

The Academic Indicator is based on student performance on the Smarter Balanced Assessments and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics, which are administered each spring to students in grades three through eight and grade eleven. Schools and districts receive separate performance levels (colors) for ELA and mathematics.

Distance from Standard

Distance from Standard (DFS) represents the distance between a student's score on the Smarter Balanced Assessments and the **Standard Met** Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The scale score ranges for the Smarter Balanced Assessments vary by content area—ELA and mathematics—and by grade level.

For the CAAs, the California Department of Education (CDE) has created a crosswalk to convert levels of the CAA to correspond with levels on the Smarter Balanced Assessments. Students who obtain a score that places them in Level 1 for the CAA will be assigned the highest Level 1 score for the Smarter Balanced Assessments. Likewise, students who obtain a CAA score that places them in Level 2 will be assigned the highest Level 2 score for the Smarter Balanced Assessments. Students who obtain a CAA score that places them in Level 3 will be assigned the highest Level 3 score for the Smarter Balanced Assessments. This new Smarter Balanced Assessments score will be used to calculate the DFS.

Calculating Current Year Data

Calculating the current year data is a two-step process.

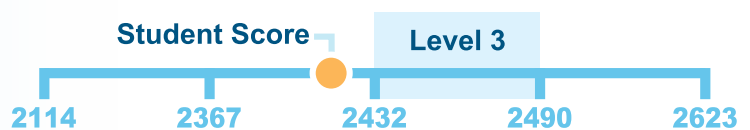
1. Determining the Overall Distance from Standard

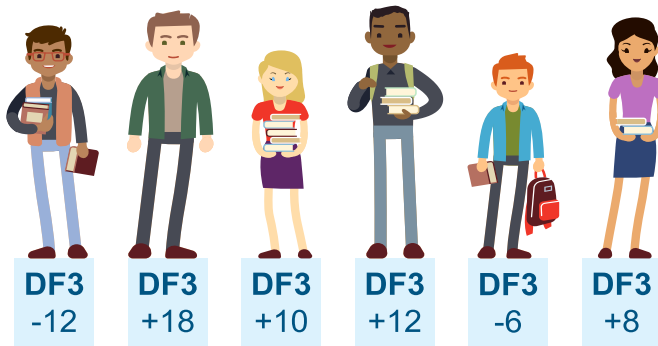
The DFS is calculated for each student.

Examples:

A Grade 3 student receives an ELA score of 2420. The student has a DFS of -12 because their score is 12 points below the lowest possible score for the Standard Met level, which is 2432.

Another Grade 3 student receives an ELA score of 2450. The student has a DFS of +18.





The overall DFS for a school or district is the average of all students' DFS values.

$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5 \text{ points}$$

2. Determining the Participation Rate

All schools and districts must test at least 95 percent of their students. If they fail to meet this target, their DFS score will be reduced by one-quarter point for each percentage point that they fall short of the 95 percent target.

Example:

A school with a DFS of +5 tested 91 percent of its students (four points short of the 95 percent target). The DFS is reduced by 1 point. ($4 \times \frac{1}{4} \text{ point} = 1 \text{ point}$)

The final DFS value will fall into one of five levels, ranging from “Very High” to “Very Low.”

Comparing Current and Prior Year Data

We compare current and prior year data to see whether a school or district made improvement (i.e., had a higher DFS in 2019 than it did in 2018) or experienced a decline.

Current Year Data

MINUS

Prior Year Data

Results will fall into one of five levels, ranging from “Increased Significantly” to “Declined Significantly.”

Taken together—current year data and its comparison with prior year data—a performance level, or color, is given. Access the flyer about How Dashboard Colors are Determined on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/howcolorsdetermine.pdf>.

Note: Schools and districts with only grade 11 students will use a different 5x5 grid than those serving students in additionally tested grades.