

California School Dashboard Graduation Rate and College/Career Indicators

Presented by the
Analysis, Measurement, and
Accountability Reporting Division

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TOM TORLAKSON
State Superintendent of Public Instruction

Agenda

- Overview of the California School Dashboard (Dashboard) and Accountability System
- New Look and Feel of the Dashboard
- Graduation Rate Indicator
- College/Career Indicator (CCI)

Overview of the California School Dashboard and Accountability System

California School Dashboard

- **Six State Indicators:**

- Data collected statewide from local educational agencies (LEAs) through the California Longitudinal Pupil Achievement Data System (CALPADS) or outside vendors (e.g. Educational Testing Service, College Board, etc.).
- California Department of Education (CDE) uploads the data into the Dashboard.

- **Five Local Indicators:**

- Data collected by LEAs.
- LEAs upload the data into the Dashboard.

State Indicators Reported in 2018 Dashboard

- Suspension Rate: Apply 3x5 grid at student group level
- Chronic Absenteeism: Reported for first time
- English Learner Progress: Transition year, report assessment results only
- Graduation Rate: 4-year & DASS graduation rate; 3x5 at student group level
- College/Career Indicator: New measures and first time color
- Academic English and Math: Adding Grade 11 and participation rate

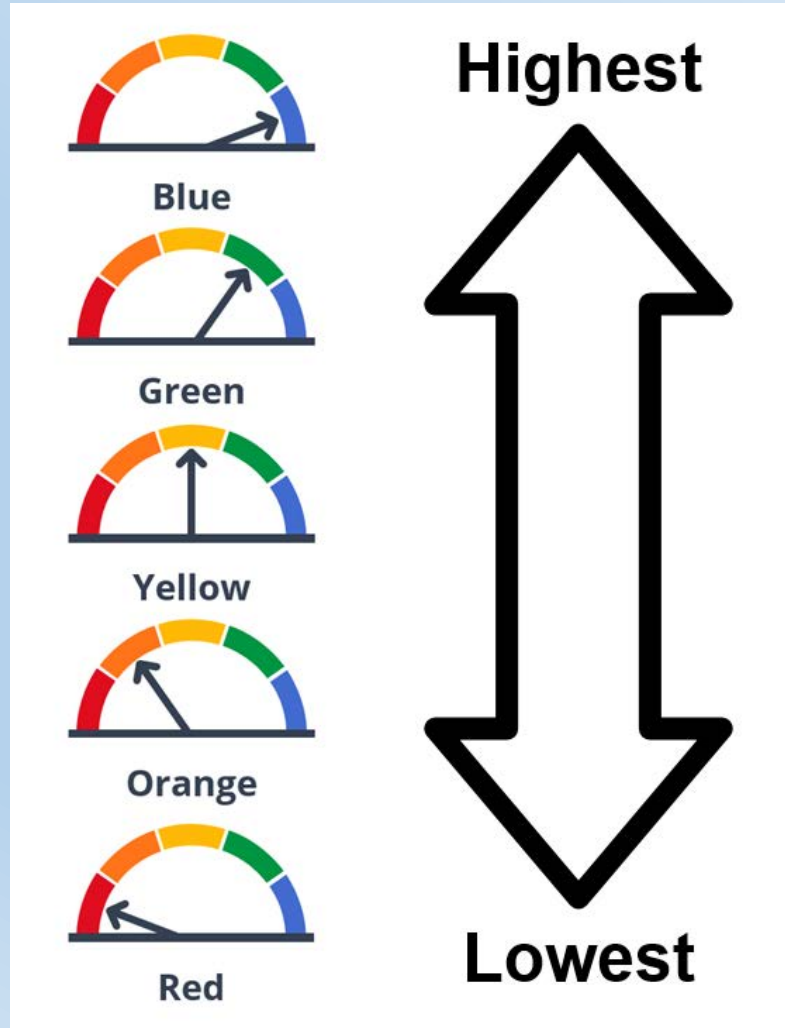
***N*-Size Requirements**

- LEAs, schools, and student groups receive performance levels (or colors) for each **state** indicator **with at least 30** students in the current and prior year
 - “30 or more” determination differs for each state indicator
- Exception: LEAs receive a color for homeless and foster youth if they have at **least 15 students** in the current and prior year.

Performance Levels (Colors)

- Two years of data (**Status** and **Change**) are required to receive a performance level (color):
 - Status**: Current year data
 - Change**: Difference between current- and prior-year data

Five Performance Levels (Colors)



The image on the left is an example of the Gauge Indicators from the Highest to the Lowest.

- First Gauge pointing to Blue
- Second Gauge pointing to Green
- Third Gauge pointing to Yellow
- Fourth Gauge pointing to Orange
- Fifth Gauge pointing to Red

How Do You Get a Color?

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

*The table on the left is a 5x5 table showing an example of how to get a color

- Get a color (Green) by combining:
 - Current year results (High), and
 - Difference from prior year results (Increased)

Grids

5x5 Grids N-Size 150 or Greater

3x5 Grids N-Size <150 (Graduation, Suspension, Chronic)

*The 2nd columns (Increased Significantly) and 6th columns (Declined Significantly) are highlighted and grayed out to show that they have been removed from the traditional 5x5 grid to form a new 3x5 grid.

Performance Level	Increased Significantly from Prior Year	Increased from Prior Year	Maintained from Prior Year	Declined from Prior Year	Declined Significantly from Prior Year
Very Low Current Year	N/A	Green	Blue	Blue	Blue
Low Current Year	Orange	Yellow	Green	Green	Blue
Medium Current Year	Orange	Orange	Yellow	Green	Green
High Current Year	Red	Orange	Orange	Yellow	Yellow
Very High Year	Red	Red	Red	Orange	Yellow

Performance Level	*Increased Significantly from Prior Year	Increased from Prior Year	Maintained from Prior Year	Declined from Prior Year	*Declined Significantly from Prior Year
Very Low Current Year	*N/A	Green	Blue	Blue	*Blue
Low Current Year	*Orange	Yellow	Green	Green	*Blue
Medium Current Year	*Orange	Orange	Yellow	Green	*Green
High in Current Year	*Red	Orange	Orange	Yellow	*Yellow
Very High in Current Year	*Red	Red	Red	Orange	*Yellow

Dashboard Alternative School Status (DASS)

- All DASS schools and county offices of education (COEs) will receive a Dashboard report for the first time in 2018
- Data from DASS schools will be included in their LEA Dashboard report.
 - **Exception:** Because charter schools are treated as LEAs under the local control funding formula (LCFF), DASS charter schools will not be included in their authorizers' reports

Modified Methods for DASS Schools

- DASS schools will be held accountable for **all** state indicators currently reported in the Dashboard.
- However, “modified methods” will be used for to fairly evaluate the success and progress of alternative schools that serve high-risk students.
 - For the 2018 Dashboard, modified methods will be used for the Graduation Rate Indicator and the CCI.
 - Modified methods will be examined for remaining indicators for future Dashboard.

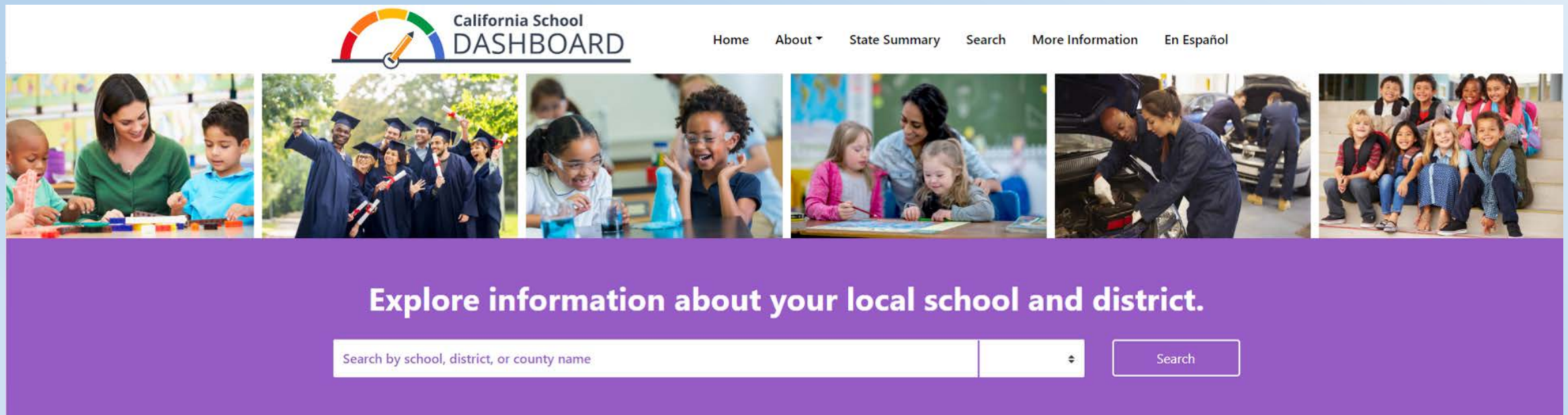
New Look and Feel of the Dashboard

New Homepage

Image below is the example of the new 2018 Dashboard Homepage. The top of the page has an image of a gauge with the arrow pointing to green. Tabs from left to right as follows:

- Home
- About
- State Summary
- Search
- More Information
- En Español

Explore information about your local school and district with a search tab.



California School
DASHBOARD

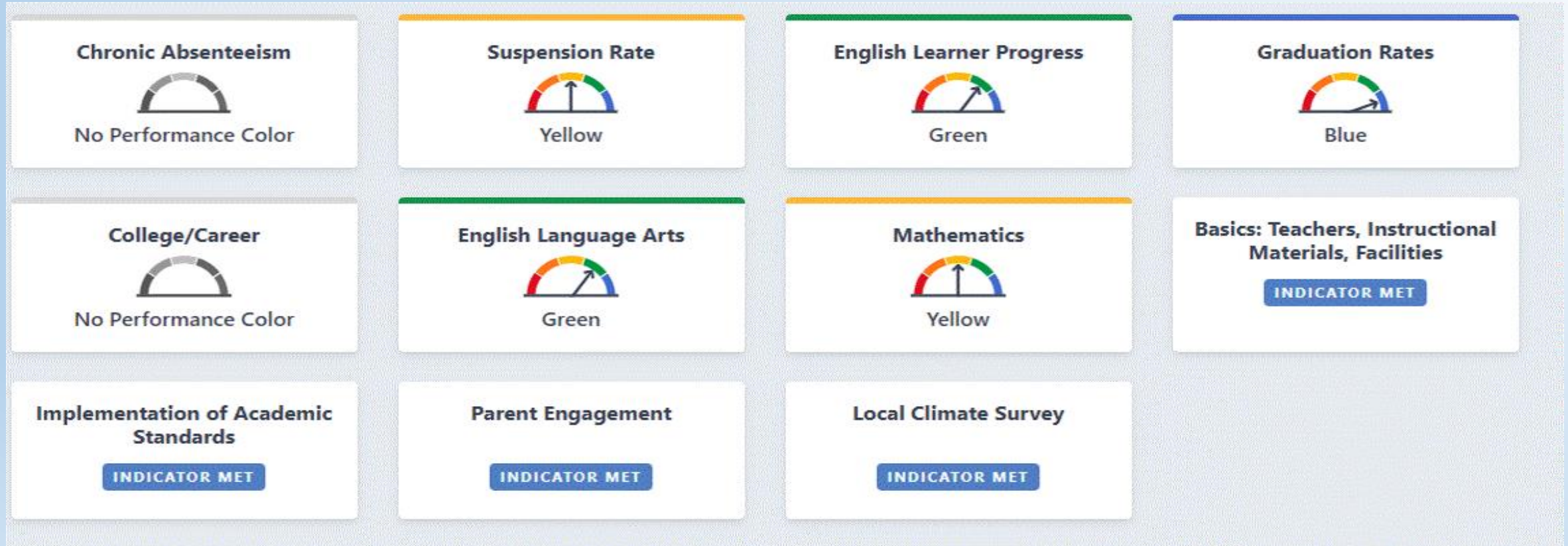
Home About State Summary Search More Information En Español

Explore information about your local school and district.

Search by school, district, or county name

Search

Landing Page



Landing Page (Description)

The image in the slide above is an example display of the 2018 Dashboard landing Page showing tabs from left to right:

- Chronic Absenteeism –Gauge Indicator has no performance color
- Suspension Rate –Gauge Indicator pointing to yellow
- English Learner Progress –Gauge Indicator pointing to green
- Graduation Rates –Gauge Indicator pointing to Blue
- College/Career –Gauge Indicator has no performance color
- English Language Arts –Gauge Indicator pointing to green
- Mathematics –Gauge Indicator pointing to yellow
- Basic Teachers Instructional Materials, Facilities –Indicator Met
- Implementation of Academic Standards –Indicator Met
- Parent Engagement –Indicator Met
- Local Climate Survey –Indicator Met

Landing Page: Student Population

The image below shows the Sacramento Sample District Student Population section in the prototype and shows the number of students served and explore information about different student populations. The tiles from left to right describe the following:

- Tile 1: About this indicator – Enrollment 62,316
- Tile 2: Socioeconomically Disadvantaged 53.9%
- Tile 3: English Learners 16.8%
- Tile 4: Foster Youth 0.7%

Explore information about this district's student population.



Landing Page: Glossary of Terms Functionality

Student Population

Explore information about this district's student population.

Enrollment ✕

Enrollment: Total Number of Students enrolled in Sacramento City Unified.

40,854

[View More Information](#) →

Socioeconomically Disadvantaged ✕

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

English Learners ✕

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Foster Youth ✕

Students whose well being is the responsibility of a court.

0.5%

Landing Page: Glossary of Terms Functionality (Description)

The image in the slide above is the backside of the Sacramento Sample District Student Population section tiles which provide a short description of the content of the tiles. The description from left to right is as follows:

- Enrollment: Total number of students enrolled in Sacramento Sample District.
- Socioeconomically Disadvantaged: Percentage of students identified as socioeconomically disadvantaged or coming from a background of poverty.
- English Learner: Percentage of students who are learning to communicate effectively in English, typically requiring instruction in both the English language and in their academic courses.
- Foster Youth: Percentage of students who have been removed from the custody of their parent or guardian by the juvenile court.

View More Detail Page: All Students Overview

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System. Click to view additional data by topic.

Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress
- College/Career

Academic Engagement

- Graduation Rate

Conditions & Climate

- Suspension Rate

English Language Arts

All Students

Understand how far students are from the lowest possible score for Standard Met in English Language Arts, which indicates students are on track for college and career readiness at their grade level.

All Students



Green

13.6 points above standard

Maintained -0.4 Points

Number of Students: 23,283

Description for All Students Overview

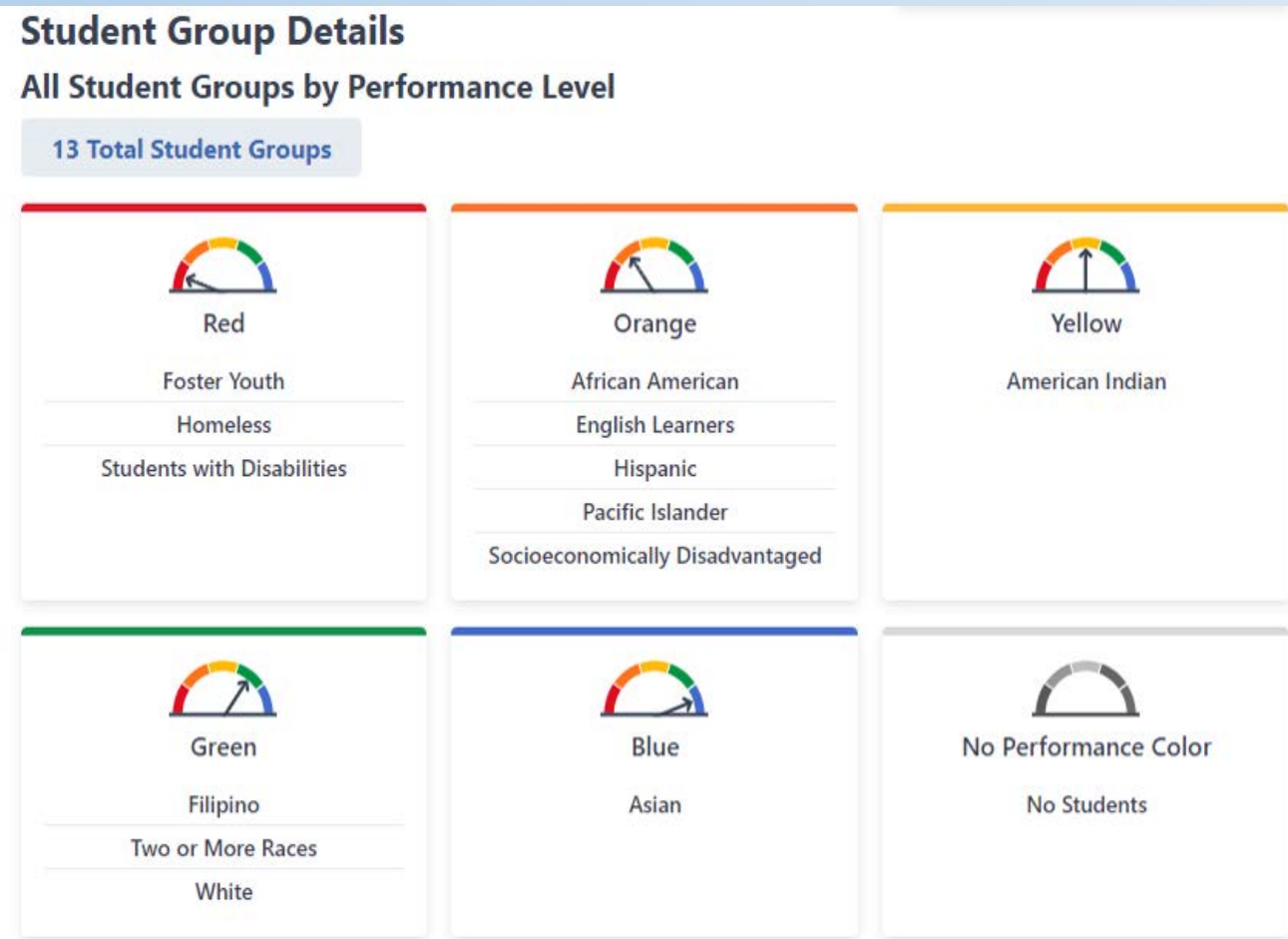
The image in the slide above is the Dashboard 2018 web page details for the Academic Performance. View student assessment results and other aspects of school performance under the California Accountability System. Tabs displayed are as follows:

- **Academic Performance** – highlighted in purple with the below topic selections
 - English Language Arts
 - Mathematics
 - English Learner Progress
 - College/Career
- **Academic Engagement** – Highlighted in purple with the topic selection
 - Graduation Rate
- **Conditions and Climate** – Highlighted in purple with the topic selection
 - Suspension Rate

Topic displayed is English Language Arts. All students understand how far students are from the lowest possible score for Standard Met in English Language Arts, which indicates students are on track for college and career readiness at their grade level.

Image shown displays All Students with a gauge and the arrow Indicator is pointed to Green. 13.6 points above standard, Maintained – 0.4 Points, Number of Students 23,283

View More Detail Page: All Student Groups by Performance Level

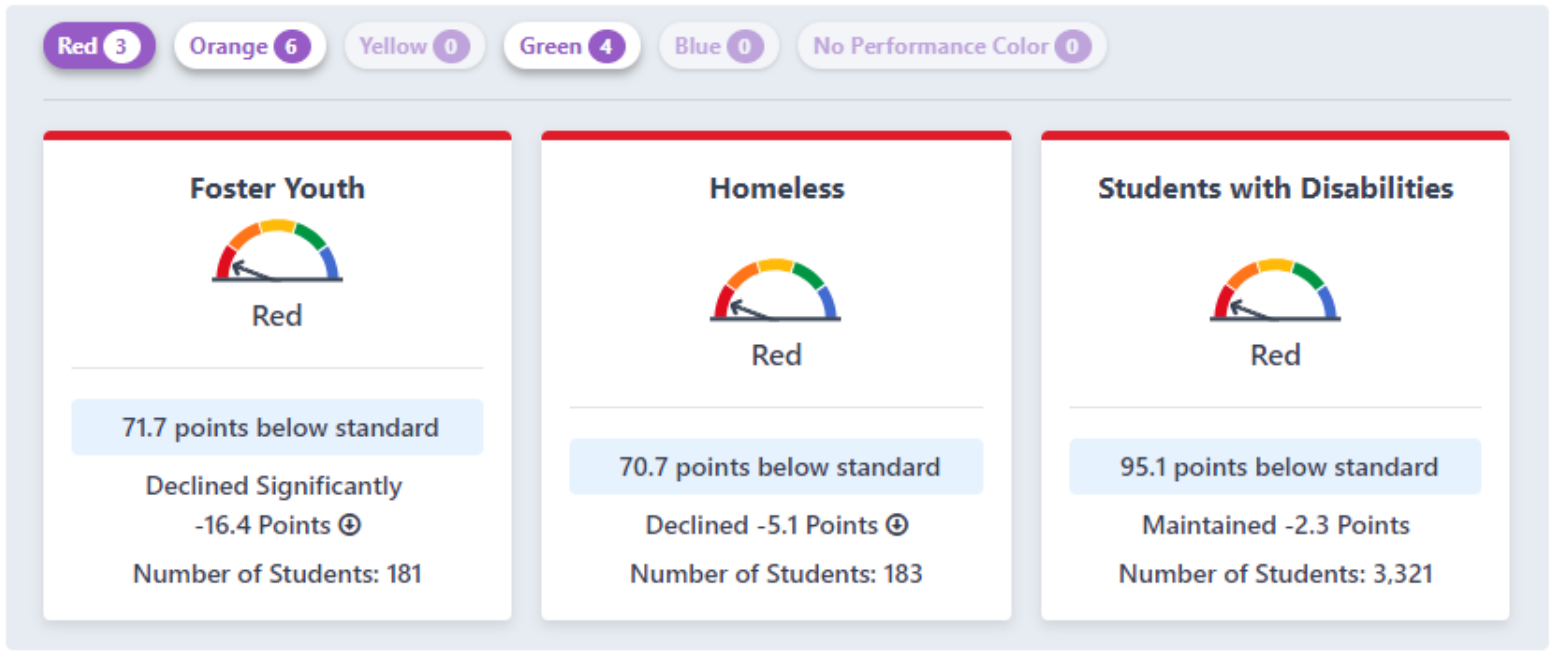


The image on the left shows an example of Student Group Details for the Dashboard 2018 prototype. There are six baseball like cards that detail the indicators. Within each indicator there is an opportunity to view additional data. Starting from left to right the indicators include the following:

- Gauge Indicator arrow pointing to Red
 - Foster Youth
 - Homeless
 - Students with Disabilities
- Gauge Indicator arrow pointing to Orange
 - African American
 - English Learners
 - Hispanic
 - Pacific Islander
 - Socioeconomically Disadvantaged
- Gauge Indicator arrow pointing to Yellow
 - American Indian
- Gauge Indicator arrow pointing to Green
 - Filipino
 - Two or More Races
 - White
- Gauge Indicator arrow pointing to Blue
 - Asian
- Gauge Indicator with No Performance Color
 - No Students

View More Detail: Explore by Performance Level

Explore Groups By Performance Level



The image on the left shows an example of Explore Groups By Performance Level for the Dashboard 2018 prototype. There are three baseball like cards that detail the indicators. Within each indicator there is an opportunity to view additional data. Starting from left to right the indicators include the following:

- Gauge Indicator arrow pointing to Red
 - 71.7 points below standard
 - Declined Significantly -16.4 Points
 - Number of Students 181
- Gauge Indicator arrow pointing to Red
 - 70.7 points below standard
 - Declined -5.1 Points
 - Number of Students 183
- Gauge Indicator arrow pointing to Red
 - 95.1 points below standard
 - Maintained -2.3 Points
 - Number of Students 3,321

Graduation Rate Indicator

Changes to the Graduation Rate Calculation

- Based on the audit findings from the U.S. Department of Education Office of Inspector General:
 - Students who earn adult education diploma or CHSPE no longer count as graduates; they will be included in the denominator but not the numerator.
 - Students who transfer to an adult education program or community college without earning a regular high school diploma no longer removed from cohort denominator. They will now remain in the cohort and be counted as non-graduates.

Change to the Calculation of the Graduation Rate Indicator

- “Change” no longer uses 3-year average
- DASS schools graduation rate incorporated into district’s graduation rate

Four-Year Graduation Rate Criteria

Graduates:

- Earned traditional high school diploma

Non Graduates (but in the cohort):

- Earned high school equivalency certificate (e.g., GED), California High School Proficiency Examination (CHSPE), Adult Education Diploma, or Certificate of Completion

Cohort:

- All students who first enrolled in grade nine four years ago

→Includes:

- Dropped out over four years
- Transferred in
- Lost transfers (exited out as a transfer but never enrolled in another school by Fall Census Day)

→Minus:

- Transferred out, emigrated, or died during the four years

→Keep:

- Early graduates

Data Source

- Graduation data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS).
 - Final submission: End-of-Year (EOY)
- CALPADS exit categories and completion codes used to identify graduates:

CALPADS Exit/Completion Code	Description
E230/100	Graduated, standard high school diploma

New Status Cut Scores

The SBE approved new Status Cut Scores for the four-year cohort graduation rate at the November 2018 Meeting.

Status Level	Status Cut Scores
Very Low	Graduation rate is 66.9% or lower
Low	Graduation rate is 67.0% to 79.9% (previously 67% to 84.9%)
Medium	Graduation rate is 80.0% to 89.9% (previously 85% to 89.9%)
High	Graduation rate is 90.0% 94.9%
Very High	Graduation rate is 95.0% or higher

Four-Year Graduation Rate Formula (Calculating Status: Class of 2018)

Four-Year Cohort Graduation Rate Formula

Number of students who earn a regular high school diploma by
the end of 2017–18 school year

divided by

Total number of students in the 2018 graduating cohort

Status and Change for 2018 Dashboard

Status: Class of 2018 graduation rates

Change: Difference in graduation rates between Class of 2018 and Class of 2017

Common Questions about the Graduation Rate Indicator: Student Transfers

Q: If a student transfers to a new school in grade twelve, do they belong to the cohort of the old school or the new school?

A: Students who move to a different school are removed from the first school's cohort and included in the second school's cohort.

Common Questions about the Graduation Rate Indicator: Who Is Counted as Graduate?

Q: If a grade twelve student graduates on August 22, 2018 will the student be counted as a graduate?

A: No. For a student to be counted as a graduate for the Class of 2018, the student must graduate by **August 15, 2018.**

Timeline for Correcting Graduation Data Has Passed

- The Class of 2018 graduation data that was submitted in September 2018, through the end-of-year CALPADS data collection, was used to calculate the graduation rate indicator.
 - The correction window for these data has passed and no additional correction window will be available.

Five-Year Graduation Rate

Five-Year Graduation Rate Displayed in the 2018 Dashboard

- The five-year cohort graduation rate will be displayed in the 2018 Dashboard for information purposes only.

Who is Counted in the Five-Year Graduation Rate Cohort?

- Students who did not graduate within their four-year cohort but who graduated one year later.
 - Example: Henry first enrolled in Grade 9 in fall 2011 and is part of the Class of 2016 (i.e., four-year high school cohort slated for graduation in spring 2016). However, he graduates a year later, in 2017. Henry is counted as part of the five-year graduation cohort.

Common Questions about the Five-Year Graduation Rate

Q: What happens to fifth-year seniors who need an additional year to graduate? How does their completion of a high school diploma factor into the Graduation Rate Indicator?

A: Currently, the five-year graduation rate is being reported for informational purposes only on the 2018 Dashboard and will not be included in the Graduation Rate Indicator. The SBE will consider methodologies to factor the five-year rate into the Graduation Rate Indicator for the 2019 Dashboard.

DASS Graduation Rate

Graduation Rate Indicator

- The Dashboard currently uses a **four-year** cohort graduation rate for the Graduation Rate Indicator for non-alternative schools.
 - This measurement is not appropriate to use to evaluate DASS schools who serve highly mobile and credit deficient students.
- A DASS **grade twelve** graduation rate will be used for DASS schools.

Status, Change, and Performance Levels

- Performance levels (colors) will only be provided to schools that are identified for DASS in both 2016-17 and 2017-18
- Schools that receive a DASS status for the first time in 2017-18 will only receive Status (i.e., no Change and no color).

These rules also apply to the CCI.

Four-Year vs. DASS Graduation Rate

Students who are counted as **graduates** differ:

4-Year Cohort Graduation Rate (Used for Graduation Rate Indicator)	DASS Graduation Rate (Modified Method)
<ul style="list-style-type: none">• Standard diploma	<ul style="list-style-type: none">• Standard diploma (which includes the CHSPE)• High School Equivalency certificate (e.g., GED*)• Adult education diploma• Early graduates (grade eleven students)• Certificate of Completion plus eligible for the California Alternate Assessment (CAA) if under the age of 20 <p>*GED: General Educational Development</p>

Which Students Are Included in Numerator for the DASS Graduate Rates?

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

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

Grade Requirement

To meet this requirement, a student must:

Be in grade twelve or eleven
(Note: only grade eleven students are counted as early graduates)

OR

Have an adult status in CALPADS

OR

Have an un-graded secondary status in CALPADS
(Note: ungraded will no longer be a CALPADS option for the 2018-19 school year)

Certificate Requirements

To meet this requirement, a student must:

Receive a standard diploma (includes the CHSPE)

OR

Receive a high school equivalency certificate (e.g., GED)

OR

Certificate of Completion plus be eligible for the California Alternate Assessment if under the age of 20

OR

Receive an adult education high school diploma

Enrollment Days Requirement

To meet this requirement, a student must:

Be in grade twelve and have a primary enrollment status in CALPADS. These students must:

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

OR

Be a summer graduate in July, August or September:

- No minimum enrollment requirement

OR

Be an adult, ungraded secondary, Foster Youth, Homeless, grade 11 graduate, or receive specialized services.

These students must:

- Be enrolled at least 30 cumulative calendar days

90 Cumulative Calendar Days – Example 1

Harold, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school.

Enrolled for
30 days

Exited for
5 days

Re-enrolled
for 20 days

Exited for
2 days

Re-enrolled
for 40 days

Because the total number of days enrolled was 90 days ($30 + 20 + 40$), and no single break in enrollment was equal to or greater than 30 days, Harold meets the 90 cumulative calendar day requirement.

90 Cumulative Calendar Days - Example 2

Louise, a grade twelve student, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school.

Enrolled for
30 days

Exited for
31 days

Begin
counting
again

Re-enrolled
for 20 days

Exited for
3 days

Re-enrolled
for 40 days

Louise had an enrollment gap **of 31 days**. Because the gap was greater than 30 days, we must begin counting again **after the gap**: $20 + 40 = 60$. Because the total cumulative enrollment is only 60 days, the 90-day enrollment requirement is **not met**.

30 Cumulative Calendar Days – Example 1

- Marianne, a grade twelve Foster Youth graduate, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school.

Enrolled for
10 days

Exited for
5 days

Re-enrolled
for 10 days

Exited for
3 days

Re-enrolled
for 10 days

- Because the total number of days enrolled was 30 days (10 + 10 + 10), and Marianne meets the 30 cumulative calendar day requirement.

Summer Graduates

- Students who graduate between July 1 to August 15 are included in the current graduating class as a summer graduate:
 - A student who graduated on July 15, 2018 would be included in the graduating class of 2018.
- Students who graduate after August 15 are included in the next graduating class:
 - A student who graduated on August 16, 2018 would be included in the graduating class of 2019.

Scenario 1: Summer School Graduate

Student	Enrollment	Counted as a Graduate?
Brittany, a grade twelve student, enrolls in a DASS school during the first week of May.	By June 16, when the school year ends, she has not graduated. She enrolls in the school's summer school program on July 5 and receives a standard diploma on August 11.	Is Brittany counted as a graduate? A. Yes B. No

Answer to Scenario 1

- Brittany is counted as a **graduate** at the DASS school. Although Brittany does not have a total of 90 days of cumulative enrollment at the DASS school, she is still counted as a graduate because there is no enrollment requirement for summer school graduates.

Scenario 2: Foster Youth

Student	Enrollment	Counted as a Graduate?
Doug is a foster youth student.	He enrolls in a DASS school during the May 4 and earns a GED, on June 16, when the school year ends.	Is Doug counted as a graduate? A. Yes B. No

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

Answer to Scenario 2

- Doug is counted as a **graduate** at the DASS school because the criteria for graduates at DASS schools include passage of a California High School Equivalency Test (i.e., GED, HiSET, and TASC).
 - Although Doug does not have a total of 90 days of cumulative enrollment at the DASS school, he is still counted as a graduate because the **minimum enrollment for foster youth students is 30 cumulative calendar days.**

Scenario 3: Graduating Before 90 Days

Student	Enrollment	Counted as a Graduate?
Rachel is a grade twelve student.	She enrolls in a DASS school in September and earns her HiSET in mid-October and exits. She re-enrolls in January and remains at the school through June without earning a standard diploma.	Is Rachel counted as a graduate? A. Yes B. No

Answer to Scenario 3

- No. Rachel is counted **neither as a graduate or a non-graduate** at the DASS school because, although she received her HiSET at the school, she earned it before meeting the 90-day cumulative calendar enrollment requirement. She is excluded from the graduation rate calculation for the school.

Student Transfers: Which School Is Held Accountable?

- If a student transfers between schools (i.e., between a traditional and DASS school or from one DASS school to another), only **the last school** is held accountable for student's graduation status.
 - If the last school of record is a DASS school, then it must meet all criteria for the one-year graduation rate.

Five-by-Five Grid for DASS Graduation Rate

- The same five-by-five colored table approved for the Graduation Rate Indicator for non-DASS schools and districts will be applied to DASS graduation rate.
- However, separate cut Status and Change cut scores were adopted at the September 2018 SBE meeting.

Incorporation of DASS Graduation Rate in District Dashboard

- The DASS graduation rate will be combined with the four-year graduation rate for districts:

4-Year Cohort Graduates + DASS Cohort Graduates

divided by

4-Year Cohort + DASS Cohort

Common Questions about the DASS Graduation Rate: Non-Graduates

Q: How are non-graduates counted? Are they considered non-graduates each year that they are enrolled?

A: Only students who meet the DASS grade requirement (e.g., classified as Grade 12) and who are not participating in a transition program (i.e., students with disabilities) are included in the calculation. If a school classifies a student as grade 12 in multiple years, the student could be counted as a non-graduate more than once.

Common Questions about the DASS Graduation Rate: Five-Year Graduates

Q: How are DASS students counted if they take five years to graduate? Is the five-year graduation rate applied?

A: The five-year graduation rate does not apply to DASS schools. Only grade 12 are included in the DASS graduation calculation. Therefore, it is recommended that students be placed in Grade 12 only when he or she has sufficient credits to graduate by the end of that school year. These students may be 5th, 6th, or 7th year graduates.

Common Questions about the DASS Graduation Rate: Rolling Up Data

Q: How do you roll up DASS graduation to LEA level since the DASS graduation rate uses a different methodology?

A: Separate calculations will be done for the four-year graduation rate and the DASS graduation rate. The LEA graduation rate will be:

- **Numerator:** 4-year Graduates + DASS Cohort Graduates
- **Denominator:** 4-year Cohort + DASS Cohort

Methodology for Small Student Populations

Small Student Populations

- Schools and districts with small student populations are more susceptible to large swings in the results.
- This can lead to an over-identification in both the **Red** and **Blue** performance levels, especially for:
 - Graduation Rate Indicator
 - Suspension Rate Indicator
 - Chronic Absenteeism Indicator

Adjusted Grid for Small Student Populations

- Condensed from five-by-five table to three-by-five table.
 - Removes “Increased Significantly” and “Declined Significantly” Change levels from performance level determinations.
- Applied when *N* size is **less than 150**.
 - For Graduation Rate Indicator, *N* = number of students in the four-year cohort or the grade 12 DASS graduating class

Three-by-Five Grid for Small Student Populations

		Change				
Level		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Status	Very Low	Gray	Green	Blue	Blue	Blue
	Low	Gray	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Yellow

The image on the left is a modified version of the Graduation Rate Indicator 5-by-5 table. This modified version is known as the 3-by-5 table and is used for small student populations. In the 3-by-5 model, the “Declined Significantly” and “Increase Significantly” columns for Change Performance Levels are eliminated. Removing the far right and far left columns can impact the performance color for a school or student group if they have 150 students or less. For the Graduation Rate Indicator, if a small population has a high Status Level and a Change Level of Declined significantly, a performance color of Orange would be assigned based on the 5X5. However, because the Declined Significantly column is eliminated for small populations, the performance level assigned based on the 3X5 would be Yellow.

College/Career Indicator

Purpose of the CCI

- Emphasizes that high school diploma represents completion of broad and rigorous course of study that prepares students for success after high school.
- Uses specific criteria to determine if students are “Prepared,” “Approaching Prepared,” or “Not Prepared” for college and/or career.

CCI and the 2018 Dashboard

- **Status:** Based on Class of 2018
- **Change:** Reported for first time
 - Difference between Class of 2018 and Class of 2017
 - Cut scores were approved at November 2018 SBE meeting
- **Performance Level (Colors):** Reported for first time

CCI Measures Used in 2018 Dashboard

International
Baccalaureate (IB)
Exams

Grade 11 Smarter
Balanced
Summative
Assessments

Advanced
Placement (AP)
Exams

Career Technical
Education
(CTE) Pathway
completion

College Credit
Course
(Previously
referenced as dual
enrollment)

a-g Completion

NEW*:
State Seal of Biliteracy

NEW*:
Leadership/Military
Science

* Measure approved at the September 2018 SBE meeting.

Dual Enrollment is Now College Credit Course

- CALPADS collects both “dual” enrollment and “concurrent” enrollment, which are defined differently
- Therefore, the “dual enrollment” name has been changed to **“College Credit Course”** to specify that:
 - Both dual enrollment and concurrent enrollment courses are included in the CCI as long as the **student earns college credit** upon completion of the course with a C- or better.

Who is Included in the CCI Calculation?

- The CCI for traditional schools is based on the four-year graduation cohort.
 - Beginning with 2018 Dashboard, all students in four-year graduation cohort, **including students who take the California Alternate Assessments**, will be included in CCI calculations
- For schools with a DASS status, the DASS graduation rate will be used as base for CCI calculations
- Students will be attributed to the last school in which they were enrolled

How Many Years of Data is Reviewed?

- Data from the last four years for each student in four-year and DASS graduation rates are used to place students in Prepared, Approaching Prepared, or Not Prepared levels
 - For Class of 2018 graduates, the 2014–15, 2015–16, 2016–17, and 2017–18 academic years will be used

Calculation Formula for Status

Number of graduates in Class of 2018 in the “Prepared”
Level on the CCI model

divided by

Total number of students in Class of 2018

Calculation Formula for Change

Current Year Status (Class of 2018)

minus

Prior Year Status (Class of 2017)

Descriptions & Rules Used for Each CCI Measure

CTE Pathway Completion

Finish a sequence of courses totaling at least 300 hours

Prepared:

Complete CTE Pathway with a C- or better in the capstone course **plus** one of the following:

- Scores Level 3 or higher on either ELA or Math and at least Level 2 on the other assessment
- Completes a-g requirements with C- or better
- One semester/two quarters of college credit courses with a grade of C- or better

Approaching Prepared:

Complete CTE Pathway with C- or better in the capstone course

Grade 11 Smarter Balanced Assessments

Prepared:

Score of **Level 3** or higher on both ELA and Mathematics

Approaching Prepared:

Score of **Level 2** on both ELA and mathematics or Level 2 on one and Level 3 on the other

AP Exams

Exams in 38
subjects
(No exams are
excluded)

Prepared:

Score of 3 or higher on
two AP exams

Approaching Prepared:

N/A –No criteria for
approaching

IB Exams

Exams in 6
subject areas
(No exams are
excluded)

Prepared:

Score of 4 or higher
on two IB exams

Approaching Prepared:

N/A –No criteria for
approaching

College Credit Course

Must earn college credit upon completion of course

Courses may be:

- Academic or CTE
- Physical education courses not counted

Prepared:

Two semesters or three quarters of college coursework with a grade of C- or better.

Approaching Prepared:

One semester or two quarters of college coursework with a grade of C- or better.

UC or CSU a-g Completion

Prepared:

Complete a-g requirements with a C- or better **plus** one of the following:

- Scores Level 3 or higher on either ELA or Math and at least Level 2 on the other assessment
- One semester/two quarters of College Credit Courses with a grade of C- or better
- Score of 3 on one AP exam
- Score of 4 on one IB Exam
- Completion of CTE pathway

Approaching Prepared:

Completes a-g requirements with a C- or better

State Seal of Biliteracy

Prepared:

Student who earns a State Seal of Biliteracy and receives at least Standard Met on **ELA** Smarter Balanced Summative Assessments

Approaching Prepared:

N/A—No criteria for approaching

LEAs indicate if students earned a State Seal of Biliteracy when exiting students in CALPADS.

Leadership/Military Science

Prepared:

Complete at least two years of courses (CALPADS code 2505) with a C- or better and scores Level 3 or higher on either ELA or Math and at least Level 2 on the other assessment

Approaching Prepared:

Complete at least two years of courses with a C- or better (CALPADS code 2505)

CCI Data Sources

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

CCI Data Sources: College Credit Courses CALPADS Field #9.07 (State Course Code)

Data Source	Data Corrections
<p>Academic College Credit Courses, CALPADS Field #9.07:</p> <ul style="list-style-type: none"> • 2190: College Credit Course – English Language Arts • 2290: College Credit Course – Foreign Languages • 2490: College Credit Course – Mathematics • 2690: College Credit Course – Science • 2790: College Credit Course – History/Social Science • 2890: College Credit Course – Visual or Performing Arts • 6090: College Credit Course – Other <p>- OR -</p> <p>CTE College Credit Courses, CALPADS Field #9.07:</p> <ul style="list-style-type: none"> • 7000 to 8999 (CTE course codes), and • Course Section Instructional Level Code (field 9.19) of “16–College Credit” 	<p>Data extracted from CALAPDS ODS each year after EOY 3 correction window closes.</p>

CCI Data Sources: College Credit Courses

CALPADS Fields #9.19 (Instruction Level) and #10.18 (Final Grade)

Data Source	Data Corrections
<p>CALPADS Field #9.19 (Course Nonstandard Instruction Level):</p> <ul style="list-style-type: none">• CTE Courses marked with “College Credit” are included for college credit course.• Grade must be C minus or better• Course cannot be physical education, AP, or IB <p>CALPADS Field #10.18 (Student Course Final Grade):</p> <ul style="list-style-type: none">• A+, A, A-, B+, B, B-, C+, C, C-, P (passing)	<p>Data extracted from CALAPDS ODS each year after EOY 3 correction window closes.</p>

SBE-Approved CCI Status Cut Scores at November 2018 Meeting

Status Level	Status Cut Scores
Very Low	Less than 10.0% percent of students Prepared
Low	10.0% to less than 35.0% percent of students Prepared
Medium	35.0% to less than 55.0% percent of students Prepared
High	55.0% to less than 70.0% percent of students Prepared
Very High	70.0% or more percent of students Prepared

SBE-Approved CCI Change Cut Scores at November 2018 Meeting

Change Level	Change Cut Scores
Declined Significantly	Declined by 9.1% or more
Declined	Declined 2.0% to 9.0%
Maintained	Declined or increased by 1.9%
Increased	Increased by 2.0% to 8.9%
Increased Significantly	Increased 9.0% or more

CCI Scenario 1

- Minnie is a high school senior.
 - She scored a 3 on two AP exams
 - She scored Standard Met on ELA and Standard Nearly Met on the math Smarter Balanced Assessments
 - She completed a-g requirements

Which CCI level should Minnie be placed in?

- A. Prepared
- B. Approaching Prepared
- C. Not Prepared

Answer to Scenario 1

- Minnie is placed in **Prepared**.
 - Passing two AP exams places her in Prepared. This is the highest CCI criteria that she met.
 - Completing a-g and scoring Standard Met on ELA and Standard Nearly Met on math also places her in the Prepared level.

CCI Scenario 2

- Tom is a grade twelve student.
 - He transferred multiple times between DASS and non-DASS schools.
 - His last school of enrollment was at a DASS school, Mars High. He passed the CHSPE at this school.
 - He completed a CTE pathway at Moon Comprehensive High School.
 - He scored Standard Met in ELA at Mars DASS High
 - He scored Standard Nearly Met in math at Solar High

Which CCI level should Tom be placed in?

- A. Prepared
- B. Approaching Prepared
- C. Not Prepared

Answer to Scenario 2

- Tom is placed in the **Prepared** level at Mars High.
 - Because his last school of enrollment was at, Mars High, Tom will be placed in this school's CCI.
 - He is counted as a graduate at this school because he passed the CHSPE.
 - All accomplishments made by Tom during the last four years is used even though he completed various measures at different schools.
 - Because the highest CCI criteria that he met was completing a CTE pathway and scoring Standard Met in ELA and Nearly Met in math, he is placed in the Prepared level.

Preview and Webinar Schedule for 2018 Dashboard

Indicator/s	Webinar	Preview of Data
Graduation Rate and College/Career	November 9, 2018	November 13, 2018
Suspension Rate Indicator and Chronic Absenteeism Indicator	November 16, 2018	November 19, 2018
Academic	November 26, 2018	November 27, 2018

Reminder

All Districts and Charter Schools **Must Finalize Local Indicators by November 16, 2018!**

Resources: Flyers

- New and updated flyers, such as the new CCI flyer, will be available on the Department's California Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/> (select Communications Toolkit tab)

Resources: Technical Guide

- Dashboard Technical Guide:
 - *Private Preview Version* was sent to Dashboard and Secure Accountability Coordinators to download.
 - *Final Version* will be posted on the CDE California Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/> (see Data Files and Guide tab) before the public release during the week of December 3.
 - View “*Key Changes to the Dashboard: What’s New*” section at the beginning of the guide.

Resources: Videos

- New videos (in English and Spanish) will be made available when the Dashboard is publicly released on the CDE California Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/> (see Resources and Communications Toolkit tabs)

Contact Information

State Indicators

Academic Accountability Unit
Analysis, Measurement, and
Accountability Reporting Division

aau@cde.ca.gov

916-319-0863

Local Indicators

Local Agency Systems Support
Office

lcff@cde.ca.gov

Questions

