Test Administration Workshops for spring 2015 testing. These workshops are being held at various county offices of education and as a Webcast that will be archived. Although the workshops mainly focus on Summative Assessments, a brief overview of the Digital Library also will be included. For more information about workshops and training, visit the CAASPP List of Dates Calendar Web page at <http://www.californiatac.org/calendar/list-of-dates.html>. Registration to attend one of the in-person workshops is available at [Online Test Administration Workshops](http://etsforms.formstack.com/forms/2015_smarter_balanced_online_test_workshops).

Secure iOS8 Browser

The secure browser for the iOS8 operating system was recently released. It is now available for download from the Apple Store. Last year’s browsers must be uninstalled prior to installing the new browser. More information about secure browsers is available on the CAASPP Secure Browser Web page at <http://ca.browsers.airast.org/>.

Summative Assessment Reporting

Summative assessment results will be available online 2-4 weeks after a student completes all components of the test, including scores for the Performance Task. Paper student reports will be sent out 8 weeks after a district has completed testing for all students. Because reports are not batch processed, the paper reporting process cannot start until the entire LEA is done testing. Local scoring is only needed for Interim Assessments and can be done by using the Hand Scoring Module. Summative Assessment performance tasks will be scored by ETS as they have been in the past.

The CDE is currently working on revising the draft student report for CAASPP, which includes Smarter Balanced. Based on recommendations from SBE members, reports will likely look different from the Standardized Testing and Reporting (STAR) reports. The CDE will highlight the information that is important to educators, students, and parents. Overall, the assessment system is meant to show growth. This is a transition year, so information about the reports is still being evaluated and discussed before finalizing the report for 2014–15.

ISAAP Tool

The California Individual Student Assessment Accessibility Profile (ISAAP) Tool can be downloaded from the CDE Student Accessibility Supports Web page at <http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>. The ISAAP process is not instantaneous and can take up to 24 to 48 hours. A video and PowerPoint presentation on how to use the ISAAP Tool is available on the CAASPP Training Video Web page at <http://www.caaspp.org/rsc/videos/archived-webcast_ISAAP-overview-and-instructions.html>.

For questions about CAASPP or Smarter Balanced, contact the CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# Outreach Activities (Mary Tribbey, Senior Assessment Fellow)

CDE is working with contractors and the Senior Assessment Fellows to develop a variety of resources and training that provide useful information about the Digital Library and CAASPP assessments to LEAs and other education stakeholders. Resources and training include the following topics:

* An introduction to Performance Tasks (a broad overview)
* CAASPP 101 (an overview) <http://www.cde.ca.gov/ta/tg/ca/documents/caaspp101.pdf>
* Digital Library (training on using the resources)
* Scheduling (resources for the Summative Assessment)
* Implementation Guide (identifies and discusses available supports)
* The Scoring of the Interim Assessments (Smarter Balanced will provide some of this information)

The Assessment Fellows will be attending the ETS Test Administration Workshops and providing an overview of the Digital Library and the Interim Assessment.

RAN Members provided input to draft talking points that is designed to support district administrators.

# CELDT/ELPAC/ NCSC (Lily Roberts, Sheila Self)

CELDT/ELPAC

The California English Language Development Test (CELDT) will be administered in 2015­–16. The Request for Proposals (RFP) for the English Language Proficiency Assessment for California (ELPAC) has been released and the deadline for responses was extended until February 2, 2015. The tentative start date for the new contract is April 1, 2015.

The current CELDT contract with Educational Data Systems has been extended to cover the 2015–16 test administration and training to support LEAs through the final CELDT assessment. The Scoring Training of Trainers (STOT) Workshops will begin in April. More information about the workshops is available on the CELDT STOT Web page at <http://www.celdt.org/training/stot/>. Additional training is available on the CELDT Training Web page at <http://www.celdt.org/training/>.

NCSC/APAC

The National Center State Collaborative (NCSC) completed its Phase II Pilot Test November 21, 2014. California is now transitioning to the new alternate assessment in English-language Arts (ELA) and mathematics, the California Alternate Assessments (CAA), for students with significant cognitive disabilities. This is a required assessment for all eligible students and the Field Test will be administered this spring. ETS has trained item writers and conducted one item writing workshop. Registration for the alternate assessment will occur in the Test Operations and Management System (TOMS). Because this is a Field Test, there will not be any student-level results. The CDE has submitted a request for a waiver to the U.S. Department of Education to eliminate double testing and is awaiting a response.

CAA Field Test

The CAA Field Test in ELA and mathematics will be administered April 15 through June 10, 2015. The Field Test items are aligned with the CCSS and based on the Core Content Connectors developed by the NCSC. The Field Test will be a computer-based assessment developed by ETS that will be administered one-on-one by a trained test examiner. Students will take 15 items per content area and the administration of Field Test will take approximately 45-90 minutes for each content area. A paper-and-pencil version of the Field Test will not be available.

A Webcast for the CAA Field Test will be held on Wednesday, March 11, at 1:00 p.m. To participate in the Webcast, visit the CAASPP Trainings Web page at <http://caaspp.org/training/index.html>.

More information about the CAA is available on the CDE Alternate Assessment Flash #1 Web page at <http://www.cde.ca.gov/ta/tg/ca/altassessmentflash1.asp>. Additional information about the CELDT and ELPAC is available at <http://www.cde.ca.gov/ta/tg/el/>. Questions about these assessments may be directed to the English Language Proficiency and Alternate Assessments Office by phone at 916-319-0784 or by e-mail at [CELDT@cde.ca.gov](mailto:CELDT@cde.ca.gov), [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov), or [AlternateAssessments@cde.ca.gov](mailto:AlternateAssessments@cde.ca.gov)

# CAHSEE/CHSPE/PFT/GED (John Boivin)

California High School Exit Examination (CAHSEE)

The future of the California High School Exit Examination (CAHSEE) has not yet been determined. Until legislation is proposed, the CAHSEE will continue to be a graduation requirement and will be administered in 2014–15. Information about the CAHSEE is available on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Questions about CAHSEE may be directed to the High School and Physical Fitness Assessment Office by e-mail at [CAHSEE@cde.ca.gov](mailto:CAHSEE@cde.ca.gov) or by phone at 916-445-9449.

California High School Proficiency Exam (CHSPE)

The California High School Proficiency Examination (CHSPE) will eventually be aligned to the CCSS. At this time, there are no changes for the 2014–15 test administration and the current exam will stay in place through 2015–16. The CDE will need to develop an RFP for an assessment that is aligned to the CCSS. Information about the CHSPE is available on the CDE CHSPE Web page at <http://www.cde.ca.gov/ta/tg/sp/chspefaq.asp>. For questions about the CHSPE, contact the CHSPE Office by e-mail at [CHSPE@cde.ca.gov](mailto:CHSPE@cde.ca.gov) or by phone at 916-445-9449.

Physical Fitness Test (PFT)

A 2014–15 Timeline and What’s New Webinar was held on January 29, 2014. An archive of this Webinar is available on the California PFT Trainings Web page at <https://pftdata.org/training.aspx>.

UC Berkeley is conducting a “FIT” study with LEAs across the state to see how various measurements impacts students’ perception of self and their parents.

Additional information about the PFT is available on the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Questions about PFT may be directed to the High School and Physical Fitness Assessment Office by e-mail at [PFT@cde.ca.gov](mailto:PFT@cde.ca.gov) or by phone at 916-445-9449.

High School Equivalency Tests

Three high school equivalency tests (GED®, HiSET®, and TASC™) are available in California for students 18 years old and older (17 years old in some instances) for the purpose of receiving a California High School Equivalency Certificate. The CDE is still in contract negotiations with CTS/McGraw Hill for the TASC™. The decrease in the number of GED® test takers versus the HiSET® is getting national attention. The CDE and other states are interested in aligning all three tests to the same standards and may work together to fund an independent alignment study.

More information about high school equivalency tests is available on the CDE High School Equivalency Tests Web page at <http://www.cde.ca.gov/ta/tg/gd/>. Questions about these assessments should be directed to the High School and Physical Fitness Assessment Office by e-mail at [GEDOffice@cde.ca.gov](mailto:GEDOffice@cde.ca.gov) or by phone at 916-445-9438.

Golden State Seal Merit Diploma

The CDE is in the process of determining which measures can be used to award the Golden State Seal Merit Diploma. The CDE will conduct a work group to evaluate and propose criteria for the Golden State Seal Merit Diploma for 2016 and into the future.

# Accountability Update (Jenny Singh)

AYP

On January 14, 2015, the SBE approved the following proposed amendments to the Accountability Workbook:

1. Base “Pair and Share” on grade three Smarter Balanced assessments. Since assessments were not given to grades kindergarten, one, and two, they will be paired with their feeder school, grade three assessment results.
2. Remove reference to the California Standards Test (CST) assessments and replace it with Smarter Balanced assessments for grades three through eight.
3. Suspend the inclusion of the alternate assessments for the 2015 Adequate Yearly Progress (AYP) only.
4. For the 2015 AYP only, base AYP determinations on Smarter Balanced participation rates and the additional indicators.

* Percent proficient would not be included in the AYP determinations and as such, schools and school districts will not be held responsible for meeting the 100 percent proficient target.

1. Update the definition of socioeconomically disadvantaged to include foster youth, homeless, and migrant students. This is in addition to students who are eligible for Free and Reduced Price Meals and whose parent’s/guardian’s education level is less than a high school graduate.
2. Replace the grade ten CAHSEE assessments with the grade eleven Smarter Balanced assessments.
3. Replace the Academic Performance Index (API) additional indicator with attendance rates for elementary and middle schools.

Before these amendments can be applied to the 2015 AYP reports, they must be approved by the U.S. Department of Education.

State Accountability System

At the March 2014 State Board meeting, the SBE approved the State Superintendent of Public Instruction recommendation to not produce API scores during the transition to the Smarter Balanced assessments. An approval was granted to not calculate the 2013 Base API, 2014 Growth API, and 2015 Growth API.

However, since the March State Board meeting, the SBE developed a template for the Local Control Accountability Plans (LCAPs). These plans are designed to inform parents and the community of the district’s progress implementing the state priorities that were established in the Local Control Funding Formula (LCFF) legislation. Because the LCAP requires reporting of multiple measures, it provides a more comprehensive picture of districts than the current accountability systems.

With the establishment of state priorities and the LCAP, it seems logical for the state accountability system to complement the LCAP for a couple of reasons:

* To reinforce the importance of the state priorities and
* To avoid a division of focus at the local level.

The SBE has indicated that the new state accountability system should have multiple measures and not a single index, which would require a change in legislation.

At the January SBE meeting, the SBE requested that the Technical Design Group and the Public Schools Accountability Act (PSAA) Advisory Committee provide the SBE with some recommendations in the following three areas:

* Options for moving the state accountability system from a single index to multiple measures to highlight the state priorities,
* The most appropriate timing for the release of the next accountability reporting cycle, and
* Options for an alternative point scale for the new accountability system.

2013–14 SARC

The School Accountability Report Card (SARC) online application became available on December 2, 2014, and the suspension/expulsion data was uploaded on January 14, 2015. The CDE is in the process of making some changes to the SARC communication process.

Title III Accountability Key Dates

February 20, 2015

* + Embargoed pre-release of 2014–15 Title III Accountability Reports
  + CELDT California Longitudinal Pupil Achievement Data System (CALPADS) Operational Data Store (ODS) Comparison Data File
  + Business Rules for using CALPADS ODS data for Title III Accountability Reporting

March 19, 2015

* + Embargoed pre-release of Title IIII Accountability closes

April 10, 2015

* + CALPADS ODS Data Extraction

June 2015

* + Release of 2014–15 Preliminary Title IIII Accountability

2013–14 Suspension and Expulsion Data

On January 14, 2015, the CDE released the 2013–14 suspension/expulsion data. There was a 15.2 percent decline in the number of students suspended and a 20 percent decline in the number of students expelled in 2013–14. This marks two consecutive years of declines in both areas.

# Ed Data Management Update (Cindy Kazanis)

Broadbrand Infrastructure Improvement Grant

Infrastructure grants have been awarded to 227 school sites with the average grant award at $100,000 per site to get connected. Only one grant award was not funded in Del Norte County because it is a rural ranch serving only 20 students and the award would have been 9.9 million for one site. The CDE will now focus on the 64 sites that did not receive a bid for the work needed. These LEAs are going to be the more challenging to get connected. A report that highlights connectivity and the role of technology in assessments is due to the legislature on March 1, 2015.

TOMS

TOMS has a number of phases that will be implemented. The system now allows for designated supports and accommodations for ICAs and IABs and also allows for notifications pertaining to scoring. LEAs may be seeing duplicates in TOMS for students that have moved. The CDE is currently working with ETS on a solution and hopes to have this issue resolved soon. There was a request for TOMS to interact with the Special Education Information System (SEIS) to provide direct access for student accessibility information in lieu of the ISAAP Tool. The Education Data Management Division Office suggested LEAs contact SEIS or their current vendor for integration into TOMS.

Paper-and-Pencil Assessments

The CDE received approximately 200 requests to administer Smarter Balanced paper-and-pencil assessments due to technology challenges. The CDE approved 60 sites to take the paper-and-pencil tests. However, out of the 60 that were approved, half opted to take the computer-adaptive test instead. The 30 sites that will take the paper-and-pencil tests represent only about 2,000 students.

# Next RAN Meeting

# Wednesday, March 18, 2015 (Citizen Hotel—Sacramento

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| CISC Goal # 1 | Notes are deeply blended, and multiple goals can be applied simultaneously. See meeting summary above. |
| CISC Only  Districts |
|  |  |
| CISC Goal # 5 | Notes are deeply blended, and multiple goals can be applied simultaneously. See meeting summary above. |
| CISC Only  Districts |