

**To:** Local Educational Agency Representatives  
**From:** California Department of Education – CALPADS Team  
**Date:** February 4, 2016  
**Subject:** CALPADS Update FLASH #113

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## **ADEQUATE YEARLY PROGRESS (AYP) REPORTS AVAILABLE IN CALPADS**

On December 15, 2015, the California Department of Education (CDE) released the 2015 Adequate Yearly Progress (AYP) Reports (school, district, county, state) which are posted on the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>. Student data from CALPADS were pulled on July 15, 2015, and used for the production of the AYP reports.

On February 4, 2016, the CDE loaded AYP report information into CALPADS which displays the data used to calculate the AYP participation rate and proficiency percentage (“percent proficient”) by student group. Specifically, the CALPADS AYP reports identify:

- Which students were enrolled by LEA, school, and student group
- Which students took or logged on to either the 2015 Smarter Balanced Summative Assessments or the California Alternative Assessment (CAA) field test, by LEA, school, and student group
- Which students were included and excluded from the calculation of the participation rate or “percent proficient”
- Demographic, program participation, and enrollment data for each student

LEAs have until **February 26, 2016** to review these reports and make any updates to CALPADS. The CALPADS LEA Administrator should work closely with the Accountability Coordinator to reconcile any discrepancies (see sections below on reconciling data). Accountability Coordinators have also been informed that these reports are now available in CALPADS.

### **Do All LEAs Need to Review these Reports?**

All LEAs should review these reports to ensure the accuracy of their student data (demographics, program participation, and/or enrollment). LEAs should confirm

that the data in these reports reflect their student population for the 2014–15 school year. Data corrections should be made to any incorrect data.

LEAs that did not meet the required 95 percent AYP participation rate should pay particular attention to the participation data. The participation rate is based on the number of students taking the Smarter Balanced Summative Assessments in English Language Arts (ELA) and Math, or the CAA field test. This requirement is applied separately for LEAs, schools, and numerically significant student groups for each content area. LEA, school, and student group participation rates are posted on the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>. The AYP reports in CALPADS provide the detail of the participation rate.

### **Who Should Reconcile the Detail Data?**

Accountability Coordinators and CALPADS LEA Administrators should work collaboratively to reconcile the detail data. Accountability Coordinators should be familiar with the test participation and accountability rules used for AYP determinations and should collaborate with CALPADS LEA Administrators to reconcile CALPADS enrollment data and data used for student group determinations. (The accountability rules used for placing students in groups are summarized in Attachment 1 of this Flash.)

### **How Do I Access the CALPADS AYP Reports?**

To access the CALPADS AYP Reports, the user must have a CALPADS account and the account must have the “Accountability Coordinator” role assigned. See your LEA CALPADS Administrator to get an account and to obtain this role. Once you have the appropriate account:

- Log on to CALPADS (see LEA Administrator for instructions)
- Navigate to the Assessment tab
- Select Reports and Extracts > Assessment Reports
- Select one of the following reports, and change the Academic Year to 2014–15:
  - 32.1 AYP District Inclusion Summary
  - 32.2 AYP District Inclusion Student Detail
  
  - 32.3 AYP School Inclusion Summary
  - 32.4 AYP School Inclusion Student Detail

Note that the AYP calculations for charter schools are based on their funding model and not the CALPADS reporting model. Direct Funded charter school data will appear on School Inclusion Reports 32.3 and 32.4. If a Direct Funded charter school is also an Independently Reporting Charter (IRC) school in CALPADS, the IRC should use report numbers 32.3 and 32.4 to view its data. If a Direct Funded charter school is NOT an IRC in CALPADS, then the charter school will need to work with the authorizing LEA to get a

modified export of report numbers 32.3 and 32.4 that **only shows the charter school's data**. For the locally funded IRCs, the school counts will appear on report numbers 32.3 and 32.4 under the authorizing LEA when the user chooses "All" under the "School" filter.

### **What Do the CALPADS AYP Reports Show?**

Summary reports 32.1 (AYP District Inclusion Summary) and 32.3 (AYP School Inclusion Summary) provide the summary counts for students **included** in the AYP participation rate and proficiency rate calculations by aggregating data from student-level reports 32.2 (AYP District Inclusion Student Detail) and 32.4 (AYP School Inclusion Student Detail) respectively. The student-level reports (32.2 and 32.4) also display the students who were not included in the AYP calculations. See the sections below for more detail.

Note that due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education (ED) approved the CDE's waiver request to exclude the "percent proficient" results from AYP determinations. However, the ED required the CDE to display the percent proficient results, and so they are displayed in the AYP reports posted on CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.

### **How Do I Reconcile Student Group Data?**

LEAs should review the counts for the student groups. Attachment 1 defines the inclusion codes used in the CALPADS AYP student detail reports (32.2 and 32.4) and also includes the accountability rules used for student group placement. In most instances, student group numbers remain fairly stable from year to year. If there is a significant difference (e.g., the number of English learners decreased dramatically from the 2013 or 2014 AYP Report to the 2015 AYP Report), the LEA may wish to investigate the difference. LEAs can also compare student group counts in the CALPADS AYP reports to the demographic and program participation data in the LEA's student information system and identify any errors. Remember that since the 2014–15 data used for the 2015 AYP and CALPADS AYP reports were pulled on **July 15, 2015**, the data in CALPADS may have been updated or corrected in CALPADS since the July pull.

### **How Do I Reconcile LEA and School Data?**

LEAs should review the reports to confirm whether student detail included or excluded in the participation rate or "percent proficient" matches the enrollment and program information in their local student information systems (SIS), as well as matches the assessment data in their Smarter Balanced Summative Assessment data file provided by the testing vendor. In other words, LEAs should review the CALPADS AYP Reports and may do 2 things: (1) Match or compare the CALPADS report against their SIS, and (2) Compare the CALPADS report against the assessment data in their Smarter Balanced file from the test vendor.

The “enrolled” and “tested” counts in the CALPADS AYP reports should mirror the “Enrollment” and “Number of Students Tested” (in ELA or math) in the “Participation Rate” table found in LEAs’ AYP reports currently posted on the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>. Similarly, the “valid” and “prof” counts in the CALPADS AYP reports should mirror the “Valid Scores” and “Number At or Above Proficient” in the “Percent Proficient” table in LEAs’ AYP reports.

### **Guidance on CALPADS AYP Reports**

The CDE will be producing guidance documents to help LEAs navigate through the CALPADS AYP reports and assist LEAs in identifying whether corrections are needed to their CALPADS data. These guidance documents are expected to be posted on the CDE Adequate Yearly Progress (AYP) Web page (<http://www.cde.ca.gov/ta/ac/ay/>) by mid-February. **A listserv message will be sent out once these documents are available on that Web page.**

### **Access to CALPADS AYP Reports for Charter Schools and Authorizing LEAs: Two Scenarios that Require Action**

The majority of charter schools and authorizing LEAs will be able to access the CALPADS AYP reports in the same manner in which they currently access any CALPADS reports, and no action will thus be required.

There are, however, two scenarios in which the charter school and authorizing LEA must work together to provide appropriate report access to either the charter school or authorizing LEA. These scenarios are:

- The authorizing LEA (LEA of Accountability) will not be able to view the AYP reports of locally funded charter schools that report data directly to CALPADS (Independently Reporting Charter [IRC] schools). In order for the authorizing LEA to view these reports, the IRC must create a CALPADS account for the authorizing LEA.
- The direct funded charter school (LEA of Accountability) will not be able to view its AYP reports if it reports data to CALPADS through its authorizing LEA. In order for the direct funded charter school to view reports, the charter school must work with the authorizing LEA to get a modified export of report numbers 32.3 and 32.4 that **only shows the charter school’s data.**

**Attachment 1**

**Inclusion Code Definitions and  
Accountability Rules Used for Assigning Student Groups**

LEAs should review the CALPADS AYP student detail reports (32.2 and 32.4) and focus on the accuracy of students' demographic, program participation, enrollment, and exit data.

Table 1 below describes the inclusion codes used in the CALPADS AYP student detail reports. All records with a "1" are included in the participation rate and "percent proficient" calculations, so attention should be paid to all the other inclusion codes that provide the specific reason why a given student was not included in a given calculation. NOTE: The inclusion code tables below are up-to-date. LEAs should refer to these codes below and not those in the popup window currently provided via the Inclusion Codes "Lookup" link within the CALPADS reports.

**Table 1: Inclusion Code Definitions**

<b>ELA or Math Inclusion Column</b>	<b>Report 32.2 – District Inclusion Student Detail Code Definitions (drill down from District level report 32.1)</b>
"Enrolled" Inclusion Code	1 = included 2 = excluded; tested at direct funded charter 3 = excluded by grade or record type 4 = excluded; CAASPP record used 5 = excluded; CAA record used 6 = excluded; enrolled out of accountability window 7 = excluded; not tested due to medical emergency 8 = excluded; English Learner entering US school less than one year 9 = excluded by special testing conditions 10 = excluded; duplicate record
"Tested" Inclusion Code	1 = included 2 = excluded; tested at direct funded charter 3 = excluded; not enrolled 4 = excluded; no attempts 5 = excluded; Individualized Aid changed construct
"Valid" Inclusion Code	1 = included 2 = excluded; tested at direct funded charter 3 = excluded; not tested 4 = excluded; not continuously enrolled since Census Day 5 = excluded; English Learner entering US school less than one year
#Prof" Inclusion Code	1 = included; proficient 2 = excluded; tested at direct funded charter 3 = excluded; not valid 4 = excluded; below proficient 5 = excluded; not proficient due to testing irregularity 6 = excluded; test invalidated

ELA or Math Inclusion Column	Report 32.4 – School Inclusion Student Detail Code Definitions (drill down from school level report 32.3)
“Enrolled” Inclusion Code	1 = included 2 = (code applied to LEA-level only) 3 = excluded by grade or record type 4 = excluded; CAASPP record used 5 = excluded; CAA record used 6 = excluded; tested out of accountability window 7 = excluded; not tested due to medical emergency 8 = excluded; English Learner entering US school less than one year 9 = excluded by special testing condition 10 = excluded; duplicate record
“Tested” Inclusion Code	1 = included 2 = (code applied to LEA-level only) 3 = excluded; not enrolled 4 = excluded; no attempts 5 = excluded; Individualized Aid changed construct
“ Valid ” Inclusion Code	1 = included 2 = (code applied to LEA-level only) 3 = excluded; not tested 4 = excluded; not continuously enrolled since Census Day 5 = excluded; English Learner entering US school less than one year
“#Prof” Inclusion Code	1 = included; proficient 2 = (code applied to LEA-level only) 3 = excluded; not valid 4 = excluded; below proficient 5 = excluded; not proficient due to testing irregularity 6 = excluded; test invalidated

Table 2 provides the accountability rules for assigning students to student groups:

**Table 2: Rules for Assigning Students to Student Groups**

Student Group	Rules Used
Race/Ethnicity	<ul style="list-style-type: none"> <li>• The race/ethnicity used is the race/ethnicity that is effective closest to the test date.</li> <li>• If no race/ethnicity were available in the testing LEA’s CALPADS data, an historic search was conducted and the most recent CALPADS record was selected.</li> <li>• Any student with a “Hispanic or Latino” “yes” is included in the Hispanic or Latino student group regardless of whether a race was indicated.</li> <li>• Any student with a missing race indicator was not included in any racial or ethnic student group but was included in schoolwide and/or LEA-wide calculations.</li> <li>• If a student answer document (paper test) could not be matched to a student record in CALPADS, the student was included in the Two or More Races student group.</li> </ul>

Student Group	Rules Used
Socioeconomically Disadvantaged	<p>Includes students with one or more of the following records that were open or effective during the 2014–15 year:</p> <ul style="list-style-type: none"> <li>• A Free or Reduced-Price Meal (FRPM) program record (Code 181 or 182)</li> <li>• Migrant program record</li> <li>• Homeless program record</li> <li>• Foster status</li> <li>• Directly Certified</li> <li>• Parent Education Level of “Not a High School Graduate” (Code 14) effective at any time during the 2014–15 school year</li> </ul>
English Learner	<ul style="list-style-type: none"> <li>• Includes students with an English Language Acquisition Status (ELAS) of English Learner (EL) at the time of testing.</li> <li>• Includes students who were Reclassified Fluent English Proficient (RFEP) within the past three years. Any student who has a reclassification date <i>after</i> April 15, 2012 in CALPADS is included in the EL student group.</li> <li>• CALPADS AYP reports 32.2 and 32.4 will indicate whether a student was included in the EL student group based on the RFEP criteria.</li> </ul>
Students with Disabilities	<ul style="list-style-type: none"> <li>• Includes students with a Special Education program record effective at the time of testing.</li> <li>• Includes students who have a special education exit date after April 15, 2013.</li> <li>• CALPADS AYP reports 32.2 and 32.4 will indicate whether a student was included in the Students with Disabilities (SWD) student group based on the two-year criteria.</li> </ul>

Note that since students may take up to four tests for the Smarter Balanced Summative Assessments (i.e., one computer adaptive test [CAT] and one performance task [PT] for each content area), or only the CAT ELA and CAT math for the CAA field test, the rules used to determine demographics and program participation, when the data are different from test to test, will be described in the CALPADS AYP reports guidance documents which will soon be posted on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>. (These guidance documents are expected to be posted by mid-February, and will be posted on the CDE Adequate Yearly Progress [AYP] Web page under a heading entitled “CALPADS AYP Reports: Instructions and Guidance.”) **A listserv message will be sent out as soon as this content is available on the CDE Web site.**