Education Data News

LEAs Perform Well in Annual SSID Maintenance & Fall Submission

By Martha Friedrich, Director of Client Services, CSIS

Congratulations to the 1,223 local educational agencies (LEAs) that certified the Annual Statewide Student Identifier (SSID) Maintenance or Fall Submission through the California School Information Services (CSIS) on or before December 12, 2008. This is the first time more than 90 percent of the LEAs certified on time. We are also happy to report that by the end of the January 30, 2009 amendment window, 1,327 LEAs certified their fall data. This data has been sent to the California Department of Education (CDE) for statewide analysis and identification of lost transfers and re-enrolled dropouts.

This year the CDE will provide three opportunities for LEAs to review and amend enrollment, graduate and dropout data reported in the Annual SSID Maintenance submission:

Posting 1:
  Amendment Deadline: 1/30/2009
  Amendment Window: 2/20 - 4/2/2009
  Preview Posting: 3/12/2009

Posting 2:
  Amendment Deadline: 4/2/2009
  Amendment Window: 4/6 - 5/21/2009
  Preview Posting: 5/1/2009
  Public Posting: 5/6/2009

Posting 3:
  Amendment Deadline: 5/21/2009
  Amendment Window: 5/26 - 7/3/2009
  Preview Posting: 6/15/2009
  Public Posting: 6/18/2009

Posting 4:
  Amendment Deadline: 7/3/2009
  Amendment Window: None
  Preview Posting: 7/29/2009
  Public Posting: 8/3/2009

The first posting of dropouts and the adjusted dropouts on March 12, 2009 will be for LEA review only and will not be posted on DataQuest for public consumption. The Enrollment data, however, will be posted on DataQuest. For the subsequent three postings, LEAs will be provided a preview report prior to public release. The dates and access to the preview site (including passwords) will be provided at a later time. Each amendment deadline will be followed by another amendment window, during which time LEAs will have access to the CSIS Annual Census reports and Anomaly reports (Census Check Summary, Enrollment Summary, Exit Reason Discrepancy, Multiple Identifier, and Concurrent Enrollment) to facilitate amending enrollment, graduate, and dropout data. The scheduled amendment windows provide time for LEAs to amend their data between postings. **The absolute final date that LEAs may amend enrollment, graduate and dropout data is July 3, 2009.** Below are examples of circumstances that may impact your Census Reports. CSIS recommends you re-generate reports and recertify when:

- Changes have been made to data for students reported as enrolled on October 1, 2008.
- Changes have been made to No Child Left Behind (NCLB) data for graduates or dropouts.
- A dropout exit code has been changed to a non-dropout code
- A non-dropout exit code was changed to a dropout exit code.
- A graduate exit code has been changed to a non-graduate code.
- An SSID has been retired and re-placed with a different SSID.

CALPADS Still on Track for 2009-10 Implementation

By Paula Mishima, Special Projects Administrator, CDE

Steady progress continues to be made on the development of the California Longitudinal Pupil Achievement Data System (CALPADS). In late February, the CALPADS team released a fifth draft of the CALPADS File Specifications (CFS). In this final draft version, changes to the formats and data elements are minimal, with the most significant change being the combining of the Course and Course Section files into one file. This version now includes: (1) a robust set of data submission scenarios which will help LEAs understand the submission process; and (2) a section describing the data certification requirements. To facilitate review of the

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CFS, a change history is included detailing the specific changes to the file formats and code sets since the prior version. The CALPADS team will release a final version of the CFS in early March. It is critical for all LEAs to carefully review this document. A message from the CALPADS listserv will be sent out identifying the location of this document. If you have not already subscribed to the CALPADS-LEA listserv, you may do so on the CALPADS Listservs Web page at http://www.cde.ca.gov/ds/sp/cl/listservs.asp.

The CALPADS team anticipates releasing Version 1 (final) of the CFS in early March. The CSIS Program continues to provide Webcast sessions that provide an overview of the data elements in the CFS. The sessions provide an orientation to the file formats and highlight the major changes in how data will be collected in CALPADS. One change highlighted is the implementation of the new federal requirements for collecting and reporting race and ethnicity. The California Department of Education (CDE) strongly encourages LEAs to attend one of these Webcast trainings. SSID-only LEAs may register at http://www.csis.k12.ca.us/e-learning/ssid-registration (Outside Source) and State Reporting LEAs may register at http://www.csis.k12.ca.us/e-learning/sr-registration/default.asp (Outside Source).

With CALPADS implementation nearing, the CDE will send out periodic online surveys to designated LEA representatives to facilitate CALPADS implementation. The surveys will only take a few minutes to complete and responses from each LEA are critical to ensure that the CALPADS team is able to prepare for and meet LEA implementation needs. The first survey was released in February. If you happen to receive this survey, please take a few minutes to respond.

User Acceptance Testing (UAT)

User Acceptance Testing (UAT) Phase 1 is scheduled to begin the third week in April of 2009. Phase 1 UAT will focus on the Fall 1, Fall 2, and Direct Certification submissions. (The data collected in these submissions are similar to the data currently submitted for SSID Annual Maintenance and CBEDS collections. See the CFS for a specific details on these

submissions.) Participating in the UAT will allow your LEA to practice submitting data to CALPADS well before the fall of 2009. The CDE has been compiling a list of LEAs interested in participating in the UAT and is still accepting interested LEAs. LEAs can express their interest in participating in the UAT for the first time, or reconfirm their participation by responding to the online survey mentioned above.

Switching Over to CALPADS for SSIDs

July 10, 2009 will be the last date that LEAs will be able to acquire new SSIDs or enroll or exit students through the CSIS State Reporting and Records Transfer System (SRRTS). All SSIDs will be converted to CALPADS between July 11 and August 2, 2009 during which time LEAs will not be able to acquire or maintain SSIDs. See article, *Tips to Prepare for the CALPADS Transition*, for activities that you can do to facilitate the transition.

Maintaining SSIDS Under CALPADS

It is important that LEAs maintain their SSIDs on an ongoing basis. In order for data to be useful, each LEA must do its part to enroll and exit students in and out of CALPADS on a timely basis. Doing so will help ensure LEAs have up-to-date information on transferees. The CDE recognizes that this will require a change in business culture locally. CALPADS will provide a number of tools to facilitate this new business process. For example, when a student transfers to a new LEA, and that LEA enrolls the student in CALPADS, an e-mail will automatically be sent to the LEA that the student left indicating that the student is being enrolled in another LEA. The LEA that the student left must exit the student or notify the LEA enrolling the student that they are incorrectly enrolling the student.

CALPADS will also provide LEAs the opportunity to use Schools Interoperability Framework (SIF) objects for the Student Enrollment file. For LEAs opting to use this functionality, when a student is enrolled or has been exited from the LEA's local SIS, an update will automatically be sent to CALPADS; the LEA will only have to intervene when a SSID is being sought and the LEA must identify the correct student. The state has purchased a state-

wide license for the vertical reporting of SIF objects from LEAs to the state. If an LEA chooses to use this functionality, LEAs must: (1) provide hardware for the SIF software; and (2) purchase or customize existing SIF agents for their SIS that support the CALPADS SIF specifications. While there are upfront costs involved, utilizing SIF for student enrollment will reduce the LEA's workload of maintaining SSIDs (enrolling and exiting students from CALPADS).

Even with these tools, the CDE recognizes the challenge of moving to such a process in a time of severe budget constraints. State Superintendent of Public Instruction Jack O'Connell sent a letter to all local superintendents acknowledging the budget constraints, but requesting their leadership and support for the transitional activities required to support the implementation of CALPADS. This letter is posted on the CALPADS Correspondence Web page at: http://www.cde.ca.gov/ds/sp/cl/calpads110608.asp.

Tips to Prepare for the CALPADS Transition

By Nancy Sullivan, Special Projects Administrator, CSIS

*T*he current CALPADS schedule calls for CALPADS to be available for LEA use on Monday, August 3, 2009 and the CSIS State Reporting and Records Transfer (SRRTS) to no longer be available for assignment and maintenance of SSIDs after July 10, 2009. **This means you will not be able to obtain new SSIDs between July 11 and August 2**. CSIS and CDE strongly recommend you make plans now to prepare for this transition. Doing so will ensure you have a smoother start to the 2009-10 school year. See below for specific steps you can take to begin your preparations.

1. Create a schedule for the CALPADS transition that details all tasks to be completed prior to August 3 and identify the staff responsible for each task. Use this

schedule to guide your work and review it regularly to ensure you are on track for CALPADS implementation.

2. Obtain SSIDs for incoming students prior to July 10, 2009 if possible, especially for students for whom you will be doing California English Language Development Test (CELDT) or California High School Exit Examination (CAHSEE) Pre-ID early in the 2009-10 school year.

3. Resolve as many of your LEA's anomalies as possible prior to July 10.

4. Complete a Periodic Enrollment Update at the end of the school year and prior to July 10 to exit students who will not be with you next school year and to update records for students whose records are not current or complete. Doing so will allow you to focus on incoming students when CALPADS comes on line.

5. Work with your SIS vendor to obtain updates for CALPADS. Develop an installation schedule for these updates that ensures all staff responsible for assigning SSIDs have access to updated software on or before August 3, 2009.

6. Determine who needs to attend training on the changes in your SIS and who will attend the CALPADS trainings. CDE will announce CALPADS training in a future communication. Take steps to ensure staff will be available to attend these trainings and, if necessary, ensure resources are allocated for the SIS vendor training. (The CALPADS trainings will be provided at no cost.) Although resources are tight, these trainings need to be a priority so you are prepared for CALPADS. If possible, attend these trainings in June or July to ensure you are prepared to access and use CALPADS when it is available in August.

7. Attend the CSIS CALPADS File Submission Overview session. SSID-only LEAs may sign up by going to the CSIS Web page at http://www.csis.k12.ca.us/e-learning/ssid-registration/default.asp (Outside Source) and State Reporting LEAs may sign by at http://www.csis.k12.ca.us/e-learning/sr-registration/default.asp (Outside Source). LEAs are encouraged to have their Leadership teams attend this training so that leaders understand what CALPADS will involve.

8. Go to the CALPADS Documents Web page at http://www.csis.k12.ca.us/library/calpads/ (Outside Source) and download the Gap Analysis tool appropriate for your LEA (versions are available for State Reporting LEAs, Extended Client Users, and other SSID-only LEAs) and the State Collections Being Transitioned to CALPADS tool. Use the State Collections Being Transitioned to CALPADS tool to determine which staff members will be impacted by CALPADS. If necessary, create or expand a local data management team to coordinate the preparation and submission of CALPADS data. Your local data management team should include the central office and school site staff responsible for collecting, maintaining, and reporting the data that will be submitted to CALPADS. (The composition of local data management teams will vary, but often include the CSIS Coordinator, the CBEDS Coordinator, program managers, LEA/site administrators, and site staff). Consider having your data management team attend the CSIS CALPADS File Submission Overview session referenced in #7 above so that they better understand the impact of CALPADS on their roles and responsibilities.

9. Have your data management team complete the Gap Analysis tool downloaded from http://www.csis.k12.ca.us/library/calpads/ (Outside Source) and make specific plans to address any identified gaps.

10. Update your local enrollment and human resources forms to comply with the new federal requirements for collecting race and ethnicity information in the mandatory two question format. See http://www.csis.k12.ca.us/library/calpads/ (Outside Source) for additional information and resources.

8. Allocate resources in August to obtain SSIDs through CALPADS for new students. Remember that although CALPADS is being designed to be easy to use, change takes time; staff need to have time to learn the new system and to obtain the required SSIDs early in the school year as SSIDs are needed in the Fall for the CELDT and CAHSEE Pre-ID process, as well as the annual fall submission to report official enrollment counts.

12. Contact CSIS Support at support@csis.k12.ca.us if you have questions or need assistance in your preparations for CALPADS. We are here to help you make the transition as smooth as possible!

Anomaly Detection & Resolution for 2008-09

By Martha Friedrich,
Director of Client Services, CSIS

*A*nomaly resolution (resolution of potential errors in SSID assignment or in subsequent exit records) is an ongoing activity for LEAs. Anomaly work must continue on a regular basis so as to minimize incorrect SSID assignments converted to CALPADS and to improve quality of longitudinal data. CSIS coordinators are urged to cooperate when contacted by another LEA seeking to resolve one or more anomalies. LEAs who participate in the Best Practices (BP) Cohort project must reduce their anomaly rate to 2 percent or less. LEAs not participating in the BP Cohort should recognize that BP LEAs need to resolve their anomalies in order to qualify for funding.

CSIS detects and provides LEAs visibility into three types of anomalies:

1. Multiple identifier anomalies (also known as MID anomalies) that occur when 2 or more SSIDs have exactly the same demographics.

2. Concurrent enrollment anomalies (also known as CCE anomalies) when a single student appears to be enrolled in more than one school or LEA.

3. Exit reason discrepancies (also known as ERD anomalies) that occur when there is a conflict between an exit reason and a subsequent enrollment record, such as a new enrollment for a student who was exited as a high school graduate.

MID anomaly functionality has been active throughout the year as it is not date specific. CSIS detects MID anomalies on a weekly basis.

ERD and CCE anomalies are school-year specific and use Information Day, October 1, 2008, as the point of reference for the 2008-09 school year. As of December 12, 2008, 93 percent of the LEAs in the state submitted and certified their enrollment, graduate, and dropout data for 2008. CSIS activated the CCE and ERD anomaly functionality (accessed via the Anomaly Resolution and Reports module) for school year 2008-09 following the December 12, 2008 certification deadline.

CSIS publishes a Statewide Student Identifier Anomalies report with LEA totals for each anomaly type. The report that is presented by county and refreshed every Monday can be found at http://www.csis.k12.ca.us/library/statewide-identifier/AR-reports.asp (Outside Source).

Type C ERD anomalies (Potential Dropouts) will ultimately be posted to DataQuest as "Lost Transfers" and CDE will add lost transfers to grade 9-12 dropout counts after the amendment window closes on January 30, 2009. After resolving SSID anomalies it may be necessary for LEAs to reprocess their Annual Census Reports and certify again prior to the end of the next amendment window so that changes will be included in the file CSIS sends to CDE. LEAs need to allow enough time to process and review the reports prior to each amendment window ending, and definitely by July 3, 2009, the close of the final amendment window.

Access to the anomaly functionality is denied to users who have not attended anomaly training. To register for training, visit the CSIS Web page: http://www.csis.k12.ca.us/e-learning/ssid-registration/default.asp (Outside Source).

New CDE Online Resource for Implementing Federal Race & Ethnicity Data Collections & Reporting Requirements

By Marsha Devine, Consultant, CDE

*T*he CDE is rolling out its one-stop, online resource to assist schools and districts with implementing the new federal race and ethnicity data collection and reporting requirements.

Beginning in the 2009-10 school year, schools and district will be required to collect race and ethnicity information on students and staff using a two-part question:
- The first part asks whether or not the respondent is Hispanic or Latino.
- The second part of the question asks the race of the respondent.

On the CDE Longitudinal Education Systems Web page, http://www.cde.ca.gov/ds/dc/es/, you'll find the new Frequently Asked Questions (FAQ) feature and copies of correspondence to district and charter school administrators on the race and ethnicity federal guidance.

The FAQ feature covers answers to questions on the background of the federal change, data collection and reporting using the new format, and the effects on other student and staff data collections. The questions are drawn from the actual questions and concerns that district and school administrators and staff have shared and will be updated on an ongoing basis.

The race and ethnicity federal guidance letters provide background, facts at a glance, and samples that you might find useful as you implement these changes.

Make the CDE Longitudinal Education Systems Web page, http://www.cde.ca.gov/ds/dc/es/, your first stop to find out more about this important change in the way race and ethnicity data are collected and reported on your students and staff.

Race and Ethnicity Definitions

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **Black or African American:** A person having origins in any of the Black racial groups of Africa.

- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.