California Department of Education

Executive Office

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SBE-002 (REV. 11/2017)

# **MEMORANDUM**

**DATE:**  June 30, 2022

**TO:**  MEMBERS, State Board of Education

**FROM:**  TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Release of Teaching Assignment Monitoring Outcome by Full-Time Equivalency Reports

## Summary of Key Issues

The California Department of Education (CDE) released today the Teaching Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) reports on DataQuest (<https://www.cde.ca.gov/ds/ad/dataquest.asp>). These reports provide educators and the public with information on how much FTE is associated with classroom-based teaching assignments by subject area and their corresponding AMO. Additionally, the underlying teacher data is concurrently being released to populate Tables 6-9 on the 2020–21 School Accountability Report Cards (SARCs).

This memo provides the State Board of Education (SBE) with background information on the release of the Teacher AMO data from the 2020–21 school year, as well as its use within the SARCs, and the California School Dashboard (Dashboard).

## Background

California *Education Code* (*EC*) Section 44258.9 requires the California Commission on Teacher Credentialing (CTC) and the CDE to share data in order to facilitate the annual monitoring of teaching assignments. Pursuant to *EC* Section 44258.9, the CDE provides the CTC with certificated staff assignment and course data submitted to the CDE by local educational agencies (LEAs) through the annual California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 data submission, which are necessary for the CTC to conduct the annual assignment monitoring process through the California State Assignment Accountability System (CalSAAS). For additional information on how the system identifies exceptions, and provides LEAs and county offices of education with an opportunity to address anomalies, and correct verified misassignments, please visit the CTC’s Overview of CalSAAS web page at <https://www.ctc.ca.gov/credentials/calsaas-information/overview-of-calsaas>.

In return, the CTC provides the CDE with annual teacher credential and assignment monitoring outcome data consistent with the California Consolidated State Plan approved by the SBE to comply with the federal Every Student Succeeds Act (ESSA). Additionally, as part of the California ESSA State Plan, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers for reporting purposes, which can be found on the CDE Updated Teacher Equity Definitions webpage at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>. CDE staff have worked closely with CTC staff over the past 18 months to ensure that the teacher credential and assignment monitoring outcome data—the largest/most complex data set the CDE has analyzed and published—are properly categorized into the ESSA definitions for accurate reporting. As a result of this data-sharing agreement, for the first time, California is able to meet the federal reporting requirements established by ESSA, in part, through the release of the 2020–21 Teaching AMO reports on DataQuest.

## Description of the Teaching AMO by FTE report and data

### DataQuest Report

The DataQuest Teaching AMO report was published on June 30, 2022, and meets the requirements established under California’s ESSA Consolidated State Plan by combining the CDE assignment data and the CTC assignment monitoring outcome data. The report shows how much teaching FTE is associated with classroom-based teaching assignments by subject area and their corresponding AMOs, and is available at the state, LEA, and school level.

For the purposes of this report, the following definitions apply:

* ***Teaching Assignment***:A “teaching assignment” is defined as a classroom-based assignment (course section) wherein a unique section of course content is being taught by one or more teachers to a specific group of students.
* ***Assignment Monitoring Outcome***: An “assignment monitoring outcome” or AMO is the result(s) or finding(s) from the assignment monitoring process conducted by the CTC. For reporting purposes, the FTE data for each teaching assignment is displayed for the following DataQuest AMOs: Clear, Out-of-Field, Ineffective, Intern, Incomplete, Unknown, and Not Applicable (N/A).
* ***Full-Time Equivalency***: The “full-time equivalency” or FTE is defined as the percentage of time spent working in a job classification in relation to a full-time position (100 percent or 1.0 FTE). Since CALPADS FTE data are collected at the staff level, not the assignment-level, the FTE for each teacher is proportionally distributed across their assignments for DataQuest reporting purposes.

Each teaching assignment is evaluated along the applicable monitoring dimensions (i.e., course content, English learner, language of instruction, and special education) to determine if or how the teacher is authorized to teach the assigned course and students enrolled in the course. The outcomes for each assignment are then consolidated into a single AMO for the purposes of reporting the associated FTE for the assignment.

Additional details about these reports, including data sources and timelines, definitions, data uses, and a description of the methodology and business rules for processing the data, can be found on the CDE Information about the Teaching Assignment Monitoring Outcome Report webpage at <https://www.cde.ca.gov/ds/ad/tamoinfo.asp>.

### Additional Use of Teacher Data by CDE

These data will also be used to report out on the SARC, Dashboard Priority One, Williams determinations, and various federal reporting requirements, including EDFacts.

For the 2020-21 SARCs, the data files to populate Tables 6-9, along with the downloadable files, are being released simultaneously with the Teaching AMO report on June 30, 2022.

Teaching assignment data will also be available within Priority One of the Dashboard. The CDE will convene an ad-hoc workgroup with educational practitioners and partners to review this initial set of data and develop a common understanding of these data points and the next steps to develop objective criteria for this measure. The group will also provide feedback on how to operationalize the criteria for use alongside two additional metrics within Priority One.

## Summary of Previous State Board of Education Discussion and Action

In November 2019, the SBE adopted updated teacher equity definitions under ESSA and state reporting requirements based on feedback from LEAs (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>).

In August 2020, the SBE received an Information Memorandum which provided background information and an implementation plan for *EC* 52064.5 related to the Standards for Local Indicators (<https://www.cde.ca.gov/be/pn/im/documents/aug20amard01.docx>).

In September 2020, the CDE presented an update on the implementation of *EC* Section 52064.5, related to local indicators. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In July 2021, the SBE approved teacher data tables for inclusion on the 2020–21 school year SARC). (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item05.docx>).

In November 2021, the CDE presented an update on ESSA state plan amendments and proposed changes to data tables related to ineffective teachers. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item06.docx>).

In March 2022, the CDE presented an update on how teacher assignment data will be prepopulated within Priority One the 2022 Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx>).

## Attachment(s)

None.