

# Regional Assessment Network Meeting

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**Analysis, Measurement, and Accountability  
Reporting Division**

**January 17, 2017**

**PAM'S RE-WRITE**



**TOM TORLAKSON**  
State Superintendent of Public Instruction

# Overview

## January 2017 SBE Decisions

- SBE approved the:
  1. Methodology for the **Academic Indicator**
  2. Definition of the **English Learner (EL)** student group for the Academic Indicator
  3. Reflection tools for the **remaining two local indicators**
    - State Academic Standards (Priority 2)
    - Parent Engagement (Priority 3)
- Science Assessments (CAST & CAA) Status

# LCFF Priority vs. Indicator

LCFF Priority	State Indicator	Local Indicator
#1 Basic		Basic Conditions at School
#2 State Standards		Implementation of Standards
#3 Parental Involvement		Parent Engagement
#4 Pupil Achievement	Academic & English Learner Progress	
#5 Pupil Engagement	Chronic Absense & Graduation Rate	
#6 School Climate	Suspension Rate	Local Climate Survey
#7 College/Career	College and Career	
#8 College/Career	College and Career	

State Priority – Evaluation Rubric – 3

# 2016-17 Dashboard Development

Indicator	2016-17 Dashboard	Future Additions
<b>STATE INDICATORS</b>		
SBAC ELA & Math (#4)	Status and Change	CAST & CAAs(3)
Graduation Rate (#5)	Status and Change	5- & 6-Year Cohort Data
College and Career (#7/8)	Status ONLY - Local Indicator	Change - State Indicator
English Learner (#4)	Status and Change	ELPAC instead of CELDT
Suspension Rate (#6)	Status and Change	
Chronic Absenteeism (#5)	Not Ready	Status & Change 2017-18
<b>LOCAL INDICATORS</b>		
Basic Condition (#1)	Status and Change	????
Standards Alignment (#2)	Status and Change	????
Parent Engagement (#3)	Status and Change	????
School Climate (#6)	Status and Change	LC* Workgroup Recommendations

\*LC = Local Climate

# Academic Indicator Methodology: Distance from Level 3 (Met)

- For grades 3-8, SBE approved using SBAC scale scores to calculate the **Distance from Level 3 - Standard Met**
- Each student's assessment score is compared to the lowest possible scale score needed to achieve Level 3 (standard met).

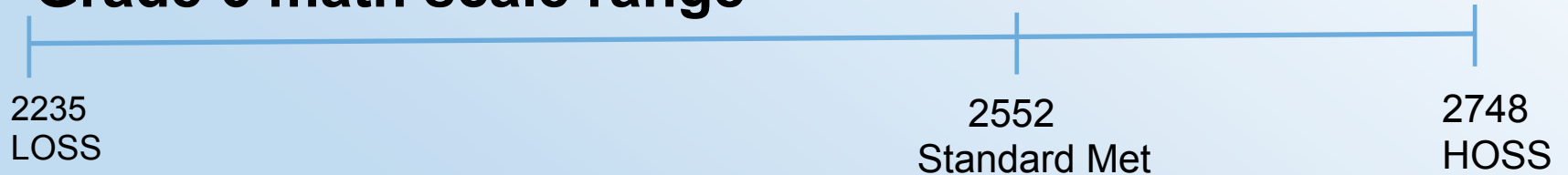
# An Example of Calculating the Distance from Level 3

- The lowest scale score to obtain Level 3 on the 5<sup>th</sup> grade math test is 2528.
  - Student A
    - scored 2511 or 17 points below Level 3 (- 17)
  - Student B
    - scored 2535 or 7 points above Level 3 (+ 7)
- Find the average of all distances (positive and negative)  
$$(-10 \div 2) = - 5$$

\* Reported at the level of the school, LEA, or student group

# Calculating the Distance from Level 3 for a Group

## Grade 6 math scale range



Grade 6 Students	2016 Grade 6 Math Score	Distance From Level 3
Sally	2439	
Billy	2505	
Jason	2576	
Debbie	2556	
Total scores for Grade 6		

The Schoolwide average is 33 points below Level 3

$$(-132 \div 4)$$

# Formula for Academic Indicator

## Status

- The **2016** average will be used for status in the initial release of the dashboard

## Change Formula:

- 2016 DF3 average *minus* 2015 DF3 average

DF3 = Distance from 3



# Example For Mathematics

## Ruby Elementary School

### Status

- 2016 DF3 average is **-52**

### Change:

- **Step 1:** Obtain prior year (2015) DF3 average: **-89**
- **Step 2:** Calculate Change

Current Average **minus** Prior Average

$$\mathbf{-52 \textit{ minus } -89 = 37}$$

$$\mathbf{-52 - -89 = 37}$$

# Five-by-Five Colored Grid

## Ruby Elementary School

Status = -52 and Change = 37

Level	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or Improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
<b>Very High</b> 35 or more points above	7 (0.1%) Yellow	65 (0.9%) Green	112 (1.6%) Blue	330 (4.6%) Blue	155 (2.2%) Blue
<b>High</b> 5 below to less than 35 points above	24 (0.3%) Orange	130 (1.8%) Yellow	255 (3.6%) Green	491 (6.9%) Green	369 (5.2%) Blue
<b>Medium</b> More than 5 points below to 25 points below	29 (0.4%) Orange	131 (1.8%) Orange	171 (2.4%) Yellow	353 (4.9%) Green	260 (3.6%) Green
<b>Low</b> More than 25 points below to 95 points below	276 (3.9%) Red	737 (10.3%) Orange	908 (12.7%) Yellow	1,257 (17.6%) Yellow	664 (9.3%) Yellow
<b>Very Low</b> More than 95 points below	94 (1.3%) Red	127 (1.8%) Red	84 (1.2%) Red	97 (1.4%) Orange	29 (0.4%) Yellow

# Five-by-Five Colored Grid

## Ruby Elementary School

Status = -52 and Change = 37

Performance Level = Yellow

Level	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or Improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
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# **Definition of the English Learner Student Group for the Academic Indicator**

# SBE Decision for the EL Student Group

- The definition of English Learners (ELs) for the Academic Indicator is the number of ELs plus the number of reclassified fluent English proficient (RFEP) for four years.
- New name is English Learner Progress Indicator (ELPI)
- Even though ELs and RFEPs are combined on the dashboard, the separated totals are one click away. They will not be assigned colors, but the data will appear.

# CDE's Rationale for This Definition

- CDE defended this position with the rationale:
  1. Excluding RFEPs may result in an inability for schools to achieve the **Green** and **Blue** performance levels
  2. Many schools would be identified as needing to improve EL programs when their schools are successfully helping EL student gain language proficiency.
  3. Identifying a large number of EL student groups in the **Red** and **Orange** performance levels may not help districts distinguish strengths and weakness.

# Different Definitions of English Learners

State Indicator	EL Inclusion Criteria
<b>English Learner</b>	Current EL annual CELDT* test takers (grades 1–12) plus students reclassified in the prior year
<b>Academic</b>	ELs (grades 3–8) plus students who have been Reclassified fluent English proficient (RFEP) for four years or less**
<b>Graduation</b>	Students with an EL status at any time in grades 9–12
<b>College/Career</b>	Students with an EL status at any time in grades 9–12
<b>Suspension</b>	Current EL students (grades K–12)

\*CELDT: California English Language Development Test

\*\*This definition is based on what is permitted in the Every Student Succeeds Act

# **SBE Decisions on the Remaining Local Indicators**



# State and Local Indicators

## State Indicators

- Valid, reliable measures
- Currently available and comparable state level data
- Can be disaggregated by student subgroup
- 5x5 rubrics are used to determine the performance category

## Local Indicators

- Measure LEA progress based on **locally available information**
- **LEA determines** whether they *met, not met, or not met for 2 years*
- Data reported to locally governing board at a regularly scheduled meeting

# LCFF Priority vs. Indicator

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#8 College/Career	College and Career	

# Previous SBE Decision on Local Priority #1

- **Basic Conditions at School**

1. Appropriately Assigned Teachers
2. Access to Curriculum Aligned Materials
3. Safe, Clean, and Functional School Facilities

This information is already reported in the School Accountability Report Card (SARC) and will be pre-populated by CDE

# Previous SBE Decision on Local Priority #6

- **School Climate**

- LEA administers a local climate survey that provides a valid measure of perceptions of school safety and connectedness (e.g., California Healthy Kids Survey)
- Survey to be administered at least **every other year** to students in at least **one grade** within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12)

# January SBE Decision

## Local Priority #2

- **Implementation of State Academic Standards**
  - LEA measures its progress implementing all state adopted content standards.

English Language Arts	History-Social Science	Health Ed. Content Standards
Eng. Language Dev.	World Language	Physical Ed. Content Standards
Mathematics	Career Technical Education	Visual and Performing Arts
NGSS - Science		

- To be administered **annually**.

# Key Elements in Local Indicators for Priority 2: Option 1

## ***OPTION 1: Narrative Summary From a Locally Adopted Tool***

In the narrative box, 1. identify the locally selected measures or tools that the LEA is using to track its progress in implementing the academic standards adopted by the state board and 2. briefly describe why the LEA chose the selected measures or tools.

Additionally, 3. summarize the LEA's progress in implementing the academic standards, based on the locally selected measures or tools. This summary shall address the LEA's progress in implementing all adopted academic standards are:

# Priority 2: Option 2 Self-Reflection Tool Developed by CDE

**OPTION 2: Reflection Tool**

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 = Exploration and Research Phase; 2 = Acquiring Development; 3 = Initial Implementation; 4 = Full Implementation; 5 = Full Implementation and Sustainability

	1	2	3	4	5
ELA - Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics - Common Core State Standards for Mathematics					
Next Generation Science Standards for History/Social Science					

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 = Exploration and Research Phase; 2 = Acquiring Development; 3 = Initial Implementation; 4 = Full Implementation and Sustainability

	1	2	3	4	5
ELA - Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics - Common Core State Standards for Mathematics					
Next Generation Science Standards for History/Social Science					

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 = Exploration and Research Phase; 2 = Acquiring Development; 3 = Initial Implementation; 4 = Full Implementation and Sustainability

	1	2	3	4	5
ELA - Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics - Common Core State Standards for Mathematics					
Next Generation Science Standards for History/Social Science					

## Option 2: Reflection Tool Requirements

- LEA rates itself on 1-5
- LEAs that choose to complete this option, would not need to provide a separate narrative summary of progress. (Question 6 is an optional narrative.)

# January SBE Decision

## Local Priority #3

### Parent Engagement

- The LEA measures its progress
  1. seeking input from parents in decision making and
  2. promoting parental participation in programs
- This is to be done **annually** in at least **one grade** within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12).



# Key Elements in Local Indicators for Priority 3: Option 1

## *OPTION 1: Survey*

The LEA is to summarize information they get on all three

- (1) the key findings from the survey related to **seeking input from parents/guardians in school and district decision making;**
- (2) the key findings from the survey related to **promoting parental participation in programs;** and
- (3) **why** the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

# Key Elements in Local Indicators for Priority 3: Option 2

***OPTION 2: Local Measures*** - The LEA is to summarize information about all three bullets from the previous slide.

- **Seeking Input in School/District Decision Making**

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making
2. Measure of participation by parents/guardians in trainings that also involve the school/district staff to build capacity in working collaboratively
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees

- **Promoting Participation in Programs**

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or emotional development and growth
3. Measure of whether school and district staff (teachers, administrators and support staff) have completed professional development on effective parent/guardian engagement during the last two school years.

# **Where are We Now? Bringing it All Together**

# Dashboard Release Timeline

- **January 23, 2017**

- Send letters to superintendents and charter school administrators with information on how to enroll for access to the Dashboard.

- **February 1, 2017**

- Release the LEA preview of the initial Dashboard and the communication toolkit.

- **March 2017**

- Public release of the initial Dashboard.

# Dashboard Review Timeline

- **March 2017**
  - Each year SBE will determine which indicators or performance standards are reviewed
- **September 2017**
  - Each year final decisions made about revisions to indicators
  - SBE approves the state plan for ESSA, including the criteria for identifying the lowest 5% of schools
- **November 2017**
  - First operational Dashboard
  - LEAs are identified for support

# Where are We Now?

- The evaluation rubrics (dashboard) include: *A concise set of state indicators and local indicators* that reflect performance on the LCFF priorities.
- In September 2016, SBE *adopted* the six state indicators and six local indicators.
- After January SBE meeting all are *operational* except *Chronic Absenteeism*

# CA Science Test (CAST) and California Alternate Assessment (CAA) Status

## Regional Assessment Network Meeting

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January 18, 2017

Michelle Center, Director

Assessment Development and Administration Division

**PAM'S RE-WRITE**



TOM TORLAKSON  
State Superintendent of Public Instruction

# 2017 CAST Pilot Purpose

- Collect participation status of students
- Try out newly developed item types
- Test system functionality



# CAST Pilot Test Components

1. Each form will have 12–15 discrete items
2. One performance task.
3. Student survey:
  - One survey per student
  - Approximately three to five questions
  - No more than seven minutes to complete

❖ Total estimated testing time **1 hour**.

Test administrators will also complete a survey of 10-12 questions that should take about 15 minutes to complete

# CAST Training Test: The Next Step in Developing California's New Science Test

- Training test is currently available.
- Scoring rubric will be provided.

The screenshot shows the CAASPP website's 'Online Practice and Training Tests Portal'. The page features a navigation menu with options like Home, About, Test Administration, Resources, Training, FAQs, Calendar, and System Status. Below the menu, there are three main sections, each with an icon and a description:

- Test Administrator and Test Examiner Practice and Training Site:** Represented by an apple icon. It is for test administrators or test examiners.
- Test Administrator and Test Examiner Resources for Practice and Training Tests:** Represented by a book icon. It is for test administrators or test examiners.
- Student Interface Practice and Training Tests:** Represented by an icon of a student and a teacher. It is for students.

At the bottom of the page, there is a footer with links for California Department of Education, Educational Testing Service, Legal, Privacy & Security, and Get Adobe Reader (for PDFs).

<http://www.caaspp.org/practice-and-training/index.html>

# CA Alternate Assessment (CAA) in English Language Arts and Math



# 2017 CAA for Science Pilot Test Design

- Assessment based on student performance on a collection of instructionally-embedded performance tasks/assignments
- CAA pilot tests will be state-developed classroom tasks/assignments
- Tasks will be administered by the student's primary teacher
- Student responses scored according to state-defined criteria and protocols

# Implementation Timelines

Test	Spring 2017	Spring 2018	Spring 2019	Spring 2020
CAST	Pilot Test	Field Test	Fully Operational	
CAA in Science	Pilot Test	Pilot Test	Field Test	Fully Op.
CAA ELA and Math	Fully Operational			

California Science Test (CAST)\*  
 California Alternate Assessment (CAA)\*\*

**END**



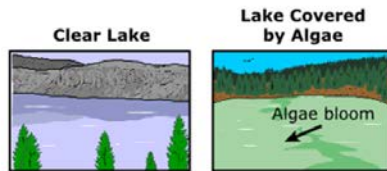
# Sample Grade Five Performance Task

## Passage

Our science class is learning about the environment. Today, we are going to observe some ways that living and non-living things affect each other in a lake habitat. We will explore plants, animals, and water.



Many lakes have clear water that may appear blue. A clear blue lake has few plants growing in the water. Other lakes appear green. The green color is caused by a type of plant called algae. Algae can cover the water's surface. A large amount of algae on a lake is called an algae bloom. A lake with an algae bloom is not healthy and has poor water quality.

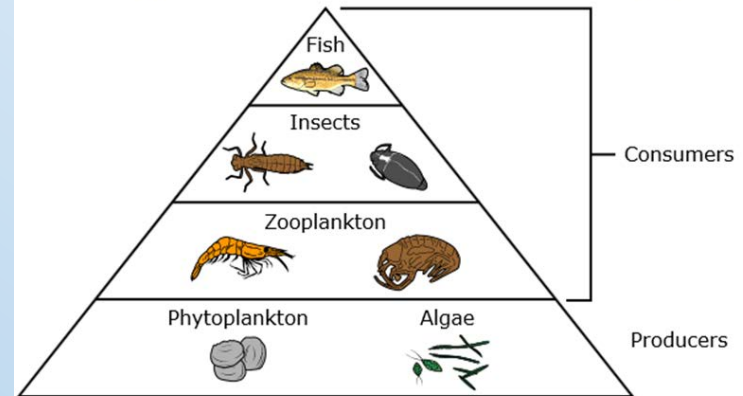


The algae bloom will keep animals from living in the lake. This occurs because when algae die, they decompose. The decomposers use oxygen in the water to break down the dead algae. Oxygen used by decomposers is not available for fish and other water animals that need oxygen to survive.

One cause for an algae bloom is when a lot of nitrogen flows into the lake. The nitrogen often comes from fertilizers that farmers put on their fields. The nitrogen can also come from cattle waste. The fertilizers run off the land during rainfall.

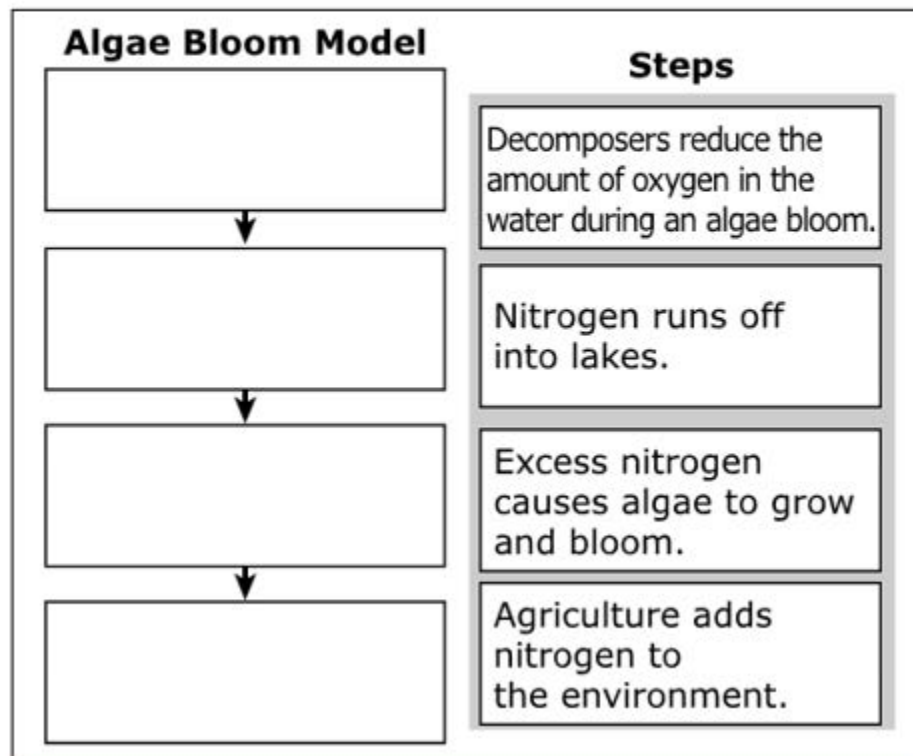
## Constructed Response Item

The energy pyramid shows different organisms in a healthy lake. Explain how an energy pyramid can show how matter flows among organisms.



# Sample Grade Five Performance Task Drag and Drop

Based on what you know about algae blooms, drag the steps to place them in the correct order in the model.



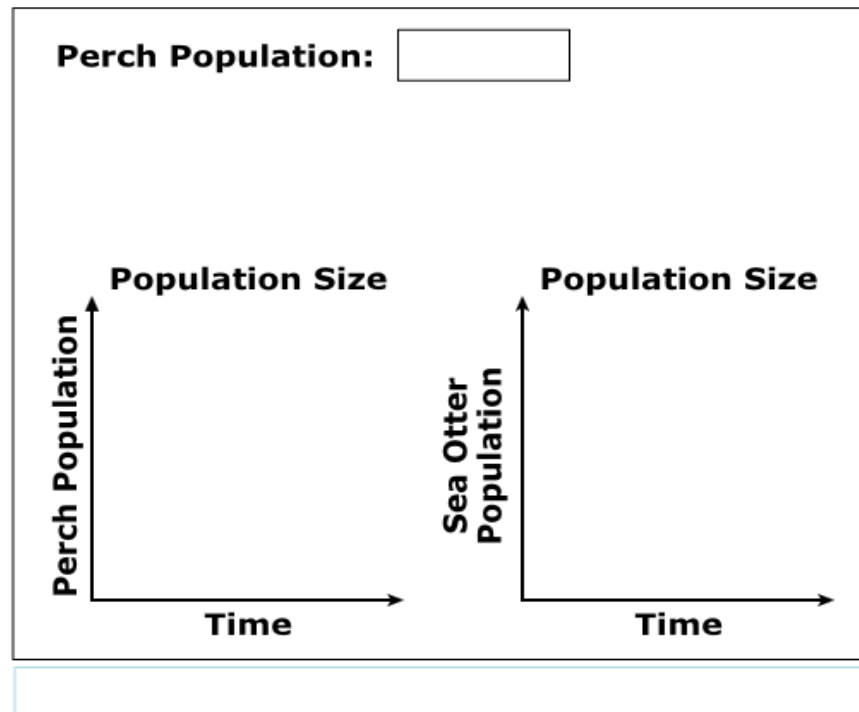


# Sample Grade Eight Discrete Item

A student studies how changes in resources affect different populations in a kelp forest ecosystem off the coast of California.

Use the drop-down menu to choose whether to increase or decrease a population of perch, a type of fish, living in the kelp forest.

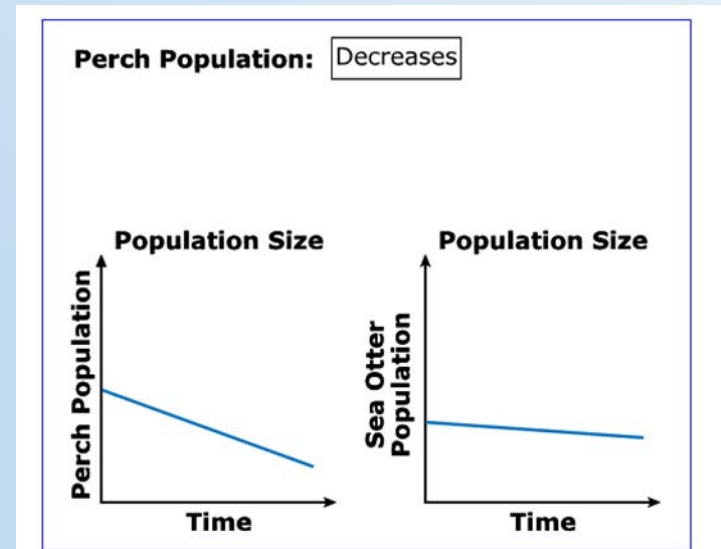
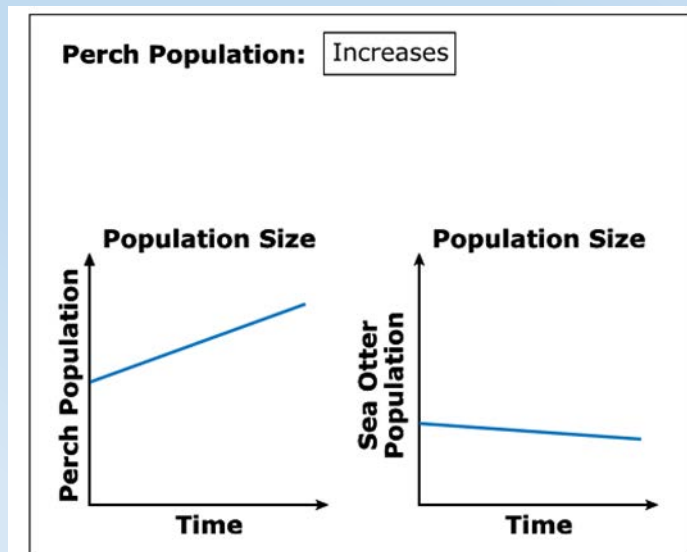
Changes in the perch population directly affect the sea otter population. The changes in both the perch and sea otter populations appear on the graphs.



# Sample Grade Eight Discrete Item

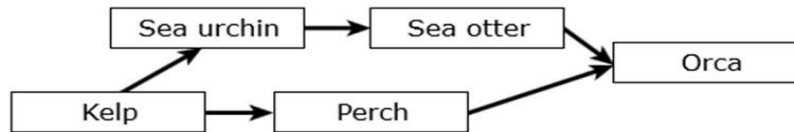
Student selected “Increases” from drop-down menu for the perch population. The graphs autopopulate for the perch and sea otter populations

Student selected “Decreases” from drop-down menu for the perch population. The graphs autopopulate for the perch and sea otter populations



# Sample Grade Eight Discrete Item: Drag and Drop Multiple Select

The diagram shows part of the food web for the kelp forest ecosystem.



Use the relationships shown in the food web and the lines on the graphs to predict the changes in the other populations of the kelp forest.

Organism	Relative Change
Orca	
Sea urchin	
Kelp	

Increases

Decreases

Remains steady

Increases

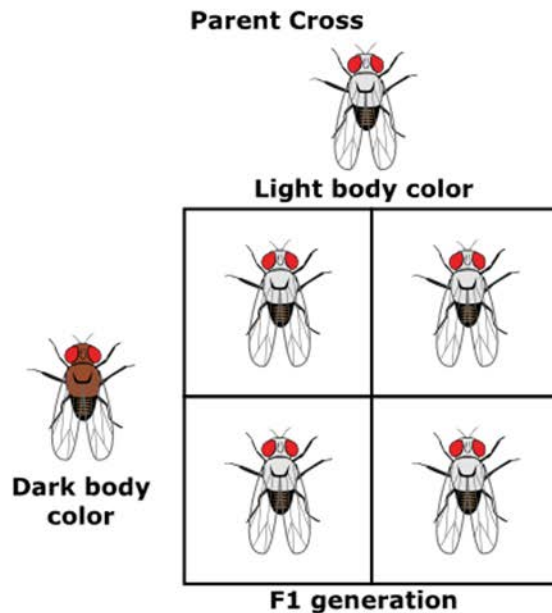
Decreases

Remains steady

# Sample High School Performance Task

## Constructed Response Question

To allow the students to observe an additional trait, the teacher gives them a fly with a darker body color than the other flies, which have a lighter body color. The students crossed the dark-body-colored fly with the light-body-colored fly. The cross is represented in the Punnett square below.



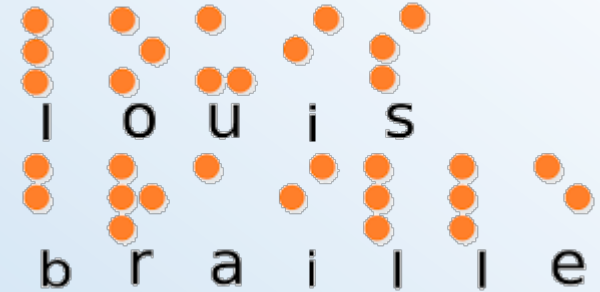
The students then crossed two flies from the F1 generation and recorded the following results:

162 light-body-colored fruit flies  
52 dark-body-colored fruit flies

Explain how the dark body color of the fruit flies remained in the gene pool.

# Overview of Accessibility Features for the CAST

- CDE is currently evaluating the functionality of some accessibility features
  - American Sign Language
  - Text-to-speech
  - Braille (refreshable and embosser)
  - Print on demand
- Student eligibility will be determined by the accommodations identified as required in the student's IEP and/or Section 504 plan.



# Plan for 2017 CAST Accessibility

- Pilot test and field test will include **limited** accessibility features
- Operational test will include a **full suite** of accessibility features
- Which accessibility features offered will be determined by CAASPP regulations
  - CDE will recommend changes to the permanent regulations for State Board of Education approval to begin the rulemaking process in **March 2017**.

# Grade 5 Example

Connector Term	Description
Performance Expectation:	5-PS1–3. Make observations and measurements to identify materials based on their properties.
Connector	Classify materials (e.g., shape, texture, buoyancy, color, magnetism, solubility) by physical properties.
Focal Knowledge, Skill, & Abilities	FKSA: 1: Ability to classify materials by physical properties.
Essential Understanding	Match materials with similar physical properties (e.g., color, hardness, response to magnets).



# Example of CAA for Science

Step One: Select two physical properties and the four types of materials used.

Checklist of Physical Properties and Materials	
Physical Properties	Materials
<input type="checkbox"/> Clear/Opaque (not clear)	<input type="checkbox"/> Ball – hard plastic or soft foam
<input type="checkbox"/> Colored/Colorless (clear)	<input type="checkbox"/> Block – hard plastic or soft foam
<input type="checkbox"/> Hard/Soft *	<input type="checkbox"/> Coin *
<input type="checkbox"/> Sink/Float *	<input type="checkbox"/> Cotton ball *
<input type="checkbox"/> Smooth/Rough	<input type="checkbox"/> Ice cube
<input type="checkbox"/> Magnetic/Not magnetic	<input type="checkbox"/> Metal bolt (magnetic)
<input type="checkbox"/> Solid/Liquid	<input type="checkbox"/> Magnet
<input type="checkbox"/> Soluble in water/Insoluble in water	<input type="checkbox"/> Marshmallow *
<input type="checkbox"/> Square/Round	<input type="checkbox"/> Metal paper clip (magnetic) *
<input type="checkbox"/> Very distinctly different colors, such as red/blue, black/white, pink/yellow	<input type="checkbox"/> Water – plain and with food coloring
	<input type="checkbox"/> Wooden pencil
	<input type="checkbox"/> <i>Below, record up to four alternate materials you will use.</i>
	1. _____ 2. _____ 3. _____ 4. _____

\* Materials used in the Exemplar Activity



# Example of CAA for Science





Student Resource – Exemplar Observation Data Table



There is a total of 11 possible points. To determine the student's total score for Item 1, add the points received for the number of physical properties identified correctly to the student's level of independence. Record the student's total score for Item 1 below.

Student's Total Score for Item 1: \_\_\_\_\_

Observation Data Table

Metal paper clip	Cotton ball	Marshmallow	Coin
			
Hard	Hard	Hard	Hard
Soft	Soft	Soft	Soft
Sink	Sink	Sink	Sink
Float	Float	Float	Float