

Suspension Rate Indicator and the English Learner Progress Indicator

**Analysis, Measurement, and
Accountability Reporting Division
(AMARD)**

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Objectives

- Participants will have an overview of the California Model and Understand the differences between data displayed in the Dashboard versus data displayed in DataQuest.

Objectives (Cont.)

- For the Suspension Rate Indicator participants will understand:
 - Who Receives a Suspension Rate Performance Level
 - Suspension Rate Rules
 - Differences Between the Suspension Rate Indicator and Other State Indicators
 - How the Performance Level is determined

Objectives (Cont.)

- For the English Learner Progress Indicator (ELPI), participants will understand:
 - Who receives an ELPI Performance Level
 - How the California English Language Development Test (CELDT) and Reclassified Fluent-English-Proficient (RFEP) student data are used to calculate the ELPI
 - How the Performance Level is determined.

Overview of the California Model

Overview of the California Model

- The California Model uses percentiles to create a five-by-five grid (giving 25 results), which combines “Status” and “Change” to produce a “Performance Level” (represented by a color) for each state indicator.
- Both Status and Change are equally weighted.

Overview of the California Model (Cont.)

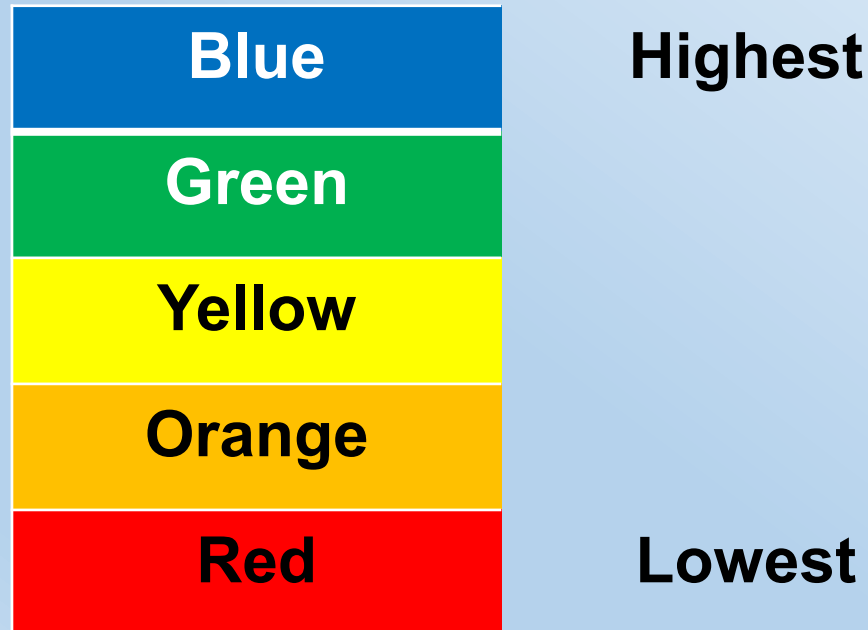
- **Status** is based on performance from the most *current* year.
- **Change** is the difference between performance from the *prior* year and *current* year.

Five Status and Five Change Levels

Five Status Levels	Five Change Levels
Very High	Increased Significantly
High	Increased
Medium	Maintained
Low	Declined
Very Low	Declined Significantly

Performance Levels

- The combination of **Status** and **Change** results in a **performance level** that is assigned a color for each indicator:



Data Displayed in the Dashboard Versus Data Displayed in DataQuest

Dashboard Versus DataQuest

Charter Schools

- Because **all** charter schools are treated as local educational agencies (LEAs) under the local control funding formula (LCFF), charter school data are not included in the LEA-level data.

Alternative Schools

- Since a separate accountability system will be developed for alternative schools, all alternative schools (i.e., schools eligible for the Alternative Schools Accountability Model [ASAM]) are also excluded from LEA-level data.

Dashboard Versus DataQuest (Cont.)

- For the ELPI, only annual CELDT test takers who have a prior test score in the data file that is provided by the California Department of Education's (CDE's) testing vendor (Educational Data Systems [EDS]) are included in the ELPI calculations.
- As a result, the **LEA-level** data for suspension rates and LEA and school-level CELDT data will **not match** the data reported on the CDE DataQuest Web page.

Suspension Rate Indicator

Who Will Receive a Suspension Rate Performance Level?

- LEAs, schools, and student groups that have **30 or more students enrolled in the calendar year**, will receive a Suspension Rate Indicator determination. (Note: There must be 30 students in both Status and Change.)
- The enrollment data are obtained from the California Longitudinal Pupil Achievement Data System (CALPADS).

Suspension Rate Rules

- Both “In-School” and “Out-of-School” suspensions are included in the suspension rate.
 - (CALPADS Discipline Action Category 100 & 110)
- If a student is suspended multiple times at the district or school, the student is counted as being suspended only once.

Suspension Rate Example

Example: One student attends three different schools in Smallville Unified throughout the year

	# of Total Suspensions	# of Suspensions Counted for Accountability
School A (Smallville Unified)	5	1
School B (Smallville Unified)	2	1
School C (Smallville Unified)	1	1
Smallville Unified	8 (3 different schools)	1

Status and Change

Status:

- The 2014–15 suspension rate will be used for Status for the initial release of the Dashboard.

Change:

- Change uses current and prior year suspension rates.

Change Formula:

2014–15 rate *minus* 2013–14 rate

Difference in Suspension Cut Scores

- Suspension Cut Scores are unique among the Dashboard Indicators
 - Multiple sets of cut scores were set for LEAs and schools based on type
 - Data simulations revealed that suspension data varies widely among LEA and school type.

Difference in Suspension Cut Scores (Cont.)

- Suspension Cut Scores are unique among the Dashboard Indicators:
 - Unlike the other indicators where the cut scores were set based on the LEA distribution, which included charter schools, the Suspension Rate Indicator cut scores were established using six different distributions:
 - Three for LEAs, which excluded charter schools (elementary, unified, and high)
 - Three for schools (elementary, middle, and high).

Difference in Suspension Cut Scores (Cont.)

- Suspension Cut Scores are unique among the Dashboard Indicators:
 - Having six different sets of cut scores also means six separate five-by-five color grids for each district type and school type.

Impact of Multiple Cut Scores

- **Charter Schools and Single School Districts**
 - Since cut scores were set separately for LEAs and schools, **charter schools and single school districts** could receive *two* performance levels (or two colors): (1) at the LEA-level and (2) at the school-level because:
 - Charter schools are treated as LEAs under the LCAP, and
 - Single school districts are treated as schools under the ESSA

LCAP= Local Control and Accountability Plan

ESSA= Every Student Succeeds Act

Impact of Multiple Cut Scores (Cont.)

- **Charter Schools and Single School Districts**

- Because the LEA and school performance levels (colors) could be inconsistent, the State Board of Education (SBE) approved holding charter schools and single school districts accountable for the suspension rate cut scores using the ***school-level cut scores***.
- Therefore, charter schools and single school districts will:
 - Receive only one performance level (color)
 - Only be held accountable for their ***school-level performance level (color)***.

Reverse Goal for Suspension Indicator

- **Low = Good**

- It is important to remember that for this indicator, the goal is reversed.
- For all other state indicators (except chronic absenteeism), the desired outcome and goal is to achieve a **high** percent for Status and Change.

Reverse Goal for Suspension Indicator (Cont.)

- **Low = Good**

- The desired outcome and goal for the Suspension Rate Indicator is to have a **low** suspension rate. Therefore the goals are a:
 - **Low** rate for Status
 - **Decline** in rate for Change (negative value)
- For this reason, the Status and Change levels on the five-by-five color grids are in *reverse* order compared to the grids for the other indicators.

Differences in Five-by-Five Grid

Suspension Change

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

N/A= Not applicable

Assignment of Performance Level

- Assigned Orange
 - LEAs/schools that did not certify (or submit) suspension data in CALPADS in either of the calculation years are automatically assigned an Orange performance level.

Determine Performance Level

Example 1

Ruby Elementary School

Status:

- 2014–15 Suspension Rate: **0.5%**

Change:

- **Step 1:** Obtain prior year rate: **0.3%**
- **Step 2:** Calculate Change

$$\begin{aligned} &\text{Current Rate } \mathbf{0.5\%} \text{ } \mathbf{minus} \text{ } \text{Prior Rate } \mathbf{0.3\%} \\ &\mathbf{0.5\%} \text{ } \mathbf{minus} \text{ } \mathbf{0.3\%} = \mathbf{+0.2\%} \end{aligned}$$

Determine Performance Level

Example 1 (Cont.)

- Now that we know the Status and Change for Ruby Elementary School, the school's performance level (or color) can be determined.
- **Remember!** Use the five-by-five color grid **specific for elementary schools.**

Determine Performance Level

Example 1 (Cont.)

Status: 0.5%

Change: +0.2%

Suspension Change Elementary Schools

Suspension Status	Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
	Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
	Low Greater than 0.5% to 1.0%	N/A	Yellow	Green	Green	Blue
	Medium Greater than 1.0% to 3.0%	Orange	Orange	Yellow	Green	Green
	High Greater than 3.0% to 6.0%	Red	Orange	Orange	Yellow	Yellow
	Very High Greater than 6.0%	Red	Red	Red	Orange	Yellow

Determine Performance Level

Example 2

Emerald Unified School District

Status:

- 2014–15 Suspension Rate: **3.8%**

Change:

- **Step 1:** Obtain prior year rate: **4.1%**
- **Step 2:** Calculate Change

Current Rate *minus* Prior Rate

$$3.8\% \text{ minus } 4.1\% = -0.3\%$$

Determine Performance Level

Example 2 (Cont.)

- Determine Emerald Unified School District's performance level (color) using the **specific five-by-five color grid for unified school districts.**

Determine Performance Level

Example 2 (Cont.)

Status: 3.8%

Change: -0.3%

Suspension Change Unified District

Suspension Status

Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Very Low 1.0% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 1.0% to 2.5%	Orange	Yellow	Green	Green	Blue
Medium Greater than 2.5% to 4.5%	Orange	Orange	Yellow	Green	Green
High Greater than 4.5% to 8.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 8.0%	Red	Red	Red	Orange	Yellow

English Learner Progress Indicator

Who Receives an English Learner Performance Level?

- The ELPI applies to LEAs and schools that have 30 or more annual CELDT test takers. Only student records that have both the current and prior CELDT results are included.

Definition of English Learners in the New Accountability System

State Indicator	EL Inclusion Criteria
English Learner Progress	Current EL annual CELDT* test takers (grades K–12) plus students reclassified in the prior year
Academic	ELs (grades 3–8) plus students who have been Reclassified fluent English proficient (RFEP**) for four years or less (this is similar to the criteria used in the prior accountability system)
Graduation	Students with an EL status at any time in grades 9–12 (Same criteria since the initial release of the cohort graduation rate)
College/Career	Students with an EL status at any time in grades 9–12
Suspension and Chronic Absenteeism	Current EL students (grades K–12)
Growth Model	ELs (grades 4–8) plus RFEP students (4 years or less)

*CELDT: California English Language Development Test

**RFEP: Reclassified Fluent-English-Proficient

Which Students are Included in the English Learner Progress Indicator?

- Students who took an **annual CELDT** and have a prior year test score in the CELDT data file.
- Students who were reclassified in the prior school year.

Reporting of the English Learner Progress Indicator

- 86.2% of schools with an EL student group have either:
 - No significant race/ethnic student groups, or
 - Only one significant race/ethnic student group
- Therefore student group data will not be reported for the ELPI.

Data Sources

- The ELPI determines progress using two data sources:
 1. Annual CELDT results, which are provided by the EDS, and
 2. EL reclassification, which is obtained from CALPADS.

Data Sources (Cont.)

- Prior year CELDT score is included in the current year CELDT file. Therefore, no matching of CELDT files (by SSID or otherwise) is performed.

CELDT Data

- The CELDT has five performance levels:
 - Beginning
 - Early Intermediate
 - Intermediate
 - Early Advanced
 - Advanced

CELDT Data (Cont.)

- Because the CELDT *Intermediate* performance level has a large range of scale scores, many students stay in the intermediate level for multiple years. As a result, stakeholders advised, and the SBE approved, that this level be divided **for accountability purposes only**, to recognize the substantial growth that can be made within this particular level.

CELDT Data

- Therefore, the ELPI uses **six** CELDT performance levels:
 - Beginning
 - Early Intermediate
 - *Intermediate*
 - *High Intermediate*
 - Early Advanced/Advanced Not Proficient
 - Early Advanced/Advanced Proficient

“Proficient” Definition

- Students are deemed “English proficient” if their overall performance level is Early Advanced or Advanced and they score at least Intermediate in all sub-domains appropriate for their grade level.
 - Grade 1: Listening and Speaking
 - Grade 2 and above: Listening, Speaking, Reading, and Writing.

English Learner Progress Indicator Model

- Annual CELDT takers must advance *at least* one CELDT performance level from the prior year to the current year to be included in the numerator of the ELPI calculation.

Examples:

Prior Overall CELDT Performance	Current Overall CELDT Performance	Does the LEA or School Receive Credit?
Early Intermediate	Intermediate	Yes
High Intermediate	Advanced	Yes

English Learner Progress Indicator Model (Cont.)

- Students who scored Early Advanced or Advanced Proficient in the prior year and **maintained that performance level** for the current year will be included in the numerator for the ELPI calculation. This is the only set of annual CELDT test takers who *are not* required to advance one CELDT performance level.
- ELs who were reclassified in the prior year will also be included in the numerator and denominator for the ELPI calculation.

English Learner Progress Indicator Model (Cont.)

Previous CELDT Overall Level		Current CELDT Overall Level
Beginning	→	Early Intermediate
Early Intermediate	→	Intermediate
Intermediate	→	High Intermediate
High Intermediate	→	Early Advanced
Early Advanced or Adv Not Proficient	→	Early Advanced or Adv Proficient
Early Advanced or Adv Proficient	→	Early Advanced or Adv Proficient

+
RFEP
Students
Reclassified
in Prior Year

English Learner Progress Indicator

Formula: Numerator

- Annual CELDT test takers who:
 - Increased at least one CELDT level compared to the prior year
 - Maintained Early Advanced/Advanced English Proficient.
- ELs who were reclassified in the prior year.

English Learner Progress Indicator

Formula: Denominator

- Total number of annual CELDT test takers
- ELs who were reclassified in the prior year (Note: If a student moves after being reclassified, the student is included in the denominator of the school that reclassified the student.)

Status and Change

Status

- The percent of ELs who moved up at least one performance level from the **2014** to **2015** CELDT and who maintained Early Advanced/Advanced Proficient *plus* ELs who were reclassified between **July 1, 2013** to **June 30, 2014**.

Change

- Difference in Status from current year to prior year.

Assignment of Performance Category

- Schools that did not test at least 50 percent of their EL population in the CELDT are automatically assigned an Orange performance level.
- The EL population is determined by the number of EL students who took the Smarter Balanced **mathematics** assessment, as all students (even newly arrived EL students) are required to take the mathematics assessment.

Determine Performance Level

Example 1

Gemstone High School

Status

Step 1: Percent of annual CELDT test takers who advanced at least one performance level (or maintained Early Advanced/Advanced English Proficient) on the 2015 CELDT compared to the prior CELDT $210/250 = 84\%$

Step 2: Number of ELs who were reclassified in prior year (2013–14) 20 students

Step 3: Add reclassified students to Step 1 and calculate the rate. $230/270 = 85\%$

Determine Performance Level

Example 1 (Cont.)

Change:

- **Step 1:** Obtain Prior Year Status: **83%**
- **Step 2:** Calculate Change

Calculate Change:

Current Status *minus* Prior Status

$$85\% \text{ minus } 83\% = +2\%$$

Determine Performance Category

- Use the specific five-by-five color grid for the ELPI and determine the performance level (color) for the **EL student group**.

Determine Performance Category (Cont.)

Status: 85%

Change: +2%

English Learner Progress Change
(Change in Percent Progressing and Reclassified)

English Learner Progress Status
(Percent Progressing plus Reclassified)

Level	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0%	Red	Red	Red	Orange	Yellow

Data File Update

- The CDE is in the process of updating the following data files:
 - Graduation Rate, which will impact a limited number of LEAs only
 - Suspension Rate, which will impact most LEAs but no schools
 - ELPI, which will impact schools only
- These updates will not occur before the February 22nd embargo date is lifted for the Dashboard Report.

Data Files and Five-Five Placement Reports

- Remember, although the Dashboard embargo ends on February 22nd, the embargo for the data files and the five-by-five placement reports remains in place until the public release of the Dashboard.

California School Dashboard: In-depth Webinar Series

- **Graduation Rate and College/Career Indicators:** February 28, 2017, from 9:30 a.m. to 11 a.m.
- **Local Performance Indicators and Chronic Absenteeism-review of local data:** March 6, 2017, from 1:30 p.m. to 3 p.m.

Resources

For additional information on:

- The Suspension Rate Indicator and ELPI, contact the Academic Accountability Unit by e-mail at Dashboard@cde.ca.gov.
- Technical errors in accessing the Dashboard and importing local indicators into the Dashboard, contact the Local Agency Systems Support Office by e-mail at lcff@cde.ca.gov.
- Signing up as a Dashboard Coordinator visit the California School Dashboard Coordinator Application Web page at <https://www.caschooldashboard.org/#/application>.

Questions and/or Discussion

