

California School Dashboard Graduation Rate and College/Career Indicators

Presented by the
Analysis, Measurement, and
Accountability Reporting Division
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Archived PowerPoint

- The PowerPoint will be posted on the CDE “California Accountability Model & School Dashboard” web page at <https://www.cde.ca.gov/ta/ac/cm/>
- Note: The recording of this webinar will not be posted.

Viewer Engagement

- **Polling:**

- Throughout the webinar, polling questions will automatically appear on the screen and be open for 45 to 60 seconds

- **Chatting:**

- The chat box is not monitored during the webinar as each of our staff is answering questions in the Q&A
 - Type in your questions in the Q&A area

Before We Get Started...

Items to Note

- The CDE California Accountability Model & School Dashboard web page has a new layout and new tabs for easier access. Check out our new page at <https://www.cde.ca.gov/ta/ac/cm/>.
- If you missed any of the prior webinars, they are posted at the web address provided above. Look under the “District Resources” tab.
- Parent-friendly videos, in both English and Spanish, are posted under the “Parent Resources” tab at the web address provided above.

Common Charter Question

- **Q:** Are charter school data included in their authorizer agency's Dashboard report?
 - **A:** No. Because charter schools are treated as local educational agencies (LEAs) under the Local Control Funding Formula (LCFF), their data are not included in their authorizer's Dashboard report.

Common CALPADS Question

- **Q:** I updated data in the California Longitudinal Pupil Achievement Data System (CALPADS). Why are my updates not reflected in my school's Dashboard report?
 - **A:** All data used from CALPADS for the 2019 Dashboard were based on End-of-Year certified data, which was extracted on September 6, 2019.
 - If you updated data after the certification deadline, the update will not be reflected.
 - If you certified data and updated data without de-certifying and re-certify, the updates will not be reflected in the Dashboard or DataQuest.

Recalculation of Prior Year Data for Both Graduation Rate and CCI

- Due to the changes to the graduation rate and CCI, prior year data have been re-calculated so that valid comparisons can be made when calculating Change and determining performance levels for the 2019 Dashboard.
 - Note: The 2018 Dashboard will not be updated to reflect the re-calculation.

Graduation Rate Indicator

Overview of Graduation Rate Indicator

- At its July 2019 meeting, the State Board of Education (SBE) adopted a combined four- and five-year graduation rate for the Graduation Rate Indicator
 - Applies only to comprehensive high schools
- The Dashboard Alternative School Status (DASS) graduation rate, which is based on grade twelve students, already includes students who graduate in:
 - Four years,
 - Five years,
 - Six years, or more

Combined Four- and Five-Year Graduation Rate

Combined Four- and Five-Year Graduation Rate

- The **combined four- and five-year graduation rate** for the Graduation Rate Indicator.
 - Reflects students who graduate in a given year
 - Example: All 2019 four- and five-year graduates:
 - Based on Class of 2019 cohort **with addition of fifth year graduates from Class of 2018**

Example of Combining Four-and-Five Year Graduates

- For the Class of 2019, there were **95** graduates out of 100 students in the four-year cohort for a rate of 95 percent.
- For the Class of 2018, **five** students graduated in their fifth year (i.e., five-year cohort).
- The combined graduation rate is:

$$(\mathbf{95} + \mathbf{5}) / (100 + \mathbf{5}) = 95.2 \text{ percent}$$

Student Transfers

- **When students transfer**—the last school where a student is enrolled is held accountable for the student's graduation status.
 - Rule applies to both combined graduation rate and the DASS graduation rate

August 15 Cut Off Date

- For a student to be counted as a graduate, he/she must graduate by August 15. Therefore, for the combined rate for 2019 Dashboard:
 - **Class of 2019:** must graduate by August 15, 2019 to be counted as a four-year graduate
 - **Class of 2018:** must graduate by August 15, 2019 to be counted as a fifth-year graduate

Who Counts as Graduates in the Combined Rate?

- Only students who earn a *standard diploma* are counted as graduates. Graduates **do not include** students who earn:
 - A certificate of completion
 - High School Equivalency certificate (i.e., GED, HiSET, and TASC*)
 - Adult education diploma
 - California High School Proficiency Exam (CHSPE)

*GED: General Educational Development; HiSET: High School Equivalency Test; TASC: Test Assessing Secondary Completion

Polling Question Scenario #1

- Star High School had the following graduation data:
 - **Class of 2019:** 300 students in the four-year cohort. Of these:
 - 280 received a standard diploma
 - 5 passed the GED
 - 15 dropped out
 - **Class of 2018:** Six students were fifth-year seniors in 2019. Of these:
 - 2 received a standard diploma
 - 3 passed the CHSPE

Polling Question #1

- How many students are considered *graduates* in the combined rate?
 - A. 290
 - B. 285
 - C. 282

Answer to Polling Question #1

- **Answer: C (282)**

- Only students who earn a standard diploma are included in the combined graduation rate. Therefore:

- 280** (received diploma in Class of 2019) + **2** (received diploma in Class of 2018)
= **282** graduates

Status and Change for 2019 Dashboard for Non-DASS High Schools

Status:

$$\frac{\text{Total \# of Students Who Graduated in 2019 (4 yr grads Class 2019 + 5th yr grads Class 2018)}}{4 \text{ year cohort of Class 2019} + 5\text{th year graduates of Class 2018}}$$

Change:

$$\text{Current Status} \textit{ minus} \frac{4 \text{ year graduates of Class 2018} + 5\text{th year graduates of Class 2017}}{4 \text{ year Cohort of Class 2018} + 5\text{th year graduates of Class 2017}}$$

DASS Graduation Rate



Which Students Are Included in Numerator for the DASS Graduation Rate?

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

1. Grade requirement
2. Certificate requirement
3. Enrollment days requirement

Grade Requirement

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

Note: only grade eleven students are counted as early graduates

Diploma/Certificate Requirements

Standard diploma
(includes the CHSPE)

OR

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

OR

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

OR

An adult education high school diploma issued by the DASS school

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

**For the 2019 Dashboard, students were automatically counted as graduates if they completed a certificate of completion and were 18 years or older by September 1, 2018.

Enrollment Days Requirement

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

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

OR

Be a summer graduate in July, August, or September

- No minimum enrollment requirement

OR

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

- Foster Youth,
- Homeless, or
- Grade 11

These students must:

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

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

Summer Graduates

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

Transition Services

- Students participating in a transition program are removed from both the numerator and denominator of the DASS graduation rate.
- For the 2019 Dashboard, transition program participation were taken from the California Special Education Management Information System (CASEMIS).
- LEAs are legally required to annually report services, including transition services, received by students with an individualized education program (IEP) through the electronic IEP system.
- For 2018–19 reporting, the data were extracted from the electric IEP system, populated into the June 30th Report in CASEMIS, and certified by the Special Education Local Plan Area.
 - LEAs had until August 11, 2019 to submit data corrections to this report.

Polling Question #2

- A student transferred from Rolling Hills (comprehensive high school) to Apple Orchard (comprehensive high school). Which school is held accountable for this student's graduation status?
 - A. Rolling Hills
 - B. Apple Orchard

Answer to Polling Question #2

- **Answer:** B (Apple Orchard).
- The student will be included in Apple Orchard's graduation rate. The last school that the student is enrolled is held accountable. This rule applies when students transfer between:
 - Comprehensive high schools
 - DASS schools
 - Comprehensive and DASS schools

Calculation Formulas for LEAs

- The data for comprehensive high schools and DASS schools' are aggregated at the LEA level, except in the case of charter schools, which are treated as LEAs under LCFF.
 - **LEAs with only comprehensive high schools** have a graduation rate based on the combined four- and five-year graduation rate only.
 - **County offices with only DASS schools** have a graduation rate based on the DASS graduation rate only.
 - LEAs with **both comprehensive and DASS schools** have a graduation rate based on both the combined and DASS graduation rates

New Graduation Rate Threshold

Revised Status Cut Scores

- Since combined rate increases graduation rates, SBE has determined that the State should raise the **Very Low Status** level threshold to “less than 68 percent”
 - Results in revised Status cut scores for **Very Low and Low** levels **for all schools** (i.e., DASS and non-DASS)

Table of Revised Status Cut Scores

Status Levels	Revised Status Cut Scores for Non-DASS Schools and District	Revised Status Cut Scores for DASS Schools and COEs
Very Low	Less than 68.0% in Current Year	Less than 68% in Current Year
Low	68.0% to less than 80.0% in Current Year	68.0% to less than 70.0% in Current Year

Revised Long-Term Goal

- The Every Student Succeeds Act (ESSA) allows states to use an extended graduation rate for accountability. However, the long-term goal for the extended rate must be higher than the long-term goal for the four-year cohort graduation rate.
- At the November 2019 SBE meeting, CDE recommended and the SBE approved, the long-term goal of 90.5% for the extended rate (0.5 above the 90% goal for the four-year cohort rate).

Revised Long-Term Goal: Impact on the Five-Five Colored Table

- To ensure coherence of the state and federal accountability systems, the five-by-five colored graduation rate table needs to align with the long-term goal.
- Therefore, the SBE approved revised High and Medium Status cut scores for comprehensive high schools, and *High* and *Very High* Status cut scores for DASS.

Revised Cut Scores and Colored Tables

Non-DASS

Performance Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue
High 90.5% to less than 95.0%	Orange	Yellow	Green	Green	Blue
Medium 80.0% to less than 90.5%	Orange	Orange	Yellow	Green	Green
Low 68.0% to less than 80.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 68.0%	Red	Red	Red	Red	Red

DASS

Performance Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High 90.5% or greater	N/A	Blue	Blue	Blue	Blue
High 80.0% to less than 90.5%	Orange	Yellow	Green	Green	Blue
Medium 70.0% to less than 80.0%	Orange	Orange	Yellow	Green	Green
Low 68.0% to less than 70.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 68.0%	Red	Red	Red	Red	Red

Difference Between DataQuest and Dashboard #1

- **Four-Year Cohort vs. Combined Rate:**

- **DataQuest:** Reports four-year cohort for all comprehensive high schools, DASS schools, and charter schools.

- **Dashboard:** Reports:

- Combined four- and five-year graduation rate for comprehensive charter and non-charter high schools
 - Grade 12 graduation rate for DASS schools

Difference Between DataQuest and Dashboard #2

- **One-Year Graduation Report vs. DASS Graduation Rate:**
 - **DataQuest:** Is a count of all students who graduate in an academic year regardless of their grade level or cohort. This is reported for all comprehensive high schools, DASS schools, and charter schools.
 - **Dashboard:** The DASS graduation rate is calculated for DASS schools only. It is based on all grade twelve students and grade eleven graduates—with the application of all the accountability rules from slides 22-26.

Difference Between DataQuest and Dashboard #3

- Because of the differences noted in prior slides, the **LEA-level reports** also differ:
 - **DataQuest:** The four-year cohort is reported for LEAs.
 - **Dashboard:** The graduation rate is a blended rate that includes:
 - Combined four- and five-year graduation rate, and
 - DASS graduation rate

Five-Year Graduation Rate Report

- Under SBE directive, the CDE will continue to display the five-year graduation rates on the Dashboard for districts and comprehensive high schools only.
- Starting this year, the display will also include the four-year graduation rates.
- The report is for **informational purposes only**.
- Will be added to the Dashboard in spring 2020.

CALPADS Four-Year Cohort Graduation Report

15.1 Cohort Outcome – Counts and Rates

CALPADS 15.1 Report shows the count and rates of students earning a regular diploma, CHSPE, Adult Ed Diploma, GED, or Special Education Completion along with dropout counts and rates.

Non-Charter School(s)																				
School Code	School Name	Students Removed from Cohort	Promoted (Matriculated)	Cohort Students	Regular HS Diploma Graduates*		CHSPE Completer		Adult Ed. HS Diploma		Dropouts		Still Enrolled		Special Ed Certificate of Completion		GED Completer		Other Transfers	
					Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
0116897	Cosumnes Oaks High	10	0	444	416	93.69%	5	1.13%	1	0.23%	11	2.48%	7	1.58%	1	0.23%	1	0.23%	2	0.45%
3432572	Elk Grove High	11	0	352	312	88.64%	2	0.57%	0	0.00%	9	2.56%	7	1.99%	12	3.41%	7	1.99%	3	0.85%
3430477	Florn High	15	0	347	311	89.63%	1	0.29%	1	0.29%	6	1.73%	6	1.73%	13	3.75%	5	1.44%	4	1.15%
3430873	Franklin High	12	0	233	207	88.84%	1	0.43%	2	0.86%	10	4.29%	3	1.29%	1	0.43%	4	1.72%	5	2.15%
3430592	Laguna Creek High	9	0	241	223	92.53%	0	0.00%	1	0.41%	8	3.32%	1	0.41%	1	0.41%	1	0.41%	6	2.49%
0105916	Monterey Trail High	25	0	326	297	91.10%	3	0.92%	0	0.00%	15	4.60%	2	0.61%	1	0.31%	1	0.31%	7	2.15%
0108753	Pleasant Grove High	26	0	345	313	90.72%	2	0.58%	0	0.00%	17	4.93%	2	0.58%	6	1.74%	3	0.87%	2	0.58%
3430618	Sheldon High	17	0	309	297	96.12%	4	1.29%	0	0.00%	4	1.29%	1	0.32%	2	0.65%	1	0.32%	0	0.00%
3430170	Valley High	18	0	195	169	86.67%	1	0.51%	0	0.00%	12	6.15%	4	2.05%	7	3.59%	1	0.51%	1	0.51%
TOTAL - Selected Non-Charter Schools		143	0	2792	2545	91.15%	19	0.68%	5	0.18%	92	3.30%	33	1.18%	44	1.58%	24	0.86%	30	1.07%

Charter School(s)																				
School Code	School Name	Students Removed from Cohort	Promoted (Matriculated)	Cohort Students	Regular HS Diploma Graduates*		CHSPE Completer		Adult Ed. HS Diploma		Dropouts		Still Enrolled		Special Ed Certificate of Completion		GED Completer		Other Transfers	
					Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
6112254	Elk Grove Charter	10	0	98	61	62.24%	1	1.02%	2	2.04%	9	9.18%	5	5.10%	9	9.18%	9	9.18%	2	2.04%
TOTAL - Selected Charter Schools		10	0	98	61	62.24%	1	1.02%	2	2.04%	9	9.18%	5	5.10%	9	9.18%	9	9.18%	2	2.04%
TOTAL - All Selected Schools		153	0	2890	2606	90.17%	20	0.77%	7	0.27%	99	3.43%	38	1.31%	53	1.83%	33	1.14%	32	1.11%

* Regular HS Diploma Graduates will be used in the California School Dashboard Report and for federal reporting of the Adjusted Cohort Graduation Rate (ACGR).

15.2 Cohort Outcome – Student Details

California Department of Education
CALPADS
 California Longitudinal Pupil Achievement Data System

15.2 Cohort Outcome - Student Details

Academic Year: 2017-2018
 View: ODS
 As Of: 9/15/2017

LEA: CSES Sacramento
 School Type: ALL
 School: ALL

School Code	School Name	SSID	Student Name	Local ID	Gender	Ethnicity/ Race	Birth Date	Migrant Ed	Student with Disabilities
116897	Cosumnes Oaks High	123456789	First Person	1234	F	White	1/1/1998		Y
3432572	Elk Grove High	987654321	Second Person	112233	M	Black or African	2/2/1999		
3430477	Florin High	124578963	Third Person	124545	F	Hispanic	2/3/1998	Y	
3430873	Franklin High	126365478	Fourth Person	32165	M	Asian	2/4/2000		
3430592	Laguna Creek High	125874693	Fifth Person	325487	M	Hispanic	2/5/1999		Y
105916	Monterey Trail High	321654987	Sixth Person	258369	F	Multiple	2/6/1998		
108753	Pleasant Grove High	369258147	Seventh Person	6599	F	Missing	2/7/1999		
3430618	Sheldon High	316467982	Eighth Person	6254	M	Asian	2/8/1999		Y
3430170	Valley High	352739363	Ninth Person	5446	M	White	2/9/1999		

Socio- economically Disadvantaged	English Learner	Foster Youth	Homeless	Entry Grade in Cohort	Entry Year in Cohort	Cohort Category	Enrollment Status	Student Enrollment Date	Student Enrollment Exit Date	Student Exit Reason
Y				9th Grade	2014-15	Graduate	Primary	7/1/2017	6/15/2018	E230
				11th Grade	2016-17	Graduate	Primary	5/25/2018	7/15/2018	E230
Y				9th Grade	2014-15	Removed From	Primary	8/15/2017	4/30/2018	T200
Y	Y			9th Grade	2014-15	Still Enrolled	Primary			
Y	Y			9th Grade	2014-15	Graduate	Primary	7/15/2017	6/2/2018	E230
Y		Y	Y	9th Grade	2014-15	Graduate	Primary	9/4/2017	5/15/2018	E230
				10th Grade	2015-16	Dropout	Primary	9/1/2016	9/30/2016	E400
				9th Grade	2014-15	Removed From	Primary	8/1/2017	9/15/2017	T280
				9th Grade	2014-15	Graduate	Primary	9/15/2017	2/15/2018	E230

CALPADS 15.2 Report shows race, gender, birthdate for each student as well as their exit status (graduate, dropout, still enrolled, etc.).

College/Career Indicator

What is the CCI?

- The CCI is a measurement of how well your school or district is preparing its graduates for college/career
- Specifically, the CCI measures the percent of graduates who are deemed “Prepared” for college/career
- Graduates can earn one of three CCI performance levels
 - Prepared
 - Approaching Prepared
 - Not Prepared

Who is Included in my CCI Results?

- The CCI is based on the same set of students as the graduation rate indicator (with one exception)
 - For DASS schools, the CCI includes students in the grade 12 DASS graduation rate
 - For comprehensive schools, the CCI includes students in the combined four-year and five-year graduation data
 - *EXCEPTION: Only five-year graduates who earned prepared are included*

CCI Measures Used in 2019 Dashboard

International
Baccalaureate (IB)
Exams

Source: IB
Organization

Grade 11 Smarter
Balanced Summative
Assessment

Source: Testing
Vendor

Advanced Placement
(AP) Exams

Source: College
Board

Career Technical
Education (CTE)
Pathway Completion

Source: CALPADS

College Credit
Courses

Source: CALPADS

A-G Completion

Source: CALPADS

Leadership / Military
Science

Source: CALPADS

State Seal of
Biliteracy

Source: CALPADS

CCI Data Sources

CCI Measure	Data Source
IB Exams	IB Organization
Grade 11 Smarter Balanced Assessments	Testing vendor
AP Exams	College Board
CTE Pathway Completion	CALPADS Field #11.14 “CTE Pathway Completion Academic Year ID”
a–g Completion	CALPADS Field #1.29 “Student Met all UC CSU Requirements Indicator”
State Seal of Biliteracy	CALPADS Field #1.33 “Student Seal of Biliteracy Indicator”
Leadership/Military Science	CALPADS Field #9.07 “CRS-State Course Code” (must indicate course 2505)

Academic College Credit Courses

Data Source

- CALPADS Field #9.07 (State Course Code) in:

- 2190: College Credit Course – English Language Arts
- 2290: College Credit Course – Foreign Languages
- 2490: College Credit Course – Mathematics
- 2690: College Credit Course – Science
- 2790: College Credit Course – History/Social Science
- 2890: College Credit Course – Visual or Performing Arts
- 6090: College Credit Course – Other

- **– AND –**

CALPADS Field #10.18 (Student Course Final Grade)

- C- or higher, or P (passing)

CTE College Credit Courses

Data Source

- CALPADS Field #9.07 (State Course Code) in:
 - 7000 to 8999 (CTE course codes)

• – AND –

- CALPADS Field #9.17 (Course Nonstandard Instructional Level)
- 16–College Credit

• – AND –

- CALPADS Field #10.18 (Student Course Final Grade)
- C- or higher, or P (passing)

Cohort Outcome 15.1 - Filters

CALPADS 15.1 Report has filters. The filters allows LEAs to select a school using the dropdown menu and then drill down to specific students participating in special programs such as SED, Homeless, Foster, EL, etc. The filters can also apply to whether or not a-g requirements were met and whether the State Seal of Biliteracy or Golden State Seals were earned.

The screenshot shows the CALPADS 15.1 Cohort Outcome - Counts and Rates report filter interface. The interface includes a navigation menu on the left with options like Home, Online Maintenance, Upload / View Submissions, Certification Status, Reports, Extracts, Admin, and Help. The main content area displays various filter criteria for the report, including Cohort Expected Graduation Year (2018-2019), LEA (ABC Unified-1964212), School Type (Adult Education Centers, Alternati), School (ABC Adult-1930346, ABC Second), Gender (Female, Male), Ethnicity/Race (Hispanic, Two or More, Filipino, Na), Title I Part C Migrant (Y, N), Students with Disabilities (Y, N), Socio-economically Disadvantaged (Y, N), English Learner (Y, N), Foster Youth (Y, N), Homeless Program Eligible (Y, N), Directly Certified (Y, N), Seal of Biliteracy (Y, N), Golden State Seal of Merit Diploma (Y, N), UC/CSU Requirements Met (Y, N), and User Comments. Two red boxes highlight the 'Seal of Biliteracy' and 'UC/CSU Requirements Met' filters.

How Many Years of Data is Used?

CCI Measure	Amount of Data for a Four-Year Graduate	Amount of Data for a Five-Year Graduate	Amount of Data for a DASS Graduate
A-G Completion	Y/N Flag	Y/N Flag	Y/N Flag
State Seal of Biliteracy	Y/N Flag	Y/N Flag	Y/N Flag
IB Exams	2 Years	2 Years	2 Years
Smarter Balanced Assessment	3 Years	3 Years	3 Years
CTE Pathway Completion	4 Years	5 Years	5 Years
AP Exams	4 Years	5 Years	5 Years
College Credit	4 Years	5 Years	5 Years
Leadership/Military Science	4 Years	5 Years	5 Years

How Do Graduates Earn Prepared?

- **CTE Pathway Completion + 1 CRITERIA**
 - SBAC ELA/Math Level 3, and Level 2 in the other
 - 1 semester, 2 quarters, or 2 trimesters of college credit courses
- **SBAC Summative** (At least level 3 on both ELA and Math)
- **AP Exam or IB Exam** (2 AP or 2 IB with passing scores)
- **College Credit** (2 semesters, 3 quarters, or 3 trimesters with passing grades)
- **State Seal of Biliteracy** (Earned SSB and Level 3 on SBAC ELA)
- **Leadership/Military Science** (2 years of coursework and SBAC ELA/Math Level 3, and Level 2 in the other)
- **A-G Completion + 1 CRITERIA**
 - CTE pathway completion
 - SBAC ELA/Math Level 3, and Level 2 in the other
 - 1 semester, 2 quarters, or 2 trimesters of college credit courses
 - 1 Passing AP exam or 1 Passing IB exam

How Do Graduates Earn Approaching Prepared?

Must complete one of the following:

- **CTE Pathway Completion**
- **SBAC Summative** (At least level 2 on both ELA and Math)
- **College Credit** (1 semesters, 2 quarter, or 2 trimesters with passing grades)
- **Leadership/Military Science** (2 years of coursework)
- **A-G Completion**

Polling Question Scenario #3

- Tahir, who graduated in 2019, completed the following items during high school
 - Completed one semester of **college coursework** in astronomy with a grade of C- and earned college credits
 - Completed one semester of **college coursework** in welding with a grade of C+ and earned college credits
 - Scored **Standard Nearly Met (Level 2)** in **ELA**
 - Scored **Standard Nearly Met (Level 2)** in **mathematics**

Polling Question #3

- Based on **2 semesters of college course work**, and SBAC scores of **Standard Nearly Met (Level 2)** in both **ELA and Math**, what is Tahir's CCI Level?
 - A. Prepared
 - B. Approaching Prepared
 - C. Not Prepared

Tahir's CCI Level is Prepared

- **Answer:** A (Prepared)
- Tahir:
 - Completed two semesters of college coursework in academic or CTE subjects and received college credits which places him in the Prepared level.
 - CCI places a student in a level based on their highest achievement.

Common Question About the CCI Levels

- Tahir also meets criteria in Approaching Prepared based on his SBAC scores of “Standard Nearly Met (Level 2)” in both ELA and Math
- Does Tahir also get placed in Approaching Prepared?
 - No, the CCI places students in the highest level attained
 - Tahir is counted in Prepared, only

Polling Question Scenario #4

- Jimmy, a graduate at Moonstone DASS School, transferred multiple times between non-DASS and DASS schools during high school. During the last five years in high school before he graduated, Jimmy:
 - Completed a **CTE pathway** at a non-DASS school, with a grade of B in the capstone course
 - Scored **Standard Nearly Met** in **ELA** and **Standard Not Met** in **mathematics** at a non-DASS school
 - Passed the **CHSPE** at Moonstone DASS School

Polling Question #4

- Based on **1 CTE pathway**, and **Standard Nearly Met (Level 2) in ELA**, and **Standard Not Met (Level 1) in math**, what is Jimmy's CCI level?
 - A. Prepared
 - B. Approaching Prepared
 - C. Not Prepared

Jimmy's CCI Level is Approaching Prepared

- **Answer:** B (Approaching Prepared)
- Jimmy:
 - Completed one CTE pathway with a grade of B in the capstone course which places him in the Approaching Prepared level.
 - Note:
 - Even though Jimmy transferred multiple times between non-DASS and DASS schools, all of his accomplishments during the prior five years at *all schools* are used.
 - A student who passes the CHSPE at a DASS school is counted as a graduate.

Common Question about A-G Requirements

Q: Why isn't completion of A-G requirements enough to earn Prepared on the CCI?

A: UC Davis researchers revealed that 40 percent of students admitted to the California State University who completed a-g (or an equivalent) needed to enroll in at least one remedial English or math course.

- Therefore, students who only complete A-G requirements are placed in Approaching Prepared. To earn Prepared, the student must complete additional criteria.

Common Question about CTE Concentrators

Q: I have graduates who are CTE concentrators. Are they included in the CCI?

A: Only CTE completers are counted in the CCI. CTE concentrators are not included.

–See CCI criteria here:

- Prepared criteria:

<https://www.cde.ca.gov/ta/ac/cm/documents/understandcciprepared.pdf>

- Approaching Prepared criteria:

<https://www.cde.ca.gov/ta/ac/cm/documents/understandcciapproach.pdf>

Application of Three-by-Five Table

- In July 2019, the SBE approved applying the three-by-five to the CCI. As a result, LEAs, schools, and student groups with 149 students or less will have the three-by-five colored table applied for the all of following indicators:
 - Graduation Rate Indicator
 - Suspension Rate Indicator
 - Chronic Absenteeism Rate Indicator
 - CCI

CCI Measures Collected in 2018–19

Completion of Pre-Apprenticeship
(both DASS and Non-DASS Schools)

Completion of a State or Federal Job Program
(limited to DASS schools)

Work Force Readiness Certificate

Food Handler Certification
(potential use by Juvenile Court schools)

Completion of Workability Courses & Work-Based Learning*
(limited to students with IEP)

Completion of DOR Work-Based Learning*
(limited to students with IEP)

IEP=Individualized Education Program; DOR=Department of Rehabilitation

* Measures collected in CASEMIS for 2018-19 only. These measures will be collected in CALPADS in 2019-20.

DOR and WorkAbility Data

- This data was collected through the California Special Education Management Information System Software (CASEMIS) for the 2018–19 school year.
- One key data element needed to determine criteria for prepared vs. approaching prepared was the number of service hours students received.
 - Because collection was voluntary, no districts submitted the number of hours. Therefore, the CDE will ask select LEAs to participate in a pilot in early 2020 where the CDE will collect the number of service hours students received, and possibly collect post school outcomes. These data will be used to develop the CCI metrics for CALPADS collection in 2020–21.

Proposed for Collection in 2020–21

Student Internships
(both DASS and Non-DASS
schools)

Student-Led Enterprise
(both DASS and Non-DASS
schools)

**Virtual/Simulated Work-
based Learning**
(both DASS and Non-DASS
schools)

Survey

- To learn if, and how, student internships and student-led enterprises are offered by high schools, the CDE released a survey on October 1, 2019 to LEAs.
- Survey sent to accountability coordinators, CALPADS LEA Administrators, Perkins members, CTEIG members, and various work-based learning groups.
- Survey results:
 - 494 responses
 - Represented 51 of 58 counties

Common Comments Received

- Not having (or meeting the criteria) for internships and student-led enterprises will hurt the school's CCI
- Difficult for rural and small schools/LEAs to establish and finance these programs
- It is important to remember that adding new career measures allows the CDE to provide credit to schools that already have these programs in place. Schools are not being asked to develop new programs. There are multiple ways schools can demonstrate that they are preparing their students for success after high school.

New Career Measures

- All new career measures collected in 2018–19 and proposed for collection in 2020–21 will not be incorporated into the CCI until the Department reviews the data with stakeholders (CCI Work Group, Alternative Schools Work Group, and the Technical Design Group).
 - Criteria on placing student in a level ***will not*** be determined until the data are reviewed.

Final Notes

Last Webinar Schedule for 2019 Dashboard

Indicators	Webinar	Preview of Data
Academic and ELPI	November 18, 2019	November 19-22

- Note: The preview data for the Suspension Rate Indicator will be released on November 19th when the preview data are released for Academic and ELPI.

Whom Do I Contact?

- **Local Indicators:**

- The deadline for Dashboard Coordinators to submit local indicators was November 1, 2019.
 - Questions on local indicators and Dashboard Coordinators should be addressed to the Local Agency Systems Support Office at lcff@cde.ca.gov

- **State Indicators:**

- Questions on state indicators and signing up to be an Accountability Coordinator should be addressed to the Academic Accountability Unit at aau@cde.ca.gov
 - Accountability Coordinator listserv sign up: [http://accountabilitylistserv.org /](http://accountabilitylistserv.org/)

Dashboard Resources

California School Dashboard and System of Support

<https://www.cde.ca.gov/ta/ac/cm/>

- **Review Tabs for:**

- Parent Guide and Flyers
- Flyers for Educators
- Webinar PowerPoints
- Dashboard: Key Points and Updates
- Data Files for each indicator
- Dashboard Technical Guide
- FAQs

Additional Reports and Data

<https://www6.cde.ca.gov/californiamodel/>

- 5x5s for Each Indicator
- CCI Measures Report (*new look!*)
- Participation Rate Report
- Student Group Report
- District Performance by County

DASS

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

- Current list, Background, Eligibility Criteria, Application Instructions
- Flyer: What is the DASS?
- DASS Graduation Rate PowerPoint
- DASS FAQs