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The California Dashboard and the New Science Indicator – What to Know Now and How to Prepare

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Introductions

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Agenda

- Welcome
- California's Accountability and Continuous Improvement System
- California School Dashboard and the New Science Indicator
- Science Assessments
- Data Use Considerations for Science
- Share Out/Q&A

Welcome!

Learning Goals

You will understand:

- ways to analyze and interpret data from the California Science Test (CAST),
- key considerations for using data from local science assessment systems to highlight and clarify patterns in student performance, and
- potential implications of including science in California's accountability system.

What question(s) do you have about the new science indicator or its role in the Dashboard?

Quick Poll: Who is in the Room?

- Instructor (classroom teacher, TOSA, instructional coach, support teacher, etc.)
- School/district/county administrator, coordinator, or researcher
- State-level official
- Assessment publisher
- Researcher or data analyst not affiliated with an educational agency
- Other

Turn and Talk: How do we know about students' science learning?

- Think about a/your current science program(s).
- What is one piece of evidence (formal or informal) you currently use to determine how well your students are meeting their year-end learning goals?
- What are its benefits and limitations? What additional information do you wish it could tell you?

California's Accountability and Continuous Improvement System

“California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.”

–CDE (2025)

Poll

How familiar are you with California’s Accountability and Continuous Improvement System?

- Not familiar
- Somewhat familiar
- Very familiar

Reflect

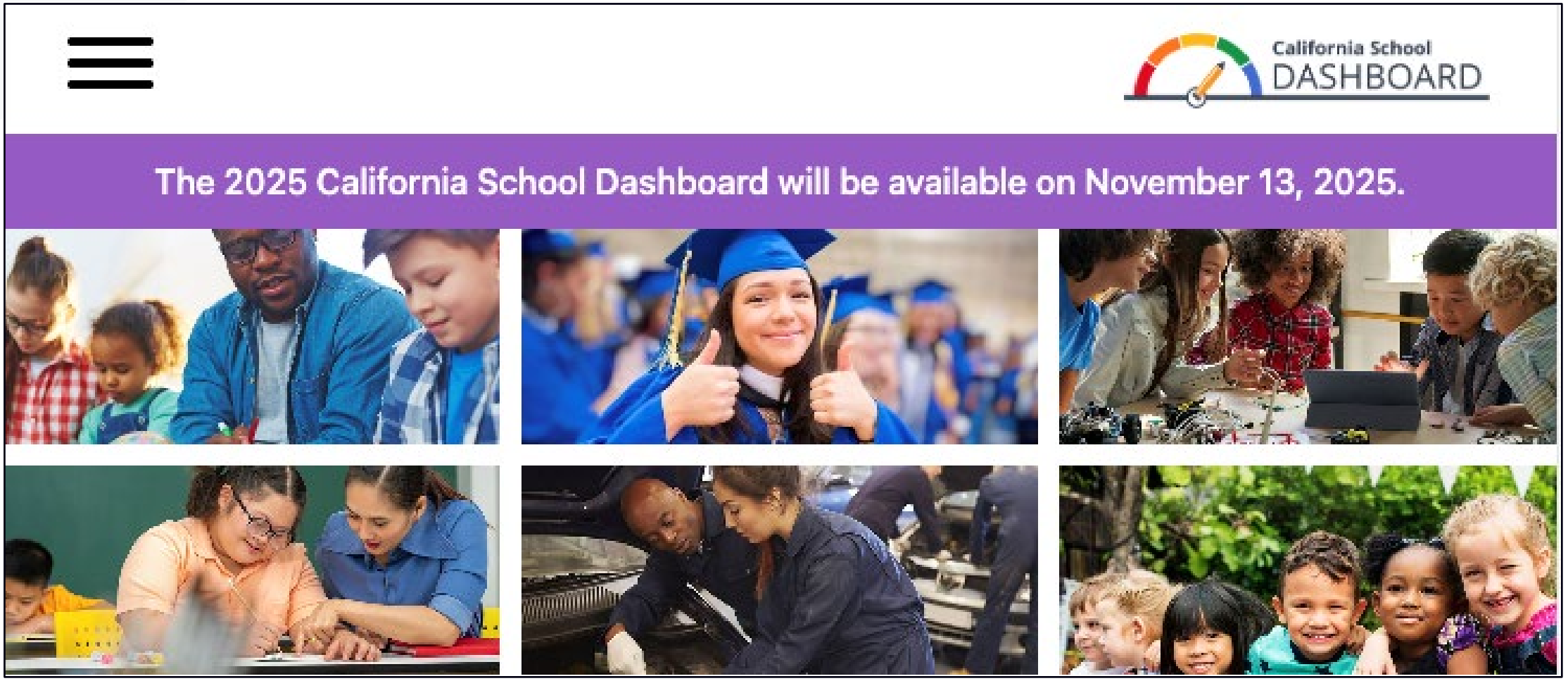
1. What are some of the ways in which you currently interact with California's Accountability and Continuous Improvement System/Dashboard?
2. At what times of year do you interact with it?
3. What information are you using from the system?

California's Accountability and Continuous Improvement System

- Designed to meet both state and federal requirements
  - Local Control Funding Formula (LCFF)
  - Every Student Succeeds Act (ESSA)
- Multiple measures (state and local)
- Reported through the California School Dashboard
- Additional reports and resources

California School Dashboard and the New Science Indicator

The Dashboard



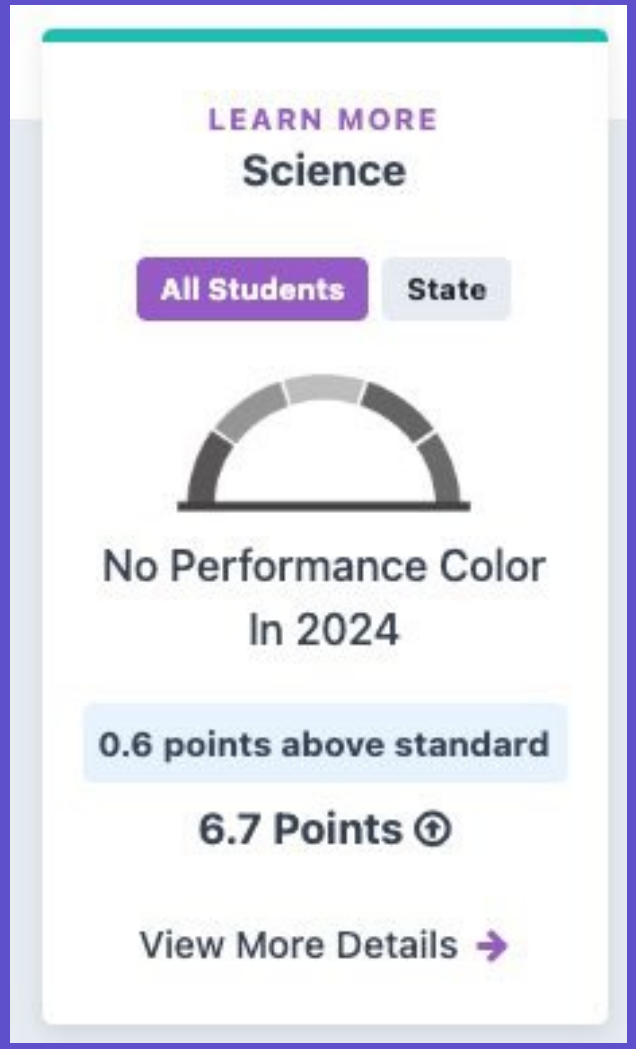
Dashboard Performance Indicators

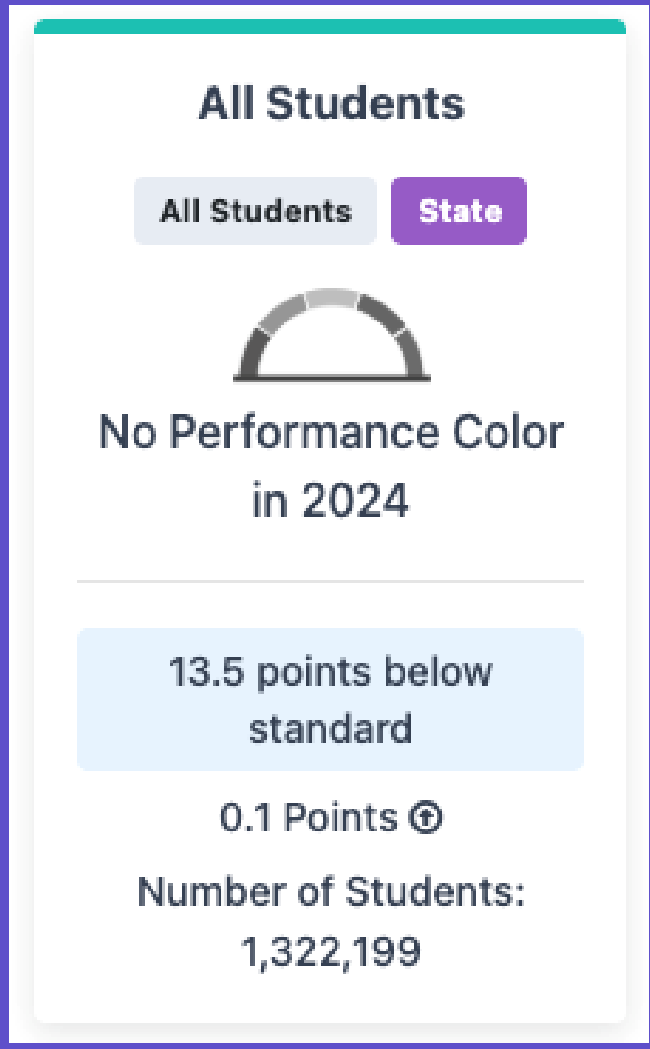
CAST Summative Data

Dashboard indicator is reflective of student performance on the CAST Summative and California Alternate Assessment (CAA) for Science.

Additional data—such as that from local or interim assessments—are needed to understand trends, root causes, and potential actions to improve student learning and performance.

2024 CAST Indicator





2025 CAST Indicator – What We Know Right Now

- Indicator on Dashboard
  - Teal color header
  - **Not** used in determinations for differentiated assistance (state) or support and improvement (federal)
- Color on dial included (red through blue)
- Science points included (not distance from standard)
- SBE to determine criteria for differentiated assistance effective 2026

Science Assessments

State Summative Science Assessments and the Indicator

- California Science Test (CAST)
- California Alternate Assessment (CAA) for Science
- Part of the California Assessment of Student Performance and Progress (CAASPP) System

CAST Summative and CAA for Science

- Aligned with California Next Generation Science Standards (CA NGSS)
- Three domains + Engineering
  - Life sciences (LS)
  - Physical sciences (PS)
  - Earth and space sciences (ESS)
- Three dimensions
  - Science and Engineering Practices (SEPs)
  - Disciplinary Core Ideas (DCIs)
  - Crosscutting Concepts (CCCs)

Assessed Grades

- Once at the end of each grade band
  - Grade 5
  - Grade 8
  - High School (either grade 10, 11, or 12)
- Implication for data use

CAST Interim Assessments

- Part of CAASPP system
- Aligned to CA NGSS
- Developed using same process as CAST Summative
- Designed for flexible use
  - Formal interim assessment (standardized)
  - Tool to support learning in classroom (nonstandardized)

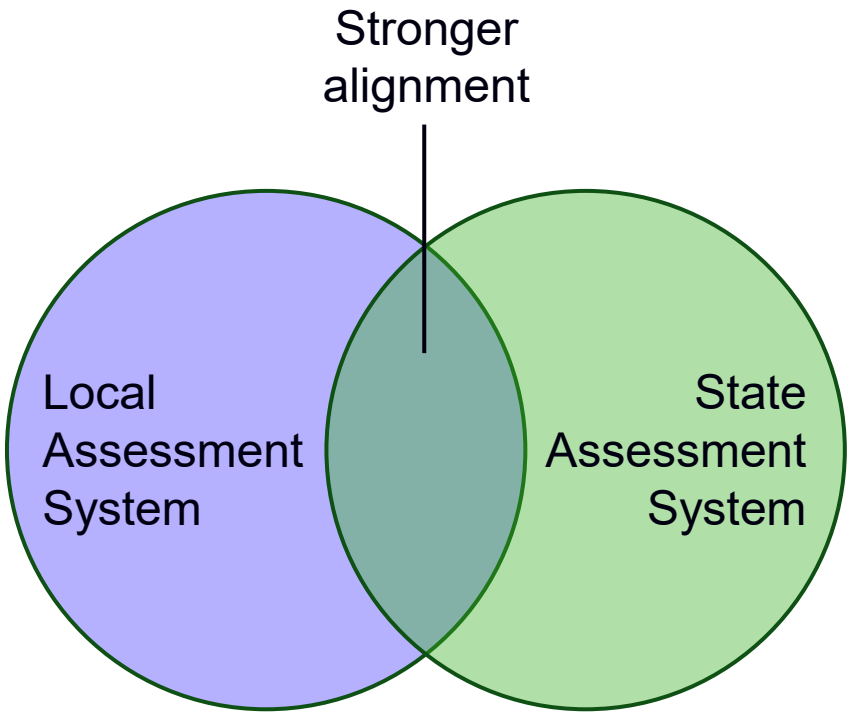
CAST Interim Assessment Availability

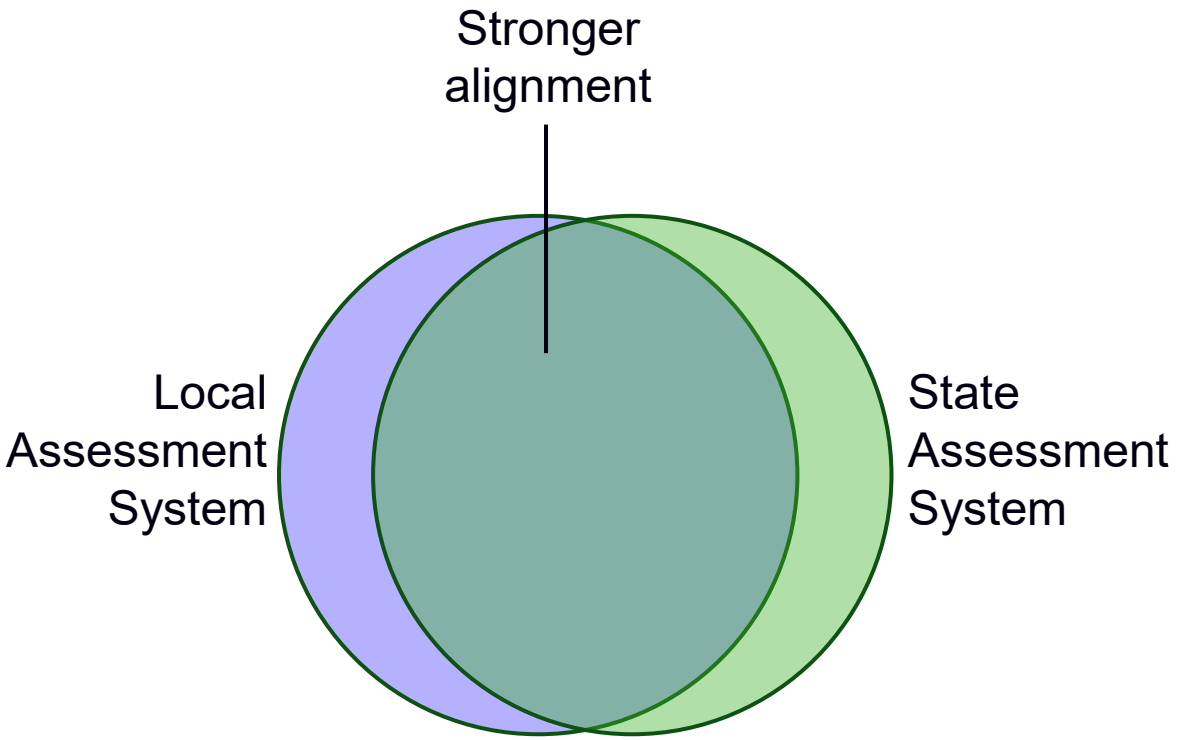
- Elementary – 6 assessments
  - 2 at each grade level (grades 3, 4, 5)
- Middle School – 6 assessments
  - 2 at each science domain (LS, PS, ESS)
- High School – 6 assessments
  - 2 at each science domain (LS, PS, ESS)

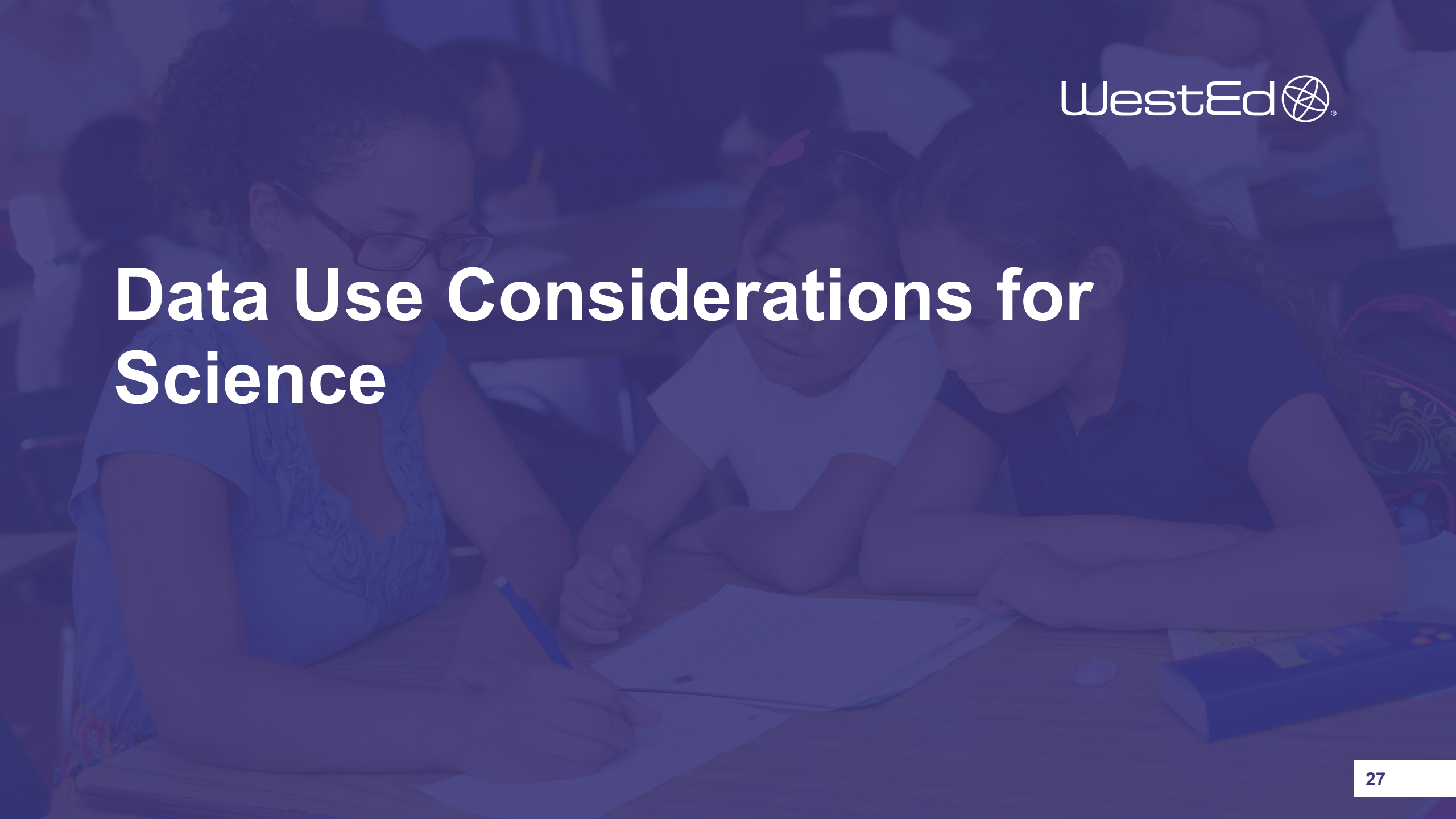
Local Assessments

- Multiple measures of student performance
    - Districtwide common assessment
    - Site-selected assessments
    - Teacher-selected assessments (classroom)

Local and State Assessment Systems







Data Use Considerations for Science

Summative Data

- Grade 5
  - PEs from Grades 3-5 + *3-5 ETAS*
- Grade 8
  - PEs from Middle School PS, LS, ESS + *MS ETAS*
- High School
  - PEs from High School PS, LS, ESS + *HS ETAS*

“Early” Data and Data from Non-tested Grades

- Interim and local assessments can be used to gather ”early” data on student performance, including in non-tested grades (3, 4, 6, 7, and 9).
- Highlights gaps in learning
  - Not meant as predictive of performance, but as a tool to affect change.
- Potentially more authentic/valid data than site-selected assessments.

Different CAST Science Metrics

- Distance from Standard
  - 2024 Dashboard "informational" reports
  - Analogous to ELA and math
- Percentage of students meeting or exceeding standard
  - Classic, easy-to-understand
- Science points
  - Always 0-100
  - Distance from lowest obtainable scale score
  - Reported as the average for a group, school, or LEA

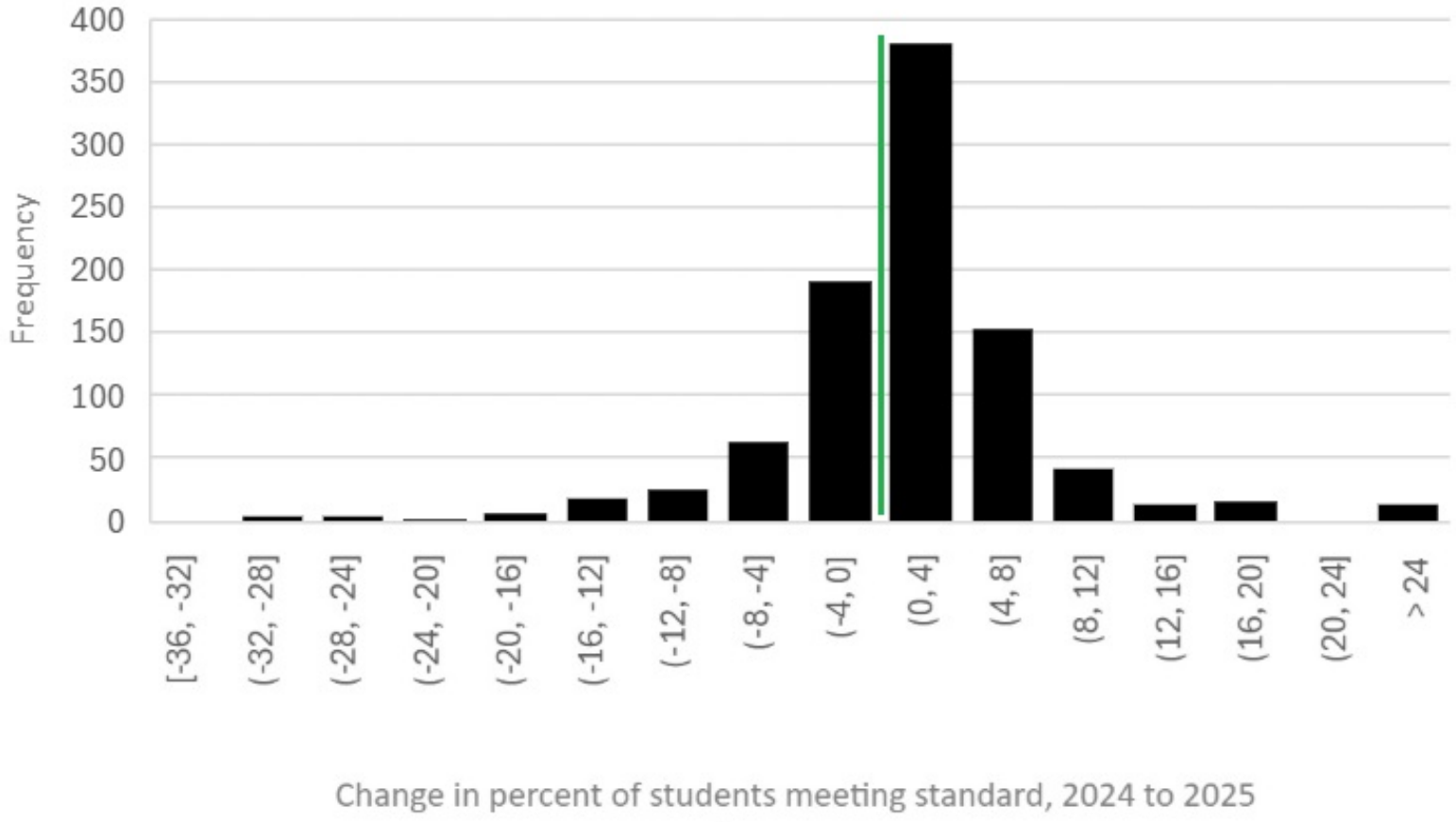
Science Points and Assigned LOSS

- 2025 Dashboard reporting will use science points
- Science points to be adjusted for participation, by assigning the lowest obtainable scale score (LOSS, or 0 SPs)
  - 95% or more: no assignment of LOSS
  - Less than 95%: assignment of LOSS for each student needed to bring participation rate to 95%

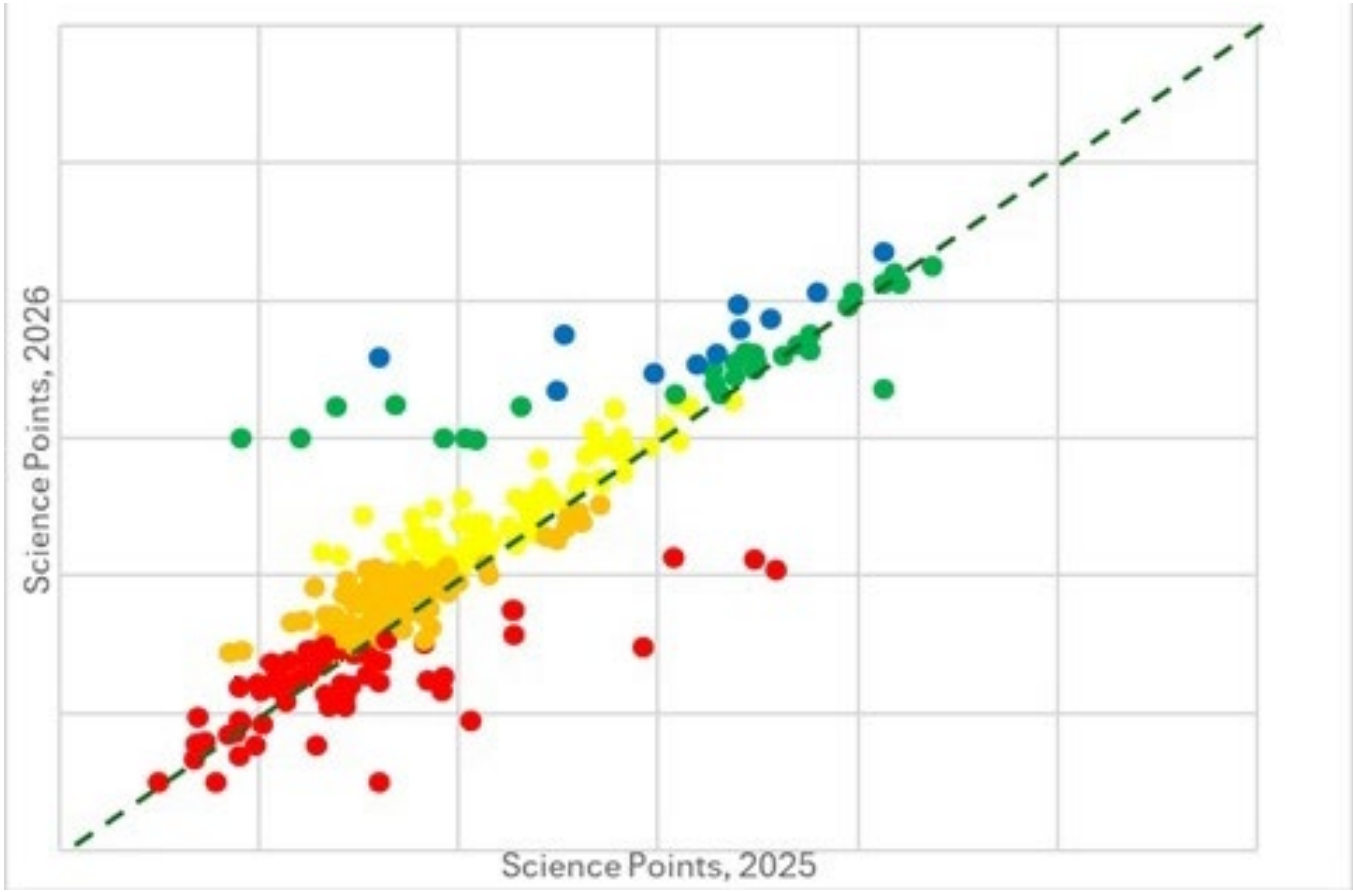
Example of Assigned LOSS

- A group (LEA, school, student group) has 60 students
- 56 of the 60 participated in science assessment (93.3%)
- 95% participation requires 57 students (one additional student)
- Therefore, the group's score will be the sum of the 56 scores (SPs) of the participating students, divided by 57 (assigning 0 SPs once)

About two-thirds of California's LEAs increased their percent of students meeting standard on the CAST from 2024 to 2025



Illustrative Science Points, CAST 2025-26



Data Scavenger Hunt Question #1

In 2025, what percentage of Riverside Polytechnic High in Riverside USD students met or exceeded standard in science? How about the school's students with disabilities group?

https://caaspp-elpac.ets.org/caaspp/

Data Scavenger Hunt Question #2

In 2024, how did Riverside Unified (district) perform overall relative to standard in science?

https://www.caschooldashboard.org/

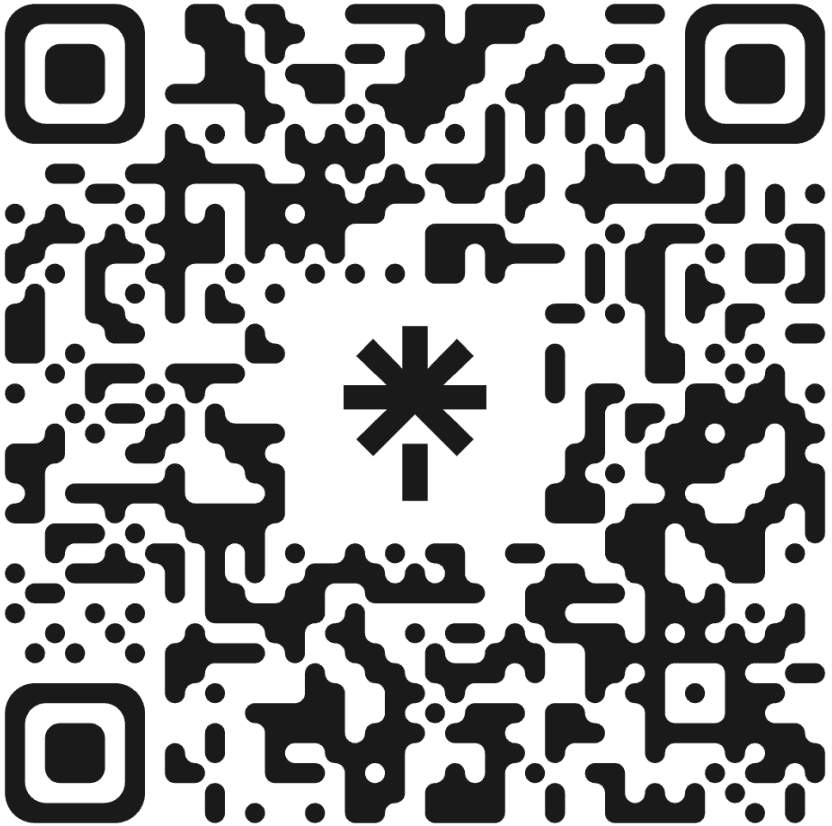
Reflect: How do we know about students' science learning?

- Reflect on your earlier discussions:
  - What is one piece of evidence (formal or informal) you currently use to determine how well your students are towards their year-end learning goals?
  - What are its benefits? What are its limitations? What additional information do you wish it could tell you?

Share out/Q&A

- How do you see yourself using the science indicator at your site(s)?
- What information do you still need?
- What questions do you have?

Dashboard Resources



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Thank you!

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