California School Dashboard Academic and English Learner Progress Indicators

Presented by the

Analysis, Measurement, and Accountability Reporting Division

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TONY THURMOND
State Superintendent of Public Instruction

Archived PowerPoint

- The PowerPoint will be posted on the CDE California Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/

- Note: The recording of this webinar will not be posted.

Viewer Engagement

- **Polling:**
  - Throughout the webinar, polling questions will automatically appear on the screen and be open for 45 seconds

- **Chatting:**
  - Type in your questions in the Q&A area
  - The chat box is not monitored during the webinar as each of our staff is answering questions in the Q&A

Before We Get Started . . .

- The CDE California Accountability Model & School Dashboard web page has a new layout and new tabs for easier access. Check out our new page at https://www.cde.ca.gov/ta/ac/cm/.

- If you missed any of the prior webinars, they are posted at the web address provided above. Look under the "District Resources" tab.

- Parent-friendly videos, in both English and Spanish, are posted under the "Parent Resources" tab at the web address provided above.

Agenda

- Academic Indicator
  - Overview
  - Incorporation of the California Alternate Assessments (CAA)
  - Revised cut scores for alternative schools
  - Incorporation of Participation Rate
  - District of Residence Rule

- English Learner Progress Indicator (ELPI)

- Changes for Participation Rate for 2020 Dashboard

Academic Indicator

Overview of the Academic Indicator
Grades 3-8 and Grade 11

- Content Areas:
  - English Language Arts (ELA)
  - Mathematics

  - Note: California Science Test (CAST) is not used

- Assessments:
  - Smarter Balanced Summative Assessments (SBAC)
  - California Alternate Assessments (CAAs)

Common Question about Academic Indicator

Q: The CAASPP web site reports percent of students meeting standards. I don't see this percentage reported on the Dashboard. What is used to report the academic results on the Dashboard?

A: The Academic Indicator for the Dashboard uses scale score results to measure school progress. Therefore, a calculation methodology using scale scores called Distance from Standard (DFS) is used to determine performance colors for this indicator.

DFS

- DFS uses both the SBAC and CAAs for ELA and mathematics

    – Average distance between all student test scores (grades three through eight and grade eleven) and lowest possible scale score for the Standard Met Achievement Level (Level 3) by content area and grade.

Scale Scores Vary

- When calculating DFS, remember that scale score ranges vary by both *content area* and *grade level.*

  - Must compare each student's ELA and mathematics scores against the lowest scale score for Level 3 (Standard Met) for the appropriate grade and content area.

DFS Example: Grade 5 Smarter Balanced Summative Assessments in Mathematics

A Grade 5 student received a score of **2,505**.

Grade 5 Scale Score Range for Level 3

2,505

⭐

2,528

2,578
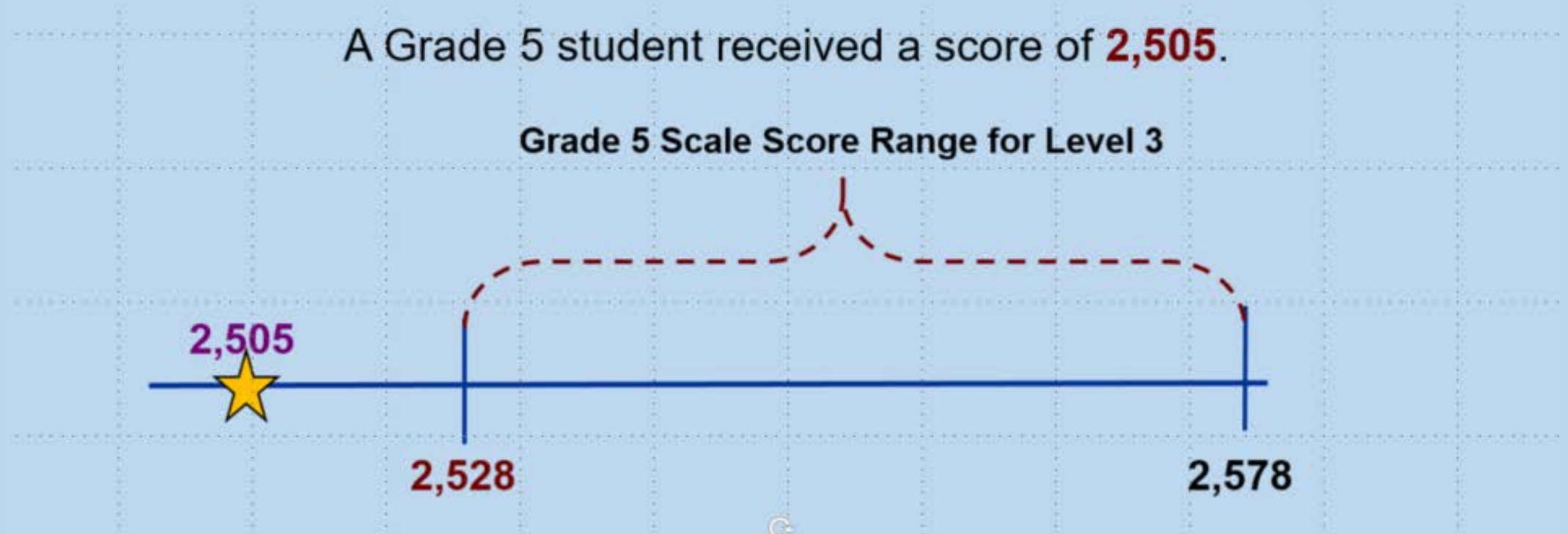
Student scored 2,505. This is 23 points below the lowest possible score for Level 3. The student's DFS for mathematics is -23 points.

(**2,505** − **2,528** = -23 points)

Which Students Are Included/ Excluded in DFS?

Included

- Students must be continuously enrolled (from census day to first day of testing)

Excluded

- Students who are flagged with a medical emergency

- English Learners (ELs) who have been in the country for less than one year (i.e., enrolled *after* April 15, 2018)

Calculating an Average DFS

- Each student's DFS is calculated separately.

- All individual DFS scores are then combined to determine an average for each LEA, school, and student group.

Incorporating CAA Results into the DFS

- Beginning with the 2019 Dashboard, all CAA results will be incorporated into the DFS, using the "Top-of-the Scale-Range" Approach

  - For levels 1–3 on the CAA, a student's CAA score would be substituted with the top score point of the same SBAC achievement level.

    - Example: Grade three student scoring anywhere in Level 2 on the CAA for ELA would receive the highest score of the Level 2 range on the SBAC ELA, which is 2431.

Conversion Effect for Top-of-the Scale-Range

All CAA assessment results will be converted to one of three scale scores in each content area. For example, grade three CAA scores will be converted to the following SBAC scores:

ELA	Mathematics
Level 1 is converted to 2366	Level 1 is converted to 2380
Level 2 is converted to 2431	Level 2 is converted to 2435
Level 3 is converted to 2389	Level 3 is converted to 2500

Statewide Impact of Top Scale Range on English Language Arts

Grade	Number of SBAC Scores	Number of CAA Scores	Distance from Standard (DFS) with Only SBAC	DFS with SBAC & CAA Scores	Difference
3	434,207	4,396	-8.0	-8.0	0.0
4	453,491	4,696	-9.3	-9.4	-0.1
5	459,209	4,636	-5.7	-5.7	0.0
6	472,102	4,792	-12.1	-12.2	-0.1
7	461,081	4,812	-8.1	-8.2	-0.1
8	458,196	4,592	-8.0	-8.1	-0.1
11	439,134	3,985	9.4	9.2	-0.2

Note: LOSS scores were excluded

Incorporation of the Participation Rate in the Academic Indicator

Participation Rate Is Also a Factor

- Every Student Succeeds Act (ESSA) requires schools to have at least 95 percent of its students participate on the standardized assessments.

  – If an LEA, school, or student group does not meet this target, the percent of students needed to bring it to 95 percent will be factored into DFS results

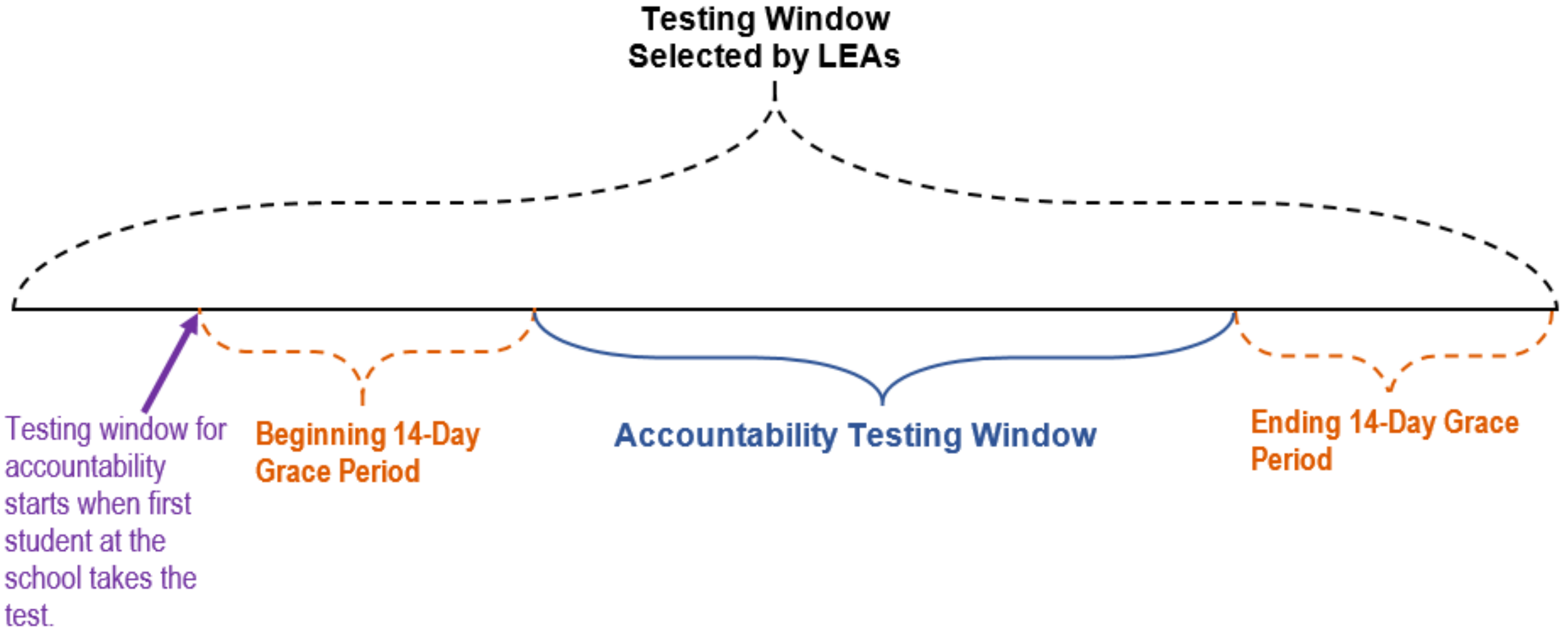- The participation count includes students who take the SBAC and the CAA

Accountability Testing Windows

- **For Dashboard purposes only**, accountability testing windows are determined.
  - *Start of the Window*: the first student logging on to any of the SBAC or CAA assessments
  - *End of the Window*: the end date of the testing window set by LEAs in TOMS
- Once accountability testing windows are determined for each LEA and school, grace periods are applied to hold schools harmless when there is inadequate time to administer the assessments.

Grace Periods

- **Accountability Testing Window is 14 calendar days or less**: No grace periods.

- **Accountability Testing Window is 15 to 30 calendar days**: One 14-day grace period applied at the end of the window.

- **Accountability Testing Window is 31 or more calendar days**: Two 14-day grace periods are applied—one at the beginning of the window and one at the end of the window.

- The count of "calendar days" includes weekends and holidays.

Accountability Testing Window

Testing Window Selected by LEAs

Testing window for accountability starts when first student at the school takes the test.

Beginning 14-Day Grace Period

Accountability Testing Window

Ending 14-Day Grace Period

Descriptive Text for Graphic on Previous Slide

- Although LEAs set their own testing window, *for accountability purposes*, the following steps are taken to determine a school's accountability testing window:

- **Step 1: Determine the Start of a Testing Window:** A school's testing window begins when the first student at a school logged on to either the CAT or the PT in ELA or math.

- **Step 2: Determine the End of the Testing Window:** The end of the testing window is the end date of the testing window that is determined by the LEA when their LEA CAASSP Coordinator sets the window dates in the TOMS Test Administration Setup module.

- **Step 3: Apply Grace Periods:** Depending on the length of the window determined in steps 1 and 2 above, one or two grace periods are applied. The graphic above reflects the application of two grace periods.

Which Students are Included in the Participation Rate Calculation?

- All students who are enrolled at the school during the testing window are required to be tested, with the following exceptions:

  - Students who **transfer out** of the school during first grace period

  - Students who **transfer into** the school during second grace period

Additional Inclusion/Exclusion Rules

Included

- Parent waivers do not exempt students from the participation rate calculations. These students are included in the denominator but not in the numerator.

  - U. S. Department of Education does not recognize parent waivers.

Excluded

- Students who are flagged with a "medical emergency" condition code (unless they log onto both parts of the test)

- ELs who enrolled in a U.S. school for less than one year (i.e., enrolled *after* April 15, 2018) are exempt from taking the **ELA** portion of the SBAC and CAAs.

  - EL newcomers are expected to participate in the math assessments.

Next Two Polling Questions

- Because most schools have an accountability testing window that is 31 days or more, the following polling questions are based on schools that have *two 14-day grace periods* applied (i.e., a beginning and ending grace period).

  - The questions checks whether you can determine if a student is included in the school's participation rate.

Polling Question Scenario #1

- Baljeet is a student at Jefferson City High School. He:

  - Exits during the first grace period of the testing window (i.e., during the first 14 days of testing)

  - Never enrolls at another school

  - Did not take any of the Smarter Balanced Summative Assessments.

Polling Question #1

- Is Baljeet included in Jefferson City High School's ELA and math participation rates?

    A. Yes

    B. No

Answer to Polling Question #1

- **Answer: B** (No)

- Due to the grace period applied at the beginning of the accountability testing window, Baljeet will **not** be included in the school's participation rate (neither in the denominator nor the numerator).

Polling Question Scenario #2

- Jorge takes the **ELA** computer adaptive test (CAT) and Performance Task (PT) at Solar Middle School.

- He then transfers to Mars Middle School during the middle of the accountability testing window but *does not* take the **mathematics** assessment.

Polling Question #2

- In which school's participation rate is Jorge included?

  A.   Solar Middle School

  B.   Mars Middle School

  C.   Both Solar and Mars Middle Schools

Answer to Polling Question #2

- **Answer: C** (included at **both** Solar and Mars Middle Schools)
  - For **Solar,** included in participation rate for **ELA** because he completed the ELA CAT and PT there.
    - Will be counted in both numerator and denominator
  - For **Mars**, included in participation rate for **mathematics** because the school was responsible for testing him.
    - Will be counted as a non-participant (included in denominator but not numerator).

Impact of Participation Rate on Academic Indicator

- If an LEA, school, or student group does not meet the 95 percent participation rate target, the percent of students needed to bring it to 95 percent will be factored into the Academic Indicator results.

- Students who take the California Alternate Assessments (CAAs) are included in the participation rate calculation.

Participation Rate Adjustment Methodology

1. Calculate the number of percentage points that the school, LEA, or student group falls short of the 95% participation target.

2. For each of these percentage points, reduce the average DFS by **0.25 points**. The reduction of DFS will vary at the districtwide, schoolwide, and student group levels.

Participation Rate: Example

- Solar Middle School has the following schoolwide data for math:

  - Average DFS = +18.9

  - Participation rate: 79% (**16 points** short of 95% target)

- Multiply the participation rate shortage by 1/4:

  16 X 0.25 = 4 points

- Reduce the schoolwide DFS by 4 points:

  18.9 − 4 = +14.9 adjusted Average DFS

Participation Rate Data: Jupiter High School District

Student Group	ELA DFS	ELA Participation Rate
All Students	+12	96%
African American	+15	**94%**
White	+18	**89%**
Hispanic	- 14	96%
Foster Youth	- 18	**71%**
Asian	+11	97%

Student Groups Not Meeting the Participation Rate

- There are three student groups that did not meet the participation rate target of 95% at Jupiter High School District.
  - African American (94%)
  - White (89%)
  - Foster Youth (71%)
- All three student groups will have their DFS reduced.

Polling Question #3

What is the adjustment to the DFS for the Foster Youth student group, which had a participation rate of 71%?

A. 4 points

B. 6 points

C. 12 points

D. 24 points

Answer to Polling Question #3

- The answer is "B". The calculation for the adjustment is below:
  - First, find the number of percentage points that the Foster Youth student group fell short of the 95% target:
    - $95 - 71 = 24$

  - Second, multiply that number by 0.25:
    - $24 \times 0.25 =$ **6**

  - A total of **6** points will be deducted from the Average DFS for Foster Youth:
    - -18 (original DFS) $- 6 =$ **-24 adjusted Average DFS**

Common Question about Participation Rate: Reporting Participation Rate

Q: Will the participation rates be reported on the Dashboard?

A: No. They will be available in the participation rate report on the CDE California Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/. The participation rates, including the reduction made to the DFS based on the participation rates, will be available in the downloadable data files that are also available on the same web page (under Data Files and Guide tab).

Academic: Automatic Assignment of Orange

- All LEAs are required to annually administer the CAASPP to all students.

- LEAs, schools, and student groups are automatically assigned an Orange performance level if:

  - They have at least 30 students *enrolled* in both the current year and prior year, and

  - Less than 10 percent of *enrolled* students were tested in either the current (2019) or prior (2018) year.

Academic Indicator Five-by-Five Grid

- Separate five-by-five colored tables are used to calculate performance for:
  - Elementary, middle, and K-12 schools and unified school districts
    - For **unified school districts and K-12 schools,** grade 11 results are combined with the grades 3–8 results, to produce the Academic Indicator.
  - High schools and high school districts

Separate Cut Scores for DASS and Non-DASS Schools

Modified Status Cut Scores for DASS Schools

- Approved by the SBE in September 2019
  - Revisions to the "Low" and "Very Low" Status cut scores only.
  - No revisions to the "Medium," "High," and "Very High" Status cut scores
  - No revisions to any Change cut scores

DASS Schools:
Revised Status Cut Scores for ELA:

There are two sets of Status Cut Scores for ELA:
- High Schools and High School Districts
- Elementary, Middle, and K-12 Schools, and Unified Districts

Status Level	Status Cut Scores High Schools and High School Districts	Status Cut Scores Elementary, Middle, K-12 and Unified Districts
Very Low	110.1 points or lower	125.1 points or lower
Low	-0.1 to -110.0 points	-5.1 to -125.0 points
Medium	0 to 29.9 points	-5 to +9.9 points
High	30 points to 74.9 points	10 to 44.9 points
Very High	75 points or higher	45 points or higher

DASS Schools:
Revised Status Cut Scores for Mathematics

There are two sets of Status Cut Scores for the mathematics:
- High Schools and High School Districts
- Elementary, Middle, and K-12 Schools, and Unified Districts

Status Level	Status Cut Scores High Schools and High School Districts	Status Cut Scores Elementary, Middle, K-12 and Unified Districts
Very Low	-185.1 points or lower	-175.1 points or lower
Low	-60.1 to -185.0 points	-25.1 to -175.0 points
Medium	-0.1 to -60 points	-25 to less than zero.
High	0 points to 24.9 points	0 to 34.9 points
Very High	25 points or higher	35 points or higher

Common Questions about Academic Indicator: Cut Scores

Q: If a high school district serves students in grades 7–8, which cut scores will apply for the district's Academic Indicator?

A: High school cut scores will be applied to the combined results (grades 7–8 and grade 11) to determine the performance level (color) based on their high school district type.

Common Questions about Academic Indicator: Unified School District

Q: Will results for both grade 11 and grades 3–8 be factored into the Dashboard for a unified school district?

A: Yes. All grade results will be used. However, the cut scores for grades 3–8 will be applied to the combined results (grades 3–8 and grade 11) to determine the performance level (color) for the unified school district.

District of Residence Rule

Academic Indicator: Former Business Rules

- For the **Academic Indicator only,** if a student receives services *from a special education school* (based on ownership code) *or a Non-Public School (NPS),* the assessment results were sent back to the **District of Special Education Accountability** for inclusion in their Dashboard.

  - Business rule was used in former accountability systems (i.e., API and AYP), including all Dashboard releases (i.e., 2017 and 2018 Dashboards)

- Therefore, assessment results were not included in the Dashboard for the LEA of Service.

Academic Indicator: Expanding the Business Rule for the 2019 Dashboard

- District of Special Education Accountability will be held accountable for **all students with disabilities (SWDs)**, not just those who receive services from a special education school or NPS school

  – For Academic Indicator only

- This ensures that the LEA receiving federal IDEA funding for these students is held accountable for the outcomes of *all SWDs.*

District of Residence Rule Graphic

Descriptive Text for Prior Slide

- The LEA that sends the student to another LEA to receive special education services is also known as the District of Residence or the District of Special Education Accountability.

- The LEA that receives the student and provides special education services is also known as the District of Service or the Reporting LEA.

- Although the student attends the Reporting LEA and is administered either the Smarter Balanced Summative Assessments or the California Alternate Assessments, the District of Residence is still responsible and held accountable for this student because they receive IDEA funding. The District of Residence will receive this student's assessment results in their Academic Indicator on the Dashboard.

Non-Academic Indicators

- Which entity is accountable for students who receive special education services under an MOU?

- The school of attendance (school of service) and the local educational agency (LEA) of attendance (LEA of service) are held accountable for all **non-academic measures** on the Dashboard:
  - Suspension
  - Chronic Absenteeism
  - Graduation Rate
  - College/Career Indicator (CCI)
  - English Learner Progress Indicator (ELPI)

School vs. LEA Responsibility

- At **school level**, accountability rests with school of attendance (i.e., school of service).

- At **the LEA level**, accountability for the Academic Indicator depends on multiple factors.

When do SWD Assessment Results Remain with the LEA or School of Service?

- SWD assessment results stay with the LEA or school of service when:

  - The student transferred via an inter-district transfer (a formal inter-district transfer agreement under *Education Code* Section 63600)

  - The student attends a charter school

  - The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children's institution (applied to districts and COEs)

Which Entity Is Accountable for SWDs for the 2019 Dashboard?

State Indicator	School of Attendance	District of Special Education Accountability	District of Attendance	Charter School	Charter School Authorizer
Academic	Responsible	**Responsible**	Not Responsible	Responsible	Not Responsible
Suspension	Responsible	Not Responsible	Responsible	Responsible	Not Responsible
Chronic Absenteeism	Responsible	Not Responsible	Responsible	Responsible	Not Responsible
Graduation Rate	Responsible	Not Responsible	Responsible	Responsible	Not Responsible
CCI	Responsible	Not Responsible	Responsible	Responsible	Not Responsible
ELPI	Responsible	Not Responsible	Responsible	Responsible	Not Responsible

Polling Question Scenario #4

- Christian is an SWD student who resides within the district boundary of Garden Unified.

- Because Garden Unified cannot provide the appropriate special education services to Christian, he is sent to Sunny High School in Constellation Unified.
  - Christian took the 2019 spring assessments at Sunny High School.

Polling Question #4

- Which LEA is the district of special education accountability and held responsible for Christian's assessment results?
    - A. Garden Unified
    - B. Constellation Unified
    - C. Both districts

Answer to Polling Question #4

- **Answer:** A (Garden Unified)

- The district where Christian resides (i.e., Garden Unified) is held responsible for the student. Therefore, Christian's assessment results will be included in Garden Unified's Academic Indicator.
  - Garden Unified is the district of special education accountability.

- Note that at the school level, the school is held responsible. Therefore, Christian's assessment results will be included in Sunny High School's Academic Indicator.

Changes Beyond the 2019 Dashboard: Expand Rule to All State Indicators

- CDE will apply District of Special Education Accountability rule to all state indicators for 2020 Dashboard
  - Note: This change has no impact on charter schools.

Which Entity Is Accountable for SWDs for the 2020 Dashboard and Beyond?

State Indicator	School of Attendance	District of Special Education Accountability	District of Attendance	Charter School	Charter School Authorizer
Academic	Responsible	**Responsible**	Not Responsible	**Responsible**	Not Responsible
Suspension	Responsible	**Responsible**	Not Responsible	**Responsible**	Not Responsible
Chronic Absenteeism	Responsible	**Responsible**	Not Responsible	**Responsible**	Not Responsible
Graduation Rate	Responsible	**Responsible**	Not Responsible	**Responsible**	Not Responsible
CCI	Responsible	**Responsible**	Not Responsible	**Responsible**	Not Responsible
ELPI	Responsible	**Responsible**	Not Responsible	**Responsible**	Not Responsible

Whom Do I Contact for Academic?

Academic Indicator

Academic Accountability Unit Analysis, Measurement, and Accountability Reporting Division

aau@cde.ca.gov

916-319-0863

CAASPP at CDE

Assessment Development & Administration Division

caaspp@cde.ca.gov

916-445-8765

CAASPP at Educational Testing Service (ETS)

caltac@ets.org

English Learner Progress Indicator

Who is Included in the ELPI?

- English Learner (EL) students with both 2018 and 2019 English Language Proficiency Assessments for California (ELPAC) Summative Assessment results are included in the EL Progress Indicator (ELPI).

- These EL students are not included:

  – EL students who were reclassified fluent English proficient (RFEP) before taking the 2019 ELPAC Summative Assessment

  – Newly arrived EL students in 2019

  – EL students who graduated in 2018

ELPI Status

- The ELPI is distinguished from other measures on the California School Dashboard (Dashboard), because it is the only indicator required to measure **progress towards proficiency** rather than the end goal of proficiency itself.

- ELPI Status measures EL student growth toward English language proficiency (ELP) and requires two years of ELPAC Summative Assessment results.

- To determine Status for the ELPI, student level growth results were aggregated to the school and LEA levels to calculate the percent of students who moved up at least one performance level from the prior year or maintained ELPAC level 4.

ELPI Change

- ELPI Change measures the year-to-year change in the **rate** schools and LEAs move EL students toward ELP and requires three years of ELPAC Summative Assessment results.

- The Change calculation allows schools and LEAs to determine if they are improving upon their ability to keep EL students on-track toward the goal of ELP.

- ELPI Status, Change, and overall performance color will be available for the 2020 Dashboard.

Splitting ELPAC Performance Levels 2 and 3

- Rationale: Splitting the four ELPAC performance levels to create six ELPI levels by splitting ELPAC Levels 2 and 3 reflects the research-based timeline of 5 to 7 years for an EL student to reach English Language Proficiency (ELP); this expectation holds for students who start in Level 1 on the ELPAC.

- Splitting ELPAC performance levels 2 and 3 would hold LEAs and schools accountable for moving their EL students to ELP in 5 years.

- Note: For EL students with initial ELPAC Summative Assessment results in low level 3, for example, the expectation is that those EL students reach ELP in less than five years.

- This resulted in six "ELPI levels" derived from the four ELPAC Summative Assessment levels.

Six ELPI Performance Levels

Splitting ELPAC performance levels 2 and 3 results in six ELPI levels:

1. ELPI Level1 (ELPAC Summative Assessment Level 1)
2. ELPI Level 2L (ELPAC Summative Assessment Low Level 2)
3. ELPI Level 2H (ELPAC Summative Assessment High Level 2)
4. ELPI Level 3L (ELPAC Summative Assessment Low Level 3)
5. ELPI Level 3H (ELPAC Summative Assessment High Level 3)
6. ELPI Level 4 (ELPAC Summative Assessment Level 4)

Data Simulations Splitting ELPAC Performance Levels 2 and 3

- The CDE split ELPAC Performance Levels 2 and 3 levels exactly at the middle of the scale scores for each grade level

- For example, for grade 2: ELPAC Level 2 Scale Score range is 1,424 to 1,470 and would be split to create:

  o ELPI Level 2L – Scale Score Range 1,424 to 1,446

  o ELPI Level 2H – Scale Score Range 1,447 to 1,470

ELPI Status Levels and Cut Scores

Status Level	Status Cut Scores
Very Low	ELPI Status rate is less than 35.0%
Low	ELPI Status rate is 35.0% to less than 45.0%
Medium	ELPI Status rate is 45.0% to less than 55.0%
High	ELPI Status rate is 55.0% to less than 65%
Very High	ELPI Status rate is greater than 65%

ELPAC Participation Rate

- For the 2019 Dashboard, the CDE will assign an ELPI Status of "Low" to schools and districts with an ELPAC participation rate less than 95%.

- The ELPI downloadable data file will provide the ELPAC participation rate for all schools and districts in the state.

- Next year when Status and Change can be calculated for ELPI, and hence colors assigned, the CDE will revisit the assignment of a color based on participation rate.

Using ELPI Status for Differentiated Assistance

- In November 2019, the SBE approved the use of the ELPI Status of 'Very Low' for LCFF LEA differentiated assistance and ESSA school assistance determinations.

Example Including ELPI Status for LCFF District Eligibility for Assistance Determination

Example 1: Crystal Unified School District
Performance levels achieved by **EL student group** in all applicable indicators:

LCFF State Priority Area	State Indicator	2019 Dashboard
Priority 4	English Language Arts/Literacy (ELA)	Orange
Priority 4	Mathematics	Yellow
Priority 4	**ELPI Status**	**Very Low**
Priority 5	**Chronic Absenteeism**	**Red**
Priority 5	Graduation Rate	Yellow
Priority 6	Suspension Rate	Green
Priority 8	College/Career Indicator (CCI)	Orange
Priority 1, 2, 3, 6, & 7	Local Indicators	Met

Eligibility Criteria for School Support

- Color combinations (and 'Very Low' ELPI Status) based on school level performance

  - All **red** (or 'Very Low' ELPI status) indicators

  - All **red** (or 'Very Low' ELPI status) but one indicator of **any other color**

  - Five or more indicators where **majority** are **red** (or 'Very Low' ELPI status)

  - All **red** (or 'Very Low' ELPI status) and **orange** indicators

Example Including ELPI Status for Eligibility in the Comprehensive Support and Improvement (CSI)

Example 2: Amethyst Elementary School

Amethyst received Title I funds for the 2018–19 school year and would be eligible for CSI because it met the criterion of having five or more indicators where the majority are Red or the ELPI Status is 'Very Low'.

State Indicators	2019 Dashboard
ELA	Red
Math	Red
ELPI Status	Very Low
Chronic Absenteeism	Orange
Suspension Rate	Yellow

ELPI Resources

- New flyer on the ELPI
- Inclusion of ELPI Status of Very Low on CDE's Web page on the LEA criteria for Differentiated Assistance (https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp)

Next Steps

- ELPI Status will be available this week for the LEA preview of the 2019 Dashboard.

- LEA eligibility for assistance determinations will be available in December 2019.

- School eligibility for assistance determinations will be available in February 2020.

Whom Do I Contact for ELPI?

Data Visualization and Reporting Office

Analysis, Measurement, and Accountability Reporting Division

ELAccountability@cde.ca.gov

916-323-3071

Changes for Participation Rate for 2020 Dashboard

Current Participation Rate Methodology

- As discussed earlier, if a school, LEA, or student group falls short of the 95 percent participation target their DFS is adjusted.

- As a reminder, for each percentage point that a school, LEA, or student group is short of the 95% target, the DFS is reduced by **0.25 points**.

U.S. Department of Education (ED) Direction on Participation Rate

- ED has determined California's 0.25 point penalty does not meet ESSA requirements

- Must assign the Lowest Obtainable Scale Score (LOSS) for each student needed to bring school, district, student group to a 95 percent participation rate

  - ED requests that new methodology be applied this year

  - CDE will not apply until the 2020 Dashboard

Proposed Methodology for 2020 Dashboard

1. Add the number of students needed to reach a 95 percent participation rate into the DFS calculations.

2. Assign these additional students the LOSS score

ELA Example

Solar Middle School

Number of students enrolled during testing window:	357
Number of students tested:	281
Calculated participation rate (rounded):	79%
Number of additional students needed for 95% participation: (281+55) / 357 = 94.1%	55
Number of tested and continuously enrolled students (valid):	258
DF3 sum of 258 valid tests	4,355

ELA 79% Participation Rate Example: 2019 vs. 2020 Calculations

2019 Dashboard: DFS – 0.25 Participation Rate Penalty

$$95 \; Partication\; Rate\; Target - 79 \; Participation\; Rate = 16\; X\; 0.25 = -4.0\; Point\; Penalty$$

$$\frac{4,355\; Total\; DFS}{258\; Valid\; Scores} = 16.9\; DFS\; - 4.0\; Point\; Penalty = 12.9\; (High\; Status)$$

2020 Dashboard DFS with the Assignment of LOSS Score Penalty (16% short of participation rate target = 55 students in this example)

$$\frac{4,355\; DFS\; + 55\; LOSS\; ELA\; Score\; Penalty}{258 + 55} = \frac{4,355 + 55(-279)}{313} = \frac{-10,990}{313} = -35.1\; (Low\; Status)$$

Note: The difference between the two methodologies is 48.0 points

Dashboard Resources

California School Dashboard and System of Support
https://www.cde.ca.gov/ta/ac/cm/
- **Review Tabs for:**
  - Parent Guide and Flyers
  - Flyers for Educators
  - Webinar PowerPoints
  - Dashboard: Key Points and Updates
  - Data Files for each indicator
  - Dashboard Technical Guide
  - FAQs

Additional Reports and Data
https://www6.cde.ca.gov/californiamodel/
- 5x5s for Each Indicator
- CCI Measures Report (**new look!**)
- Participation Rate Report
- Student Group Report
- District Performance by County

DASS
https://www.cde.ca.gov/ta/ac/dass.asp
- Current list, Background, Eligibility Criteria, Application Instructions
- Flyer: What is the DASS?
- DASS Graduation Rate PowerPoint
- DASS FAQs