

Planning to Meet Essential Data Reporting Requirements

Background

During each school year since 2009-10, local educational agencies (LEAs) have submitted data on their students, staff, programs, services and institutions through the California Longitudinal Pupil Achievement Data System (CALPADS). California's system of accountability uses information collected through CALPADS in state indicators on the California School Dashboard. In California's system of support, county offices of education and school districts rely on these data to identify challenges and improve educational services. Student enrollment and program data collected using CALPADS also affect the Local Control Funding Formula (LCFF) and various grant funding. As tools for accountability and continual improvement, the Dashboard and the Local Control and Accountability Plan (LCAP) contribute to important discussions about goals and resources at the local level.

The Consequences of Not Certifying CALPADS Data

In addition to helping the California Department of Education (CDE) maintain and operate CALPADS, the Fiscal Crisis and Management Assistance Team and California School Information Services (FCMAT/CSIS) provide training and technical assistance to LEAs five times per year to help collect, validate and certify CALPADS data during the Fall 1, Fall 2, and End-of-Year 1-3 data submissions.

Although little changed in CALPADS for the most recent Fall 2 submission, which ended March 22, 2019, analysis of the three-month data submission window shows that 80% of LEAs were at risk of not certifying CALPADS data on time. Three weeks before the end of the submission window, these LEAs had fatal errors that prevented them from certifying their data. One week before the end of the submission window, 20% of LEAs still had fatal errors and could not certify. Not certifying CALPADS data has a number of consequences for LEAs at both the state and federal levels (see the attached table). It can also affect an LEA's California School Dashboard results for two years, including automatic orange indicators.

State-level data comes from local systems. Clear action and leadership are needed to foster a local institutional culture that recognizes the importance of high-quality data in the service of students. CALPADS submission timelines are becoming shorter because of the demand for real-time, data-driven decisions. This also means

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there is less time to correct inaccurate data. Every LEA's data team needs support from their leaders to achieve accurate and timely results.

Recommendations

To avoid the negative consequences of not certifying CALPADS data on time, FCMAT/CSIS recommends developing a written plan for successfully certifying high-quality data, and ensuring that an LEA's leaders receive communication about, understand and commit to that plan. The plan should include deadlines, activities, roles and responsibilities, using a number of best practices to formalize a local data governance structure:

1. Establish a data team by identifying key individuals as data stewards who are responsible for verifying program and site data. A single person doing the work means a single point of failure; teamwork is essential in this high-stakes environment. Have a contingency or backup plan for unforeseen staffing issues or natural disasters. Designate a leader, such as someone in the superintendent's cabinet or the CALPADS coordinator, to schedule, communicate and coordinate the data team's activities.
 - a. Establish a data calendar integrated with, not separate from, LEA operations.
2. Communicate roles and responsibilities.
3. Allocate sufficient resources for daily operations to prepare data during the submission windows.
4. Standardize data entry and verification procedures, including sampling and validating data protocols regularly. High-quality data relies on accuracy in data entry as well as monitoring over time.
 - a. Give regular feedback to site staff on areas that generate errors.
5. Meet and communicate regularly to ensure a high level of accountability across the data team.
6. Assess and improve the data team's skills and knowledge on local data systems such as the student information, human resources and special education systems, as well as in CALPADS itself.
7. Keep local data systems up to date with service packs and vendor tools.
8. Schedule routine meetings that include agendas, and record action items for accountability.
 - a. Develop a calendar that includes opportunities for structured collaboration and review.
9. At the end of a data submission, identify areas of strength and opportunities for improvement. Document and implement changes to timelines, processes and staffing to nurture a culture that supports data collection, use and reporting locally.

The End-of-Year 1-3 submissions begin in May; the time to plan is now. As a first step, FCMAT/CSIS recommends sharing the attached document with district leaders, including

the superintendent's cabinet, to help communicate the need for proactive planning and staffing efforts. The collecting, tracking and reporting of data about student programs and services need to be prioritized as part of the educational service we provide to our communities.

Establishing a team and a plan now will enable LEAs to be more resilient and better prepared for additional requirements for monitoring teacher assignments and reporting special education data in the fall.

Additional Assistance

For additional assistance, LEAs should contact FCMAT/CSIS for mentoring and learning opportunities to help create a sustainable local data environment. For more information, support and other resources, visit:

FCMAT/CSIS: <https://csis.fcmat.org>

CDE, CALPADS Calendar: <https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>



How CALPADS Data are Used and Consequences

The data certified in the CALPADS Annual Submissions are used for many purposes, including funding calculations for various state and federal programs. The data maintained in the CALPADS Operations Data Store (ODS) are used for many purposes including accountability metrics and statewide assessment registration.

Certified Data			
Annual Submission	State or Federal	State/Federal Data Usage	LEA Impact if Not Certified
Fall 1: Current Year enrollment counts Prior Year Grads & Dropouts Immigrant counts Free and reduced meal eligibility counts FRPM/EL/Foster Unduplicated Count English Language Acquisition Status	State	DataQuest (current year official enrollment, prior year Graduates, Dropouts)	0 counts on DataQuest
		Unduplicated Pupil Count (UPC) for Local Control Funding Formula (LCFF) supplemental and concentration grant calculations	0 counts & impact on funding
		Free and Reduced Price Lunch Eligibility counts used in various grant applications	0 counts for grant applications
		Long-term English Learner calculations	0 counts on DataQuest
		School Accountability Report Card (SARC)	No SARC pre-population
		Department of Finance for budget projections	0 counts
		Respond to lawsuit and audits	0 counts
		Address requests from policy makers, researchers, and other entities	0 counts
	Federal	Title I and Title II	0 counts & 0 funding for COEs and direct funded charter schools
		Consolidated State Performance Report (CSPR)	0 counts
		Title III Limited English Proficiency Program	0 counts & 0 funding
		Title III Immigrant Program – Student National Origin Report (SNOR)	0 counts & 0 funding
		Titles VI & IX reports for the Civil Rights Act of 1964	0 counts
		Individuals with Disabilities Education Act (IDEA)	0 counts
	Both	Eligibility to apply for various state and federal grants (especially those based on counts of economically disadvantaged students)	0 counts and ineligibility to apply for grants
Fall 2: Staff assignments Student course enrollments English Learner services	State	DataQuest (Teacher Counts, Course Enrollments, and EL Services)	0 counts
		No data for assignment monitoring (to begin in 2019-20)	Commission reports no qualified staff assignment monitoring exceptions
		CCR Title V, Section 97 (certificated staff)	0 counts
		Monitoring for English Language services	Increased potential for monitoring
	Federal	Consolidated State Performance Report (CSPR)	0 counts
		Quality Education Investment Act (QEIA) funding	0 counts & 0 funding

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Certified Data			
Annual Submission	State or Federal	State/Federal Data Usage	LEA Impact if Not Certified
EOY-1: Course completion Career Technical Education (CTE) concentrators and completers	State	DataQuest - Course Completion, Career Technical Education (CTE)	0 counts
		CTE Incentive Grant	0 counts & 0 funding
		California School Dashboard – College/Career Indicator	Unverified counts
EOY-2: Program participation Homeless and TK enrolled counts	State	DataQuest (Programs and Homeless)	0 counts
	Federal	Elementary and Secondary Education Act (ESEA) Title 1, Part A Neglected	0 counts & grant eligibility
		EDEN (Education Data Exchange Network) Reporting	0 counts
EOY-3: Student discipline Cumulative enrollment Chronic absenteeism	State	California School Dashboard – Suspension and Expulsion	Automatic Orange Indicator
		California School Dashboard – Chronic Absenteeism	Automatic Orange Indicator
		DataQuest – Cumulative Enrollment	0 counts and impacts suspension and chronic absenteeism rates
	Federal	NCLB Title IX – At Risk/Persistently Dangerous Schools	0 counts
		ESEA Title IV, Part A, Subpart 3, Safe and Gun-Free Schools Act	0 counts
		Consolidated State Performance Report (CSPR)	0 counts
	Individuals with Disabilities Education Act (IDEA)	0 counts	
Operational Data Store (ODS) Data			
Accountability	State	California School Dashboard – English Learner Progress Indicator	Data are pulled from the ODS at announced times and used for these purposes.
		California School Dashboard – Student Demographic and Program Participation Data to determine student groups for academic indicators and all other indicators	
		School Accountability Report Card (SARC)	
	Federal	California School Dashboard and federal accountability – student enrollment/exit data to calculate the four-year graduation cohort rate and determine students who were continuously enrolled	
California School Dashboard and federal accountability – student demographic and program participation data to determine student groups			
Assessments	State	California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced interim and summative assessment registration	Missing registrations and inaccurate aggregates.
		English Language Proficiency Assessment for California (ELPAC) pre-identification and to validate eligibility for testing	
		Science CAASPP assessment pre-identification	