



TOM TORLAKSON
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Reassignment of Accountability Data (Cont.)

- Because LCFF legislation requires the PSAA Advisory Committee to review the 5 CCR, California Department of Education (CDE) staff decided this was a good opportunity to address two concerns raised by local educational agencies (LEAs).



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Reassignment of Accountability Data (Cont.)

1. The definition of continuous enrollment for students who take the California High School Exit Examination (CAHSEE) from July through December (i.e., grades 11 and 12 students)
 - See “Determining Continuous Enrollment for July to December California High School Exit Examination Test Takers” handout



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Reassignment of Accountability Data (Cont.)

2. The use of exit codes in the California Longitudinal Pupil Achievement Data System (CALPADS) that are used to reassign accountability data back to the school that referred a student to an alternative school



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Continuous Enrollment (CAHSEE: July - December)

- Current regulations state that students who take the CAHSEE from July through December must be continuously enrolled from the *prior* school year:

Test Date	Fall Census Month	Months Continuously Enrolled
February 2013	October 2012	5 months
December 2012	October 2011	14 months



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CAHSEE: July - December Administration Options

Options for using CAHSEE results in the API:

1. Exclude grade 11 and 12 CAHSEE results from the API
2. Change the definition of continuous enrollment for July through December CAHSEE administrations
3. Maintain the current definition of continuous enrollment



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CAHSEE: July - December Administration Options (Cont.)

- **Option 1:** Exclude grade 11 and 12 CAHSEE results from the API:
 - **Pro:**
 - Only use grade 10 CAHSEE results to calculate the API, similar to using only grade 10 results for the Adequate Yearly Progress (AYP) (all grade 10 students are required to take the CAHSEE).



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CAHSEE: July - December Administration Options (Cont.)

- **Option 1:** Exclude grade 11 and 12 CAHSEE results from the API:
 - **Cons:**
 - Schools would not be rewarded for helping their grade 11 and 12 students pass the CAHSEE (though their efforts may be recognized in the [AYP] graduation rate).
 - It would lower the number of students with valid CAHSEE results which could potentially lower the high schools' API scores.

Note: Although this option would not impact the 5 CCR, it would require SBE approval.



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CAHSEE: July - December Administration Options (Cont.)

- **Option 2:** Revise the definition of continuous enrollment to require enrollment of 125 calendar days or more, which is the requirement currently in 5 *CCR* for reassigning other accountability data:
 - **Pros:**
 - Schools would be rewarded for helping their grade 11 and 12 students pass the CAHSEE.
 - It would increase the number of students with valid CAHSEE results and potentially increase high school's API scores.



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CAHSEE: July - December Administration Options (Cont.)

Note: This option would require SBE approval and the 5 *CCR* would have to go through the revision process.



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CAHSEE: July - December Administration Options (Cont.)

- **Option 2:** Results of data simulation on the impact of using enrollment of 125 calendar days to determine continuous enrollment:
 - 2,060 additional students with valid CAHSEE results
 - Positive impact on 234 Alternative Schools Accountability Model (ASAM) schools and 195 non-ASAM schools
 - No schools with valid APIs experienced a negative impact



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CAHSEE: July - December Administration Options (Cont.)

- **Option 3:** Maintain the current definition of continuous enrollment:
 - **Pro:**
 - Schools are rewarded for helping their grade eleven and twelve students pass the CAHSEE.



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CAHSEE: July - December Administration Options (Cont.)

- **Option 3:** Maintain the current definition of continuous enrollment:
 - **Cons:**
 - The current definition of continuous enrollment for the July through December administrations requires students to be enrolled for a significantly greater amount of time (up to nine months longer).
 - Schools may be incentivized to defer the CAHSEE test to February for the students who transfer to the school at the start of the academic year so that they will be considered continuously enrolled.²⁶



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CALPADS Exit Codes

- Current regulations state that if students voluntarily transfer to an alternative school, the scores are not reassigned back to the school of residence. Assessment results are only reassigned when students are ***referred*** to an alternative school.



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CALPADS Exit Codes (Cont.)

- To distinguish between students who *voluntarily transfer* to alternative schools **versus** those who are *referred* to alternative schools, new exit codes were added to the CALPADS in 2011–12.



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CALPADS Exit Codes (Cont.)

New CALPADS Exit Codes:

- **T160** (voluntary)—The student withdrew from/left school and transferred (not referred by a school or district) to another California public school (within or outside the district).



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CALPADS Exit Codes (Cont.)

- **T167** (referred)—The student was referred by school and/or school district to withdraw from/leave school for non-disciplinary reasons and transferred to an alternative education school or to a non-alternative education school independent study program.
 - In 2012-13, there were 8,460 records that met the criteria to have the assessment results assigned back to their school of residence.



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CALPADS Exit Codes (Cont.)

Data simulation for number of eligible T160 Rollbacks:

- CDE staff applied the same rules for assigning rollbacks to T160 transfers:
 - 2,510 additional students were reassigned
 - 259 additional districts received these students



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Simulation Results

District-level simulation results for five districts if all eligible AEP assessment results were assigned back:

District	T160 Voluntary Rollbacks	T167 Referred Rollbacks
Rural Union High	296	163
Urban Unified	181	0
Urban Union High	63	663
Suburban Unified	62	10
Suburban Elementary	54	2



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CALPADS Exit Code Analysis

- The analysis of T160 and T167 exit codes shows:
 - Districts may not always be using the T167 exit code
 - Disparities between how districts use the T160 and T167 exit codes



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Options for Revising 5 CCR

- Options for revising 5 CCR:
 1. Maintain the current calculation for reassignment of scores.
 2. Define voluntary transfer as any student transferring to an AEP school for non-disciplinary reasons and eliminate the T167 exit code. The number of eligible reassigned records would increase 30%.



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Options for Revising 5 *CCR* (Cont.)

Discussion/Questions