

On the California School Dashboard (Dashboard), districts and schools that serve students in grades three through eight and grade eleven receive two Academic Indicators: one for English language arts/literacy (ELA) and one for mathematics. Student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAAs) are used to determine the results for these indicators.

Each Academic Indicator is calculated using two components: Distance from Standard (DFS) and a participation rate. The sections below describe these in detail.

## Distance from Standard

The DFS is the distance between a student's score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The scale score ranges for the Smarter Balanced Summative Assessments vary by content area—ELA and mathematics—and by grade level.

For the CAAs, the California Department of Education (CDE) has created a crosswalk to convert levels of the CAA to correspond with levels on the Smarter Balanced Summative Assessments. Students who obtain a score that places them in Level 1 for the CAA will be assigned the highest Level 1 score for the Smarter Balanced Summative Assessments. Likewise, students who obtain a CAA score that places them in Level 2 will be assigned the highest Level 2 score for the Smarter Balanced Summative Assessments. Students who obtain a CAA score that places them in Level 3 will be assigned the highest Level 3 score for the Smarter Balanced Summative Assessments. This new Smarter Balanced Summative Assessments score will be used to calculate the DFS.

## Participation Rate

Under the Every Student Succeeds Act (ESSA), all states must test at least 95 percent of their students. If they fail to meet this target, California is required to assign a Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the DFS.

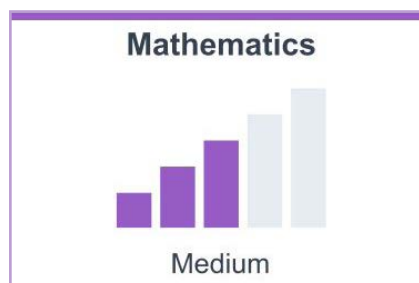
For further details, please refer to the CDE Changes to Academic Indicator Participation Rate Calculation for the Dashboard flyer at

<https://www.cde.ca.gov/ta/ac/cm/documents/changesacademicpart22.pdf>

## Restarting Accountability

For the past two school years, California accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. The requirements to hold districts and schools accountable for student outcomes resumes with the 2021–22 school year and release of the 2022 Dashboard.

However, due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Therefore, unlike in prior years, the 2022 Dashboard will not display the difference from prior year (also known as Change) or performance level colors. Results will fall into one of five Status levels, ranging from “Very High” to “Very Low.”



## Calculating Current Year Data Only

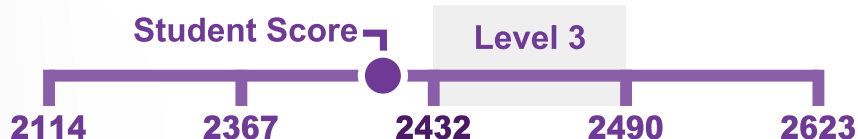
Status for the 2022 Academic Indicators will be calculated using a two-step process:

- **Step 1:** Calculate the DFS for each student.

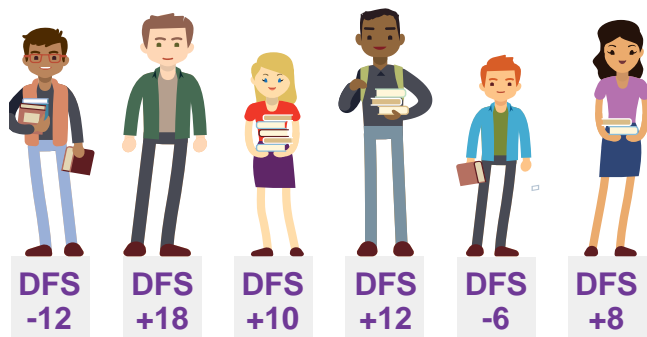
Examples:

A Grade 3 student receives an ELA score of 2420. The student has a DFS of -12 because their score is 12 points below the lowest possible score for the Standard Met level (Level 3), which is 2432.

Another Grade 3 student receives an ELA score of 2450. The student has a DFS of +18.



- **Step 2:** Calculate the average DFS for a school or district using all students' DFS values.



$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5 \text{ * points}$$

\*The average DFS (e.g., 5 points) for each indicator is used to determine the Status level.