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# Graduation Rate for Schools with Dashboard Alternative School Status (DASS)



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# Dashboard Reports for DASS Schools

- All DASS schools, including county offices of education (COEs) that serve only DASS schools, receive a Dashboard report.
- Data from DASS schools are included in their local educational agency (LEA) Dashboard report.
  - **Exception:** Because charter schools are treated as LEAs under the local control funding formula (LCFF), DASS charter schools are not included in their authorizers' reports.

# Modified Methods for DASS Schools

- DASS schools are held accountable for **all** state indicators currently reported in the Dashboard.
- However, “modified methods” are used for to fairly evaluate the success and progress of alternative schools that serve high-risk students.
  - This includes a modified method for calculating the Graduation Rate Indicator for all DASS schools

# Modified Method for Graduation Rate Indicator

- The Dashboard uses a combined four- and five-year graduation rate for the Graduation Rate Indicator for non-alternative schools
- This measurement is not appropriate to evaluate DASS schools, which serve highly mobile and credit-deficient students
- As a result, the State Board of Education has approved a Grade 12 graduation rate for DASS schools, which was developed with stakeholder input and the California Advisory Task Force for Alternative Schools

# Grade 12 Graduation Rate for DASS Schools Only



# Combined Graduation Rate vs. DASS Graduation Rate

Students who are counted as **graduates** differ:

<b>Combined Graduation Rate</b> (Used for Graduation Rate Indicator)	<b>DASS Grade 12 Graduation Rate</b> (Modified Method Used for Graduation Rate Indicator)
<ul style="list-style-type: none"><li>• Standard diploma</li></ul>	<ul style="list-style-type: none"><li>• Standard diploma</li><li>• High School Equivalency certificate (i.e., GED, HiSET, and TASC*)</li><li>• Adult education diploma (issued by DASS schools)</li><li>• Early graduates (grade eleven students)</li><li>• California High School Proficiency Exam (CHSPE)</li><li>• Special Education Certificate of Completion (must be eligible to take the California Alternate Assessments)</li></ul> <p>*GED: General Educational Development; HiSET: High School Equivalency Test; TASC: Test Assessing Secondary Completion</p>

# Which Students Are Included in Numerator for the DASS Graduate Rates?

Must meet **all** of the following requirements:

1. Grade requirement
2. Diploma/certificate requirement
3. Enrollment days requirement

# Grade Requirement

Must be in grade twelve or eleven with a primary enrollment (status code 10) or short-term enrollment (status code 30) in CALPADS

Note: only grade eleven students are counted as early graduates



# Diploma/Certificate Requirements

To meet this requirement, a student must:

Standard diploma  
(includes the CHSPE)

OR

High school equivalency certificate (e.g., GED, HiSET, TASC\*)

OR

Special Education Certificate of Completion **if** eligible to take the the California Alternate Assessment

OR

An adult education high school diploma issued by the DASS school

\*Note: effective January 1, 2020, the TASC will no longer be available.

# Enrollment Days Requirement

Be in grade twelve and have primary or short term enrollment status in CALPADS. These students must:

- Be enrolled for at least 90 cumulative calendar days\* **prior to graduating**, with an enrollment gap  $\leq$  30 days

OR

Be a summer graduate in July, August, or September

- No minimum enrollment requirement

OR

Be a **graduate** who has the following status in CALPADS:

- Foster Youth,
- Homeless, or
- Grade 11

These students must:

- Be enrolled at least 30 cumulative calendar days\* **prior to graduating**, with an enrollment gap  $\leq$  30 days.

\*The count of cumulative calendar days includes both weekends and holidays.

# New Postsecondary/Transition Status Field

- Participation in a transition program are now collected in CALPADS:
  - **File:** Student Enrollment (SENR)
  - **Field:** Postsecondary/Transition Status Indicator
- To populate this field, a student must be 17 years or older, have a grade level of 12, and have a Special Education program record.
- Student participating in a transition program **will be removed** from both the numerator and denominator of the DASS graduation rate.
- This indicator should not be set to “Y” until AFTER the student’s initial cohort graduation year

# 90 Cumulative Calendar Days – Example 1

Harold, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school.



Enrolled for  
30 days

Exited for 5  
days

Re-enrolled  
for 20 days

Exited for 9  
days

Re-enrolled  
for 40 days

Because the total number of days enrolled was 90 days (30 + 20 + 40), and no single break in enrollment was equal to or greater than 30 days, Harold meets the 90 cumulative calendar day requirement.

# 90 Cumulative Calendar Days – Example 2

Jorge, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school.



Enrolled for  
30 days

Exited for  
31 days

Re-enrolled  
for 20 days

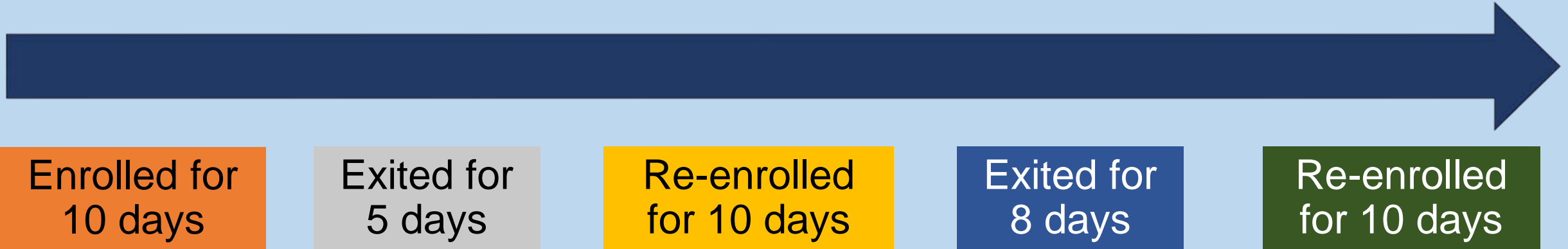
Exited for 4  
days

Re-enrolled  
for 40 days

Although Jorge has a total cumulative enrollment of 90 days (30 + 20 + 40), he had an enrollment gap **of 31 days**. Because the gap was greater than 30 days, we must begin counting again **after the gap**:  $20 + 40 = 60$ . The enrollment requirement is **not met**.

# 90 Cumulative Calendar Days – Example 3

Kendra, a grade twelve **Foster Youth** graduate, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school.



Because the total number of days enrolled was 30 days (10 + 10 + 10), and Kendra meets the 30 cumulative calendar day requirement.

# Summer Graduates

- Students who graduate between July 1 to August 15 are included in the current graduating class as a summer graduate:
  - A student who graduated on July 15, 2019 would be included in the graduating class of 2019.
- Students who graduate after August 15 are included in the next graduating class:
  - A student who graduated on August 16, 2019 would be included in the graduating class of 2020.

# Scenario 1: Determining a Graduate

Student	Enrollment	Counted as a Graduate?
<p>Albert is a grade twelve student.</p>	<p>He enrolls in a DASS school in March and stays enrolled for 80 days and then earns a standard diploma before exiting out of the school.</p>	<p>Albert is counted <b>neither</b> as a graduate <b>nor</b> a non-graduate at the DASS school. He is not included in the denominator. Because students must be enrolled for at least 90 cumulative calendar days <b>prior to <i>graduating</i></b>, Albert does not meet the criteria to be included in the calculations for the one-year graduation rate.</p> <p>However, if Albert was enrolled for at least 90-days in the district, he would be counted as a graduate at the district level.</p>



# Scenario 2: Summer School Graduate

Student	Enrollment	Counted as a Graduate?
<p>Brittany, a grade twelve student, enrolls in a DASS school during the first week of May.</p>	<p>By June 16, when the school year ends, she has not graduated. She enrolls in the school's summer school program on July 5 and receives a standard diploma on August 11.</p>	<p>Brittany is counted as a <b>graduate</b> at the DASS. Although Brittany does not have a total of 90 days of cumulative enrollment at the DASS school, she is still counted as a graduate because there is no enrollment requirement for summer school graduates.</p>

# Scenario 3: Foster Youth

Student	Enrollment	Counted as a Graduate?
<p>Baljeet is a <b>foster youth</b> student.</p>	<p>He enrolls in a DASS school on May 2 and earns a GED, on June 16, when the school year ends.</p>	<p>Baljeet is counted as a graduate at the DASS school because the criteria for graduates at DASS schools include passage of a California High School Equivalency Test (i.e., GED, HiSET, and TASC).</p> <p>Although Baljeet does not have a total of 90 days of cumulative enrollment at the DASS school, he is still counted as a graduate because the minimum enrollment for foster youth students is 30 cumulative calendar days.</p>

# Scenario 4: Enrollment Gap

Student	Enrollment	Counted as a Graduate?
Jorge is a grade twelve student.	He enrolls in a DASS school in September and exits in January. He reenters the same DASS school during the first week of May and graduates, with a GED, on June 16, when the school year ends.	Jorge is <b>not counted</b> in the school's graduation rate. Since the enrollment gap (between January and May) is more than 30 calendar days, he does not meet the enrollment requirement of 90 cumulative days.
Tierra is a grade twelve student.	She enrolls in a DASS school in September and exits in December. She reenters the same DASS school on March 1 and earns a GED, on June 16, when the school year ends.	Tierra is counted as a <b>graduate</b> at the DASS school because, although the enrollment gap is more than 30 calendar days, she has more than 90 cumulative days of enrollment after she reenters.

# Scenario 5: Graduating Before 90 Days

Student	Enrollment	Counted as a Graduate?
<p>Rachel is a grade twelve student.</p>	<p>She enrolls in a DASS school in September and earns her HiSET in mid-October and exits. She re-enrolls in January and remains at the school through June without earning a standard diploma.</p>	<p>Rachel is counted as <b>neither a graduate nor a non-graduate</b> at the DASS school. Although she received her HiSET at the school, she earned it before meeting the 90-day cumulative calendar enrollment requirement. She is excluded from the graduation rate calculation for the school.</p>

# Scenario 6: Counting Enrollment Days

Student	Enrollment	Counted as a Graduate?
<p>Darnell is a grade twelve student.</p>	<p>He enrolls in a DASS school in September for ten days. He then exits for twenty days. He reenters in the same DASS school and enrolls for 50 days. He exits again for 25 days. He reenrolls for the same DASS school for 30 days and does <b>not</b> earn a diploma or certificated.</p>	<p>Darnell is counted as a <b>non graduate</b> at the DASS school because: (1) he was enrolled at the school for 90 cumulative calendar days, and (2) each of his enrollment gaps was less than 30 days, and (3) he did not earn a diploma or certificate.</p>

# Student Transfers: Which School Is Held Accountable?

- If a student transfers between schools (i.e., between a traditional and DASS school or from one DASS school to another), only **the last school** is held accountable for student's graduation status.
  - If the last school of record is a DASS school, then it must meet all criteria for the DASS graduation rate.

# Scenario 7: Transfer to Traditional School

Student	School 1	School 2	Which Graduation Rate is the Student Attributed to?
<p>Marcie is a grade 12 student who enrolled in two schools during her senior year.</p>	<p>She enrolled in a DASS school for 120 days</p>	<p>She then transferred to a traditional school for the last 30 days* and received a <b>standard diploma</b>.</p>	<p>Marcie is included in the combined graduation rate for the <b>traditional school only</b> and is counted as a <b>graduate</b> (included in both numerator and denominator).</p>

\*Remember that there is no minimum enrollment requirements for traditional schools. The traditional school is accountable for the student's graduation status because that is last school that the student attended.

# Scenario 8: Transfer to Traditional School

Student	School 1	School 2	Which Graduation Rate is the Student Attributed to?
Gilbert is a grade 12 student who enrolled in two schools during his senior year.	He enrolled in a DASS school for 120 days	He then transferred to a traditional school for the last 30 days but <b>did not graduate.</b>	Gilbert is included in the four-year graduation rate for the <b>traditional school only</b> and is counted as a <b>non-graduate</b> (included in denominator only).



# Scenario 9: Transfer to DASS School

Student	School 1	School 2	Which Graduation Rate is the Student Attributed to?
Joe is a grade twelve student who completed his senior year at a traditional school.	Joe did not graduate at the end of his senior year.	Joe enrolled in summer school at a DASS school. In early August received a standard diploma.	Joe is counted as a <b>graduate</b> at the <b>DASS school</b> . (Reminder: There are no minimum day enrollment requirements for summer school.)

# Scenario 10: Multiple School Transfers

Student	School 1	School 2	School 3	Which Graduation Rate is the Student Attributed to?
<p>Aliya is a grade twelve student who transferred twice during her senior year.</p>	<p>For the first four months of the academic year, she was enrolled in a DASS school.</p>	<p>In December, she transferred to a traditional high school, where she was enrolled for 95 days.</p>	<p>In March, she transferred to a new DASS school for the remainder of the year (June 30) but did not graduate.</p>	<p>Since Aliya was enrolled at School 3 (a DASS school) for at least 90 cumulative calendar days, and it was the last school of record, School 3 is accountable. She is counted as a <b>non-graduate at School 3</b> (i.e., included in denominator but not numerator).</p>

# Scenario 11: Graduating Before Transfer

Student	School 1	School 2	School 3	Which Graduation Rate is the Student Attributed to?
<p>Marc is a grade twelve student who transferred twice during his senior year.</p>	<p>For the first four months of the academic year, he was enrolled in a traditional school.</p>	<p>In December, he transferred to a DASS school, and, after enrolling for 60 days, received a GED.</p>	<p>In February, he transferred to a new DASS school for the remainder of the year (June 30) and did not receive additional graduation certificates.</p>	<p>Although Marc received a GED at School 2, he was not enrolled there for 90 cumulative calendar days. Therefore, School 2 cannot count Marc as a graduate. School 3 is the last record of enrollment, and Marc was enrolled there for at least 90 cumulative days. Therefore, he is counted as a <b>non-graduate</b> at <b>School 3</b> (i.e., included in denominator but not numerator).</p>

# Which Students Are Excluded?

- The following students are **excluded** from the denominator of the DASS graduation rate:

Description	CALPADS Exit Code
Transfer to a private school	T180
Transfer to a school outside of California	T200
Transfer out of the U.S	T240
Transfer to a health facility	T310
Transfer to an institution with a high school diploma program	T370
Transfer to home school program	T460
Died	E130

# Inclusion Rules

- The following students are **kept** in the denominator of the DASS graduation rate to align with the federal audit finding for the four-year graduation cohort

Description	CALPADS Exit Code
Transfer to an adult education program <ul style="list-style-type: none"><li>• Note: if a student transfers from a DASS school to an adult education program (AEP) and graduates at the AEP, the DASS school will not receive credit for the graduate (i.e., student will not be included in the numerator of the DASS graduation rate).</li></ul>	T260
Transfer to college	T280

# Performance Levels (Colors) and Five-by-Five Colored Table

- To receive a performance level (or color), DASS schools must have at least **30 or more** students in both the current and prior year.
- In September 2018, the SBE approved a separate set of cut scores and five-by-five colored table for the DASS graduation rate.
  - Status is based on grade twelve students enrolled during the 2018–19 school year
  - Change is the difference between the grade twelve graduation rates for 2018–19 and 2017–18

# Incorporation of DASS Graduation Rate in District Dashboard

- When calculating district-level graduation rates, the DASS graduation rate will be included with the combined four- and five-year graduation rate (which is applied to comprehensive high schools):

Total number of students in the **Class of 2019** who graduated in four years + total number of students in the **Class of 2018** who graduated in five years + total number of 2019 DASS graduates

*divided by*

Total number of students in the **Class of 2019** + total number of students in the **Class of 2018** who graduated in five years + total number of students in the 2019 DASS graduation rate

# Common Questions about the DASS Graduation Rate: Non-Graduates

**Q:** How are non-graduates counted? Are they considered non-graduates each year that they are enrolled?

**A:** Only students who meet the DASS grade requirement (e.g., classified as Grade 12) and who are not participating in a postsecondary/transition program (i.e., students with disabilities) are included in the denominator of the graduation rate. If a school classifies a student as grade 12 in multiple years, the student could be counted as a non-graduate each year.



# Common Questions about the DASS Graduation Rate: Five-Year Graduates

**Q:** How are DASS students counted if they take five years to graduate? Is the combined four- and five-year graduation rate applied?

**A:** No. The combined rate does not apply to DASS schools. Only grade 12 students are included in the DASS graduation calculation. Therefore, it is recommended that students be placed in Grade 12 only when they have sufficient credits to graduate by the end of that school year. These students may be 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> year graduates.

# Methodology for Small Student Populations

# Small Student Populations

- Schools and districts with small student populations are more susceptible to large swings in the results.
- This can lead to an over-identification in both the **Red** and **Blue** performance levels, especially for:
  - Graduation Rate Indicator
  - Suspension Rate Indicator
  - Chronic Absenteeism Indicator
  - College/Career Indicator

# Adjusted Grid for Small Student Populations

- Condensed from five-by-five table to three-by-five table.
  - Removes “Increased Significantly” and “Declined Significantly” Change levels from performance level determinations.
- Applied when *N* size is **less than 150**.
  - For Graduation Rate Indicator, *N* = number of students in the combined four- and five-year graduation rate or the DASS graduation rate

# Colored Tables

## 5x5 N-Size 150 or Greater

Performance Level	Increased Significantly from Prior Year	Increased from Prior Year	Maintained from Prior Year	Declined from Prior Year	Declined Significantly from Prior Year
Very Low Current Year	N/A	Green	Blue	Blue	Blue
Low Current Year	Orange	Yellow	Green	Green	Blue
Medium Current Year	Orange	Orange	Yellow	Green	Green
High Current Year	Red	Orange	Orange	Yellow	Yellow
Very High Year	Red	Red	Red	Orange	Yellow

## 3x5

N-Size <150 (Graduation, Suspension, Chronic and CCI)

\*The Increased Significantly and Declined Significantly columns are highlighted and grayed out to show that they have been removed to form a new 3x5 grid.

Performance Level	*Increased Significantly from Prior Year	Increased from Prior Year	Maintained from Prior Year	Declined from Prior Year	*Declined Significantly from Prior Year
Very Low Current Year	*N/A	Green	Blue	Blue	*Blue
Low Current Year	*Orange	Yellow	Green	Green	*Blue
Medium Current Year	*Orange	Orange	Yellow	Green	*Green
High in Current Year	*Red	Orange	Orange	Yellow	*Yellow
Very High in Current Year	*Red	Red	Red	Orange	*Yellow

# **Modified Method for Other State Indicators**

# Other Modified Methods

- In 2018–19, the CDE collected new career measures in CALPADS for both DASS and non-DASS schools
  - CDE will work with the CCI Work Group and the Alternative Schools Task Force to determine how to incorporate these measures into the CCI for the 2020 Dashboard.
- Modification to the *Very Low* and *Low* Status levels for the Academic Indicator
  - Approved in September 2019 by the SBE

# DASS Resources

## DASS FAQs

- <https://www.cde.ca.gov/ta/ac/dassfaqs.asp>

## Dashboard Technical Guide

- <https://www.cde.ca.gov/ta/ac/cm/> (see Data Files and Guide tab)

## DASS Web Page

- <https://www.cde.ca.gov/ta/ac/dass.asp> (eligibility criteria, application form, active list of DASS schools)



# Contact Information

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