California Department of Education

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# **Data Crosswalk for the California School Dashboard and DataQuest**

This document provides a short overview of the differences in the way that data are produced for DataQuest and the California School Dashboard (Dashboard). For additional information on the processing logic and details on the differences, refer to the California Department of Education (CDE) 2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

**District of Special Education Accountability:** Please note that beginning with the 2022 Dashboard, rules that impact students with a **district of special education accountability** were applied at the local educational agency (LEA) level **only** when processing all state indicators. This rule is **not** used to process DataQuest reports. For more information about this rule, refer to the Update to the District of Special Education Accountability for Students with Disabilities flyer at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf>.

| **Variable** | **California School Dashboard** | **DataQuest** |
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| **Purpose** | The Dashboard<https://www.caschooldashboard.org/>provides parents and educators with meaningful information on school and LEA progress so they can participate in decisions to improve student learning. | DataQuest <https://dq.cde.ca.gov/dataquest/>provides meaningful data and statistics about California’s K–12 public educational system that supports a wide variety of informational, research, and policy needs. Summary and detailed data reports are available for multiple subject areas at the school, district, county, and state levels. |
| **DASS One-Year Graduation Rate** | The one-year graduation rateis generated only for Dashboard Alternative School Status (DASS) schools for **informational** purposes. This rate contains grade twelve students who were eligible to graduate in the selected academic year and grade eleven students who graduate early. In this rate, students are considered “graduates” if they complete high school by receiving a regular high school diploma, pass the California High School Proficiency Exam (CHSPE), pass the General Education Development (GED), pass the High School Equivalency Test (HiSET), receive an adult education diploma, or earn a special education certificate of completion. | There is no corresponding one-year graduation rate report on DataQuest. |

| **Variable** | **California School Dashboard** | **DataQuest** |
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| **One-Year Graduation Count** | There is no corresponding comprehensive one-year graduation count on the Dashboard. | The **one-year graduation downloadable data file** has traditionally been a count of all students at all schools that graduate by receiving a regular high school diploma within the selected academic year regardless of grade or cohort. It is not a rate as there is not a definition of who is eligible and/or supposed to graduate in the given year. The one-year graduation counts are required for federal reporting. |
| **School and LEA Graduation Rate** | The combined four- and five-year graduation rate is calculated for all schools and LEAs. It includes students who graduated in four- years or five-years with a traditional high school diploma in the selected academic year. These graduates are:   * Fourth-year graduates from the most current graduation class, and * Fifth-year graduates from the prior graduation class   At the LEA level, the rate only includes students from traditional and DASS schools. It does not include students from charter schools. | The **four-year Adjusted Cohort Graduation Rate (ACGR)** is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. It contains students from all schools within the LEA – traditional, DASS, charter, non-charter.  There is no comparable “combined” or “blended” graduation rate report on DataQuest. |

| **Variable** | **California School Dashboard** | **DataQuest** |
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| **Five-Year Graduation Rate** | The five-year graduation rateis reported on the Dashboard for all schools and LEAs for informational purposes only.  For the school level rate, the numerator is the number of students from the previous year four-year cohort who graduate from high school within five years with a regular high school diploma, as well as any cohort student transferring from another entity during the selected year that ultimately graduates in year 5. The denominator is the number of students who form the previous year four-year adjusted cohort for the graduating class, as well as any cohort student transferring from another entity in year 5 that subsequently graduate. It is possible for a student to be in two cohorts. A student who transfers from their final four-year cohort school or LEA to another school or LEA in year 5, will be added to the cohort of the receiving school or LEA *ONLY* if they graduate in year 5.  At the LEA level, the rate only includes students from traditional and DASS schools. It does not include students from charter schools. | The **five-year cohort graduation rate** is a comprehensive calculation of students graduating within 5 years of starting grade nine. The numerator is the number of students from the previous year four-year cohort who graduate from high school within five years with a regular high school diploma, as well as any cohort student transferring from another entity during the selected year that ultimately graduates in year 5. The denominator is the number of students who form the previous year four-year adjusted cohort for the graduating class, as well as any cohort student transferring from another entity in year 5 that subsequently graduate. It is possible for a student to be in two cohorts. A student who transfers from their final four-year cohort school or LEA to another school or LEA in year 5 will be added to the cohort of the receiving school or LEA *ONLY* if they graduate in year 5 and remain in the cohort of the sending school regardless of outcome in year 5. |

| **Variable** | **California School Dashboard** | **DataQuest** |
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| **Chronic Absenteeism** | The chronic absenteeism rateis the unduplicated count of students who were absent for 10 percent or more of their enrollment divided by the total count of students eligible to be considered chronically absent at the school or LEA. Students who are enrolled less than 31 instructional days at the selected school or LEA are not eligible to be considered chronically absent and are not included in the calculation. The rate is calculated by looking at the number of “expected days to attend” that LEAs submit for each student in the California Longitudinal Pupil Achievement Data System (CALPADS). Students with an exempt status are also removed from chronic absenteeism eligibility. Students are considered to be exempt if they receive instruction through a home or hospital instructional setting or are attending community college full-time. They are also considered exempt if they are enrolled in a Non-Public, Non-Sectarian School (NPS) except for students with disabilities who have a District of Special Education Accountability (DSEA)  At the LEA level, the rate only includes students from traditional and DASS schools. It does not include students from charter schools.  The Dashboard reports chronic absenteeism results for schools and districts that serve students in grades Kindergarten through grade eight. | The DataQuest reports for chronic absenteeism use the same business rules as the Dashboard.  The DataQuest reports show chronic absenteeism results for schools and districts that serve students in all grades (Kindergarten through grade twelve). Filters are also available to select certain grade spans. |

| **Variable** | **California School Dashboard** | **DataQuest** |
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| **Suspension Rate** | The suspension rateis the unduplicated count of students suspended for **at least one day** divided by the cumulative enrollment at the school or LEA. Students who have an aggregate suspension duration of one **full day** (i.e., their total suspension duration equaled 1.0 or more days) are ***included*** in the calculation of the suspension rate.  Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or LEA.  At the LEA-level only:   * Students with disabilities at a NPS school who have a DSEA are included. Otherwise, they are excluded. * Students from traditional and DASS schools are included. It does not include students from charter schools. | The suspension rate for DataQuest is the unduplicated count of students suspended for any duration of time (partial day or full day), divided by the cumulative enrollment at the selected school or LEA. Students who have any suspensions, regardless of length of suspension length will be included in the calculation of the suspension rate.  Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. |

| **Variable** | **California School Dashboard** | **Test Results for California’s Assessments** |
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| **CAASPP Test Results and Academic Indicators** | The Dashboard reports two data components for English language arts/literacy and mathematics:   1. **Participation rate**, which is *only calculated for Dashboard purposes,* reflects the rate of students who took the test during the testing window. For the Dashboard, this window starts when the first student at a school takes a test. This window also includes the application of grace periods, which hold a school/LEA harmless when there is inadequate time to administer the assessments, and 2. **Distance from Standard (DFS)**, which measures the distance of the student’s score to the standard met achievement level. This includes only students who are continuously enrolled at the school or LEA. Students are considered continuously enrolled if they were enrolled at the school or LEA from census day to when the student logged on to the test without a gap of more than 30 calendar days. Additionally, because the Every Student Succeeds Act requires 95 percent participation on the assessments, LEAs, schools, and student groups that do not meet the 95 percent participation goal will see a decrease in their average DFS.   The demographics of the students is a certified snapshot of the student profile from the end of year CALPADS submission.  At the LEA level, the rate only includes students from traditional and DASS schools. It does not include students from charter schools. | The **Test Results for California's Assessments** web site (<https://caaspp-elpac.ets.org/caaspp/>), which can also be accessed through DataQuest, reports results based on all students who took the test regardless of the number of days enrolled at the tested school. LEAs can access:   1. **Counts of Tested Students,** which reflect the *total* number of students who took a test at a given school. 2. **Achievement Level Results,** which reflect the number and percent of students in each level (i.e., four levels for the Smarter Balanced Summative Assessments and three levels for the CAAs).   Most of the demographics of students are from a snapshot of the student profile at the end of the selected testing window for the entity. However, the following “for testing” demographics are captured at the time the student accesses their first summative test (CAASPP or ELPAC):   * Date of Birth * Grade * Primary Disability Type * IDEA Indicator * Economic Disadvantage Status |

| **Variable** | **California School Dashboard** | **ELPAC** |
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| **English Language Proficiency Assessments for California (ELPAC) and English Learner Progress Indicator (ELPI)** | The Dashboard reports two data components for the ELPI:   1. **Participation rate**, which is *only calculated for Dashboard purposes,* reflects the rate of English learner students who took the ELPAC Summative Assessment during the testing window (i.e., February 1 to May 31), and 2. **ELPI,** which measures the rate a school or district is moving their EL students towards English language proficiency. EL students are included at the school/district they tested at for the current ELPAC Summative Assessment. Schools and districts that do not test at least 95 percent of their EL students on the ELPAC Summative Assessment are automatically assigned a “Low” ELPI Status.   At the LEA level, the rate only includes students from traditional and DASS schools. It does not include students from charter schools. | The **Test Results for California's Assessments** web site (<https://caaspp-elpac.ets.org/elpac/>), which can also be accessed through DataQuest. LEAs can access:   1. **Counts of Tested Students,** which reflect the *total* number of EL students who took the ELPAC Summative Assessment a test at a given school or district. 2. **Performance Level Results,** which reflect the number and percent of students at each overall performance level (i.e., four levels), at each Composite (i.e., Oral and Written), and at each domain (i.e., Oral – Speaking & Listening and Written – Reading & Writing).   <https://caaspp-elpac.ets.org/caaspp/> |