Training on Use of the 2013-14 CALPADS AYP Reports
Agenda

• Overview of the California Longitudinal Pupil Achievement Data System (CALPADS) Adequate Yearly Progress (AYP) Reports
• Demographic Corrections
• Location of CALPADS AYP Reports
• Inclusion/Exclusion Codes
• Accountability Rules for Student Groups
• Local Educational Agencies (LEA)/School Summary and Detail
Agenda (Cont.)

• Direct Funded Charter Schools
• Compare with AYP Reports
• Resources
• Contact Information
Overview of the CALPADS AYP Reports
Overview

There are two types of reports:

1. **CALPADS AYP Summary Reports:**
   - Counts of students included in the AYP calculations for LEA/school

2. **CALPADS AYP Detail Reports:**
   - Listing of student records that were processed in AYP along with the student group assigned for accountability purposes
   - Inclusion/Exclusion code for each student record; whether it was flagged as Enrolled, Tested, Valid, or Proficient in English-language arts (ELA)/Math
Overview (Cont.)

• The student-level information includes details on:
  – California High School Exit Examination (CAHSEE) and California Alternative Performance Assessment (CAPA) records used in the calculation of the AYP
  – Student’s demographic and program participation (data extracted from CALPADS on June 30, 2014) used to determine student group placement
  – Whether a student record was included or excluded to calculate participation rate and/or percent proficiency
Overview (Cont.)

- Which schools are included in the CALPADS AYP Reports?

The 2013-2014 reports include all high schools and high school LEAs that received a 2014 AYP Report.
Overview (Cont.)

• Why should district/school staff review their CALPADS AYP Reports?

These reports indicate which students are included in the AYP determination and which students groups they are assigned for accountability purposes.

Staff should focus on reviewing the accuracy of the student group assignments in the AYP percent proficient calculations.
Demographic Corrections

• Summary and detail-level reports should help LEAs and schools identify any discrepancies between their local student information system (SIS) and CALPADS.

• Staff should review the demographic and/or program participation data in these reports and correct errors in CALPADS by the end of business on November 21.
Demographic Corrections (Cont.)

- Will making corrections to the CALPADS data impact accountability reports?

Any data correction can potentially impact AYP reports and/or Program Improvement (PI) status. LEAs and schools should make corrections to accurately reflect the student population(s).
Demographic Corrections (Cont.)

- How can you link your local student data to the CALPADS AYP Reports?

The CALPADS AYP Reports can be downloaded and linked using the Statewide Student Identifier (SSID), Unique Identifier (UID), or local student ID to the student answer document (SAD) and/or the local SIS for comparing demographics and program information.

Note: UID is either the Unique Identifying Number (UIN) from the California Assessment of Student Performance and Progress (CAASPP) or the Educational Testing Service (ETS) student number from CAHSEE.
Demographic Corrections (Cont.)

• How do LEAs or schools know which student records are in error and what corrections should be made?

Once the CALPADS AYP Reports are linked to your local student information data file, look for discrepancies:
  – Compare aggregate numbers for each student group.
  – Compare the data in CALPADS AYP Reports to the information provided on the student answer document.
Location of CALPADS AYP Reports
Location of CALPADS AYP Reports

- Assessment (dropdown)
- Reports and Extracts (submenu)
- Assessment Reports (submenu)
Location of CALPADS AYP Reports (Cont.)

- LEA Summary
- School Summary
- LEA Detail
- School Detail
Inclusion/Exclusion Codes
Inclusion/Exclusion Codes

- Student assessment records processed in AYP are flagged with LEA and school-level inclusion/exclusion codes that indicate whether a particular record was included in the AYP calculations, or excluded for a particular reason.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Tested</th>
<th>Valid</th>
<th>Prof</th>
<th>Enrollment</th>
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Enrolled/Tested Codes

Enrolled Codes:
1 = included
2 = excluded by grade or record type
3 = excluded, CAPA record used
4 = excluded, CAHSEE record used
5 = excluded by special testing conditions
LEA: 6 = excluded; direct funded charter

Tested Codes:
1 = included
2 = excluded; not enrolled
3 = excluded; out of level
4 = excluded: no attempts
5 = excluded; modifications
Enrolled/Tested: Code 1

• All records with a code 1 for “Enrolled” and “Tested” are included in the participation rate calculation.
  – Students were enrolled on the first day of testing and participated in the test
  – Determinations are made separately for schools and districts
Enrolled: Codes 2 – 5

- Records with codes 2 through 6 under “Enrollment” are excluded for one or more of the following reasons:
  - **Code 2**: Grade-level is not grade ten or the record type is not CAHSEE/CAPA
  - **Codes 3 & 4**: Student had a CAHSEE and a CAPA record, but only one record is used (either CAHSEE or CAPA)
  - See flowcharts in the 2014 AYP Information Guide, starting on page 50
Enrolled: Codes 2 – 5 (Cont.)

– **Code 5:** The assessment file from ETS had a special testing condition, for example:

• Student absent

• Medical emergency

• Moved day of testing

• Enrolled after the first day of testing
LEA Enrolled: Code 6

- **Code 6** is an LEA-level code which is assigned when a student tests at a direct funded charter school. For accountability purposes, direct funded charters are treated as their own “district (LEA).” As such, student results from direct funded charters are not included in the authorizing LEA results.
Tested: Codes 2 – 5

• Records with codes 2 through 5 are excluded from “Tested” for one or more of the following reasons:
  – **Code 2**: Student was not enrolled on the first day of testing
  – **Code 3**: Student was not grade ten
  – **Code 4**: No items were attempted (0 or no answers marked)
  – **Code 5**: Modifications identified
Tested: Codes 2 – 5 (Cont.)

– For accountability purposes, records with modifications are counted as not participating, which impacts the participation rate.

• The exception to this rule is if the student used a calculator which was the only modification used by this student on the math portion of the CAHSEE. The student’s record is included for participation.
Valid/Proficient Codes

VALID:
1 = included
2 = excluded; not tested
3 = excluded; not continuously enrolled since Census Day
4 = excluded; English learner (EL) entering US school less than one year

PROFICIENT:
1 = proficient
2 = excluded; not valid
3 = below proficient
4 = not proficient due to CAPA cap reassignment
5 = not proficient due to testing irregularity
Valid/Proficient: Code 1

- All records with a code 1 for “Valid” and “Proficient” are included in the percent proficient calculation.
  - Students were continuously enrolled and scored proficient
  - Determinations are made separately for schools and LEAs
Valid: Codes 2 – 4

- Records with codes 2 through 4 are **excluded** from “Valid” due to one or more of the following reasons:
  - **Code 2**: Student was not tested.
  - **Code 3**: Student was not continuously enrolled. “Continuously enrolled” means the student was enrolled from the Fall Census Day through the first day of CAHSEE/CAPA testing without a break in enrollment of more than 30 consecutive calendar days.
Valid: Codes 2 – 4 (Cont.)

- Continuous enrollment determination is made using CALPADS enrollment data.
- Keep in mind that determinations are made separately at the school and LEA-levels. For example, a student may not be continuously enrolled at a school but is at the LEA. The student will not be counted as “Valid” at the school but counted as “Valid” at the LEA.
Valid: Codes 2 – 4 (Cont.)

- **Code 4**: Record reflects an EL student was enrolled in a U.S. school for less than one year.
Proficient: Codes 2 – 5

• Records with codes 2 through 5 are excluded from “Proficient” due to one or more of the following reasons:
  – **Code 2**: Student record was not valid
  – **Code 3**: Student did not score 380* or above for CAHSEE or score “proficient” or “advanced” on CAPA.

* SWDs who used a calculator on the mathematics portion of the CAHSEE will be counted as tested for AYP. The student’s score will be counted as proficient if the scale score was 387 or above for the February administration, or 383 or above for the March administration, or 386 or above for the May administration.
Proficient: Codes 2 – 5 (Cont.)

– **Code 4:** Student was reassigned according to rules on CAPA 1.0 percent cap regulations*

– **Code 5:** Testing irregularities were identified on the assessment file from ETS, for example:
  - Observed cheating
  - Adult testing irregularities
  - Inappropriate test preparation

* See CAPA rules in the 2014 AYP Information Guide
Accountability Rules for Student Groups
Race/Ethnicity

• Race/Ethnicity data in CALPADS is converted to one of the eight race/ethnicity categories used in accountability reporting: Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, and Two or More Races
English Learner (EL)

• A student is identified as EL based on:
  – Results from the California English Language Development Test (CELDT) or
  – Reclassified fluent English proficient (RFEP) students who have not scored proficient or above on the California Standards Test (CST), California Modified Assessment (CMA), or a combination of both in English-language arts (ELA) three times after being reclassified
Socioeconomically Disadvantaged (SED)

- Students are classified as SED if both parents have not received a high school diploma or if the student is eligible for the free or reduced-price meals (FRPM), also known as the National School Lunch Program (NSLP)
Free and Reduced Price Meals (FRPM)

• If a student is enrolled in the NSLP for any portion of the academic year at the school where the student is tested, the student is considered part of the NSLP program and will be included in the SED student group for accountability purposes. The academic year spans from July 1 to June 30.
Special Education/Students with Disabilities

- Students who are currently receiving special education services and students who have exited special education within the last two years are identified as Students with Disabilities (SWDs)
Reassigned Special Education Records

• A SWD, with a valid district of residence code in the ETS assessment file and who is enrolled in a special education school or special education program, is included in the district of residence accountability results.
Unmatched SSIDs

• Any records not matched to CALPADS will be assigned “Two or More Races” and will not be considered for program participation (i.e., SWD, SED, and EL)
LEA/School Summary and Detail
LEA Summary

• Summary includes all assessment records of students who tested at the LEA and had an inclusion code 1.

**AND**

• Any record for a Special Education student who tested at another LEA (usually a county office of education) is assigned back to their District of Residence. (The District of Residence data are taken from the ETS assessment file.) These records are marked with an inclusion code 1.
**LEA 1**

Summary includes all assessment records of students who tested at the LEA and had an inclusion code 1.

**LEA 2**

Summary includes all student records who tested at LEA 2 with an inclusion code 1 and has LEA 1 as their District of Residence (District of Special Ed Accountability). Scores for these students are attributed to LEA 1.
LEA/School Detail

- Linkable Fields: **SSID**, **UID**, **Local (Student) ID**
- District of Special Ed Accountability
- Accountability CD Code (Common Admin Districts – Santa Rosa/Petaluma)

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<th>UID</th>
<th>Accountability CD Code</th>
<th>District of Special Ed Accountability</th>
<th>Student Name</th>
<th>Local ID</th>
<th>Gender</th>
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LEA Detail Example

**LEA 1:** Summary includes all assessment records of student who tested at the LEA and had an inclusion code 1.

**LEA 2:** Summary includes all student records who tested at LEA 2 with an inclusion code 1 and has LEA 1 as their District of Residence (District of Special Ed Accountability). Scores for these students are attributed to LEA 1.
Direct Funded Charter Schools

Since direct funded charters are treated as their own “district” (LEA) for accountability purposes, their data should be viewed through the LEA-level summary and detail reports.
Compare with AYP Reports
Compare with AYP Reports

- Participation Counts
  - Enrolled
  - Tested

- Percent Proficient Counts
  - Valid
  - Proficient

Because AYP Reports for high schools and high school LEAs are based on grade ten CAHSEE/CAPA results, the CALPADS AYP Reports need to be filtered on grade ten (grade level) students.
Compare with AYP Reports (Cont.)

LEA and school summary reports can be compared to the AYP Reports. Since this year’s AYP only includes grade ten results, you will need to filter on the 2013-2014 year, and the appropriate LEA, School, and grade ten students. See highlighted fields below.
Compare with AYP Reports (Cont.)

Percent Proficient Counts - Comparison

<table>
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<th>Groups</th>
<th>ELA Valid Scores</th>
<th>ELA Number At or Above Proficient</th>
<th>ELA Percent At or Above Proficient</th>
<th>ELA Met 2014 Criteria</th>
<th>ELA Alternative Method</th>
<th>Math Valid Scores</th>
<th>Math Number At or Above Proficient</th>
<th>Math Percent At or Above Proficient</th>
<th>Math Met 2014 AYP Criteria</th>
<th>Math Alternative Method</th>
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CALPADS AYP School Summary Report
LEA/School Detail Report

- Compare against your local data using SSID, UID, or Local ID
- Check for accuracy in the placement of each student in a particular student group by reviewing the inclusion/exclusion codes that have been assigned to each student
Resources

- CDE AYP Web page:
  [http://www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/)

- CDE 2014 AYP Information Guide:

- CDE CALPADS Web page:

- CDE CALPADS Communications Web page:
  - See CALPADS FLASH # 94
Resources (Cont.)

- CDE CAASPP Web page:  
  [http://www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/)

- CDE CAHSEE Web page:  
Contact Information

- Krystal Dong, Education Consultant
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