2016 E-Report

Subcommittee: RAN			Meeting Date: 1/21/16		
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**	Yes	8 Kern	**Kathy Hill**	Yes
1	**Rick Phelan**	Yes	8	**Heidi Christensen**	Yes
2 Tehama	Lorna Manuel	Yes	9 Imperial	Dorene Johnson	Yes
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	**Marci Perry**	Yes
6 San Joaquin	**Kristin Condit**	Yes		**Beth Higbee**	Yes
7 Kings	Laura Voshall	Yes		**Kathi Felder**	Yes
7	**Corey Greenlaw**	Yes			

MEETING SUMMARY

Division Update (Michelle Center, Deborah Baumgartner)

January 2016 SBE Items

The following State Board of Education (SBE) items were presented at the January 2016 meeting:

- CAASPP Student Score Reports for 2015–16 and Beyond
  The SBE approved the California Assessment of Student Performance and Progress (CAASPP) 2015–16 Student Score Reports contingent upon minor follow-up wording edits to be approved by the SBE Executive Director. This item is available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #4.

- Draft Framework for CAASPP Expansion
  The draft framework was presented to the SBE for information. In March 2016, the State Superintendent of Public Instruction (SSPI) will provide recommendations to the SBE. This item is available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #5.

- Golden State Seal Merit Diploma (GSSMD)

In response to a request by the SBE, the CDE developed eligibility criteria for students in the class of 2016 and beyond to qualify for the GSSMD. The CDE presented and the SBE approved those criteria. This item is available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #6.

- ELPAC and CAA General Performance Level Descriptors
The CDE submitted and the SBE approved proposed general performance level descriptors (general PLDs) for the California Alternate Assessment (CAA) and for the English Language Proficiency Assessments for California (ELPAC). The specific PLDs for these assessments are currently being developed and will be presented to the SBE for approval at a future meeting.

  These two SBE items are available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #7 (CAA) and Item #8 (ELPAC).

- CAASPP Update
An SBE item providing a summarized update about CAASPP activities since the last SBE meeting is also available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #3.

Proposed March 2016 SBE Items

The following topics are being proposed for the March 2016 SBE meeting:

- California's Next Generation Science Standards Assessment
- CAASPP and ELPAC Regulations
- Primary Language Development Test

Draft Key Messages for 2016

In February 2015, the CDE posted on the CAASPP Communication about Smarter Balanced Web page at http://www.cde.ca.gov/ta/tg/sa/caasppcommsb.asp key messages regarding the Smarter Balanced Assessment System that California educators can share with students, parents, the media, local school board members, and the general public. The draft key messages for 2016 will include the following points:

- The CAASPP is the gold standard for measuring progress toward college and career readiness.

- California's testing system is about more than just measurement. The tests themselves provide a model of the rigor and the operationalization of the Common Core State Standards (CCSS).

- The Smarter Balanced results are ready to serve California's stakeholder groups. The CDE has worked with the Educational Test Service (ETS) to improve its processes to ensure a three week turnaround for summative results. Educators need to have the data and use it as it comes in. New user roles have been created to provide better and more flexible reporting.

- Real progress takes patience and persistence. The system, its responsiveness, and its ease of use will be improved for 2016 and will continue to be improved year after year. It will continue to take time to build all of the components and connections to be made in the system.

The CAASPP Office is planning to provide a letter to superintendents to notify them when the key messages for 2016 are posted on the CDE Web page.

Smarter Balanced Classroom Activity Requirement

For 2015–16, California will continue to assign the classroom activity in English language arts (ELA) and mathematics for those local educational agencies (LEAs) that find this tool useful. However, administration of the classroom activity by LEAs is **optional** for 2016 testing, and LEAs are **not** required to complete any documentation on whether the classroom activity was administered.

The January 7, 2016 letter notifying CAASPP Coordinators about the classroom activity is available on the CDE CAASPP Web page under the Coordinators and Administrators tab or directly at http://www.cde.ca.gov/ta/tg/ca/classactivityreqltr.asp. The assignments have been posted on the CAASPP.org Web page under the Test Administration/Classroom Activity Tab or directly at http://www.caaspp.org/administration/instructions/assignments/index.html.

Online Reporting for the Long Term

CDE is conducting discussions regarding moving towards more flexibility and an open source system for California's Online Reporting System (ORS) for the long term. The CDE is interested in receiving any input LEAs might have regarding improvements they would want to see in online access, flexibility, and ease of the ORS for interim assessments. Please send input to the CAASPP Office by e-mail at caaspp@cde.ca.gov or by phone at 916-445-8765.

GED Test

California educators who receive questions about GED should be aware that, in California, the process for changing a GED cut score requires action by the SBE. Therefore, no changes to GED cut scores will be made in California unless the SBE determines and approves a change.

CELDT/ELPAC (Kelly Bacher, Carla Nájera-Kunsemiller)

ELPAC

The ELPAC contract was awarded to ETS last year, and the test development process is now proceeding smoothly and steadily. The ELPAC will replace the California English Language Development Test (CELDT) and will be aligned with the 2012 California English Language Development Standards.

Timeline

The timeline for the transition from the CELDT to the ELPAC from 2015–16 through 2018–19 is posted on the new CDE ELPAC Web page at http://www.cde.ca.gov/ta/tg/ep/.

- Pilot testing for the ELPAC occurred November 30–December 2015 to try out different item types, and the ELPAC Pilot Test results were reviewed December 14–18, 2015.
- In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment Field Test. LEAs interested in being included in the pilot may send a request by e-mail to elpac@cde.ca.gov.

- The ELPAC general PLDs were approved by the SBE at its January 2016 meeting. The general PLDs for the ELPAC will have four levels, which is a change from the five performance levels of the CELDT. The SBE item, including the general PLD descriptions, is available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #8.

- Item Writer Training is scheduled for February 22–25, 2016 in Sacramento. There are planned to be 24 elementary and 18 secondary California educators participating in the training.

- The proposed ELPAC regulations are tentatively scheduled to go the SBE for approval in March 2016.

2015–16 Educator Opportunities for ELPAC Involvement

In October 2015, a letter was sent to superintendents and charter school administrators announcing opportunities for California educators to become involved in the development of the ELPAC. The letter was also sent to the Bilingual Coordinators Network, CAASPP Coordinators, Special Education Local Plan Area Directors, and CELDT District Coordinators. Interested educators must complete and submit an online application. The application for these opportunities is located at http://www.surveymonkey.com/r/ELPACApp2015. Opportunities exist in the following areas:

- Domain and Grade-level Specific PLDs (June 2016)
  To provide input on the alignment of test content with the description of student performance at each level

- Content Review Panel (August 2016)
  To ensure items are aligned with the 2012 ELD standards and correspond to the state mathematics and science standards

- Bias and Sensitivity Review Panel (August 2016)
  To identify items with potential bias that may affect the performance of particular groups of students

The new CDE ELPAC Web page includes more information about ELPAC, a Comparison Chart, a Transition Timeline from the CELDT to the ELPAC, and the General PLDs, which are located at http://www.cde.ca.gov/ta/tg/ep/. Questions about or input for the ELPAC may be directed to the ELPA Office by e-mail at elpac@cde.ca.gov or by phone at 916-319-0784.

CELDT

The CELDT will continue to be administered until the ELPAC is operational.

CELDT 2015–16

LEAs should receive the 2015–16 Edition CELDT Annual Assessment (AA) Window Student Performance Level Reports by the end of January 2016. CELDT District Coordinators can go into the secure district portal and track the report shipments. If an LEA does not receive its reports by the end of January, please contact CELDT Support by e-mail at support@celdt.org or by phone at 866-850-1039.

CELDT Data Review Module Window: February 23–March 21, 2016

The CELDT Data Review Module (DRM) Window is scheduled to open February 23–March 21, 2016. The data includes student records for all students tested during the AA Window (July 1–October 31, 2015) and whose Answer Books were **received** by the "Receipt Date for Scoring" deadline of November 17, 2015. The DRM Window provides an opportunity for LEAs to correct data that are used for Title III Accountability to calculate Annual Measureable Achievement Objectives. During this window, all LEAs are encouraged to correct any errors, such as errors in Statewide Student Identifiers (SSIDs), and make sure the Date Testing Completed field is filled in and accurate. This will ensure that the data are as accurate as possible for school, district, and state-level reports to be released in spring 2016.

STOT Workshops 2016–17

Registration priority for the 2016–17 Scoring Training of Trainers (STOT) workshops will be given to CELDT district trainers who have never participated in a STOT workshop. STOT workshops are scheduled for the following dates and locations:

Date	Day	Location
April 7	Thursday	Sacramento
April 13	Wednesday	Downey
April 14	Thursday	Riverside
April 15	Friday	San Diego
April 19	Tuesday	San Jose
April 20	Wednesday	Stockton
April 21	Thursday	Clovis
August 6	Tuesday	Anaheim
August 23	Tuesday	Sacramento

Registration opens Wednesday, February 24, 2016. For more information on registration, see the STOT Statewide Workshops Registration Information Web page at http://www.celdt.org/training/stot/registration/. Information on regional trainings will be posted on the CELDT Web page at http://www.celdt.org.

Forms and Orders

- The 2016–17 Edition Superintendent's Designation of CELDT District Coordinator Form Submission Window will be March 8–April 1, 2016.

- The 2016–17 Edition Initial Ordering Window will be March 11–April 1, 2016.

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

Smarter Balanced (Linda Hooper, Jessica Valdez, Jessica Barr)

2015–16 Senior Assessment Fellows Update

Corey Greenlaw has joined the Senior Assessment Fellows for 2015–16. Ingrid Roberson has taken another position and is no longer a Fellow. Several Fellows have revised responsibility for California County Superintendent Educational Services Association (CCSESA) Regions. The updated listing and new assignments include the following:

Name	E-mail Address	CCSESA Region
Sally Bennett-Schmidt	sbennettschmidt@cde.ca.gov	9
Corey Greenlaw	cgreenlaw@cde.ca.gov	5 (Monterey, San Benito, Santa Cruz), 7, 10 (Inyo, Mono)
Gina Koency	gkoency@cde.ca.gov	11
Marci Perry	mperry@cde.ca.gov	8
Mary Tribbey	mtribbey@cde.ca.gov	1, 2, 3, 4, 5 (Santa Clara), 6
Roger Yoho	ryoho@cde.ca.gov	10 (Riverside, San Bernardino)

The revised Fellows flyer will be sent to RAN members to distribute as they see fit within their regions.

Smarter Balanced SAs

2016 Testing Window

The testing window for the 2016 Smarter Balanced Summative Assessments (SAs) opened on January 19, 2016, which is approximately seven weeks earlier than last year!

- January 2016—Four LEAs have testing windows open
- February 2016—393 additional LEAs will have testing windows open

Pretest Workshops

ETS is conducting in-person CAASPP Pretest Workshops throughout California between January 6 and February 3, 2016, which include a morning session about the SAs and an afternoon session about the CAA. Approximately 1,400 CAASPP Coordinators will attend the in-person trainings. The archived Webcast of the Pretest Workshop about the SAs is posted on the CAASPP.org Web page at http://www.caaspp.org/training/caaspp/index.html. The archived Webcast about the CAA session is posted on the CAASPP.org CAA Web page at http://www.caaspp.org/about/caa/index.html.

User Counts by User Roles

The breakdown of active user counts per user role in the Test Operations Management System (TOMS) as of January 20, 2016 is listed in the following table:

User Role	Number of Active Users
LEA CAASPP Coordinator	2,608 mailto:sbennettschmidt@cde.ca.gov
Test Site Coordinator	mailto:cgreenla w@cde.ca.gov 24,532
Test Administrator	mailto:gkoency@cde.ca.gov 88,334

Test Examiner	mailto:mperry@cde.ca.gov	3,477
Test Administrator & Test Examiner		27,053
IA Administrator Only	mailto:ryoho@cde.ca.gov	19,132
Educator—District	mailto:gkoency@cde.ca.gov	1,080
Educator—Test Site	mailto:mperry@cde.ca.gov	1,927
Educator--Roster		203
TOTAL Users	mailto:ryoho@cde.ca.gov	**168,346**

2016 Test Administration Manual

The 2016 Smarter Balanced Test Administration Manual is now available on the CAASPP.org Web page under the Test Administration/Instruction and Manuals Tab or directly at http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2016.pdf.

System Improvements

- A new reporting process for test irregularities and appeals—the Security and Test Administration Incident Reporting System (STAIRS)—began January 19, 2016. STAIRS can be accessed in TOMS. Detailed information on how to report an incident or an appeal will be available on the CAASPP.org Web page in late January 2016. **Note:** The CDE is planning to provide a demonstration of the system at the next RAN meeting.

- The Test Administrator Interface has been updated and improved.
  - Color coding was added to reduce confusion when selecting between assessments.
  - Popup messages are provided to warn Test Administrators about to give an SA.
  - The Test Administrator Interface was designed so that Test Administrators can easily use a tablet or cell phone to manage a test session administration.

- New reports are available in TOMS
  - School- and LEA-level reports for test settings (i.e., accommodations and designated supports)
  - School- and LEA-level test assignment reports

Reporting Timelines

- Three weeks after a student completes the online test (i.e., completed the computer adaptive portion and the performance task portion in a content area), the student's score will be reported to the ORS. Reports of a student's paper-pencil test results will be longer.

- The online Student Score Report will be available one week after all tests for a student are scored in TOMS.

- The paper Student Score Report will be available within five weeks of the close of the selected testing window.

Participation

A student is counted as a participant for the SA when the student logs in to the test session.

CAASPP Institutes

To further support implementation of the CAASPP System, the CDE has partnered with the Sacramento County Office of Education (SCOE), the Senior Assessment Fellows, and the Ventura County Office of Education to conduct regional CAASPP Institutes for LEA teams during the 2015–16 school year.

There are two types of Institutes: (1) District and School Teams and (2) County Office of Education (COE) Teams.

- District and School Teams
  Session 1 began in October 2015 and is concluding. Session 2 will begin in February 2016 at approximately 20 locations where the district and school teams will re-convene for one day and compare their plans and progress. At each Session 2 location, two district and school teams will be featured, and there will be a guided activity for all teams.

- COE Teams
  Session 1 was held in October 2015. Session 2 will be one day and will occur in March 2016 at Riverside (March 14) and at Sacramento (March 18).

Note: Materials, best practices, and video modules from the trainings will be compiled from participants in the Institutes and posted on the CDE CAASPP Web pages in spring 2016. For questions on the CAASPP Institutes, contact Jackie Adams at SCOE by e-mail at jadams@scoe.net or by phone at 916-228-2207.

Interim Assessments

Over 1.6 million Interim Assessments (IAs) have been started across more than 750 LEAs since the 2015–16 IAs became available to LEAs in August 2015.

Changes to CAASPP Portal IA Web Page

ETS made several changes to the interim assessment resource locations on the CAASPP Portal Web site (http://www.caaspp.org). The CAASPP Portal main page now has one green button labeled "Smarter Balanced Interim Assessments" that takes the user directly to a Web page showing all of the IA administration resources at a glance.

Resources Coming Soon!

- Smarter Balanced IA Video Series (March 2016)
  Five short modules that provide an overview of the interim assessments, as well as coverage of the Interim Assessment Viewing System, interim assessment administration, hand scoring, and reporting

- IA User Guide update (March 2016)

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

More than 266,000 California educators are registered in the Digital Library.

SNE Activities

- The CDE is seeking State Network of Educators (SNE) member recommendations from RAN members. RAN members may provide their recommendations to Jennifer Houle by e-mail at jhoule@cde.ca.gov or by phone at 916-323-8351.
- Smarter Balanced convened SNE members from across Consortium states on January 24 through 26, 2016. The goal of the meeting is to improve organization of the existing Digital Library and to develop playlists and links to other topics.
- California is convening its SNE members for a collaboration workshop June 15 through 17, 2016.
- A SNE member will be featured monthly in the CAASPP weekly update.

Resources Coming Soon!

- Digital Library Professional Learning Series (February 2016)
- CDE SNE Web page (February 2016)
- Formative assessment videos featuring California SNE members (spring 2016)

Digital Library Spotlight Webinar and Forum Series Reminder

The Spotlight Webinar and Forum Series resources are hosted by Smarter Balanced and facilitated by Digital Library resource authors who are national experts and innovative practitioners in a variety of areas such as curriculum, English language development, and special education.

- Current series
  - Illustrative mathematics
  - Supporting students with disabilities
  - Cognitively Based Assessment *of, for,* and *as* Learning (CBAL)
  - Understanding language
- Further details about the spotlight Webinars and forums are available on the CDE Spotlight Webinar and Forum Series Web page at http://www.cde.ca.gov/ta/tg/sa/dlspotlight.asp.

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

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 or by phone at 916-445-8765.

CAASPP Update (Don Killmer)

CAA

The testing window for the 2016 CAA will be April 11 through June 17, 2016. This is a fixed window. LEAs will have this entire length of time to test their students on the CAA.

Pretest Workshops

ETS is conducting In-person CAASPP Pretest Workshops throughout California between January 6 and February 3, 2016, which include a Pretest Workshop for the CAA in the afternoon. The train-the-trainer CAA session is particularly for the people who will be a CAA test examiner and/or train a CAA test examiner. The archived Webcast of the Pretest Workshop and presentation slides of the CAA session is posted on the CAASPP.org CAA Web page at http://www.caaspp.org/about/caa/index.html.

Training Tests

The Pretest Workshops for the CAA includes training tests for both ELA and mathematics. These training tests will be available on the CAASPP.org on February 29, 2016 and will provide the opportunity for test examiners to walk through the accessibility supports and to determine the most appropriate setting for the student taking the test.

Test Administration Tutorial

The Test Administration Tutorial available in February 2016 will be a three-hour video available for viewing. Although this method is not the optimal training approach, it is provided for instances where in-person training is not possible.

2016 CAA Test Administration Manual

The 2016 CAA Online Test Administration Manual will be available in late January or early February 2016 and will be posted on the CAASPP.org CAA Web page at http://www.caaspp.org/about/caa/index.html.

How-to Webcasts

Short how-to Webcasts/Webinars on CAA test administration processes and procedures will be provided on the CAASPP.org Web page beginning in February. These Webcasts will be shorter than those provided last year and will include topics such as how to log in, set up a test session, set up an assistive technology setting, use switches, and use various communications devices.

Participation

A student is counted as a participant for the CAA when the student logs in to the test session **and** responds (at a minimum) to Question 1 of the test. The response of the student to Question 1 could

be either responding "Next" for the next question or responding "End Test" to stop the test. In either case, the student would be counted as participating. If there is no response for Question 1, the student will not be counted as participating.

Primary Language Development Test (PLDT)

Presented Purpose
The purpose of the new PLDT will be to measure a student's Spanish language arts achievement in reading, writing, listening, and speaking in grades three through eight and high school (regardless of whether Spanish is the student's primary or secondary language).

Eligible Student
An eligible student for the new PLDT would include:
- A recently arrived EL whose primary language is Spanish; or
- A student receiving instruction in Spanish (regardless of his/her primary language); or
- A high school student attempting to meet the requirements of the State Seal of Biliteracy.

More information on the PLDT is provided in the December 2015 Information Memorandum, which is available on the CDE December 2015 Information Memoranda Web page at
http://www.cde.ca.gov/be/pn/im/infomemodec2015.asp.

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 or by phone at 916-445-8765.

Accountability Update
(Cindy Kazanis)

Federal Accountability in ESSA

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind (NCLB) Act. Key aspects of the law related to academic accountability include the following:

- The requirements for a new federal accountability system take effect in the 2017–18 school year.

- The new accountability requirements are aimed at providing more flexibility to states in developing their accountability systems.

- States must submit accountability plans to the U.S. Department of Education (ED) for approval. State plans must be peer-reviewed, and the ED has 120 days to approve or deny plans. If the ED denies the state plan, it must provide research-based evidence to justify the denial.

- Title III accountability provisions have been moved to Title I accountability.

- The new system must be based on multiple measures in the following areas:
  o Achievement as measured by proficiency based on annual state assessments
  o Graduation rates
  o Another academic indicator for elementary and middle schools (e.g., growth measure)

- o Progress in ELA Proficiency for English learners (ELs)
- o School quality or student success, which would include career and college indicators

- States must establish ambitious, long-term goals that include measurements of interim progress. The goals must take into account the progress necessary to close achievement gaps.

- A participation rate of 95 percent must be factored into the accountability system.

- Beginning in 2017–18, states must identify five percent of the lowest performing Title I schools and all high schools with a graduation rate of equal to or less than 67 percent.

New Accountability Implications for California

Consistent with recent remarks of the Governor and of SBE members at its January 2016 meeting, California's goal is to take full advantage of the new flexibility of ESSA and to align the state and federal systems. The goal is for the SBE to approve the California state plan by January 2017 in order to implement the new requirements for the 2017-18 school year. California stakeholders are excited about the move of Title III to Title I accountability and think this move will shine more light on the EL population of students. California has been working for a couple of years towards a new accountability system using a conceptual framework that is similar to the required ESSA components, and there are definite opportunities to align state multiple measures to the new federal requirements. At the January 2016 SBE meeting, there were many public comments about school climate and closing achievement gaps.

Federal Waiver Request

At the January 2016 SBE meeting, the CDE recommended and the SBE approved a waiver request to be submitted to the ED to:

1. Waive the provisions of Section 1116(e) of the ESEA to allow LEAs that have Title I schools in Program Improvement (PI) to provide extended day intervention strategies to low income students who are academically deficient in ELA, mathematics, and/or science using Supplemental Education Services (SES) set aside funds. (Since the 2016–17 school year is a transition year, LEAs that were identified for PI are obligated to continue with their improvement plan activities, such as SES).

2. Waive the Adequate Yearly Progress (AYP) provisions of Section 1116 of the ESEA so that the state does not need to identify new schools for PI, if needed.

The CDE anticipates receiving a letter from ED providing information about what to expect during the transition to ESSA, guidance on the transition process, and benchmarks/timelines. Once California receives this letter, the CDE may submit the waiver request. The SBE waiver request item is available on the CDE SBE Agenda for January 2016 Web page at http://www.cde.ca.gov/be/ag/ag/yr16/agenda201601.asp, Item #1.

ESSA Regulations

The ED has started to work on developing regulations for the ESSA and has conducted two input sessions for the regulations during January 2016. CDE staff provided comments to the ED, including appreciation for the increased flexibility of the new law.

State Level AYP Participation Rates

Although California's statewide 2015 AYP participation rate was 97 percent in both ELA and mathematics, there were 21 LEAs that did not meet the 95 percent target in 2015. As a result, the CDE received a letter from ED stating that California was out of compliance and that the state must demonstrate that (1) it has taken or will take appropriate actions to enforce the AYP requirements, (2) describe how such actions will specifically address the problem that occurred in 2014–15, and (3) ensure that all students participate in statewide assessments during the 2015–16 school year and each year thereafter. Depending on the extent of the non-participation and other relevant factors, the actions could include a variety of technical assistance and corrective actions, including ultimately withholding federal funds. **Note:** It is important that LEAs continue each year to make every effort to meet the AYP participation rate target of 95 percent, and it is important that 100 percent of California's LEAs meet the annual AYP participation rate target.

2016–17 Governor's Budget and Accountability

The 2016–17 Governor's Budget Summary provides no extra funding for implementation of California's new academic accountability system but makes a statement that the components of the new system should move away from a single index. The Summary suggests there may be future support by the Governor and Department of Finance in looking at ways to rethink the state accountability system considering the new ESSA flexibility. The SBE is also supportive of moving away from a single index for accountability, and, consistent with this focus, the Public Schools Accountability Act (PSAA) Advisory Committee will no longer be used. A Committee of Practitioners will be established over the next several months as required by ESSA.

February SBE Information Memoranda

The CDE is working to provide the SBE with two Information Memoranda in February 2016, one describing progress on college and career indicators for accountability and another describing progress on growth models for accountability. The Analysis, Measurement and Accountability Reporting Division (AMARD) has been conducting simulations and modeling using Smarter Balanced assessment results, and the simulations and models will be key components of the two Information Memoranda.

Chronic Absenteeism

The ED is considering adding chronic absenteeism as an accountability indicator of school climate. The requirement may take effect as soon as the 2016–17 school year.

More information about academic accountability is on the CDE Accountability Progress Reporting Web page at http://www.cde.ca.gov/ta/ac/ar/. For questions about academic accountability, please contact the academic accountability team by e-mail aau@cde.ca.gov or by phone at 916-319-0863.

Next RAN Meeting

Thursday, March 17, 2016 (Citizen Hotel—Sacramento)