

California School Dashboard Release: Academic Indicator and Chronic Absenteeism Indicator

Presented by the Analysis, Measurement, and
Accountability Reporting Division

November 16, 2017



TOM TORLAKSON
State Superintendent of Public Instruction

Agenda

- Overview of the California School Dashboard and Accountability System
- Academic Indicator
- Information on the Chronic Absenteeism Indicator
- Questions and Answers

Overview of the California School Dashboard and Accountability System

California School Dashboard

- The California School Dashboard (Dashboard) reports:
 - **Six State Indicators:**
 - Data collected statewide.
 - California Department of Education (CDE) uploads the data into the Dashboard.
 - **Four Local Indicators:**
 - Data collected by the local educational agencies (LEAs).
 - LEAs upload the data into the Dashboard.

State Indicators in the Fall 2017 Dashboard

Chronic Absenteeism (Status Coming in March 2018)

Suspension Rate

English Learner Progress

Graduation Rate

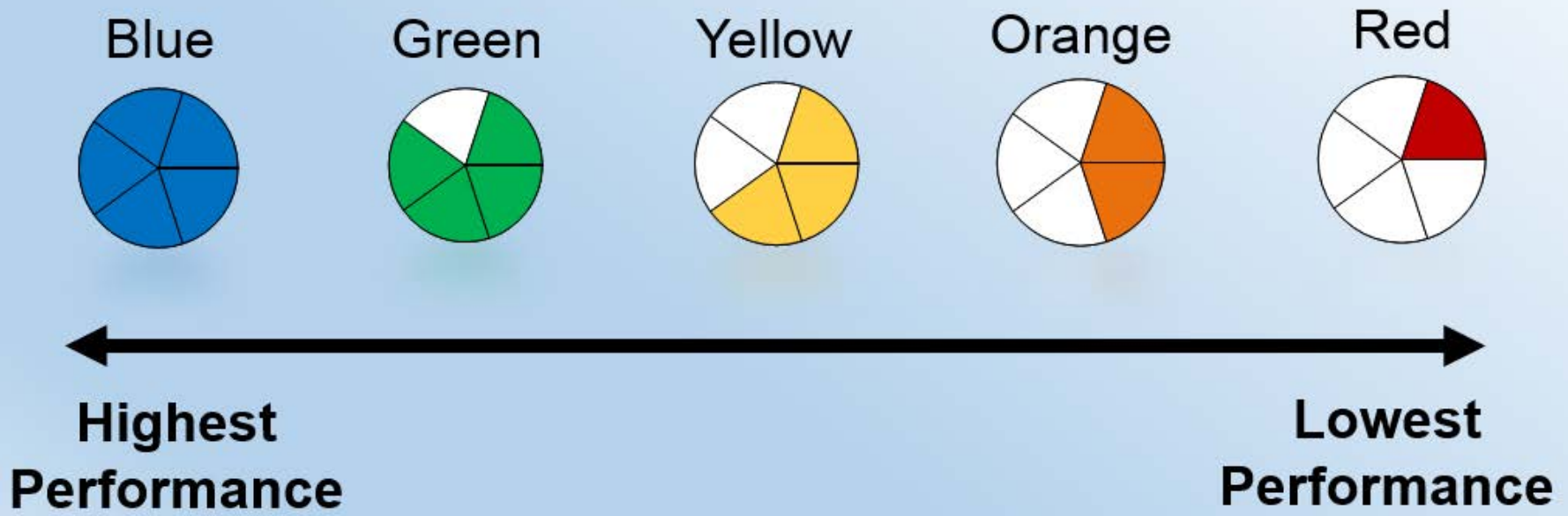
College/Career (Status Only)

Academic: English Language Arts and Mathematics

Performance Levels (Colors)

- LEAs, schools, and student groups receive performance levels (or colors) for each state indicator.
- At least two years of data (**Status** and **Change**) are required to receive a color:
 - Status**: Current data
 - Change**: The difference between current year and prior year(s) of data

Performance Levels (Cont.)



Combine Status & Change Levels to Get a Color!

STATUS



CHANGE

Graduation Rate Change

Graduation Rate Status	Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
	Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0%	Orange	Yellow	Green	Green	Blue	
Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	Green	
Low 67.0% to less than 85.0%	Red	Orange	Orange	Yellow	Yellow	
Very Low Less than 67.0%	Red	Red	Red	Red	Red	

Performance Levels for Student Groups

- To receive a performance level, there must be **30 or more students** in both the current and prior year.
 - For Foster Youth and Homeless Students:
 - 30 or more students at school level
 - 15 or more students at LEA level

Common Questions about the Fall 2017 Dashboard

Q: Will alternative schools receive a Fall 2017 Dashboard?

A: No. Any school granted Dashboard Alternative School Status (DASS) will not receive a Fall 2017 Dashboard. In addition, they will not be included in their LEA's Dashboard.

Common Questions about the Fall 2017 Dashboard (Cont.)

Q: When will DASS schools begin to receive a Dashboard?

A: DASS schools will receive a Dashboard in the Fall 2018. They will be accountable for the same state indicators, although modified methods may apply.

Academic Indicator

Academic Indicator

Grades 3–8

- Based on Smarter Balanced Summative Assessment results:
 - English language arts/literacy (ELA)
 - Mathematics
- Applies to LEAs and schools with **grades three through eight** only.

Who Are Not Included in Calculations?

- Grade eleven students
 - Test results captured in College/Career Indicator
- Students who take the California Alternate Assessments (CAAs)
 - Dashboard will display percent of students who achieved Levels 1, 2, and 3 on the 2017 CAAs

Calculations for Academic Indicator

- Based on “Distance from Level 3” (DF3)
 - Average distance between all student test scores and lowest possible scale score for the Standard Met Achievement Level (Level 3)
 - Calculated for each LEA, school, and student group.

Calculating Distance from Level 3

- Uses all available scale scores
- Each student's DF3 calculated separately
- All distances are combined to determine an average.

Comparing Scale Scores

- When calculating DF3, remember that scale score ranges vary by both *content area* and *grade level*.
 - Must compare each student's ELA and mathematics scores against the lowest Level 3 scale score for the appropriate grade.

DF3 Example: Grade Five Mathematics

- Grade five student received a score of **2,505**.



Student scored 2,505. This is 23 points below the lowest possible score for Level 3.

$$(2,505 - 2,528 = -23 \text{ points})$$

Calculation Formula for Status

Sum of All ***Grades 3 through 8*** Students'
Distance from Level 3 on the 2017 Smarter Balanced
Summative Assessments

divided by

Total Number of 2017 ***Grades 3 through 8***
Smarter Balanced Summative Assessments Test Takers

Calculation Formula for Change

- Difference between the current and prior year Status.

**Current Status (2017) *minus*
Prior Year Status (2016)**

Updates to the Academic Indicator

- At the November 8, 2017, meeting, the State Board of Education (SBE) approved:
 1. Revised “High” and “Medium” Status cut scores for mathematics
 2. Revised Change cut scores for ELA and mathematics
 3. Revised color layout for the Five-by-Five Colored Table

Change Comparison Between the 2017 Spring/Fall Dashboards

- **Spring 2017 Dashboard:** Performance standards for Academic Indicator based on two years of data (2015 and 2016)
 - Distributions were positively skewed: Over 80 percent of LEAs had positive change.
- **Fall 2017 Dashboard:** 2017 Change distribution are more symmetrical: 45 percent of LEAs had a positive change

Original Methodology Produced Dramatic Downward Swings

- High performing schools must sustain continued improvement that may be untenable.
 - Example: School with a DF3 of +116.3 in 2016 and +99.3 in 2017 would move from a Blue to Yellow performance level.
 - Some 200 schools at the “High” or “Very High” Status level dropped two performance levels in 2017 (from Blue to Yellow), even as most of their students continued to meet or exceed state standards.

Original Methodology Produced Dramatic Upward Swings

- Schools with Very Low Status that improve by just 15 points from prior year could jump two performance levels (i.e., Red to Yellow).
- Applying the original cut scores and methodology to 2017 DF3 would result in 1,117 schools (15 percent) moving up or down at least two performance levels in ELA.

Revised Cut Scores and Revised Color Layout

- Establishes goals based on two years of statewide Change performance that continues to be ambitious and sustainable
- Reduces volatility from year to year and controls for large swings (two or more performance levels)

Rationale: Revisions to Change Cut Scores

- Based on 2017 data, the distribution for Change is a more normal bell curve, supporting symmetrical cut scores that align with the other indicators.
- Original cut scores for “Maintained” level ranged from less than -1 to less than +7 (for ELA) and less than -1 to less than +5 (for mathematics)
- The revised Change cut score for “Maintained” ranges from less than negative three (-3) to less than positive three (+3)

Rationale: Revisions to Change Cut Scores (Cont.)

- The error of variance in scale scores is +20 to -20 for every student. Although, this only represents $\frac{1}{3}$ of a standard deviation, which is substantially better than most standardized assessments, it contributes to the variability from year to year in the performance levels.

Revised Change Cut Scores for Both English language arts and Mathematics

Increased Significantly
By 15 points or more

Increased
by 3 to less than 15 points

Maintained
Declined by less than 3 points or
Increased by less than 3 points

Declined
By 3 to 15 points

Declined Significantly
by more than 15 points

Rationale: Revisions to Status Cut Scores for Mathematics

- Ensure that LEAs and schools with a negative DF3 cannot receive a “High” Status:
 - Addresses concerns raised after the release of Spring 2017 Dashboard

Revisions to *Mathematics* Cut Scores

Status Cut Scores
<i>Very High</i> 35 or higher
<i>High</i> Zero to 34.9 points (revised)
<i>Medium</i> -25 points below to less than Zero (revised)
<i>Low</i> -25.1 points to -95 points
<i>Very Low</i> -95 points or lower

Rationale:

Revisions to Color Layout

- Revised color layout limits each row to two colors, ensuring that LEAs and schools that maintain their Status will always be assigned one of two colors, regardless of their Change.
 - School with Very High Status can only move from Blue to Green if it declines.
 - School with Very Low Status can only move from Red to Orange if it increases.

Revised ELA

Five-by-Five Colored Table

Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or Increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 45 points or higher	Green*	Green	Blue	Blue	Blue
Status: High 10 to 44.9 points	Green*	Green*	Green	Green	Blue
Status: Medium -5 points to +9.9 points	Yellow*	Yellow*	Yellow	Green	Green
Status: Low -5.1 to -70 points	Orange*	Orange	Orange*	Yellow	Yellow
Status: Very Low -70.1 points or lower	Red	Red	Red	Orange	Orange*

* Change in color layout

Revised Mathematics Five-by-Five Colored Table

Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or Increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 35 points or higher	Green*	Green	Blue	Blue	Blue
Status: High zero to 34.9 points	Green*	Green*	Green	Green	Blue
Status: Medium -25 points to less than zero	Yellow*	Yellow*	Yellow	Green	Green
Status: Low -25.1 to -95 points	Orange*	Orange	Orange*	Yellow	Yellow
Status: Very Low -95 points or lower	Red	Red	Red	Orange	Orange*

* Change in color layout

Common Questions on the Academic Indicator

Q: For the Academic Indicator which students are included in the English Learner (EL) student group?

A: All current EL students and students who were reclassified within the past **four years** (e.g., after April 15, 2013) will be included in EL student group.

Common Questions on the Academic Indicator (Cont.)

Q: Which ELs are ***not included*** in the calculations for the Academic Indicator?

A: ELs who have enrolled in a U.S. school for less than one year will **not be included** in the calculations for the **ELA and mathematics** indicator.

Common Questions on the Academic Indicator (Cont.)

Q: Which date is used to determine if EL students are included in the calculations for the Academic Indicator?

A: Students enrolled **after April 15, 2016:**

- **Exempt** from taking 2017 assessments for **ELA** and **not included** in the ELA indicator (i.e., DF3)
- **Not exempt** from taking the 2017 assessments for **mathematics** but **not included** in the mathematics indicator

Common Questions on the Academic Indicator (Cont.)

Q: Will the Participation Rate be reported for the Fall 2017 Dashboard?

A: No, but it will be reported in the Fall 2018 Dashboard. However, the CDE will be reporting participation rate data to the U.S. Department of Education (ED). The ED does require all states to meet the 95 percent participation rate target.

Common Questions on the Academic Indicator (Cont.)

Q: Will the California Science Test (CAST) be included in the calculation of the Academic Indicator?

A: No, the CAST is not included in the Fall 2017 Dashboard. The earliest that the SBE can begin discussions about including the CAST will not occur until the operational test is administered in 2018–19.

Fall 2017 Dashboard Webinar Series

<https://www.cde.ca.gov/ta/ac/cm/fall2017webinars.asp>

Webinar #6: Using the Dashboard in the Local Control and Accountability Plan Process

December 6, 2017, 1:30 to 3 p.m.

SBE Action on Chronic Absenteeism Indicator

- Include a link in the Fall 2017 Dashboard that links to the Chronic Absenteeism reports on DataQuest.
- Direct CDE staff to develop recommendation for:
 - March 2018 SBE meeting: Proposed Status cut scores to be used to update Fall 2017 Dashboard
 - September or November 2018 SBE meeting: Proposed Change cut scores

Reporting Options for the Chronic Absenteeism Indicator-*Filter Options*

Report Selection

Report

County

Year

Data Type Options

View Row Data As: Ethnicity Program Subgroup Academic Year

Report Filters

School Type All Schools Charter Non-Charter

Grade Span All Grades K-3 4-6 7-8 K-8 9-12

Gender All Students Male Female

English Learners All Students Yes No

Students with Disabilities All Students Yes No

Program Subgroups:

View Numbers or % Percent Number

Reporting Options for the Chronic Absenteeism Indicator-Levels by Student Group

Ethnicity	Satisfactory Attendance < 5%	At-Risk of becoming Chronically Absent ≥ 5% And < 10%	Moderate Chronic Absenteeism ≥ 10% And < 20%	Severe Chronic Absenteeism ≥ 20%
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White				
Two or More Races				
Not Reported				
Report Totals				
Ethnicity	Satisfactory Attendance < 5%	At-Risk of becoming Chronically Absent ≥ 5% And < 10%	Moderate Chronic Absenteeism ≥ 10% And < 20%	Severe Chronic Absenteeism ≥ 20%
<u>Statewide</u>				

Resources

- Dashboard Technical Guide:
 - *Private Preview Version* was sent to Dashboard and Secure Accountability Coordinators to download.
 - *Final Version* will be posted on the CDE California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/> before the public release during the week of November 27.
 - *View “Key Changes to the Dashboard: What’s New” section at the beginning of the guide.*

Resources (Cont.)

- Parent Guide:
 - See “Parent” tab on the CDE California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/>.

New Resources Coming Soon

Flyers and Modules will be made available on the CDE California Accountability Model & School Dashboard Web page:

- One-to-two page flyers cover topics such as:
 - Introduction to the Dashboard
 - Academic Indicator
 - Five-by-Five Colored Table
 - College/Career Indicator
 - Dashboard Alternative School Status (DASS)
 - Status and Change
 - Who is Included in the English Learner Student Group?
- Modules are narrated PowerPoints on how each state indicator is calculated.

Release Schedule for the Fall 2017 Dashboard

Week of November 27, 2017

- Public launch of the Dashboard

December 1, 2017

- Local Indicator submission closes
- Rating status will be locked after the submission window closes
- Contact Local Agency Systems Support Office on questions regarding local indicators

Questions



Contact Information

Academic and Chronic Absenteeism Indicators:

Academic Accountability Unit

E-mail: aau@cde.ca.gov

Phone: 916-319-0863

Local Indicators:

Local Agency Systems Support Office

E-mail: lcff@cde.ca.gov

Phone: 916-323-5233