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Information

Certification Committee

California Statewide Assignment Accountability System

Executive Summary: This agenda item presents the new California Statewide Accountability System (CalSAAS) which was created in response to the statutory changes made to assignment monitoring provided by the Budget Act of 2018 and Assembly Bill (AB) 1219 (Chap. 782, Stats. 2019).

Recommended Action: For information only

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Strategic Plan Goal

I. Educator Quality

- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.

California Statewide Assignment Accountability System

Introduction

This agenda item presents the new California Statewide Accountability System (CalSAAS), which was created in response to the statutory changes made to assignment monitoring provided by the Budget Act of 2018 and Assembly Bill (AB) 1219 (Chap. 782, Stats. 2019).

Background

Assignment monitoring is the mechanism that the Commission on Teacher Credentialing (Commission) uses to ensure that educators are appropriately credentialed for their positions, and that students are served by appropriately certificated staff. Assignment monitoring is also a key way in which the state can identify areas of shortage, because a misassignment signifies a position in which the employer was unable to hire a credentialed educator.

In 2017, the State Board of Education (SBE) approved California's plan of compliance with the federal Every Student Succeeds Act (ESSA). The plan provided a definition for Ineffective Teacher that includes "misassigned" as a primary parameter. Federal reporting under ESSA requires that annual data related to the state's number of Ineffective Teachers be submitted to the Federal Department of Education.

However, at that time existing legislation related to mandated assignment monitoring did not allow for all schools to be monitored on an annual basis. Historically, monitoring was accomplished through a labor intensive, paper-based process in which County Office of Education (COE) credential analysts would manually compare master schedules, course descriptions, and educator credential information. Because of the immense workload, statute only required that one-quarter of certificated staff employed within California be reviewed annually. Therefore, the results of statewide monitoring were not available until the culmination of a four-year cycle. This timeline prevented the Commission from being able to provide the misassignment data necessary to fulfill federal reporting requirements under ESSA.

To address this issue, the Budget Act of 2018 required the Commission and the California Department of Education (CDE) to enter into a data sharing agreement, and allocated \$380,000 to the Commission for the purpose of building a semi-automated assignment monitoring system. The following year, Assembly Bill 1219 required annual assignment monitoring of all California's schools, including teaching assignments at charter schools. The legislation identified COEs as the Monitoring Authority for school districts and county-authorized charter schools, and school districts as the Monitoring Authority for district-authorized charter schools. In January of 2019, the Commission's Assignment Team began working with the Commission's Technology Team and an outside contractor to begin the work to develop the California Statewide Assignment Accountability System (CalSAAS) in response.

California Statewide Assignment Accountability System (CalSAAS)

CalSAAS works through an interface where the Commission’s credentialing data is compared with CDE’s California Longitudinal Pupil Achievement Data System (CALPADS) educator assignment data based on the educator’s unique Statewide Educator Identifier (SEID) number. Preliminary work for this comparison was accomplished by the Commission’s Assignment Unit, which completed a manual audit of credential authorizations in comparison to CDE’s CALPADS state course codes to identify alignment for each course taught within the state. This work identified all of the appropriate authorizations that can serve in each assignment, including teaching, English learner services, special education instruction, and other supportive service assignments. Using this logic, each educator’s credentials are evaluated for their assignments as reported by their employing local education agency (LEA). Educators who are assigned to courses in which they do not clearly hold an appropriate credential authorization for the course are identified through the system as “exceptions.”

Exceptions are not necessarily misassignments; there are multiple reasons why an educator may be otherwise legally authorized for an assignment outside of their credential area. Because of this, there are several different determination options available for LEAs to justify an exception. CalSAAS users review exceptions and select the determination that best describes the nature of the assignment. They can also provide documentation and comments as evidence for the selection. Monitoring Authorities may consider this information during their review. As well, they can request additional information if they require more evidence. At the end of the monitoring cycle, the results are submitted to the Commission.

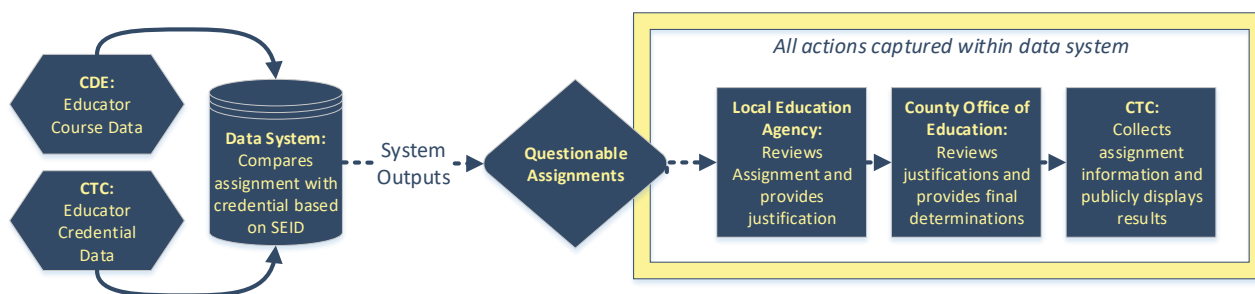


Figure 1. CalSAAS Process Diagram

Stakeholder Engagement and System Testing

Throughout the CalSAAS project, the Commission has engaged with representatives from county offices of education, school districts, and charter schools in order to deliver a product that meets their needs. Staff from both the Commission’s Assignment Team and the California Department of Education’s CALPADS Team formed a workgroup to ensure that CALPADS and CalSAAS are compatible. Together, the workgroup identified data elements that were not captured through CALPADS in previous cycles, (e.g. local assignment options (LAOs), dual enrollment, distance learning, etc.). This partnership has ensured that monitoring results will produce a more accurate picture of California’s certificated educator assignments.

Additionally, early in the CalSAAS project, the workgroup showcased a prototype of the user interface to a small group of credential analysts in order to gauge satisfaction and determine priority features. The insights of this focus group helped guide the final system development.

Because of the great scale of this project, the Assignment Team decided to undertake an uncommonly large system external testing program. Instead of limiting testers to key stakeholders, staff extended an open invitation to any county office of education that wanted to participate. In total, 35 county representatives volunteered. These counties were instructed to recruit district credential analysts to assist them in testing. As a result, there were over 300 active users testing the system. These users represented every facet of the monitoring hierarchy; county offices of education, district offices, and charter schools. The testing period was open for three days, including one day to create users and the two days to determine exceptions.

Testers were asked to complete a user satisfaction survey at the end of the process and 48 people responded. Overall, 68.8% agreed or strongly agreed that their workload was clearly identified, 62.5% had the same sentiments about identifying exceptions that needed attention, and 63.2% agreed that the system made it easy to provide evidence when determining exceptions. Furthermore, the majority of respondents indicated that using the CalSAAS to perform monitoring is easy.

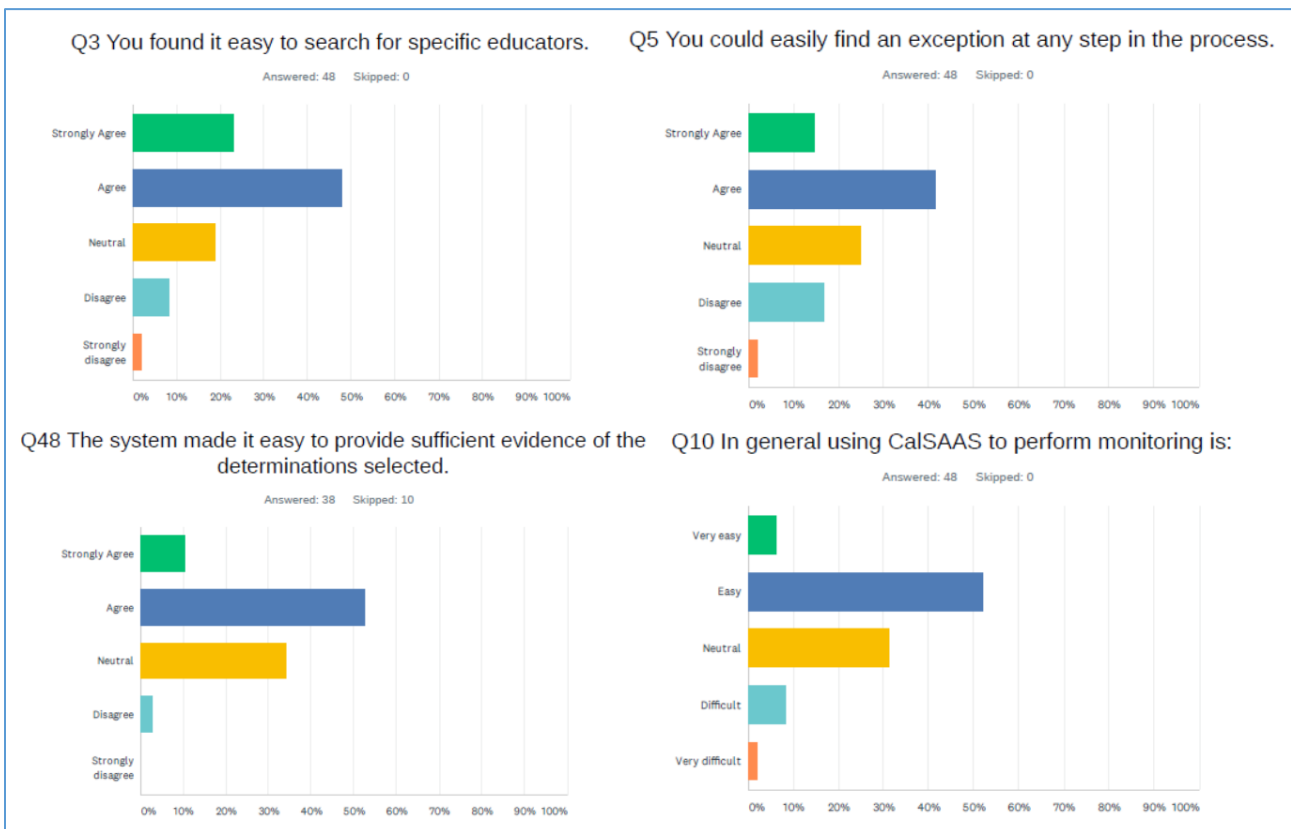


Figure 2. Selection of Survey Questions

The feedback staff received was generally positive. However, testers also offered constructive feedback, ideas for future enhancements, and information that will lead to the improvement of the system and the system training.

Training and Resources for the Field

During development, Assignment Team staff and CDE also partnered to delivering training to the field on the upcoming monitoring, legislative, and CALPADS reporting changes. As well, staff revamped the online assignment resources in anticipation of the changes to the monitoring process.

- First, an update was made to the Administrator’s Assignment Manual, which is the guiding document for monitoring practices. The manual was updated to include details on the CalSAAS monitoring process, as well as information that would be instrumental in evaluating the types of exceptions that would most likely occur.
- Second, staff created various web-based resources dedicated to these topics. These resources are intended for monitoring authorities to use in order to quickly inform their LEAs on preferred practices. For example, staff created several [Misassignment Correction Option](#)¹ resources that include several options to get an educator legally authorized for an assignment.
- Additionally, staff created a searchable and [sortable list](#) of the authorization codes the Commission issues to assist credential analysts that are unfamiliar with Commission documents and authorization codes.
- Lastly, staff created a web-page devoted to [CalSAAS resources](#). This includes a user manual that details the multiple processes involved, from the creation of a new user to identifying proper assignment determinations. Video tutorials depicting processes in the system were also created in order to assist users in navigating the system’s user interface. The Assignment Team continues making efforts to update this page with additional training and information as it becomes available.

Staff Recommendation

Staff recommends that the Commission review and discuss the work accomplished to date and provide feedback as appropriate.

Next Steps

Because of the ongoing COVID- 19 pandemic, the California Department of Education (CDE) has pushed back the deadline for submission of the 2019/20 CALPADS Fall 2 data to April 24, 2020. This change affects the start of the first assignment monitoring process through CalSAAS, which was originally slated to begin in April. However, because CalSAAS relies on the CDE to provide the Fall 2 assignment data, monitoring cannot begin until the data is received and loaded into the system. Therefore, the new anticipated start for CalSAAS monitoring is June 1, 2020.

¹ This resource is password protected because it is intended for employers. To access, use username: *cig2011* and password: *ctcguide*.