California School Dashboard Suspension and Chronic Absenteeism Indicators

Presented by the

Analysis, Measurement, and

Accountability Reporting Division

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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…

Items to Note

- 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 the Dashboard 101 Webinar, the slide deck is now 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.

Polling Question Scenario #1

Scenario: A student transfers from Moonlight Middle School to Neptune Middle School. The student was suspended and absent for numerous days at Moonlight.

Polling Question #1

- Does Neptune inherit the student's suspension and absence data?

    A. Yes

    B. No

Answer to Polling Question #1

- **Answer:** B (NO!).
  - For all state indicators, the data are based on data generated at your LEA or school only
  - You don't inherit another LEA's or school's data!
  - When students transfer, the data that students generated at your LEA or school does not impact the data of the new LEA and/or school
    - For example: Jason was suspended at Moonlight three times and then transfers to your school. The three suspensions do not follow Jason to your school.

Suspension Rate Indicator

Suspension Rate Indicator
Grades K–12

- LEAs, schools, and student groups with **30 or more students** enrolled **for at least one day** anytime during the current and prior year will receive a performance level for this indicator on the Dashboard

  – Example: A student who enrolls in a school on March 7 and transfers out on March 10 is included in the school's cumulative enrollment file and would be counted in the suspension rate denominator.

Foster Youth and Homeless Students

- While, in most cases, at least 30 students are needed to produce a color for this indicator, the minimum n-size for foster youth and homeless student groups at the LEA level is **15**

  - Note: Charter schools are treated as schools for the n-size count. Therefore, charters must have 30 students to get a performance color.

Aggregate Suspension of One Full Day
New Business Rule

• Only students with an **aggregate suspension of one full day** are counted in the suspension rate numerator.

– Beginning in 2018–19, LEAs were required to report all increments of suspension for all students

– Students who have an aggregate suspension of one **full day** (i.e., their total suspension value equals 1.0 or more) will be *included* in the calculation of the suspension rate.

– Students who have an aggregate suspension of **less than one full day** (i.e., their total suspension value was less than 1.0) will be *excluded* from the calculation of the suspension rate.

Difference Between DataQuest and Dashboard

- **DataQuest:** Students who have any suspensions—regardless of the length of the suspension—are included.

  - Example: A student with one partial day suspension (0.5) would be counted in the numerator of the suspension rate.

- **Dashboard:** Students are only included if their aggregate suspension value equals 1.0 or more.

  - Example: A student was suspended for a portion of one day (0.25) and a portion of another day (0.25). Because the student's total suspension (0.5) equals less than one full day, the student would not be included in the numerator of the suspension rate.

Defining Suspension

- **Multiple Suspensions for One Student:** A student who is suspended multiple times is only counted as suspended **once**.

- **"In-School" and Out-of-School Suspensions:** Both "in-school" and "out-of-school" suspensions are counted in the numerator of the suspension rate calculation.

Polling Question Scenario #2: Multiple Suspensions: Same School

In 2018-19, Samuel was enrolled at Jupiter, where he was suspended three times:

- 0.5 partial day

- 0.30 partial day and exited Jupiter

- Reenrolled, at Jupiter, and was suspended for another partial day 0.1

Polling Question #2

Question: How many times would Samuel be counted as suspended at Jupiter on the Dashboard?

    A. None

    B. Once

    C. Twice

    D. Three times

Answer to Polling Question #2

- **Answer**: A (None)
  - Because Samuel's aggregated suspension total is 0.9, he is not included in the numerator. A student who is suspended multiple times at the same school is counted if the student had an **aggregated suspension** of at least **one full day** (i.e., value of 1.0 or more). If the aggregated suspensions total multiple full days at the school, then student is only counted in the numerator once at that school.

Polling Question Scenario #3:
Multiple Suspensions: Different Schools

- In 2018-19, James was enrolled at three different schools within Galaxy School District. He was suspended:

  - Five full days at Mercy

  - Two full days at Venus

  - Two full days at Mars

Polling Question #3

- How many times would James be counted as being suspended in the Galaxy School District?

  A. One time

  B. Three times

  C. Nine times

Answer to Polling Question #3

- **Answer**: A (Once)
  - A student who has multiple suspensions at the school level, or at multiple schools within an LEA, is counted as suspended only once at the LEA level.

Data Source

- Discipline data are collected in California Longitudinal Pupil Achievement Data System (CALPADS).

- Certification is during End-of-Year (EOY) submission (extracted on September 6, 2019).

- The following CALPADS codes are used to determine

CALPADS Discipline Action Category Code	Suspension Type
100	Out-of-school suspension
110	In-school suspension

Calculation Formula for Status

• Based on unduplicated number of students suspended in 2018–19

Number of Students Suspended in 2018-19

divided by

Cumulative Enrollment

• Cumulative Enrollment = Total number of students who were enrolled for at least one day at any time during the school year.

Calculation Formula for Change

2018-19 Suspension Rate

Minus

2017-18 Suspension Rate

Multiple Cut Scores

- Suspension rate data vary by LEA/school type, therefore cut scores are based on:

  – LEA type distributions

    ○ Elementary, High, Unified

  – School type distributions

    ○ Elementary, Middle, High

  *NOTE: K-12 schools have the Unified school district five-five table applied to determine their performance level.

Six Tables for Suspension Rate Indicator

- Having six different sets of cut scores results in six different five-by-five colored tables.
  - The five-by-five tables are located in the on the California School Dashboard and System of Support web page (https://www.cde.ca.gov/ta/ac/cm/) under the overview tab and in Appendix A of the Technical Guide.

Suspension: Automatic Assignment of Orange

- Schools that do not submit suspension data in CALPADS in either the current or prior year are automatically assigned an Orange performance level.

- Schools that submit suspension data, but do not certify the data, cannot receive a performance level higher than Orange

  - A Red performance level will be assigned if the uncertified data places the school at that level

Common Questions on the Suspension Rate Indicator

Q: Why is the number of students reported in the Suspension Rate Indicator different than the number of students who are enrolled at my site?

A: Cumulative enrollment is used to determine the suspension rate. This means that all students who were enrolled at a site, at any time during the school year, are counted.

Chronic Absenteeism Indicator

Chronic Absenteeism Indicator
Grades K–8

- LEAs, schools, and student groups in grades K–8 with **30 or more students who meet the eligible enrollment requirements** in both the current and prior year will receive a performance level for this indicator on the Dashboard
  - Exception: The minimum n-size for foster youth and homeless students for LEAs is **15**.

Polling Question #4

- Why do none of my high schools have data or colors reported for the Chronic Absenteeism Indicator?

    A. Chronic absence is a K-8 indicator and data are not reported at the high school level on the Dashboard.

    B. Chronic absence data are not collected in CALPADS at the high school level.

    C. This is a mistake. High schools should have Status, Change, and performance colors reported on the Dashboard.

Polling Question #4 Answer

- Answer: A

  - Because Chronic Absenteeism Indicator is a K-8 indicator, data are reported on the Dashboard for elementary and middle grades only.

    - However, chronic absence data at the high school level are available on DataQuest (https://dq.cde.ca.gov/dataquest/)

Defining Chronic Absenteeism

- A student is considered "chronically absent" if he or she is absent **10 percent or more** of the instructional days that they are enrolled to attend.

  ➢ California *Education Code* (*EC*) Section 60901(c)(1)

- For chronic absenteeism calculations, the following are considered absences:

  ➢ Excused absences

  ➢ Unexcused absences

  ➢ Out-of-school suspension

Chronic Absenteeism: Eligible Enrollment Rules

- K-8 students are **included** in the calculation of chronic absenteeism if they are:

  - Enrolled at least 31 instructional days and attended at least one day, and

  - Not flagged as exempt in the district attendance submission for one of the following reasons:

    - Enrolled in a Non-Public School (NPS)

    - Received instruction through a home or hospital instructional setting, or

    - Attended community college full-time

Example of Instructional Days Based on Current Events

- During October 2019, Starlight Elementary School closed for five days due to a nearby wildfire and power outages. How does this impact their chronic absenteeism rate?
  - The five days should be excluded from the count of expected attendance days (i.e., denominator), and the school will not be held accountable for these days.
  - However, once the school re-opens, students are expected to attend and receive instruction during these days. All open days (before and after the wildfire) will be included in the expected attendance days count.

Data Source

- Attendance data are collected in CALPADS.

- Certification is during End-of-Year (EOY) submission (September 6, 2019).

Status: Calculation Formula

Chronic Absenteeism Rate Formula

# of students who were absent 10% or more of instructional days and meet eligible enrollment requirements

Divided by

# of students who meet the eligible enrollment requirements

Change: Calculation Formula

2018-19 Chronic Absenteeism Rate

Minus

2017-18 Chronic Absenteeism Rate

Five-by-Five Colored Grid for the Chronic Absenteeism Rate Indicator

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

Chronic Absenteeism: Automatic Assignment of Orange

- Schools that do not submit chronic absenteeism data in CALPADS in either the current or prior year are automatically assigned an Orange performance level.

- Schools that submit chronic absenteeism data, but do not certify the data, cannot receive a performance level higher than Orange

  - A Red performance level will be assigned if the uncertified data places the school at that level

Common Questions on the Chronic Absenteeism Indicator: Transitional Kindergarten

Q: This indicator includes students in kindergarten. Does this mean it includes students in the transitional kindergarten (TK) program?

A: Yes. Transitional kindergartners and kindergartners are both coded the same way in CALPADS. Therefore, TK students are included in the chronic absenteeism rate.

Common Questions on the Chronic Absenteeism Indicator: Minimum Time

Q: Is there a minimum amount of time that a student has to be in school to be considered not absent?

A: To be counted as "in attendance," the student only has to be there when attendance is taken. Therefore, a day attendance is defined as any day a student attended for all or part of a school day. Alternatively, if a student is absent when attendance is taken, the student is counted as absent.

Note: Hourly attendance is calculated on an hourly basis and is different. For questions, please contact your CALPADS coordinator
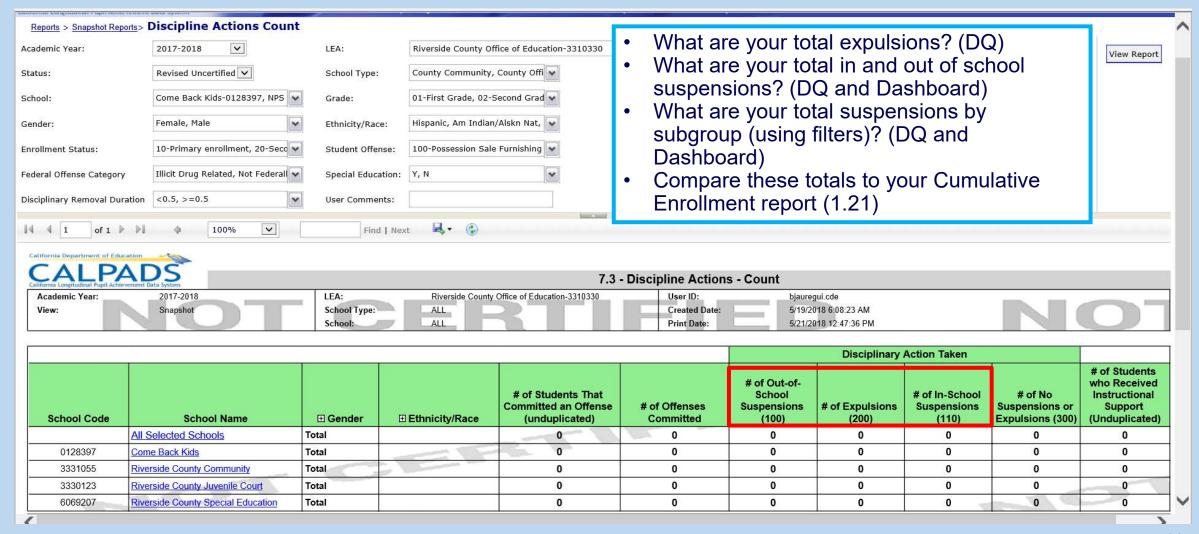
CALPADS Data Tips

Importance of CALPADS Data

- The Suspension and Chronic Absenteeism Indicator are calculated using data from CALPADS, including demographic data for student group determinations. Therefore, it is important that LEAs meet CALPADS certification timelines and review data carefully before certifying.

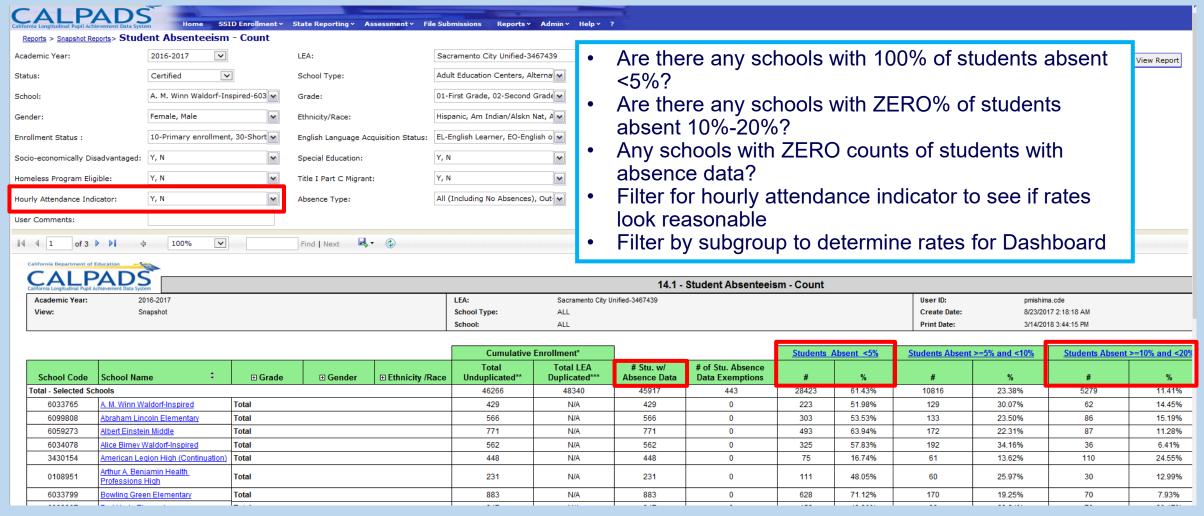 - Once the amendment windows close, there are no additional opportunities to correct the data for the Dashboard!

Discipline Data Tips
Review report 7.3 – Discipline

Chronic Absenteeism Data Tips
Review report 14.1 Student Absenteeism - Count

- Are there any schools with 100% of students absent <5%?
- Are there any schools with ZERO% of students absent 10%-20%?
- Any schools with ZERO counts of students with absence data?
- Filter for hourly attendance indicator to see if rates look reasonable
- Filter by subgroup to determine rates for Dashboard

Additional Items to Note

Foster Youth Status and Changes for 2019 Dashboard

- **Prior Year Rule:** If a student had Foster Youth status at *any* LEA or school at any point during the academic year, the student was included in the Foster Youth student group.
  - This rule led to difficulties. If students foster status changed, and they transferred to a different LEA or school, the second LEA or school was unable to identify these students as Foster Youth.

- **Rule for 2019 Dashboard:** A student is included in the Foster Youth student group only if they had Foster Youth status at *your* LEA or school at any point during the academic year

Common Question on Charter Schools

Q: Is the data for charter schools included in the Dashboard report for the school's authorizer?

A: No. Under the LCFF, charter schools are treated as LEAs. Therefore, their data are not included in their authorizer's Dashboard report.

Common CALPADS Question

Q: I updated data in CALPADS. Why are my updates not reflected in my school's Dashboard report?

A: All CALPADS data used for the 2019 Dashboard were based on the End-of-Year certified data, which were extracted on September 6, 2019. (Note: If you updated data after the certification deadline, your updates will not be reflected.)

Preview and Webinar Schedule for 2019 Dashboard

Indicators	Webinar	Preview of Data
Graduation Rate Indicator and CCI	November 12, 2019	November 12–15, 2019
Academic and ELPI	November 18, 2019	November 19–22, 2019

Simultaneous Dashboard and DataQuest Release

Public Release: December 9–13

- –Dashboard Public Release

- –DataQuest Public Release

- –Differentiated Assistance File Release

To access news related to the Dashboard, System of Support, and Local Control Funding Formula, see the Dashboard Newsletter posted on the California School Dashboard and System of Support web page at https://www.cde.ca.gov/ta/ac/cm/

Whom Do I Contact?

- **Local Indicators:**
  - The deadline for Dashboard Coordinators to submit local indicators was November 1, 2019.
    - Questions on local indicators and Dashboard Coordinators should be addressed to the Local Agency Systems Support Office at lcff@cde.ca.gov

- **State Indicators:**
  - Questions on state indicators and signing up to be an Accountability Coordinator should be addressed to the Academic Accountability Unit at aau@cde.ca.gov

Dashboard Resources

California School Dashboard and System of Support

https://www.cde.ca.gov/ta/ac/cm/

- **Review Tabs for:**
  o Parent Guide and Flyers
  o Flyers for Educators
  o Webinar PowerPoints
  o Dashboard: Key Points and Updates
  o Data Files for each indicator
  o Dashboard Technical Guide
  o 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

Questions