



What's Next? Assessment and Accountability

DISSEMINATING AND RESOURCING INFORMATION

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Presentation at the Categorical Program Director's Meeting
June 2011

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



DISSEMINATING AND RESOURCING INFORMATION

Assessment Consortium

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Assessment Consortium: Background

- Common Core State Standards were adopted by the State Board of Education in August 2010
- In September 2010 the U.S. Department of Education awarded funds to two assessment consortium
 - Smarter Balanced Assessment Consortium
 - Partnership for Assessment of Readiness in College and Career (PARCC)

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Assessment Consortium: Focus

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- Assessments are aligned to college and career readiness standards
- Must assess students annually in grades three through eight in English-language arts and mathematics and once in grades ten through twelve
 - Current federal requirements
- Required technology component

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Assessment Consortium: State Participation

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- States must sign a Memorandum of Understanding with the consortium
- Two roles:
 - Governing
 - Participating
- A state may only govern in one assessment consortium but may participate in one, both, or neither

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California Joins SMARTER Balanced Assessment Consortium

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- On June 9, 2011 California joined the SMARTER Balanced Assessment Consortium (SBAC)
 - Memorandum of Understanding signed by Superintendent Torlakson, Governor Brown, and State Board of Education President Micheal Kirst
 - Governing state role
 - Decision-making capacity

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SMARTER Balanced Assessment Consortium

- Consortium of 30 states
 - 19 Governing
 - 11 Participating
 - California is currently not participating with this consortium
- Washington is fiscal agent
- WestEd is Project Manager
- <http://www.k12.wa.us/SMARTER/default.aspx>

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SMARTER Balanced States

Governing States:

California
Connecticut
Hawaii
Idaho
Kansas
Maine
Michigan
Missouri
Montana
Nevada
New Hampshire
New Mexico
North Carolina
Oregon
Utah
Vermont
Washington
West Virginia
Wisconsin

Advisory States:

Alabama
Delaware
Colorado
Iowa
Kentucky
Ohio
Pennsylvania
North Dakota
South Dakota
Wyoming
South Carolina

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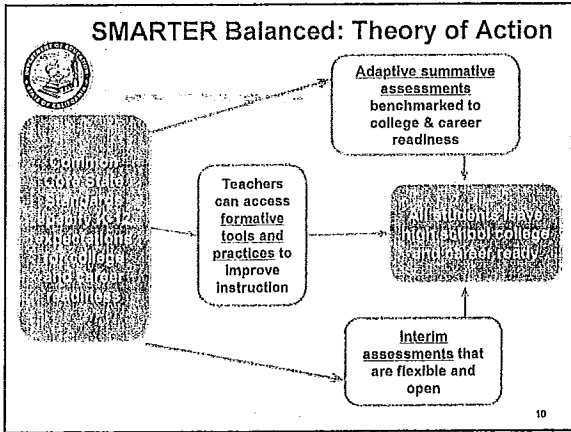


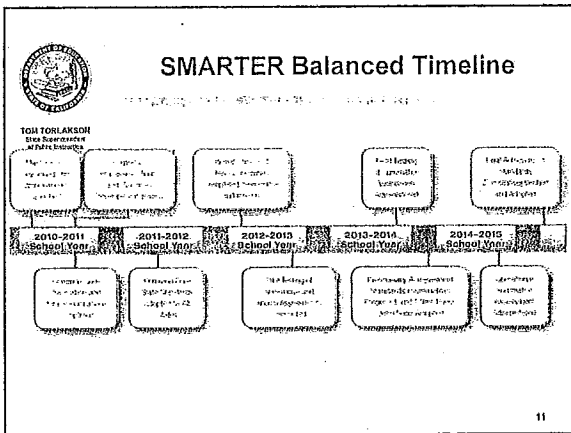
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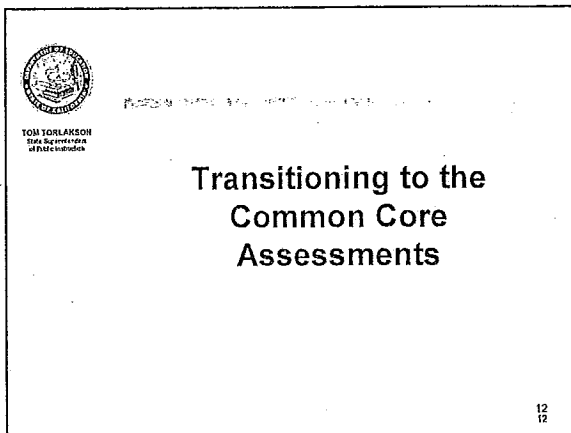
SMARTER Balanced Basics

- Single end-of-year summative assessment
- Optional interim assessment tools to be used for diagnostic purposes throughout the school year
- Optional formative resources (best practices, instructional resources)
- Computer-adaptive

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Legislative Activity: Assessment

- Senate Bill 740 (Hancock)
 - Proposes to eliminate grade two California Standards Tests in English-language arts (ELA) and mathematics beginning July 1, 2012
 - By July 1, 2014 the state is required to develop three assessments in ELA and mathematics for grade two that can be used for diagnostic purposes by teachers

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Legislative Activity: Assessment

- Assembly Bill 250 (Brownley)
 - Requires the Superintendent to provide recommendations about the reauthorization of the Standardized Testing and Reporting (STAR) Program by November 1, 2012
 - Extends the STAR Program through July 1, 2014
 - Coincide with the implementation of the new assessments based on the common core

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Legislative Activity: Assessment

- Assembly Bill 250 (Brownley) continued
 - May also streamline the STAR Program
 - Considering all non-ESEA required assessments including:
 - Grade two ELA and mathematics
 - Grade nine ELA
 - Grade ten ELA
 - Integrated mathematics
 - Integrated science

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Enhanced Assessment Grant for a New English Language Proficiency Assessment

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Background

- June 2010: U.S. Department of Education (ED) awarded funds to two academic assessment consortia to develop assessments in English-language arts (ELA) and mathematics
- August 2010: State Board of Education (SBE) adopted Common Core State Standards for ELA and mathematics
- Funds for an English Language Proficiency (ELP) Assessment were not included in the Race to the Top consortia awards

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Background (cont.)

- *English Language Development Standards for California Public Schools* (July 1999) – ELD
- California English Language Development Test (1999) – CELDT
- 2011–12 Assembly Bill 124 (Fuentes) proposes that an advisory committee review and align the ELD standards adopted for the CELDT, considering any nationally- or consortia-developed ELP standards, to the ELA academic content standards approved by the SBE in August 2010

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New Enhanced Assessment Grant

- January 2011: ED earmarked about \$10.7 million to develop an ELP assessment system
- April 19, 2011: ED released applications for the Enhanced Assessment Instruments Grant (EAIG)
- June 3, 2011: Application submitted by California as the Lead State
- September 2011: Grant awards to be announced in late summer



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New Enhanced Assessment Grant Purpose

- Develop an ELP assessment system collaboratively with other states to enhance the quality of assessment instruments and systems
- Build upon the national academic content assessments by ensuring that the ELP assessments correspond to college-and career-ready standards
- Align ELP assessment to English language development (ELD) standards



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California is the Lead State

- Superintendent Torlakson announced on May 10, 2011
- Partnering with the Council of Chief State School Officers (CCSSO)
- The CDE and CCSSO worked with national experts to develop the proposal for the English Language Acquisition Assessment System (ELAAS)



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Rationale and Benefits for California as Lead State

- Significant LEP student population
 - About one third of the nation's LEP students reside in CA (1.5 million students out of 4.5 million nationwide)
- Significant investment and long history in the assessment of LEP students
- Significant technical expertise within the state in the assessment of LEP students

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Lead State's Responsibilities

California will:

- Serve as the fiscal agent
- Coordinate project activities in conjunction with CCSO, its project management partner, to:
 - Handle logistical and financial tasks
 - Coordinate meeting locations for member states
 - Complete required reports for ED

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ELAAS Consortium

Total number of English learners in the consortium: 2,354,617 (52.3 percent of national total)

Total number of English learners in the United States: 4,539,740

State	Total Number/Percent of English Learners	Total Number of Students
Arkansas	27,634 (5.9)	478,965
Arizona	125,626 (11.2)	1,047,817
California	1,515,032 (64.7)	6,252,031
Connecticut	20,751 (2.3)	557,198
Florida	228,122 (8.4)	2,851,020
Idaho	17,809 (6.4)	275,051
Indiana	45,702 (6.4)	1,016,147
Iowa	20,334 (4.2)	487,359
Kansas	34,096 (7.2)	471,620
Louisiana	12,497 (1.9)	618,473
Michigan	60,215 (3.7)	1,659,921
Mississippi	18,284 (5.3)	262,593
Ohio	38,376 (7.0)	1,812,183
Oregon	63,011 (11.2)	563,855
South Carolina	21,500 (4.4)	378,113
Tennessee	27,428 (7.6)	972,216
Washington	82,711 (6.0)	1,032,019
West Virginia	1,618 (0.6)	292,726
Total Number (18 States)	2,376,514	21,215,031

Source: Survey of 2010 ED Data - State Profiles: English Learners (EL) and Limited English Proficient (LEP) Students

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Benefits for Member States

- Cost effective to develop new ELP assessments collaboratively
- Common assessment exit criteria may allow for reciprocity of placement and reclassification decisions among states
- Gain access to and learn from national experts in the field of assessment of LEP students
- Build professional capacity through training modules
- Build a community of best practices to improve LEP student achievement

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Member States' Responsibilities

All member states have agreed to adopt:

- A common definition of an LEP and a common assessment exit criteria
- Any assessments developed by the end of the project period
- A common set of:
 - ELP standards
 - Performance level descriptors and ELP achievement standards
 - Policies and procedures for accommodations, test security, and student participation

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ELAAS Design

The ELAAS will:

- Be research-based
- Be implemented in multiple states
- Include a diagnostic and a summative assessment
- Be aligned to a common set of ELP standards agreed to by the member states
- Correspond to college- and career-ready standards
- Be computer-based
- Build professional capacity for all teachers of LEP students

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ELAAS Design (cont.)

The ELAAS will:

- Assess kindergarten through grade 12 students to determine progress in learning English
- Include assessments that cover ELP standards across the four domains: listening, speaking, reading, and writing
- Provide data on achievement in the four domains along with comprehension and overall composite scores
- Use common assessment exit criteria from LEP status



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ELAAS: Data

- The ELAAS will produce data that will:
 - Allow for the identification of LEP students
 - Provide valid and reliable measure of students' abilities in all four domains
 - Include student attainment of English proficiency and progress in learning English
 - Provide data for informing curriculum planning and instruction to meet LEP students' academic needs



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ELAAS: Data (cont.)

- The ELAAS will produce data that will be used:
 - To determine whether a student should exit from English language instruction educational programs
 - For Title I and Title III accountability
 - To inform professional development efforts across and within states to build the capacity of all teachers to support LEP students as they develop proficiency in language and content



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ELAAS: Technology and Compatibility

The ELAAS will:

- Be a computer-based system that will allow the use of innovative technologies in test item presentation, accommodations, and scoring
- Include a variety of items with different item formats (i.e. multiple-choice, constructed response, performance-based) at different levels of difficulty

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ELAAS: Accessibility

The ELAAS will:

- Include all LEP student subgroups in the field test sample, including LEP students with a range of disabilities
- Include accommodations for LEP students with disabilities. Selection of accommodations will be based on current studies
- Collaborate with consortia that are developing alternate assessments based on alternate achievement standards to determine how to best assess LEP students with significant cognitive disabilities

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ELAAS: Research and Evaluation

George Washington University Center for Equity and Excellence in Education (GW-CEEE) and WestEd in coordination with the California Department of Education and the ELAAS technical advisory committee will conduct the following research activities:

- Studies of innovative item types
- Comparability studies
- Validation studies
- Alignment of the assessments
- Technical adequacy
- Determination if the program theory of action has been met

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ELAAS: Professional Capacity

- Professional Capacity Team will include GW-CEEE, WestEd, and Teachers of English to Speakers of Other Languages International Association (TESOL), and will coordinate with the CDE and CCSSO
- ELAAS will develop and field test four web-based training modules
 - Modules 1 and 2: Focus on the administration of ELAAS to assess four domains
 - Modules 3 and 4: Focus on use of data to make decisions about LEP students' instructional needs related to four domains and instructional planning



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ELAAS: Outreach

- Outreach team will include TESOL, GW-CEEE, and WestEd, and will coordinate with the CDE and CCSSO project team
- ELAAS will:
 - Design a clear and consistent message
 - Connect with existing within-state networks to distribute information
 - Develop sample training documents
 - Develop online events to support understanding and build capacity of the public and stakeholders on research and practice relevant to current issues related to ELP assessment



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ELAAS Technical Advisory Committee

- Members of the Technical Advisory Committee will include:
 - Jamal Abedi, University of California, Davis
 - Kenji Hakuta, Stanford University
 - William Lorie, Metrica Research Associates and EduMetrica, Inc.
 - Mark Wilson, University of California, Berkeley
- Additional members will be identified in consultation with the Steering Committee of member states



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Timeline Comparison CELDT and ELAAS

Year	CELDT	ELAAS
2011-12	Release Request for Proposal and select a new testing contractor	Select testing contractor for item and test development
2012-13	New contractor administer CELDT developed by previous contractor	-Conduct pilot testing and research studies -Continue item and test development
2013-14	New contractor develop and administer CELDT	Conduct field-testing
2014-15	Transition to the ELAAS	Administer operational test



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Legislative Activity: CELDT

- Senate Bill 753 (Padilla)
 - Change the CELDT annual assessment window from fall to spring
 - Require development of a screener assessment for initial ELs
- Senate Bill 754 (Padilla)
 - If allowable by ESEA
 - Students only assessed in domains where they are not at the Early Advanced level



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For More Information

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Accountability

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Legislative Activity: Accountability

- Senate Bill 547 (Steinberg)
 - Change the maximum weight of test scores in the API
 - Minimum of 40% for elementary and middle schools; maximum of 40% for high schools
 - Creates an Education Quality Index and several component indices:
 - Graduation rate index
 - College preparedness index
 - Career readiness

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Legislative Activity: Accountability

- Assembly Bill 224 (Bonilla)
 - Changes maximum weight of test scores in the Academic Performance Index or API from 60% to 50% beginning with the 2016-17 fiscal year
 - Adds measures of college and career readiness to the API
 - Advisory committee shall recommend multiple measures for middle schools

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Legislative Activity: Accountability

- Senate Bill 512 (Price)
 - Requires that API scores be reported for groups of students with at least 10 valid test scores

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National Efforts around the Next Generation of Accountability Systems

- Led by the CCSSO
- Goal is to integrate college and career readiness into state accountability systems
- New systems would build upon and move beyond the current NCLB-based accountability systems

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Principles for Next-Generation State Accountability Systems

- Alignment of goals to college and career ready standards
- Annual determinations for schools and districts
- Focus on student outcomes
- Continued commitment to disaggregation
- Reporting of timely, actionable, and accessible data

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Principles for Next-Generation State Accountability Systems (cont)

- Deeper diagnostic reviews
- Building school and district capacity
- Targeting lowest performing schools
- Innovation, evaluation, and continuous improvement



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