

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-amard-july19item01

# California State Board of Education July 2019 Agenda Item #01

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Recommended Action Regarding Implementation of a Combined Four- and Five-Year Graduation Rate for the Graduation Rate Indicator and the Application of the Three-by-Five Color Table to the College/Career Indicator, and an Update on the Federal Waiver and Identification of Schools Related to the English Learner Progress Indicator.

## Type of Action

Action, Information

## Summary of the Issue(s)

This item will present recommended changes to two state indicators—the Graduation Rate Indicator and the College/Career Indicator (CCI)—beginning with the 2019 California School Dashboard (Dashboard) and provide an update on the federal waiver and identification of schools related to the English Learner Progress Indicator (ELPI). Staff will present an overview of the new Dashboard Mobile Application, new College/Career Indicator and county-level reports, and discuss the additional website language translations planned for the 2019–20 school year.

## Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve: (1) a combined four- and five-year graduation rate for the Graduation Rate Indicator; and (2) the application of the three-by-five color table to the CCI.

## Brief History of Key Issues

### Combined Four- and Five-Year Graduation Rate

Currently, the Graduation Rate Indicator includes the four-year cohort graduation rate and the one-year Dashboard Alternative Schools Status (DASS) graduation rate. It does not capture the progress of students who take five years to graduate from high school. The SBE has expressed an interest in using the five-year cohort graduation rate as part of the Dashboard, as it could provide an opportunity for schools to demonstrate success with students who may need additional time to earn a regular high school diploma (e.g., students with disabilities, English learners [ELs], etc.).

The five-year graduation rate is intended to be a determination of the high school outcomes of the preceding four-year cohort *non-graduates* in year five. As such, it compares the outcomes of the same group of students one year later and offers schools and districts additional time and incentive to work with and provide support to those students who did not graduate within four years.

The Every Student Succeeds Act (ESSA) provides states the option to include a five-year graduation rate in the accountability system. However, states are required to set a more rigorous long-term goal for an extended-year adjusted cohort graduation rate (or five-year rate), as compared to the long-term goal set for the four-year cohort graduation rate. Based on a CDE review of the approved states plans for all 49 states and Puerto Rico, the U.S. Department of Education (ED) approved plans that created a combined four- and five-year graduation rate and used the same long-term goal. A summary of the review is provided in Appendix A. Based on the ED’s prior approval of five-year graduation rates (<https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>), using a combined rate would allow California to take the five-year graduation rate into account without having to create a separate long-term goal, add an additional indicator, and/or another five-by-five colored table.

The CDE prepared several simulations, using graduation data from both the Class of 2018 (i.e., students graduating within four years) and the Class of 2017 (i.e., students graduating in four years plus students who graduated in the five years). Distributions and analyses are provided in Attachment 1.

### Application of the Three-by-Five Color Table to the CCI

Application of the three-by-five color table results in a refiguring of the performance level tables by removing two Change levels—Increased Significantly and Decreased Significantly—and thus limiting extreme changes in small student populations. This methodology, which limits large swings in the Change data that can be triggered by just a few students, has been approved for three state indicators:

* Graduation Rate Indicator: Applied if 149 or fewer students are in the graduating cohort
* Suspension Rate Indicator: Applied if 149 or fewer students are cumulatively enrolled
* Chronic Absenteeism Indicator: Applied if 149 or fewer students are enrolled

The CDE proposes that, beginning with the 2019 Dashboard, the three-by-five methodology be applied to the CCI, which is based on the same cohort of students used in the calculations for the Graduation Rate Indicator. The impact of this proposed change is shown in Attachment 2.

### Every Student Succeeds Act Waiver and Identification of Schools Related to the English Learner Progress Indicator

At the July SBE meeting, staff will update the SBE on two issues related the ELPI under the ESSA.

*Waiver*

As described in more detail in an April 2019 information memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-gad-lao-apr19item02.docx>), the CDE and the SBE received a final determination of disapproval letter from the ED related to California’s request for a waiver, which had overwhelming support from California stakeholders, to allow the inclusion of: (1) reclassified fluent English proficient (RFEP) students in the ELPI; and (2) an additional weight in the ELPI calculation for long-term English Learners (LTEL) who advanced at least one level on California’s English Proficiency assessment. This final determination represents the final step in the waiver process, and there are not further appeals available.

*Identification of Schools*

As described in more detail in a June 2019 information memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-gacsb-gad-jun19item02.docx>), the ED sent a letter to the SBE and CDE with notification that they had designated California’s Title I, Part A grant award as “high risk”. This is essentially a condition on the Title I, Part A grant for the 2018-19 school year. It requires that California calculate the ELPI and use it for school identification in 2019-20, which California had committed to doing before ED raised this issue. The SBE and CDE sent a response letter dated June 13, 2019, arguing that this designation is unnecessary as California provided the ED in December 2018 with a proposed Amendment to the ESSA State Plan detailing our commitment to incorporate the ELPI into the identification of CSI and ATSI schools for the 2019–20 school year, which is the specific condition that ED noted as necessary to remove the high-risk determination on the Title I grant.

## Summary of Previous State Board of Education Discussion and Action

### Combined Four- and Five-Year Graduation Rate

At the March 2018 SBE meeting, the CDE provided an update on the development of the work to incorporate the five-year graduation rate into the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In an August 2018 Information Memorandum, the CDE presented a set of recommended business rules for calculating a five-year graduation rate. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>).

At the March 2019 SBE meeting, the CDE outlined five options for incorporating the five-year graduation rate into the 2019 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>)

### Application of the Three-by-Five Color Table to the CCI

In September 2017, the SBE approved an alternative methodology—known as the “Three-by-Five” color grid—for assigning performance levels to local education agencies (LEAs) or schools that serve small student populations (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In July 2018, the SBE approved that the methodology also be applied at the student group level for the graduation rate and suspension rate indicators (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

At the November 2018 meeting, the SBE approved applying this methodology to the Chronic Absenteeism Indicator (reported for the first time in the 2018 Dashboard), when 149 or fewer students are enrolled (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>).

At the March 2019 SBE meeting, the CDE proposed that, beginning with the 2019 Dashboard, the three-by-five methodology be applied to the CCI (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>). This proposal was made because the CCI is based on the same cohort of students used in the calculations for the Graduation Rate Indicator, which already applies the three-by-five table to small student populations. The proposal receives the support of the Technical Design Group.

# Federal Waiver and Identification of Schools Related to the English Learner Progress Indicator

*Waiver*

At the April 2018 SBE meeting, the SBE directed the CDE to request an ESSA waiver from the ED regarding the inclusion of RFEPs and LTELs in the ELPI (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>).

In an October 2018 Information Memorandum to the SBE, the CDE provided an update with a detailed summary to the SBE on the ELPI waiver in the October 2018 Information Memorandum (<https://www.cde.ca.gov/be/pn/im/infomemooct2018.asp>). This memorandum includes copies of the correspondence between the CDE and the ED through October 2018.

In an April 2019 Information Memorandum to the SBE, the CDE updated the SBE with the ED’s final determination of disapproval letter (<https://www.cde.ca.gov/be/pn/im/documents/memo-gad-lao-apr19item02.docx>). This decision by the ED represents the final step in the waiver process under the ESSA.

*Identification of Schools*

A June 2019 Information Memorandum to the SBE provides information about the ED’s designation of California’s Title I, Part A grant award as “high risk”. (<https://www.cde.ca.gov/be/pn/im/documents/memo-gacsb-gad-jun19item02.docx>). The ED’s rationale for this designation is that California did not include the Progress in the Achieving English Language Proficiency Indicator (known as the ELPI) in its system of annual meaningful differentiation pursuant to the ESSA. Included in the Memorandum are several pieces of correspondence that contains both the history and substantial background on this issue.

## Fiscal Analysis (as appropriate)

The 2018–19 state budget funds the Proposition 98 Minimum Guarantee at $78.4 billion. This reflects state funding of $54.9 billion and local funding of $23.5 billion, accounting for $11,631 in transitional kindergarten through grade twelve per-pupil funding. The budget package fully funds the Local Control Funding Formula (LCFF) two years ahead of the estimated time frame for implementation. Additionally, the 2018–19 state budget provided $50,000 to the San Joaquin Office of Education to develop a Mobile Application for the Dashboard.

## Attachment(s)

Attachment 1: Implementing a Combined Four-and Five-Year Graduation Rate for the Graduation Rate Indicator (11 Pages)

Attachment 2: Applying the Three-by-Five Color Table to the College/Career Indicator   
(4 Pages)

Attachment 3: Update on the Waiver and Identification of Schools Related to the English Learner Progress Indicator (1 Page)

Attachment 4: California School Dashboard Educational Outreach Activities   
(9 Pages)

Appendix A: Summary of States’ Graduation Rate Methods (3 Pages)

Appendix B Detailed Description for Three-by-Five Color Table for the College Career Indicator—to Meet Section 508 of the Federal Rehabilitation Act of 1973 Requirements (1 Page)

# Attachment 1

**Implementing a Combined Four- and Five-Year Graduation Rate for the Graduation Rate Indicator**

Currently, the Graduation Rate Indicator includes the four-year cohort graduation rate and the one-year Dashboard Alternative Schools Status (DASS) graduation rate. It does not capture the progress of students who take five years to graduate from high school. The State Board of Education (SBE) previously expressed an interest in using the five-year cohort graduation rate as part of the California School Dashboard (Dashboard), as it could provide an opportunity for schools to demonstrate success with students who may need additional time to earn a regular high school diploma (e.g., students with disabilities [SWD], English learners, etc.). The addition of a five-year graduation rate may also incentivize local educational agencies that currently do not offer students the opportunity to remain at a comprehensive high school for an additional year to develop programs that provide more time for students to earn a regular high school diploma when necessary.

The Every Student Succeeds Act (ESSA) provides states the option to include a five-year graduation rate in the accountability system: however, states are required to set a more rigorous long-term goal for an extended-year adjusted cohort graduation rate (or five-year rate), as compared to the long-term goal set for the four-year cohort graduation rate. Because no national reviews contained the detailed information needed regarding the five-year graduation rate methodologies implemented by other states, California Department of Education (CDE) staff reviewed the approved states plans for all 49 states and Puerto Rico to obtain this information (<https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>). See Appendix A for a summary of the states’ graduation rate methods.

The review revealed that the U.S. Department of Education (ED) approved plans that create a combined four- and five-year graduation rate (e.g., simple or weighted average) and use the same long-term goal. Based on the ED’s prior approval of five-year graduation rates, using a combined rate would allow California to take the five-year graduation rate into account without having to create a separate long-term goal, which would require another set of Status cut scores along with a new five-by-five colored table and the creation of an additional high school indicator.

Because schools with DASS have their Graduation Rate Indicator calculated using the grade twelve one-year graduation rate, the five-year graduation rate will only be applied to non-alternative schools.

The five-year graduation rate is intended to be a determination of the high school outcomes of the preceding four-year cohort *non-graduates* in year five. As such, it compares the outcomes of the same group of students one year later and offers schools and districts with additional time and incentive to work with and provide support to those students who did not graduate within four years.

At the March 2018 SBE meeting, the CDE provided an update on the development of the work to incorporate the five-year graduation rate into the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In an August 2018 Information Memorandum, the CDE presented a set of recommended business rules for calculating a five-year graduation rate(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>).

At the March 2019 SBE meeting, the CDE outlined the following five options for incorporating the five-year graduation rate into the 2019 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>):

1. Provide a performance level (color) for the four-year cohort graduation rate only and continue to report the five-year graduation rate for informative data only.
2. Calculate a simple average for the four- and five-year cohort graduation rates. A simple average provides the same weight to all four and five year graduates.
3. Calculate a weighted average for the four- and five-year cohort graduation rates. This method provides more weight to students who graduate in four years (e.g., 2/3) rather than five years (e.g., 1/3).
4. Report both the four- and five-year cohort graduation rates on the Dashboard and assign the performance level (color) to the higher of the two rates. In order to continue to use the most recent data available, two different cohorts would be compared (the Class of 2019 four-year graduates and the Class of 2018 four-year graduates plus five-year graduates).
5. Add the number of students who graduated in five years to the numerator and denominator of the four-year cohort rate.

The CDE prepared several simulations, using graduation data from both the Class of 2018 (i.e., students graduating within four years) and the Class of 2017 (i.e., students graduating in four years plus students who graduated in the five years). Option 1 was ruled out because only reporting the data does not provide the same incentive for schools to keep students for an additional year if needed to earn a standard diploma. Options 2 and 3 (simple and weighted averages) were ruled out because the data simulations revealed they produced no clear or consistent patterns of difference between the four- and five-year rates for local educational agencies (LEAs), regardless of whether the LEA had a low performance color (red or orange) or high performance color (blue or green) for the 2018 four-year cohort rate: About 40 percent of LEAs had negative differences in graduation rates, and about 60 percent had positive differences in graduation rates when the two rates were averaged. Moreover, both the simple and weighted averages resulted in lower graduation rates for a significant number of schools, simply due to the fact of combining two different groups of students from two graduating classes. Option 4 was ruled out because assigning colors to the higher graduation rate (four-year vs. five-year) results in some LEAs and schools with very low four-year graduation rates to receive substantially higher performance levels based on the five-year rates. For example, an LEA with a four-year graduation rate of 57.7 percent and a five-year graduation rate of 97.4 percent would move from a very low status to a very high status.

At its August 2018 meeting, the Technical Design Group (TDG) recommended that the five-year graduation rate be incorporated into the performance determination for the Graduation Rate Indicator. One option of interest was to use the four-year cohort graduation rate as the base, but provide additional credit for any five-year students from the previous year’s cohort. An example of this option is provided below:

*At Emerald High School, there are 100 students in the Class of 2018 (the four-year graduation cohort). Of these 100 students, 95 graduated within four years (e.g., by spring 2018). In addition, five students from the previous year’s four-year graduation cohort (Class of 2017) graduated at the end of 2017–18 school year. These five students are therefore counted in the five-year graduation rate.*

*To produce a combined graduation rate for the four- and five-year graduates for 2018, we first add the number of graduates in both cohorts: 95 + 5 = 100.*

*This number is the numerator of the combined rate.*

*The denominator is the sum of the 2018 four-year graduation cohort and the additional five-year graduates from the previous year’s cohort: 100 + 5 = 105.*

*The combined rate is 95.2 percent (100/105).*

At its February 2019 meeting, the TDG requested that the CDE conduct data analyses to allow for comparisons between:

* A combined graduation rate: Students who graduated from the Class of 2018 in four years, plus students from the Class of 2017 who graduated in five years.
* The four-year graduation rate (i.e., Graduates from the Class of 2018).

School-level distributions for the combined and four-year graduation rates are presented in Table 1, below. The impact of the combined rate is more pronounced in the lower percentiles for schools.

**Table 1**

**School Level Analyses for Graduation Rates**

**The Combined Graduation Rate vs. The 2017–18 Four-Year Cohort Rate**

| **Percentile** | **Combined Rate** | **Four-year Rate** | **Difference Between the Two Rates** |
| --- | --- | --- | --- |
| **5** | 64.6 | 61.9 | 2.7 |
| **10** | 76.3 | 74.3 | 2.0 |
| **15** | 82.1 | 81.5 | 0.6 |
| **20** | 85.1 | 84.8 | 0.3 |
| **25** | 87.4 | 87.1 | 0.3 |
| **30** | 89.0 | 88.8 | 0.1 |
| **35** | 90.2 | 90.1 | 0.1 |
| **40** | 91.4 | 91.3 | 0.0 |
| **45** | 92.6 | 92.6 | 0.1 |
| **50** | 93.4 | 93.4 | 0.1 |
| **55** | 94.0 | 94.0 | 0.0 |
| **60** | 94.6 | 94.6 | 0.1 |
| **65** | 95.3 | 95.2 | 0.0 |
| **70** | 95.9 | 95.9 | 0.0 |
| **75** | 96.5 | 96.4 | 0.0 |
| **80** | 97.0 | 97.0 | 0.0 |
| **85** | 97.6 | 97.5 | 0.0 |
| **90** | 98.1 | 98.1 | 0.0 |
| **95** | 99.0 | 99.0 | 0.0 |

*Note: School graduation rate distribution analysis includes only non-DASS (traditional and charter) schools. There are a total of 1,418 schools with 30 or more students.*

Comparisons between charter and non-charter schools are presented in Table 2. In the lower percentiles, charter schools benefit more from the combined rate than non-charter schools.

**Table 2**

**Charter Schools vs. Non-Charter Schools and the Combined Graduation Rate vs. the 2017–18 Four-Year Cohort Rate**

**School Level Analyses**

| **Percentile** | **Non-Charter Combined Rate** | **Non-Charter**  **Four-year Rate** | **Non-Charter**  **Difference Between the Two Rates** | **Charter Combined Rate** | **Charter**  **Four-year Rate** | **Charter**  **Difference Between the Two Rates** |
| --- | --- | --- | --- | --- | --- | --- |
| **5** | 71.7 | 70.5 | **1.2** | 47.2 | 42.6 | **4.6** |
| **10** | 80.5 | 80.4 | **0.1** | 61.3 | 58.7 | **2.6** |
| **15** | 84.7 | 84.4 | **0.3** | 68.6 | 66.2 | **2.4** |
| **20** | 87.1 | 87.0 | **0.1** | 75.8 | 74.1 | **1.7** |
| **25** | 88.6 | 88.5 | **0.1** | 79.2 | 78.3 | **0.9** |
| **30** | 90.1 | 90.0 | **0.1** | 82.9 | 82.5 | **0.4** |
| **35** | 91.3 | 91.3 | **0.1** | 85.0 | 84.0 | **1.0** |
| **40** | 92.5 | 92.5 | **0.0** | 87.3 | 86.9 | **0.4** |
| **45** | 93.3 | 93.3 | **0.1** | 89.3 | 89.0 | **0.3** |
| **50** | 93.9 | 93.8 | **0.0** | 90.1 | 89.8 | **0.2** |
| **55** | 94.4 | 94.3 | **0.0** | 91.2 | 91.0 | **0.2** |
| **60** | 94.9 | 94.9 | **0.0** | 92.6 | 92.6 | **0.0** |
| **65** | 95.5 | 95.5 | **0.0** | 93.7 | 93.6 | **0.1** |
| **70** | 96.0 | 96.0 | **0.0** | 95.0 | 94.9 | **0.0** |
| **75** | 96.5 | 96.5 | **0.0** | 96.2 | 96.2 | **0.0** |
| **80** | 97.0 | 96.9 | **0.0** | 97.3 | 97.3 | **0.0** |
| **85** | 97.4 | 97.4 | **0.0** | 98.1 | 98.1 | **0.0** |
| **90** | 98.0 | 98.0 | **0.0** | 98.7 | 98.7 | **0.0** |
| **95** | 98.8 | 98.8 | **0.0** | 100.0 | 100.0 | **0.0** |

*Note: The total number of schools with 30 or more students: charter schools = 312 and non-charter schools = 1,106.*

Comparisons between small and large schools are presented in Table 3. Small schools see larger increases in graduation rates in the lower percentiles with the combined rate. This result is expected due to the impact that only a few students can have on smaller n-sizes.

Table **3**

**School Comparison**

**Small vs. Large and the Combined Graduation Rate vs. the 2017–18 Four-Year Cohort Graduation Rate**

| **Percentile** | **Large**  **Combined Rate** | **Large**  **Four-Year Rate** | **Large**  **Difference Between the Two Rates** | **Small**  **Combined Rate:** | **Small**  **Four-Year Rate** | **Small**  **Difference**  **Between the Two Rates** |
| --- | --- | --- | --- | --- | --- | --- |
| **5** | 79.9 | 79.3 | **0.6** | 53.1 | 47.4 | **5.7** |
| **10** | 84.4 | 84.0 | **0.4** | 62.5 | 61.0 | **1.5** |
| **15** | 87.0 | 86.8 | **0.2** | 70.7 | 68.4 | **2.3** |
| **20** | 88.4 | 88.2 | **0.2** | 75.6 | 73.7 | **1.9** |
| **25** | 89.6 | 89.5 | **0.1** | 79.2 | 78.0 | **1.2** |
| **30** | 90.8 | 90.7 | **0.1** | 82.8 | 82.5 | **0.3** |
| **35** | 92.0 | 91.9 | **0.1** | 85.3 | 84.7 | **0.6** |
| **40** | 92.9 | 92.8 | **0.0** | 87.8 | 87.5 | **0.3** |
| **45** | 93.5 | 93.4 | **0.0** | 89.7 | 89.5 | **0.1** |
| **50** | 94.0 | 94.0 | **0.0** | 91.1 | 90.9 | **0.2** |
| **55** | 94.5 | 94.5 | **0.0** | 92.5 | 92.5 | **0.0** |
| **60** | 95.0 | 95.0 | **0.1** | 93.8 | 93.7 | **0.1** |
| **65** | 95.5 | 95.5 | **0.0** | 94.4 | 94.4 | **0.1** |
| **70** | 96.1 | 96.0 | **0.0** | 95.6 | 95.5 | **0.1** |
| **75** | 96.4 | 96.4 | **0.0** | 96.5 | 96.5 | **0.0** |
| **80** | 96.9 | 96.9 | **0.0** | 97.2 | 97.2 | **0.0** |
| **85** | 97.4 | 97.4 | **0.0** | 98.0 | 98.0 | **0.0** |
| **90** | 97.9 | 97.9 | **0.0** | 98.7 | 98.7 | **0.0** |
| **95** | 98.7 | 98.6 | **0.0** | 100.0 | 100.0 | **0.0** |

*Note for Table 3: Large schools are defined as having 150 or more students. The total number of large schools = 876. Small schools are defined as having less than 150 students. The total number of small school = 542. The four-year graduation rate is based on the 2017–18 graduation cohort.*

District-level distributions for the combined and four-year graduation rates are presented in Table 4. The impact of the combined rate is more pronounced in the lower percentiles.

**Table 4**

**District Level Graduation Rates Analyses: The Combined Graduation Rate vs. the 2017–18 Four-Year Cohort Rate**

| **Percentile** | **Combined Rate** | **Four-Year Rate** | **Difference Between the Two Rates** |
| --- | --- | --- | --- |
| **5** | 62.0 | 59.4 | 2.7 |
| **10** | 76.2 | 74.6 | 1.6 |
| **15** | 81.3 | 81.1 | 0.3 |
| **20** | 84.6 | 83.6 | 1.0 |
| **25** | 86.3 | 86.0 | 0.3 |
| **30** | 88.1 | 87.9 | 0.2 |
| **35** | 89.4 | 89.3 | 0.1 |
| **40** | 90.2 | 90.1 | 0.1 |
| **45** | 90.9 | 90.8 | 0.1 |
| **50** | 91.6 | 91.6 | 0.0 |
| **55** | 92.5 | 92.4 | 0.1 |
| **60** | 93.3 | 93.2 | 0.1 |
| **65** | 94.1 | 94.1 | 0.0 |
| **70** | 94.7 | 94.7 | 0.0 |
| **75** | 95.5 | 95.4 | 0.1 |
| **80** | 96.1 | 96.1 | 0.0 |
| **85** | 96.9 | 96.8 | 0.0 |
| **90** | 97.8 | 97.8 | 0.0 |
| **95** | 98.9 | 98.9 | 0.0 |

*Note: LEA graduation rate distribution analysis includes districts and non-DASS charter schools (i.e., counties are excluded).*

Comparisons between large and small districts are presented in Table 5. Small districts see larger increases in graduation rates in the lower percentiles with the combined rate, due to the impact that only a few students can make on smaller n-sizes.

**Table 5**

**District Comparison: Large vs. Small and the Combined Graduation Rate vs. the 2017–18 Four-Year Cohort Rate**

| **Percentile** | **Large**  **Combined**  **Rate** | **Large**  **Four-Year**  **Rate** | **Large**  **Difference Between the Two Rates** | **Small**  **Combined**  **Rate** | **Small**  **Four-Year**  **Rate** | **Small**  **Difference Between the Two Rates** |
| --- | --- | --- | --- | --- | --- | --- |
| **5** | 78.3 | 77.1 | **1.2** | 53.2 | 51.0 | **2.2** |
| **10** | 83.8 | 83.5 | **0.3** | 66.9 | 64.0 | **2.9** |
| **15** | 85.9 | 85.6 | **0.3** | 75.1 | 73.7 | **1.4** |
| **20** | 87.2 | 86.9 | **0.4** | 79.4 | 78.7 | **0.6** |
| **25** | 88.6 | 88.5 | **0.1** | 82.6 | 81.9 | **0.6** |
| **30** | 89.6 | 89.3 | **0.2** | 84.8 | 83.7 | **1.0** |
| **35** | 90.4 | 90.4 | **0.1** | 86.9 | 86.6 | **0.4** |
| **40** | 90.9 | 90.8 | **0.1** | 89.0 | 88.8 | **0.2** |
| **45** | 91.4 | 91.3 | **0.0** | 89.9 | 89.8 | **0.1** |
| **50** | 91.8 | 91.8 | **0.1** | 91.0 | 90.8 | **0.2** |
| **55** | 92.4 | 92.4 | **0.0** | 92.6 | 92.4 | **0.1** |
| **60** | 93.2 | 93.1 | **0.0** | 93.4 | 93.4 | **0.0** |
| **65** | 94.0 | 93.9 | **0.0** | 94.3 | 94.3 | **0.0** |
| **70** | 94.4 | 94.4 | **0.0** | 95.2 | 95.1 | **0.1** |
| **75** | 95.1 | 95.1 | **0.0** | 96.1 | 96.1 | **0.0** |
| **80** | 95.6 | 95.6 | **0.0** | 97.2 | 97.2 | **0.1** |
| **85** | 96.1 | 96.1 | **0.0** | 98.0 | 98.0 | **0.0** |
| **90** | 96.9 | 96.8 | **0.0** | 98.6 | 98.6 | **0.0** |
| **95** | 97.6 | 97.6 | **0.0** | 100.0 | 100.0 | **0.0** |

*Large LEAs/charters are defined as having 150 or more students. Large LEAs/charters = 358. Small LEAs/charters are defined as having less than 150 students. Small LEAs/charters = 340. The four-year graduation rate is based on the 2017–18 graduation cohort.*

Finally, statewide and schoolwide comparisons by student group are presented in Tables 6 and 7, respectively.

**Table 6**

**State Comparison: Student Groups**

**The Combined Graduation Rate vs. the 2017–18 Four-Year Cohort Rate**

| **Student Group** | **Combined Graduation Rate**  **(Four-Year plus DASS Rate plus Five-Year)** | **2017–18 Graduation Rate**  **(Four-Year plus DASS Rate)** | **Difference Between the**  **Two Rates** |
| --- | --- | --- | --- |
| All Students | 83.7 | 83.5 | 0.2 |
| African American | 72.4 | 72.1 | 0.4 |
| English Learner | 71.7 | 70.9 | 0.8 |
| Socioeconomically Disadvantaged | 72.2 | 71.4 | 0.8 |
| Foster Youth | 60.0 | 59.0 | 1.0 |

**Table 7**

**School Comparison: Student Groups**

**The Combined Graduation Rate vs. the 2017–18 Four-Year Cohort Graduation Rate**

| **Percentile** | **All Students**  **Combined Rate** | **EL**  **Combined Rate** | **SWD**  **Combined Rate** | **All Students**  **Four-Year Rate** | **El**  **Four-Year Rate** | **SWD**  **Four-Year Rate** | **All Students Difference Between the Two Rates** | **EL Difference Between the Two Rates** | **SWD**  **Difference Between the Two Rates** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | 64.6 | 55.8 | 56.1 | 61.9 | 52.8 | 53.1 | 2.7 | 3.0 | 3.0 |
| **10** | 76.3 | 62.3 | 60.5 | 74.3 | 61.0 | 59.5 | 2.0 | 1.3 | 0.9 |
| **15** | 82.1 | 68.8 | 64.6 | 81.5 | 66.9 | 63.0 | 0.6 | 1.8 | 1.5 |
| **20** | 85.1 | 71.1 | 67.0 | 84.8 | 69.7 | 66.7 | 0.3 | 1.4 | 0.3 |
| **25** | 87.4 | 73.2 | 69.5 | 87.1 | 72.4 | 68.4 | 0.3 | 0.8 | 1.1 |
| **30** | 89.0 | 75.4 | 71.2 | 88.8 | 74.5 | 70.0 | 0.1 | 0.9 | 1.2 |
| **35** | 90.2 | 77.5 | 72.7 | 90.1 | 77.0 | 72.2 | 0.1 | 0.5 | 0.5 |
| **40** | 91.4 | 79.2 | 74.5 | 91.3 | 78.7 | 73.8 | 0.0 | 0.5 | 0.6 |
| **45** | 92.6 | 81.0 | 76.5 | 92.6 | 80.3 | 75.7 | 0.1 | 0.7 | 0.8 |
| **50** | 93.4 | 82.5 | 78.2 | 93.4 | 82.0 | 77.4 | 0.1 | 0.5 | 0.8 |
| **55** | 94.0 | 84.0 | 79.7 | 94.0 | 83.7 | 79.4 | 0.0 | 0.3 | 0.3 |
| **60** | 94.6 | 85.3 | 81.3 | 94.6 | 85.1 | 81.1 | 0.1 | 0.2 | 0.2 |
| **65** | 95.3 | 87.0 | 83.0 | 95.2 | 86.5 | 82.6 | 0.0 | 0.5 | 0.4 |
| **70** | 95.9 | 88.5 | 84.8 | 95.9 | 88.2 | 84.4 | 0.0 | 0.2 | 0.5 |
| **75** | 96.5 | 89.8 | 86.7 | 96.4 | 89.6 | 86.4 | 0.0 | 0.2 | 0.2 |
| **80** | 97.0 | 90.9 | 88.2 | 97.0 | 90.8 | 88.0 | 0.0 | 0.1 | 0.2 |
| **85** | 97.6 | 92.6 | 89.5 | 97.5 | 92.5 | 89.2 | 0.0 | 0.2 | 0.3 |
| **90** | 98.1 | 93.8 | 91.4 | 98.1 | 93.8 | 91.4 | 0.0 | 0.0 | 0.0 |
| **95** | 99.0 | 95.8 | 94.6 | 99.0 | 95.8 | 94.5 | 0.0 | 0.0 | 0.1 |

At the April 2019 meeting, the TDG examined the differences between the combined rate and four-year graduation rates and recommended that the combined rate—which represents all four and five year graduates—be used to calculate the Graduation Rate Indicator in the 2019 Dashboard. The TDG also recommended that the CDE provide a breakdown of the four- and five-year graduation rates, as well as the Grade 12 DASS graduation rate, in the 2019 Dashboard Detailed Reports.

The CDE presented the combined rate to the California Practitioners Advisory Group (CPAG) at its meeting on June 10, 2019. Most members agreed that the combined rate was the best option for incorporating the five-year graduation rate into the Graduation Rate Indicator. In addition, members requested that the four- and five-year graduation rates be reported separately as well, for informational purposes.

# Attachment 2

**Applying the Three-by-Five Color Table to the College/Career Indicator**

In September 2017, the State Board of Education (SBE) approved an alternative methodology—known as the “three-by-five” color table—for assigning performance levels to local education agencies (LEAs) or schools that serve small student populations (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

Application of the three-by-five color table results in a refiguring of the performance level tables by removing two Change levels—Increased Significantly and Decreased Significantly—and thus limiting extreme changes in small student populations. This methodology, which limits large swings in the Change data that can be triggered by just a few students, was originally approved for two state indicators:

* Graduation Rate Indicator: Applied if 149 or fewer students are in the graduating cohort
* Suspension Rate Indicator: Applied if 149 of fewer are cumulatively enrolled

In July 2018, the SBE approved that the methodology also be applied at the student group level for these two indicators (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

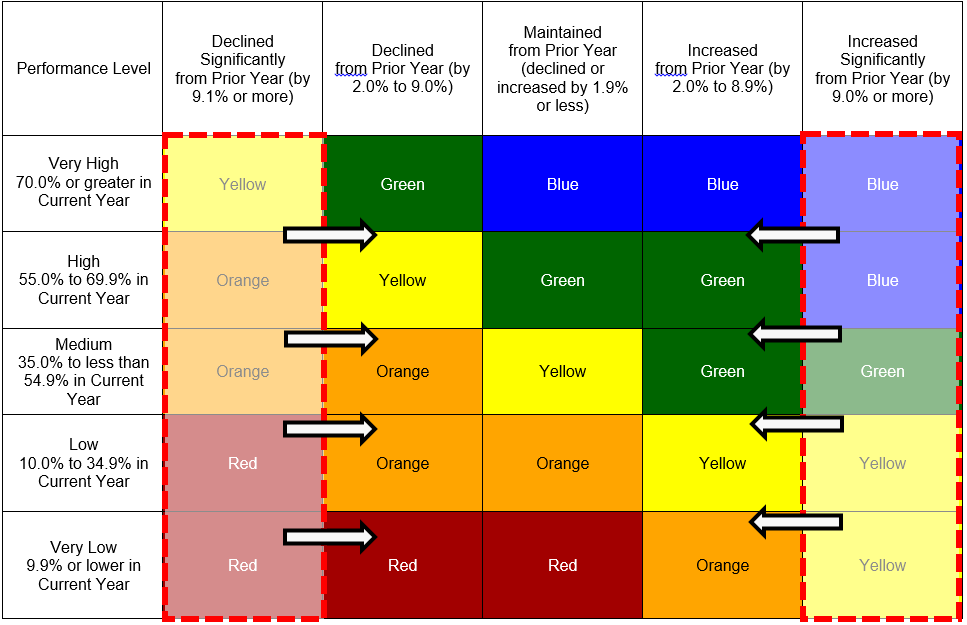
At its November 2018 meeting, the SBE approved applying this methodology to the Chronic Absenteeism Indicator (reported for the first time in the 2018 Dashboard), when 149 or fewer students are enrolled (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>).

At the March 2019 SBE meeting, the California Department of Education (CDE) proposed that, beginning with the 2019 Dashboard, the three-by-five methodology be applied to the College/Career Indicator (CCI) (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>). This proposal was made because the CCI is based on the same cohort of students used in the calculations for the Graduation Rate Indicator, which already applies the three-by-five table to small student populations. The proposal receives the support of the Technical Design Group.

Figure 1 illustrates the three-by-five colored table for the CCI. As referenced above, the two Change columns “Declined Significantly” and “Increased Significantly” are removed, resulting in a table that has three Change columns (i.e., Declined, Maintained, and Increased) and five Status rows (i.e., Very High, High, Medium, Low, and Very Low). There are still five possible performance levels (colors)

that LEAs, schools, and student groups can receive if their graduating cohort size is between 30 to 149 students.

**Figure 1: Three-by-Five Color Table for the CCI**



The impact of applying the three-by-five color table at the LEA level is shown in Table 1.

**Table 1**

**LEA Color Change Direction**

| **Change Direction** | **Number and Percent of LEAs** |
| --- | --- |
| Lower Performance | 4 (1.0%) |
| No Change | 406 (98.0%) |
| Higher Performance | 4 (1.0%) |
| **Total** | 414 (100%) |

The impact is minimal. Only eight LEAs (2 percent) have a change in direction as a result of applying the three-by-five color table to the CCI.

Table 2 shows the impact of applying the three-by-five color table at the school level.

**Table 2**

**School Color Change Direction**

| **Change Direction** | **Number and Percent of Schools** |
| --- | --- |
| Lower Performance | 27 (1.5%) |
| No Change | 1,722 (96.4%) |
| Higher Performance | 38 (2.1%) |
| **Total** | 1,787 (100%) |

Only 65 schools (3.6 percent) have a change in direction as a result of applying the three-by-five color table to the CCI.

The impact is greater at the student group level, as shown in Table 3.

**Table 3**

**Student Group Change Direction**

| **Change Direction** | **Number and Percent of Student Groups** |
| --- | --- |
| Lower Performance | 172 (2.0%) |
| No Change | 7,930 (93.9%) |
| Higher Performance | 345 (4.1%) |
| **Total** | 8,447 (100%) |

Six point one percent of student groups had a color change with the application of the three-by-five table. Three hundred forty-five student groups received a higher performance color: Red to Orange, Orange to Yellow, or Yellow to Green. One hundred seventy-two student groups received a lower performance color: Yellow to Orange.

Table 4 shows that applying the three-by-five color table has the most significant impact for Hispanic, homeless, and socioeconomically disadvantaged students.

**Table 4**

**Color Change by Student Group**

| **Student Group** | **Lower Performance** | **No Change** | **Higher Performance** | **Total** |
| --- | --- | --- | --- | --- |
| African American | 4 (1.1%) | 349 (91.8%) | 27 (7.1%) | 380 |
| American Indian | 0 (0.0%) | 7 (87.5%) | 1 (12.5%) | 8 |
| Asian | 10 (2.2%) | 429 (92.3%) | 26 (5.6%) | 465 |
| EL | 2 (0.2%) | 883 (96.9%) | 26 (2.9%) | 911 |
| Filipino | 9 (4.5%) | 173 (86.1%) | 19 (9.5%) | 201 |
| Foster | 0 (0.0%) | 76 (97.4%) | 2 (2.6%) | 78 |
| Hispanic | 38 (2.2%) | 1,665 (94.7%) | 56 (3.2%) | 1,759 |
| Homeless | 7 (1.6%) | 367 (85.0%) | 58 (13.4%) | 432 |
| Multiple Race | 13 (8.0%) | 134 (82.2%) | 16 (9.8%) | 163 |
| Pacific Islander | 0 (0.0%) | 10 (90.9%) | 1 (9.1%) | 11 |
| Socioeconomically Disadvantaged | 43 (2.2%) | 1,891 (94.5%) | 68 (3.4%) | 2,002 |
| Students with Disabilities | 4 (0.4%) | 909 (98.0%) | 15 (1.6%) | 928 |
| White | 42 (3.8%) | 1,037 (93.5%) | 30 (2.7%) | 1,109 |

The CDE shared this data at the CPAG meeting on June 10, 2019. Members agreed that the three-by-five color table be applied to the CCI.

# Attachment 3

# Update on the Waiver and Idenfitication of Schools Related to the English Learner Progress Indicator

*Waiver*

On April 15, 2019, the California Department of Education (CDE) and the California State Board of Education (SBE) received the final determination of disapproval letter from the U.S. Department of Education (ED) on the inclusion Reclassified Fluent English Proficient (RFEP) and Long Term English Learner (LTEL) students into the English Learner Progress Indicator (ELPI) (<https://www.cde.ca.gov/be/pn/im/documents/memo-gad-lao-apr19item02.docx>). This decision by the ED represents the final step in the waiver process under the Every Student Succeeds Acts (ESSA).

After convening with the ELPI Workgroup on May 20, 2019, members agreed that the CDE had exhausted all available options in an attempt to include RFEP and LTEL students into the final ELPI and should consider the matter settled.

One recommendation at the ELPI Workgroup meeting was to take into consideration the performance of RFEP and LTEL students in the determination for the California Distinguished Schools Program or other school award programs. The CDE will continue to explore this as an option with the ELPI Workgroup moving forward. The CDE meets with the ELPI Workgroup twice this fall to further discuss, among other items, this option.

*Identification of Schools*

On June 3, 2019, the State Board of Education (SBE) and California Department of Education (CDE), collectively California, received notification that the U.S. Department of Education (ED) had designated California’s Title I, Part A grant award as “high risk”.

In response to ED’s letter, the SBE and CDE on June 13, 2019, stated that this designation is unnecessary as California provided the ED in December 2018 with a proposed Amendment to California’s ESSA State Plan detailing a commitment to incorporate the ELPI into the identification of CSI and Additional Targeted Support and Improvement (ATSI) schools for the 2019–20 school year, which is the specific condition that ED noted as necessary to remove the high-risk determination on the Title I grant. The CDE and SBE also highlighted California’s plan to incorporate ELPI in the annual meaningful differentiation of schools as soon as the second year of data is available which will be the 2019 Dashboard.

Additionally, California has committed to, and proposed amendments to the State Plan to reflect, a second consecutive year of CSI and ATSI identification for 2019–20 rather than the every-three-year timeline as required by ESSA and reflected in California’s currently approved State Plan. California proactively modified its timeline for identifying schools for CSI and ATSI to include a consecutive identification in the 2019–20 school year (based on the 2018 and 2019 Dashboard), before transitioning to the every-three-year cycle, to ensure that the ELPI Status is included in the designation of schools at the earliest practical time given California’s transition to the English Language Proficiency Assessments for California.

# Attachment 4

## California School Dashboard Educational Outreach Activities

**Table 1. California Department of Education Policy Work Group Meetings**

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| April 10, 2019 | Growth Model Stakeholder Session 2 | 18 | * Reviewed calendar and timeline * Lessons learned from last meeting * Gallery walk through interpretations and voting * Analyzed interpretations * Conducted rank-choice and rating scale voting for interpretations |
| April 11, 2019 | Alternative Schools Task Force Local Indicator Subcommittee | 7 | * Discussed possible measures for consideration in a positive transition local indicator for the California School Dashboard (Dashboard) |
| April 16, 2019 | Technical Design Group (TDG) | 7 | * Inclusion of the California Alternate Assessments in Distance from Standard calculations for the Academic Indicator * English Learner Progress Indicator (ELPI) * Inclusion of the Five-Year Graduation Rate in the Dashboard * Review data on the use of the District of Residence Rule for the Indicator |
| May 20, 2019 | English Learner Progress Indicator (ELPI) Workgroup | 12 | * Every Student Succeeds Act (ESSA) Waiver for the inclusion of reclassified fluent English proficient and long-term English learners * The English Language Proficiency Assessments for California (ELPAC) summative assessment overview * ELPI Status in determining school and local education agency (LEA) eligibility for assistance |
| May 24, 2019 | Alternative Schools Task Force Local Indicator Subcommittee | 12 | * Potential modifications to the Academic Indicator * Definitions of College/Career Indicator (CCI) measures for collection in the 2018–19 and 2019–20 school years |
| May 29, 2019 | Growth Model Stakeholder Session 3 | 15 | * Review of how selected other states present growth model information * In-depth review of theories of action * Full group discussion of theories of action * Discussion of how to have conversations with community and colleagues about the work of the Growth Model Stakeholder Group |

### Table 2. In-person Meetings/Conferences

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| February 28, 2019 | Bilingual Coordinators Network (BCN) | 80 | * Update on the (ELPI) * Data update on English learners (EL) |
| March 6, 2019 | San Bernardino County Superintendent of Schools Counselor Conference: Promoting Equity  California School Dashboard Overview and Deeper Dive into the Chronic Absenteeism Indicator | 25 | * Presented new features of the Dashboard, including the increased focus on equity and the additional reports and resources available to schools and districts on the California Department of Education’s website. * Provided an in-depth review of the Chronic Absenteeism Indicator, including how suspensions impact chronic absenteeism |
| March 21, 2019 | Association of California School Administrator (ACSA) High School Education Council Meeting | 17 | * New Look and Feel of the 2018 Dashboard * New resources for the Dashboard * March 2019 State Board of Education revisions under consideration for the 2019 Dashboard |
| March 21, 2019 | California Association of Bilingual Educators (CABE) | 40 | * Leveraging existing EL data for school and district planning purposes |
| March 21, 2019 | Linked Learning Convention: Making the AND Count in California’s College and Career Indicator | 16 | * Overview of current measures used in the CCI * New CCI measures planned for collection in future years |

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| March 22, 2019 | CABE | 70 | * Overview of all EL data on the Dashboard * Provided live demonstration of new features of the Dashboard, including the Spanish translation of each page |
| March 28, 2019 | Council of Chief State School Officers: Trends in State Accountability Systems—Measuring and Using Chronic Absenteeism Data | 80 | * Overview of how chronic absenteeism is used in California’s accountability system |
| March 29, 2019 | System of Support Geographic Leads | 20 | * Geographic Information System Mapping with the state indicators (CCI and Suspension): district- and school-level indicator data |
| April 3, 2019 | State Special Schools: Dashboard Presentation | 9 | * Overview of the Dashboard * Review of State Indicators * District of Residence Rule * Live Demonstration * Performance for California State Special Schools on State Indicators * Dashboard Resources |
| April 3, 2019 | Spring Foster Youth Services Coordinating Statewide Meeting | 50 | * Provided updates on use of Foster Youth data on the Dashboard and DataQuest * Responded to technical questions and answers |
| April 4, 2019 | “Partnering with K-12 on Data” for the California Community College Association for Occupational Education (CCCAOE) | 25 | * The Dashboard and the CCI |
| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| April 8, 2019 | Association of California School Administrators Legislative Action Day: Accountability and System of Support Update | 80 | * Update on the work planned for the 2019 Dashboard and ongoing development of the Dashboard * Overview of the system of support |
| April 9, 2019 | Professional Development for County Offices of Education Eligible for Differentiated Assistance | 68 | * Overview of the Dashboard * Review of Criteria Used to Identify LEAs for Support under Local Control Funding Formula (LCFF) * County offices of education (COEs) and Dashboard Alternative School Status (DASS) * Dashboard State Indicators and Modified Methods * Future Work: Students with Disabilities |
| April 15, 2019 | LCFF Stakeholders Meeting | 8 | * Background on the Five-Year Graduation Rate, including calculation methodology * Options for Incorporating A Five-Year Graduation Rate into the Dashboard |
| April 17, 2019 | Advisory Commission on Special Education | 18 | * Overview of the Dashboard: Dashboard Indicators and Small Student Populations and Three-by-Five Colored Tables * Review of Criteria Used to Identify LEAs for Support under LCFF * Students with Disabilities: Future Work |
| April 19, 2019 | State and Federal Programs Directors Meeting | 60 | * Five-Year Graduation Rate * Options for Incorporating a Five-Year Graduation into the Dashboard |
| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| April 23, 2019 | Strategies to Support Students and Families Impacted by Homelessness | 50 | * Provided overview of the Dashboard and use of Homeless student group data |
| April 27, 2019 | California Continuation Education Association Conference | 70 | * Overview of DASS: State Indicators Reported in the Dashboard and Modified Methods for Alternative Schools * DASS Graduation Rate * CCI: New Career Measures |
| May 1, 2019 | Title III ELA Specialists | 25 | * Overview of the Dashboard * Live Demonstration of Dashboard and Translated Resources * Review of Eligibility and Exit Criteria for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) * Review of Criteria Used to Identify LEAs Eligible for Support under LCFF |
| May 9, 2019 | Juvenile Court, Community and Alternative School Administrators of California (JCCASAC): 50th Annual Conference | 60 | * Overview of New Look and Feel of the Dashboard * Modified Methods Used in the 2018 Dashboard * New Modified Measures to Consider for 2019 Dashboard |

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| May 15, 2019 | Regional Assessment Network (RAN) | 14 | * Application of the 3 X 5 Color Grid for the CCI * Revisions to the 5 X 5 Reports * Addition of a County List of Districts * Five-Year Graduation Rate * Inclusion of the California Alternate Assessment (CAA) in the Academic Indicator * Update on the Growth Model Work |
| May 15, 2019 | California County Superintendents Educational Services Association (CCSESA) CTE Meeting | 40 | * Definitions of career CCI measures to be collected in CALPADS in the 2018-19 and 2019-20 school years |
| May 15, 2019 | CCSESA Curriculum and Instructional Services Accountability Sub-committee | 15 | * Update on May 2019 State Board of Education action related to accountability * Overview of 2019 Dashboard Workplan |
| May 16, 2019 | Monterey County Office of Education | 7 | * Overview of the Dashboard * Deep Dive into State Indicators * Academic Indicator * Suspension Indicator * Chronic Absenteeism Indicator * DASS Graduation Rate * College/Career Indicator * English Learner Progress Indicator * Demographic Data for Student Groups |
| May 17, 2019 | State and Federal Programs Directors Meeting | 90 | * Update on the incorporation of the CAA in the academic indicator * Demonstration of the new accountability reports available |
| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| June 2, 2019 | Bilingual Coordinators Network | 90 | * ELPI * EL Data on DataQuest |
| June 7, 2019 | California Education Policy Fellowship Program:  Using Data at the System Level | 20 | * The policy framework for accountability * How local and state accountability improve education * The limitations of the accountability system |
| June 10, 2019 | California Practitioners Advisory Group | 15 | * Incorporating a Five-Year Graduation Rate into the Graduation Rate Indicator * Application of Three-by-Five Colored Tables to CCI * ELPI Waiver |
| June 11, 2019 | LCFF Stakeholders | 9 | * Incorporating a Five-Year Graduation Rate into the Graduation Rate Indicator * ELPI Waiver |

### Table 3. Webinars

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| February 28, 2019 | California Advisory Task Force on Alternative Schools | 14 | * Future Work on Students with Disabilities (SWDs): District of Residence * Local Indicators: Next Steps * Incorporation of Modified Methods for CCI * Possible Modified Methods for Other State Indicators |
| March 11, 2019 | Growth Model Stakeholder Webinar | 8 | * Reviewed information provided at the February 4, 2019 stakeholder meeting for stakeholder that were unable to attend. |
| April 9, 2019 | CALPADS Information Meeting (CIM) | 940 | * CDE Update * CALPADS Support Update |
| April 19, 2019 | Every Student Succeeds Act Stakeholder Meeting | 120 | * Federal Updates * Promoting Equitable Access to Teachers Program * The Local Control and Accountability Plan (LCAP) as the School Plan * Wester Association of Schools and Colleges (WASC) and schools eligible for Comprehensive Support and Improvement * Submission of the LCAP Federal Addendum * Five-Year Graduation Rate |
| May 17, 2019 | ESSA Stakeholder Meeting | 100 | * Federal Updates: ELPI Waiver * Comprehensive Support and Improvement Funding Update * Submission of the LCAP Federal Addendum * Federal Budget and Appropriations * ESSA Report Cards * Per-Pupil Expenditure Reporting Expenditure Requirement |

# Appendix A

**Summary of States’ Graduation Rate Methods**

Nineteen states use only the four-year graduation rate for accountability purposes.Many of these states, like Massachusetts and Oregon, publish data for extended year cohort graduation rates, broken down by student groups.

California

District of Columbia

Florida

Hawaii

Idaho

Kansas

Massachusetts

Minnesota

Mississippi

Missouri

Montana

North Carolina

Oregon

Puerto Rico

South Carolina

South Dakota

Tennessee

Texas

Virginia

Wyoming

Sixteen states use a Weighted Average of a four-year and five-year or additional extended cohort rate for their Graduation Rate Indicator according to their Every Student Succeeds Act (ESSA) State Plan.

**Table 1: States’ Weighted Averages**

| **State** | **Four-Year** | **Five-Year** | **Six- or Seven-Year** |
| --- | --- | --- | --- |
| Alabama | 80.0% | 20.0% | n/a |
| Alaska | 75.0% | 25.0% | n/a |
| Arizona | 45.0% | 35.0% | 15%, 5% |
| Arkansas | 66.6% | 33.3% | n/a |
| Delaware | Higher | n/a | n/a |
| Georgia | 66.6% | 33.3% | n/a |
| Illinois | 60.0% | 30.0% | 10.0% |
| Maine | n/a | n/a | n/a |
| Maryland | 66.6% | 33.3% | n/a |
| Michigan | 50.0% | 30.0% | 20.0% |
| Nevada | 66.6% | 33.3% | n/a |
| New Mexico | 66.6% | 22.2% | 11.1% |
| Ohio | 66.6% | 33.3% | n/a |
| Oklahoma | 43.0% | 36.0% | 21.0% |
| Pennsylvania | n/a | n/a | n/a |
| Utah\* | 90.0% | 10.0% | n/a |

\* Utah does not include the five-year rate if it is not higher than the four-year rate.  
-- Weightings not indicated.

Eight states use a Simple Average of their four-year, five-year and/or six-year cohort.

**Table 2: States’ Simple Averages (Equal Weighting)**

| **State** | **Four-Year** | **Five-Year** | **Six-Year** |
| --- | --- | --- | --- |
| Connecticut | Yes | n/a | Yes |
| Iowa | Yes | Yes | n/a |
| Kentucky | Yes | Yes | n/a |
| New Hampshire | Yes | Yes | n/a |
| New Jersey | Yes | Yes | n/a |
| New York | Yes | Yes | Yes |
| Rhode Island\* | Yes | Yes | Yes |
| Vermont | Yes | n/a | Yes |

**\*** Rhode Island uses the four-year rate and a simple average of the four-year, five-year, and six-year rate combined.

Three states use the highest graduation rate.

**Table 3: States’ Highest Graduation Rates**

| **State** | **Description** |
| --- | --- |
| Colorado | Four-year is weighted by 1 percent and highest of the four, five, six, or seven-year graduation rate is weighted by 99 percent |
| North Dakota | Highest of the four, five, or six-year graduation rate |
| Indiana | Sum of the four-year graduation rate and the percentage of students from the previous cohort graduating exactly within five-years |

Two states report graduation rates as two separate dashboard measures.

**Table 4: States’ Separate Measures**

| **State** | **Graduation Rate** | **Graduation Rate** |
| --- | --- | --- |
| Minnesota | Four-year | Seven-year |
| West Virginia | Four-year | Five-year |

Three states use some other method of incorporating extended year cohorts.

**Table 5: Additional Points Method**

| **State** | **Description** |
| --- | --- |
| Louisiana | Louisiana “Strength of diploma” index score, based on weighted average point values across students within a cohort. (four, five and six-year) |
| Nebraska | Four-year graduation rate plus adjustment for seven-year graduation rate for students with disabilities |
| Washington | Four-year graduation rate plus potential bonus points based on sum of four, five and six-year rates |

# Appendix B

**Detailed Description for Three-by-Five Color Table for the College/Career Indicator — to Meet Section 508 of the Federal Rehabilitation Act of 1973 Requirements**

A modified version of the College/Career Indicator five-by-five table. This modified version is known as the three-by-five table and is used for small student populations with an n-size of 149 or less to determine a performance color for the graduation rate, suspension rate, and chronic absenteeism indicators only. In the three-by-five model, the “Declined Significantly” and “Increase Significantly” columns for Change Performance Levels are eliminated. To depict this modification, all the performance color boxes under the both the “Declined Significantly” and “Increased Significantly” columns found in a traditional five-by-five table are outlined with a red-dotted line indicating these columns are not used to determine performance levels (color). Removing the far right and far left columns can impact the performance color for a school or student group if they have 149 or fewer students. For the Graduation Rate Indicator, if a small population has a high Status Level and a Change Level of Declined significantly, a performance color of Orange would be assigned based on the five-by-five table. However, because the Declined Significantly column is eliminated for small populations, the performance level assigned based on the three-by-five table would be Yellow.