

**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: 5/13/15 | |
| Subcommittee  Lead: | Beth Higbee | **Subcommittee Co-Lead:** | Kathi Felder |
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| Subcommittee Membership | | | Meeting Date: May 13, 2015 | | |
| Region/Agency | **Name** | **Attended** | **Region/Agency** | **Name** | **Attended** |
| 1 Lake | **Stephanie Wayment** | **Yes** | **8** | **Heidi Christensen** | **No** |
| 2 Tehama | **Lorna Manuel** | **Yes** | **9 Imperial** | **Dorene Johnson** | **No** |
| 3 Sacramento | **Rachel Perry** | **Yes** | **9** | **Karla Groth** | **No** |
| 4 Contra Costa | **Pam Tyson** | **Yes** | **10 Riverside** | **Chun-Wu Li** | **Yes** |
| 5 Santa Clara | **Dan Mason** | **Yes** | **11 Los Angeles** | **Kathryn Edwards** | **No** |
| 5 | **Julie High** | **Yes** | **11** | **Judy Sanchez** | **No** |
| 6 San Joaquin | **Kristin Condit** | **Yes** |  | **Beth Higbee** | **Yes** |
| 7 Kings | **Charlene Stringham** | **Yes** |  | **Kathi Felder** | **Yes** |
| 8 Kern | **Kathy Hill** | **Yes** |  |  |  |

**Meeting Summary**

# Division Update (Lily Roberts)

Lily Roberts continues as the Interim Director of the Assessment Development and Administration Division (ADAD) until a replacement can be hired, and Gaye Lauritzen continues as the Interim Administrator of the English Language Proficiency Assessments (ELPA) Office. Amy Park, consultant in ELPA, will be leaving the CDE to move to Georgia. Don Killmer has been hired as the Administrator for the California Assessment of Student Performance and Progress (CAASPP) Office, which now includes the California Alternate Assessment (CAA), and is in the process of hiring two vacant consultant positions.

## New CAASPP Contract

Educational Testing Service (ETS) is the current CAASPP contractor under a contract that will end December 31, 2015. ETS has also been approved by the State Board of Education (SBE) at its May 2015 meeting to be the CAASPP contractor under the new contract that will begin July 1, 2015 and end December 31, 2018. Negotiations following the March 2015 SBE meeting regarding the new contract resulted in several revisions to the scope of work for ETS, some of which included:

* Substitute American Institutes for Research for all work that the scope of work identified as being completed by Computerized Assessments and Learning.
* Add 51 additional workshops to be completed during the initial contract period (July 2015 through December 2018). Increase regional workshops and trainings from a total of five to no fewer than eight site locations (2 north, 2 central, and 4 south). Increase focus groups to 45 total (increase of 30) over the initial contract period (July 2015 through December 2018).
* Support a single sign-on solution in coordination with Smarter Balanced that allows California users to log onto the CAASPP assessment delivery system and the Smarter Balanced systems, including the Digital Library, with the same logon credentials.
* In addition to the required 100 security audits, ETS will conduct up to an additional 30 test security site visit audits annually, as directed by the CDE.
* Provide the same translations for the new California Next Generation Science Standards (CA NGSS) assessments as provided by the Smarter Balanced summative assessments. Provide stacked translations or full Spanish versions for the CA NGSS assessments.
* Expand efforts to maximize the involvement of California educators in hand scoring student responses to CAASPP items and increase professional development opportunities. ETS will involve teachers in five types of large-scale scoring activities: 1) Interim Assessment Scoring Workshops, 2) Summer Scoring Institutes, 3) Range-Finding Meetings, 4) Constructed Response Scoring Modules, and 5) Live Operational Scoring
* ETS will use hand scoring for items that elicit more complex and elaborate student responses. ETS will not expand the current levels of artificial intelligence (AI) scoring unless they meet specific technical criteria and the expectations of the CDE. AI scoring will target only those constructed response items that are designed to elicit a specific correct answer from students.
* Provide the online student-level test results to local educational agencies (LEAs) within two to three weeks after the student completes a content area. Provide teachers with direct access to the online summative test results reporting system.
* Provide an opt-in option for LEAs to receive an electronic version of the individual student report (ISR) within four weeks after the student completes testing. Deliver the paper ISR one week earlier (within five weeks) after the student completes testing. Design and produce an ISR that includes dynamic text on the front and back. Provide the option for an ISR to be reproduced in Spanish if an LEA marks in the Test Operations Management System (TOMS) that the student comes from a Spanish-speaking home. Provide interpretation guides for each ISR format in up to five languages (including Spanish) other than English.

More information on the May 2015 SBE item is available on the CDE SBE Agenda for May 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201505.asp>, Item #1. Attachment 1 specifies the changes to the scope of work.

## CAASPP Independent Evaluation Contract

The bid openings for the independent evaluation of the CAASPP System for 2015–16 through 2016–17 are underway. The purpose of the independent evaluation is to provide independent, objective technical advice and consultation on activities to be undertaken in implementing the CAASPP System. It is expected that the independent evaluation contractor will be selected by June 1, 2015 and will start by July 1, 2015.

## 2015 North/South Meetings

The 2015 Assessment and Accountability Information North meeting will be held on

September 18, 2015, in Sacramento, and the South meeting will be held September 29, 2015, in Ontario. The CDE is asking for input and suggestions regarding what to include on the agenda this year beyond the normal information updates. The aim is to spark continuous improvement and to have more interaction of participants. Several ideas discussed for the agenda have included afternoon sessions of LEAs or teams of LEAs to lead discussion groups on what is working well and to share best practices. Please send suggestions for the 2015 North/South Meetings agenda to the ADAD by phone at 916-319-0803 or to Manuel Bravo, San Joaquin County Office of Education (SJCOE) at 209-468-9255 or by e-mail at [jbravo@sjcoe.net](mailto:jbravo@sjcoe.net).

## CAHSEE Legislation

Senate Bill (SB) 172 (Liu), sponsored by the State Superintendent of Public Instruction (SSPI), would suspend the administration of the California High School Exit Examination (CAHSEE) and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade twelve for the 2016–17, 2017–18, and 2018–19 school years. The bill was placed on the Appropriations Suspense file at the May 4, 2015, Senate Committee hearing. A letter from Keric Ashley is expected to be sent in the next week to provide an update on the status of SB 172 and to describe CDE plans for convening panels of stakeholders to address CAHSEE-related issues and make recommendations for future planning.

## ELD Standards Augmentation

Assembly Bill (AB) 899 was signed by the Governor in October 2013 and requires that the California 2012 English Language Development (ELD) Standards correspond to the standards for mathematics and science. The CDE Language and Policy Leadership Office has been working with WestEd on (1) a Correspondence Study to meet the requirements of AB 899 by identifying the correspondence between the content standards for mathematics and science and the 2012 California ELD Standards and (2) development of materials to “augment” the CA ELD Standards in ways that support their use with descriptions and explanations so that mathematics and science educators have clear guidance for developing curricula, instruction, and assessment that integrates ELD knowledge, skills, and abilities with mathematics and science practices and concepts. The augmentation documents will also assist large-scale test developers to design items and tasks that more precisely target the collaborative, productive, and interpretive language uses and linguistic resources required to engage successfully in mathematics and science discourse and learning. The draft Correspondence Study Report and draft Augmentation documents have been posted on the CDE ELD Standards Web page at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

## Legislative Information

Legislative information pertaining to education in California (e.g., Education Code, regulations, waivers) is available on the CDE Laws & 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/>.

# CELDT/ELPAC (Gaye Lauritzen)

## ELPAC Contract

The proposed timeline for the English Language Proficiency Assessments for California (ELPAC) contract will need to be extended. On March 24, 2015, the CDE publicly posted an intent to award the ELPAC contract to ETS. Two formal bid protests were filed against the awarding of the contract to ETS. The decision on the bid protest is made by the Department of General Services (DGS) and can take up to 60 days. Until the bid protest is resolved by DGS, the ELPAC contract cannot be awarded. As a result, the proposed timeline for the ELPAC contract may be extended by at least two months, which would result in contract approval by mid-June 2015. The California English Language Development Test (CELDT) will continue to be administered until the ELPAC becomes operational. The CDE is doing as much pre-planning as possible so that once the new contract is approved, processes and activities will be expedited.

The tentative timeline for the implementation of the ELPAC is pilot testing in 2015–16, field testing in 2016–17, and operational administration in 2017–18. The initial assessment will be given in the fall, and the summative assessment will be given in the spring.

## ELPAC Regulations

The CDE has been receiving extensive input, both internal and external, on the proposed ELPAC regulations. Following the presentation in March 2015 to the Bilingual Coordinators Network (BCN), the CDE held two focus group meetings by conference call in April. The groups were comprised of 10 BCN members representing various parts of the state, and three English learner (EL) advocates. The calls resulted in recommendations for the CDE to (1) develop guidance for LEAs regarding the process for a parent to appeal the EL classification of the student and (2) provide templates to LEAs for notification to parents on the decision of the appeal (described below). A workgroup from the focus group meetings will convene on May 29 at the BCN to work on addressing the recommendations for the CDE. The CDE hopes to present the proposed ELPAC regulations to the SBE in July for approval of the rulemaking process, which will initiate a 45-day public comment period. Currently, September 8, 2015 is scheduled for the public hearing on the regulations. Regulations must be in place for the tentatively anticipated 2016–17 field test.

The proposed regulations include a parent’s appeal of the child’s initial identification as EL based on the results of the ELPAC. According to the results of the ELPAC, students will be identified initial fluent English proficient (IFEP) or a potential EL. The parent of a student who is identified as a potential EL must be notified by the LEA within 10 calendar days of the parent’s right to appeal the EL classification. The parent has 15 calendar days to request an appeal. The LEA then has 30 calendar days to investigate the EL classification. During this time, the student will receive EL services. The LEA will grant or deny the appeal based on the evidence collected about the student, and notification to the parent of the decision must be in writing. The student will be classified either IFEP or EL. If EL, the student will receive EL services and take the ELPAC Summative in the spring.

## CELDT

The final 2014–15 Edition CELDT Annual Assessment (AA) Post-Data Review Module (DRM) files and paper reports will be provided later than usual this year due to the new process of matching and merging CELDT data with data from the California Longitudinal Pupil Achievement Data System (CALPADS). The CELDT contractor will (1) provide the CELDT Post-DRM AA Window Student Score File (SSF) (called the Merged Post-DRM SSF) in the District Portal of the [www.celdt.org](http://www.celdt.org) Web site in mid-May and (2) print and ship AA Window paper summary reports (Performance Level Summary Report and Roster Report) to LEAs August 1–September 1, 2015. The 2014–15 AA Window data release on CDE’s DataQuest Web site will occur in the summer. As in prior years, LEAs will be provided with a data preview before the public release on DataQuest.

The final 2015–16 Edition Scoring Training of Trainers (STOT) Workshops are scheduled for August 18, 2015 in Costa Mesa and August 20, 2015 in Sacramento. For more information, view the STOT Statewide Workshops Registration Information Web page at <http://celdt.org/training/stot/registration>.

As of May 11, 2015, 19 CELDT administration regional workshops have been scheduled across 14 locations. These workshops are posted on the CELDT Web site on the 2015–16 Regional Workshops List Web page at <http://www.celdt.org/training/stot/regional>.

More information on the CELDT and ELPAC is available on the CDE CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>. Questions about or input for the CELDT or the ELPAC may be directed to the ELPA Office by e-mail at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov) or by phone at 916-319-0784.

# Smarter Balanced (Michelle Center, Linda Hooper, Jessica Valdez)

## Operational Summative Assessment

The launch of the operational summative assessments began March 10, 2015. As of May 11, more than 2.6 million students and almost 1,600 LEAs had begun the summative assessment. On April 28, California reached a maximum of 311,489 concurrent users administering the summative, interim, and CAA simultaneously. Since that time, the number of daily concurrent users has averaged approximately 200,000.

## Appeals

Test administrators can appeal a student’s test administration via the TOMS. The CDE and ETS have currently processed over 20,000 appeals for summative testing generally within the following five categories:

* Test reset—starts the test over. This is used for a student with an individualized education program (IEP) or Section 504 plan who did not receive supports as specified in the IEP or Section 504 plan.
* Test reopen—starts the test where the student left off. This is used for tests that have expired (e.g., internet problem). This is the most common type of appeal.
* Test invalidation—student loses opportunity to test. This is used for security breaches involving students and teachers.
* Grace period exemption—student pauses longer than 20 minutes. This will allow the student to return to previously responded items. To use this appeal, the student’s test must be in a paused state.
* Restore (from a reset)—retrieves a test that was previously reset through a reset appeal and returns student to unanswered items from previous session.

Note: When a test administrator logs into the test administration system, there are various settings for students. The CDE advises test administrators to take advantage of reviewing and selecting the appropriate settings for a student prior to beginning the test to avoid the need for submitting an appeal.

## Online Reporting System

LEA CAASPP coordinators and school site coordinators will access the secure Online Reporting System (ORS) for individual student summative results and preliminary aggregate reports. On May 4, 2015 the ORS was made available to all CAASPP LEA Coordinators. An ORS User Guide and frequently asked questions will soon be available. The release of preliminary results is scheduled as follows:

|  |  |  |
| --- | --- | --- |
| **Grade** | **English Language Arts (ELA)** | **Mathematics** |
| 3 | Available now | Available now |
| 4 | Available now | Available now |
| 5 | Available now | Available now |
| 6 | Available now | Available now |
| 7 | Available now | Available now |
| 8 | Available now | Available now |
| 11 | Available now | Results Forthcoming |

Two to four weeks after the student completes a test in one of the content areas, the student’s summative results will be available for that content area. The ORS will provide users with preliminary aggregate and individual reports by LEA, school, content area, grade level, and student groups. Users of ORS will be able to view the average scale score for a specific group or entity and the number of completed assessments. Users will only have access to their specific LEA or school data. The CDE will also release the aggregate results to the public on the DataQuest Web site after testing has been completed and anticipates that this release will occur in August or early September 2015. Similar to the previous Standardized Testing and Reporting (STAR) Program public reporting site, this public Web site will provide state-, county-, LEA-, and school-level reports by student groups (e.g., gender, race/ethnicity, economic status).

The CDE in collaboration with SJCOE held two Webinars, the first on May 19, 2015 and the second on May 21, 2015 for public information officers and the media to preview the Smarter Balanced student reports. These Webinars may result in some general questions for LEAs. The CDE will be providing a press release regarding the preliminary data, including a definition of “partial” and “preliminary” data. At the next RAN meeting, the CDE will plan to include information on the timeline and format of the public reports. RAN members proposed compiling a summary of feedback from other RAN members and LEA staff regarding Smarter Balanced assessment administration issues for possible inclusion in the CAASPP updates.

Note: The data available in the CAASPP ORS of partial and preliminary aggregate results are not appropriate for public release. The ORS will have a feature that will flag results as preliminary or not. As a real-time system, results will change as additional data is received and relevant appeals and rescores are processed. These changes may result in final scores being higher or lower than the preliminary results posted to the ORS. The CDE recommends that data from the ORS only be released publically following the state level release of assessment data that occurs in August. Scores and achievement levels from the Smarter Balanced assessments **cannot and should not** be compared with data from the STAR Program because (1) different standards are being assessed; (2) different assessment methods are being used; and (3) different levels of cognitive rigor are being assessed.

## Individual Score Reports

Samples of the ISRs are posted on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/caaspp15rpttalkpts.asp>. The CDE will be providing paper ISRs that will go to parents and guardians approximately eight weeks following the paper and pencil testing. Parent Guides are coming soon and will be translated into the top five languages, and a Student Score Report Video is planned to explain the components of the ISRs.

## Post-test Workshops and Webcast

Five post-test training workshops were conducted for LEA CAASPP coordinators during May. Additional workshops may be scheduled in June. A complete listing of workshop dates is available on the CAASPP Web site at <http://www.caaspp.org/calendar/list-of-dates.html>.

The post-test training covers the following topics: (1) interpretation of results, (2) overview of summary reports, (3) overview of the individual student reports, and (4) appropriate uses of CAASPP assessment data. LEA CAASPP coordinators also have the option of viewing the archived Webcast available on the CAASPP Web site at <http://www.caaspp.org/training/caaspp/index.html>.

## Interim Assessments

Over 1.6 million interim assessments have been administered across 1,100 California LEAs.

On March 25, 2015, the CDE launched the Smarter Balanced Interim Assessment Reporting System (IA Reporting System) through the CAASPP Web site at <http://www.caaspp.org>. To support LEAs in using the IA Reporting System, several resources have been developed and made available through the CAASPP Web site: (1) Quick Start Guide; (2) User Guide; and (3) Training Video. On May 5, 2015, the Interim Assessment Viewing System was released that allows users to preview interim assessments prior to administering them. On May 11, 2015, the Interim Assessment Hand Scoring Training Guides and Exemplars were posted on the TOMS “Help” page that allows users to preview hand scoring guides prior to scoring. (Note: These Hand Scoring Training Guides/Exemplars are the same resources that are available in the Interim Assessment Hand Scoring System.)

More information on interim assessments is available on the CDE Interim Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

## Digital Library

A new Digital Library landing page and Digital Library Training Video will be available in June 2015. The Training Video will provide help in how to navigate and search the Digital Library and provide information on formative assessment strategies. The CDE continues to encourage LEA coordinators to register all teachers for the Digital Library. LEA CAASPP Coordinators who need assistance registering new users are encouraged to contact the Digital Library Help Desk by phone at 855-631-1510. More information about the Digital Library is located on the CDE Digital Library Web page at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>.

## New Resources

The CDE CAASPP Communications Toolkit Web page is continually being updated, and there are many new and helpful resources. On April 21, 2015 the CDE posted “Smarter Balanced Communication Tools,” which is a link to various materials provided by the Smarter Balanced Assessment Consortium to assist schools and districts as they communicate with parents and the public about the new assessment system. It is located on the CDE CAASPP Communications Toolkit Web page at <http://www.cde.ca.gov/ta/tg/ca/communicationskit.asp>.

Questions about or input for the Smarter Balanced Assessment System may be directed to the CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# CAASPP Update (Don Killmer)

## Next Generation Science Assessments

The CDE is in the process of developing new science assessments based on the CA NGSS. During the transition to the new science assessments, the 2014–15 CAASPP System encompasses the Elementary and Secondary Education Act (ESEA)-required science assessments in grades five, eight, and ten (i.e., California Standards Test [CST], California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA]). These federally-required science assessments will continue to be administered until new assessments aligned to the CA NGSS are available. The CDE anticipates pilot testing new science assessments in 2016–17, with field testing in 2017–18 followed by operational testing in 2018–19. The blueprints for the new science assessments are scheduled to be presented to the SBE at its November 2015 meeting.

## Stakeholder Meetings

The CDE is gathering additional feedback regarding the new science assessments. On

April 28–29, 2015, the CDE, in collaboration with ETS, convened two one-day meetings in Sacramento to obtain input from stakeholders regarding the content of a proposed digital center for science assessments. The proposed digital center for science assessments would house science formative tools and processes for use by California K–12 science educators to improve teaching and learning as recommended by the CA NGSS. The summary of these stakeholder meetings will be provided when results are available.

## CAASPP Contract Work

As part of the current CAASPP contract work, ETS will develop a crosswalk of the 1998 California science content standards to the CA NGSS and conduct an alignment study of the CST and CMA science item bank to the CA NGSS. All NGSS assessments will be computer-based including alternate science assessments.

## National NGSS Assessment Items Collaborative

The CDE, as a member state, is working with the Council of Chief State School Officers (CCSSO) Science Assessment Items Collaborative (SAIC) to develop high-quality assessment resources aligned to the NGSS that could be used by member states as they build state science assessments. The project is divided into two phases. Phase one runs from December 2014 through May 2015 and focuses on the development of an assessment framework that will address overall test design, item specifications, content parameters, model items, and accessibility. Phase two, scheduled to run from July 2015 through June 2016 will focus on the development of a secure item bank to be shared with participating states. The draft assessment framework and item specifications will be discussed at a CCSSO SAIC meeting in May 2015.

## Stanford Center for Assessment, Learning and Equity (SCALE) Project

The CDE is engaged in a two-year project with Stanford University staff who received a grant from the S. D. Bechtel Jr. Foundation to assist states, including California, in building a coherent system of formative and summative science assessments aligned to the CA NGSS for grades three through five and six through eight. An initial conference of select international, national, and state representatives was held at Stanford University on March 16–17, 2015. Diane Hernandez, former Director of ADAD, represented the CDE at this conference. The goals of the meeting included a discussion of existing approaches to assessment and types of assessment tasks from sources worldwide that might prove promising in measuring student achievement related to the NGSS; provide feedback on a proposed process, tools and criteria to evaluate the capability of assessment tasks addressing the NGSS performance expectations; and identify the parameters (legal, technological, economic, temporal, and practical) within which states must work and the consequences for the development and administration of science assessments and the analysis of science assessment data.

More information about the development of the new science assessments can be found on the CDE Science Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

## CAASPP Expansion

The new CAASPP contract to begin July 1 will include the development of (1) the new science tests at grades five, eight, and ten to meet ESEA requirements; (2) the Primary Language Assessment; and (3) the new tests in history-social science, end-of-course mathematics, technology, and visual and performing arts to expand the CAASPP. Stakeholder meetings were held in March and April to provide feedback on how the CAASPP System should be expanded. The CDE will provide an SSPI report and recommendations that will go to the SBE prior to the SBE March 2016 deadline. Expansion of CAASPP is not currently funded; therefore, all expansion recommendations must be part of the SSPI’s recommendation to the Governor and the Legislature.

## CAA Field Test

The CAA Field Test window opened on April 15, 2015. The last day of testing will be June 10, 2015. Eligible students who take the test are given 15 items each in ELA and mathematics. Each content area will take approximately 45–60 minutes to complete. The tests are computer-based and administered one-on-one with the examiner. A Braille version is not available for the field test but is scheduled to be available for the operational test.

Currently, 752 LEAs that previously administered the CAPA have not yet registered for the CAA field test**. The CAA field test is not a voluntary test. The CAA is required for all eligible students in grades three through eight and eleven.** It is likely that the U.S. Department of Education (ED) will require California to use participation in the CAA field test as an indicator for federal accountability in 2015. The CAA field test includes several communications questions at the beginning of the test to allow some students (such as those who are the most significantly impaired and/or medically fragile and who may not be able to complete the CAA field test even with designated supports) to stop the test after attempting the communications questions. In these cases, the students would still be counted as participants for accountability. The CDE is requesting help from RAN members to let other LEAs know that the CAA field is a mandated test.

All three tiers of the CAA field test are presented to each student. As the development of the CAA moves forward, it is anticipated that the 2016 operational test will have three tiers, the third tier having the most complex items. The operational test is scheduled to include a locator test that students would take prior to the operational test to determine which tier the student would take for the operational test.

The development of the CAA will continue to be done by ETS. The blueprints and design for the CAA are scheduled to be presented to the SBE at its July 2015 meeting. A review panel is being convened to assist in writing and reviewing items for the development of the new CAA. RAN members are encouraged to apply for the panel.

More information on the CAASPP is available on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/>. Questions about or input for the CAASPP may be directed to the CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# High School and Physical Fitness Assessments Office (John Boivin)

## CAHSEE

The CDE is waiting for the legislature to decide on SB 172, which was placed on the Appropriations Suspension file on May 4, 2015. The current understanding is that the Governor, the SSPI, the Senate and Assembly Appropriations Committees and Education Committees, and the President pro Tempore are in support of SB 172. There have been discussions to make SB 172 urgency legislation or to include urgency legislation language in the 2016–17 Budget Bill so that SB 172 would take effect July 1, 2015. If this occurs, students who had not passed the CAHSEE by July 1 would have the CAHSEE requirement waived and could be eligible for a diploma if they met all other graduation requirements of the LEA. If this does not occur, it is currently unclear how students who have not passed the CAHSEE by July 1 would meet the CAHSEE requirement because the May 12–13, 2015 CAHSEE testing dates were the last administrations that have been funded. Therefore, the CDE is recommending that students not register for the July 21–22, 2015, test dates. If SB 172 does not pass, there may be legislation to extend the exam or to develop criteria to use grade eleven Smarter Balanced results in lieu of CAHSEE. California has requested an amendment to its federal Accountability Workbook to use grade eleven Smarter Balanced results rather than grade ten CAHSEE results for 2015 accountability reports; however, the ED has not yet responded to the request. More information regarding SB 172 will be provided in a communication from Keric Ashley to be sent within the next week.

More information about the CAHSEE, California High School Proficiency Examination (CHSPE), or High School Equivalency Tests is available on the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/>. Questions about these assessments should be directed to the High School and Physical Fitness Assessment Office by phone at 916-445-9438.

# Accountability Update (Jenny Singh)

## New State Accountability System Development

At the May 2015 meeting, the SBE discussed transitioning to a new California accountability system that would coherently support the goals of continuous improvement. Members provided feedback regarding the proposed concepts for performance and growth according to state priorities, while striving to reflect a “holistic, multidimensional assessment” of LEA and school performance. The CDE is continuing its work with the California Comprehensive Center at WestEd to convene stakeholder meetings to gather information and feedback on system elements, system coherence, examples from other states or LEAs, ideas for design, defining college and career readiness, alignment, student growth, and prioritizing indicators. Results from feedback will be used to develop a comprehensive Framework and Implementation Plan for the new accountability system that is scheduled to be presented at the November 2015 SBE meeting. To review the May 2015 SBE item, visit the SBE Agenda for May 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201505.asp>, Item #10.

## 2015 AYP Update

**Attendance Rate Target for Elementary and Middle Schools:** At the January 2015 meeting, the SBE approved recommended changes to the federal accountability workbook, which would impact the 2015 Adequate Yearly Progress (AYP). The complete list of the seven recommendations is on the SBE Agenda for January 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201501.asp>, Item #2. One of the seven recommendations, which the SBE approved, was to use attendance rates for AYP as the additional indicator for elementary and middle schools in lieu of the Academic Performance Index (API). At the May 2015 SBE meeting, the SSPI recommended the attendance rate target be established at 90 percent. This target was recommended after review of other states that used attendance rates as an additional indicator. The SBE responded that prior to deciding on a target, it wanted to review Average Daily Attendance (ADA) data for elementary and middle schools. As a result, the CDE will be collecting ADA data from LEAs shortly. Once a decision has been made on the attendance rate target, the CDE will notify accountability coordinators.

**Participation Rate Criteria:** The CDE e-mailed an April 22, 2015 letter and a May 12, 2015 letter to accountability coordinators regarding the participation rate for the 2015 AYP. Both letters are posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. The letters provided information regarding changes to the denominator and numerator for the participation rate:

* **Denominator:** Any student enrolled on the first day of testing or any student transferring into a school after the first day of testing but before the end of the testing window (i.e., end of the school year) will be included in the denominator. The first day of testing is established when the first student at the school site logs onto the ELA and/or mathematics of the Smarter Balanced Summative Assessments. Students will be **removed** from the participation rate denominator if:  
  1. A student has a medical emergency. This is intended for students who have a medical emergency near the end of the testing window. Home/hospital programs are not automatically exempt.   
     + On May 11, 2015 the Condition Codes functionality in TOMS was re-launched. LEAs are now able to assign the condition code of ‘Not Tested due to Significant Medical Emergency (NTE)’ for the specific content area that the student did not take due to the medical emergency.
  2. An EL student who first enrolled in a U.S. school **after April 15, 2014**, and does not take the ELA computer-adaptive test (CAT) and the performance task (PT).   
     + These EL students are *not required*to take the **ELA** portion of the Smarter Balanced Summative Assessment. If the student chooses to participate in the ELA CAT and PT, the student will be included in the numerator and denominator of the participation rate.
     + These EL students are *required* to take the **mathematics CAT and PT** and will be included in the participation rate.
     + As in prior AYP reporting, ELA and mathematics results will be excluded from the percent proficient calculations.
* **Numerator:** Any student who logs onto both the CAT and the PT in the same content area will be included in the numerator. Note: If a student logs onto only the PT, but not the CAT, the student would not be counted as participating and not included in the numerator.

**Participation Rate Inclusion/Exclusion Rules:** The ED does not recognize California’s law that allows parents/guardians to opt their children from testing. As a result, these students will be counted as not participating (i.e., included in the denominator but not included in the numerator).

Students who use an individualized aid that changes the construct of the assessment will also be counted as not participating (i.e., included in the denominator but not included in the numerator). The Academic Accountability Unit will receive a file from the CAASPP Office identifying which students using an individualized aid changed the construct of the assessment.

A student enrolled on the first day of testing who leaves before starting or completing the Smarter Balanced summative assessments will be counted as not participating (i.e., included in the denominator but not included in the numerator). However, if this same student enrolls in another California school before the new school’s testing window closes (i.e., end of the school year), this school is responsible for testing the student and will be included in the new school’s participation rate.

**Two 14-Day Grace Period Exceptions:** Because the Smarter Balanced summative assessments require several days to administer, the CDE will apply two 14-days grace periods: one at the beginning and one at the end of each school’s testing timeframe. The grace periods will alleviate the burden placed on schools to administer the assessments to students when they move/transfer too early or very late during the testing timeframe.

* The first 14-day grace period will be applied at the beginning of a school’s first day of testing. The first day of testing is established when the first student at the school logs onto the ELA and/or mathematics Smarter Balanced summative assessments.
* The second 14-day grace period will be applied at the end of a school’s testing window. The end of the testing window is the end of the school’s academic year.

The May 12, 2015 letter to accountability coordinators provides examples of when a student will be included/excluded in the participation rate, including examples of the 14-day grace period exceptions.

More information about academic accountability is on the CDE Academic Accountability Reporting Web page at <http://www.cde.ca.gov/ta/ac/ar/>. For questions about accountability, contact the academic accountability team by e-mail at [aau@cde.ca.gov](mailto:aau@cde.ca.gov) or by phone at

916-319-0863.

# Ed Data Management Update (Cindy Kazanis, Mariann Bjorkman)

The peak concurrent users occurred on April 28, with 311,000 students testing at the same time. A couple of days later, on April 30, 2015, before 10 a.m., some schools experienced a slow-down when trying to log onto the testing system. This slow-down was the result of a software update to devices used for testing. They were not due to any outside effort to compromise the system. The software update, designed to improve online accommodations for students with special needs, created a one-time delay as students logged on. CDE has worked with their testing contractor to ensure that the communication to the field for any future events is shared in a concise and timely manner.

The K–12 High Speed Network (K12HSN), as part of the Broadband Infrastructure Improvement Grant (BIIG) program, is moving forward with 171 sites for improved broadband infrastructure. The BIIG program was established through the 2014–15 Budget Act (SB 852), which allocated $26,689,000 to support network connectivity infrastructure grants and the completion of a statewide report of network connectivity by the K12HSN in consultation with the CDE and SBE.

Seven new language codes will be added to the CALPADS Language Code Set (66-Amharic, 67-Bulgarian, 68-Kikuyu [Gikuyu], 69-Kashmiri, 70-Swedish, 71-Zapoteco, 72-Uzbek). Regarding annual assessment submissions, CALPADS staff and Assessment Coordinators must communicate issues for the most up-to-date student data. Assessment data does not go through the CALPADS certification process. LEAs need to update student data as needed.

The current CALPADS assessment reports inventory is undergoing changes. The goal is to provide LEAs with relevant, user-friendly reports. The twelve CAHSEE reports will be reduced to five, and CELDT reports will be more streamlined too. Handouts were provided to RAN members for the new reports. STAR reports and CAASPP reports are also being reviewed. AYP/API reports will be placed under a new tab in CALPADS. If RAN members have ideas or suggestions on content for these reports, please contact Mariann Bjorkman by e-mail at [mbjorkman@cde.ca.gov](mailto:mbjorkman@cde.ca.gov). Our goal is to provide reports that will assist LEAs in their work. These reports will have a “soft” roll out in September. A small number of LEAs will provide additional suggestions and insight with live data, and then CALPADS will send communication when the reports are ready for state-wide use.

For questions about CALPADS, contact the CALPADS Office by e-mail at [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov) or by phone at 916-324-6738.

# Outreach Activities and Smarter Balanced (Mary Tribbey, Senior Assessment Fellow)

The CDE continues to work with contractors and the Senior Assessment Fellows to gather input, develop a variety of resources, and provide training and technical assistance for LEAs and schools currently administering the Smarter Balanced assessments. The current outreach topics include:

* Smarter Balanced summative assessment reports/results
  + Electronic (preliminary) results
  + Paper reports and data files
  + Information and messaging
* Interim assessments and planning
* Digital Library and planning
  + Formative assessment practice

RAN members reviewed a variety of communication tools for LEAs to help them describe and use Smarter Balanced score reports/student results with teachers, students, and parents, including information and resources for LEAs and teachers about summative assessment hand scoring. RAN members also reviewed navigation of the [www.caaspp.org](http://www.caaspp.org) Web site regarding how teachers can view the comprehensive and block interim assessments, including resources for local hand scoring of interim assessments. Teachers must have a TOMS log-in to view the interim assessments and resources. Kathy Caric, Senior Assessment Fellow, is retiring.

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

# Next RAN Meeting

Thursday, July 16, 2015 (Citizen Hotel—Sacramento)