

**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: 11/10/15 |
| Subcommittee Lead: |  Beth Higbee | **Subcommittee Co-Lead:** | Kathi Felder |
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| Subcommittee Membership  | Meeting Date: July 23, 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** |  **Yes** |
| 3 Sacramento | **Rachel Perry** |  **Yes**  | **9**  | **Karla Groth** |  **Yes** |
| 4 Contra Costa | **Pam Tyson** |  **Yes** | **10 Riverside** | **Chun-Wu Li** |  **Yes** |
| 5 Santa Clara | **Dan Mason** |  **Yes** | **11 Los Angeles** | **Kathryn Edwards** |  **Yes** |
| 5 | **Julie High** |  **No** | **11** | **Judy Sanchez** |  **No** |
| 6 San Joaquin | **Kristin Condit** |  **Yes** |  | **Beth Higbee** |  **Yes** |
| 7 Kings | **Charlene Stringham** |  **No** |  | **Kathi Felder** |  **Yes** |
| 8 Kern | **Kathy Hill** |  **Yes** |  |  |  |

**Meeting Summary**

# Division Update (John Boivin and Deborah Baumgartner)

## CAHSEE (SB 172)

Senate Bill (SB) 172 (Liu) was signed by the Governor on October 7, 2015. This law suspends the administration of the California High School Exit Examination (CAHSEE) and the requirement that students completing grade twelve successfully pass the high school exit examination as a condition of receiving a diploma of graduation from high school for the

2015–16, 2016–17, and 2017–18 school years. It requires local educational agencies (LEAs) to grant a diploma to any student who completed grade twelve in the 2003–04 school year, or a subsequent school year, and has met all applicable graduation requirements other than passage of the high school exit examination.

SB 172 takes effect January 1, 2016, at which time LEAs are permitted to issue diplomas to eligible students. However, for the Class of 2015, SB 725 (Hancock) was signed by the Governor on August 26, 2015, and took effect immediately. It allows LEAs to immediately issue diplomas to students who completed grade twelve in 2015 and who have met all other high school graduation requirements except meeting the exit examination requirement.

SB 172 also requires the State Superintendent of Public Instruction (SSPI) to convene an advisory panel to provide recommendations on the continuation of the high school exit examination and on alternative pathways to satisfy the high school graduation requirements pursuant to California *Education Code (EC)* sections 51224.5 and 51225.3. To meet this requirement, the CDE is currently determining the key tasks and timeline, developing an advisory panel, composing an internal CDE task group, and researching the laws and policies in other states. CDE staff are planning an orientation advisory group meeting, five regional meetings, and a final summary advisory panel meeting. The five regional meetings will gather input from local educators and the public. The legislative proposals will need to be drafted by fall 2016. The advisory panel recommendations are scheduled for adoption at the July 2016 State Board of Education (SBE) meeting.

SB 172 does not require the CDE or LEAs to conduct outreach to prior students who did not receive a diploma due to missing the exit examination requirement. Also, the intent of the law is that students eligible for a diploma under SB 172 would not be required to meet any additional local or state requirements that have changed since 2003. Please note that SB 172 does require diplomas to specify the year of the current graduating class (i.e., 2016) as the year of graduation for the eligible prior students. The law does not allow the CDE or LEAs to change graduation results on assessment or accountability reports as a result of implementing SB 172.

Additional information about AB 172 is provided in the frequently asked questions that are posted to the CDE CAHSEE Web site at <http://www.cde.ca.gov/ta/tg/hs/cahseesuspendfaq.asp>.

## CHSPE/High School Equivalency Tests (SB 252)

SB 252 (Leno), supported by the SSPI, was signed by the Governor on September 30, 2015. It prohibits the CDE from charging the fee for high school equivalency and proficiency examination applications for a homeless child or youth under 25 years of age with verification of his or her status as a homeless youth. Existing law authorizes the CDE to charge a fee for each examination application for the California High School Proficiency Examination (CHSPE), General Educational Development (GED) Test, High School Equivalency Test (HiSET®), and Test Assessing Secondary Completion (TASC™). SB 252 authorizes the SSPI to use surplus funds, as defined, from the General Education Development Fund Account to pay for the exam costs of homeless youth and would require the SSPI to submit a report on the impact of this bill for each exam to the Legislature by December 1, 2018. The bill requires the SBE to adopt emergency regulations to implement the requirements of this bill. It is likely the regulations will take at least a year or longer to be approved, and contract negotiations will also need to occur. It is anticipated this legislation will take between one to two years to begin implementation.

More information about the CAHSEE, 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.

## Program Updates

The Assessment Development and Administration Division (ADAD) has been very busy coordinating activities surrounding stakeholder feedback on several assessments, including the student score reports for year two of the Smarter Balanced assessments, and the guiding principles for the Superintendents’ recommendations for CAASPP expansion scheduled to be presented to the State Board of Education in March 2016. Work has continued around the CAASPP expansion, the California Alternate Assessments (CAA), and the transition from the California English Language Development Tests (CELDT) to the English Language Proficiency Assessments for California (ELPAC). Updates will be provided today on all of the topics. The ADAD prepared and presented five SBE items in November 2015 and is scheduled to present nine items in January 2016.

### CAASPP Regulations

At its November 2015 meeting, the SBE approved emergency regulations for the California Assessment of Student Performance and Progress (CAASPP). The regulations were needed to (1) update and improve the test administration process since the completion of testing on July 2015, (2) align with Smarter Balanced Assessment Consortium (Smarter Balanced) Usability, Accessibility, and Accommodations Guidelines changes, and (3) update testing procedures and policies from the California Alternate Performance Assessment (CAPA) to the new California Alternate Assessment (CAA). The regulations amended the August 27, 2014 regulations and include:

* Recognizing the CAA as the successor alternate assessment to the CAPA for English language arts (ELA) and mathematics.
* Clarifying the language used with respect to accessibility supports that can and cannot be used in CAASPP assessments by redefining “resources,” adding new definitions for “instructional supports” and “unlisted resources” and clarifying the process by which “unlisted resources” may be approved as “resources” for use on CAASPP tests.
* Clarifying the testing process by revising the language regarding when pupils should be tested and the particular grade level a student should be tested for, as well as adding a separate section to clarify when a pupil is considered to be an “eligible pupil” for purposes of taking a specific assessment. The testing window must be a minimum of 25 instructional days.
* Adding a new section to address what accessibility supports may be utilized by a pupil taking the CAA.
* Clarifying the periods of time in which testing can be conducted to give LEAs more local control regarding when a school or track will conduct its testing within the available testing window by adding the option for LEAs to select up to six testing periods to accommodate different tracks or school calendars and to establish an available testing window for the CAA.
* Establishing guidelines for LEAs to file appeals for taking certain actions that may be taken during testing to conform to Smarter Balanced policies and CDE’s contractor requirements.

More information about the CAASPP regulations items is available on the CDE SBE Agenda for November 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201511.asp>, Item #5 and Item #6.

Legislative information pertaining to education in California (e.g., *EC*, 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/>.

### CAASPP Expansion

Assembly Bill (AB) 484 (Chapter 489, Statutes of 2013) that established CAASPP included amendments to the *EC* requiring the SSPI to submit to the SBE, no later than March 1, 2016, recommendations for assessments to expand the CAASPP. The recommendations must consider assessments in history-social science, technology, visual and performing arts, and other subjects as appropriate, such as ELA, science, and mathematics end-of-course assessments. Stakeholder meetings were held in spring 2015 to gather input on how CAASPP should be expanded, and the CDE and partners are scheduling meetings for the development of guiding principles to be presented at the January 2016 SBE meeting. These meetings, potential additional meetings, and guiding principles will lead to the presentation of the SSPI recommendations for the expansion of the CAASPP System at the March 2016 SBE meeting.

## Training Opportunities

The 2016 CAASPP testing window will begin January 19, 2016. Trainings for the administration of the 2016 CAASPP will occur between mid-January and mid-February, 2016. The CDE is currently working with its contractors on the development and completion of teacher guides, and the teacher guides will be rolled out for each grade level as they become finalized. Other workshops and institutes have begun and are being held during 2015–16, such as the Interim Assessment (IA) hand scoring workshops, the CAASPP Institutes, and the Train-the-Trainer (TTT) Institute for county office of education (COE) teams. The CDE is working on providing access to the materials from those workshops and institutes and clarifying the expected outcomes of the trainings.

# Smarter Balanced (Linda Hooper, Jessica Valdez, and Keith Smith)

## Smarter Balanced SAs

### 2015 Final Summary Reports

The CDE CAASPP public reporting site was updated on November 13, 2015 with the final summary reports for the 2015 Smarter Balanced Summative Assessments (SAs). In response to feedback from stakeholders, the link to the CAASPP Public Web site was moved to a more visible location on the CDE CAASPP System Web page to make the results easier to find.

### User Roles in the TOMS

User roles have been developed to allow different users to access information within the Test Operations Management System (TOMS). With this feature, LEA CAASPP coordinators or CAASPP test site coordinators can assign user roles to define which systems can be accessed and which level of student data is available to various LEA staff. User roles have been created to address privacy requirements that limit accessibility. Six new user roles have been created for 2015: (1) Test Examiner, (2) Test Administrator & Test Examiner, (3) Interim Assessment Administrator Only, (4) Educator–District, (5) Educator–Test Site, and (6) Educator–Roster. For the Educator–Roster role, the CDE is working on releasing an enhancement in late December 2015 or January 2016 to allow for bulk uploads of student rosters. Also, historical student test results data is a feature that will be included in the Online Reporting System (ORS) in the future. The user role definitions are provided on the CAASPP User Roles in the TOMS Web page at <http://www.caaspp.org/administration/toms/toms-users.html>.

### 2016 Smarter Balanced Assessments Launch

The launch of the 2016 Smarter Balanced assessments will begin January 19, 2016 and will include both Smarter Balanced paper-pencil and online testing. January 19 is the beginning of the overall testing window, however the SAs will be available only during the LEA’s selected testing window. Also, the CDE has updated the CAASPP Matrix One, which displays the universal tools, designated supports, and accommodations allowed as part of the CAASPP. The CDE will post the updated Matrix One after the CAASPP regulations are finalized. Matrix One and other accessibility resources can be found on the CDE CAASPP Student Accessibility Supports Web page at <http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

### Recruitment for Hand Scoring

The Educational Testing Services (ETS) is seeking educators to participate in the hand scoring of the Smarter Balanced SAs for the 2016 spring administration for ELA (short text and essay responses) or mathematics (short text responses). Interested participants should apply by February 1, 2016. Scoring will take place from March through July 2016. Raters who successfully pass the certification exam will be eligible to score the assessments. More information is provided at <http://www.caaspp.org/rsc/pdfs/CAASPP.handscoring_web-flyer.2015.pdf>. Educators who are interested can apply online on the CAASPP Web page at <http://www.caaspp.org/>.

### Student Score Reports

Input is being gathered from various stakeholder groups, and options for the design of the Smarter Balanced student score reports for 2015–16 are being identified and reviewed. For 2015–16, the CDE is proposing that the new score reports show two data points on a student’s report: (1) the performance level result for 2015 and (2) the performance level result for 2016. The inclusion of two data points will apply to each of the Smarter Balanced SA grade level reports, with the exception of grade three and grade eleven reports. The new student reports are being designed to include up to three data points (i.e., the prior two years of data plus the current year data). The claim score results will be reported for the current year only. Targets for performance level growth are being discussed for aggregate level reporting only but will not be reported at the student level. Several design options for the new student score reports are being reviewed by stakeholders, including teacher and parent focus groups, and recommendations for the student score report template for 2016 and future years will be presented for adoption at the January 2016 SBE meeting.

### CAASPP Institutes

To further support implementation of the CAASPP System, the CDE has partnered with the Sacramento County Office of Education (SCOE), the Senior Fellows, and the Ventura County Office of Education to conduct regional CAASPP Institutes for LEA teams during the 2015–16 school year. The CAASPP Institutes are designed to offer participants strategies for using CAASPP System to improve teaching and learning, cross-LEA sharing and collaboration, and guided team planning time. Each CAASPP Institute is comprised of two sessions: Session 1 took place in October and November 2015 and was two days in length, and Session 2 will take place in February 2016 and will be one day in length. A total of 304 teams were selected from a pool of 580 applicant teams. The CDE has obtained funding for up to five additional CAASPP Institutes to allow applicant teams that were not selected earlier to participate.

In an effort to support school districts and schools that are not able to attend the initial offering of the CAASPP Institutes, the CDE has also partnered with SCOE to conduct two TTT CAASPP Institutes for COE teams during the 2015–16 school year. Each TTT CAASPP Institute consists of a one day session in October 2015 and a one day session in March 2016. The purpose of the TTT CAASPP Institutes is to provide the knowledge, training, and materials for COEs to deliver additional CAASPP Institutes, as needed, within their respective counties. A total of 54 COE teams participated in the October 2015 session, and almost all participants indicated that, at the end of the training, they felt prepared to facilitate a CAASPP Institute training in their region. Materials and best practices from the trainings will be compiled from participants in the Institutes and posted on the CDE CAASPP Web pages.

For questions on the CAASPP Institutes, contact Jessica Valdez at the CDE Smarter Balanced Interim Assessment and Digital Library Office by e-mail at jvaldez@cde.ca.gov or by phone at 916-319-0345 or Rachel Perry at SCOE by e-mail at rperry@scoe.net or by phone at

916-228-2575.

## Interim Assessments

Over 390,000 IAs have been started across more than 300 LEAs since the 2015–16 IAs became available to LEAs in August 2015.

### New Test Administrator Interface Features (as of October 15, 2015)

A new setting—Manner of Administration—is available through the Test Administrator (TA) Interface for the Smarter Balanced IAs. This new setting is offered as part of an ongoing effort to enhance the integrity of IA results data for potential longitudinal analyses within LEAs and to support LEAs that choose to use the IAs as performance benchmarks. Two setting options are available: (1) Standardized/Benchmark and (2) Nonstandardized. As IA administrators begin to use this new setting in the TA Interface, the following information about the Manner of Administration setting should be taken into consideration:

* It is available for use when administering both interim comprehensive assessments (ICAs) and interim assessment blocks (IABs).
* It is to be configured prior to the administration of any IA.
* The default selection is Nonstandardized.
* The IA for a student should be marked Standardized/Benchmark only if a valid interpretation of results can be made.
* IA results from the 2015–16 school year that are marked Nonstandardized will be purged from the IA reporting system at the beginning of the 2016–17 school year.

More information about the Manner of Administration setting can be found in the [e-mail notification](http://www.caaspp.org/rsc/pdfs/e-mails/CAASPP--New-Setting-for-Interim-Assessments.pdf%22%20%5Ct%20%22_blank) that was sent from the California Technical Assistance Center (CalTAC) to LEA CAASPP coordinators on October 19, November 3, and November 5, 2015.

Other TA interface features were updated to allow users to better distinguish between IAs and SAs (i.e., color coding, customized alerts, and persistent color coding).

### New Student Interface Features for IAs and SAs (as of October 15, 2015)

Three new student interface features were updated:

* Scrubber for embedded audio (to drag to the desired position in the audio)
* Text-to-speech settings (can be enabled inside the test as well as outside)
* Persistent highlighting (highlighting will persist after a test is paused/resumed)

### New User Roles

The Educator user roles are the only user roles that do not provide access to administer the IAs. The Interim Assessment Administrator Only user role provides access to administer only the IAs.

### Follow-Up Note: IA Downloadable Date Files

Currently, users can only download the IA data file for one school at a time. The question came up about whether users would ever be able to download for an entire LEA.  This feature will be added to the next contract for the Smarter Balanced Reporting System. The Request for Proposals for the contract is expected to be released soon, but the CDE does not yet have an exact timeframe for when this feature can be expected.

### Recent In-person Trainings

A video recording of the Interim Assessment Hand Scoring Workshops training and presentation slides are expected to be available through TOMS the week of November 23, 2015.

Presentation slides from the Digital Library and Interim Assessment Clinics are posted on the CAASPP Digital Library and Interim Assessments–Training Videos and Resources Web page at <http://www.caaspp.org/training/dl-and-ia/index.html>.

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

## Digital Library

More than 255,000 users have registered in the Digital Library.

A new resource, the “Digital Library Introduction for Teachers,” is available on the CDE Digital Library Web page at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp> and provides a presentation slide deck with speaker notes to support the use for professional development.

The Digital Library Spotlight Webinar and Forum Series are hosted by Smarter Balanced and facilitated by Digital Library resource authors who are national experts and innovative practitioners in a variety of areas such as curriculum, English language development, and special education. During the Webinars and forums, resource authors provide an overview of the resource materials and highlight formative assessment strategies that can be used to support teaching and learning. Upcoming Spotlight Webinar Forums are: (1) Mathematics Series (October 28 through December 11, 2015) and (2) Supporting Students with Disabilities Series (October 5, 2015 through January 29, 2016). Further details about the spotlight Webinars and forums are available on the CDE [Spotlight Webinar and Forums Series Web page](http://www.cde.ca.gov/ta/tg/sa/dlspotlight.asp) at <http://www.cde.ca.gov/ta/tg/sa/dlspotlight.asp>.

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>.

## More Information

The CDE CAASPP Communications Toolkit Web page is continually being updated, and there are many new and helpful resources. 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 or by phone at 916-445-8765.

# CAASPP Update (Don Killmer)

## CAA

The CAA blueprints for ELA and mathematics were adopted by the SBE at its July 2015 meeting. The CDE is scheduled to present policy level descriptors for the CAA to the SBE for adoption at its January 2016 meeting. The policy level descriptors will form the basis for development of more detailed performance level descriptors that are scheduled for adoption in May 2016. The CAA is a staged-adaptive test, which is similar to a computer adaptive test because the teacher acts in routing the student to different stages. For the 2016 test, the teacher must complete the Learner Characteristics Inventory Survey as part of testing, and this is crucial in the routing process. The CDE is developing resources to be posted shortly that will help program specialists and Individualized Education Program teams in determining whether a student should take the Smarter Balanced SA or the CAA and in administration of the CAA. The instructional supports used by the student every day in the classroom would be considered appropriate supports for the CAA. Only inappropriate test practices will not be allowed.

The ETS continues working on test development activities, including development of new test items for the CAA. In December 2015, teachers will gather for item review sessions in which over 800 items will be considered for use in the new CAA.

The testing window for the CAA will be April 11 through June 17, 2016. This is a fixed window. LEAs will have this entire length of time to test their students on the CAA. The 2016 testing will be an operational transitional year because the test will include routing rules and other requirements that will be refined in 2017 and further refined in 2018, the fully operational year. Depending upon the results from 2017 testing, the test in 2018 may incorporate a third routing stage. The directions for administration and training materials for the 2016 CAA will become available in February 2016. The standard setting for the CAA will occur between July and August 2016, and results of the standard setting and recommendations of cut scores will be presented to the SBE for adoption at its September 2016 meeting. Student reports are scheduled to be provided in October or November 2016.

## Primary Language Development Test

The CDE is beginning to develop information and options regarding the purpose and the timeline for the Primary Language Development Test (PLDT). The purpose and timeline must be decided before the development of the new PLDT can move forward. The CDE will be gathering input from various stakeholders on these issues. The current proposed timeline is for pilot testing of items in 2016–17, field testing in 2017–18, and operational testing in 2018–19, but this may be revised in the future. The CDE is scheduled to provide recommendations to the SBE in December 2015 as a memorandum or in January 2016 as an SBE item.

## Next Generation Science Standards Assessment

The CDE is continuing in the development of the new science assessments based on California’s Next Generation Science Standards (CA NGSS). As a member state, the CDE continues to work with the Council of Chief State School Officers (CCSSO) Science Assessment Items Collaborative (SAIC) to develop high-quality assessment items and resources aligned to the NGSS that could be used by member states as they build state science assessments. During the first phase of this work from December 2014 to May 2015, the SAIC project, in partnership with WestEd, developed several resources: a science assessment framework, [science item specifications guidelines](http://www.ccsso.org/Resources/Publications/Science_Assessment_Item_Collaborative_Item_Specifications_Guidelines.html%22%20%5Ct%20%22_blank), and prototype items for grade five and high school. Phase two, scheduled to run from July 2015 to June 2016, will focus on the development of a secure item bank to be shared with participating states.

The CDE also continues working with the Stanford Center for Assessment, Learning and Equity (SCALE) Project in a two-year effort 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.

The CDE will be sharing the guiding principles for California’s new science assessments at the January 2016 SBE meeting. The principles are being developed by the San Joaquin County Office of Education (SJCOE) and WestEd based on the blueprints for the new assessments, input provided at stakeholder meetings conducted during spring 2015, and input from advisory panel meetings in November 2015. The spring 2015 stakeholder reports are scheduled to be posted by January 2016. Recommendations about the grade levels and content areas to be covered in the new science assessment will be shared with the SBE at its March 2016 meeting as part of the recommendations on assessments to expand the CAASPP that are required by AB 484. The new science framework for California based on the NGSS is scheduled to be published in January 2017, and the new science instructional materials adoption will occur after that. The current proposed timeline for the new science assessments is pilot testing in 2016–17, field testing in 2017–18, and operational testing in 2018–19, but this may change in the future.

More information about recent CAASPP science activities is provided in the November 2015 SBE item that is available on the CDE SBE Agenda for November 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201511.asp> , Item #3. More information about the development of the new science assessments can also be found on the CDE Science Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

## CAASPP Regulations

The emergency amendments to the CAASPP regulations were adopted by the SBE at its September 2015 meeting.

The available testing window for Smarter Balanced SAs for grades three through eight is the day on which 66 percent of the school’s or track’s instruction has been completed until the last day of instruction. The available testing window for grade 11 is the day on which 80 percent of the school’s or track’s instruction has been completed until the last day of instruction. For the 2016 science testing (CST, California Modified Assessment [CMA], or CAPA), the available testing window is 12 days before and 12 days after the day in which 85 percent of instruction has been completed. For the 2016 CAA, the testing window is April 11 through June 17, 2016, but beginning with the 2017 CAA will have the same window as the Smarter Balanced SAs.

Key requirements of the amended regulations were presented at the 2015 North-South meetings, and the PowerPoint presentation can be accessed on the CDE 2015 North-South Information Meetings Web page at <http://www.cde.ca.gov/ta/tg/ai/infomeeting.asp>.

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 or by phone at 916-445-8765.

# CELDT/ELPAC (Lily Roberts, Carla Nájera-Kunsemiller)

Lily Roberts will be retiring from the CDE in December 2015 and will be greatly missed. Malini Doering and Johanna Harder are newly-hired staff in the English Language Proficiency Assessments Office.

## ELPAC

### Blueprints

The CDE and the English Language Proficiency Assessments for California (ELPAC) contractor, ETS, worked collaboratively on the proposed test blueprints and task types for the ELPAC. These documents were reviewed by the ELPAC Technical Advisory Group in September 2015 and approved by the SBE at the November 2015 meeting.

When the SBE approved the test blueprints, it also approved an accompanying document, “Definitions of Proposed Task Types for the ELPAC.” This document provides definitions for 32 task types that cut across all four domain types (Listening, Speaking, Reading, and Writing) and are organized in expected order of difficulty. The document also identifies the alignment with specific 2012 English Language Development Standards that will be assessed on the ELPAC initial assessment and summative assessment as identified on the test blueprints. Approval of the proposed task types and blueprints allows the CDE and ETS to initiate the development and administration of the ELPAC. The ELPAC will be a paper-pencil test, but the test items will be transferrable to a computer-based assessment in the future.

### Timeline

The proposed timeline for the transition from the California English Language Development Test (CELDT) to the ELPAC lays out the shift from CELDT to ELPAC from 2015–16 through

2018–19 and is posted on the new CDE ELPAC Web page at <http://www.cde.ca.gov/ta/tg/ep/>. The timeline includes information regarding pilot testing in December 2015, field testing of the summative assessment in spring 2017 and initial assessment in fall 2017, and operational testing of the summative assessment in spring 2018 and initial assessment in fall 2018. ETS is currently working to prepare items for a pilot test, a small scale item tryout, occurring from November 30 through December 4, 2015, in several schools in the San Juan Unified School District. An evaluation of the pilot test will occur from December 14 through 21, 2015, and will be completed prior to item writer training, which is scheduled for February 2016. The CELDT will continue to be administered until the ELPAC becomes operational in 2018.

The CDE is scheduled to present ELPAC policy level descriptors to the SBE for adoption at its January 2016 meeting. In August 2016, ETS will hold an educator’s meeting to write domain specific and grade level specific performance level descriptors. This information will be used to conduct standard setting for the summative assessment after the field test. The standard setting will then be presented to the SBE for approval. The summative assessment will have four performance levels. Another standard setting will be conducted after the initial assessment to set the performance level cut score for Initial Fluent English Proficient (IFEP); this cut score will need to be comparable to the performance level cut score set on the summative assessment for being English proficient on the ELPAC.

### Regulations

The ELPAC regulations will be presented to the SBE at the January 2016 meeting to approve the commencement of the rulemaking process. The CDE is proposing an annual testing window for the summative assessment of February 1 through May 31. The CDE is also proposing an appeal process for parents to correct misclassification of pupils as English learners.

### Opportunities for ELPAC Involvement

In October 2015, a letter was sent to superintendents and charter school administrators announcing opportunities for California educators to become involved in the development of the ELPAC. The letter was also sent to the Bilingual Coordinators Network, CAASPP Coordinators, SELPA Directors, and CELDT District Coordinators. Interested educators must complete and submit an online application. So far, over 200 educators have expressed an interest in participating. There are currently four opportunities for ELPAC involvement next year:

* Item Writing Training (February 2016)
	+ Receive training to write ELPAC items based on the ELPAC test blueprints
* Content Review Panel (July 2016)
	+ To ensure items are aligned with the 2012 ELD standards and correspond to the state mathematics and science standards
* Bias and Sensitivity Review Panel (July 2016)
	+ To identify items with potential bias that may affect the performance of particular groups of students
* Domain and Grade-level Specific Performance Level Descriptors meeting (August 2016)
	+ To provide input on the alignment of test content with the description of student performance at each level

The CDE ELPAC Web page has been posted at <http://www.cde.ca.gov/ta/tg/ep/> and includes information and many helpful resources, including the proposed timeline, a chart comparing the CELDT and the ELPAC, and a link to subscribe to the ELPAC listserv. Questions about or input for the ELPAC may be directed to the ELPA Office by e-mail at elpac@cde.ca.gov or by phone at 916-319-0784.

## CELDT

The CELDT will continue to be administered until the ELPAC is operational. The CDE is working on an extension to the contract with Educational Data Systems (EDS) to allow EDS to continue administering the CELDT initial and summative assessments in 2016–17 and the CELDT initial assessment only in 2017–18.

### CELDT 2014–15

The 2014–15 Combined Annual and Initial Assessment Summary results will be made available for LEAs to preview this week. These results reflect the Annual Assessments conducted from July 1 through October 31, 2014 and the Initial Assessments conducted from July 1, 2014 through June 30, 2015. The 2014–15 CELDT results will be posted on the CDE DataQuest Web page at <http://celdt.cde.ca.gov/index.asp> during the week of November 16, 2015.

### CELDT 2015–16

The SCOE conducted scoring of writing training in October 2015 and will be conducting evening scoring of writing trainings in November 2015. Approximately 200 participants have already been recruited and trained; 29 percent of the participants were California educators.

EDS is currently seeking qualified individuals and educators to score writing responses for the 2015–16 CELDT. The recruitment and training started in October 2015 and will continue through January 2016. More information is located on the EDS CELDT Opportunities Web page at http://www.celdt.org/opportunities/.

The CELDT Data Review Module window is scheduled to open February 23 through March 23, 2016. During this window, all LEAs are encouraged to correct any errors such as Statewide Student Identifier and make sure the Date Testing Completed field is filled in and accurate.

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

# Ed Data Management Update (Paula Mishima)

Jerry Winkler is the new Director of the Educational Data Management Division (EDMD). Mr. Winkler previously served in the role of Information Technology Director for the Utah State Office of Education and also has a background in longitudinal data systems, federal reporting, and accountability.

### CALPADS Assessment Functionality

CALPADS has rolled out assessment functionality in terms of streamlining the load processing to allow CALPADS to load the data faster. Also, the assessment security roles have changed. There are now two assessment roles. The three assessment coordinator roles have been consolidated into one main role titled “Assessment Coordinator.” CALPADS automatically replaced the old roles of Standardized Testing and Reporting (STAR) Assessment Coordinator, CELDT Assessment Coordinator, and CAHSEE Assessment Coordinator with the new Assessment Coordinator role. The Assessment Coordinator role has access to the online screens for Suspense and Search. The second assessment role is the Assessment Reports role. The Assessment Reports role has access to reports only. In order to access the CELDT reports and extracts now available in CALPADS, LEAs must provide appropriate staff this new role, using the LEA Admin account. For reporting, the Assessment Reports role will be able to view data for all of the students enrolled, including past history once all of the data is loaded.

The redesign of the assessment functionality will be phased in over 2015–16 as data gets loaded. Beginning with the September Release, the assessment module was limited to CELDT results lookup. CALPADS currently includes CELDT data for 2012–13, 2013–14, and 2014–15, but some of the data has defects related to the reports. These defects are currently being addressed and should be resolved within the first week in December, 2015. LEAs may access CELDT reports and extracts, and look up CELDT scores for individual students by using reports 22.3 and 40.1 under Assessments/Report and Extracts. LEAs may also see the CELDT results under the new Assessments/Administration/Search for Student page, which will show an individual student’s assessment history. Training will be offered later in the school year once the module is fully implemented.

Over the course of the 2015–16 school year, CALPADS will be loading the CAASPP 2014–15 Smarter Balanced data followed by reloading historical STAR Program and CAHSEE data.

### 2014–15 CAASPP and Accountability

CALPADS is planning to provide the same type of accountability report functionality for the 2014–15 data review process as was provided last year for 2013–14. The EDMD is planning to upload 2014–15 Adequate Yearly Progress (AYP) data into CALPADS on December 18, 2015. Once the data is uploaded, LEAs will have access to an aggregate report in CALPADS that allows the user to drill down to the individual student level. This functionality will allow LEAs to check the data and whether individual student were either included or excluded in AYP based on accountability rules. LEAs will have a window from December 18, 2015 to January 28, 2016 to identify and resolve data errors or problems. The Analysis, Measurement and Accountability Reporting Division will extract the corrected data from CALPADS to produce updated reports in February 2016.

### Interaction of 2015–16 CAASPP and CALPADS

The TOMS will again be used in 2015–16 for IAs and SAs. CALPADS continues to be the sole source for student enrollment, demographic, and program participation data. Therefore, LEAs make data updates to CALPADS, and CALPADS data is loaded into TOMS. However, student level accommodations and designated supports data must be uploaded by the LEA directly into TOMS. The EDMD anticipates the data loading process will run more smoothly with fewer delays in 2015–16 than in the prior year. For example, if an LEA uploads its data on a Monday, it should reliably expect to see the data in TOMS on Wednesday. Data from CALPADS is extracted nightly, Sunday through Thursday.

The most important change for 2015–16 is a new validation in TOMS related to special education and 504 plans. LEAs will only be able to upload accommodations into TOMS for students with a current special education or Section 504 Plan program record in CALPADS. LEAs should work closely with their special education program staff to submit special education and Section 504 Plan program records in the fall to ensure this data is up-to-date in CALPADS.

Nothing is changing for 2015–16 in CALPADS regarding address. Specifically, since the student mailing address meets CALPADS needs, LEAs should maintain students’ mailing address in CALPADS for those students who have both a residential and mailing address. If LEAs confirm students’ addresses at the beginning of the school year and update addresses as students move, then the data will be up-to-date if LEAs opt for the printing of addresses on CAASPP Individual Student Reports.

Last year for 2014–15 CAASPP, confusion arose when ETS posted public aggregate reports. These reports were based on data pulled from CALPADS on June 3 and did not include updates or corrections LEAs made to student demographic and program data in CALPADS after June 3. Therefore, for some LEAs, the subgroup aggregates were wrong. LEAs will have more immediate access to reports in the ORS during the testing window that display some subgroup aggregations. LEAs are encouraged to review these reports during the testing window and to address any identified issues in CALPADS prior to the close of the window. LEAs are also encouraged to review subgroup data in CALPADS Operational Data Store (ODS) reports to identify any data issues that can be addressed during the testing window. Keeping CALPADS data up-to-date is important not only for reports, but to ensure that the data used for local accountability requirements and planning purposes is accurate.

For questions about CALPADS, contact the CALPADS Office by e-mail at calpads@cde.ca.gov or by phone at 916-324-6738. More information about CALPADS is located on the CDE CALPADS Web page at <http://www.cde.ca.gov/ds/sp/cl/>.

# NAEP Results (Julie Williams)

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what the nation’s students know and can do in core subjects. NAEP uses a carefully designed, matrix sampling procedure for the assessment to be representative of the diversity of schools and students in the state and nation. A sample of schools are selected, from which students are randomly chosen. Each student is assessed in a single subject area and takes approximately 20 percent of the subject area assessment. NAEP is administered entirely by NAEP staff.

California is sampled every year for NAEP. In odd years, such as 2015, California is provided state level NAEP results. In addition, three California school districts participate in the Trial Urban District Assessment (TUDA) program (i.e., Fresno Unified, Los Angeles Unified, and San Diego Unified School Districts). The TUDA is designed to explore the feasibility of using NAEP to report on the performance of public school students at the district level. As authorized by federal law, NAEP has administered the mathematics, reading, science, and writing assessments to samples of students in selected urban districts public schools.

The NAEP results are released as *The Nation’s Report Card*. The report card provides national, state, and school district level results, results for different demographic groups, inclusion information, and sample questions. The NAEP results are reported in two formats: (1) average scale scores and (2) achievement levels (Advanced, Proficient, Basic, Below Basic).

In 2015, mathematics, reading, and science were assessed. Mathematics and reading results are reported in the fall, and science results are reported in the spring. Nationally, 140,000 grade four students from 7,810 schools and 137,000 grade eight students from 6,150 schools were tested in 2015. In California, 12,000 grade four students from 240 schools and 12,000 grade eight students from 200 schools were tested in 2015. California’s student population is consistently more diverse than the nation’s student population.

From 2003 to 2015, California average scale score results for grades four and eight in both mathematics and reading were consistently below the national average. Of the three California TUDA school districts, San Diego Unified consistently scored at or above the state average, and Los Angeles Unified consistently scored below the state average. Fresno Unified, which began the NAEP in 2009, consistently scored below Los Angeles Unified from 2009 to 2015. For the nation, California state, and California TUDA school districts, the average scale scores increased over time.

The NAEP has value as an independent measure showing steady gains over time for all subgroups, with the exception of English learners (ELs) and students with disabilities. Although NAEP is not technically aligned with the Common Core State Standards (CCSS), studies have shown that the NAEP continues to be a relevant tool for assessing core subjects. NAEP is in the process of shifting to a computer based assessment, and studies are planned for the 2017 NAEP to further determine its relevance for the future.

For questions and further analyses on NAEP, contact Julie Williams, in the ADAD, by e-mail at julwilli@cde.ca.gov or by phone at 916-319-0408. More information about NAEP is located on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>. NAEP results is located on *The Nation’s Report Card* Web page at <http://www.nationsreportcard.gov/>. More information about the TUDA is located on the TUDA Web page at <http://www.nationsreportcard.gov/tuda.aspx>.

# Next RAN Meeting

Thursday, January 21, 2016 (Citizen Hotel—Sacramento)