

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-amard-may20item01

California State Board of Education  
**May 2020 Agenda**  
**Item #02**

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Recommended Action on the New Color Schemes for Select Five-by-Five Color Grids and Updates on the Revisions Under Consideration for the College/Career Indicator for the California School Dashboard.

## Type of Action

Action, Information

## Summary of the Issue(s)

At the March 2020 State Board of Education (SBE) meeting, the California Department of Education (CDE) discussed the workplan for the California School Dashboard (Dashboard). Since this time, nearly all schools in California have closed in response to California Governor Gavin Newsom’s Executive Order N-33-20, which issued a Statewide “shelter in place” to protect the health and well-being of all Californians and to establish consistency across the state in order to slow the spread of COVID-19. Additionally, on March 18, 2020, Governor Newsom issued Executive Order N-30-20 announcing California’s intent to pursue a federal waiver of testing requirements. In this Executive Order, Governor Newsom acknowledged that California’s schools were currently in the middle of the testing window and therefore it was necessary to waive state requirements to administer annual statewide assessments in order to allow local educational agencies (LEAs) to take appropriate actions to mitigate the COVID-19 threat.

On March 26, 2020, State Superintendent of Public Instruction Tony Thurmond and SBE President Linda Darling-Hammond submitted, on behalf of the CDE and SBE, a waiver for the 2019–2020 school year of the following sections under Elementary and Secondary Education Act (ESEA) Section 8401(b):

* Assessment requirements in section 1111(b)(2);
* Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D); and
* Reporting requirements related to assessments and accountability in section 1111(h).

Note a copy of the full waiver is available for review on the Every Student Succeeds Act webpage at <https://www.cde.ca.gov/re/es/>.

To support LEAs with the implications of these actions, the CDE hosted a webinar, *CDE Update to All Coordinators*, on Tuesday, April 21, 2020. The webinar was designed for assessment, accountability, and Dashboard coordinators to provide them with updates on Governor Newsom’s Executive Orders and the recently approved federal waiver under the Elementary and Secondary Education Act. Staff from three CDE divisions—Assessment Development and Administration; Analysis, Measurement, and Accountability Reporting; and Improvement and Accountability—discussed how the Executive Orders and federal waiver impact assessment, accountability, the California System of Support, and the Local Control and Accountability Plan development process, reporting requirements, and submission timelines. The webinar also included an interactive question-and-answer session. A verbal update on this webinar will be provided at the May SBE meeting.

The CDE continues to review the impact of the suspension of testing and statewide school closures in the 2019–20 school year due to the COVID-19 pandemic on the accountability reporting requirements in the California *Education Code* that remain in effect. A verbal update on the student-level data collection for the end-of-year and reporting options will be provided at the May SBE meeting.

Accordingly, this item provides:

* An update on the progress of the work planned for 2020 (Attachment 1)
* The application of a new methodology to determine the performance levels of state indicators in order to stabilize change over time (Attachment 2)
* New career measures in the College/Career Indicator (CCI) (Attachment 3)

## Recommendation

The CDE recommends that the SBE provide guidance on the updated workplan, as needed, and approve new color schemes for the five-by-five color grids for the following state indicators:

* CCI
* Chronic Absenteeism Indicator
* Graduation Rate Indicator
* Suspension Rate Indicator

In addition, the CDE recommends that the SBE approve the replacement of all three-by-five color grids, which are currently applied for indicators with small student populations with the newly proposed five-by-five color grids.

Finally, the CDE requests guidance on the work to expand the CCI with new career measures.

## Brief History of Key Issues

### Stability of State Indicators

In November 2017, the SBE determined that, for the Academic Indicator, the distributions for Change were considerably varied from year to year, making it difficult to predict future change results. As a result, the SBE approved revised cut scores and adopted new five-by-five colored tables for mathematics and English language arts/literacy (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>). The new color format limits each row to two colors, bringing more stability to the indicator.

The CDE analyzed the stability of the indicators for small student populations and found that large swings of data can be triggered by the performance of just a few students. As a result, in September 2017, the SBE approved, the application of a three-by-five color table for schools and districts with small student populations (i.e., where 149 or fewer students are represented.) While the methodology was initially approved for only the suspension and graduation rate indicators, the SBE later acted to apply the three-by-five color table to the chronic absenteeism (November 2018) and college/career indicators (July 2019). This methodology resulted 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.

In response to feedback from SBE and the field, the CDE analyzed the past three years of Dashboard data to evaluate the stability of the indicators for all sizes of student populations. The analysis shows that the current color scheme in the five-by-five tables (and to a lesser extent in the three-by-five tables) contributes to wide swings in performance levels often triggered by the performance of just a few students, making it difficult for schools and LEAs to identify and focus their yearly plans on the student groups most in need of support. These analyses, along with CDE’s recommendations, are presented in Attachment 2.

### College/Career Indicator

In response to SBE direction to include more career measures in the CCI, the CDE has worked with interested stakeholders including, but not limited to, the Alternative Schools Task Force, the Technical Design Group (TDG), the CCI Work Group, and the Advisory Commission on Special Education to identify additional career measures for potential inclusion in the Dashboard. These include:

* Workforce Readiness Certificate Program Completion
* Food Handler Certification Program Completion
* Pre-Apprenticeship Program Completion
* State or Federal Job Program Completion
* Transition Program: Classroom-Based Learning Experiences
* Transition Program: Work-Based Learning Experiences

In February 2020, the CDE met with the Alternative Schools Task Force and the CCI Subcommittees to review these new measures, discuss their appropriateness for inclusion in the Dashboard, and develop criteria for placement in the Prepared and Approaching Prepared levels of the CCI. The data analyses shared with the two groups is provided in Attachment 2. Additional simulations will be conducted and shared with the TDG, the Task Force, and the CCI Subcommittee. Final recommendations will be made to the SBE at its September 2020 meeting.

### Growth Model

On March 19, 2020, Governor Gavin Newsom announced that the California Assessment of Student Performance and Progress (CAASPP) assessments would be canceled for this year. As a result, no statewide assessment results will be available for the 2019–2020 school year. However, the CDE is committed to producing a growth model in fall 2020, using prior-year assessment results.

At the March 2020 SBE meeting, the SBE requested that the CDE discuss its progress on developing a growth model at the May 2020 SBE meeting. The CDE has been working closely with national experts from Educational Testing Services (ETS) on various growth models and the types of information they are able to convey. These experts have also facilitated conversations at the Growth Model Stakeholder Work Group meetings convened by WestEd. At this time, the CDE is postponing further in-person meetings due to the national health crisis.

The CDE is committed to continuing this work and plans to provide a background summary of the work conducted to date and facilitate an in-depth conversation on the growth model at the SBE meeting in July. Between now and July, the CDE will virtually convene the Growth Model Stakeholder group and obtain their feedback (which will be shared with the SBE at its July 2020 meeting), and prepare a June 2020 Information Memorandum to provide the history and background on the student growth model work to date.

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

### Stability of State Indicators

In September 2017, the SBE approved an alternative methodology—known as the “Three-by-Five” color grid—for assigning performance levels to LEAs or schools that serve small student populations. The methodology was approved for the graduation rate indicator, when 149 or fewer students are in the graduating cohort, and for the suspension rate indicator, when 149 or fewer students are cumulatively enrolled (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In November 2017, the SBE adopted new Status cut scores for the Academic Indicator (for both English language arts [ELA] and mathematics) and the Change cut scores for mathematics only. In addition, the SBE adopted new five-by-five colored grids for the Academic Indicator (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>).

At the November 2018 meeting, the SBE approved the application of the three-by-five color grid 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](https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx)).

In July 2019, the SBE approved the application of the three-by-five color grid to the CCI (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>).

At the March 2020 SBE meeting, the CDE shared an update on its review of the stability of the state indicators for large student populations and potential next steps to consider alternative methodologies to determine performance levels (colors) (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

### College/Career Indicator

In July 2016, the SBE reviewed and approved the CCI as a state indicator to be part of the design of the local control funding formula (LCFF) evaluation rubrics (which is currently reported through the Dashboard) (<https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1314jul2016.doc>).

In September 2016, the SBE reviewed and approved Status performance levels for the CCI based on the 2013–14 cohort data file, and approved the re-evaluation of the performance levels in September 2017 once the first year of results of Smarter Balanced assessment were included in the CCI. The SBE also directed the removal of the “Well Prepared” category until additional data on career readiness becomes available (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In September 2017, the SBE reviewed a three-year implementation plan for the CCI. In addition, the SBE reviewed a clarification to one of the CCI criterion in the “Approaching Prepared” level within the CCI and the recommended revised Status cut scores based on the Class of 2016. The SBE approved the revised cut scores for Status. The SBE also reviewed the three-year plan timeline for fully building out this indicator to include additional career and college measures (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In February 2018, the SBE received an Information Memorandum that provided an update on the status of the three-year CCI timeline and the development of new career measures, including Leadership/Military Science (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>).

In March 2018, the SBE was informed of the revisions made to the Fall 2017 Dashboard, including items that were being prepared for the 2018 Dashboard release, such as the potential use of the following three CCI measures: State Seal of Biliteracy, Golden State Seal Merit Diploma, and Articulated Career Technical Education Courses (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In April 2018, the SBE received an Information Memorandum that provided an overview of the research conducted in the development of the CCI and the rigorous vetting criteria and processes that were applied to select CCI measures (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item02.docx>).

In May 2018, the SBE received a presentation from an LEA on their local use of the CCI (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02slides.pdf>).

In August 2018, the SBE received an Information Memorandum on the additional measures proposed for the CCI for the 2019 Dashboard  
(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>).

In September 2018, the SBE approved the State Seal of Biliteracy and Leadership/Military Science for inclusion in the CCI. In addition, the SBE approved placement criteria for the two new measures (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>).

In November 2018, the SBE approved Status and Change cut scores for the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In April 2019, the CDE provided an Information Memorandum on the history, implementation, and purpose of the CCI in the Accountability System which was used for the May Study Session (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item01.docx>).

In May 2019, the SBE held a study session on the CCI (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx>).

In June 2019, the SBE received an Information Memorandum providing an update on the definitions used in California Longitudinal Pupil Achievement Data System (CALPADS) and California Special Education Management Information System (CASEMIS) for career measures collected in 2018–19 and 2019–2020 for possible inclusion in the CCI (<https://www.cde.ca.gov/be/pn/im/infomemojun2019.asp>).

At the March 2020 SBE meeting, the CDE reviewed the career measures collected in 2018–19 and its plans to conduct simulations for each of these measures to determine if the measures are valid and reliable and to set criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

### Student Growth Model

In a June 2016 Information Memorandum, the CDE provided a progress update and clarified key issues related to the design of a school- and district-level accountability model, as opposed to reporting individual student-level growth and performance (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item01.doc>).

In February 2016, the SBE received an Information Memorandum that provided an overview of student-level growth models that can be used to communicate Smarter Balanced Summative Assessment results (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item01.doc>).

In January 2017, the SBE discussed criteria for selecting a growth model used for school and district accountability (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>).

Following the SBE discussion in January 2017, the CDE further consulted with ETS, the TDG, the California Assessment of Student Performance and Progress (CAASPP) Technical Advisory Group (TAG), and the Statewide Assessment Stakeholder Group, regarding potential growth models. Three models were selected for simulation. The discussion and recommendations of the groups were summarized and presented to the SBE in a June 2017 Information Memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-asb-adad-jun17item03.doc>).

In February 2018, the SBE received an Information Memorandum with the results of the ETS Growth Study, which provided a statistical analysis of three proposed growth models (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item01.docx>).

In May 2018, the SBE reviewed analyses of the three student-level growth models conducted by ETS and directed the CDE to further explore the Residual Gain model for possible inclusion in the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>).

At its July 2018 meeting, the SBE directed the CDE to conduct further analyses on the Residual Growth model, including the impact of future years of assessment data, changes in the model to reduce year-to-year volatility, consideration of additional growth models or options, and an examination of growth models implemented in other states (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

The CDE engaged the California Comprehensive Center to conduct this research and facilitate a stakeholder process on the future direction of this work. In February 2019, the SBE received an Information Memorandum, providing a summary of the first Student Growth Model stakeholder meeting (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb19item03.docx>).

In April 2019, the SBE received an Information Memorandum, providing a summary of the second growth model stakeholder feedback group meeting (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item02.docx>).

In November 2019, the SBE received an Information Memorandum, providing a summary of the growth model stakeholder feedback group process (<https://www.cde.ca.gov/be/pn/im/documents/nov19memoamard01.docx>).

At the March 2020 meeting, the SBE directed the CDE to provide a presentation at the May 2020 meeting regarding the work conducted to date on the development of a student-level growth model. Due to the complexities of growth models, it can be difficult to conduct a meaningful virtual conversation. As a result, the CDE postponed the presentation until the July 2020 SBE meeting (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

## Fiscal Analysis (as appropriate)

The 2019–2020 state budget funds the Proposition 98 Minimum Guarantee at $81.1 billion. This reflects state funding of $55.9 billion and local funding of $25.2 billion, accounting for $11,993 in transitional kindergarten through grade twelve per-pupil funding. Additionally, the state budget provided $350,000 in one-time Proposition 98 General Funds to begin development of a single sign-on portal and data integration for the Dashboard, the Local Control and Accountability Plan electronic template, and other school site and school district reporting tools (including the School Accountability Report Card).

## Attachment(s)

* Attachment 1: Updated California School Dashboard Workplan (3 pages)
* Attachment 2: Analysis and Recommendations for a Revised Color Scheme for the State Indicators (7 Pages)
* Attachment 3: Update on the Development of Additional Career Measures for the College/Career Indicator (7 pages)
* Attachment 4: California School Dashboard Educational Outreach Activities   
  (3 Pages)
* Appendix: Comparisons and Analysis of State Indicator Data Using Current and Limited Color Schemes (12 Pages)

# Attachment 1

## Updated California School Dashboard Workplan

On March 17, 2020, Governor Newsom suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) assessment for the 2019–2020 school year. In addition, on March 27, 2020, the California Department of Education (CDE) received final approval from the U.S. Department of Education (ED) to waive the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–2020 school year. This included the identification of schools as eligible for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) assistance under ESSA.

At this time, California *Education Code* (*EC*) Section 52064.5 (f), which requires the California Department of Education (CDE) to identify districts and schools for differentiated assistance, has not been waived. Additionally, *EC* Section 52064.5 (e)(2), which requires the submission of local indicator data, has not been waived. The CDE is working with the Governor and Legislature to determine a mechanism to waive these requirements.

As a result, the accountability work plan must be adjusted in response to these events. The table below outlines the proposed revised accountability timeline.

| **Task** | **SBE Board Meetings** | **Possible Inclusion in the Dashboard** | **Comments** |
| --- | --- | --- | --- |
| Student-Level Growth Model | July 2020  September 2020  November 2020 | Fall 2022 | The CDE:   * Is committed to continuing the growth model work and will provide an overview of the prior work conducted and facilitate an in-depth conversation on the growth model at the SBE July meeting. * Will convene the Growth Model Stakeholder group and obtain their feedback. * Will prepare a June 2020 memo to provide a thorough background on the student growth model. * Bring the proposed methodology for SBE action at the September, and possibly the November, Board meeting. * Will report the student-level growth model for informational purposes in December 2020. |
| Stability of Change Metric | May 2020 | Fall 2021 | The CDE will bring a proposal to change the five-by-five color grids in order to stabilize the change metric to the May 2020 meeting for SBE consideration. |
| Adoption of new career measures for the College/Career Indicator (CCI) | September 2020 | Fall 2021 | The CDE will bring new career measures that were collected in California Longitudinal Pupil Achievement Data System (CALPADS) for the first time in the 2018–19 school year for SBE consideration in September. The possible measures are:   * Workforce Readiness Certificate Program Completion * Food Handler Certification Program Completion * Pre-Apprenticeship Program Completion * State or Federal Job Program Completion * Transition Program: Classroom-Based Learning Experiences * Transition Program: Work-Based Learning Experiences |
| English Learner Progress Indicator (ELPI) | November 2021 | Fall 2021 | The 2021 English Language Proficiency Assessments for California (ELPAC) results will be available in August 2021. CDE staff will:   * Validate the current status cut scores * Create Distributions to proposed Change cut scores * Obtain feedback regarding proposed Change cut scores from the ELPI Work Group, the Technical Design Group, and stakeholder groups * Bring proposed cut score(s) to the SBE for consideration in November 2021 to produce a color for the 2021 Dashboard. |
| Produce the 2021 Dashboard | To be Determined | Fall 2021 | As always, Status will be based on the most current year data (i.e., data from the 2020-21 school year). However, since no data will be reported for the 2019–2020 school year, the CDE will use data from the 2019 Dashboard to determine Change and performance levels. |
| Collection of New Career Measures in CALPADS | To be Determined | Fall 2022 | The CDE will collect new career measures in CALPADS starting with the 2020–21 school year. These measures are:   * Student Internships * Student-Led Enterprise * Virtual/Simulated Work-based Learning * Armed Services Vocational Aptitude Battery (ASVAB) |

In addition, in 2020, the CDE plans to shift their work originally planned to produce the annual Dashboard state indicators to work with the California Collaborative for Educational Excellence (CCEE) to develop and make publicly available graphic displays of data that are easy to read and understand that will support districts in developing their improvement plans. This work is designed to provide additional data support to the CCEE who is assisting districts to better communicate strengths and weaknesses to staff and stakeholders.

# Attachment 2

## Analysis and Recommendations for a Revised Color Scheme for the State Indicators

In May 2016, the State Board of Education (SBE) approved the design for the California School Dashboard (Dashboard) that included the establishment of a unique set of cut scores for each indicator, using distributions based on local education agency (LEA)-level data, which includes charter schools, and applying the LEA cut scores to all schools, where appropriate.

In November 2017, the SBE determined that, for the Academic Indicator, the distributions for Change were considerably varied from year to year, making it difficult to predict future change results. The five-by-five color grid also contributed to large swings in performance levels: most of the rows contained three colors, and one row contained four colors. As a result, many schools and LEAs were dropping two or more colors from one year to the next. In response to this volatility, the SBE set new cut scores and adopted new five-by-five color grids for mathematics and English language arts/literacy (ELA) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>). These new grids limit each row to two possible colors, thus ensuring that any LEA or school that maintains its Status level from the previous year can be assigned only one of two colors. Table 1, below, shows the five-by-five color grid currently used for ELA. Blue is the highest performance color, followed by Green, Yellow, Orange, and Red.

**Table 1: SBE-Adopted Five-by-Five Color Grid for the Academic Indicator—ELA**

| Level | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
| --- | --- | --- | --- | --- | --- |
| Very High | Green | Green | Blue | Blue | Blue |
| High | Green | Green | Green | Green\* | Blue |
| Medium | Yellow | Yellow | Yellow | Green | Green |
| Low | Orange | Orange | Orange | Yellow | Yellow |
| Very Low | Red | Red | Red | Orange | Orange |

In addition to revising the five-by-five color table for the Academic Indicator, the California Department of Education (CDE) has determined that, for state indicators with very small student populations, large swings of data can be triggered by the performance of just a few students. As a result, the CDE recommended, and the SBE approved, the application of a three-by-five color table for several state indicators, including:

* 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
* College/Career Indicator (CCI): Applied if 149 or fewer students are in the graduating cohort

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.

As shared with the SBE in March 2020, the CDE has received feedback from various stakeholders on the stability of the state indicators for large student populations (i.e., 150 or more students). The CDE has reviewed the data and determined that, in many cases, large swings occur for large and small student populations alike. One likely reason for this volatility is the color schemes that have been adopted for these indicators. In many cases, the rows for the five-by-five grids include three or more colors. In some instances, rows within the three-by-five grids, which are applied for small student populations, also include up to three colors.

This color scheme makes it more likely that schools and student groups will climb or drop precipitously from one year to the next, even as their Status remains relatively stable. This, in turn, makes it challenging for districts to distinguish which schools and student groups are most in need of additional support and to engage in meaningful data-based discussions and planning for the coming year.

To demonstrate the impact of the current color scheme on the year-to-year color assignments reported on the Dashboard, the 2018 and 2019 data for the Suspension Rate Indicator is presented in Table 3. The current five-by-five grid for the Suspension Indicator (High School Level) is shown in Table 2.

**Table 2: Current Five-by-Five Color Grid for the Suspension Indicator (High School)**

| Level | Increased Significantly | Increased | Maintained | Declined | Declined Significantly |
| --- | --- | --- | --- | --- | --- |
| Very Low | N/A | Green | Blue | Blue | Blue |
| Low | N/A | Yellow | Green | Green | Blue |
| Medium | Orange | Orange | Yellow | Green | Green |
| High | Red | Orange | Orange | Yellow | Yellow |
| Very High | Red | Red | Red | Orange | Yellow |

Under this color scheme, a total of **3,566** schools jumped or dropped by two or more performance levels (colors) for the Suspension Indicator between 2018 and 2019. This includes schools with small student populations, for which the three-by-five grid would have been applied.

Table 3 shows a breakdown of schools, statewide, that remained in or moved between colors between 2018 and 2019. The boxes shaded in grey represent those schools that did not change performance levels between 2018 and 2019. The boxes bordered by a thick line represent the schools that either decreased by two performance colors (on left side of table) or increased by two performance colors (on right side of table.)

**Table 3: 2018 and 2019 Color Assignments for Suspension Indicator: Current Color Scheme**

**All Schools**

| **Color** | **2019**  **RED** | **2019 ORANGE** | **2019 YELLOW** | **2019 GREEN** | **2019**  **BLUE** |
| --- | --- | --- | --- | --- | --- |
| **2018 RED** | 169\* | 117 | 304 | 154 | 18 |
| **2018 ORANGE** | 214 | 523\* | 345 | 804 | 272 |
| **2018 YELLOW** | 186 | 386 | 254\* | 452 | 274 |
| **2018 GREEN** | 130 | 764 | 291 | 602\* | 478 |
| **2018 BLUE** | 34 | 312 | 314 | 288 | 1,809\* |

\*The shaded boxes represent schools that experienced no color changes.

Based on the data shown in Table 3:

* 1,826 schools improved by two or more performance levels (19 percent)
* 1,740 schools declined by two or more performance levels (18 percent)

Among the 1,740 schools that declined by two or more performance levels:

* 1,639 (94 percent) were non-Dashboard Alternative Schools Status (DASS) schools and 101 (6 percent) were DASS schools
* 1,528 (88 percent) were non-charter schools and 212 (12 percent) were charter schools
* 1,625 (93 percent) have large student populations (i.e., 150 or more students are cumulatively enrolled) and 115 (7 percent) have small student populations (i.e.,149 or fewer students are cumulatively enrolled)

At the April 2020 meeting, the CDE shared these analyses with the Technical Design Group (TDG) and explored alternative methodologies to increase the stability of the indicators, including:

* Revising the five-by-five grids for each state indicator to limit each row to two colors (as currently applied for the Academic Indicator) and eliminate the three-by-five grids for all indicators.
* Moving to the use of the three-by-five grids for all population sizes, including the *n-*size has 149 or fewer students.

Applying the current color distributions of the Academic Indicator to all state indicators would significantly reduce the volatility of the data. Table 4 shows that, had a limited color scheme (as that used for the Academic Indicator) been applied to the Suspension Rate Indicator, 981 (56 percent) fewer schools would have dropped two or more colors.

The boxes shaded in grey represent those schools that did not change performance levels between 2018 and 2019. The boxes bordered by a thick line represent the schools that either decreased by two performance colors (on left side of table) or increased by two performance colors (on right side of table.)

**Table 4: 2018 and 2019 Color Assignments for Suspension Rate Indicator: Proposed (Limited) Color Scheme**

| **Color** | **2019**  **RED** | **2019 ORANGE** | **2019 YELLOW** | **2019 GREEN** | **2019**  **BLUE** |
| --- | --- | --- | --- | --- | --- |
| **2018 RED** | 157\* | 173 | 182 | 70 | 7 |
| **2018 ORANGE** | 217 | 295\* | 235 | 366 | 55 |
| **2018 YELLOW** | 110 | 345 | 677\* | 860 | 329 |
| **2018 GREEN** | 52 | 253 | 894 | 810\* | 651 |
| **2018 BLUE** | 10 | 43 | 291 | 604 | 1,809\* |

\*The shaded boxes represent schools that experienced no color changes.

Using a more limited color scheme would result in 1,768 schools improving or declining by two or more colors between 2018 and 2019 (as opposed to 3,566 schools under the current color scheme). This represents less than half the number of schools that changed by two or more colors under the current color scheme. The number of schools that decli­­­ned by two or more colors is reduced from 1,740 (or 18.33 percent of all schools), under the current color scheme, to 759 (or 7.98 percent) under the limited color scheme. It is important to note that these schools also experienced a decrease in their status level, signaling they may need additional support. Of the schools that decreased by two or more colors:

* 697 (92 percent) are non-DASS schools and 61 (8 percent) are DASS schools
* 661 (87 percent) are non-charter schools and 97 (13 percent) are charter schools
* 670 (88 percent) have large student populations (i.e., 150 or more students are cumulatively enrolled) and 88 (12 percent) have small student populations (i.e.,149 or fewer students are cumulatively enrolled)

Chart 1 compares the percentage of schools that changed colors, from 2018 to 2019, under the current and proposed color schemes, for the four-state indicators under consideration for this item. The same information is presented in table form, in Table 5.

**Chart 1: Percentage of Schools with Color Changes from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

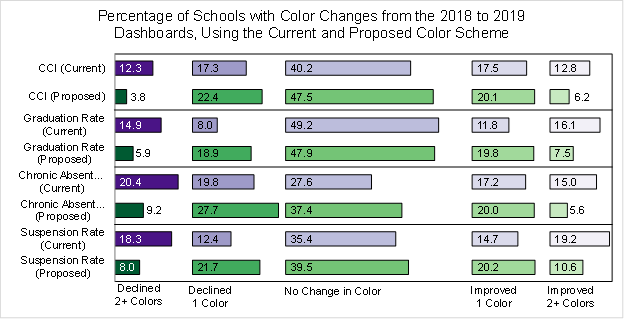


Table 5 below provides information from Chart 1.

**Table 5: Percentage of Schools with Color Changes from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Indicator by Color Scheme** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **CCI (Current)** | 12.3 | 17.3 | 40.2 | 17.5 | 12.8 |
| **CCI (Proposed)\*** | 3.8 | 22.4 | 47.5 | 20.1 | 6.0 |
| **Graduation Rate (Current)** | 14.9 | 8.0 | 49.2 | 11.8 | 16.1 |
| **Graduation Rate (Proposed)\*** | 5.9 | 18.9 | 47.9 | 19.8 | 7.5 |
| **Chronic (Current)** | 20.4 | 19.8 | 27.6 | 17.2 | 15.0 |
| **Chronic (Proposed)\*** | 9.2 | 27.7 | 37.4 | 20.0 | 5.6 |
| **Suspension Rate (Current)** | 18.3 | 12.4 | 35.4 | 14.7 | 19.2 |
| **Suspension Rate (Proposed)\*** | 8.0 | 21.7 | 39.5 | 20.2 | 10.6 |

\*The shaded boxes represent the results that would occur if the proposed color scheme were applied.

Detailed results for all state indicators–applying both the current and limited color schemes–are presented in the Appendix. Also provided is an analysis of the characteristics of schools and LEAs that continue to jump or drop by two or more colors.

The Technical Design Group (TDG) reviewed the data provided in this item at their meeting on April 8, 2020, and supported applying the Academic Indicator color scheme to all state indicators and eliminating the three-by-five color grid.

Based on these analyses, the CDE recommends that the SBE (1) adopt the more limited color scheme for the CCI, the Graduation Rate Indicator, the Chronic Absenteeism Indicator, and Suspension Rate Indicator, and (2) employ this new color scheme for schools and districts with both large and small student populations.

Note: The color scheme for the Graduation Rate Indicator would vary slightly from the other indicators. Because the graduation rate has a threshold score, in accordance with the Every Student Succeeds Act, the entire row for “Very Low” is Red.

# Attachment 3

## Update on the Development of Additional Career Measures in the College/Career Indicator

The California Department of Education (CDE) is committed to building out the College/Career Indicator (CCI) over several years as data becomes available to include additional career measures. During deliberations at the September 2016 State Board of Education (SBE) meeting, and in subsequent conversations, there were concerns that the CCI did not contain sufficient career measures. To explore how to provide a better balance of college and career measures in the CCI, the CDE has worked closely with the CCI Work Group, along with the Alternative Schools Task Force (a joint project with the John W. Gardner at Stanford University, which was supported by a grant from the Stuart Foundation) and the Advisory Commission on Special Education [ACSE]) to:

* Define the career measures recommended by the CCI Work Group for collection through the California Longitudinal Pupil Achievement Data System (CALPADS), and
* Identify career measures specific to Dashboard Alternative Schools Status (DASS) schools.

During the 2018–19 school year, the CDE collected the following career measures in CALPADS, for possible inclusion in the 2020 Dashboard:

* Completion of a Pre-Apprenticeship (both DASS and non-DASS schools)
* Completion of a State or Federal Job Program (limited to DASS schools)
* Workforce Readiness Certificate (limited to DASS schools)
* Completion of Food Handler Certification Program (limited to DASS schools)

**Feedback from the Alternative Schools Task Force and the College/Career Indicator Subcommittee**

In February 2020, the CDE met with the Taskforce and the CCI Subcommittee to review the 2018–19 CALPADS data on the career measures and discuss their appropriateness for the CCI model. After the data for each measure was presented, the teams were asked to weigh in on the following questions:

* Should the completion of the measure, by itself, place a student in the prepared or approaching prepared level?
* If the approaching prepared level is recommended, should the measure be paired with other CCI measures for students to be placed in the prepared level? If so, which ones?
* What is the rationale for your recommendations?

For those measures that apply to DASS schools only, teams were also asked:

* The CDE has indicated that this measure is limited to DASS schools. Should this measure also be applied to non-DASS Schools?

Based on the feedback from the two groups, the CDE determined whether further simulations needed to be produced.

The data shared with the two groups is included here.

### Pre-Apprenticeships: Registered and Non-Registered

In 2018–19, a pre-apprenticeship was completed by 2,947 high school students (or 0.6 percent of high school students). A breakdown by registered and non-registered pre-apprenticeships appears below:

* Registered pre-apprenticeships were completed by 1,302 high school students (0.26 percent). These programs are recognized by business and/or industry and are registered at the state or national level. (Note: The Division of Apprenticeship Standards in the Department of Industrial Relationships may recognize pre-apprenticeship programs that have formal linkage agreements with state-registered apprenticeship programs and have e**stablished apprenticeship program standards.)**
* Non-registered pre-apprenticeships were completed by 1,645 high school students (0.33 percent). These programs are recognized by business and/or industry but are not registered at the state or national level.

In order to evaluate the benefit of adding this measure to the CCI model, the CDE conducted an analysis, shown in Tables 1 and 2 of all students who completed a registered and non-registered pre-apprenticeship and their CCI preparedness levels.

**Table 1: Registered Pre-Apprenticeship Completers and CCI Level on the 2019 Dashboard**

| **CCI Level**  **(via current CCI measures)** | **2019 Students: Non-DASS** | **2019 Students: DASS** |
| --- | --- | --- |
| Prepared | 725 (63.5%) | 0 (0.0%) |
| Approaching Prepared\* | 249 (21.8%) | 10 (6.2%) |
| Not Prepared (graduated)\* | 143 (12.5%) | 83 (51.6%) |
| Not Prepared (did not graduate) | 24 (2.1%) | 68 (42.2%) |
| **Total for All CCI Levels** | **1,141** | **161** |

\*The shaded boxes represent the students who could potentially benefit from the inclusion of the registered pre-apprenticeship in the CCI. Depending on the criteria adopted for this measure, students who completed a registered pre-apprenticeship could be placed in a higher CCI level. That is, 249 non-DASS students and 10 DASS students could potentially move from the Approaching Prepared level to the Prepared level, and a total of 226 students could move from the Not Prepared level to the Approaching Prepared level.

The CDE also conducted a cross-measure analysis to determine the number of students who completed both a registered pre-apprenticeship and career technical education (CTE) coursework. Of the 1,302 registered pre-apprenticeship completers:

* 611 (46.9 percent) completed a CTE pathway between 2015 and 2019
* 1,035 (79.4 percent) completed at least one semester or one quarter of CTE courses with a C minus or better in 2019
* 1,069 (82.1 percent) earned at least 0.5 credits in a CTE course in 2019

Based on this data, the Alternative Schools Task Force and CCI Subcommittee requested that the CDE conduct further simulations on registered pre-apprenticeships and share the results at their next scheduled meetings, in May. Table 2, below, provides the analysis for non-registered pre-apprenticeships.

**Table 2: Non-Registered Pre-Apprenticeship Completers and CCI Level on the 2019 Dashboard**

| **CCI Level (via current CCI measures)** | **2019 Students: Non-DASS** | **2019 Students: DASS** |
| --- | --- | --- |
| Prepared | 1,021 (70.7%) | 0 (0.0%) |
| Approaching Prepared\* | 250 (17.3%) | 16 (8.0%) |
| Not Prepared (graduated)\* | 156 (10.8%) | 120 (59.7%) |
| Not Prepared (did not graduate) | 17 (1.2%) | 65 (32.3%) |
| **Total for All CCI Levels** | **1,444** | **201** |

\*The shaded boxes represent the students who could potentially benefit from the inclusion of the non-registered pre-apprenticeship in the CCI. Depending on the criteria adopted for this measure, students who completed a non-registered pre-apprenticeship could be placed in a higher CCI level.

The CDE also conducted a cross-measure analysis to determine the number of students who completed both a non-registered pre-apprenticeship and CTE coursework. Of the 1,645 non-registered pre-apprenticeship completers:

* 653 (39.7 percent) completed a CTE pathway between 2015 and 2019
* 1,336 (81.2 percent) completed at least one semester or one quarter of CTE courses with a C minus or better in 2019
* 1,356 (82.4 percent) earned at least 0.5 credits in a CTE course in 2019

Based on this data, the Alternative Schools Task Force and CCI Subcommittee requested that the CDE conduct further simulations and share the results at their next meeting scheduled for May 2020.

#### **State and Federal Job Programs**

In 2018–19, the State and Federal Job Programs was completed by 5,254 high school students, including students from both DASS and non-DASS schools. (Currently, this measure is proposed for DASS schools only.) In order to evaluate the benefit of adding this measure to the CCI model, the CDE conducted an analysis, shown in Table 3, of all students who completed the program and their CCI preparedness levels.

**Table 3: State and Federal Job Program Completers and CCI Level on the 2019 Dashboard**

| **CCI Level (via current CCI measures)** | **2019 Students: Non-DASS** | **2019 Students: DASS** |
| --- | --- | --- |
| Prepared | 2,288 (51.5%) | 19 (2.4%) |
| Approaching Prepared\* | 1,302 (29.3%) | 72 (8.9%) |
| Not Prepared (graduated)\* | 742 (16.7%) | 555 (68.7%) |
| Not Prepared (did not graduate) | 114 (2.6%) | 162 (20.0%) |
| **Total for All CCI Levels** | **4,446** | **808** |

\*The shaded boxes represent the students who could potentially benefit from the inclusion of the State and Federal Job Program in the CCI. Depending on the criteria adopted for this measure, students who completed the State and Federal Job Program could be placed in a higher CCI level.

The CDE also conducted a cross-measure analysis to determine the number of students who completed both a State and Federal Job Program and CTE coursework. Of the 5,254 State and Federal Job Program completers:

* 2,494 (47.5 percent) completed a CTE pathway between 2015 and 2019
* 4,194 (79.8 percent) completed at least one semester or one quarter of CTE courses with a C minus or better in 2019
* 4,370 (83.2 percent) earned at least 0.5 credits in a CTE course in 2019

Based on this data, the Alternative Schools Task Force and CCI Subcommittee requested that the CDE conduct further simulations on this measure and share the results at their next scheduled meetings, in May.

#### **Workforce Readiness Certificate**

In 2018–19, the Workforce Readiness Certificate was earned by 3,213 high school students, including students from both DASS and non-DASS schools. (Currently, this measure is proposed for DASS schools only.). In order to evaluate the benefit of adding this measure to the CCI model, the CDE conducted an analysis, shown in Table 4, of all students who earned the certificate and their CCI preparedness levels.

**Table 4: Workforce Readiness Earners and CCI Level on the 2019 Dashboard**

| **CCI Level**  **(via current CCI measures)** | **2019 Students: Non-DASS** | **2019 Students: DASS** |
| --- | --- | --- |
| Prepared | 1,477 (65.6%) | 92 (9.6%) |
| Approaching Prepared\* | 482 (21.4%) | 156 (16.3%) |
| Not Prepared (graduated)\* | 262 (11.6%) | 589 (61.4%) |
| Not Prepared (did not graduate) | 32 (1.4%) | 123 (12.8%) |
| **Total for All CCI Levels** | **2,253** | **960** |

\*The shaded boxes represent the students who could potentially benefit from the inclusion of the Workforce Readiness Certificate in the CCI. Depending on the criteria adopted for this measure, students who completed the Workforce Readiness Certificate could be placed in a higher CCI level.

The CDE also conducted a cross-measure analysis to determine the number of students whom both earned a Workforce Readiness Certificate and completed CTE coursework. Of the 3,213 students who earned a Workforce Readiness Certificate:

* 1,134 (35.3 percent) completed a CTE pathway between 2015 and 2019
* 2,049 (63.7 percent) completed at least one semester or one quarter of CTE courses with a C minus or better in 2019
* 2,083 (64.8 percent) earned at least 0.5 credits in a CTE course in 2019

This measure sparked much discussion among members of the Alternative School Task Force and the CCI Subcommittee. Both groups expressed concerns that the certificate is not standardized and varies widely in rigor across districts. The CCI Subcommittee voiced concern that incorporating the certificate would reduce the rigor of the CCI. Members indicated that many districts were working to implement programs to ensure all students, including students with disabilities, receive a high-quality program to increase their success after high school. Adding measures that reduce the rigor of the CCI may decrease this momentum. Therefore, they recommended that the certificate not be included in the CCI. Additional discussions will be held at the next reconvening of the Alternative School Task Force in May 2020.

#### **Food Handler Certificate**

In 2018–19, the Food Handler Certificate was earned by 2,782 high school students, including students from both DASS and non-DASS schools. (Currently, this measure is proposed for DASS schools only, with a particular focus on Juvenile Court schools.). In order to evaluate the benefit of adding this measure to the CCI model, the CDE conducted an analysis, shown in Table 5, of all students who earned the certificate and their CCI preparedness levels.

**Table 5: Food Handler Certificate Earners and CCI Level on the 2019 Dashboard**

| **CCI Level**  **(via current CCI measures)** | **2019 Students: Non-DASS** | **2019 Students: DASS** |
| --- | --- | --- |
| Prepared | 1,262 (57.2%) | 169 (29.3%) |
| Approaching Prepared\* | 503 (22.8%) | 37 (6.4%) |
| Not Prepared (graduated)\* | 392 (17.8%) | 245 (42.5%) |
| Not Prepared (did not graduate) | 48 (2.2%) | 126 (21.8%) |
| **Total for All CCI Levels** | **2,205** | **577\*\*** |

\*The shaded boxes represent the students who could potentially benefit from the inclusion of the Food Handler Certificate in the CCI. Depending on the criteria adopted for this measure, students who completed the Food Handler Certificate could be placed in a higher CCI level.

\*\*Please note that the Food Handler Certificate was slated as a possible CCI measure for students in juvenile court schools, which experience a higher level of mobility than other DASS schools. Only one student who attended a juvenile court school earned the certificate.

The CDE conducted a cross-measure analysis to determine the number of DASS students who earned a Food Handler Certificate and completed CTE coursework.

1. The certificate was earned by only 0.7 percent of all DASS students in the 2019 DASS Graduation Rate. Of those:
   * + 4 percent completed a CTE pathway between 2015 and 2019.
     + 10 percent completed at least one semester or one quarter of CTE courses with a C minus or better in 2019.
     + 14 percent earned at least 0.5 credits in a CTE course in 2019.
2. Only 1 student earned this credit while attending a juvenile court school.

This measure was scrutinized by the two groups. Both the Alternative Schools Task Force and the CCI Subcommittee agreed that because the Food Handler Certificate is only a two-hour on-line course that is usually taken after securing a job, it was not sufficiently rigorous for the CCI.

## Career Measures Collected in the California Special Education Management Information System (CASEMIS)

In 2018–19, two measures, available for students with Individualized Education Plans (IEPs) only, were collected in CASEMIS, the system used to collect data for students with disabilities. (Beginning in 2019–2020, the CDE shifted all data collection to the CALPADS.)

* Completion of Workability Courses and Work-Based Learning
* Completion of Department of Rehabilitation (DOR) Work-Based Learning

The collection of service hours for these two programs presented several challenges. First, since the collection was voluntary, no districts submitted the number of hours. (The CDE later learned that some districts had attempted to report the hours but had difficulties entering the data in their systems.) Another issue raised by stakeholders was that the Workability and DOR programs do not encompass the full range of work-based learning experiences provided by districts. Based on this feedback, the Special Education Division has recommended that, rather than collecting hours associated with specific programs, districts should be given the flexibility to report all work-based learning opportunities (i.e., transitional services) they provide. Therefore, beginning in 2019–2020, data on two new programs, for students with IEPs only, will be collected in CALPADS:

* Transition Work-Based Learning Experiences
* Transition Classroom-Based Learning Experiences

The CDE is currently analyzing classroom hours reported for the Workability grant and will use these data to recommend the optimal number of hours that students with IEPs should complete in transition work- and/or classroom-based learning experiences to be placed in the Prepared or Approaching Prepared levels of the CCI. Their recommendations will be shared with all stakeholder groups and presented to the SBE at its September 2020 meeting.

# 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** |
| --- | --- | --- | --- |
| February 4, 2020 | Technical Design Group | 8 | * Student Growth Model |
| February 18, 2020 | Alternative Schools Taskforce | 7 | * Proposed New Career Measures for the College/Career Indicator (CCI) |
| February 19, 2020 | California Practitioners Advisory Group (CPAG) | 135 | * An Overview of California’s Integrated Local, State, and Federal Accountability and Continuous Improvement System * Local Control and Accountability Plan Adoption and Training Update. * Update on the Continuing Development Work and Revisions Under Consideration for the 2020 California School Dashboard. |
| February 24, 2020 | College/Career Indicator (CCI) Subcommittee | 12 | * Proposed New Career Measures for the College/Career Indicator (CCI) |

### Table 2.

**In-person Meetings/Conferences**

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| February 11, 2020 | Innovating for Equity Conference | 130 | * Updates to the English Learner Progress Indicator on the California School Dashboard |
| February 12, 2020 | Innovating for Equity Conference | 90 | * What’s New with the Dashboard * Debunking Dashboard Myths |
| February 22, 2020 | State and Federal Program Directors (SFPD) Meeting | 100 | * Next Steps on the Growth Model * New Methodology for Participation Rate Penalty * Expansion of District of Residence Rule * New Career Measures for College/Career Indicator (CCI) * Exploring the Stability of the State Indicators |

### Table 3

**Virtual Meetings**

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| February 20, 2020 | Local Control Funding Formula (LCFF) Stakeholder Office Hours | 3 | * Time provided to stakeholders to answer any questions regarding the presentations at CPAG |
| February 13, 2020 | Webinar for San Bernardino County Office of Education | 4 | * Dashboard Alternative School Status (DASS) schools and the Dashboard |
| March 20, 2020 | SFPD Meeting | 100 | * Q&A Session related to technical questions on Comprehensive Support and Improvement |
| March 27, 2020 | Riverside County Assessment Network (RCAN) Meeting | 30 | * Impact on Covid-19 on assessment and accountability |

# Appendix

## Comparisons and Analysis of State Indicator Data Using Current and Limited Color Schemes

The tables and charts in this Appendix compare the local educational agency (LEA)- and school-level color changes, between 2018 and 2019, for four state indicators, using the color scheme currently adopted and the newly proposed color scheme, which limits each row in the five-by-five and three-by-five grids to two colors.

**Chronic Absenteeism Indicator**

**Table 1: Color Changes for the Chronic Absenteeism Indicator: LEA Level**

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 111 | 43 |
| **Declined by 1 Color Only** | 166 | 189 |
| **No Difference in Color** | 291 | 393 |
| **Increased by 1 Color Only** | 193 | 193 |
| **Increased by 2 or More Colors** | 112 | 55 |

Table 1 shows that, had the California Department of Education (CDE) applied the newly proposed color scheme to the Chronic Absenteeism Indicator, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

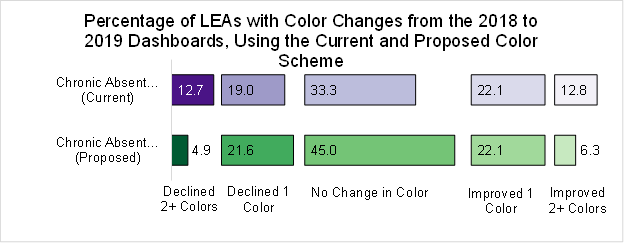
* 68 fewer LEAs would decline by two or more colors
* 57 fewer LEAs would increase by two or more colors

At the same time, an additional 102 LEAs would maintain the same color. Finally, the proposed color scheme would have a minimal impact on the number of LEAs that decline or increase by one color:

* 23 additional LEAs would decline by one color only
* No additional LEAs would increase by one color only

Chart 1 presents the color changes for LEAs in terms of percentages. The same information is presented in table form, in Table 2.

**Chart 1: Percentage of LEAs with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**



**Table 2: Percentage of LEAs with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Chronic Absenteeism Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 12.7% | 19.0% | 33.3% | 22.1% | 12.8% |
| **Proposed Color Scheme** | 4.9% | 21.6% | 45.0% | 22.1% | 6.3% |

School-level comparisons for the Chronic Absenteeism Indicator are presented next.

**Table 3: Color Changes for the Chronic Absenteeism Indicator: School Level**

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 1,540 | 695 |
| **Declined by 1 Color Only** | 1,499 | 2,095 |
| **No Difference in Color** | 2,091 | 2,832 |
| **Increased by 1 Color Only** | 1,300 | 1,515 |
| **Increased by 2 or More Colors** | 1,134 | 427 |

Table 3 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the Chronic Absenteeism Indicator, far fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

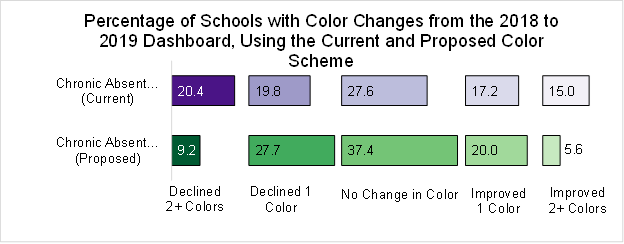
* + 845 fewer schools would decline by two or more colors
  + 707 fewer schools would increase by two or more colors

At the same time, an additional 741 schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 596 additional schools would decline by one color only
* 215 additional schools would increase by one color only

Chart 2 presents the color changes for schools in terms of percentages. The same information is presented in table form, in Table 4.

**Chart 2: Percentage of Schools with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**



**Table 4: Percentage of Schools with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Chronic Absenteeism Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 20.4% | 19.8% | 27.6% | 17.2% | 15.0% |
| **Proposed Color Scheme** | 9.2% | 27.7% | 37.4% | 20.0% | 5.6% |

## Suspension Rate Indicator

**Table 5: Color Changes for the Suspension Rate Indicator: LEA Level**

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 153 | 90 |
| **Declined by 1 Color Only** | 151 | 194 |
| **No Difference in Color** | 326 | 392 |
| **Increased by 1 Color Only** | 181 | 182 |
| **Increased by 2 or More Colors** | 138 | 91 |

Table 5 shows that, had the CDE applied the newly proposed color scheme to the Suspension Rate Indicator, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

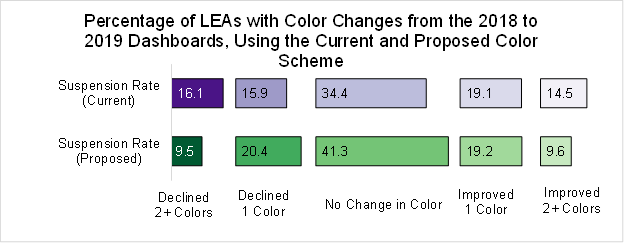
* + 63 fewer LEAs would decline by two or more colors
  + 47 fewer LEAs would increase by two or more colors

At the same time, an additional 66 LEAs would maintain the same color. Finally, the proposed color scheme would have a moderate impact on the number of LEAs that decline or increase by one color:

* 43 additional LEAs would decline by one color only
* 1 additional LEA would increase by one color only

Chart 3 presents the color changes for LEAs in terms of percentages.

**Chart 3: Percentage of LEAs with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**



**Table 6: Percentage of LEAs with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Suspension Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 20.4% | 19.8% | 27.6% | 17.2% | 15.0% |
| **Proposed Color Scheme** | 9.2% | 27.7% | 37.4% | 20.0% | 5.6% |

School-level comparisons for the Suspension Rate Indicator are presented next.

**Table 7: Color Changes for the Suspension Rate Indicator: School Level**

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 1,740 | 758 |
| **Declined by 1 Color Only** | 1,179 | 2,060 |
| **No Difference in Color** | 3,357 | 3,748 |
| **Increased by 1 Color Only** | 1,392 | 1,919 |
| **Increased by 2 or More Colors** | 1,826 | 1,009 |

Table 7 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the Suspension Rate Indicator, far fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

* + 1,982 fewer schools would decline by two or more colors
  + 817 fewer schools would increase by two or more colors

At the same time, an additional 391 schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 881 additional schools would decline by one color only
* 527 additional schools would increase by one color only

Chart 4 presents the color changes for schools in terms of percentages.

**Chart 4: Percentage of Schools with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**

Image of chart displaying percentage of schools with color changes. Table 8 below provides a description of the chart.


**Table 8: Percentage of Schools with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Suspension Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 18.3% | 12.4% | 35.4% | 14.7% | 19.2% |
| **Proposed Color Scheme** | 8.0% | 21.7% | 39.5% | 20.2% | 10.6% |

**Graduation Rate Indicator**

It is important to note that the proposed new color scheme for the graduation rate would be slightly different from the other state indicators. Because the graduation rate has a threshold score, in accordance with the Every Student Succeeds Act, the entire row for “Very Low” is Red. Any district or school with a Very Low status would be assigned a Red performance.

**Table 9: Color Changes for the Graduation Rate Indicator: LEA Level**

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 41 | 11 |
| **Declined by 1 Color Only** | 66 | 96 |
| **No Difference in Color** | 192 | 220 |
| **Increased by 1 Color Only** | 47 | 68 |
| **Increased by 2 or More Colors** | 66 | 17 |

Table 9 shows that, had the CDE applied the newly proposed color scheme to the Graduation Rate Indicator, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

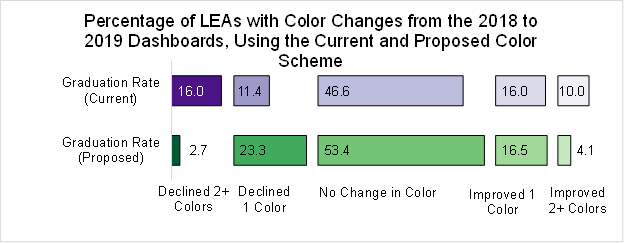
* + 30 fewer LEAs would decline by two or more colors
  + 49 fewer LEAs would increase by two or more colors

At the same time, an additional 28 LEAs would maintain the same color. Finally, the proposed color scheme would have a moderate impact on the number of LEAs that decline or increase by one color:

* 30 additional LEAs would decline by one color only
* 21 additional LEAs would increase by one color only

Chart 5 presents the color changes for LEAs in terms of percentages.

**Chart 5: Percentage of LEAs with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**



**Table 10: Percentage of LEAs with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Graduation Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 16.0 | 11.4 | 46.6 | 16.0 | 10.0 |
| **Proposed Color Scheme** | 2.7 | 23.3 | 53.4 | 16.5 | 4.1 |

School-level comparisons for the Graduation Rate Indicator are presented next.

**Table 11: Color Changes for the Graduation Rate Indicator: School Level**

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 278 | 102 |
| **Declined by 1 Color Only** | 203 | 325 |
| **No Difference in Color** | 848 | 826 |
| **Increased by 1 Color Only** | 138 | 341 |
| **Increased by 2 or More Colors** | 257 | 130 |

Table 11 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the Graduation Rate Indicator, substantially fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

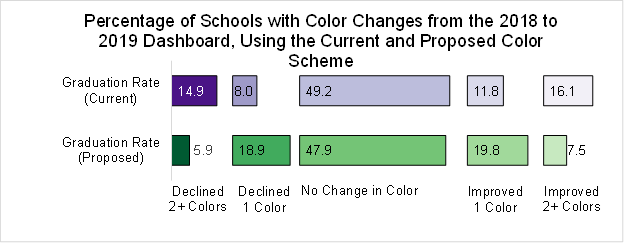
* + 176 fewer schools would decline by two or more colors
  + 127 fewer schools would increase by two or more colors

At the same time, 22 fewer schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 122 additional schools would decline by one color only
* 203 additional schools would increase by one color only

Chart 6 presents the color changes for schools in terms of percentages.

**Chart 6: Percentage of Schools with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**



**Table 12: Percentage of Schools with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **Graduation Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 14.9% | 8.0% | 49.2% | 11.8% | 16.1% |
| **Proposed Color Scheme** | 5.9% | 18.9% | 47.9% | 19.8% | 7.5% |

**College/Career Indicator (CCI)**

**Table 13: Color Changes for the CCI: LEA Level**

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 56 | 18 |
| **Declined by 1 Color Only** | 82 | 97 |
| **No Difference in Color** | 152 | 190 |
| **Increased by 1 Color Only** | 72 | 80 |
| **Increased by 2 or More Colors** | 50 | 27 |

Table 13 shows that, had the CDE applied the newly proposed color scheme to the CCI, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

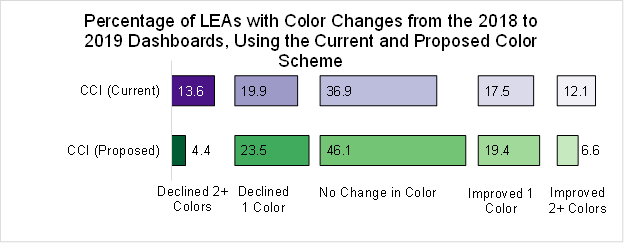
* + 38 fewer LEAs would decline by two or more colors
  + 23 fewer LEAs would increase by two or more colors

At the same time, an additional 38 LEAs would maintain the same color. Finally, the proposed color scheme would have a moderate impact on the number of LEAs that decline or increase by one color:

* 15 additional LEAs would decline by one color only
* 8 additional LEAs would improve by one color only

Chart 7 presents the color changes for LEAs in terms of percentages.

**Chart 7: Percentage of LEAs with Color Changes for the CCI, from the 2018 and 2019 Dashboards Using the Current and Proposed Color**



**Table 14: Percentage of LEAs with Color Changes for the CCI, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **CCI** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 13.6% | 19.9% | 36.9% | 17.5% | 21.1% |
| **Proposed Color Scheme** | 4.4% | 23.5% | 46.1% | 19.4% | 6.6% |

School-level comparisons for the CCI are presented next.

**Table 15: Color Changes for the CCI: School Level**

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 211 | 65 |
| **Declined by 1 Color Only** | 298 | 386 |
| **No Difference in Color** | 693 | 819 |
| **Increased by 1 Color Only** | 301 | 346 |
| **Increased by 2 or More Colors** | 220 | 107 |

Table 15 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the CCI, substantially fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

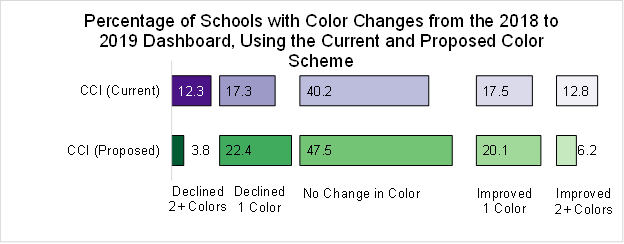
* + 146 fewer schools would decline by two or more colors
  + 113 fewer schools would increase by two or more colors

At the same time, an additional 126 schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 88 additional schools would decline by one color only
* 45 fewer schools would increase by one color only

Chart 8 presents the color changes for schools in terms of percentages.

**Chart 8: Percentage of Schools with Color Changes for the CCI, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes**



**Table 15: Percentage of Schools with Color Changes for the CCI, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes**

| **CCI** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 12.3% | 17.3% | 40.2% | 17.5% | 12.8% |
| **Proposed Color Scheme** | 3.8% | 22.4% | 47.5% | 20.1% | 6.2% |

**Summary Analysis**

The analysis shows that the application of the proposed color scheme increases the stability for all four state indicators, at both the school and LEA levels. By limiting the color scheme of the five-by-five tables to two colors per row, a considerably lower percentage of LEAs and schools would experience dramatic swings in color performance (i.e., declining or increasing by two or more colors from one year to the next). In addition, a greater number of LEAs and schools would maintain the same performance level.