



Board Agenda Item #	III B: Action Item
Date:	April 29, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of Magnolia Public Schools (MPS) Revised Assessment Plans

Proposed Board Recommendation

Staff recommends that the MPS Board approves the revised assessment plans for all schools.

Background

As the COVID-19 pandemic is disproportionately affecting many of our students and families, we are planning to make changes to our assessment plans.

The California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) are required by state and federal laws. All public schools are required to administer these assessments in the relevant grade levels.

On April 2, State Board of Education (SBE) President Darling-Hammond and State Superintendent Thurmond to the U.S. Department of Education (ED) seeking written confirmation regarding California’s plan for general assessment waiver.

On April 6, 2021, the U.S. Department of Education indicated in a letter to the state that no federal waiver request for assessment was necessary because “the state of California is administering all of its required assessments and all school districts will be required to administer the statewide summative assessments except in any instances where the State concludes it is **not viable** to administer the assessment because of the pandemic.” In a footnote, ED added that “**viability** refers to the ability to administer the statewide summative assessment given a district’s specific circumstances in the context of the pandemic. It does not provide an opportunity for States or school districts to choose to administer local assessments in place of the statewide summative assessment.”

On April 16, 2021, The California Department of Education updated the [COVID-19 Assessment FAQs web page](#) with new frequently asked questions (FAQs) and answers for the 2021 Spring Summative Assessment Administration. Also posted on the COVID-19 Assessment FAQs web page is the [2020-21 Spring Summative Assessment Administration Flexibility Guidelines](#). This flyer steps through the testing options for each summative assessment this spring.

The CDE has indicated that considerations for viability may include:

- **Access to secure browsers**
- **Access to stable broadband with adequate bandwidth**
- **Challenges of non-managed devices.**
- **Capacity for proctoring and monitoring remotely, both in the home and from the school. Children’s degree of experience with an online assessment platform.**
- **Students’ requirements for non-embedded accessibility supports.**
- **The amount of time schools have been, or will have been, providing full in-person instruction**
- **Local pandemic-related factors**

Per the flexibility guideline, If it is not viable for LEA to administer the ELA and mathematics in person or remotely, LEA may use a locally administered assessment that meet the following criteria:

- Must be aligned with California Common Core State Standards (CA CCSS) for ELA and mathematics
- Must be available to students in grades 3–8, and grade 11
- Must be uniformly administered across a grade, grade span, school, or district to all eligible students

The LEA is responsible and must report the test results to parents and teachers and in the School Accountability Report Card and the Local Educational Agency Report Card.

MPS Revised Assessment Plan

Based on the input from multiple stakeholders including School Site Staff, Academic Task Force, Academic Department, C-team, **MPS staff has determined that it is not viable to administer the SBAs for the bulleted list of reasons above.** Therefore MPS staff recommends;

- Administering NWEA MAP Assessments as local assessments in lieu of SBAC in grades 3-8 because
 - **Its alignment with SBE criteria**
 - **Meets reporting requirements:** individual, class, grade, student groups
 - **Address school community needs:** NWEA provides same day and longitudinal growth data at student/class/grade level and for small student groups as disaggregated data. Will provide detailed data on learning loss for next grade level teachers and feed the data into our remedial programs. We administered NWEA MAP Fall tests to more than 95% of our students.
 - **NWEA MAP Growth** is a proven assessment for measuring achievement and growth in K–12 math, reading. Teachers get accurate, actionable data that helps **target instruction whether students are on, above, or below grade level.** Available in both Spanish and English, MAP Growth helps educators address unfinished learning and support grade-level proficiency. MAP Growth offers:
 - Alignment with CA Common Core State Standards
 - Targeted results for reporting
 - Uniform administration
 - Maximized instructional time
- Not administering California Science Tests (CAST) for the same reasons stated above. Plus, ETS shortened the SBAC to make it easier to give, but did not do so far the CAST
- Administering CAASPP for grade 11 for CSU Early Assessment Programs (EAP) and finish ELPAC summatives

Tests	Subject	Grades	Dates	Revision
Smarter Balanced Assessments	ELA/Literacy	3-8 and 11	4/29 - 7/30	Administered for Grade 11 only
	Mathematics	3-8 and 11	4/29 - 7/30	Administered for Grade 11 only
California Alternate Assessments (CAAs)	ELA/Literacy	3-8 and 11	4/29-5/3	Not administered
	Mathematics	3-8 and 11	4/29-5/3	Not administered

	Science (Field Test)	5, 8, 11 and 12	April 2 - May	Not administered
California Science Test (CAST) - Testing window	Science	5, 8, 11 and 12	April 2 - May	Not administered
Standards-based Tests in Spanish (STS) - optional	Reading	2 thru 11	N/A	Optional/Not administered
	Language Arts	2 thru 11	N/A	Optional/Not administered
ELPAC	For ELs	K-12	Feb - July 30	Administered
PSAT - if offered in school	Reading, Writing & Language, and Math	9, 10,11	October	Suspended for 2020-21
Physical Fitness Testing (PFT)	Physical Education	5,7,9	February 1 - May 31	Suspended for 2020-21
AP Tests	All Subjects		May, June	Administered
NAEP	ELA	11	Not applicable	Not applicable
	Mathematics	11	Not applicable	Not applicable
NWEA MAP Assessments	Reading	3-10	Fall/Winter/Spring	Administered
	Math	3-10	Fall/Winter/Spring	Administered

Analysis

AB 1505 (Chapter 486, Statutes of 2019) changes the submission process of new charter school petitions to school districts, county boards of education, and appeals to the State Board of education (SBE). AB 1505 also modifies the level of review for requested renewal petitions based on California School Dashboard (Dashboard) data, including a presumption for renewal for high performing charters, presumption for non-renewal for low performing charters, and a standard for those charters who fall in between. (The high, middle, and low performance criteria are presented in the California Department of Education (CDE) flyer, “Determining Charter School Performance Category,” which is posted at <https://www.cde.ca.gov/ta/aC/cm/documents/determinecharterperf.pdf>.) Specifically, AB 1505 requires authorizers to consider “verified data” for renewals of charter schools that fall within the low-performing and middle-performing categories.

Pursuant to California *Education Code (EC)* Section 47607.2, “verified data” is defined as “assessment data from nationally-recognized, valid, peer-reviewed, and reliable sources that are externally produced.” It also includes postsecondary outcomes which is defined as “college enrollment, persistence, and completion rates equal to similar peers.”

[On November 6, California State Board of Education \(SBE\) approved criteria](#) to define verified data and the list of valid and reliable assessments and measures of postsecondary outcomes as required by California *Education Code* Section 47607.2. As a result of the full identification, technical review, and information collection process by the WestEd **Measures of Academic Progress (MAP) by NWEA** was approved as one of the 13 academic progress indicators for inclusion within the approved verified data list.

MPS staff believes that our schools data in terms of student achievement and progress have been strong, valid and reliable based on multiple assessment means including but not limited to CAASPP Interim Assessment Blocks (IABs), NWEA MAP assessments, post secondary data and other program data such as MyOn Lexile, IXL and classroom assessments and can be used for renewal purposes under AB 1505 for our renewing schools.

Budget Implication None

Attachments None