# 2022 Dashboard Technical Guide:ACADEMIC INDICATORS

Indicators Covering Grades Three through Eight and Grade Eleven



Prepared by the California Department of Education

Available on the CDE California School Dashboard

and System of Support Web Page at:

[https://www.cde.ca.gov/dashboard](https://www.cde.ca.gov/dashboard%22%20%5Co%20%22CA%20School%20Dashboard%20and%20System%20of%20Support%20web%20page.)

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### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

In prior years, the California School Dashboard (Dashboard) Technical Guide was offered as one large downloadable file consisting of over 260 pages. Beginning with the 2022 Dashboard, the guide has been divided into multiple sections (or mini-guides) to allow viewers to download only the topics of interest. However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)2022 Dashboard Technical Guide web page <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Resources

* The new **Academic Indicators** **web page** (<https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp>) offers all resources related to this state indicator.
* The **Dashboard Communications Toolkit** (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>) was developed to support local educational agencies (LEAs), parents and communities bring the 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (Academic, Chronic Absenteeism, College/Career, English Learner Progress, Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at lcff@cde.ca.gov.
* Smarter Balanced Summative Assessment and the California Alternate Assessments, contact the California Assessment of Student Performance and Progress (CAASPP) Office by e-mail at caaspp@cde.ca.gov.
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by e-mail at CASystemofSupport@cde.ca.gov.
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at calpads-support@cde.ca.gov.

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### 2022 Dashboard

#### Requirement to Restart Accountability

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

Due to the restrictions imposed by Assembly Bill 130, the CDE is required to **only** report **current year data** (or **Status**) for the 2022 Dashboard. Therefore, unlike in prior years, the 2022 Dashboard **does not** display the difference from prior year (also known as Change) or performance level colors. With the reporting of Status only for the 2022 Dashboard, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). These levels are reported for all state indicators except for the College/Career Indicator, and the data are based on the **2021–22 school year.** (Next year, Change and performance level colors will be reported within the 2023 Dashboard.)

With the adjustment to report only Status levels, the CDE has revised the design of the Dashboard from the typical color gauges (i.e., Red, Orange, Yellow, Green, and Blue) to using “cell phone bars” to reflect the five Status levels. Refer to Figure 1 below and refer to [Appendix C](#AppendixC) for the descriptive text.

**Figure 1: Five Status Levels Represented through “Cell Phone Bars”**



Because English language arts/literacy (ELA) and mathematics are reported separately for the Academic Indicators, each content area receives its own Status level determination as referenced in Figure 2 below. Refer to [Appendix C](#AppendixC) for the descriptive text.

**Figure 2: Status Levels for ELA and Mathematics**



### Introduction

#### What are these Indicators?

The Academic Indicators are one of several state indicators that the CDE reports on the Dashboard (<http://www.caschooldashboard.org/>). As referenced earlier, it contains two measures: English language arts/literacy (ELA) and mathematics. These measures show how well students are meeting grade-level standards and are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAAs), which are taken each spring by students in grades three through eight and grade eleven.

#### Who is Held Accountable for these Indicators?

There are **two components** to the Academic Indicators: (1) participation rate and (2) Distance from Standard (DFS). Note that each of these components are calculated separately for ELA and mathematics. The following identifies the number of students needed to trigger calculations and when accountability is applied.

##### Participation Rate

All LEAs, schools, and student groups that have 11 or more students *enrolled during the testing window* have a participation rate calculated for both ELA and mathematics. All students eligible to participate in either the Smarter Balanced Summative Assessments or CAAs are included in the participation rate count.

##### Distance from Standard (DFS)

LEAs, schools, and student groups that have 30 or more *continuously enrolled students\** have DFS results that are used to determine Status levels reported on the Dashboard and to hold them accountable. Both the Smarter Balanced Summative Assessments and CAAs are included in the DFS calculations. “Accountable” means that the DFS data are used to determine LEAs and schools eligible for support (i.e., Differentiated Assistance at the LEA level and Comprehensive Support and Improvement/ Additional Targeted Support and Improvement at the school level).

\**Refer to the section titled “Distance from Standard” for details on continuous enrollment.*

###### Less than 30 Students:

* While the Dashboard does report data (i.e., Status) for **11 to 29 students**, it is not used to determine eligibility for LEA and school support and are reported for informational purposes only. Note that in these instances, a Status level (i.e., “cell phone bars”) is not displayed on the Dashboard.
* Both Status and Status levels (i.e., “cell phone bars”) are not displayed on the Dashboard for **less than 11 students** to protect these students’ privacy and therefore LEAs, schools, and student groups with less than 11 students are not held accountable.

More information on when LEAs and schools are held accountable is available in the Introductory section for this guide “California’s Accountability System and the Dashboard,” which is available on the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

Schools that serve kindergarten, grade one, and/or grade two also receive a DFS and a Status level (if there are 30 or more students in the highest grade served), but data on participation rates are not displayed on the Dashboard. (See the section “Pair and Share” for more details.)

For more information on who is held accountable, please view the Introductory section for this guide “California’s Accountability System and the Dashboard,” which is available on the CDE2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Modified Methods for Dashboard Alternative School Status (DASS) Schools

Beginning with the 2022 Dashboard, **DASS schools will receive the same cut scores** applied for non-DASS schools, and the results will be used to **determine eligibility for Differentiated Assistance** at the LEA-level and Comprehensive Support and Improvement **(CSI)** and Additional Targeted Support and Improvement **(ATSI)** at the school-level.

In prior years, modified cut scores for the Low and Very Low Status levels for the Academic Indicator were used for accountability for DASS schools. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California’s use of modified methods for the graduation rate and Academic Indicators on the Dashboard. The ED issued a subsequent decision in August 2022 to decline a waiver request from the SBE of the requirements of the Every Student Succeeds Act (ESSA) to allow for continued use of the DASS graduation rate.

Further information in regards to the use of DASS for accountability can be accessed through the August 2022 SBE Memorandum at <https://www.cde.ca.gov/be/pn/im/documents/aug22memogad01.docx> and through the September 2022 SBE Agenda Item at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx>.

#### What is the Data Source?

Results of the California Assessment of Student Performance and Progress (CAASPP), which include the Smarter Balanced Summative Assessments and the CAAs for grades three through eight and grade eleven, are received from the testing vendor (Educational Testing Service [ETS]). However, note that student group determinations are not taken from the file received from ETS. Rather, this data is taken from California Longitudinal Pupil Achievement Data System (CALPADS). For more information on student group determinations, please view the Introductory section for this guide “California’s Accountability System and the Dashboard,” which is available on the CDE 2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Differences between CAASPP and Dashboard

##### Percent of Students in Each Achievement Level versus Distance from Standard

The Test Results for California's Assessments web site (<https://caaspp-elpac.ets.org/caaspp/>) reports the number and percent of students in each achievement level (i.e., four levels for the Smarter Balanced Summative Assessments and three levels for the CAAs). These results are based on all students who took the test regardless of the number of days enrolled at the tested entity. On the other hand, the Dashboard reports the DFS, which measures the average distance for *all students who are continuously enrolled*.

##### Test Completion Rates versus Participation Rates

Under CAASPP, LEAs can access test completion rates, which are based on the *total* number of students who took a test at a given school. These completion rates are not the same as the participation rates that are calculated for the Dashboard.

The participation rate for the Dashboard only includes students enrolled during the “accountability testing window.” This accountability window includes the application of grace periods, which hold an LEA/school harmless when there is inadequate time to administer the assessments.

Additionally, because ESSA requires 95 percent participation on the assessments, LEAs, schools, or student groups that do not meet the 95 percent participation goal will see a decrease in their DFS (i.e., the number of students needed to bring the participation rate of the school, district, and/or student group to 95 percent is the number of Lowest Obtainable Scale Scores [LOSS] added to the DFS).

##### District of Residence

Students with Disabilities (SWDs) oftentimes receive services from another LEA, special education school, or non-public school (NPS). Under CAASPP aggregate reporting rules that are used for the Test Results for California's Assessments web site, test results are sent back to the district of residence (or District of Special Education Accountability) **only** if the student is enrolled at an NPS. However, for the Dashboard, all SWD test results are sent back to their district of residence. Therefore, the district where the student geographically resides is held accountable for their assessment outcomes and that data is included in the district of residence’s Academic Indicators. On the other hand, the Test Results for California's Assessments for ELA and Mathematics do not apply the district of residence rule and test results for SWDs are retained at the District of Attendance.

For further information on this rule, see the bullet “Continued Application of the District of Residence Rule” in the next section below.

### Academic Rules

#### What’s New Since the 2019 Dashboard?

Because the last reporting of the Academic Indicators occurred with the 2019 Dashboard, this section identifies new changes for these indicators on the 2022 Dashboard.

##### Changes to the Federal Participation Rate Penalty

For any LEA, school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicators. To meet this federal requirement, **beginning with the 2022 Dashboard**, California will add LOSS scores equal to the number of students needed to bring the participation rate of the LEA, school, and/or student group to 95 percent. The added LOSS scores will be used in calculating the DFS. Note that the added LOSS scores do not affect individual CAASPP student score reports or in the CAASPP Student Score Data File. The addition only occurs when the CDE calculates the Dashboard Academic Indicators. For further information regarding the added LOSS scores, 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>.

##### Participation Rate Rounding Rule

In prior Dashboards, whole number rounding was used for the participation rate (e.g., a participation rate of 94.1 percent or above was rounded up to 95 percent). However, because the U.S. Department of Education has required the use of standard rounding, this is being applied beginning with the 2022 Dashboard (e.g., a participation rate of 94.1 percent will be rounded down to 94 percent. A participation rate of 94.5 percent will be rounded up to 95 percent.)

##### Removal of Modified Cut Scores for DASS Schools

As noted earlier, due to ED’s denial of the waiver request to continue using modified methods for DASS schools, DASS schools will no longer receive the modified cut scores for the Very Low and Low Status levels. This means that for these indicators, **DASS schools will have the same cut scores applied as non-DASS schools, and the results will be used to determine eligibility for LEA and school support.**

##### Continued Application of the District of Residence Rule

Students with disabilities often receive services outside of the district where the student geographically resides if the district – also known as the *district of special education accountability (DSEA)* – is unable to provide the full range of special education services that the student requires. In these instances, the DSEA will enter into a Memorandum of Understanding (MOU) with another LEA or county office of education so that the services can be provided to the SWDs.

To ensure that the DSEA (which receives federal funding—under the Individuals with Disabilities Education Act—for their SWDs) is held accountable for the outcomes of their students, all SWD results are “sent back” to the DSEA and included in the DSEA’s 2022 Dashboard. This means that the DSEA is held accountable for all the data generated by the student (e.g., assessment results, suspensions, absences, graduation, and course completion).

This rule has been applied to the Academic Indicators since the release of the first Dashboard in 2017. For more information about this rule, refer to the Changes to the District of Residence Rule for Students with Disabilities flyer posted on the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf>.

##### Small Student Populations and Three-by-Five- Colored Tables – Not Applied for 2022

In prior Dashboard reporting years, a separate methodology was applied to LEAs, schools, and student groups with small student populations as they were subject to larger swings in data due to their smaller n-size compared to larger student populations. This separate methodology—known as the “Three-by-Five”—removes both the “Increased Significantly” and “Declined Significantly” **Change levels** thereby limiting the large swings in the **Change data** that can be triggered by just a few students.

Because the Three-by-Five methodology is founded on the removal of the “Increased Significantly” and “Declined Significantly” Change levels, this methodology **will not be applied** for the 2022 Dashboard as Change is not calculated this year. This methodology will be applied next year as Change will be calculated and used to determine performance level colors for the 2023 Dashboard.

#### Participation Rate

As discussed earlier, one component of calculating the Academic Indicators is the participation rate. Beginning in 2018, the participation rate was included in the reporting of the Academic Indicators as the federal ESSA requires states to test at least **95 percent** of all students and student groups in **ELA** and **mathematics**. ESSA also requires that each state factors the participation rate into their accountability systems.

Therefore, if a school, LEA, or student group does not meet the 95 percent participation rate, the number of students needed to meet the participation rate must be factored into the Academic Indicator results, as explained later in this section.

*Failure to meet the 95 percent goal will cause a negative adjustment to the DFS.*

##### Calculating the Participation Rate

To be included in the participation rate calculations, the student must be:

* **Enrolled** during the accountability testing window (as defined later) AND
* **Tested** on either the Smarter Balanced Summative Assessments or the CAAs

**Participation Rate Formula**

Total Number of Students Tested (Smarter Balanced Summative Assessments and CAAs)

**divided by**

Total Number of Students Enrolled During the Testing Window

**Rounding Rule:** In prior years, whole number rounding was used for the participation rate (i.e., a participation rate of 94.1 percent or above was rounded up to 95 percent). However, the ED has required the use of standard rounding which is applied beginning with the 2022 Dashboard (i.e., a participation rate of 94.1 percent will be rounded down to 94 percent. A participation rate of 94.5 percent will be rounded up to 95 percent.)

###### Which Content Areas Are Used to Calculate the Participation Rate?

All LEAs, schools, and student groups are required to meet the 95 percent participation rate for these two content areas, which includes **the Smarter Balanced Summative Assessments and CAAs**.

At this time, the **California Science Test** is not included in the Academic Indicators. The CDE has continued to apprise the State Board of Education (SBE) as to when it may be feasible to include science for accountability. Beginning with the 2022 Dashboard, viewers can select a link on the Dashboard that connects them directly to the science results on the CAASPP web site.

###### Who Is Held Responsible for Meeting the 95 Percent Participation Rate Goal?

All LEAs and schools (including charter and DASS schools) that serve students in grades three through eight and grade eleven, as well as student groups represented in these grade levels, are responsible for meeting the 95 percent participation goal.

Because all LEAs, schools, and student groups have Status data reported if they have at least 11 students, the participation rate will affect entities with at least 11 students who are continuously enrolled and tested (i.e., have a DFS calculated).

##### Participation Rate Denominator: Enrolled

**All** students who are enrolled during a school's determined accountability testing window, and **do not transfer in or out** during this window, are **included** in the enrolled count (i.e., included in the participation rate denominator). (See section on “Determining the Accountability Testing Window” for details on the rules used when students do transfer in or out during the window.)

###### Automatic Exclusion from the Participation Rate

In some cases, students are automatically excluded from the participation rate denominator. The following identifies these students. (Note that the list applies to students who have Smarter Balanced Summative Assessments or CAA records in the Test Operations Management System [TOMS].)

Medical Emergency

Students who are absent from testing due to a significant medical emergency and are flagged with the medical emergency condition code “not tested due to significant medical emergency” (condition code NTE) on the CAASPP file, are automatically removed from the participation rate calculations.

Per *California Code of Regulations,* Title 5, medical emergency is defined as: “a significant injury, trauma, or illness (mental or physical) that precludes a pupil from taking the achievement tests. An injury, trauma, or illness is significant if the pupil has been determined by a licensed physician to be unable to participate in the tests.”

However, if the student logged onto the test, the student will be included in the participation rate:

* For the Smarter Balanced Summative Assessments, any student who logs on to both the computer adaptive test (CAT) and performance task (PT) for the same content area (ELA or mathematics) is counted in the participation rate, regardless of the student’s condition code.
* Similarly, any student who logs on to the CAAs is counted in the participation rate, regardless of the student’s condition code.

English Learners (ELs) New to the Country

ELs who have been enrolled in a U.S. school for less than one year are exempt from taking the ***ELA*** portion of the Smarter Balanced Summative Assessments and the CAA.For accountability purposes, any EL newcomer who enrolled in a U.S. school ***after* April 15, 2021**, **will automatically be removed** from the calculation of the ***ELA* participation rate** *even if the student opted to take one or both parts of the ELA assessment.*

The date that an EL newcomer enrolls at a school is taken from CALPADS, which is field #2.36 (“Student Initial US School Enrollment Date”) from the Student Information (SINF) file.

**All** EL students (regardless of whether they have been enrolled in a U.S. school for less than one year) are ***expected to take the mathematics*** assessments and will be ***included in the mathematics*** **participation rate**.

Students with Disabilities who Changed Their IDEA Status

For the 2022 Dashboard **only,** SWDs who were registered for the Smarter Balanced Summative Assessments and had a change in their Individuals with Disabilities Education Act (IDEA) status (i.e., IDEA status went from “No” to “Yes”) during the testing window selected by the LEA are automatically excluded from the participation rate and the Academic Indicators. However, if the student took the test, then they will be included in the participation rate (i.e., included in both the numerator and denominator of the rate).

###### Do Parent Waivers Exempt Students from the Participation Rate Calculations?

No. Because the ED does not recognize parent waivers, students who do not take the Smarter Balanced Summative Assessments or CAAs due to a parent waiver are still **included in the denominator of the participation rate.** (They are, however, **excluded from the numerator,** meaning that they are counted as “not participating.”)

###### Students Who Transfer

Because students transfer in and out during the testing window, specific rules have been set for the Dashboard to help determine which students should be included in the participation rate denominator and which students should be excluded. These rules are explained below.

##### Determining the Accountability Testing Window

Determining a school’s accountability testing window is one of the first steps taken to finalize the denominator. Although LEAs set their own testing window for the Smarter Balanced Summative Assessments and CAAs in the TOMS Test Administration Setup module, ***for accountability purposes***, the following steps are taken to determine a school’s accountability testing window:

###### Step 1: Determine the Start of a Testing Window

For purposes of the Dashboard, the start date is when the first student at a school logged on to either the CAT or the PT in ELA or math. The first log on could be for either a Smarter Balanced Summative Assessments (in CAT or PT), or it could be logging on to the CAAs.

###### Step 2: Determine the End of the Testing Window

The end date is the end date of the window set by the LEA CAASSP Coordinator in the TOMS Test Administration Setup module.

###### Step 3: Apply Grace Periods

Because some students **transfer in or out** during a school's determined testing window, **grace periods** were developed. These grace periods apply only to certain students who transfer in and/or out within the start and end dates and hold schools harmless when there is inadequate time to administer the assessments.

Depending on the length of the window determined in Steps 1 and 2 above, one or two grace periods are applied. These grace periods are "calendar days," meaning that weekends and holidays are included in the count. The following rules are used to apply grace periods:

Number of Days Between Start and End Date is 14 Calendar Days or Less

Schools that have 14 calendar days or less within the start and end dates do not have any grace periods. In this instance, the 14 days (or less) is the accountability testing window.

Number of Days Between Start and End Date is 15 to 30 Calendar Days

Schools with 15 to 30 calendar days within the start and end dates have one 14-day\* grace period applied at the end (e.g., 14 days **before** the window ends, which includes the very last day of the window).

Number of Days Between Start and End Date is 31 or More Calendar Days

Schools with 31 or more calendar days within the start and end dates have two 14-day\* grace periods: one at the beginning (e.g., 14 days **after** the start date, including the very first day of the window) and one at the end (e.g., 14 days before the end date, which includes the very last day of the window).

\*Note that for the 2022 Dashboard **only**, the 14-day grace period was extended up to 28-days.

###### Step 4: Determine the Accountability Testing Window

The accountability testing window is the period between the two grace periods. Only students who enroll during the second grace period are exempt from being tested. Figure 3 illustrates the differences between the testing window, grace periods, and accountability testing window. Refer to [Appendix C](#AppendixC) for the figure’s descriptive text.

**Figure 3: How to Determine the Accountability Testing Window**



##### Who Is Held Responsible When Students Transfer?

Students who do not test are excluded or included in a school's participation rate based on when the student transferred in or out.

###### **Transfer In**

Referencing Figure 3, schools are **responsible for testing students** who transfer in either during the *beginning grace period or* during the *Accountability Testing Window*. These students **will be included** in the enrolled count (i.e., included in the participation rate denominator).

However, schools are **not responsible for testing students** who transfer in during the ending grace period. These students **will not be included** in the enrolled count if they were not tested (i.e., not included in the participation rate denominator).

###### **Transfer Out**

Still referencing the preceding diagram, schools are **not responsible for testing students** who transfer out during the *beginning grace period*. These students **will not be included** in the enrolled count (i.e., not included in the participation rate denominator) if they were not tested.

However, schools are **responsible for testing students** who transfer out either during the *Accountability Testing Window* or during the *ending grace period*. These students **will be included** in the enrolled count (i.e., included in the participation rate denominator), whether or not they were tested.

Table 1 below includes scenarios to help explain when students are included or excluded from the participation rate calculations. It also identifies which school is held responsible when a student transfers.

**Table 1: Scenarios of When Students are Included or Excluded from the Participation Rate**

| **Example** | **Jefferson City****Junior High (JCJH)** | **Carson City Middle School (CCMS)** | **Participation Rate Determination** |
| --- | --- | --- | --- |
| 1 | Student exits during the beginning grace period and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments. | (Does Not Enroll) | Due to the grace period applied at the beginning of testing, the student **will not be included** in JCJH’s participation rate (neither in the denominator nor the numerator). |
| 2 | Student exits during the accountability testing window and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments. | (Does Not Enroll) | Because the student exited JCJH during the accountability testing window and never enrolled in another school, the student **will be included** in JCJH’s denominator for both the ELA and mathematics participation rates. However, the student **will not be included** in the numerator since the student did not participate in the assessments. |

**Table 1: Scenarios of When Students are Included or Excluded from the Participation Rate (Cont.)**

| **Example** | **Jefferson City****Junior High (JCJH)** | **Carson City Middle School (CCMS)** | **Participation Rate Determination** |
| --- | --- | --- | --- |
| 3 | Student completes the ELA PT but exits during the beginning grace period before completing the remaining Smarter Balanced Summative Assessments. | Student enrolls during the beginning grace period, completes the mathematics CAT and PT, but does not complete the ELA CAT. | Because the student enrolled at CCMS during the beginning grace period, CCMS is responsible for administering the ELA CAT, mathematics CAT, and mathematics PT to the student.For the mathematics participation rate, the student **will be** **included** in both the numerator and denominator for CCMS. For ELA participation, the student will be included **only** in the denominator because the ELA CAT was not completed.  |
| 4 | Student completes the ELA CAT and PT, and mathematics CAT but exits during the accountability testing window before completing the mathematics PT. | Student enrolls during the accountability testing window. | Because the student completed the ELA CAT and PT at JCJH, the student **will be included** in JCJH’s ELA participation rate (in both the numerator and denominator).Because the student enrolled at CCMS during the accountability testing window, CCMS is responsible for administering the mathematics PT to the student. The student **will be** **included** in CCMS’s mathematics participation rate. |
| 5 | Student completes ELA CAT and PT, and mathematics CAT and PT, and exits during the accountability testing window. | Student enrolls during the accountability testing window. | Because the student completed all Smarter Balanced Summative Assessments at JCJH, the student **will be included** in JCJH’s ELA and mathematics participation rates (in both the numerator and denominator). |

**Table 1: Scenarios of When Students are Included or Excluded from the Participation Rate (Cont.)**

| **Example** | **Jefferson City****Junior High (JCJH)** | **Carson City Middle School (CCMS)** | **Participation Rate Determination** |
| --- | --- | --- | --- |
| 6 | Student exits during the accountability testing window. The student has not yet taken any of the Smarter Balanced Summative Assessments. | Student enrolls during the end grace period and does not take any tests. | Because the student enrolled at CCMS during the end grace period, the student will **not be included** in CCMS’s participation rates.However, the student will be **included** in the denominator of JCJH’s ELA and mathematics participation rates because the student was enrolled during the accountability testing window. The student will be excluded from the numerator because the student did not take any tests. |
| 7 | Student completes the ELA CAT and PT and mathematics PT and exits during the accountability testing window. | Student enrolls during the end grace period and does not complete the mathematics CAT. | Because the student enrolled at CCMS during the end grace period, the student will **not be included** in CCMS’s mathematics participation rate.However, the student **will be included** in JCJH’s ELA participation rate (in both the denominator and numerator), and in the denominator for the mathematics participation rate because the student did not complete the mathematics CAT. |

##### Determining the Participation Rate Numerator: Tested

To be considered as "participating," and included in the numerator as tested, a student must:

* Be "enrolled,” and
* Log on to both parts (CAT and PT) of the test in the same content area (for the Smarter Balanced Summative Assessments) or have a test completion date, or
* Log on to the test for the CAA

For example, for the Smarter Balanced Summative Assessments, if a student logs on to the ELA CAT and does not log on to the ELA PT, the student would be counted as "not participating" in the ELA assessment and excluded from the numerator. Similarly, if a student logs on to the PT only for both content areas and not the CAT, the student would be counted as "not participating" (or excluded from the numerator) in both ELA and mathematics.

###### Accommodations, Accessibility Resources, and Unlisted Resources

Students who are assigned an accessibility resource (designated support or accommodation) on the Smarter Balanced Summative Assessments are included in the calculation of the participation rate (as well as the DFS).

Students who use an unlisted resource that changes the construct of the Smarter Balanced Summative Assessments are considered as “not tested” or “not participating.” Therefore, these students are excluded from the numerator and included in the denominator of the participation rate. (Because these students are considered “not participating,” they are excluded from the calculations of the DFS.)

##### How Are LEA-Level Participation Rates Calculated?

Each LEA’s participation rates are calculated by aggregating all of its schools’ participation rate data (i.e., all the schools’ enrolled and tested students are aggregated to the LEA level). The only schools not aggregated are charter schools.

* Because **all** **charter schools** are treated as LEAs under the Local Control Funding Formula (LCFF), their data (participation rate and DFS) are not included in their authorizing agencies’ participation rates.
* **DASS schools**’ data are included in their LEAs’ Dashboard report for each state indicator. Therefore, their participation data (and DFS) **are included** in their LEAs’ participation rates and DFS.
* At the *LEA-level only*, an additional step—application of the **district of residence rule**—is taken to determine which SWDs are enrolled and included in the denominator of an LEA’s participation rate. This rule is *not applied* at the school-level. All schools are held accountable for the students they serve (i.e., the schools where the students attend). The next section further details this rule.

###### District of Residence

At the **LEA-level** **only,** SWDs may be included in the denominator of a district other than their tested district if they have a **DSEA** in the CALPADS SPED file (field #14.16). These SWDs are included only if they meet the denominator inclusion rules identified in the section above.

* *Example:* Pearl Unified sent Xiu, a grade eleven student, to Citrine County Office of Education (COE) to ensure that she received appropriate Special Education services. She was enrolled at Citrine COE for the entire 2021–22 school year and completed the CAA during the LEA’s 2022 testing window. The DSEA field in CALPADS (SPED file; field #14.16) identified Pearl Unified as the DSEA. Because Xiu was enrolled at Citrine COE for the entire testing window and completed the CAA, her assessment data is “sent back” to Pearl Unified. Therefore, Xiu is included in the numerator and denominator of Pearl Unified’s participation rate.

Note that LEAs can confirm which of their SWDs’ data are (1) sent to other entities and (2) attributed to their LEA by another entity by requesting an extract that identifies which students are being sent or attributed based on the County-District Code in the DSEA field. This extract can be downloaded directly from CALPADS and is accessible by CALPADS LEA Administrators.

****For complete steps on how to request and download the DSEA extract, please refer to the CALPADS User Manual District of Special Education Accountability (DSEA) Extract web page at <https://documentation.calpads.org/Extracts/DSEAExtract/#district-of-special-education-accountability-dsea-extract>. You can also review information on the DSEA in the CALPADS to Dashboard Handbook at <https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp#handbookcalpads>.

#### Distance from Standard

**What is Distance from Standard (DFS)?** 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). Figure 4 below illustrates this concept. Refer to [Appendix C](#AppendixC) for the descriptive text.

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 CDE has created a crosswalk to convert levels of the CAA to correspond with levels on the Smarter Balanced Summative Assessments. This is described in detail later in this section.

The average DFS calculated for LEAs, schools, and student groups are used to determine the Status levels for the 2022 Dashboard.

**Figure 4: How the DFS is Calculated**



##### Calculating the DFS

To be included in the DFS calculations:

* The student must be **continuously enrolled.** Students who are ***not*** continuously enrolled **are automatically removed** from the calculations.

“Continuous enrollment” is defined as enrollment from Fall Census Day [first Wednesday in October] to when the student logged on to the test (CAT or PT) without a gap of more than 30 consecutive calendar days.

Therefore, a student who enrolls in a school or LEA ***after*** Fall Census Day is considered not continuously enrolled and is excluded from the DFS.

The continuous enrollment calculation is conducted separately at the school and LEA level. Thus, a student may not be continuously enrolled at a school but could be continuously enrolled at the LEA.

Because separate Status cut scores were set for the Academic Indicators based on grade spans, the following DFS formulas reflect this separation. (Note that the DFS is always used to determine performance levels for ELA and mathematics and therefore, for the 2022 Dashboard, it will be used to determine the Status levels.)

**DFS Formula for K–8 and K–12 Schools and LEAs**

Sum of All Continuously Enrolled Grades 3 through 8 ***or*** Grades 3 through 8

plus Grade 11Students’ Distance from Standard on the

2022 Smarter Balanced Summative Assessments or CAAs Scores

**divided by**

Total Number of Continuously Enrolled Grades 3 through 8 ***or*** Grades 3 through 8 plus Grade 11 Students’ 2022 Smarter Balanced Summative Assessments or CAAs Scores

**DFS Formula for High Schools and High School Districts\***

Sum of All Continuously Enrolled Grades 7, 8, and/or 11Students’ Distance from Standard

on the 2022 Smarter Balanced Summative Assessments or CAAs Scores

**divided by**

Total Number of Continuously Enrolled Grade 7, 8, and/or 11 Students’ 2022 Smarter Balanced Summative Assessments or CAAs Scores

\*Note that if an LEA or school only serves students in grade eleven, then only grade eleven scores are used to calculate the DFS.

The sections on the following page detail which students are included in the denominator and numerator of the DFS.

##### Which Content Areas Are Used to Calculate DFS?

Similar to the participation rate, the DFS is calculated for ELA and mathematics **only**. **Both the Smarter Balanced Summative Assessments and the CAAs** are used to calculate the DFS at the LEA, school, and student group levels.

As noted earlier, science is not included in the Academic Indicators and therefore is not included in the DFS.

##### Determining the DFS Denominator: Valid

**All** students who tested and are continuously enrolled are **included** in the denominator of the DFS. These student records are also known as “valid.”

###### Automatic Exclusion

However, some students are automatically excluded from the DFS calculations. As a result, these students’ data do not impact the Academic Indicators for the LEA, school, or student group. The following list identifies the automatic exclusions.

* Students who are absent from testing due to a significant **medical emergency** and are flagged with the medical emergency condition code on the CAASPP file, **are not included** in the DFS calculation for the Academic Indicators. Student records marked as “not tested due to significant medical emergency” (condition code NTE) are automatically removed unless the student logged onto the test.
	+ Any student who logs onto both the CAT and PT, or logged on to the CAA, and is continuously enrolled, are included in the calculations of the DFS regardless of the student’s condition code. *This rule applies to both the Smarter Balanced Summative Assessments and the CAAs.* (For the definition of medical emergency, refer to the earlier section titled “Automatic Exclusion from the Participation Rate.”)
* **English Learners (ELs) new to the country** and who have been enrolled in a U.S. school for less than one year are **excluded** from the calculations of the DFS, even if the student opted to take one or both parts of the assessments. Therefore, for accountability purposes, any EL newcomer who enrolled in a U.S. school ***after* April 15, 2021**, **are not included** in the DFS calculations for both ELA and mathematics. *This rule applies to both the Smarter Balanced Summative Assessments and the CAAs.*

###### Do Parent Waivers Exempt Students from the DFS Calculations?

Students who do not take the Smarter Balanced Summative Assessments or the CAAs due to a parent waiver **are excluded** from the calculations of the DFS.

###### Testing Irregularities (Cheating)

Students who have a testing irregularity (e.g., cheating) are assigned the grade-level appropriate LOSS for purposes of calculating the DFS for the Dashboard. For example, if the testing irregularity was for an ELA grade eight test, then the student will be assigned the grade eight ELA LOSS score. (However, note that the student does not receive a LOSS on the CAASPP student score report.)

##### DFS for Smarter Balanced Summative Assessments

The DFS for the Smarter Balanced Summative Assessments represents the distance between a student’s score on these assessments and the **Standard Met** Achievement Level threshold (i.e., the lower threshold of the scale score range for Level 3). The scale score ranges for the Smarter Balanced Summative Assessments vary by content area–ELA and mathematics–and by grade level. These scale score ranges (which were updated in 2021) are available in Appendix A.

The DFS calculation uses all available scale scores to provide a more precise measure of an LEA’s and school’s status and progress. Each student’s DFS is calculated separately and then all the students’ “distances” are combined to determine an average. The average distance is calculated for each LEA, school, and student group as illustrated in Figure 5 below. (Refer to [Appendix C](#AppendixC) for the descriptive text.) The results show which areas need improvement and the extent to which the average student score falls short of, or exceeds, the Level 3 threshold.

**Figure 5: Calculating the Average DFS for a LEA, School, or Student Group**



Because the scale score ranges for each performance level *differ for each grade level*, it is important to compare each student’s ELA and mathematics scores against the Level 3 scale score for the appropriate grade. For example:

* In grade five, the scale scores for ELA range from 2200 to 2730. The scale scores for mathematics range from 2220 to 2740. Within each range, there are four distinct achievement levels as referenced in Table 2.

**Table 2: Grade Five Scale Score Range for Smarter Balanced Summative Assessments in ELA and Mathematics**

| **Achievement****Levels** | **Level 1:****Standard****Not Met** | **Level 2:****Standard****Nearly Met** | **Level 3:****Standard****Met** | **Level 4:****Standard****Exceeded** |
| --- | --- | --- | --- | --- |
| **Grade 5 ELA****Scale Score Ranges** | 2200–2441 | 2442–2501 | **2502**–2581 | 2582–2730 |
| **Grade 5 Math****Scale Score Ranges** | 2220–2454 | 2455–2527 | **2528**–2578 | 2579–2740 |

As noted in Table 2, above:

* For ELA, the lowest scale score for Level 3 is 2502. Each grade five ELA assessment score is compared against this fixed point to obtain the DFS.
* For mathematics, the lowest scale score for Level 3 is 2528. Each grade five mathematics assessment score is compared against this fixed point to obtain the DFS.

Table 3 on the following page provides examples of how the DFS is calculated for the Smarter Balanced Summative Assessments.

**Table 3: Examples of Calculating the DFS for Grade 5 Student**

| **Student** | **Student’s Score on the Smarter Balanced Summative Assessments** | **Smarter Balanced Summative Assessments Scale Score Range for Level 3** | **Distance from Standard (DFS)** |
| --- | --- | --- | --- |
| Grade 5Student 1 | ELA Score: 2552 | ELA Scale Score Range:**2502**–2581 | 2552 ***minus*** 2502 = 50 pointsThe student scored 50 points **above** the lowest possible Level 3 scale score in Grade 5 ELA. The DFS is **positive** 50 points. |
| Grade 5Student 2 | Math Score: 2505 | Math Scale Score Range:**2528**–2578 | 2505 ***minus***2528 = -23 pointsThe student scored 23 points **below** the lowest possible Level 3 scale score in Grade 5 mathematics. The DFS is **negative** 23 points. |

##### No Scale Score on the Smarter Balanced Summative Assessments

Students who have a record in the CAASPP file but do not have a scale score result will automatically be assigned the minimum scale score for their grade level. This means that they are assigned the lowest obtainable scale score (LOSS) at the Standard Not Met level.

* For example, a student in grade five who was continuously enrolled, logged onto the CAT and PT for mathematics, but did not answer enough questions, would not have a scale score for mathematics. This student would automatically receive a score of 2220, which is the lowest possible score for grade five mathematics. The 2220 is used to calculate the student’s DFS.

##### DFS for California Alternate Assessments

Because the ED requires the inclusion of the CAA results in the calculation of the DFS, in September 2019, the SBE approved the calculation methodology on how to include these assessments into the DFS.

Unlike students who take the Smarter Balanced Summative Assessments (who are evaluated against meeting the California Common Core State Standards [CA CCSS] and placed in **one of** **four achievement levels**), students who take the CAAs are evaluated against their level of understanding in **one of three achievement levels** related to alternate achievement standards linked to the CA CCSS. These two assessments also have different reporting scales.

The complete scale score ranges for the CAAs are available in Appendix B. Note that the scale score ranges are the same for *both content areas*.

After reviewing three different approaches to incorporating the CAA results into the DFS calculations, in September 2019, the SBE approved the “top-of-the-range” approach:

* **Top-of-the Range:** For levels 1–3 on the CAA, a student’s CAA score would be substituted with the top score point for the same Smarter Balanced Summative Assessments achievement level.
	+ *Example*: A grade three student scoring anywhere in Level 2 on the CAA for ELA would receive a score of 2431, which is the highest Level 2 Smarter Balanced Summative Assessments score for grade three ELA. This Smarter Balanced Summative Assessments score would then be used to calculate the student’s DFS by comparing the student’s score against the lowest Level 3 scale score for Grade 3 ELA, which is 2432. For example:

2432 (grade 3 Smarter Balanced Summative Assessments lowest scale score) *minus* 2,431 (CAA student’s substituted Smarter Balanced Summative Assessments score) = -1 or 1 point below Standard

Table 4 below is an example of converting grade three CAA scores to grade three Smarter Balanced Assessment scores.

**Table 4: Grade Three CAA to Grade Three Smarter Balanced Assessments Conversion**

| **ELA** | **Mathematics** |
| --- | --- |
| Level 1 is converted to 2366 | Level 1 is converted to 2380 |
| Level 2 is converted to 2431 | Level 2 is converted to 2435 |
| Level 3 is converted to 2489 | Level 3 is converted to 2500 |

###### No Scale Score and LOSS on the California Alternate Assessments

CAA records in the CAASPP file that reflect a LOSS or no scale score are automatically be removed from the calculations of the DFS. This is because the vast number of students with a LOSS score are unable to orient or respond to the test.

Table 5 on the following page provides examples of how the DFS is calculated for the CAAs.

**Table 5: Examples of Calculating the DFS for Grade 6 Student**

| **Student** | **Student’s Score on CAAs** | **CAA Scale Score Range** | **Smarter Balanced Summative Assessments Scale Score Range** | **Distance from Standard** |
| --- | --- | --- | --- | --- |
| Grade 6 Student 1 | ELA Score:659 | ELA Grade 6 Scale Score Range for Level 2: 645 – 659 | ELA Grade 6 Scale Score Range for Level 2:2473 – **2551** | Because the student’s ELA score was within Level 2, the student receives the highest score on the Level 2 Smarter Balanced Summative Assessments range for Grade 6 ELA, which is **2551**. This score is compared against the lowest Smarter Balanced Summative Assessments Level 3 scale score for Grade 6 ELA (2552). 2,551 ***minus***2552 = -1 pointThe student scored 1 point **below** the lowest possible Level 3 scale score in Grade 6 ELA. The DFS is **negative** 1 point. |
| Grade 6 Student 2 | Math Score:622 | Math Grade 6 Scale Score Range for Level 1:600 – 644 | Math Grade 6 Scale Score Range for Level 1:2235 – **2472** | Because the student’s math score was within Level 1, the student receives the highest score on the Level 1 Smarter Balanced Summative Assessments range for Grade 6 mathematics, which is **2472**. This score is compared against the lowest Smarter Balanced Summative Assessments Level 3 scale score for grade 6 mathematics (2552).2472 ***minus***2552 = -80 pointsThe student scored 80 points **below** the lowest possible Level 3 scale score in Grade 6 mathematics. The DFS is **negative** 80 points. |

##### Not Meeting 95 Percent Participation Rate Goal and How This Impacts the DFS

The participation rate can reduce the DFS ***only* if the** LEA, school, or student group **did not meet the participation goal of 95 percent.** If the participation target is not met, the number of students needed to bring the participation rate of the school, district, and/or student group to 95 percent is the number of Lowest Obtainable Scale Scores added to the DFS. Note that if a LEA, school, or student group has a participation rate of **95 percent or higher**, the Lowest Obtainable Scale Scores (LOSS) ***will not*** be added to the DFS. As noted earlier, the added LOSS scores will be used in calculating the DFS. The added LOSS scores do not affect individual CAASPP student score reports or in the CAASPP Student Score Data File. The addition only occurs when the CDE calculates the Dashboard Academic Indicators.

The following DFS is applied for each added LOSS score:

* For ELA, a DFS of −277 is applied.
* For mathematics, a DFS of −246 is applied.

Table 6 is an example of how not meeting the 95 percent participation rate goal can negatively impact a LEA’s DFS.

**Table 6: Example: Application of Federal Penalty When 95 Percent Participation Rate Goal is Not Met**

| **LEA Information** | **New Participation Methodology** |
| --- | --- |
| Number of students enrolled during the testing window in grades three through eight and grade eleven and eligible to participate in the ELA summative and alternate assessments. | 355 students |
| Number of students needed to test in order to meet the 95 percent participation rate target | 338 students(355×0.95=337.25 rounded to 338) |
| Number of students tested | 268 students |
| Difference between Row 2 (number of students needed to meet 95 percent) and Row 3 (number of students tested) | 70 students (338 students needed−268 students tested) |
| Participation rate penalty calculation | 70 LOSS scores are added with each having a DFS of −277 (DFS for ELA). **70× (−277) = −19,390 penalty** |
| Adjusted DFS calculation. Note: The sum of all 268 tested students’ individual DFS, before the penalty, was 4,355.  | 4,355 (DFS without penalty) minus 19,390 (participation rate penalty) = −15,035 |
| Final DFS calculation | −15,035 divided by 338 (number of students needed to meet 95 percent target) = −44.5.The LEA’s DFS is **−44.5** points from Achievement Level 3 Standard Met. |

###### How Many Students Are Needed to Report the Impact of Participation Rate on DFS?

There needs to be at least 11 students to report data. Therefore, any LEA, school, or student group with 11 or more students who do not meet the 95 percent participation rate will have a DFS reported, on the Dashboard, with the participation rate reduction applied.

**Federal Requirement: Pair and Share**

**For K, 1, and/or 2 Schools ONLY**

Based on California’s ESSA State Plan, schools that serve kindergarten, grade one, and/or grade two only **(non-testing grades)** are required to receive a performance level on the Academic Indicator even though students in these grades are not administered the ELA and mathematics assessments. The process of assigning DFS results to these schools is called “Pair and Share.” These schools are specifically assigned *grade three* DFS (which includes results from both the Smarter Balanced Summative Assessments and the CAAs) using the following rules:

* For **schools that serve kindergarten and/or grade one only,** these schools’ DFS will be based on the district’s grade three DFS results. For charter schools with a county authorizer, the DFS will be based on the countywide grade three DFS results.
* For **schools that serve grade two only, kindergarten through grade two only, *or* grades one through two only**, these schools’ DFS will be based on the grade three DFS results of the school(s) where the grade two students matriculate to. The district or school informs the CDE of the matriculation patterns for up to three schools. The following is an example of how the Pair and Share is calculated.

**Example:** Upon graduating from Jade Elementary School, the grade two students matriculate each year to three different area schools:

* 40% enroll in Opal Elementary
* 50% enroll in Topaz Elementary
* 10% enroll in Gem Elementary

First, the grade three DFS is calculated separately for each school. Next, the weighted average is calculated:

(40% x Opal’s DFS) + (50% x Topaz’s DFS) + (10% x Gem’s DFS) =

DFS for Jade Elementary School

This process is calculated separately for ELA and math.

* For **new schools** that do not have matriculation data, they will be “paired” with its authorizing/operating district or county. Their DFS will be based on the authorizer/operating district or countywide average grade three DFS results.

The following lists questions that are commonly asked about the application of this federal requirement:

1. **Do Pair and Share schools receive student group data?**

No. These schools only receive Status levels at the school-level. They do not receive student group data.

1. **Do schools have to report matriculation patterns each year?**

No. The matriculation patterns received by schools that serve grade two students are effective for at least three Dashboard cycles. However, this may change if the school informs the CDE, or if the CDE becomes aware that the school has changed grade spans, the number of students enrolled, or matriculation patterns.

1. **When are schools no longer “pair and shared”?**

Any school that adds a grade three and has grade three assessment results will no longer be held to the Pair and Share arrangement. These schools will have an Academic Indicators based on their own test results.

1. **My school is K–5. Does “Pair and Share” apply to my school?**

No. Schools that administer the Smarter Balanced Summative Assessments to students will receive Academic Indicators based on their own students’ results. Therefore, for a K–5 school, their Academic Indicators will be based on their grades three through five results.

1. **What data will be reported on the Dashboard for Pair and Share schools?**

Pair and Share schools that serve less than 11 students in their highest grade will not receive Academic Indicators and no data will be reported on the Dashboard.

Pair and Share schools that have between 11 and 29 students in their highest grade will receive Status data (DFS) only but no Status levels (i.e., “cell phone bars”).

Pair and Share schools that have at least 30 students in their highest grade receive Status data (DFS) and Status levels.

1. **Does Pair and Share apply to any other state indicators?**

No. The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools’ own data.

1. **Are Pair and Share schools held responsible for the 95 percent participation rate goal?**

No. The ESSA State Plan only requires schools that serve kindergarten, grade one, and/or grade two to receive a DFS. Therefore, these schools will receive a DFS but they *will not* receive participation rates and *will not* be held responsible for meeting the 95 percent participation rate goal.

#### Status Cut Scores

Because **only** **Status** can be reported for the 2022 Dashboard, **only the Status cut scores** are applied to determine the **Status levels** for the 2022 Dashboard.

* For the Academic Indicators, **separate cut scores** have been set by the SBE based on **LEA and school type**, which are identified in Table 7 below. For more information on the rules used to determine the LEA and school type, please view the mini-guide titled “California’s Accountability System and the Dashboard” which is posted on the CDE 2022 Dashboard Technical Guide web page at<https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

**Table 7: Cut Scores Applied by LEA and School Type**

| **Grades 3-8 Cut Scores AreUsed for…** | **Grade 11 Cut Scores AreUsed for…** |
| --- | --- |
| Elementary School | High School (serving grades 7–12) |
| Middle School | High School District |
| K–12 School | (blank) |
| Elementary School District | (blank) |
| Unified School District | (blank) |

Note that for **unified school districts and K–12 schools,** the grade eleven results are combined with the grades three through eight results to calculate one Academic Indicator for ELA and one Academic Indicator for mathematics.

For the 2022 Dashboard, Change cut scores are not applied. Change levels and performance level colors are not reported.

* To access the Status cut scores, please refer to the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>.
* To access Status, Change and performance colors that were used in prior Dashboard reporting, please refer to the CDE 2019 Five-by-Five Colored Tables web page at <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables19.asp>.

#### Student Groups

To access student group definitions and the data used to determine the student groups for this indicator, please view the mini-guide titled “California’s Accountability System and the Dashboard” which is posted on the CDE 2022 Dashboard Technical Guide web page <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### School Dashboard Additional Reports

Designed for educators, the School Dashboard Additional Reports (<https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>) offer information and data beyond what are reported on the Dashboard, including summarized views across all state indicators. Two reports specific to the Academic Indicators are the:

* **2022 Status Placement Reports:** These reports help LEAs and schools quickly identify which one of the five Status levels all student groups achieved on the state indicator. It also does the same for all schools within an LEA.
* **Participation Rate Report:** This report displays the number of students included in the calculation of the participation rates, which can be used to determine if the Distance from Standard should be adjusted and by how much.

### School and LEA Examples

#### Example 1: Blue Sapphire School

##### (Serves Students in Kindergarten through Grade Five)

Step 1: Calculate the ELA Participation Rate

For the 2021–22 testing period, Blue Sapphire School had 201 students enrolled during the school’s Dashboard testing window (which includes the grace periods and the accountability testing window). All 201 students were enrolled grades three through five. Of these students, 178 logged on to both the CAT and PT for the ELA Smarter Balanced Summative Assessments and ten logged on to the ELA CAAs. This equals 188 tested students.

Based on the enrolled and tested figures, the school’s ELA participation rate is:

188 (tested) **divided by** 201 (enrolled) = 0.9353 or 94 percent

participation rate **for ELA.**

Step 2: Calculate the DFS for the Smarter Balanced Summative Assessments

1. First, take all 178 Smarter Balanced Summative Assessments test results in **ELA** (from those students who tested) and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, and (3) students flagged with a medical emergency. The remaining records, which was 176, reflect the total number of valid scores that are included in the denominator of the DFS.
2. Next, calculate the DFS for each valid score. Be sure to use the appropriate scale score for each grade. For example:
* **Grade 3 Scale Score Range for Level 3:** 2432 to 2489

Take each valid ELA scale score results and calculate the distance from 2432. Example: Taylor scored 2430. The calculated distance is:

2430 ***minus*** 2432 = -2 (or 2 points below Standard)

* **Grade 4 Scale Score Range for Level 3:** 2473 to 2532

Take each valid ELA scale score results and calculate the distance from 2,473. Example: Gabriela scored 2483. The calculated distance is:

2483 ***minus*** 2473 = 10 (or 10 points above Standard)

* **Grade 5 Scale Score Range for Level 3:** 2502 to 2581

Take each valid ELA scale score results and calculate the distance from 2502. Example: Earl scored 2532. The calculated distance is:

2532 ***minus*** 2502 = 30 (or 30 points above Standard)

Step 3: Calculate the DFS for California Alternate Assessments

1. First, take all ten CAA test results in **ELA** (from those students who tested) and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, and (3) students flagged with a medical emergency. The remaining records, which was eight, reflect the total number of valid scores that are included in the denominator.
2. Next, calculate the DFS for each valid score. Be sure to substitute the student’s CAA score with the “Top-of-the-Range” or top score point for the same Smarter Balanced Summative Assessments achievement level. For example:
* **Grade 3 CAA Score**

Take each valid ELA scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Kiera scored 338 (Level 1) on the CAA. Substitute this score with the “top-of-the range” grade three Level 1 Smarter Balanced Summative Assessments ELA score, which is 2366. Compare this score against the lowest grade three Level 3 Smarter Balanced Summative Assessments ELA score, which is 2432. The calculated distance is:

2366 ***minus*** 2432 = -66 (or 66 points below Standard)

* **Grade 4**

Take each valid ELA scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Kevan scored 446 (Level 2) on the CAA. Substitute this score with the “top-of-the range” grade four Level 2 Smarter Balanced Summative Assessments ELA score, which is 2472. Compare this score against the lowest grade four Level 3 Smarter Balanced Summative Assessments ELA score, which is 2473. The calculated distance is:

2472 ***minus*** 2473 = -1 (or 1 point below Standard)

* **Grade 5**

Take each valid ELA scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Marcos scored 460 (Level 3) on the CAA. Substitute this score with the “top-of-the range” grade five Level 3 Smarter Balanced Summative Assessments ELA score, which is 2581. Compare this score against the lowest grade five Level 3 Smarter Balanced Summative Assessments ELA score, which is 2502. The calculated distance is:

2581 ***minus*** 2502 = 79 (or 79 points above Standard)

Step 4: Include the Assigned LOSS Scores (95 Percent Participation Rate Penalty)

Because the school had a participation rate of 94 percent, it did not meet the federal 95 percent participation rate goal. Therefore, a LOSS is assigned to each student needed to bring the school’s participation rate up to 95 percent, which in this case is three students:

191 (total number of students needed to test to meet 95 percent) *minus* 188 (total number of students who tested) = 3 students assigned the LOSS. Each of the three students will be assigned a DFS of -277.

Step 5: Calculate the DFS (i.e., Status) for the LEA, School, or Student Group

1. First, add all of the distances calculated for each valid score in Steps 2 and 3. For instance, taking the distances calculated for Taylor, Gabriela, Earl, Kiera, Kevan, and Marcos above:

(-2) + (10) + (30) + (-66) + (-1) + (79) = 50 points

1. Add in the three assigned DFS due to not meet the 95 percent participation rate goal.

-277 (assigned ELA DFS) x 3 (students needed to test) = -831

1. Divide total sum of distances (numbers calculated in Steps 2, 3, and 4) by the total number of students needed to meet the 95 percent goal. The calculated DFS without the penalty was 2,938:

(2,938 [DFS without penalty] minus 831 [assigned DFS]) ***divided by***191 (total number of students needed to test to meet 95 percent) = **11.03 or 11.0 points**

The school’s average DFS is 11.0 points above Standard.

Step 6: Determine Status Level

The school’s Status level is determined using the **ELA Grades 3–8 Status cut scores** identified on the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>. Based on the school’s average DFS of 11.0 points above Standard, the school has a **Status level of High,** which is highlighted with a thick purple border in Table 8 on the following page.

**Table 8: ELA Grades 3–8 Cut Scores and Status Levels**

| **Status Level** | **Cut-Scores** |
| --- | --- |
| **Very High** | +45.0 points or higher in Current Year |
| **High** | +10.0 to +44.9 points in Current Year |
| **Medium** | -5.0 to +9.9 points in Current Year |
| **Low** | -5.1 to -70.0 points in Current Year |
| **Very Low** | -70.1 points or lower in Current Year |

#### Example 2: Peridot Unified School District

##### (Serves Students in Kindergarten through Grade Twelve)

Step 1: Calculate the Mathematics Participation Rate

For the 2021–22 testing period, Peridot Unified had 9,500 students enrolled during the LEA’s Dashboard testing window (which includes the grace periods and the accountability testing window). All 9,500 students were enrolled in grades three through eight and grade eleven. Of these students, 8,750 logged on to both the CAT and PT for the mathematics Smarter Balanced Summative Assessments and 125 logged on to the mathematics CAAs. This equals 8,875 tested students.

However, before the participation rate can be calculated, the district of residence (DSEA) must be considered.

***District of Special Education Accountability***

Because the District of Residence (DSEA) rule is applied only at the LEA-level, it is critical to check if any SWDs are being “sent back” and attributed to Peridot Unified. After accessing the DSEA extract from CALPADS, there were 120 SWDs who were enrolled at Quartz County Office of Education (COE) to receive their appropriate special education services and have been “sent back” Peridot Unified. Of these 120 students, 100 were enrolled during the accountability testing window and completed the assessments. Therefore, these students’ assessment results (taken at Quartz COE) will be included in Peridot Unified’s participation rate and the DFS if the students meet the inclusion criteria. For example:

* Thom was a grade eleven student who was enrolled at Quartz COE for the *entire* 2021–22 school year. At the COE, he completed the CAAs in both ELA and mathematics. Because his record reflected that the DSEA was Peridot Unified, his assessment data will be sent back to this LEA. As a result, he will be counted in both the numerator and denominator of Peridot Unified’s ELA and mathematics participation rates because he was enrolled during the entire testing window, and he completed both the ELA and mathematics tests. His CAA results will also be included Peridot’s DFS because he was continuously enrolled.

Based on the enrolled and tested figures, the LEA’s mathematics participation rate is:

(8,875 tested students at Peridot + 100 tested students who are being sent back due to the DSEA) **divided by** (9,500 enrolled students at Peridot + 100 enrolled students who are being sent back due to the DSEA) = 0.9348 or 93 percent

participation rate **for mathematics.**

Step 2: Calculate the DFS for the Smarter Balanced Summative Assessments

1. First, take all 8,750 Smarter Balanced Summative Assessments test results in **mathematics** (from those students who tested) and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, and (3) students flagged with a medical emergency. The remaining records, which was 8,250, reflect the total number of valid scores that are included in the denominator of the DFS.
2. Next, calculate the DFS for each valid score. Be sure to use the appropriate scale score for each grade. For example:
* **Grade 3 Scale Score Range for Level 3:** 2436–2500

Take each valid mathematics scale score results and calculate the distance from 2436. Example: Jerry scored 2430. The calculated distance is:

2430 ***minus*** 2436 = -6 (or 6 points below Standard)

* **Grade 7 Scale Score Range for Level 3:** 2567–2634

Take each valid mathematics scale score results and calculate the distance from 2567. Example: Dave scored 2483. The calculated distance is:

2483 ***minus*** 2567 = -84 (or 84 points below Standard)

* **Grade 11 Scale Score Range for Level 3:** 2628–2717

Take each valid mathematics scale score results and calculate the distance from 2628. Example: Agatha scored 2638. The calculated distance is:

2638 *minus* 2,628= 10 points above Standard.

Step 3: Calculate the DFS for California Alternate Assessments

1. First, take all 125 CAA test results in **mathematics** (from those students who tested) and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, and (3) students flagged with a medical emergency. The remaining records, 122, reflect the total number of valid scores that are included in the denominator.
2. Next, calculate the DFS for each valid score. Be sure to substitute the student’s CAA score with the “Top-of-the-Range” or top score point for the same Smarter Balanced Summative Assessments achievement level. For example:
* **Grade 3 CAA Score**

Take each valid mathematics scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Ahmed scored 338 (Level 1) on the CAA. Substitute this score with the “top-of-the range” grade three Level 1 Smarter Balanced Summative Assessments mathematics score, which is 2380. Compare this score against the lowest grade three Level 3 Smarter Balanced Summative Assessments mathematics score, which is 2436. The calculated distance is:

2380 ***minus*** 2,436 = -56 (or 56 points below Standard)

* **Grade 7**

Take each valid mathematics scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Brian scored 446 (Level 2) on the CAA. Substitute this score with the “top-of-the range” grade seven Level 2 Smarter Balanced Summative Assessments mathematics score, which is 2566. Compare this score against the lowest grade seven Level 3 Smarter Balanced Summative Assessments mathematics score, which is 2567. The calculated distance is:

2566 ***minus*** 2567 = -1 (or 1 point below Standard)

* **Grade 11**

Take each valid mathematics scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Tala scored 460 (Level 3) on the CAA. Substitute this score with the “top-of-the range” grade eleven Level 3 Smarter Balanced Summative Assessments mathematics score, which is 2717. Compare this score against the lowest grade eleven Level 3 Smarter Balanced Summative Assessments mathematics score, which is 2628. The calculated distance is:

2717 ***minus*** 2628 = 89 (or 89 points above Standard)

Step 4: Include the Assigned LOSS Scores (95 Percent Participation Rate Penalty)

Because the LEA had a participation rate of 93 percent, it did not meet the federal 95 percent participation rate goal. Therefore, a LOSS is assigned to each student needed to bring the school’s participation rate up to 95 percent, which in this case is 145 students:

9,120 (total number of students needed to test to meet 95 percent) *minus* 8,975 (total number of students who tested) = 145 students assigned the LOSS.

Each of the 145 students will be assigned a DFS of -246.

Step 5: Calculate the DFS (i.e., Status) for the LEA, School, or Student Group

1. First, add all of the distances calculated for each valid score in Steps 2 and 3. For instance, taking the distances calculated for Jerry, Dave, Agatha, Ahmed, Brian, and Tala above:

(-6) + (-84) + (10) + (-56) + (-1) + (89) = -48 points

1. Add in the 145 assigned DFS due to not meet the 95 percent participation rate goal.

-246 (assigned mathematics DFS) x 145 (students needed to test) = -35,670

1. Divide total sum of distances (numbers calculated in Steps 2, 3, and 4) by the total number of students needed to meet the 95 percent goal. The calculated DFS without the penalty was 143,780.

(143,780 [DFS without penalty] minus 35,670 [assigned DFS]) ***divided by***9,120 (total number of students needed to test to meet 95 percent) = **11.85 or 11.9 points**

The LEA’s average DFS is 11.9 points above Standard.

Step 6: Determine Status Level

The LEA’s Status level is determined using the **Mathematics Grades 3–8 Status cut scores** identified on the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>. (Note that the State Board of Education approved the use of Grades 3–8 cut scores for unified school districts, which is why these cuts are used here.) Based on the LEA’s average DFS of 11.9 points above Standard, the LEA has a **Status level of High**, which is highlighted with a thick purple border in Table 9 below.

**Table 9: Mathematics Grades 3–8 Cut Scores and Status Levels**

| **Status Level** | **Cut-Scores** |
| --- | --- |
| **Very High** | +35 points or higher in Current Year |
| **High** | 0.0 to +34.9 points in Current Year |
| **Medium** | -25.0 to less than 0.0 points in Current Year |
| **Low** | -25.1 to -95.0 points in Current Year |
| **Very Low** | -95.1 points or lower in Current Year |

### Frequently Asked Questions

This section covers the most commonly asked questions about these indicators by LEAs.

1. **Is the Participation Rate Calculated for Student Groups?**

Yes. The participation rate is calculated at the LEA, school, and student group levels. The same calculation and business rules apply to all three levels.

1. **Is the Participation Rates Reported on the Dashboard?**

No. However, participation rates are available on the CDE School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel/> – select the participation rate report.

1. **I don’t see science test results included in the Academic Indicator. Why?**

While science is currently not included as part of a Dashboard indicator, the CDE continues to apprise the SBE of when it will be feasible to include the California Science Test assessment for accountability. See next section on “Next Steps for the Academic Indicator” for further information.

1. **I heard that parent opt outs did not impact a school’s Academic Indicator results. Is this true?**

No. Unfortunately, because the ED does not recognize parent waivers, students who do not test due to parent waivers are **included in the denominator** of the participation rate and excluded from the numerator.

1. **The CAASPP test completion rates and the Dashboard participation rates do not match. Is this an error?**

No. Under CAASPP, LEAs can access test completion rates, which is based on the *total* number of students who took the test at a given school. The participation rates for the Dashboard only includes students enrolled during the “accountability testing window.” This accountability window includes the application of grace periods, which hold an LEA/school harmless when there is inadequate time to administer the assessments.

### Next Steps for the Academic Indicators

###### ****Science Assessments****

While the Dashboard currently **does not** include science results, beginning with the 2022 Dashboard, a link has been incorporated to allow viewers to directly access the California Science Test results on the CAASPP web site. The CDE will continue to apprise the State Board of Education as to when it may be feasible to include science for accountability. For the latest details, please refer to the March 2022 SBE Agenda Item 4 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx>) and September 2022 SBE Agenda Item 2 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx>).

###### Growth Model

Since 2015, California has invested significant time and effort in developing a student-level growth model that is valid, reliable, and fair. While the growth model is currently not included as part of the Academic Indicator, the projected timeline to do so is in 2023–24 for the soonest incorporation in the 2024 Dashboard. For further information, please refer to the CDE Growth Model web page at <https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp>.

### Additional Local Data Sources

Another critical resource for LEAs is their own local data as it reflects an up-to-date picture of current students. Here are several local sources that can be considered for use:

* Student Score Data Files in the Test Operations Management System (TOMS).
* Any local assessment data files if local assessments were administered.
* LEA, school, and student group CAASPP results.

### Appendix A

#### Scale Score Ranges for the Smarter Balanced Summative Assessments for 2020–21 and Forward

English Language Arts/Literacy

| **Grade** | **Minimum Scale Score** | **Maximum Scale Score** | **Achievement LevelScale Score Range for Standard Not Met** | **Achievement LevelScale Score Range for Standard Nearly Met** | **Achievement LevelScale Score Range for Standard Met** | **Achievement LevelScale Score Range for Standard Exceeded**  |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 2115 | 2650 | 2115–2366 | 2367–2431 | 2432–2489 | 2490–2650 |
| 4 | 2140 | 2690 | 2140–2415 | 2416–2472 | 2473–2532 | 2533–2690 |
| 5 | 2200 | 2730 | 2200–2441 | 2442–2501 | 2502–2581 | 2582–2730 |
| 6 | 2230 | 2770 | 2230–2456 | 2457–2530 | 2531–2617 | 2618–2770 |
| 7 | 2260 | 2810 | 2260–2478 | 2479–2551 | 2552–2648 | 2649–2810 |
| 8 | 2290 | 2850 | 2290–2486 | 2487–2566 | 2567–2667 | 2668–2850 |
| 11 | 2300 | 2900 | 2300–2492 | 2493–2582 | 2583–2681 | 2682–2900 |

Mathematics

| **Grade** | **Minimum Scale Score** | **Maximum Scale Score** | **Achievement LevelScale Score Range for Standard Not Met** | **Achievement LevelScale Score Range for Standard Nearly Met** | **Achievement LevelScale Score Range for Standard Met** | **Achievement LevelScale Score Range for Standard Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 2190 | 2660 | 2190–2380 | 2381–2435 | 2436–2500 | 2501–2660 |
| 4 | 2205 | 2700 | 2205–2410 | 2411–2484 | 2485–2548 | 2549–2700 |
| 5 | 2220 | 2740 | 2220–2454 | 2455–2527 | 2528–2578 | 2579–2740 |
| 6 | 2235 | 2780 | 2235–2472 | 2473–2551 | 2552–2609 | 2610–2780 |
| 7 | 2250 | 2820 | 2250–2483 | 2484–2566 | 2567–2634 | 2635–2820 |
| 8 | 2265 | 2860 | 2265–2503 | 2504–2585 | 2586–2652 | 2653–2860 |
| 11 | 2280 | 2900 | 2280–2542 | 2543–2627 | 2628–2717 | 2718–2900 |

### Appendix B

**Scale Score Ranges for California Alternate Assessments**

English Language Arts/Literacy and Mathematics

| **Grade** | **Minimum Scale Score** | **Maximum Scale Score** | **Achievement Level Scale Score Range for Level 1** | **Achievement Level Scale Score Range for Level 2** | **Achievement Level Scale Score Range for Level 3** |
| --- | --- | --- | --- | --- | --- |
| 3 | 300 | 399 | 300–344 | 345–359 | 360–399 |
| 4 | 400 | 499 | 400–444 | 445–459 | 460–499 |
| 5 | 500 | 599 | 500–544 | 545–559 | 560–599 |
| 6 | 600 | 699 | 600–644 | 645–659 | 660–699 |
| 7 | 700 | 799 | 700–744 | 745–759 | 760–799 |
| 8 | 800 | 899 | 800–844 | 845–859 | 860–899 |
| 11 | 900 | 999 | 900–944 | 945–959 | 960–999 |

### Appendix C: Descriptive Text for Images in Guide

This section contains the descriptive text to the images presented throughout this guide to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

**[Figure 1](#Figure1" \o "Anchor to Figure 1): Five Status Levels Represented through “Cell Phone Bars”**

The image shows five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very Low.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “Low.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “High.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very High” below it. Underneath the Very Low bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.

[**Figure 2**](#Figure2)**: Status Levels for ELA and Mathematics**

This image shows two cards: one for English Language Arts (left) and one for Mathematics (right). Both cards reflect a bar graph. The graph for English Language Arts has two of the bars filled in purple with the remaining three bars in gray. It has the word “Low” below the graph. The graph for Mathematics has three of the bars filled in purple with the remaining two bars in gray. It has the word “Medium” below the graph.

[**Figure 3**](#Figure3)**: How to Determine the Accountability Testing Window**

This image reflects how the accountability testing window is determined for the participation rate. The larger testing window is the window selected by LEAs. The testing window for the Dashboard starts when the first student at the school takes the test (either CAT or PT). Once this smaller window is determined, one beginning grace period and one ending grace period are applied at the ends. What is left in between the grace periods is the accountability testing window.

[**Figure 4**](#Figure4)**: How is the DFS Calculated**

This image shows the Smarter Balanced scale score ranges for each level ranging from: 2200, 2455, 2528, 2578, and 2740. Level 3 is shaded noting that the range is from 2528 to 2578. The student’s score is depicted with a circle between 2455 and 2528. A triangle with the letters DFS is placed between the student’s score in circle and the lowest range for Level 3. This is to show that the DFS reflects “the distance” between the student’s score and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3).

[**Figure 5**](#Figure5)**: Calculating the Average DFS for a LEA, School, or Student Group**

This image reflects six students standing in a row. Each student’s DFS is shown below, which are (from left to right): -12, +18, +10, +12, -6, and +8. The right side of the image reflects the calculation formula which adds all of the DFS and then divide by 6. This results in 5 points.