# 2022 Dashboard Fall Webinar Series—2 of 4: Graduation Rate and College/Career Indicators

California Department of Education | November 2022

## Welcome

The webinar recording and Notetaking Guide will be available in December 2022 on the California Department of Education (CDE) Dashboard Communications Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>.

### Agenda

* Overview of the Dashboard
* General Rules About the Dashboard
* Graduation Rate Indicator
* College/Career Indicator
* Contacting Us
* Questions and Answers

## Overview of the Dashboard

The California School Dashboard (Dashboard) is an online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The goal of the Dashboard is to help communities across the state access important information about students in kindergarten through grade twelve.

### State Measures

The Dashboard features six state measures that provide important information on how LEAs and schools are serving their students. The information used for these measures are based on data collected statewide.

* Academic Performance, which includes measures for both English language arts/literacy (ELA) and mathematics
* Chronic Absenteeism
* College/Career Readiness
* English Learner Progress
* Graduation Rate
* Suspension Rate Measures

The College/Career Readiness measure is not reported on the 2022 Dashboard. This is due to the flexibility in statewide testing allowable during the 2020–21 school year.

### A Measurement of Performance

The measurement of performance for LEAs, schools and student groups on the Dashboard is done by looking at two years of data.

* Current Year Data indicates **Status**.
* A comparison between Current and Prior Year’s Data indicates **Change**.

It is the combination of Status and Change that determines color performance on the Dashboard, and is designated by receiving a color, ranging from red at the lowest performance level to blue at the highest performance level.

### What Can I Expect from the 2022 Dashboard?

* It will look different.
* There are updates and changes...but it will mostly stay the same!

### No Performance Colors on the Dashboard This Year

The Dashboard will look different in 2022. The gauges reflecting performance colors (i.e., red, orange, yellow, green, and blue) will not be displayed.

### Status Only

Due to requirements under Assembly Bill 130 (AB130), the CDE can only display the most current year of data (also known as Status) on the 2022 Dashboard.

### Reporting Current Year Data Only

There will be **no prior year data**. Therefore, **no Change** data in student performance will be available on the 2022 Dashboard. (Change equals improvement or lack of improvement from the previous year.) Since there is no data from the prior year, Change is not reported on the 2022 Dashboard.

Refer to the Reporting Current Year Data Only on the Dashboard Flyer for more details about this year's "Status Only" Dashboard display on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/reportcurrentyear22.pdf>.

### Five Status Levels

The 2022 Dashboard will report which of the five Status levels each LEA, school, and student group will receive.

The five Status levels will be represented by “cell phone bar” graphics on the Dashboard. For example, a Status of Very High will be reflected by five bars that are colored in purple. A Status of Very Low will be reflected by five bars that have only one bar colored in purple.

To access more information on the State Board of Education (SBE) approved cut scores that will be applied to each state indicator to determine each Status level, refer to the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>.

### The Color Purple

Because the reporting is so different for 2022, in lieu of reporting performance colors like in prior years, the 2022 Dashboard will be using purple.

## General Rules About the Dashboard

### District of Special Education Accountability (DSEA)

Beginning with the 2022 Dashboard, the DSEA rule will be applied to **all available state measures** for Students with Disabilities (SWDs) who receive special education services at another district or county office of education. These students are “sent back” to their district of residence or DSEA and included in the DSEA’s Dashboard. For example, the district where the student geographically resides is held accountable for the student’s graduation outcomes and that data is included in the district of residence’s Graduation Rate Indicator.

Note that this rule applies to **LEAs only.** All schools, including charter schools, are held accountable for all SWDs.

The DSEA rule has been applied since the 2020 reporting of the graduation rate and College/Career Indicator on the CDE School Dashboard Additional Reports web page at <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>.

For further information on the DSEA rule, refer to the Update to the District of Special Education Accountability for Students with Disabilities Flyer on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf>

### A Rule About Charter Schools

Because charter schools are treated as LEAs under the Local Control Funding Formula (LCFF), their data are not included in their authorizer’s Dashboard report.

### Accountability N-Size Thresholds

* **More than 30 students** in the Denominator: Graduation rate is reported on the Dashboard along with the Status level.
* Any LEA, school, or student group with more than 30 students in the denominator is held ***accountable*** for Differentiated Assistance (DA) at the LEA-level and Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI) at the school level.
* **Between 11 and 29 students** in the Denominator: Only the graduation rate is reported on the Dashboard.
* Any LEA, school, or student group with 11 to 29 students in the denominator is ***not held accountable*** for DA at the LEA-level and CSI/ATSI at the school-level.
* **Less than 11 students** in the Denominator**:** No data is reported on the Dashboard to protect students’ privacy.
* Any LEA, school, or student group with less than 11 students in the denominator is ***not held accountable*** for DA at the LEA-level and CSI/ATSI at the school-level.

### N-Size Exceptions

The N-Size Exception applies to **Foster Youth and** **Homeless student groups**. Foster Youth and Homeless student group N-size thresholds are different at LEA and school levels.

* LEA-level: N-size must be 15 or more students in the denominator to be reported on the Dashboard and held accountable.
* School-level: N-size must be 30 or more students in the denominator to be reported on the Dashboard and held accountable.

For this exception, **charter schools** are treated as schools (not LEAs). Therefore, charter schools will need 30 or more students in the denominator for Foster Youth and Homeless student groups to be held accountable.

## Graduation Rate

### What is the Graduation Rate Indicator?

This indicator represents the percentage of students who graduate high school within a specified timeframe with a high school diploma.

### Who Receives this Indicator?

Any district and school that serves grade twelve students (i.e., grades nine through twelve, grades seven through twelve, and kindergarten through grade twelve).

### Who is Counted in the Rate?

Students who are included in a cohort are counted in the rate.

### How Do Students Get in a Cohort?

When students first enroll in ninth grade, they become part of the denominator of a four-year graduation rate (the student becomes a part of a graduating class).

Students ***included*** in the **denominator** of the cohort include those who

* dropped out during the last four-year period;
* transferred into a school during the last four-year period;
* lost transfers (these are students who exited out of a school as a transfer, but never enrolled in another school by Fall Census Day); and
* transferred to an Adult Education Program or Community College. (Students who transfer to an adult education program or community college during their four or five years of high school without earning a regular high school diploma are included in the cohort [denominator] and counted as dropouts [excluded from the numerator]).

Some Students with Disabilities receive special education services specifically focused on the student’s transition from secondary education to career and college. These students who are marked with a “Y” in the “**Adult Age Students with Disabilities in Transition Status**” (field 1.34 from the California Longitudinal Pupil Achievement Data System [CALPADS] Student Enrollment [SENR] file) are ***also excluded*** from the denominator of the combined rate.

The following table identifies which students are ***excluded*** from the **denominator** of the cohort:

| CALPADS  Exit Category Code | Description |
| --- | --- |
| E130 | Died |
| T180 | Transfer to Private School |
| T200 | Transfer to a High School Out of California |
| T240 | Transfer/Emigrated out of the U.S. |
| T310 | Transfer to a health facility |
| T370 | Transfer to an Institution with a High School Diploma Program |
| T460 | Transfer to home school program |

### Who is Counted as a Graduate?

Only students who receive a standard high school diploma are counted as graduates.

* Due to the restrictions by the US Department of Education, students earning all other high school equivalency certificates and examinations (e.g., GED® and HiSET® and the California High School Proficiency Examination [CHSPE]) cannot be counted as graduates.

### When is the Cut Off Date?

For a student to be counted as a graduate in the current year, the student must graduate **by August 15**.

For the 2022 Dashboard:

* Class of 2022 must graduate by August 15, 2022, to be counted as a fourth-year graduate
* Class of 2021 must graduate by August 15, 2022, to be counted as a fifth-year graduate

Keep in mind that summer school students must graduate by August 15 to be counted as a graduate in the current year.

### Early Graduates

Students who graduate high school in less than four years are counted in the **original cohort** in which they began.

* Example: A grade eleven student graduated early in 2020–21 (after three years). Because the student belongs to the Class of 2022, even though the student receives a diploma a year early, the student will be included in Class of 2022.

### Transfer Students

When students transfer, the **last school** where a student is enrolled is held accountable for the students’ graduation outcomes.

### How is the Rate Calculated?

In July 2019, the SBE approved a combined four- and five-year graduation rate to provide additional credit to those LEAs and schools that graduate students in their fifth year.

### What is the Combined Graduation Rate?

The rate consists of two sets of students:

1. Students in the most current graduating class
2. Graduates in five years as part of the prior year graduating class

### Combined Graduation Rate Formula

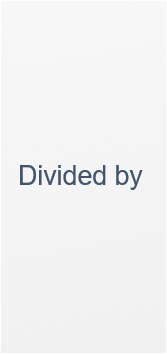
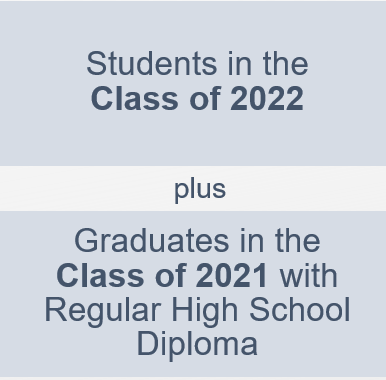
Calculation Formula for the 2022 Dashboard:

* Number of Students in Class of 2022 Who Earned a Regular High School Diploma with 4 years; **and**
* Number of Students from Class of 2021 Who Earned a Regular High School Diploma during their fifth year.

Divided by

* Total Number of Students in the Class of 2022; **and**
* Number of Students from Class of 2021 Who Earned a Regular High School Diploma during their fifth year.

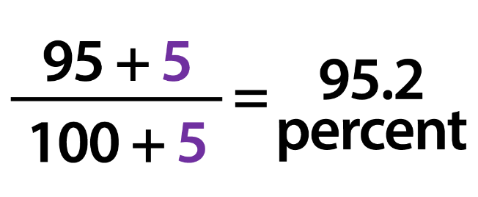
Refer to the graphic below:

#### Example of Calculating the Combined Graduation Rate

* For the Class of 2022, there were **95 graduates** out of **100 students** in the four-year cohort.
* For the Class of 2021, **five students** graduated in their fifth year (i.e., five-year cohort).

**The combined graduation rate is:**



### Differences Between Dashboard and DataQuest

Both the Dashboard and DataQuest report data on the graduation rate. However, different rules are used, which may cause differing results. The following table identifies the differences.

#### DataQuest

* reports the Four-Year Cohort Graduation Rates;
* uses filters to include/exclude charter schools for authorizers; and
* does not send Students with Disabilities’ data outcomes back to their district of residence. Rather, the Students with Disabilities are reported at the District of Attendance.

#### The Dashboard

* reports the Combined Four- and Five-Year Graduation Rates;
* excludes from authorizer’s results for Charter schools; and
* reports at the DSEA or the District of Residence for Students with Disabilities.

### Dashboard Alternative School Status (DASS)

On July 27, 2022, the US Department of Education declined California’s waiver request that would allow for the continued use of modified methods for DASS schools.

With this denial, beginning with the 2022 Dashboard, all schools—including DASS schools—will receive the combined four- and five-year graduation rate. This rate will also be used to determine schools eligible for support.

However, the DASS graduation rate will be reported on the CDE School Dashboard Additional Reports web page at <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp> for informational purposes in order to allow schools and LEAs to be able to conduct local analyses for planning purposes.

**Next Steps:** The CDE will continue to work with the SBE to consider available short-term and long-term options for DASS schools, including having conversations with the US Department of Education.

For more details, please refer to the CDE website August 2022 SBE Information Memorandum document at <https://www.cde.ca.gov/be/pn/im/documents/aug22memogad01.docx> and the September 2022 State Board of Education Agenda Item document at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx>.

### Can I still update my data for the Dashboard even though End-of-Year has closed?

No. The graduation rate data is extracted out of CALPADS immediately after End-of-Year (EOY) closes. Therefore, any updates made after EOY will not be reflected in the Dashboard.

The EOY for the 2022 Dashboard closed on September 16, 2022.

### Will the combined four- and five-year graduation rate be used for school support eligibility determinations for DASS schools?

The US Department of Education requires that the combined rate be used beginning with the 2022 Dashboard release.

### Need Additional Help with Graduation Rate?

#### Resources:

* CDE Graduation Rate Indicator web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardgrad.asp>
* CDE School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel/>

## College/Career Indicator (CCI)

### What is the CCI?

The CCI measures how well districts and schools are preparing its graduates for college/career. Specifically, the CCI measures the percent of graduates who are deemed “Prepared” for college and career.

### Who is Included in the CCI Results?

The same set of students in the Graduation Rate Indicator are used in the CCI.

This means these are the students included in the combined four- and five-year graduation rate (those who graduated in four years [as part of most current graduating class] and students that graduated in five years [as part of the prior year graduating class]).

### Earning Credit Towards the CCI

The CCIis unique because it tracks a student’s achievements throughout their high school career.

This means that a student can begin earning credit towards the CCI as early as ninth grade!

### Three CCI Levels

Students are placed in three levels:

* Prepared
* Approaching Prepared
* Not Prepared

View the preparedness criteria approved by the State Board of Education on the CDE website:

* Measures of College Readiness (PDF) at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.p>[df](https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf)
* Measure of Career Readiness (PDF) at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf>

### The CCI will not be on the 2022 Dashboard

During the 2020–21 school year, LEAs were required to administer the statewide summative assessment. However, if administering the statewide summative assessment was not the most viable option for the LEA (due to the COVID-19 pandemic), the LEA was allowed to report results from a different assessment that met the criteria established by the SBE. Therefore, while some statewide summative assessment results were available to use for the CCI, there were many schools and LEAs missing these scores. Because the Smarter Balanced Summative Assessment is both a standalone measure and a part of other compound measures in the CCI, the CDE is unable to determine which graduates in the 2021–22 school year met the prepared criteria.

### Where Can You find CCI Information for Your School?

While the CCI is not produced on the 2022 Dashboard, we will provide data on the CCI measures in the Additional Reports much like last year’s 2021 CCI Additional Report.

* This report will be coming in Spring 2023!
* College/Career Additional Report is available on CDE School Dashboard Additional Reports web page at <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>.

### Future Dashboards for the CCI

* For the 2023 Dashboard, only Status will be reported.
* For the 2024 Dashboard, Status, Change, and performance colors will be reported.

### Does the reporting of the CCI measure on the Additional Reports mean that we will be held accountable for this data?

No. The data reported in the CCI Additional Report is for informational purposes only.

### I heard that new measures may be added into the CCI. Is this true?

The CDE will continue to work with the CCI Work Group, Alternative Schools Task Force, Technical Design Group, and California Practitioners Advisory Group to review and analyze data on the following new measures to make recommendations to the SBE for potential inclusion beginning with the 2023 Dashboard:

* Internships
* Student-Led Enterprise
* Simulated Work-Based Learning
* Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualification Test (AFQT) Score

For details on these measures, refer to the CDE Work-Based Learning Measures for the CCI web page at <https://www.cde.ca.gov/ta/ac/cm/workbasedcci.asp>.

The CDE is also looking into the development of Civic Engagement and Industry Certifications with the aforementioned interest groups.

### Need Additional Help with the CCI?

#### Resources

* CDE College/Career Indicator web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardccr.asp>
* CDE School Dashboard Additional Reports web page at <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>

### Contacting Us

Email the Analysis, Measurement, and Accountability Reporting Division at [dashboard@cde.ca.gov](mailto:dashboard@cde.ca.gov).

Follow us on Twitter at @CDEDashboard!

### Questions and Answers

[Insert notes here.]