3E

Action

Educator Preparation Committee

Update on the Development of the CalTPA for Education Specialist Mild to Moderate Support Needs and Extensive Support Needs Credential Areas of Emphasis and Adoption of Passing Score Standards for these Performance Assessments

Executive Summary: This agenda item provides (a) an update on the development of the Commission's Education Specialist CalTPA for the Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) credential areas of emphasis, a brief review of field test outcomes and a summary of these findings; (b) foundational information about the standard setting process and recommendations for passing score standards; and (c) information and timeline describing how the Commission and its technical contractor Evaluation Systems group of Pearson (ES) will support MMSN and ESN programs to prepare for the first year of operational administration, 2022-23.

Recommended Actions: That the Commission adopt the MMSN and ESN CalTPAs for operational administration, establish the recommended passing score standards for initial implementation, and provide direction for a future study.

Presenters: Amy Reising, Chief Deputy Director, James Webb, Consultant, Professional Services Division, Heather Klesch, Vice President, Educator Solutions for Licensing and Learning, and Jon Twing, Senior Vice President for Psychometrics and Testing Services, Evaluation Systems group of Pearson

Strategic Plan Goal

I. Educator Quality

b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Update on the Development of the CalTPA for Education Specialist Mild to Moderate Support Needs and Extensive Support Needs Credential Areas of Emphasis and Adoption of Passing Score Standards for these Performance Assessments

Introduction

This agenda item presents an update on the field test findings of the Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) California Teaching Performance Assessments (CalTPAs), as well as a summary of the Education Specialist Design Team meetings and development process of these performance assessments. This item is organized into three components:

- Component 1 provides a brief review of the MMSN and ESN CalTPA field test outcomes and a summary of these findings.
- Component 2 provides foundational information about the standard setting process for the MMSN and ESN CalTPAs, presents recommendations for passing score standards, and final staff analysis.
- Component 3 provides a timeline describing how the Commission and its technical contractor Evaluation Systems group of Pearson (ES) will support MMSN and ESN programs to prepare for the first year of operational administration for candidates enrolling in these programs starting July 1, 2022.

Background

At the August 2018 Commission meeting, the Commission adopted program standards and Teaching Performance Expectations (TPEs) for the MMSN and ESN credentials, and in April 2019 adopted authorization statements for these education specialist credentials. In addition, the Commission acted in December 2020, to make the successful demonstration of proficiency on a performance assessment for education specialist candidates a requirement for the preliminary credential. Education Code section 44259 was amended to include this requirement for earning an education specialist credential.

At the April 2021 Commission meeting, the Commission heard an update on the development of the Teaching Performance Assessment (TPA) for Education Specialists and a summary of design team meetings from February 2020 to March 2021. Guiding principles for the continued development of this assessment and fall 2020 pilot study data were presented as information for the Commission. At that meeting, the Commission approved staff recommendations to: 1) confirm the expectation that MMSN and ESN credential programs begin their administration of the Education Specialist CalTPA in fall 2022; 2) added an additional year for Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairments (VI) to develop performance assessment guides for Cycle 1 and Cycle 2 with a field test for these

credential areas in 2022-23; and 3) directed staff to include successful demonstration of proficiency on a performance assessment as a requirement for the five education specialist preliminary credentials in its regulation rulemaking package establishing the new Education Specialist credential and bridge authorizations. The regulations were approved May 31, 2022.

In May 2022, the review of the Education Specialist CalTPAs for Mild to Moderate Support Needs and Extensive Support Needs consisted of two separate analyses: a content review and a review for compliance with the Commission's Assessment Design Standards. The content review was conducted by subject matter experts for Education Specialist programs and was based on Assessment Design Standard 1: Assessment Designed for Validity and Fairness:

> *1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring rubrics that are clearly related to the TPEs that the task measures.*

Reviewers found that each task on both assessments and their associated rubrics measure two or more TPEs. Collectively, the tasks and rubrics for each assessment were found to address key aspects of the six major domains of the TPEs, and the performance assessment properly documented the relationships between TPEs, tasks and rubrics. Both assessments were found to have clearly met all the requirements in the standards.

Component I: Update on the Field Test Outcomes and Summary of Findings

This section of the agenda item provides an overview of the activities undertaken by the Commission, its Design Team (DT), and Evaluation Systems group of Pearson (ES) to develop the MMSN and ESN CalTPAs, provides findings from the field tests which occurred between October 2021 and April of 2022, and describes steps taken to prepare for the first year of operational administration of the MMSN and ESN CalTPAs for fall 2022.

Education Specialist Design Team Meetings

The Education Specialist CalTPA Design Team includes 23 members representing the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. In addition to this group of educators, the Design Team also has a parent liaison and two representatives from the California Department of Education (CDE), one from the Special Education Division, and the other from the English Language Development division of the CDE. A list of Design Team members is provided in Appendix A.

Over the course of two years (2020-2022), Commission staff, ES and the Design Team accomplished the following:

- Adopted the general education structure of the CalTPA as the basis for the EdSp CalTPA for MMSN and ESN to create a performance assessment of two instructional cycles with analytic rubrics that follow the steps of Plan, Teach and Assess, Reflect, and Apply
- Confirmed that the two new assessments met the Commission's Assessment Design Standards (ADS) ensuring the development of a valid and reliable performance assessment

- Developed analytic rubrics that align with the Universal, MMSN, and ESN TPEs for candidate scoring, resulting in 8 rubrics for Cycle 1 and 9 rubrics for Cycle 2
- Analyzed pilot study and field test results to inform revisions, and ensure clarity for the performance assessment guides
- Reviewed and adopted the Commission's Bias Review Committee's recommendations prior to the Pilot Test and prior to the Field Test to integrate findings.
- Learned about the online submission and scoring system
- Provided feedback to Commission staff on how best to support programs and candidates in the field test and in initial implementation
- Reviewed and provided feedback to Commission staff about the Education Specialist Program Guide
- Developed criteria for MMSN and ESN assessor qualifications

In addition, seven Design Team members experienced the full scoring process by participating as marker assessors and/or assessors during the pilot and field test scoring sessions. Four DT members participated in the standard setting studies.

Structure of the MMSN and ESN CalTPAs

Each performance assessment is comprised of two instructional cycles that include analytic, five level rubrics. This two-cycle structure was purposefully modeled after the general education CalTPA. The Design Team specifically built on the structure of the general education CalTPA due to its validity and authenticity established during the last five years of implementation. As California embraces the theory of action, "all teachers are teachers of all students," it was important to the Design Team to keep the assessments more similar than different in the expectations for teacher performance. This goal was achievable as these credential areas of emphasis share Universal TPEs with the Multiple Subject and Single Subject credentials.

Cycle 1: Learning about Students with IEPs and Planning Instruction *and Cycle 2: Assessment Driven Instruction for Students with IEPs* are designed to be completed at two different times over the arc of the candidate's preliminary teacher education program. To fulfill the TPA requirement, candidates must pass both cycles independently. This two-cycle structure supports an educative quality of the assessment and mirrors the structure of the general education CalTPA.

Candidates complete a cycle of instruction during their clinical/student teaching placement as they experience teaching with actual students and collaborate with other educators. Candidates submit their performance assessment narratives, artifacts of teaching, and videos for scoring, and receive a pass or no pass score with descriptive, analytic feedback, within three weeks of the submission date. Each instructional cycle takes several weeks to complete, and candidates engage with both program faculty and supervising teachers as they engage in the assessment.

Cycle 1 has eight analytic rubrics, while Cycle 2 has nine analytic rubrics. Each rubric is included in the assessment guide, and each of analytic rubrics are aligned to Universal and specific TPEs for MMSN and ESN areas of emphasis. Program faculty and supervising teachers can support

candidates in improving their teaching practice based on their assessment results after the first cycle of instruction. Once candidates receive coaching around specific TPEs, they either resubmit Cycle 1 or move on to Cycle 2. The two instructional cycles were purposefully developed to be completed in order, but this sequence is not required. A glossary of terms is provided for candidates as part of the assessment guide.

Cycle 1: Learning about Students with IEPs and Planning Instruction

For Cycle 1, which has eight analytic rubrics, candidates engage in the following activities:

- Step 1: Plan. Candidates:
    - Gather contextual information from student's IEPs that identify assets and learning needs
    - Identify three focus students (student who is an English learner, student who receives related services, student who has experienced trauma or life experience inside or outside of school)
    - Plan one content-specific, grade level lesson focused on literacy or mathematics, including the integration of functional/life skills and ELD learning goal(s)
    - Provide a description of instructional support personnel who will assist in the facilitation of the lesson
    - Provide a description of the Universal Design for Learning (UDL) approaches and scaffolding that student may need to access the core content
    - Identify key resources and materials to assist with the lesson
- Step 2: Teach and Assess. Candidates:
    - Teach the lesson to whole class or small learning group (MMSN); Video record the lesson and provide three annotated video clips that document a safe/effective learning environment, engagement of students, and clarifying next steps for learning; for ESN, candidates have the option to video record one student based on the candidate's clinical practice
- Step 3: Reflect. Candidates:
    - Describe how the lesson and approach validated student strengths and affirmed learning needs to plan a lesson and how those approaches to student learning supported the needs of the three focus students
    - Cite evidence from Steps 1 and/or 2 to support their reflection on practice
- Step 4: Apply. Candidates:
    - Describe how they will plan content-based instruction for their students next learning experience. Cite evidence from Steps 1, 2, and/or 3 to support their application of what they have learned about teaching and their students

Cycle 2: Assessment-Driven Instruction for Students with IEPs

For Cycle 2, which has nine analytic rubrics, candidates engage in the following activities:

- Step 1: Plan. Candidates:
    - Gather contextual information from student's IEPs that identify assets and learning needs
    - Plan a series of three to five content-specific, grade level lessons focused on literacy or mathematics (opposite to cycle 1), including the integration of functional/life skills and education technology and ELD learning goal(s)

    - Provide a description of instruction support personnel who will assist in the facilitation of the lessons
    - Describe the informal assessment(s), student self-assessment, and formal assessment and rubrics used to measure student learning and to provide feedback
- Step 2: Teach and Assess. Candidates:
    - Teach the lessons to whole class or small learning group (MMSN); for ESN, candidates have the option to teach one student based on the candidate's clinical practice
    - Video record the lesson and provide four annotated video clips that document instruction and assessment of academic language, student use of educational technology, instruction and informal assessment of content, and instruction and student self-assessment of content; for ESN, candidates have the option to video record one student based on the candidate's clinical practice
- Step 3: Reflect. Candidates:
    - Score the formal assessment responses for the whole class or small learning group; for ESN, it may be one student response
    - Analyze formal assessment response(s) that demonstrate a range of performance (exceeding learning goal, meeting learning goal, not yet meeting learning goal)
    - Analyze informal and student self- assessments throughout the learning segment
    - Address how candidate will assist families and/or guardians to support learning at home
- Step 4: Apply. Candidates:
    - Based on formal assessment results, conduct either a reteaching or extension activity
    - Describe the instructional approach to be used and how instructional support personnel will support the activity selected
    - Video record the reteaching or extension activity; for ESN, candidates have the option to video record one student based on the candidate's clinical practice
    - Reflect how the reteach or extension supported student learning

Analytic Rubrics

Each of the MMSN and ESN CalTPA analytic rubrics contain multiple constructs that address an essential question that frames the knowledge, skills, and abilities described in each rubric, and measure both the Universal, MMSN, and ESN TPEs. Rubrics provide five qualitative descriptions, ranging from a score Level 1 to a score Level 5, with score Level 1 representing a response for which no evidence is provided, or practice is not supportive of student learning, and score Level 2 representing an inconsistent or limited response. Score Level 3 mirrors the performance expectations of the essential question that provides the focus for each rubric. To reach a score Level 4, the candidate must provide evidence for all of score Levels 3 and 4. To reach a score Level 5, the candidate must provide evidence for all of Levels 3, 4, and 5 constructs. Rubric essential questions are provided in Appendix B.

CalTPA Field Test Summary for MMSN and ESN

The field test, conducted in the second year of development, provided an opportunity to collect data about the teaching performance of MMSN and ESN candidates across a sample of institutions' accredited programs. These programs reflected the diversity of program types,

sizes, candidates served by institutions, and service areas in California. To ensure a diverse sample, the Commission had specific criteria for the selection of programs to participate in the field test. Commission staff and ES attempted to recruit a diverse group of candidates, provided support (including office hours, webinars, and video tutorials) throughout the assessment, and ensured that candidates submitted scoreable evidence to ES by April 2022. Appendix C provides a table listing the programs that participated in the field test.

The MMSN and ESN CalTPA field tests began in October of 2021 and ran through April of 2022. Field test candidates submitted their TPA responses online to ES using the system developed for the pilot and field tests. The field test yielded candidate responses from which marker papers for assessor training were selected, and once scored, provided data to assist with determining final revisions to cycles and rubrics in preparation for operational administration. All candidate evidence submitted was kept confidential. The target number of candidates was 140: 80 for MMSN (40 per cycle) and 60 for ESN (30 per cycle). Table 1 shows the actual number of submissions scored by cycle for the MMSN and ESN CalTPA field tests. Table 2 shows the pathway percentages for those candidates who engaged in the field test.

Table 1. MMSN and ESN Candidate Submissions for Field Test

Credential Area of Emphasis	Candidates	Submissions (Cycles) Scored
MMSN	108	Cycle 1: 58 Cycle 2: 50
ESN	86	Cycle 1: 46 Cycle 2: 40

Table 2. Program Pathway Percentages for Field Test

Program Pathway	ESN Cycle 1	ESN Cycle 2	MMSN Cycle 1	MMSN Cycle 2	Grand Total
District Intern	40%	39%	40%	43%	41%
Residency Program	8%	10%	5%	5%	6%
University Intern	21%	18%	25%	29%	24%
University Private School Program	1%	1%	2%	2%	2%
University Student Teaching Program	30%	33%	28%	22%	27%
Grand Total	100%	100%	100%	100%	100%

Field Test Assessor Recruitment, Training, and Scoring

In fall 2021, ES began recruiting a diverse group of MMSN and ESN assessors and identified marker assessors for the field test scoring process for each assessment. Assessors were divided into two groups for each assessment, one group to be trained to score Cycle 1 and a second group to receive training to score Cycle 2. Marker assessors were identified from the pool of assessors trained for the pilot study and participated in field test marker submission selection and online assessor training. Assessor training processes were developed and implemented during spring 2022, and training was provided via online experiences. Marker assessors

participated in selecting marker papers, facilitated by Commission and ES staff, for the spring scoring sessions and were trained to support the facilitation of the assessor trainings held in March and April 2022.

During the online training, assessors were provided with an online orientation facilitated by Commission and ES staff that provided an overview of the cycle, evidence to be collected, and associated analytic rubrics. In addition, assessors were given a 90-minute training on implicit bias and its potential effects on scoring. This implicit bias module was facilitated by Commission staff and lead assessors to help MMSN and ESN assessors identify their own biases, encouraging assessors to be aware of a scoring bias and to strive to minimize this issue when scoring submissions.

Once assessors met the criteria for training and calibration, they were notified by ES that they could begin scoring submissions for the field test using the online system through a centralized distributed scoring process. Each submission was independently scored by assessors meeting the calibration criteria. Assessors who did not meet the calibration requirement were provided coaching by marker assessors and given the opportunity to score additional submissions. Commission staff attended and assisted to facilitate each assessor training.

Table 3 provides marker submission selection dates, assessor trainings for Cycle 1 and Cycle 2 for MMSN and ESN assessors, and numbers of assessors for each event.

Table 3. Assessor Training Events and Numbers of Marker Assessors and Assessors for MMSN and ESN

Assessor Training	Date(s)	Marker Assessors	Assessors
MMSN Cycle 1	February 8-11, 2022	4	N/A
MMSN Cycle 2	March 29-April 1, 2022	3	N/A
MMSN Cycle 1	March 1-2, 2022	4	12
MMSN Cycle 2	April 12-13, 2022	3	10
ESN Cycle 1	February 15-18, 2022	3	N/A
ESN Cycle 2	April 5-8, 2022	3	N/A
ESN Cycle 1	March 3-4, 2022	3	8
ESN Cycle 2	April 14-15, 2022	3	10

By scoring submissions, Commission staff and assessors were able to see the full range of performance across the five level scales of the rubrics. Programs were notified in April 2022, of the candidates' aggregate scores for Cycle 1 while Cycle 2 aggregate scores were provided in June 2022.

Survey and Focus Group Data Summary

Field test findings were informed by several data sources: descriptive statistics of candidate performance; distribution of cycle scores; and demographics from surveys and focus groups.

At the conclusion of the field test, ES collected surveys from candidates, program coordinators, and assessors. In addition, two candidate focus group sessions (all online) and two coordinator

interviews were co-facilitated by ES and Commission staff. Both survey and focus group questions were focused on key questions: clarity of directions, supports available, ease and use of online platform for submissions, ability to demonstrate knowledge, skills, and abilities (TPEs), and use of rubrics in scoring.

At the April and June 2022 DT meetings, ES prepared summaries of the qualitative findings and shared several themes that emerged from the initial data analysis. Themes across surveys and focus group feedback for both MMSN and ESN included the following:

Candidates

- Include life and functional skills in addition to subject matter for learning goals and instructional planning (MMSN and ESN)
- Increase the length of video clips to allow more time for candidate interaction with students (ESN)
- Provide examples of candidate submissions to assist in "visualizing" what is expected and required of the performance assessment (ESN)
- Provide programs with technical assistance to assist with interacting with the ES platform for uploading submissions (MMSN)

Coordinators

- Provide further clarity in the Program Guide for EdSp CalTPA vocabulary, including "asset-based instruction", "funds of knowledge", and "cultural and linguistic resources" (MMSN and ESN)
- Provide further clarity about rubric expectations for practice (MMSN and ESN)
- Provide examples of candidate submissions to assist in "visualizing" what is expected and required of the performance assessment (MMSN and ESN)
- Provide examples of scenarios of co-teaching, implementation of UDL strategies, and facilitation of instructional support personnel (MMSN)

Assessors

- Define "manageable and appropriate goals" that also are grade level appropriate to ensure candidates create standards-based IEP/lesson goals (MMSN and ESN)
- Advise programs to provide more opportunities for candidates to reflect in coursework and clinical practice prior to completing the performance assessment (MMSN and ESN)
- Work with programs to provide information on understanding cultural assets and strengths of students to determine funds of knowledge (MMSN)
- Encourage programs to provide more opportunities for candidates to reflect in coursework and clinical practice prior to completing the performance assessment (MMSN and ESN)

Commission staff presented the field test results to the DT, and with their recommendation, made the following edits to the MMSN and ESN cycles and rubrics:

- Added specific inclusion of functional/life skills in the directions and prompts for the performance assessment guides

- Increased the video clips by 2 minutes to allow for additional time to work with students who have extensive support needs (ESN)
- Included specific education specialist explanations and examples in the Program Guide. Provided technical assistance webinars in June, and again in August and October as programs transition to the operational administration of the EdSp CalTPA
- Provided clarity to the prompts in Step 1 for Cycle 1 and Cycle 2 on cultural assets and strengths for candidates
- Confirmed mid-range candidate submissions will be posted as exemplars once implementation begins fall of 2022

Component II Standard Setting Process for the MMSN and ESN CalTPAs and Recommendations for Passing Score Standards

This component provides an overview of the activities undertaken to conduct standard setting for the MMSN and ESN CalTPAs to determine an initial recommendation to establish passing score standards.

Standard Setting Process Summary

Developers of TPA models are required by the Assessment Design Standards (ADS) to conduct a standard setting study to establish the requirements for successful completion of the assessment. "Standard setting" is the common term used in the large-scale assessment industry to describe the process of determining a minimum passing score for new or revised assessments. The term "standard" as it is used in "standard setting" refers to a performance standard, or minimum level of acceptable performance on an assessment.

Standard setting is a common and established process for determining valid and defensible minimum passing scores for standardized assessments. Standard setting allows an authoritative body, in this case the Commission, to make an informed decision when establishing passing standards instead of arbitrarily selecting a minimum passing standard.

For criterion-referenced assessments, such as the MMSN and ESN CalTPAs, standard setting is a content-focused, structured process in which a panel of content area experts reviews the content of an assessment, carefully considers the performance expectations being measured, relevant data and potential pass rates at various scores to make an informed judgment about the minimum performance level that candidates would need to demonstrate to "pass" the assessment. The standard setting process conducted by ES resulted in a recommended passing score from each expert panel (MMSN and ESN, separately) to the Commission for each of the two instructional cycles.

There have been many different methods for standard setting published and researched in the field of large-scale assessment over the last 50 years. These standard setting methods are in use today for various types of assessments all over the world. However, all the most common standard setting methods for educational assessments involve the informed judgments of qualified "raters," or content-specific pedagogical experts.

As with the standard setting study method used for all other Commission assessments (e.g., CalTPA, CalAPA, CPACE, edTPA), the process employed for the MMSN and ESN CalTPAs was consistent with recognized psychometric principles and procedures. The standard setting study for the MMSN and ESN CalTPAs were conducted over two, two-day periods, May 24-25 (MMSN) and May 26-27, 2022 (ESN), with pre-conference preparatory activities for the content expert panel taking place prior to the meeting. Expert standard setting panel members are identified in Appendix D.

The specific standard setting process used during the meetings for the MMSN and ESN CalTPAs is described in full detail in Appendix E.

All the expert panel's standard setting discussions for the initial and final passing score standard recommendations, made at the conclusion of the second day's standard setting activities, were framed by the following context statements and guiding questions:

- *Think about an education specialist teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with **mild to moderate support needs**.*
- *Think about an education specialist teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with **extensive support needs**.*
- *What score (the sum of all the rubric scores in the Cycle) represents the level of performance that would be achieved by this individual?*

The guiding question addressed candidate performance across all rubrics in each cycle. Discussion was also conducted to allow for panel recommendations concerning any "side conditions," for example, placing a limitation on the number of rubric scores of "1" that would ultimately be allowed under the final recommended passing score.

Initial Passing Score Recommendations

Through a facilitated discussion, panelists were presented with MMSN and/or ESN CalTPA descriptive data, the activities described in Appendix E were conducted, and each panelist recommended an initial passing standard during the early activities on Day 2. Table 4 shows panelists' initial passing score recommendations:

Table 4. Panelists' Initial Passing Score Recommendations (Committee Median)

Credential Area of Emphasis (Total Points Possible)	**Total Score Panel Recommendation**	**N Panelists Recommending Side Condition of 1 rubric score of "1"**
MMSN Cycle 1 (40)	19	6 of 12
MMSN Cycle 2 (45)	21	6 of 12
ESN Cycle 1 (40)	18	5 of 9
ESN Cycle 2 (45)	19	4 of 9

Additional candidate score data from the field test are provided in Appendix F (MMSN) and Appendix G (ESN).

Final Standard Setting Panel Deliberations

Through a facilitated discussion, and after examining the initial recommendations, panelists were presented with MMSN and ESN CalTPA impact data reflecting the number and percent of candidates who would theoretically pass at each potential recommended level.

Standard setting panelists were advised that the field test was conducted with candidates and programs that agreed to try out the assessments for the sake of contributing to assessment development. It is uncertain if factors including motivation influenced candidate performance as the completion of the assessment was not required to gain a preliminary credential. In addition, it is not clear how context and provided support may have influenced performance in these field tests. Commission staff reminded panelists that it is necessary to be thoughtfully cautious when applying the field test impact data to future performance of candidates due to the small size of the samples (e.g., 58 candidates for MMSN Cycle 1 and 40 for ESN Cycle 2). It is hard to determine if these small samples represent the larger population of candidates; therefore, these data, while helpful in providing feedback for development of the assessments for initial implementation, may not be fully representative of the performance of the larger MMSN and ESN populations.

For the MMSN sample from Cycle 1, most submissions that were scored were by candidates who identify as White/Non-Hispanic (N=22). The second largest group was Mexican-American/Chicano (N=15). The rest of the ethnic groups represent six or fewer candidates. Typically, data representing fewer than 10 candidates would not be included in a reported data set. To be transparent, however, it was critical for panelists to understand the performance of the candidates who did participate in the field test.

For the ESN sample, no submissions from candidates who identify as Black/African American, Japanese/Japanese American, Asian Indian American/Asian Indian, Cambodian American/Cambodian, and Filipino American/Filipino were scored. The impact data set does document that Mexican American/Chicano scored higher than other ethnicity groups, followed by White, and then followed by Latino candidates.

In the field tests, more female submissions were scored than male, or by those choosing not to respond to the gender identifying question. Across both assessments, females scored higher than males or non-gender identifying candidates.

When analyzing the data for candidates with two or more languages, more English-only submissions were scored for MMSN Cycle 1. English-only candidates performed slightly higher than candidates with English and one or more languages. For MMSN Cycle 2, more English-only submissions were scored; however, for this cycle, candidates with English and more than one language performed slightly higher than English-only candidates. In the ESN Cycle 1 data, the same pattern emerged with English-only candidates scoring higher than candidates with English and one or more languages. In ESN Cycle 2, candidates with English and one or more other languages slightly outperformed English-only candidates.

Impact Data by ethnicity, gender, language, and school setting are found in Appendix H (MMSN) and Appendix I (ESN).

Rubric Level Scores

The table below provide the candidate rubric level mean, standard deviation (SD), median, minimum, and maximum scores achieved, by MMSN and ESN candidates, for both Cycles 1 and 2 during the Field Test.

Table 5. Cycle Rubric Scores for MMSN and ESN

Credential Area of Emphasis	Number of Candidates	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
MMSN C1 40 Points	58	22.1	3.42	22.0	16	30
MMSN C2 45 Points	50	26.7	3.36	27.0	18	33
ESN C1 40 Points	46	22.2	5.43	21.5	8	34
ESN C2 45 Points	40	23.0	4.40	24.0	9	33

Frequency Distribution of the Cycle 1 and Cycle 2 Scores for MMSN and ESN

After reviewing impact data, including the reporting of the modeled passing rate that would have been obtained based on a range of possible passing scores and viewing this information through various demographic variables, the whole group discussed the inferences of the impact data on the initial passing standard recommendation for both MMSN and ESN. Following this discussion, panelists were asked to make a final recommendation for a passing score for MMSN and ESN, by individual cycle.

To conclude the meeting, panelists were shown the frequencies for individual ratings of a final recommended passing score, as well as the mean, median, mode, minimum and maximum for the final score recommendations. Panelists were also shown a summary of the side condition recommendations and their impact on candidate pass rates. Table 6 shows panelists' final passing score recommendations.

Table 6. Panelists' Final Passing Score Recommendations (Committee Median)

Performance Assessment	Total Score Panel Recommendation	Side Condition of 1 rubric score of "1"
MMSN Cycle 1 (40)	19	5 of 12
MMSN Cycle 2 (45)	21	7 of 12
ESN Cycle 1 (40)	19	3 of 9
ESN Cycle 2 (45)	20	4 of 9

Once standard setting study results were tabulated, Commission staff requested ES to model data to illustrate applying a standard error to the field test data.

Consideration of the Standard Error of Measure (SEM)
When the final panel score recommendation is determined, an additional modification is sometimes made to that score before it is presented to the Commission for potential adoption. This modification is the determination and potential application of an adjustment known as the SEM.

The SEM takes into consideration the fact that an assessment represents one single point in time when a candidate's knowledge, skills, and abilities are measured. The score obtained on that day may or may not be fully reflective of the candidate's true knowledge, skills, and abilities. For example, if a candidate were to retake the test on multiple occasions, the candidate might well obtain several different scores. Scores are influenced by many factors, including, for example, the candidate's health on a particular day, the candidate's frame of mind, the point in the program at which the candidate takes the assessment, difference in the ratings given by the assessors, and other such factors that may have an influence on the score received on that assessment on that day. The candidate's "true" score that most accurately reflects the candidate's full set of knowledge, skills, and abilities, may lie somewhere within that total range of scores, and not just in one score obtained on one date in time. In addition, a single score could also potentially represent a "false negative" (i.e., the candidate did have sufficient knowledge, skills, and abilities but the actual score did not closely enough represent the candidate's true abilities) or a "false positive" (i.e., the candidate did not actually have sufficient knowledge, skills, and abilities but was able to earn a higher score than otherwise warranted). For these reasons, an adjustment for this SEM, may sometimes be made to address these factors.

The SEM has been calculated for Cycle 1 and Cycle 2, and the corresponding passing scores at different SEM applications are found in the tables presented below. There are cautions in the interpretation of these SEM values. First, it is not known if this small sample represents the larger population of candidates; therefore, this may not be representative of the performance of the population. And, most importantly, due to the small sample, there is no way to know if these SEMs represent those that are seen in the future, based on a larger group of candidates.

Table 7. Standard Error of Measure

Field	Panel median (no SEM)	-.5 SEM	-1 SEM	-1.5 SEM
MMSN Cycle 1	19.00	18.42 (18)	17.83 (17)*	17.25 (17)
MMSN Cycle 2	21.00	20.16 (20)	19.32 (19)	18.48 (18)
ESN Cycle 1	19.00	17.88 (17)	16.75 (16)	15.63 (15)
ESN Cycle 2	20.00	19.01 (19)	18.01 (18)	17.02 (17)

*Passing scores are rounded to favor the candidate.

These tables also provide the impact data on scores and passing rates for both cycles, including the effect of adding an SEM adjustment. Given the panel recommendations, the data was

modeled to show individual pass rates at the cycle level as illustrated above. Tables 8-11 provide the percentage of candidate submissions that would pass at a variety of passing standard scores. The tables also provide data on how applying side conditions and limiting the number of scores of 1 a candidate may earn would impact passing rates. The cells that are highlighted in orange represent the percentage of those candidates who would pass at the indicated passing standard score.

Table 8. MMSN Cycle 1-Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

MMSN Cycle 1	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
15	58	58	1.00	58	1.00	58	1.00	58	1.00	57	0.98
16	58	58	1.00	58	1.00	58	1.00	58	1.00	57	0.98
17 (a)	58	54	0.93	54	0.93	54	0.93	54	0.93	53	0.91
18 (b)	58	51	0.88	51	0.88	51	0.88	51	0.88	50	0.86
19 (c)	58	51	0.88	51	0.88	51	0.88	51	0.88	50	0.86
20	58	43	0.74	43	0.74	43	0.74	43	0.74	43	0.74

KEY: a = -1 SEM b = - 0.5 SEM c = no SEM

Table 9. MMSN Cycle 2-Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

MMSN Cycle 2	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
17	50	50	1.00	50	1.00	49	0.98	49	0.98	48	0.96
18	50	50	1.00	50	1.00	49	0.98	49	0.98	48	0.96
19 (a)	50	49	0.98	49	0.98	49	0.98	49	0.98	48	0.96
20 (b)	50	47	0.94	47	0.94	47	0.94	47	0.94	46	0.92
21 (c)	50	46	0.92	46	0.92	46	0.92	46	0.92	46	0.92

KEY: a= -1 SEM b = - 0.5 SEM c = no SEM

Table 10. ESN Cycle 1-Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

ESN Cycle 1	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
15 (a)	46	43	0.93	42	0.91	42	0.91	40	0.87	33	0.72
16 (b)	46	39	0.85	39	0.85	39	0.85	38	0.83	33	0.72

17 (c)	46	38	0.83	38	0.83	38	0.83	37	0.80	33	0.72
18	46	37	0.80	37	0.80	37	0.80	37	0.80	33	0.72
19	46	37	0.80	37	0.80	37	0.80	37	0.80	33	0.72
20	46	33	0.72	33	0.72	33	0.72	33	0.72	29	0.63

KEY: a= -1.5 SEM b = - 1.0 SEM c = -0.5

Table 11. ESN Cycle 2-Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

ESN Cycle 2	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
17 (a)	40	39	0.98	39	0.98	39	0.98	35	0.88	26	0.65
18 (b)	40	34	0.85	34	0.85	34	0.85	33	0.83	26	0.65
19 (c)	40	33	0.83	33	0.83	33	0.83	32	0.80	25	0.63
20	40	31	0.78	31	0.78	31	0.78	31	0.78	24	0.60
21	40	30	0.75	30	0.75	30	0.75	30	0.75	23	0.58

KEY: a= -1.5 SEM b = - 1.0 SEM c = -0.5

Upon completion of the Standard Setting Study, Commission staff considered all field test data, both qualitative (surveys, focus groups) and quantitative (candidate score data) and panel member discussion. Panel members raised important issues for consideration in setting initial passing standards. Issues included concerns about how schools are adjusting to the return to in-person instruction for students, families/guardians, and teachers due to the COVID pandemic and the need to allow time for programs to incorporate the TPEs and performance assessments into coursework and clinical practice. Panelists noted that the majority of approved MMSN and ESN programs did not participate in the pilot or field test of the assessments resulting in the need for faculty, supervising teachers, and other district support providers to have the opportunity to learn about the assessment and how to appropriately support candidates. Finally, panelists were concerned that the demographics of the field test candidates (ethnicity, gender, type of program pathway) were limited to 50 candidates with some subgroups not represented.

Commission Passing Score Recommendations, Side Conditions, and SEM

For MMSN candidates staff recommend the passing standards set by the panel, with a side condition that does not allow a candidate to have a rubric score of 1 on more than one of the rubrics for the cycle. To ensure a supportive first implementation year, staff recommend the application of a -1.0 SEM. This would bring the actual passing standards for the first year(s) to 17 for Cycle 1 and 19 for Cycle 2.

For ESN candidates, staff recommend the passing standards set by the panel. Field test score data along with survey and focus group findings led staff to propose that candidates would be allowed to meet the passing standards without establishing a side condition regarding scoring a 1 on a rubric. The recommendation allows candidates to meet the passing standard across the rubric scores and would allow for more than one score of 1. In addition to reasons provided and

due to the need for time to embed the assessment, the demographic data for this field test did not include candidates who identify as Black/African American and also had very low numbers of other ethnic groups. As such, these low numbers do not allow for a data- informed understanding of how future candidates might perform. Given this additional consideration of low numbers of candidates in the field test and to ensure a supportive first implementation year(s), staff recommend the application of a -1.5 SEM. This would bring the actual passing standard for the first year(s) for the ESN assessment to 15 for Cycle 1 and 17 for Cycle 2.

Staff recommendations for MMSN and ESN are different given the performance of the two groups of candidates. For ESN, Commission staff, in conversation with program faculty, assessors, and candidates, took into consideration additional issues along with the qualitative and quantitative findings and panel discussions. These considerations included the potentially different contexts for learning and wide variety of student learning needs and IEP goals, the new TPEs that combine Universal, MMSN, and ESN credential specific expectations, the need for programs to place candidates in clinical experiences where the requirements of the assessment are achievable (grade specific, content level instruction, video recording of students, and multiple learning environments), and the array of approaches to educational support staff currently employed in school districts.

Prior experience has proven that providing a lower early passing standard allows programs to focus on embedding the assessment and supporting faculty and others while learning how to support candidates and how to create coursework and field work experiences that allow candidates to engage successfully in performance assessment. Staff and its technical contractor, ES, will continue to carefully monitor the performance data of both MMSN and ESN candidates. Staff recommend that at least two years of data be collected and studied to better understand how all candidates are performing before conducting a second standard setting review/study. If the Commission adopts this recommendation to return in two years with a new and more representative data analysis, staff would bring forward data to potentially remove the SEMs applied for the first years of implementation and begin to require the passing standards recommendations of the MMSN and ESN 2022 Standard Setting Panel (Cycle 1: 19 and Cycle 2: 21 for MMSN and Cycle 1: 19 and Cycle 2: 20 for ESN) making the passing standards for the MMSN and ESN assessments equivalent to the MS and SS CalTPA cycles. If appropriate, the Commission can recommend new passing standards based on the two years of implementation data. For ESN, the Commission could revisit the recommendation to only allow one rubric score of 1 per cycle as recommended by the ESN panel, a step that would mirror the current expectation for the MS and SS CalTPA and the new MMSN assessment.

Component III: Information About How the Commission and Its Technical Contractor Evaluation Systems group of Pearson Will Support Programs During the First Year of Operational Administration, 2022-23

This section of the agenda item provides an overview of the supports and activities that both ES and Commission staff will conduct as MMSN and ESN programs engage in the first year of operational administration for the 2022-23 academic year.

Scheduled support events for programs and for candidates as they register for and take the EdSp CalTPA for MMSN and ESN in the first operational year are detailed in Table 12 below. Assessor training dates will be added once determined.

Table 12. Fall 2022 Support for Programs and Candidates

Type of Support	Date(s)
Weekly Office Hours	Every Friday from 10:00-10:30am
Transition Webinars	June 1, 2022 (MMSN) June 2, 2022 (ESN)
EdSp CalTPA Operational Materials Orientation	August 31, 2022
Meredith Fellows Implementation Conference	September 16-17, 2022
EdSp CalTPA Kickoff Webinar for MMSN and ESN	October 5, 2022
EdSP CalTPA Coordinator Newsletter: https://www.ctc.ca.gov/commission/newsletters/ed-specialist-caltpa-program-coordinators-email-list	Ongoing
Digging Deeper Series for CalTPA, EdSp CalTPA, CalAPA, and ECE CalTPA	Fall 2022 Winter 2023 Spring 2023
EdSp Faculty Workshops	Fall 2022

Staff Recommendations

1. That the Commission adopts the MMSN and ESN CalTPAs for operational administration, beginning October 2022.

2. That the Commission establish the following passing standards for initial implementation:
    - MMSN Cycle 1:
      Passing standard of 19 points with one score of 1 allowed and apply a Standard Error of Measure of -1.0, resulting in a passing score of 17.
    - MMSN Cycle 2:
      Passing standard of 21 points with one score of 1 allowed and apply a Standard Error of Measure of -1.0, resulting in a passing score of 19.
    - ESN Cycle 1:
      Passing standard of 19 points and apply a Standard Error of Measure of -1.5, resulting in a passing score of 15.
    - ESN Cycle 2:
      Passing standard of 20 points and apply a Standard Error of Measure of -1.5, resulting in a passing score of 17.

3. That two years of data be collected and studied to understand how candidates are performing and conduct a second standard setting review/study in spring 2024.

Next Steps

If the Commission adopts the recommended passing standards, notification will be posted on the ES exams website (www.ctcexams.nesinc.com) and will be communicated to the field.

Supports to the field would continue and be enhanced as staff works with programs to understand what is needed to prepare for the first administration this fall and for continued implementation over the next several years.

Appendix A

Education Specialist CalTPA Design Team Members

Name	Affiliation	Role
Amy Andersen	El Dorado County Office of Education	Executive Director, Special Services
Amanda Baird	Orange County Department of Education	Coordinator
Jessica Burrone	Yolo County Office of Education	Director of Special Education
Cathy Creasia	University of Southern California	Director of Accreditation and Credentialing
Vicki Graf	Loyola Marymount University	Technical Advisor, CTC/ES
Megan Gross	Commission on Teacher Credentialing	Commission Liaison
Allan Hallis	Riverside County Office of Education	Administrator, Preliminary Teacher Preparation
Cheryl Kamei-Hannan	California State University, Los Angeles	Professor
Elizabeth Jara	Teachers College of San Joaquin	Coordinator, Special Education Programs
Gabrielle Jones	University of California, San Diego	Director of MA-ASL Credential Program
Jennifer Kritsch	Point Loma University	Director of Special Education, Associate Professor
Robert Perry	Los Angeles Unified School District	Administrative Coordinator
Elisa Pokorney	William S. Hart Union High School District	Teacher, MMSN
Nina Potter	San Diego State University	Director of Assessment & Accreditation
Terrelle Sales	Pepperdine University	Assistant Professor of Teacher Education
Julie Sheldon	Walnut Valley Teacher Induction	Induction Coordinator
Cheryl Sjostrom	UMass Global – California	Director of Clinical Services/Associate Professor
Sarah Steinbach	Santa Clara County Office of Education	Teacher, ESN
Sharon Sacks/Ting Siu	San Francisco State University	Clinical Supervisor, TVI/Professor
Stephanie Stotelmeyer	Santa Ana Unified School District	Teacher, MMSN
Jacquelyn Urbani	Mills College	Director of ECSE/Associate Professor
Janice Myck-Wayne	California State University, Fullerton	Professor, Special Education
Bridget Scott-Weich	Mount Saint Mary's University/John Tracy Center	Director of Graduate Programs and Administration
Robin Zane	California Department of Education	Director, State Special Services Schools Division

Appendix B
Rubric Essential Questions

Cycle 1: MMSN and ESN Rubric Essential Questions

Step 1: Plan
Rubric 1.1: How does the candidate's proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? Based on UDL principles, how do proposed content-specific learning activities, instructional and grouping strategies, and facilitation of instructional support personnel support, engage, and/or challenge all students to meet the learning goal(s) of the lesson?
Rubric 1.2: How does the candidate use UDL principles to plan instruction using knowledge of FS1's (English learner) assets and learning needs to support meaningful engagement with the content-specific lesson goal(s) and ELD goal(s)?
Rubric 1.3: How does the candidate use UDL principles to plan instruction using knowledge of FS2's (student with an IEP and identified disability) assets and learning needs to support meaningful engagement with the content-specific lesson goal(s) and, if appropriate, ELD goal(s)?
Rubric 1.4: How does the candidate plan to use UDL principles instruction using knowledge of FS3's assets and learning needs to support meaningful engagement with the content-specific lesson goal(s) and, if appropriate, ELD goal(s) and address the student's well-being by creating a safe and positive learning environment during or outside of the lesson?
Step 2: Teach and Assess
Rubric 1.5: How does the candidate maintain a positive and safe learning environment* that supports all students to access and meet the content-specific learning goal(s) and ELD goal(s)? How does the candidate support students in making connections between prior learning and the current lesson and establish clear learning expectations?
Rubric 1.6: How does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for learning?
Step 3: Reflect
Rubric 1.7: How does the candidate reflect on (citing evidence from Steps 1 and/or 2) the impact of their asset- and needs-based lesson planning, teaching, and informal assessment of student learning and instructional support personnel to analyze how effective the lesson was in supporting the whole class/small learning group and the 3 focus students in meeting the content-specific learning goal(s) and ELD goal(s)?
Step 4: Apply
Rubric 1.8: How will the candidate apply what they have learned about UDL principles in Cycle 1 (citing evidence from Steps 1, 2, and/or 3) about students' learning to strengthen and extend students' understanding of content and academic language* to determine next steps for instruction, including collaboration with and/or facilitation of instructional support personnel?

Cycle 2: MMSN and ESN Rubric Essential Questions

Step 1: Plan
Rubric 2.1: How does the candidate's learning segment plan provide appropriate content-specific and, if appropriate, ELD learning goal(s), assessments and rubrics, and instructional support personnel that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2: How does the candidate plan a learning segment in which assessments and rubrics, instructional strategies, and lessons align and provide a progression of learning that develops students' concepts and skills to achieve the content-specific and, if appropriate, ELD learning goal(s)?
Step 2: Teach and Assess
Rubric 2.3: How does the candidate support student development and demonstration of academic language in relation to the content-specific and, if appropriate, ELD learning goal(s)?
Rubric 2.4: How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific and, if appropriate, ELD learning goal(s)?
Rubric 2.5: How does the candidate use informal assessment to monitor students' age- and/or developmentally-appropriate deep learning of content (age- and/or developmentally-appropriate higher-order thinking skills) and adjust instruction to meet the needs of all learners?
Rubric 2.6: How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting content-specific and, if appropriate, ELD learning goal(s)?
Rubric 2.7: How does the candidate use results of informal assessments and rubrics, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the content-specific and, if appropriate, ELD learning goal(s)? How does the candidate facilitate instructional support personnel to assist students to access content during the lesson and/or engage with informal assessments?
Step 3: Reflect
Rubric 2.8: How does the candidate analyze the formal assessment results based on the rubric and identify and describe emerging learning patterns and trends for the whole class/small learning group and determine what was most and least effective in relation to the content-specific and, if appropriate, ELD learning goal(s)?
Step 4: Apply
Rubric 2.9: How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?

Appendix C

Programs Engaging in the Field Testing

Azusa Pacific University	Point Loma Nazarene University
Cal Poly Pomona	Riverside County Office of Education
CSU Bakersfield	Sacramento County Office of Education
CSU East Bay	San Diego County Office of Education
CSU Fullerton	San Jose State University
CSU Long Beach	Teachers College of San Joaquin
CSU Stanislaus	Touro University
Chapman University	Tulare County Office of Education
Concordia University	UMass Global – California
High Tech High – District Intern Program	University of California, Santa Barbara
National University	University of La Verne
Notre Dame de Namur University	University of San Francisco
Placer County Office of Education	Whittier College

Appendix D

Standard Setting Expert Panel Members

Session	First Name	Last Name	Affiliation
BOTH	Allan	Hallis	Riverside County Office of Education
BOTH	Matthew	Love	San Jose State University
BOTH	David	Rago	National University
ESN	Tammy	Bachrach	Azusa Pacific University
ESN	Amy	Banan	Placer County Office of Education
ESN	Sarah	Johnson	Fresno Pacific University
ESN	Jemma	Kim	CSU San Bernardino
ESN	John	Mouanoutoua	CSU Chico
ESN	Anne	Spillane	UMass Global
MMSN	Zoee	Bartholomew	Dominican University of California
MMSN	Amber	Bechard	University of La Verne
MMSN	Karen	Everett	Placer County Office of Education
MMSN	Audri	Gomez	Chapman University
MMSN	Diane	McNett	CSU Bakersfield
MMSN	Latrice	O'Gilvie	Fortune School of Education
MMSN	Elisa	Pokorney	William S. Hart Union High School District
MMSN	Leila	Ricci	CSU Los Angeles
MMSN	Terrelle	Sales	Pepperdine University
MMSN	Heather	Taylor	Cal Poly Pomona

Appendix E

Detailed Description of the Standard Setting Process for the Education Specialist CalTPA

Prior to the meeting, each invited panelist received the Education Specialist (EdSp) CalTPA Guides (either MMSN or ESN), rubrics, and six previously scored sample submissions (three from each Cycle) representing different performance levels across various content areas. Panelists were asked to review materials submitted by candidates and the scoring information for the submissions that were assigned to them prior to arriving at the Standard Setting.

The purpose of the pre-work was to ensure that participants were able to 1) gain familiarity with the Education Specialist CalTPA, 2) gain some exposure to a range of candidate responses at differing performance levels; and 3) apply that information in the policy capture activities (activities drawing upon the panelists' experience and discussion) at the meeting.

The EdSp CalTPA standard setting meeting began with an orientation and training session. Panelists were informed of the purpose of the assessment and provided with digital materials to guide their activities.

Throughout the standard setting event, both a context statement and a guiding question were used and revisited to frame all discussions. This statement and question provided a common framework in which all participants could anchor their decisions:

- *MMSN: Think about an education specialist teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with **mild to moderate support needs**.*
- *ESN: Think about an education specialist teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with **extensive support needs**.*
- *Guiding question: What total score (the sum of all rubric scores in the Cycle) represents the level of performance that would be achieved by this individual?*

Panel members were asked to conceptualize the hypothetical beginning teacher who would be competent to teach in the subject area. Panel members used this concept of what a minimally competent beginning teacher would know and be able to demonstrate in determining their recommended acceptable score for passing each of Cycle 1 and Cycle 2. Although several candidates may exceed the level of acceptable knowledge and skills, none receiving a passing score should fall below this minimally competent level. The panel also reviewed the prompts and rubrics used to evaluate the cycle steps in the EdSp CalTPA.

After this extensive training and the assessment review, panel members completed the following standard setting activities, as described below. These activities focused on arriving at an informed judgment as to what the potential passing score should be that reflects the minimum level of knowledge and skills necessary for a beginning education specialist teacher.

During the facilitated session, panelists familiarized themselves with the assessment and with the information contained in the digital briefing book. After a series of policy capture activities,

panelists recommended an initial passing score (which may also be referred to as a "passing standard") for each cycle, which was then reviewed and discussed. Following that, panelists individually recommended a final passing score for each cycle.

Policy Capture 1 Activity Overview/Instructions
In this activity, individuals were assigned in table groups with panelists who had reviewed the same submission for the pre-work assignment. To begin, each panelist individually spent some time recalling the specific submission that they reviewed for the pre-work and then provided an individual rating for that cycle submission (see ratings description that follows), completing a digital individual rating form for the cycle submission reviewed.

Then, the panelists discussed their ratings with other panelists at the table, with the goal of arriving at a consensus table rating. Upon reaching consensus, each table completed one digital table rating form for the cycle submission discussed.

After each table completed the table form, panelists moved to the next table assignment and repeated the process two more times for the other submissions they reviewed for pre-work. By the end of the three rounds, individual ratings and table ratings were generated for each of the cycle submissions reviewed by each individual and group.

This process was completed once for Cycle 1, and again for Cycle 2, with six submissions reviewed and discussed by each panelist.

The activities previously described included a rating form with four rating levels from which to select:

Four Rating Levels	
Clearly below the passing standard	CLEARLY NOT performing effectively the job of a new education specialist teacher. This teacher has demonstrated one or more major problems in teaching knowledge, skills or abilities that require remediation and may need additional time and opportunity for learning and improvement.
Just below the passing standard	APPROACHING but NOT YET effective in performing the job of a new education specialist teacher. This teacher has demonstrated some strengths but has one too many issues in teaching knowledge, skills or abilities that will keep him/her from being effective.
Just meets the passing standard	JUST MEETS your definition of performing effectively the job of a new education specialist teacher. This teacher has demonstrated some consistent strengths in teaching knowledge and skills and has a foundation on which to build. The teacher may have shown one or more minor flaws in teaching knowledge, skills or abilities that will likely improve with more time and experience.
Clearly above the passing standard	CLEARLY EXCEEDS your definition of performing effectively the job of a new education specialist teacher. This teacher has demonstrated clear strengths in teaching knowledge, skills and abilities, and a strong foundation for effective teaching.

All individual and table ratings were tabulated. Data from the individual ratings of the policy capture activity were then presented to the panel. After some discussion of the individual and table ratings, each table discussed a score range (e.g., a lower and upper bound total score) that may include the potential passing score.

The committee's ratings and review determined that score profiles with a range as follows were appropriate for review and discussion.

MMSN

- Cycle 1: Total scores between 19-24
- Cycle 2: Total scores between 21-27

ESN

- Cycle 1: Total scores between 18-21
- Cycle 2: Total scores between 18-24

Given this range, a set of "Candidate Score Profiles" was reviewed by the panelists. Through Standard Setting Policy Capture 1 and the subsequent discussions, panelists began to come to consensus around a common range within which the passing standard would likely be recommended (from widely divergent to less divergent).

Score Profile Review and Discussion Activity

As part of this activity, panelists reviewed a set of "Candidate Score Profiles" within the total score range identified. The Candidate Score Profiles represented a sample of candidate scores (individual rubric scores and total scores), and the rubric descriptors that correspond to each rubric score. Using only the score profiles and rubric descriptors (i.e., not considering the submission itself), panelists evaluated the score profiles against the common framing of "an education specialist teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with (Mild to Moderate/Extensive Support) needs."

All panelists independently reviewed the same set of Candidate Score Profiles, for each Cycle. The group was asked to review the information to confirm the range of scores within which the passing standard would likely be recommended. Panelists discussed the score profiles and reported out their perception of candidate performance within the upper and lower limits of the score range, as rooted in the rubric language and varying descriptions of performance. Through the Score Profile review and the subsequent discussions, panelists continued to come to consensus around a common range within which the passing standard would likely occur.

Appendix F
MMSN Field Test Findings

MMSN Cycle 1 Rubric, Task, and Total Score

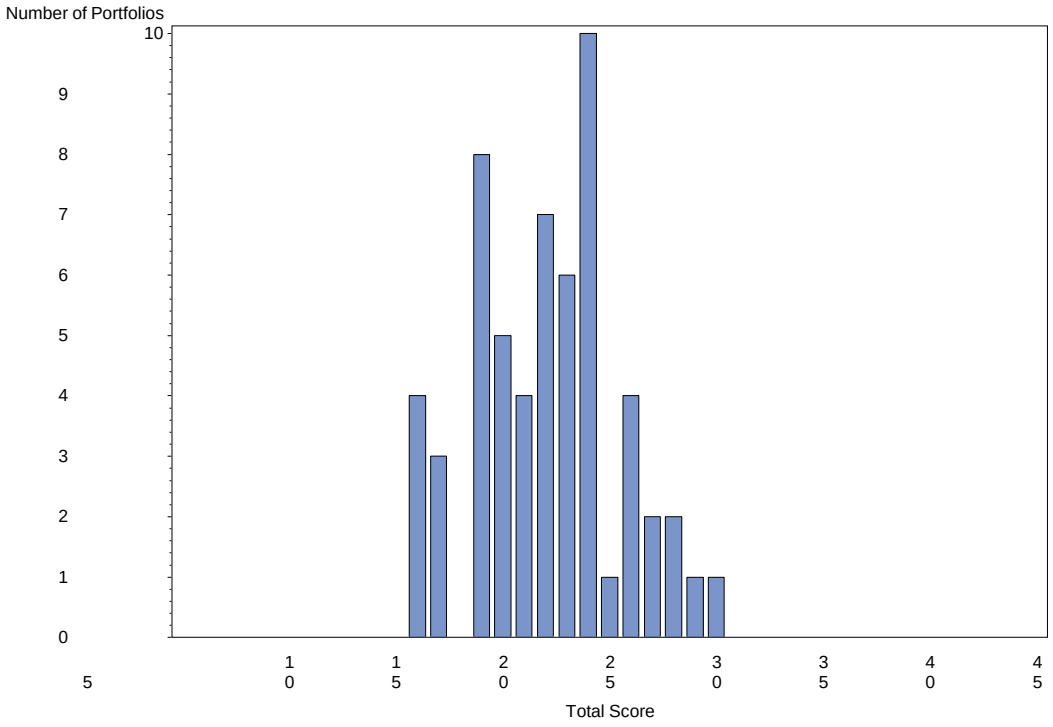
Cycle Rubric	N	Mean	SD	Median	Min	Max
Plan 01	58	2.9	0.60	3.0	1	4
Plan 02	58	2.9	0.61	3.0	2	4
Plan 03	58	2.8	0.61	3.0	2	4
Plan 04	58	2.8	0.63	3.0	2	4
Teach 05	58	2.7	0.69	3.0	2	4
Teach 06	58	2.6	0.65	3.0	2	4
Reflect 07	58	2.7	0.66	3.0	2	4
Apply 08	58	2.7	0.61	3.0	2	4
Total Score	58	22.1	3.42	22.0	16	30

MMSN Cycle 1 Demographics with Total Score

Candidate Demographics	N	Percent	Mean	SD	Median	Min	Max
Gender							
Decline to state	2	3	23.5	3.54	23.5	21	26
Female	40	69	22.5	3.70	23.0	16	30
Male	16	28	21.0	2.50	22.0	16	24
Race/Ethnicity							
African American/Black	3	5	20.7	3.51	21.0	17	24
Asian Indian American/Asian Indian	1	2	24.0	NA	24.0	24	24
Cambodian American/Cambodian	1	2	26.0	NA	26.0	26	26
Chinese American/Chinese	2	3	23.5	0.71	23.5	23	24
Choose not to respond	1	2	26.0	NA	26.0	26	26
Filipino American/Filipino	2	3	19.0	0.00	19.0	19	19
Japanese American/Japanese	3	5	24.0	4.00	24.0	20	28
Latino/Latin American/Puerto Rican/Other Hispanic	6	10	20.5	3.39	20.0	16	26
Mexican American/Chicano	15	26	20.9	3.06	21.0	16	27
Other	1	2	19.0	NA	19.0	19	19
Vietnamese American/Vietnamese	1	2	23.0	NA	23.0	23	23
White (non-Hispanic)	22	38	23.0	3.67	23.0	16	30
School Setting							
Public	50	86	21.7	3.18	22.0	16	29
Public Charter	8	14	24.4	4.21	24.5	16	30
Language							
English and one or more other languages	18	31	21.0	2.97	20.5	16	26
English only	40	69	22.6	3.54	23.0	16	30
Pathway							
District Intern	22	38	22.5	3.80	22.5	16	30

Candidate Demographics	N	Percent	Mean	SD	Median	Min	Max
Residency Program	4	7	21.0	3.56	22.0	16	24
University Intern	16	28	21.4	2.73	22.0	16	26
University Student Teaching Program	16	28	22.5	3.61	22.5	17	29

Figure 1: Distribution of Cycle 1 Scores



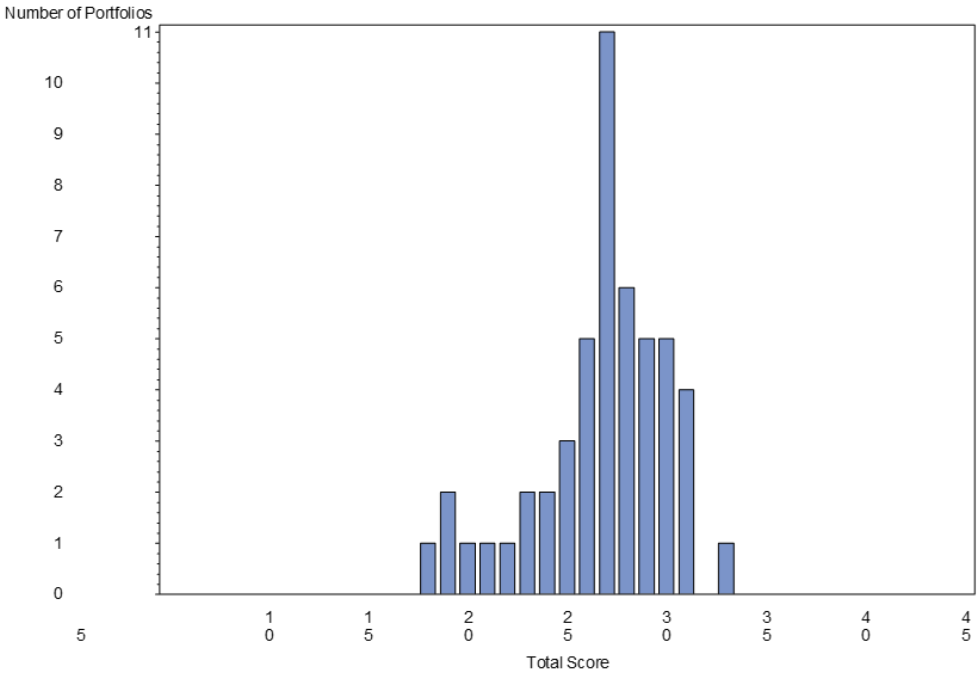
MMSN Cycle 2 Rubric, Task, and Total Score

Cycle Rubric	N	Mean	SD	Median	Min	Max
Plan 01	50	3.0	0.65	3.0	1	4
Plan 02	50	3.1	0.61	3.0	2	4
Teach 03	50	3.0	0.40	3.0	2	4
Teach 04	50	2.8	0.51	3.0	2	4
Teach 05	50	3.0	0.47	3.0	2	4
Teach 06	50	3.0	0.62	3.0	2	4
Teach 07	50	3.0	0.64	3.0	1	4
Reflect 08	50	2.7	0.49	3.0	2	4
Apply 09	50	3.0	0.64	3.0	1	4
Total Score	50	26.7	3.36	27.0	18	33

MMSN Cycle 2 Demographics with Total Score

Candidate Demographics	N	Percent	Mean	SD	Median	Min	Max
Gender							
Decline to state	3	6	26.0	5.29	28.0	20	30
Female	35	70	27.3	2.93	27.0	18	33
Male	12	24	25.3	3.89	26.5	19	31
Race/Ethnicity							
African American/Black	3	6	29.0	3.61	28.0	26	33
Asian Indian American/Asian Indian	1	2	31.0	NA	31.0	31	31
Chinese American/Chinese	1	2	27.0	NA	27.0	27	27
Choose not to respond	2	4	19.0	1.41	19.0	18	20
Filipino American/Filipino	2	4	29.0	2.83	29.0	27	31
Latino/Latin American/Puerto Rican/Other Hispanic	7	14	27.0	2.83	27.0	23	30
Mexican American/Chicano	12	24	26.9	2.94	27.5	19	30
Other	3	6	26.0	2.00	26.0	24	28
White (non-Hispanic)	19	38	26.5	3.32	27.0	19	31
School Setting							
Non-Public School	1	2	31.0	NA	31.0	31	31
Public	39	78	26.3	3.45	27.0	18	31
Public Charter	10	20	27.7	2.71	27.5	23	33
Language							
English and one or more other languages	19	38	27.6	2.22	28.0	23	31
English only	31	62	26.1	3.82	27.0	18	33
Pathway							
District Intern	18	36	27.4	2.97	27.0	22	33
Residency Program	3	6	28.7	2.08	28.0	27	31
University Intern	17	34	25.9	3.37	27.0	18	30
University Student Teaching Program	12	24	26.3	4.00	27.0	19	31

Figure 2: Distribution of Cycle 2 Scores



Appendix G
ESN Field Test Findings

ESN Cycle 1 Rubric, Task, and Total Score

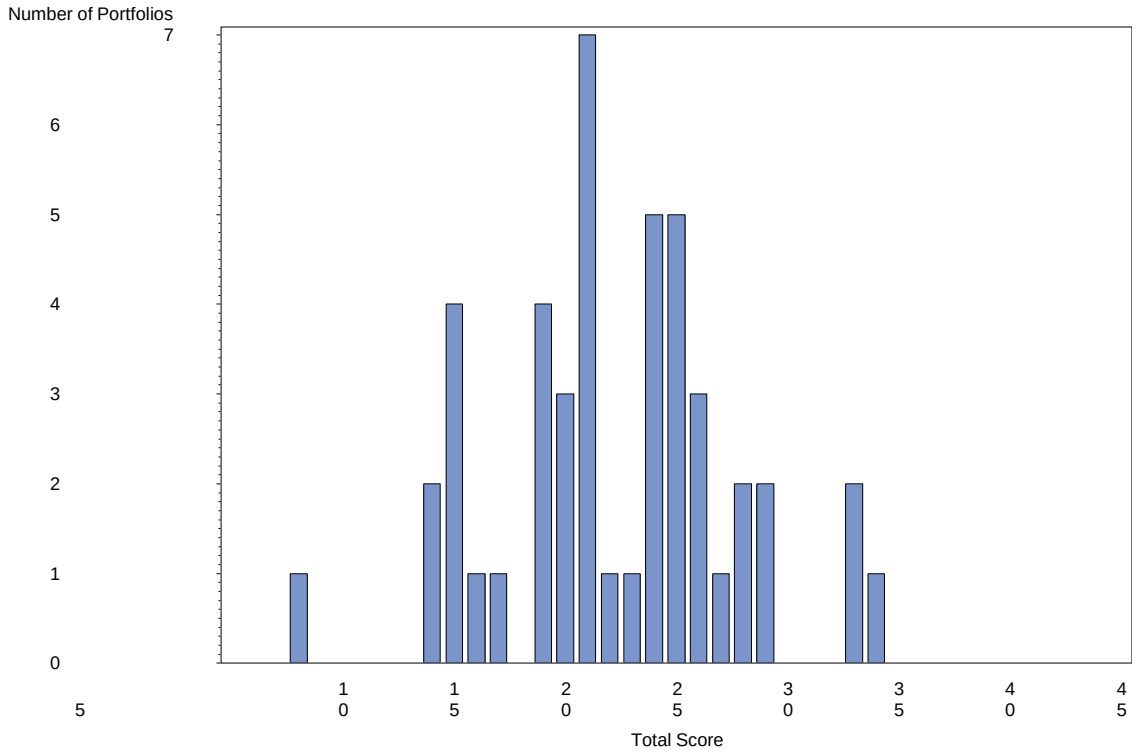
Cycle Rubric	N	Mean	SD	Median	Min	Max
Plan 01	46	2.8	0.63	3.0	1	4
Plan 02	46	2.8	0.80	3.0	1	4
Plan 03	46	2.8	0.80	3.0	1	5
Plan 04	46	2.8	0.89	3.0	1	5
Teach 05	46	3.0	0.87	3.0	1	4
Teach 06	46	2.7	1.01	3.0	1	5
Reflect 07	46	2.7	0.99	3.0	1	5
Apply 08	46	2.6	1.00	3.0	1	5
Total Score	46	22.2	5.43	21.5	8	34

ESN Cycle 1 Demographics with Total Score

Candidate Demographics	N	Percent	Mean	SD	Median	Min	Max
Gender							
Decline to state	1	2	28.0	NA	28.0	28	28
Female	33	72	22.6	4.87	21.0	15	34
Male	12	26	20.7	6.77	22.5	8	33
Race/Ethnicity							
Asian Indian American/Asian Indian	1	2	24.0	NA	24.0	24	24
Choose not to respond	2	4	21.0	9.90	21.0	14	28
Filipino American/Filipino	2	4	24.5	6.36	24.5	20	29
Korean American/Korean	1	2	26.0	NA	26.0	26	26
Latino/Latin American/Puerto Rican/Other Hispanic	5	11	21.2	2.86	21.0	19	26
Mexican American/Chicano	17	37	20.5	5.81	21.0	8	33
Other	1	2	15.0	NA	15.0	15	15
Other Pacific Island American/Other Pacific Islander	1	2	23.0	NA	23.0	23	23
White (non-Hispanic)	16	35	24.3	5.23	24.5	15	34
School Setting							
Non-Public School	3	7	24.7	5.13	26.0	19	29
Public	42	91	21.8	5.26	21.0	8	34
Public Charter	1	2	33.0	NA	33.0	33	33
Language							
English and one or more other languages	15	33	21.9	4.05	24.0	15	27
English only	31	67	22.4	6.05	21.0	8	34
Pathway							
District Intern	18	39	20.2	5.61	21.0	8	29
Residency Program	2	4	26.0	1.41	26.0	25	27

Candidate Demographics	N	Percent	Mean	SD	Median	Min	Max
University Intern	13	28	22.2	4.24	21.0	15	29
University Student Teaching Program	13	28	24.4	5.88	24.0	15	34

Figure 1: Distribution of Cycle 1 Scores



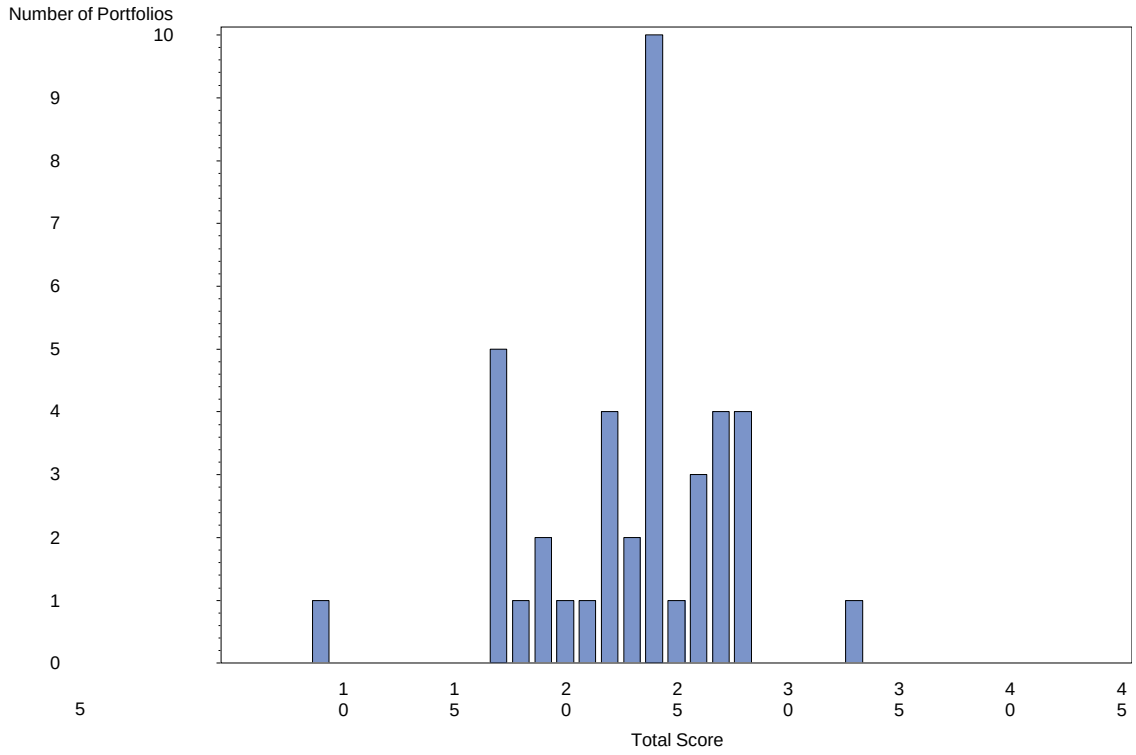
ESN Cycle 2 Rubric, Task, and Total Score

Cycle Rubric	N	Mean	SD	Median	Min	Max
Plan 01	40	2.6	0.78	3.0	1	4
Plan 02	40	2.7	0.70	3.0	1	4
Teach 03	40	2.8	0.63	3.0	1	4
Teach 04	40	2.6	0.59	3.0	1	4
Teach 05	40	2.6	0.71	3.0	1	4
Teach 06	40	2.4	0.77	2.5	1	4
Teach 07	40	2.5	0.71	2.0	1	4
Reflect 08	40	2.5	0.64	2.0	1	4
Apply 09	40	2.6	0.74	3.0	1	4
Total Score	40	23.0	4.40	24.0	9	33

ESN Cycle 2 Demographics with Total Score

Candidate Demographics	N	Percent	Mean	SD	Median	Min	Max
Gender							
Decline to state	4	10	22.0	2.16	22.5	19	24
Female	30	75	23.3	3.59	24.0	17	28
Male	6	15	22.2	8.42	23.0	9	33
Race/Ethnicity							
Asian Indian American/Asian Indian	1	3	33.0	NA	33.0	33	33
Chinese American/Chinese	1	3	17.0	NA	17.0	17	17
Choose not to respond	3	8	23.7	0.58	24.0	23	24
Korean American/Korean	1	3	28.0	NA	28.0	28	28
Latino/Latin American/Puerto Rican/Other Hispanic	7	18	21.6	4.12	24.0	17	27
Mexican American/Chicano	14	35	22.8	4.85	24.0	9	28
Other	1	3	17.0	NA	17.0	17	17
White (non-Hispanic)	12	30	23.8	3.39	24.0	17	28
School Setting							
Non-Public School	1	3	22.0	NA	22.0	22	22
Public	38	95	23.1	4.51	24.0	9	33
Public Charter	1	3	22.0	NA	22.0	22	22
Language							
English and one or more other languages	17	43	23.2	5.32	24.0	9	33
English only	23	58	22.9	3.70	23.0	17	28
Pathway							
District Intern	12	30	22.3	6.20	23.5	9	33
Residency Program	2	5	24.0	0.00	24.0	24	24
University Intern	8	20	22.0	4.50	23.0	17	27
University Private School Program	1	3	24.0	NA	24.0	24	24
University Student Teaching Program	17	43	23.9	3.16	24.0	18	28

Figure 2: Distribution of Cycle 2 Scores



Appendix H

MMSN Modeled Passing Rates: Impact Data

Modeled Passing Rates for Cycle 1: MMSN

Passing Score	N	N Pass	% Pass
15	58	58	1.00
16	58	58	1.00
17	58	54	0.93
18	58	51	0.88
19	58	51	0.88
20	58	43	0.74
21	58	38	0.66

Modeled Passing Rates for Cycle 2: MMSN

Passing Score	N	N Pass	% Pass
17	50	50	1.00
18	50	50	1.00
19	50	49	0.98
20	50	47	0.94
21	50	46	0.92
22	50	45	0.90
23	50	44	0.88

MMSN Cycle 1 Modeled Passing Rate by Race/Ethnicity

Race/ Ethnicity	African American/Black		Asian Indian American/Asian Indian		Cambodian American/Cambodian		Chinese American/Chinese		Choose not to respond	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15	3	100%	1	100%	1	100%	2	100%	1	100%
16	3	100%	1	100%	1	100%	2	100%	1	100%
17	3	100%	1	100%	1	100%	2	100%	1	100%
18	2	67%	1	100%	1	100%	2	100%	1	100%
19	2	67%	1	100%	1	100%	2	100%	1	100%
20	2	67%	1	100%	1	100%	2	100%	1	100%
21	2	67%	1	100%	1	100%	2	100%	1	100%

Race/Ethnicity	Filipino American/Filipino		Japanese American/Japanese		Latino/Latin American/Puerto Rican/Other Hispanic		Mexican American/Chicano	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15	2	100%	3	100%	6	100%	15	100%
16	2	100%	3	100%	6	100%	15	100%
17	2	100%	3	100%	5	83%	14	93%
18	2	100%	3	100%	5	83%	12	80%
19	2	100%	3	100%	5	83%	12	80%
20	0	0%	3	100%	3	50%	10	67%
21	0	0%	2	67%	3	50%	8	53%

Race/Ethnicity	Other		Vietnamese American/Vietnamese		White (non-Hispanic)	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15	1	100%	1	100%	22	100%
16	1	100%	1	100%	22	100%
17	1	100%	1	100%	20	91%
18	1	100%	1	100%	20	91%
19	1	100%	1	100%	20	91%
20	0	0%	1	100%	19	86%
21	0	0%	1	100%	17	77%

MMSN Cycle 2 Modeled Passing Rate for Race/Ethnicity

Race/Ethnicity	African American/Black		Asian Indian American/Asian Indian		Chinese American/Chinese		Choose not to respond		Filipino American/Filipino	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
17	3	100%	1	100%	1	100%	2	100%	2	100%
18	3	100%	1	100%	1	100%	2	100%	2	100%
19	3	100%	1	100%	1	100%	1	50%	2	100%
20	3	100%	1	100%	1	100%	1	50%	2	100%
21	3	100%	1	100%	1	100%	0	0%	2	100%
22	3	100%	1	100%	1	100%	0	0%	2	100%
23	3	100%	1	100%	1	100%	0	0%	2	100%

Race/Ethnicity	Latino/Latin American/Puerto Rican/Other Hispanic		Mexican American/Chicano		Other		White (non-Hispanic)	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
17	7	100%	12	100%	3	100%	19	100%
18	7	100%	12	100%	3	100%	19	100%
19	7	100%	12	100%	3	100%	19	100%
20	7	100%	11	92%	3	100%	18	95%
21	7	100%	11	92%	3	100%	18	95%
22	7	100%	11	92%	3	100%	17	89%
23	7	100%	11	92%	3	100%	16	84%

MMSN Cycle 1 - Modeled Passing Rate by Gender, Language, or Setting

	Gender					
	Decline to State		Female		Male	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score 15	2	1.00	40	1.00	16	1.00
16	2	1.00	40	1.00	16	1.00
17	2	1.00	37	0.93	15	0.94
18	2	1.00	35	0.88	14	0.88
19	2	1.00	35	0.88	14	0.88
20	2	1.00	30	0.75	11	0.69
21	2	1.00	27	0.68	9	0.56

	Language			
	English and One or More Other Languages		English only	
	N Pass	% Pass	N Pass	% Pass
Passing Score 15	18	1.00	40	1.00
16	18	1.00	40	1.00
17	17	0.94	37	0.93
18	15	0.83	36	0.90
19	15	0.83	36	0.90
20	12	0.67	31	0.78
21	9	0.50	29	0.73

	School Setting			
	Public		Public Charter	
	N Pass	% Pass	N Pass	% Pass
Passing Score 15	50	1.00	8	1.00
16	50	1.00	8	1.00
17	47	0.94	7	0.88
18	44	0.88	7	0.88
19	44	0.88	7	0.88
20	36	0.72	7	0.88
21	31	0.62	7	0.88

MMSN Cycle 2 - Modeled Passing Rate by Gender, Language, or Setting

	Gender					
	Decline to State		Female		Male	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score						
17	3	1.00	35	1.00	12	1.00
18	3	1.00	35	1.00	12	1.00
19	3	1.00	34	0.97	12	1.00
20	3	1.00	34	0.97	10	0.83
21	2	0.67	34	0.97	10	0.83
22	2	0.67	34	0.97	9	0.75
23	2	0.67	33	0.94	9	0.75

	Language			
	English and One or More Other Languages		English Only	
	N Pass	% Pass	N Pass	% Pass
Passing Score				
17	19	1.00	31	1.00
18	19	1.00	31	1.00
19	19	1.00	30	0.97
20	19	1.00	28	0.90
21	19	1.00	27	0.87
22	19	1.00	26	0.84
23	19	1.00	25	0.81

	School Setting					
	Non-Public School		Public		Public Charter	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score						
17	1	1.00	39	1.00	10	1.00
18	1	1.00	39	1.00	10	1.00
19	1	1.00	38	0.97	10	1.00
20	1	1.00	36	0.92	10	1.00
21	1	1.00	35	0.90	10	1.00
22	1	1.00	34	0.87	10	1.00
23	1	1.00	33	0.85	10	1.00
24	1	1.00	32	0.82	9	0.90
25	1	1.00	30	0.77	9	0.90
26	1	1.00	28	0.72	8	0.80
27	1	1.00	23	0.59	8	0.80

MMSN Cycle 1: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
15	58	58	1.00	58	1.00	58	1.00	58	1.00	57	0.98
16	58	58	1.00	58	1.00	58	1.00	58	1.00	57	0.98
17	58	54	0.93	54	0.93	54	0.93	54	0.93	53	0.91
18	58	51	0.88	51	0.88	51	0.88	51	0.88	50	0.86
19	58	51	0.88	51	0.88	51	0.88	51	0.88	50	0.86
20	58	43	0.74	43	0.74	43	0.74	43	0.74	43	0.74
21	58	38	0.66	38	0.66	38	0.66	38	0.66	38	0.66

MMSN Cycle 2: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
17	50	50	1.00	50	1.00	49	0.98	49	0.98	48	0.96
18	50	50	1.00	50	1.00	49	0.98	49	0.98	48	0.96
19	50	49	0.98	49	0.98	49	0.98	49	0.98	48	0.96
20	50	47	0.94	47	0.94	47	0.94	47	0.94	46	0.92
21	50	46	0.92	46	0.92	46	0.92	46	0.92	46	0.92
22	50	45	0.90	45	0.90	45	0.90	45	0.90	45	0.90
23	50	44	0.88	44	0.88	44	0.88	44	0.88	44	0.88

Appendix I

ESN Modeled Passing Rates: Impact Data

Modeled Passing Rates for Cycle 1: ESN

	Total N	N Pass	% Pass
Passing Score			
15	46	43	0.93
16	46	39	0.85
17	46	38	0.83
18	46	37	0.80
19	46	37	0.80
20	46	33	0.72
21	46	30	0.65

Modeled Passing Rates for Cycle 2: ESN

	Total N	N Pass	% Pass
Passing Score			
17	40	39	0.98
18	40	34	0.85
19	40	33	0.83
20	40	31	0.78
21	40	30	0.75
22	40	29	0.73
23	40	25	0.63

ESN Cycle 1 Modeled Passing Rate for Race/Ethnicity

Race/Ethnicity	Asian Indian American/Asian Indian		Choose not to respond		Filipino American/Filipino		Korean American/Korean		Latino/Latin American /Puerto Rican/ Other Hispanic	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15	1	100%	1	50%	2	100%	1	100%	5	100%
16	1	100%	1	50%	2	100%	1	100%	5	100%
17	1	100%	1	50%	2	100%	1	100%	5	100%
18	1	100%	1	50%	2	100%	1	100%	5	100%
19	1	100%	1	50%	2	100%	1	100%	5	100%
20	1	100%	1	50%	2	100%	1	100%	3	60%
21	1	100%	1	50%	1	50%	1	100%	3	60%

Race/Ethnicity	Mexican American/Chicano		Other		Other Pacific Island American/Other Pacific Islander		White (non-Hispanic)	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15	15	88%	1	100%	1	100%	16	100%
16	13	76%	0	0%	1	100%	15	94%
17	13	76%	0	0%	1	100%	14	88%
18	12	71%	0	0%	1	100%	14	88%
19	12	71%	0	0%	1	100%	14	88%
20	10	59%	0	0%	1	100%	14	88%
21	9	53%	0	0%	1	100%	13	81%

ESN Cycle 2 Modeled Passing Rate for Race/Ethnicity

Race/Ethnicity	Asian Indian American/Asian Indian		Chinese American/Chinese		Choose Not to Respond		Korean American/Korean		Latino/Latin American/Puerto Rican/Other Hispanic	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
17	1	100%	1	100%	3	100%	1	100%	7	100%
18	1	100%	0	0%	3	100%	1	100%	5	71%
19	1	100%	0	0%	3	100%	1	100%	4	57%
20	1	100%	0	0%	3	100%	1	100%	4	57%
21	1	100%	0	0%	3	100%	1	100%	4	57%
22	1	100%	0	0%	3	100%	1	100%	4	57%
23	1	100%	0	0%	3	100%	1	100%	4	57%

Race/Ethnicity	Mexican American/Chicano		Other		White (non-Hispanic)	
Passing Score	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
17	13	93%	1	100%	12	100%
18	13	93%	0	0%	11	92%
19	13	93%	0	0%	11	92%
20	11	79%	0	0%	11	92%
21	11	79%	0	0%	10	83%
22	10	71%	0	0%	10	83%
23	9	64%	0	0%	7	58%

ESN Cycle 1 - Modeled Passing Rate by Gender, Language, or Setting

	Gender					
	Decline to State		**Female**		**Male**	
	N Pass	**% Pass**	**N Pass**	**% Pass**	**N Pass**	**% Pass**
Passing Score						
15	1	1.00	33	1.00	9	0.75
16	1	1.00	30	0.91	8	0.67
17	1	1.00	29	0.88	8	0.67
18	1	1.00	28	0.85	8	0.67
19	1	1.00	28	0.85	8	0.67
20	1	1.00	24	0.73	8	0.67
21	1	1.00	21	0.64	8	0.67

	Language			
	English and One or More other Languages		English Only	
	N Pass	% Pass	N Pass	% Pass
Passing Score				
15	15	1.00	28	0.90
16	13	0.87	26	0.84
17	13	0.87	25	0.81
18	12	0.80	25	0.81
19	12	0.80	25	0.81
20	10	0.67	23	0.74
21	10	0.67	20	0.65

	School Setting					
	Non-Public School		Public		Public Charter	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score						
15	3	1.00	39	0.93	1	1.00
16	3	1.00	35	0.83	1	1.00
17	3	1.00	34	0.81	1	1.00
18	3	1.00	33	0.79	1	1.00
19	3	1.00	33	0.79	1	1.00
20	2	0.67	30	0.71	1	1.00
21	2	0.67	27	0.64	1	1.00

ESN Cycle 2 – Modeled Passing Rate by Gender, Language, or Setting

	Gender					
	Decline to state		Female		Male	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score 17	4	1.00	30	1.00	5	0.83
18	4	1.00	26	0.87	4	0.67
19	4	1.00	25	0.83	4	0.67
20	3	0.75	24	0.80	4	0.67
21	3	0.75	23	0.77	4	0.67
22	3	0.75	22	0.73	4	0.67
23	2	0.50	20	0.67	3	0.50

	Language			
	English and One or More Other languages		English Only	
	N Pass	% Pass	N Pass	% Pass
Passing Score 17	16	0.94	23	1.00
18	15	0.88	19	0.83
19	14	0.82	19	0.83
20	13	0.76	18	0.78
21	13	0.76	17	0.74
22	12	0.71	17	0.74
23	12	0.71	13	0.57

	School Setting					
	Non-Public School		Public		Public Charter	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score 17	1	1.00	37	0.97	1	1.00
18	1	1.00	32	0.84	1	1.00
19	1	1.00	31	0.82	1	1.00
20	1	1.00	29	0.76	1	1.00
21	1	1.00	28	0.74	1	1.00
22	1	1.00	27	0.71	1	1.00
23	0	0.00	25	0.66	0	0.00

ESN Cycle 1: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
15	46	43	0.93	42	0.91	42	0.91	40	0.87	33	0.72
16	46	39	0.85	39	0.85	39	0.85	38	0.83	33	0.72
17	46	38	0.83	38	0.83	38	0.83	37	0.80	33	0.72
18	46	37	0.80	37	0.80	37	0.80	37	0.80	33	0.72
19	46	37	0.80	37	0.80	37	0.80	37	0.80	33	0.72
20	46	33	0.72	33	0.72	33	0.72	33	0.72	29	0.63
21	46	30	0.65	30	0.65	30	0.65	30	0.65	26	0.57

ESN Cycle 2: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

	Total N	No Side Condition		At Most Three 1s		At Most Two 1s		At Most One 1		No 1s Allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Passing Score											
17	40	39	0.98	39	0.98	39	0.98	35	0.88	26	0.65
18	40	34	0.85	34	0.85	34	0.85	33	0.83	26	0.65
19	40	33	0.83	33	0.83	33	0.83	32	0.80	25	0.63
20	40	31	0.78	31	0.78	31	0.78	31	0.78	24	0.60
21	40	30	0.75	30	0.75	30	0.75	30	0.75	23	0.58
22	40	29	0.73	29	0.73	29	0.73	29	0.73	23	0.58
23	40	25	0.63	25	0.63	25	0.63	25	0.63	21	0.53