<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td><strong>Welcome, Introductions, Warm Up, and Meeting Outcomes</strong></td>
</tr>
<tr>
<td></td>
<td>• Team Member Introduction Whip</td>
</tr>
<tr>
<td></td>
<td>• Warm Up – Review of a proposed new CDE generated AMAO report</td>
</tr>
<tr>
<td></td>
<td>• Networking Activity</td>
</tr>
<tr>
<td></td>
<td>• Review Meeting Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Discuss the Integration of Assessment into the Summer CLC Initiative</td>
</tr>
<tr>
<td></td>
<td>• Participate in a demonstration of the online performance assessment system</td>
</tr>
<tr>
<td></td>
<td>• Learn about a system for the evaluation of district initiative in economically hard times</td>
</tr>
<tr>
<td></td>
<td>• Learn from the SBAC and RAN Updates</td>
</tr>
<tr>
<td>9:20 am</td>
<td><strong>Integration of Assessments into the Summer CLC Workshops</strong></td>
</tr>
<tr>
<td></td>
<td>• Curriculum Leadership Council Common Core Initiative Update</td>
</tr>
<tr>
<td></td>
<td>• Key assessment elements that could be integrated into the Summer Workshops</td>
</tr>
<tr>
<td></td>
<td>• Discussion of AAN district participation in this work</td>
</tr>
<tr>
<td>9:45 am</td>
<td><strong>Online Performance Assessment System Demonstration</strong></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate key elements of the online performance assessment system</td>
</tr>
<tr>
<td></td>
<td>• Discuss the pilot in Santa Clara Unified</td>
</tr>
<tr>
<td></td>
<td>• Discuss Next Steps</td>
</tr>
<tr>
<td>10:15 am</td>
<td><strong>Program Evaluation in Difficult Financial Times</strong></td>
</tr>
<tr>
<td></td>
<td>• Evaluation Presentation (Tom Barrett and Nazy Zargarpour)</td>
</tr>
<tr>
<td></td>
<td>• Increase knowledge of the processes involved in program evaluation</td>
</tr>
<tr>
<td></td>
<td>• Provide information and resources to design and conduct district program evaluation</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities to apply workshop content through interactive activities</td>
</tr>
<tr>
<td>10:45 am</td>
<td><strong>SBAC and RAN Updates</strong></td>
</tr>
<tr>
<td></td>
<td>• SBAC Technology Inventory Tool Ready for District use in April</td>
</tr>
<tr>
<td></td>
<td>• CDE Needs Assessment Modules aligned to Common Core State Standards</td>
</tr>
<tr>
<td></td>
<td>• AB – 250 – Reauthorization of Statewide Assessment System</td>
</tr>
<tr>
<td>10:55 am</td>
<td><strong>Meeting Evaluation</strong></td>
</tr>
</tbody>
</table>

Next meeting date: May 24th, 2012
2010-11 Title III Annual Measurable Achievement Objective (AMAO) 1 Report

Release Date: June 25, 2012

School: Center Elementary

LEA: Banking Unified

County: Ocean View

CDS: 99-11223-3332221

Title III Accountability Reports

DataQuest Help

This report contains school-level AMAO 1 results. It shows the number and percentage of students by proficiency level on the California English Language Development Test (CELDT) in the current year compared to the same student's most recent previous year proficiency level.

<table>
<thead>
<tr>
<th>Most Recent Previous Year Proficiency Level</th>
<th>Most Recent Previous Year Number of students</th>
<th>Current Year Number Beginning</th>
<th>Current Year Percent Beginning</th>
<th>Current Year Number Early Intermediate</th>
<th>Current Year Percent Early Intermediate</th>
<th>Current Year Number Intermediate</th>
<th>Current Year Percent Intermediate</th>
<th>Current Year Number Early Advanced</th>
<th>Current Year Percent Early Advanced</th>
<th>Current Year Number Advanced</th>
<th>Current Year Percent Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>205,502</td>
<td>68,500</td>
<td>33.3%</td>
<td>70,926</td>
<td>34.5%</td>
<td>53,993</td>
<td>26.3%</td>
<td>10,956</td>
<td>5.3%</td>
<td>1,125</td>
<td>0.6%</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>243,459</td>
<td>16,418</td>
<td>6.7%</td>
<td>73,193</td>
<td>30.1%</td>
<td>120,338</td>
<td>49.4%</td>
<td>30,027</td>
<td>12.3%</td>
<td>3,483</td>
<td>1.4%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>492,242</td>
<td>5,791</td>
<td>1.2%</td>
<td>37,589</td>
<td>7.6%</td>
<td>247,824</td>
<td>50.4%</td>
<td>176,198</td>
<td>35.8%</td>
<td>24,840</td>
<td>5.1%</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>258,307</td>
<td>1,318</td>
<td>0.5%</td>
<td>5,239</td>
<td>2.0%</td>
<td>57,500</td>
<td>22.3%</td>
<td>144,354</td>
<td>55.9%</td>
<td>49,896</td>
<td>19.3%</td>
</tr>
<tr>
<td>Advanced</td>
<td>57,307</td>
<td>235</td>
<td>0.4%</td>
<td>565</td>
<td>1.0%</td>
<td>4,564</td>
<td>8.0%</td>
<td>23,299</td>
<td>40.7%</td>
<td>28,644</td>
<td>50.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,256,817</td>
<td>92,262</td>
<td>7,514</td>
<td>187,514</td>
<td>10.0%</td>
<td>484,219</td>
<td>384,834</td>
<td>107,988</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:
Students without a most recent previous year CELDT score are not included in this report.

For more information on the Title III accountability, refer to the CDE Title III Accountability Web page.

Mock-up v4
1/26/12

Questions: AMAO Team | AMAO@cde.ca.gov | 916-323-3071
# Test Matrix Report

## CELDT 11-12 Overall Test Performance Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>175</td>
<td>197</td>
<td>143</td>
<td>26</td>
<td>6</td>
<td>546</td>
</tr>
<tr>
<td>Level 2</td>
<td>32%</td>
<td>36%</td>
<td>26%</td>
<td>6%</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>Level 3</td>
<td>179</td>
<td>170</td>
<td>306</td>
<td>65</td>
<td>7</td>
<td>609</td>
</tr>
<tr>
<td>Level 4</td>
<td>6%</td>
<td>26%</td>
<td>52%</td>
<td>14%</td>
<td>1%</td>
<td>18%</td>
</tr>
<tr>
<td>Level 5</td>
<td>8</td>
<td>72</td>
<td>543</td>
<td>537</td>
<td>19</td>
<td>1239</td>
</tr>
</tbody>
</table>

## CELDT 10-11 Overall Test Performance Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>224</td>
<td>447</td>
<td>1126</td>
<td>1140</td>
<td>400</td>
<td>3337</td>
</tr>
<tr>
<td>Level 2</td>
<td>7%</td>
<td>13%</td>
<td>34%</td>
<td>34%</td>
<td>12%</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Summary

<table>
<thead>
<tr>
<th>Level</th>
<th>Total</th>
<th>Increasing</th>
<th>Maintaining</th>
<th>Decreasing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Level 1</td>
<td>546</td>
<td>16%</td>
<td>371</td>
<td>68%</td>
</tr>
<tr>
<td>Level 2</td>
<td>609</td>
<td>16%</td>
<td>460</td>
<td>66%</td>
</tr>
<tr>
<td>Level 3</td>
<td>1239</td>
<td>37%</td>
<td>616</td>
<td>50%</td>
</tr>
<tr>
<td>Level 4</td>
<td>793</td>
<td>24%</td>
<td>216</td>
<td>27%</td>
</tr>
<tr>
<td>Level 5</td>
<td>150</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>3337</td>
<td>100%</td>
<td>1603</td>
<td>48%</td>
</tr>
</tbody>
</table>

## Score Key

- **Increasing**
- **Maintaining**
- **Decreasing**

---

Mar 19, 2012 Page 2 of 2

SchoolCity Inc.
Basics of Program Evaluation

Preview for SCCOE
March 22, 2012

Purpose of the Workshop

- Increase your knowledge of the processes involved in program evaluation
- Provide information and resources to help you design and conduct your own program evaluation
- Provide opportunities to apply workshop content through interactive activities

Workshop Format

- The presentation is divided into four parts:
  1. Evaluation planning & design
  2. Data collection
  3. Data analysis
  4. Drawing conclusions & documenting findings
- Interactive activities will be interweaved throughout each section
What is Program Evaluation?

"Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming."

(Patton, 1997)

Why Evaluate?

- Purpose: To see if a policy, program, project or practice is working and develop a conclusion about its value or merits (i.e., to what extent the original intent is being successfully carried out)
- The object of an evaluation can be:
  - A program
  - A project
  - A policy
  - An intervention
  - A process
Evaluation Studies

- Seek to answer the following:
  - What are the goals and measurable objectives?
  - What should be the goals and measurable objectives?
  - What results were intended by the program?
  - What results were obtained?
  - What were the value and efficacy of the methods and means used to achieve the results? (Process Evaluation)
  - How well was the program administered and managed?
  - What, if anything, about the program should be changed?
  - Continued?
  - Should the program exist at all?

Example: Program Logic Model
Used to Answer Evaluation Questions

Types of Evaluation

- Formative
- Summative
- Process
Types of Evaluation

- What are they?
- When do you use them?
- Sample Questions to Ask:

Experimental Research Designs

- Involve rigorous research methods (e.g. experimental or quasi-experimental designs)
- Identify a control/comparison group
  - Random assignment or matching used for control
- Use statistical methods to determine significance of group differences

Real World Constraints

- Random assignment is rarely feasible
- Variability in sample sizes limits the comparability of statistical significance testing results
- Limited opportunities exist to build-in additional assessments
- Complex analytical models are difficult to communicate
Using Online Data Sources

- CDE website
  - STAR, CAHSEE, CELDT, API, AYP, etc.
- DataQuest
- Ed-Data
- Ed-Data Connect

Using Existing District Data

- Examples
  - Enrollment and attendance data
  - State and local assessment results
  - Discipline referrals
  - Course grades & credits earned
Using Surveys

- Planning the Survey
- Collecting data from respondents
- Important issues!
- Key points to consider in asking questions:

Using Direct Observation

- Uses for direct observation
- Important issues! (training/reliability)
- Uses for direct observation
- What you need to get started
- Instruments used for rating

Developing Custom Assessments

- Key steps
- May purchase item bank/pre-built test OR develop items/performance prompts
- Establish reliability and validity of instruments
Interviewing Groups or Individuals

- Types of data collection
- Uses
- Process

Estimating Sample Size

- Sampling models
- Power analysis (and factors to consider)
- Formulas and resources for computing

Part 3
DATA ANALYSIS
What is Data Analysis?

- Data collected during program evaluation are compiled and analyzed
- Inferences are drawn as to why some results occurred and others did not
- Can be very complex depending on evaluation questions and design

Quantitative Data Analysis

- **Types**
  - **Parametric** (normally distributed) or
  - **Non-parametric** (e.g. rank order, no need for normality)
- **Descriptive statistics** (e.g. counts, percents, means, medians, modes, range, standard deviation)
- **Inferential statistics** (e.g. t-tests, ANOVA, ANCOVA, Chi-square, correlations/regressions)

**IMPORTANT!!**
- A statistically significant result is not always an important result
- It simply means that an observed difference is not due to chance and that the true difference in the population is not zero!
- Don't just test for statistical significance – Should also compute "effect sizes"
Understanding Effect Size
What it means

- The effect size places a standardized, easily interpretable value on the direction and magnitude of:
  - an effect of a treatment;
  - a difference between 2 treatment groups; or
  - any other numerical comparison or contrast.

Understanding Effect Size
Nuts and Bolts

- Two main measures and when to use each:
  - Standard Formula (and interpretation)
  - Dichotomous Outcome Formula (and interpretation)

Qualitative Analysis

- Naturalistic Inquiry--3 Types
- Variety of interpretive designs and methods
- Key steps
- Practical tips
Part 1
DRAWING CONCLUSIONS & DOCUMENTING FINDINGS

Presenting Evaluation Results

- Knowing the audience is key (and what to anticipate)
- What to include in reports
- Pitfalls to be aware of
  - Planning, Design, Data Collection, Data Analysis, Reporting and Use of Results

Conclusions

- Evaluation helps you
  - Determine the effects of the program on recipients
  - Know if you have reached your objectives
  - Improve your program
Contact Information

Tom Barrett, Ph.D.
Barrett Enterprises, LLC
Phone/Fax: (951) 905-5367
Cell: (951) 227-9452
Email: DvTBarrett@gmail.com

Paul Yung, Ph.D.
Program Manager, Center for Student Assessment & Program Accountability
Sacramento City Office of Education
Phone: (916) 228-2273
Email: pyung@SacDev

Nazanin Zargarpour, Ph.D.
Executive Director, Institute at Indian Hill
Phone: (916) 607-2579
Email: codeform@zargarpour.com
Workshop: Assessment & Accountability Network Meeting
Location: Santa Clara COE – Oak Grove Room
Date: March 22, 2012
Presenter(s)/Facilitator(s): Bill Conrad – Director, Assessment & Accountability

Directions: The primary purpose of this evaluation is to collect information about your perceptions about the success of this workshop in order to improve how our department delivers the workshop next time. We will also use this information to improve the overall service of our Department and Educational Services Branch. Please answer the questions of this survey from your perspective as a district leader.

1. This workshop achieved the stated outcomes.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

2. This workshop increased my understanding of the content.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

3. I will be able to apply the skills I learned in the workshop to my work in the district.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

4. I intend to use what I learned in this workshop in the following ways: (Mark all that apply)

- [ ] Formally share what I learned with other district stakeholders.
- [ ] Investigate additional information related to the content of the workshop.
- [ ] Apply the workshop content within my work in the district.
- [ ] Use the workshop content in other professional venues.
- [ ] Inform policy, policy, and curriculum decisions.

Other:
**Directions:** Please record your responses to the statements in each squares below based on your experience with the workshop.

<table>
<thead>
<tr>
<th>I learned.....</th>
<th>I valued.....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I need more information about.....</th>
<th>Other Comments.....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>