

**CURRICULUM AND INSTRUCTION STEERING COMMITTEE**

A Committee of the California County Superintendents Educational Services Association

**2015 E-Report**

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| Subcommittee: RAN | | Meeting Date: 7/23/15 | |
| Subcommittee  Lead: | Beth Higbee | **Subcommittee Co-Lead:** | Kathi Felder |
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| Subcommittee Membership | | | Meeting Date: July 23, 2015 | | |
| Region/Agency | **Name** | **Attended** | **Region/Agency** | **Name** | **Attended** |
| 1 Lake | **Stephanie Wayment** | **No** | **8** | **Heidi Christensen** | **No** |
| 2 Tehama | **Lorna Manuel** | **No** | **9 Imperial** | **Dorene Johnson** | **No** |
| 3 Sacramento | **Rachel Perry** | **Yes** | **9** | **Karla Groth** | **Yes** |
| 4 Contra Costa | **Pam Tyson** | **No** | **10 Riverside** | **Chun-Wu Li** | **Yes** |
| 5 Santa Clara | **Dan Mason** | **Yes** | **11 Los Angeles** | **Kathryn Edwards** | **Yes** |
| 5 | **Julie High** | **No** | **11** | **Judy Sanchez** | **No** |
| 6 San Joaquin | **Kristin Condit** | **Yes** |  | **Beth Higbee** | **Yes** |
| 7 Kings | **Charlene Stringham** | **No** |  | **Kathi Felder** | **No** |
| 8 Kern | **Kathy Hill** | **Yes** |  |  |  |

**Meeting Summary**

# Division Update (Lily Roberts)

## New CAASPP Contract

The new contract for the development and administration of the California Assessment of Student Performance and Progress (CAASPP) was awarded to the Educational Testing Service (ETS) in May 2015. The CDE held four days of orientation meetings during mid-July to discuss with ETS all of the tasks needing to be accomplished over the next three years. The contract addresses assessments within the CAASPP System as well as additional assessments to be determined by the State Superintendent of Public Instruction (SSPI) and the State Board of Education (SBE):

* Smarter Balanced Summative Assessments, English language-arts/literacy (ELA) and mathematics
* Smarter Balanced Interim Assessments, ELA and mathematics
* California Standardized Tests (CST)/California Modified Assessment (CMA)/California Alternate Performance Assessment (CAPA) for Science
* California Alternate Assessments (CAA) (successor to CAPA) in ELA and mathematics
* Next Generation Science Standards (NGSS) Assessments (successor to CST/CMA/CAPA)
* Standards-based Tests in Spanish (STS) – Reading Language Arts Assessments
* Primary Language Assessments (successor to STS)
* Expansion assessments

*Education Code (EC)* Section 60640 calls for the SSPI to make recommendations to the SBE by March 2016 on the expansion of CAASPP assessments. Expansion activities for CAASPP may include new assessments in history-social science, visual and performing arts, technology, or other mathematics and science end-of-course tests. The CDE has held stakeholder meetings to gain input on these content areas and is in the process of developing the SSPI’s report. As other states are moving toward reducing statewide testing programs, California’s policy makers are also considering reducing testing time of students in planning changes to the assessment system. Other test topics that have been raised by advocates include environmental literacy and civics education. A Blueprint for Environmental Literacy will be released soon.

## 2015 North-South Information Meetings

The CDE is planning the 2015 Assessment and Accountability North-South Information meetings. This year’s meetings will focus on celebrating successes, particularly the hard work of everyone in the state who has brought about the successful development and implementation of Smarter Balanced and other tests over the last several years and who are working toward continual success for the future. The North Meeting will be held on September 18, 2015, in Sacramento, and the South Meeting will be held on September 29, 2015, in Ontario. Online registration and presentation topics will be available in late August 2015. Local educational agency (LEA) test coordinators will have two weeks of early access to register for the meetings. More information is available on the CDE 2015 North-South Information Meetings Web page at <http://www.cde.ca.gov/ta/tg/ai/infomeeting.asp>.

## ELPAC Contract

The CDE was successful in overcoming a bid protest for the English Language Proficiency Assessments for California (ELPAC) contract. As of July 7, 2015, the ETS is the new ELPAC contractor. The CDE conducted an orientation meeting with ETS in mid-July to discuss tasks under the ELPAC contract. Although the timeline for the implementation of the ELPAC has been delayed by three months, the CDE and ETS are working to catch up in order to meet the original timeline of pilot testing in 2015–16, field testing in 2016–17, and operational administration in 2017–18. It is anticipated that the test blueprints and regulations will be ready for SBE action at its November 2015 meeting. Additional refinements are currently being made to the regulations related to issues of English learner (ELs) who have disabilities, and additional stakeholder input is being gathered on this topic. Further work and discussion is occurring on ETS’s proposed multistage adaptive test design for the ELPAC Initial assessment. It is also anticipated that the implementation of the ELPAC may cross over two school years, i.e., the contract will start first with development of the ELPAC summative assessment to be administered in spring of the 2017–18 school year followed by the development of the Initial assessment to be administered in July of 2018. Once the ELPAC is fully operational, the Initial assessment will be given in the fall, and the summative assessment will be given in the spring. The ELPAC summative results, including initially identified English learners, will be used for Title III Accountability reporting beginning with the 2017–18 school year.

## CELDT

Because the California English Language Development Test (CELDT) must still be administered until the ELPAC is operational, Educational Data Systems will continue through December of 2016 as the contractor to administer the 2015–16 CELDT.

The 2014–15 CELDT Annual Assessment (AA) data will be released to the public on CDE’s DataQuest Web site in summer 2015. The CELDT contractor will print and ship AA Window paper summary reports (Performance Level Summary Report and Roster Report) to LEAs approximately August 1–September 1, 2015.

The final 2015–16 Edition Scoring Training of Trainers (STOT) Workshops are scheduled for August 18, 2015 in Costa Mesa and August 20, 2015 in Sacramento. For more information, view the STOT Statewide Workshops Registration Information Web page at <http://celdt.org/training/stot/registration>.

As of June 24, 2015, 11 CELDT administration regional workshops have been scheduled across 14 locations. These workshops are posted on the CELDT Web site on the 2015–16 Regional Workshops List Web page at <http://www.celdt.org/training/stot/regional>.

**Important CELDT dates in 2015:** On July 1, 2015, the 2015–16 CELDT AA and Initial Assessment windows opened. On October 31, 2015, the 2015–16 CELDT AA window closes.

More information on the CELDT and ELPAC is available on the CDE CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>. Questions about or input for the CELDT or the ELPAC may be directed to the ELPA Office by e-mail at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov) or by phone at 916-319-0784.

## CAHSEE/High School Equivalency Tests Legislation

Senate Bill (SB) 172 (Liu), sponsored by the SSPI, would suspend the administration of the California High School Exit Examination (CAHSEE) and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade twelve for the 2014–15, 2015–16, 2016–17, 2017–18, and 2018–19 school years. The bill was placed on the Appropriations Suspense file until August 28, 2015. CDE staff are exploring the possibility of conducting a November 2015 administration in the event that SB 172 does not pass. The CDE will provide an update and more information to LEAs shortly.

SB 252 (Leno), supported by the SSPI, would prohibit the CDE from charging the fee for high school equivalency and proficiency examination applications for a homeless child or youth under 25 years of age with verification of his or her status as a homeless youth. Existing law authorizes the CDE to charge a fee for each examination application for the California High School Proficiency Examination (CHSPE), General Educational Development (GED) Test, High School Equivalency Test (HiSET®), and Test Assessing Secondary Completion (TASC™). SB 252 would provide that no additional state funds be appropriated for purposes of implementing the provisions. If the bill is passed, funds to implement the requirements may result in higher fees for other test applicants.

More information about the CAHSEE, CHSPE, or High School Equivalency Tests is available on the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/>. Questions about these assessments should be directed to the High School and Physical Fitness Assessment Office by phone at 916-445-9438.

## Legislative Information

Legislative information pertaining to education in California (e.g., *EC*, regulations, waivers) is available on the CDE Laws & Regulations Web page at <http://www.cde.ca.gov/re/lr/>. The latest information about current bills working through the State Senate and Assembly is available at <http://www.leginfo.ca.gov/>.

# Smarter Balanced (Michelle Center, Deborah Baumgartner, Bernadine Holman, Shobhana Rishi, Chad Portney)

## Planned CAASPP System Downtimes

Upcoming downtimes of the CAASPP System will include: (1) August 1–9, 2015, for the Test Administrator (TA) Interface, Interim Assessment Hand Scoring System (IAHSS), and Appeals System; (2) August 1–6, 2015, for the Online Reporting System (ORS) in which results will be viewable but frozen as of July 31,2015; and (3) August 7–9, 2015, for the ORS in which no results are available. As of August 10, 2015, the data is scheduled to be available in the Test Operations Management System (TOMS).

## Summative Assessments

### 2015 Testing Window Ending

All Smarter Balanced Testing will be completed on July 31, 2015. All tests not completed or reported will be processed and sent to hand scoring and reporting.

### New Web Postings

* A Student Score Report Video in Spanish has been posted to the CDE CAASPP Individual Score Reports Web page at <http://www.cde.ca.gov/ta/tg/ca/caaspp15rpttalkpts.asp>.
* The CDE is posting an optional parent/guardian student score report template letter to the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/documents/caaspp15screcovltr.doc>.
* CDE has posted the Smarter Balanced Scale Score Ranges by Content Area and Grade to the CDE CAASPP Individual Score Reports Web page at <http://www.cde.ca.gov/ta/tg/ca/caaspp15rpttalkpts.asp>.

### Reporting Update

* ETS will begin mailing Student Score Reports to LEAs at the end of July. Student Score Reports must be distributed to parents within 20 working days of receipt of reports if school is in session.
* Superintendents will soon be receiving a letter regarding the schedule for release of 2015 data and results.
* LEA CAASPP Coordinators using ORS preliminary claim-level ELA results for analytical purposes are advised to access the updated results.

**Note:** LEA CAASPP Coordinators should also remind others that the data are preliminary results. The data available in the CAASPP ORS of partial and preliminary aggregate results are not appropriate for public release. The ORS will have a feature that will flag results as preliminary or not. As a real-time system, results will change as additional data is received and relevant appeals and rescores are processed. These changes may result in final scores being higher or lower than the preliminary results posted to the ORS. The CDE recommends that data from the ORS only be released publically following the state level release of assessment data that occurs in August. Scores and achievement levels from the Smarter Balanced assessments cannot and should not be compared with data from the STAR Program because (1) different standards are being assessed; (2) different assessment methods are being used; and (3) different levels of cognitive rigor are being assessed.

* Because ORS will be available in view-only mode from August 1–6, 2015, new users created during this time will not have access to ORS. New scores will be available August 10, 2015.

### Upcoming and Future Activities/Issues

* A CAASPP Parent Guide is being completed and is scheduled to be available at approximately the same time as when the individual score reports (ISRs) are being sent to parents. This Guide will include sample items and is anticipated to be a one-year document. In the future as more exemplars and sample items are added, the CDE will transition the Guide to a <http://samplequestions.org> type of site.
* The CAASPP Teacher Guide will include the same information from the Parent Guide but include additional, more details needed by teachers, such as information on blueprints, descriptors, and claims.
* The public release aggregate reports will include data disaggregated by subgroup, including by ELs and students with disabilities, but will not include a breakout for foster youth. The CDE will provide a separate report for the foster youth subgroup.
* Pursuant to *California Code of Regulations (CCR)*, Title 5, Section 852, LEAs shall notify parents each year of student participation in the CAASPP System and of the parental exemption provisions outlined in *EC* Section 60615. These sections of the *CCR* and *EC* are noted on slide 25 on the CAASPP 101 PowerPoint file on the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>. The CDE has not and is not scheduled to provide a template notification for LEAs regarding a parent or guardian’s right to excuse his or her child from any or all parts of the assessments. LEAs have until September 15, 2015, to update their Special Condition Codes in TOMS, including parent exemption and medical emergency codes. For many districts, the condition code deadline occurs after the generation of the individual student reports; therefore, an individual student report will be generated for those students who did not test but had an exemption. An LEA may wish to pull those individual student reports from mailings.

## Interim Assessments

The Interim Assessment (IA) results from the 2014–15 school year will remain available in the IA Reporting System until further notice. On August 10, 2015, the IAs will be open for the 2015–16 school year. At that time, students will have three opportunities to take the Interim Comprehensive Assessments (ICAs) and unlimited opportunities to take the Interim Assessment Blocks (IABs). All IAs will be available to all students. For the 2015–16 school year, IAs will not be adaptive. In addition, no new content is scheduled to be added.

More information on IAs is available on the CDE Interim Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

## Digital Library

A new, redesigned Digital Library landing page and other enhancements were launched in June 2015. The CDE continues to encourage LEA coordinators to register all teachers for the Digital Library and to encourage those who register to continually check the page and resources. LEA CAASPP Coordinators who need assistance registering new users are encouraged to contact the Digital Library Help Desk by phone at 855-631-1510.

Approximately 130 California educators are part of the State Network of Educators (SNE) team that will evaluate professional learning resources for inclusion in the Smarter Balanced Digital Library. California’s SNE team consists largely of K–12 public education representatives, including classroom teachers and curriculum and instruction specialists who are also familiar with special populations. In July 2015, a Smarter Balanced SNE Workshop was held, and 26 members of California’s SNE participated along with four CDE state leadership team members. The workshop included information about training, review, and submissions to the Digital Library.

An update about the Formative Assessment Insights Course has been provided by WestEd describing the course designed for SNEs and California educators. It will begin September 2015 and run through February 2016, with a kick off Webinar for district and school leadership on August 27, 2015. Applications for the course will be reopened from August 1–15, 2015. Educators should use the following link to apply for the course: <https://www.surveymonkey.com/r/FAI-California>. For more information, go to WestEd’s Formative Assessment Insights Web page at <http://fa-insights.wested.org>. For immediate questions, contact Jennifer Houle by e-mail at [jhoule@cde.ca.gov](mailto:jhoule@cde.ca.gov) or by phone at 916-323-8351.

A new 29-minute training video entitled “Exploring the Smarter Balanced Digital Library” has been posted on the CDE Digital Library Web page at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>. The video includes an overview of the formative assessment process, information about logging into and navigating the Digital Library, and features for cross-state collaboration.

More information about the Digital Library is located on the CDE Digital Library Web page at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>.

## Upcoming Training Opportunities for Educators

Four types of training opportunities will soon be available to provide professional development for teachers on use of Smarter Balanced assessments, including model lessons and use of the rubrics. The trainings will include: (1) Summer Scoring Workshops (August), (2) Interim Assessment/Digital Library Clinics (August–September), (3) IA Hand Scoring Workshops (September–October), and (4) CAASPP Institutes (October–November). Dates are currently being finalized and more information will be provided shortly.

## More Information

The CDE CAASPP Communications Toolkit Web page is continually being updated, and there are many new and helpful resources. It is located on the CDE CAASPP Communications Toolkit Web page at <http://www.cde.ca.gov/ta/tg/ca/communicationskit.asp>. Questions about or input for the Smarter Balanced Assessment System may be directed to the CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# CAASPP Update (Don Killmer)

## CAA

The CAA Field Test window opened on April 15, 2015 and closed on June 10, 2015. The CDE continues to have conversations with the National Center and State Collaborative (NCSC) as plans are developed for operational testing beginning in 2015–16. The CAA Field Test scores will not be reported but are being used to develop the items and design for the operational test.

The CAA blueprints for ELA and mathematics were presented and approved by the SBE at its July 2015 meeting. The new blueprints reflect the new CAA test design, standards, and item types. The standards assessed on the new CAA are reached through scaffolding from the California State Standards to the Essential Understandings by the Core Content Connectors (CCCs) from NCSC, which are aligned with the Common Core State Standards (CCSS). The goal of blueprint development was to align the new CAA blueprints as closely with NCSC as possible, and this alignment can be observed in the percentages assessed for each domain or group of domains. The general CAA test design, like that of NCSC, is planned as a two-stage adaptive assessment. Each student, within a grade level, in stage one, will see a set of items [the Router] to route them to stage two. On the basis of the student’s performance in stage one, stage two will present the student items in one of three tiers (CAA is designed with three tiers of complexity). In addition, multiple point values will be assigned for certain item standards to account for the different cognitive complexities of skills assessed by those items. The implementation of this two-stage adaptive design is currently planned to occur over two years with the goal of having enough psychometric information in the first year to narrow the routing design for the second year. In 2015–16, students would have more items at stage one (21 items) than at stage two (6 items), and in 2016–17 students would have fewer items at stage one (9 items) than at stage two (16 items). By 2016–17, students will take a shorter test that will route them more quickly to their stage two levels based on their performance at stage one. The feasibility of incorporating a further refined design for 2017–18 is also being investigated. There will be a stopping rule for 2016–17 specifically for those students who do not demonstrate any performance that is measureable on the first several items. The July 2015 SBE item is available on the CDE SBE Agenda for July 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201507.asp>, Item #4. Attachments 1–3 show the CAA blueprints.

The test design for the CAA is planned to be provided to the SBE in an August 2015 memorandum. Training on the new CAA is scheduled for January 2016. The SBE is scheduled to adopt achievement level descriptors and the number of achievement levels at its March 2016 meeting, and administration of the operational test will be a fixed window from April 11, 2016, through June 20, 2016. The standard setting for the test will occur in summer 2016, and the SBE is scheduled to determine cut scores in September 2016. The 2016 CAA results are scheduled to be available fall 2016 following the SBE adoption of cut scores, and public reporting of results is scheduled for November 2016.

## Next Generation Science Assessments

The CDE is continuing in the development of the new science assessments based on the CA NGSS. During the transition to the new science assessments, the Elementary and Secondary Education Act (ESEA)-required science assessments in grades five, eight, and ten (i.e., CST, CMA, and CAPA) will continue to be administered until new assessments aligned to the CA NGSS are available. The new science assessments will include one assessment for students who currently take the CST and CMA in science and a second alternate assessment for students who currently take the CAPA in science. Therefore, a student who is currently taking the CMA in science would take the new science assessment with appropriate accommodations rather than taking the new alternate assessment in science. Also, the new science assessments are not planned as adaptive tests under the current contract through June 2018 but may be adaptive at a future time. The CDE anticipates targeted pilot testing of the new science assessments in 2016–17, field testing in 2017–18, and operational testing in 2018–19. Recommendations are scheduled to go to the SBE at its September 2015 meeting, and the blueprints for the new science assessments are scheduled to be presented to the SBE at its November 2015 meeting.

More information about recent CAASPP science activities is provided in the July 2015 SBE item that is available on the CDE SBE Agenda for July 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201507.asp>, Item #3. More information about the development of the new science assessments can also be found on the CDE Science Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

## CAASPP Regulations

The CDE is proposing emergency amendments to the CAASPP regulations scheduled for presentation to the SBE at its September 2015 meeting. The regulations propose increased flexibility in current program requirements to include: (1) revised definitions toward more common terminology; (2) more flexibility for LEAs to set a smaller testing window; (3) revised apportionment certification dates; (4) updated universal tools, designated supports, and accommodations to be aligned and flexible with Smarter Balanced and NCSC definitions; (5) definitions of eligible students according to the test given; and (6) definitions and resolutions for appeals.

More information on the CAASPP is available on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/>. Questions about or input for the CAASPP may be directed to the CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# CAASPP Institutes (Keith Smith, Rachel Perry from SCOE)

The CDE has contracted with the Sacramento County Office of Education (SCOE) on a one-year project to encourage and support local collaboration and training toward implementing the Smarter Balanced Assessment System to improve teaching and learning. A key aspect of the project will be to provide a series of CAASPP Institutes for LEAs. The project will include four interrelated activities:

1. Increase the number of Senior Assessment Fellows from three to six. The Fellows now include Marci Perry, Mary Tribbey, Gina Koency, Sally Bennett-Schmidt, Roger Yoho, and Ingrid Roberson. The focus of the Senior Assessment Fellows will be to provide LEAs with on-demand, customized presentations and training to support the CAASPP system, with a particular focus on the Smarter Balanced assessment system.
2. Deliver 14 CAASPP Institutes that will bring together interdisciplinary LEA teams from across the state to deepen their understanding of the Smarter Balanced Assessment System and develop plans for their LEAs to implement all three parts of the Smarter Balanced Assessment System.
3. Post the Institute training on the CDE CAASPP Website in digital format to encourage a trainer-of-trainers (TOT) approach within and across LEAs.
4. Deliver a June 2016 workshop in Sacramento to further develop the capacity of the SNE. The SNE are the primarily responsible for developing the resources in the Balanced Digital Library.

### Current Plans for the Institutes

* The 14 Institutes are being scheduled to start between October 21 and November 20, 2015, and will be provided at various regions across California.
* Each Institute will consist of two parts. The first part will occur in October/November 2015 and be a two-day workshop. The second part will occur in February 2016 and be a one-day workshop. The primary goals are to help schools and school districts better understand all three of the components of the CAASPP Assessment System and to encourage their use of resources and strategies to improve teaching and learning in the classroom.
* The Institutes are being designed for teams of educators from schools or school districts. Each team should include staff with expertise in key areas, such as knowledge and use of curriculum content in ELA and mathematics, accessibility supports, ELs, students with disabilities, and school or district leadership/decision making. More specific guidelines for teams will be provided once the dates for the Institutes are finalized.
* Each Institute is being designed to include planning time for participants to develop action steps toward implementing the Smarter Balanced Assessment System.
* In addition to the 14 Institutes, two pre-Institute, TOT Workshops will be provided during the week of October 12, 2015. One TOT Workshop will be in northern California, and one will be in southern California. The TOT workshops are being designed for COE leaders who want to provide the Institute training for their schools and other LEAs. Because the CAASPP Institutes will not cover the entire training needs across the state, COEs can attend a TOT Workshop and be trained early with all of the content and materials covered in the Institutes. Those COE leaders who attend a TOT Workshop will have the tools to conduct one or more local CAASPP Institutes and assist in expanding the scope of the training throughout the state.
* Dates, locations, and times for the Institutes and the two TOT workshops are being finalized, and notification and details will be distributed as soon as possible through the appropriate CDE e-mail distribution lists and Web pages.

For questions or to provide input on the CAASPP Institutes project, contact Jessica Valdez at the CDE Smarter Balanced Interim Assessment and Digital Library Office by e-mail at [jvaldez@cde.ca.gov](mailto:ksmith@cde.ca.gov) or by phone at 916-319-0345 or Rachel Perry at SCOE by e-mail at [rperry@scoe.net](mailto:rperry@scoe.net) or by phone at 916-228-2575.

# Accountability Update (Jonathan Isler, Ryan Lam, Justin Lane)

## 2014–15 SARC

At its July 2015 meeting, the SBE approved the 2014–15 School Accountability Report Card (SARC) template. The new template included three minor changes to align more closely with the Local Control Accountability Plan (LCAP): (1) updated state assessment tables, (2) updated state and federal accountability tables, and (3) the addition of a new student group, foster youth, where applicable. Legislation is needed to fully align the SARC with the LCAP. The new template is scheduled to be posted in September or October, 2015. More information on the new template is provided in the July 2015 SBE item available on the CDE SBE Agenda for July 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201507.asp>, Item #2.

A new SARC listserv has been developed and three LEAs (Elk Grove Unified, Los Angeles Unified, and San Francisco Unified) began testing the system and provided feedback to CDE. Once testing has completed, all superintendents and direct-funded charter administrators will initially be assigned as the SARC listserv administrator. The SARC administrator will have the option of assigning two staff to be the SARC listserv manager who will be able to assign the user to a secure SARC listserv. Further details are forthcoming.

## 2014–15 Title III Accountability

### Preliminary Data File

On July 14, accountability and Title III coordinators were sent an e-mail informing them that the preliminary 2014–15 Title III Accountability data were posted on the CDE Web site. The data include the number and percentage of students who met annual measurable achievement objectives (AMAOs) 1 and 2. The complete 2014–15 Title III Accountability report, including AMAO 3, will be released in fall 2015. The 2014–15 AMAO Targets currently are:

* AMAO 1—60.5 percent
* AMAO 2 (less than five years cohort)—24.2 percent
* AMAO 2 (five years or more cohort)—50.9 percent
* AMAO 3 (participation rate, all LEAs)—95 percent
* AMAO 3 (graduation rate, high schools)—yet to be determined

## 2015 AYP

### School Attendance Data Collection Deadline and AYP Criteria

At its January 2015 meeting, the SBE approved the use of attendance rates as the additional indicator in the 2015 Adequate Yearly Progress (AYP) determinations for elementary and middle grades. Traditionally, the Academic Performance Index (API) was used as the additional indicator for making AYP determinations. At its May 2015 meeting, the SBE decided that prior to determining the school attendance rate target, they needed to review research on attendance rates and school-level attendance data. As a result, the CDE requested LEAs and charter schools submit attendance data for all public schools with students enrolled in transitional kindergarten (TK) through grade eight by July 10, 2015. The deadline was extended to July 24, 2015. Any LEA or school that did not submit attendance data by the July 24, 2015, will not meet the attendance rate criteria and will not make AYP. As a result, the LEA/school may advance in Program Improvement (PI).

### Attendance Rate Target

The SBE will be making a decision on the attendance rate target at its September 2015 meeting. For the September 2015 SBE meeting, the CDE will recommend a target, which will be based on research that would support the recommended target.

### Extended Correction Deadline and 2013–14 Cohort Graduation Data

Because some LEAs requested the opportunity to make corrections to the 2013–14 cohort graduation data, the CDE extended the correction deadline to June 30, 2015. This was the final opportunity to correct these data. The 2013–14 cohort graduation data will be used to make 2015 AYP determinations.

### 2015 AYP Reporting

In June 2015, accountability coordinators were informed of two federal accountability workbook amendments approved by the U.S. Department of Education (ED):

1. California’s one-year waiver request to not use Smarter Balanced Assessment results to make AYP determinations. Instead, PI determinations will be based only on the participation rate and the additional indicator (attendance rate and/or graduation rate). Therefore, the 2015 criteria will be:

* A school that meets the participation rate and its additional indicator(s) will make AYP for 2015.
* Elementary and middle schools that made AYP in 2013 and 2015 will exit PI.
* High schools that made AYP in 2014 and 2015 will exit PI.

1. California’s request to use grade eleven Smarter Balanced Summative Assessment instead of grade ten CAHSEE for participation rate determinations. Therefore, the 2015 participation criteria for high schools will be:

* 95 percent participation rate on the grade eleven Smarter Balanced Summative Assessment

The CDE and the SBE are continuing conversations with the ED on the remaining accountability workbook amendments, i.e., displaying the percent proficient on the AYP reports and the inclusion of the CAA in the calculation of the participation rate. Once a final decision has been reached on these amendments, the Analysis, Measurement and Accountability Division (AMARD) will send another notification informing accountability coordinators on all changes impacting the 2015 AYP.

## CALPADS

### Data File Containing LTELs and At-Risk of Becoming LTELs

During the first week of August, LEA California Longitudinal Pupil Achievement Data System (CALPADS) coordinators will be receiving a file identifying Long-Term English Learners (LTELs) and student At-Risk of Becoming LTELs (At-Risk). While it is anticipated that SB 750, which revises the definition of LTEL, will pass, the file to be sent in August will identify LTELs and At-Risk students using the **current** definitions in *EC* Section 313.1. The current definitions are as follows:

LTELs are defined as students who are:

* ELs in grades six through twelve; and
* Enrolled in U.S. school for more than six years; and
* At the same Proficiency level on the CELDT for two or more consecutive years, or successor test.
* Note that CST results will not be used as part of the criteria.

At-Risk of becoming LTELs are student who are:

* ELs in grades five through eleven; and
* Enrolled in a U.S. school for four years; and
* Scored at the “Intermediate” level or below on the CELDT, or successor test.

To identify the LTELs and At-Risk students, the CDE will be extracting the October 2014 CALPADS enrollment data and matching it to the 2012–13 and 2013–14 CELDT results.

## DataQuest

### Average Class Size and TK Reports

At the end of July, the average class size report will be available through DataQuest. A new selection feature, “self-contained class,” will be accessible within this report. This report will display average class size data, for self-contained classes, by grade levels. In addition to the new self-contained class feature, DataQuest will also have a new TK report (for 2013–14) that the viewer will be able to select through the “Enrollment” category. This report will display enrollment by kindergarten, TK, and TK cumulative.

More information about academic accountability is on the CDE Academic Accountability Reporting Web page at <http://www.cde.ca.gov/ta/ac/ar/>. For questions about accountability, contact the academic accountability team by e-mail at [aau@cde.ca.gov](mailto:aau@cde.ca.gov) or by phone at

916-319-0863.

# Ed Data Management Update (Paula Mishima)

Beginning August 1, 2015, Cindy Kazanis will become the new Director of the AMARD at CDE. The CDE is recruiting to fill her vacant position of Director of the Educational Data Management Division.

### CALPADS Assessment Reports

The CDE is anticipating a soft roll out of 2014–15 assessment data for September 2015 with few changes. The September roll out will include streamlined functionality and all CELDT and CAHSEE results through 2014-15 and STAR data through 2012-13. The CALPADS Office has not yet drafted the report specifications for the Smarter Balanced assessment results. Once draft reports are mocked up, stakeholder input will be gathered before finalizing reports. The 2014-15 Smarter Balanced results will be loaded into CALPADS in November once a final statewide file is received from ETS.

### CALPADS and Smarter Balanced Alignment

The CALPADS Office is working with ETS to display CALPADS field names instead of Smarter Balanced field names in TOMS and to minimize the amount of demographic data shown in TOMS to reduce confusion and Service Desk tickets. When final assessment data is aggregated for accountability calculations, federal reporting, or DataQuest posting, the CDE will use the most current data in CALPADS and not necessarily the data pulled from CALPADS at the time of testing. As has been the practice, the CDE will provide LEAs an opportunity to view and update the data in CALPADS prior to its final use.

### Grade Level Changes and Testing

Currently, a student’s grade level can be changed at any time in CALPADS, which resulted in some students taking Smarter assessments in two different grade levels. Regulations are being drafted to address this issue.

### Maintaining Mailing Address for Testing

CALPADS maintains only one address for a student. For students with both a residential and mailing address, LEAs should maintain the mailing address in CALPADS. The mailing address meets both the CALPADS need for use in the direct certification match process and the assessment need for LEAs opting for mailing addresses to be pre-printed on ISRs.

### Multiple Identifiers for One Student During Testing

The CDE and ETS are investigating how to resolve the issue of correcting multiple Statewide Student Identifiers (SSIDs) for a student in the middle of testing. Some students have had to retest if an LEA had retired an old identifier during one test and used the new identifier for another test. It would be helpful if LEAs would ensure that each student has a single identifier prior to testing. LEAs can check the daily CALPADS report that shows anomalies. Corrections normally take 48 hours to process in CALPADS.

### Attendance Data Collection

The CDE is anticipating collecting attendance data (number of days enrolled and number of days attended) beginning in 2016–17 to meet proposed federal requirements for reporting chronic absenteeism.

### Transition of Perkins E1 Data System to CALPADS

Currently, data collected through the Perkins Data System is used to meet federal Perkins reporting requirements. In 2014-15, LEAs are also required to submit Career Technical Education (CTE) data (concentrators and completers) to CALPADS, and, in 2015-16, data from CALPADS will be used to meet federal Perkins reporting requirements. CTE data is likely to also be used for accountability in the future.

### Transition of CASEMIS Data System to CALPADS

The CDE is in the process of transitioning the California Special Education Management Information System (CASEMIS) to CALPADS over the next several years. The first set of data to be transitioned is discipline data. To meet federal reporting requirements, CASEMIS discipline data will be used in 2014–15, and end-of-year 3 CALPADS discipline data will be used in 2015–16 to meet federal reporting requirements. Eventually, all of the CASEMIS will be transitioned to CALPADS.

For questions about CALPADS, contact the CALPADS Office by e-mail at [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov) or by phone at 916-324-6738.

# Next RAN Meeting

Wednesday, September 9, 2015 (Citizen Hotel—Sacramento)