

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imab-adad-mar22item01

# California State Board of EducationMarch 2022 AgendaItem #02

## Subject

The California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California: Approval of the Revised Student Score Reports for both the 2022–23 Initial English Language Proficiency Assessments for California and Initial Alternate English Language Proficiency Assessments for California, and an Update on Assessment Program Activities.

## Type of Action

Action, Information

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval for minor revisions to the Initial ELPAC and Initial Alternate ELPAC Student Score Reports (SSRs). In addition, this item provides updates on the development of both the Alternate ELPAC and the Smarter Balanced Demonstration of Concept Study. Attachment 1 provides the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) outreach and professional development activities from January 2022 through February 2022.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the revised Initial ELPAC and Initial Alternate ELPAC SSRs for the 2022–23 test results.

## Brief History of Key Issues

The following sections detail the CDE’s proposed recommendations to the SBE and provide a summary of developments and updates related to the California Assessment System, which consists of the CAASPP and the ELPAC.

### Revisions to the 2022–23 Initial ELPAC and Initial Alternate ELPAC Student Score Reports

The CDE requests that the SBE approve the proposed revisions to the 2022–23 Initial ELPAC and Initial Alternate ELPAC SSRs. The proposed revisions are necessary in order to reflect the most recent updates to test administration and ensure that key information regarding student performance is communicated clearly to parents/guardians.

The CDE proposes removing the alternate assessment footnote, updating the unlisted resource footnote to a single asterisk, and making a minor edit to the language in the footnote on the Initial ELPAC SSR, which are consistent with the Summative ELPAC SSRs approved in January 2022. The Initial Alternate ELPAC will be operational on July 1, 2022, and LEAs will no longer administer a locally determined alternate assessment; therefore, the footnote is no longer necessary on the Initial ELPAC SSR. With the removal of the alternate assessment footnote, it is recommended that the footnote for unlisted resource use a single asterisk, as the single asterisk was previously reserved to indicate a locally determined alternate assessment, and the double asterisk was used to indicate an unlisted resource. Based on recent feedback from interest holders during the January 2022 SBE meeting, the “What is the ELPAC?” has been incorporated into the “Why” sections of both the Initial ELPAC and Initial Alternate ELPAC SSRs to be consistent with other SSRs. Lastly, the bubble graphic including the level has been added to the Initial ELPAC SSR to be consistent with the Summative ELPAC SSR, and the academic year was updated to 2022–23 in both SSRs. The revised draft SSRs can be found in Attachment 2.

### Alternate ELPAC

The Alternate ELPAC operational field test opened on November 1, 2021, and was set to close on February 15, 2022. As of February 22, 2022, 13,032 of the 18,408 eligible students have been tested. The goal was to conduct a census field test, as this assessment serves only approximately 1 percent of eligible English learner students. Because not all LEAs were able to complete testing, and to ensure that all students are provided with the opportunity to be assessed, the administration window has been extended to May 31, 2022, which coincides with the close of the Summative ELPAC window.

The next step in the development of the Alternate ELPAC is standard setting. The standard setting plan is scheduled to be shared with the SBE in April 2022 as an Information Memorandum and the recommended threshold scores will be brought to the SBE for approval in May 2022.

### Smarter Balanced Demonstration of Concept Study

During the January 2022 SBE meeting, the CDE provided the SBE with information about a study being conducted by the Smarter Balanced Assessment Consortium, in partnership with the New Teacher Center. This study is taking initial steps to explore how embedding Smarter Balanced performance tasks into classroom instruction can benefit the summative assessment process.

Since the January update, the number of participating states and school districts has narrowed due to the challenges LEAs have faced as a result of the COVID-19 pandemic. Two California LEAs—Val Verde Unified School District and Upper Lake Unified School District—remain in the study. Customized professional learning sessions for teachers and administrators kicked off in late January and will continue through mid-April. Sessions for district and school leaders include topics such as assessment literacy, understanding the Smarter Balanced Assessment System, and understanding performance tasks. Sessions for teachers include topics such as understanding the standards, preparing for and scoring the performance tasks, and planning for instruction.

After attending the sessions, participating teachers implemented a performance task support activity to teach their students the skills and concepts required of the corresponding interim assessment performance task. In late February, participating teachers administered the interim assessment performance task to their students, and then collaborated with their teacher team while scoring student work. Following the scoring of the performance task, they planned for instruction based on the evidence collected about student achievement and how the support activity may have contributed to retainment of knowledge and skills.

Throughout the months of March through May 2022, job-embedded coaching and optional professional learning sessions will be offered to participating teachers with topics such as understanding students through academic and non-academic measures, using the Tools for Teachers website, and analyzing student work. These sessions are designed to support educators who would like additional training in a specific area. The Demonstration of Concept Study is expected to conclude in May 2022. Further updates on study activities will be provided in the CAASPP update section of the ADAD’s May 2022 SBE item.

## Summary of Previous State Board of Education Discussion and Action

In January 2022, the SBE approved the contract amendment extension with the University of California, Santa Cruz for the California Educator Reporting System and revisions to the CAASPP and ELPAC SSRs. This item also included program updates (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03rev.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03a2rev.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03a2arev.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03a2brev.xlsx>)

(<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03a3.pdf>).

In November 2020, the SBE approved the Initial and Summative Alternate ELPAC SSRs (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04a2.pdf>).

In January 2020, the SBE approved the Initial ELPAC SSRs (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05a3.pdf>).

In September 2019, the SBE approved revisions to the CAASPP and Summative ELPAC SSRs to improve the design and format in order to make the SSRs more engaging to stakeholders (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a2.pdf>) (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev2.docx>).

In May 2016, the SBE approved the California Alternate Assessment 2015–16 SSRs (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item07.doc>) (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item07a3.pdf>).

In January 2016, the SBE approved the 2015–16 CAASPP SSRs and Beyond (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item04.doc>) (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item04a1.pdf>).

In March 2015, the SBE approved the 2015 CAASPP Individual Student Results Reports and granted the authority for the SBE Executive Director to approve technical changes to the reports as needed (<https://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item03.doc>)

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item03a1.pdf>).

## Fiscal Analysis (as appropriate)

The 2021–22 Budget Act includes the funding necessary for 2021–22 CAASPP and ELPAC administration contract activities. Funding for 2022–23 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

The 2021–22 Budget Act provides a total of $86,977,000 in multiple CAASPP System contract costs, which includes $76,896,000 in funding for the ETS CAASPP contract activities and $531,000 for the University of California, Santa Cruz (UCSC) California Educator Reporting System (CERS) contract activities.

The 2021–22 Budget provides a total of $23,205,000 in funding for ELPAC contract costs, which includes $22,919,000 for the ETS ELPAC contract activities and $286,000 for the UCSC CERS contract activities.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (4 Pages)
* Attachment 2: Proposed Initial Alternate ELPAC and Initial ELPAC SSRs (12 Pages)

## Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors ETS and the Sacramento County Office of Education (SCOE), has provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations to prepare local educational agencies (LEAs) for the administration of the CAASPP System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of these virtual outreach and professional development activities during January and February 2022.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/6 | Virtual | 450 | CAASPP Pretest Training—What’s New for CAASPP Testing?This virtual pretest workshop provided coordinators with the information they need to successfully prepare for and administer the CAASPP assessments. It focused on new information for this year’s CAASPP testing. |
| 1/14 | Virtual | 420 | CAASPP and ELPAC Coffee SessionHosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments.  |
| 1/26 | Virtual | 425 | Data-Driven Decision-Making for Educational LeadersThis training was for school and district leaders interested in additional training on the use of assessment data. The training covered:* Data consistency between LEAs, given the local flexibility to not administer the Smarter Balanced assessments in spring 2021
* Reporting data
* Data collection and data usage moving forward
 |
| 2/3 | Virtual | 500 | CAASPP and ELPAC Pretest Virtual Training— Administering and Monitoring TestingThe Pretest Virtual Training provided coordinators with the information they need to successfully prepare for and administer the CAASPP and the ELPAC. This session focused on administering and monitoring the state assessments. |
| 2/11 | Virtual | 400 | CAASPP and ELPAC Coffee SessionHosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments.  |
| 2/24 | Virtual | 200 | New Coordinator Webinar 4This webinar, hosted by SCOE, was for all new CAASPP and ELPAC coordinators. It provided a review of upcoming coordinator checklist tasks as well as a detailed discussion of the Security and Test Administration Incident Reporting System process and types of security incidents.  |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 2/1 | Virtual | 8 | Alternate ELPAC *DFAs* Focus Group # 1Educators participated in providing feedback on the Alternate ELPAC *DFAs*, which will inform future iterations. |
| 2/15–17 | Virtual | TBD | ELPAC Item Review MeetingEducators reviewed test items for content, bias, and sensitivity. |
| 2/22–25 | Virtual | 22 | Alternate ELPAC Standard Setting Meeting—Kindergarten Through Grade TwoEducators participated in providing recommendations for threshold scores between performance levels. |
| 2/28–3/3 | Virtual | 24–30 | Alternate ELPAC Standard Setting Meeting—grades three through twelveEducators participated in providing recommendations for threshold scores between performance levels. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/19 | Virtual | 25 | Regional Assessment Network MeetingThe Assessment Development and Administration Division (ADAD) provided updates on activities and test developments. |
| 1/20 | Virtual | 15 | Statewide Assessment Interest Holder MeetingThe ADAD provided updates on activities and test development. |
| 1/25 | Virtual | 300 | Tools for Teachers and Other Formative Resources at Your FingertipsThis was one of five webinars offered as part of Tools for Teachers Shared Practices Webinar Series. CDE staff and LEA representatives shared how Tools for Teachers resources can be used to improve teaching and learning. |
| 2/17 | Virtual | 15 | Statewide Assessment Interest Holder MeetingThe ADAD provided updates on activities and test development. |
| 2/17–18 | Virtual | 80 | Bilingual Coordinators Network MeetingParticipants were provided with the most up-to-date information on the ELPAC, Alternate ELPAC, and California Spanish Assessment. |