

# California School Dashboard Release: Suspension Rate and English Learner Progress Indicators

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Presented by the Analysis,  
Measurement, and Accountability  
Reporting Division

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State Superintendent of Public Instruction

# Second Release of State Indicators

- The Suspension Rate Indicator and English Learner Progress Indicator (ELPI) were released for private preview on November 8.
  - College/Career Indicator (CCI) and Graduation Rate Indicator were released on November 1.
- Private preview Web addresses and passwords were sent to Dashboard and Secure Accountability Coordinators.

# Agenda

- Overview of the California School Dashboard and Accountability System
- Suspension Rate Indicator
- New Methodology for Small Student Populations
- ELPI

# **Overview of the California School Dashboard and Accountability System**

# California School Dashboard

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

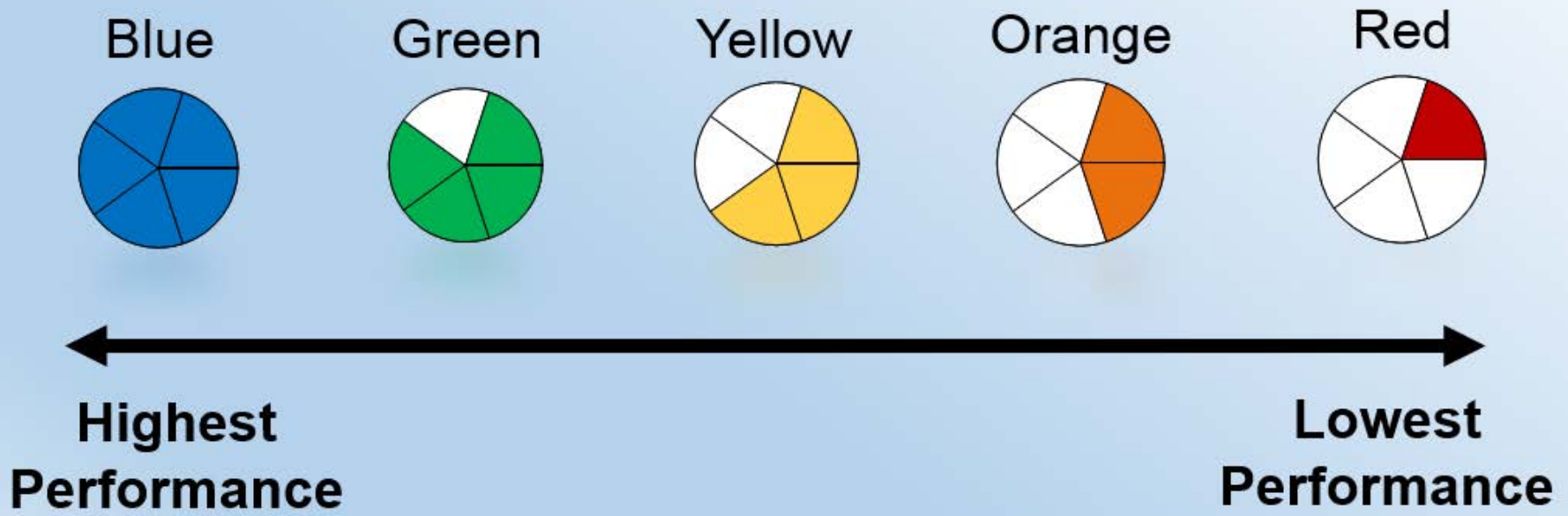
# State Indicators in the Fall 2017 Dashboard

**Chronic Absenteeism (TBD)**  
**Suspension Rate**  
**English Learner Progress**  
**Graduation Rate**  
**College/Career (Status Only)**  
**Academic: English Language Arts and  
Mathematics**

# Performance Levels (Colors)

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

# Performance Levels (Cont.)





# Combine Status & Change Levels to Get a Color!

**CHANGE** ↓

**Graduation Rate Change**

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

← **STATUS**

# Performance Levels for Student Groups

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

# Common Questions about the Fall 2017 Dashboard

**Q:** Will alternative schools receive a Fall 2017 Dashboard?

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

# Common Questions about the Fall 2017 Dashboard (Cont.)

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

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

# Common Question About the CCI

**Q:** Why is “N/A” being reported for the CCI?

**A:** Because this is the first year that the CCI is being reported as a state indicator, it has only one year of data (Status). Since two years of data are not yet available, Change and performance levels (colors) are not reported, reflecting N/As.

# Suspension Rate Indicator

# Suspension Rate Indicator

## Grades K–12

LEAs, schools, and student groups will receive a performance level (or color) if there are **30 or more students cumulatively enrolled** in both Status and Change.

# Cumulative Enrollment

- Total number of students who, at any time during the school year, enrolled in a school.
  - Example: A student who enrolls in a school on March 7 and transfers out on March 10 would be counted in the school's cumulative enrollment.



# Suspension Rate Rules

- **Multiple Suspensions for One Student:** A student who is suspended multiple times is only counted as suspended once.
- **“In-School” Suspensions:** Both “in-school” and “out-of-school” suspension are counted in the numerator of the suspension rate calculation.

# Data Source

- Discipline data are collected in CALPADS.
  - Certification is during End-of-Year (EOY) submission.
- The following CALPADS codes are used to determine suspensions

CALPADS Discipline Action Category Code	Description
100	In-School Suspension
110	Out-of-School Suspension

# Status and Change

<b>Status</b>	2016–17 suspension rates
<b>Change</b>	Difference between the 2016–17 and 2015–16 suspension rates

# Calculation Formula for Change

- Difference between the current and prior year suspension rates.

**Status (2016–17 Suspension Rate)**  
*minus*  
**2015–16 Suspension Rate**

# Key Differences

- Reverse Goal:
  - Desired outcome is low suspension rate and low percent for Status and Change.
- Multiple cut scores
  - Based on LEA and school type

# Multiple Cut Scores

- Suspension rate data vary by:
  - LEA type: elementary, high, unified
  - School type: elementary, middle, high
- Cut scores based on LEA and school type:
  - Three sets of cut scores based on LEA type distributions
  - Three sets of cut scores based on school type distributions

# Charter Schools and Single School Districts

- Charter schools and single school districts will only receive and be held accountable for *school-level* performance for this indicator because:
  - Under the LCFF, charter schools are treated as districts.
  - Under the ESSA, single school districts are treated as schools.

# Six Sets of Colored Tables

- Having six different sets of cut scores results in six different five-by-five colored tables.



# Elementary School

## Suspension Change

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

# Unified School District

		Suspension Change				
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
Suspension Status	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

# Automatic Assignment of Performance Level (Color)

- Schools that do not certify (or submit) suspension data in CALPADS are automatically assigned an **Orange** performance level.

Note: The CDE will recommend that the SBE change this business rule—starting with the Fall 2018

Dashboard—to assign a **Red** performance level if data are not certified.

# Common Questions on the Suspension Rate Indicator

**Q:** Why is the number of students reported in the Suspension Indicator different from the number of students enrolled at my site?

**A:** Cumulative enrollment is used to determine the suspension rate. This means that all students who were enrolled at the site, at any time during the school year, are counted.

# **New 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

# Safety Net Methodology

- A new methodology, called the “Safety Net,” prevents large swings triggered by results of just a few students.
- Methodology will be applied when  $N$  size is **less than 150**.

# Defining *N* Size at Indicator Level

- *N* size is based on the number of students at the **indicator level** rather than the number of students enrolled.
  - Graduation: Number of students in the cohort
  - Suspension: Number of students cumulatively enrolled



# Application of Safety Net Methodology

- Removes the “Increased Significantly” and “Declined Significantly” Change levels from the performance level determinations.
- Small student populations will only receive one of three Change levels for the graduation and suspension rate indicators:
  - Increased
  - Maintained
  - Declined

# Adjusted 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

# **English Learner Progress Indicator**

# English Learner Progress Indicator (ELPI) Grades 1–12

- LEAs, schools, and EL students will receive a performance level (or color) if there are **30 or more students** who took an **annual** California English Language Development Test (CELDT) in both Status and Change.
- This is the only state indicator where there are no student group data.

# Calculation of the ELPI

- Based on:

CELDT  
takers

Students who were reclassified (Reclassified-Fluent English Proficient [**RFEP**]) in the prior year (i.e., July 1 to June 30)

Long-term English Learners (LTEL)—new addition to the indicator based on SBE decision at September 2017 meeting

# Data Sources

Data	Data Source
CELDT Takers	Testing Vendor
RFEP Students (from prior year July 1 to June 30)	<p style="text-align: center;"><b>CALPADS</b></p> <p>Student English Language Acquisition (SELA) File:</p> <ul style="list-style-type: none"> <li>• Field #12.13 (English Language Acquisition Status Code)</li> <li>• Field #12.14 (English Language Acquisition Start Date)</li> </ul>
LTEL Students	<p><b>CALPADS:</b></p> <ul style="list-style-type: none"> <li>• Fall 1 Enrollments on Census Day (grades 3-12)</li> <li>• English Language Acquisition Status as of Census Day</li> <li>• Initial US enrollment date</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• CAASPP ELA score</li> <li>• CELDT scores</li> </ul>

# ELPI Formula for Status

Annual CELDT Takers Who Increased at least 1 CELDT Level

*Plus*

Annual CELDT Takers Who Maintained English Proficiency in the Early  
Advanced/Advanced CELDT Levels

*Plus*

ELs Who Were Reclassified in the Prior Year

*Plus*

*LTEL CELDT Takers Who Increased at Least 1 CELDT Level  
(new criteria)*

**Divided by**

Total Number of Annual CELDT Takers in the Current Year **plus** ELs Who  
Were Reclassified in the Prior Year

# Calculation Formula for Change

- Difference between the current and prior year Status.

## **Current Status**

(2016–17 CELDT + 2016 RFEP Data)

*minus*

## **Prior Status**

(2015–16 CELDT + 2015 RFEP Data)



# Five-by-Five Colored Table for the ELPI

**English Learner Progress Performance Levels**

**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	

# Common Questions on the ELPI

**Q:** Which RFEP students are included in the ELPI?

**A:** Students who were reclassified in the **prior year** (July 1 through June 30) will be included.

**Q:** How will LTELs be counted for the ELPI?

**A:** LTELs who advance at least one CELDT level will be counted twice: Once as ELs who advance at least one CELDT level and once as LTELs who advance at least one CELDT level.

# Release Schedule for the Fall 2017 Dashboard

## November 8 and 9, 2017

- SBE meeting – Potential action on Academic and Chronic Absenteeism Indicators

## Week of November 27, 2017

- Public launch of the Dashboard

## December 1, 2017

- Local Indicator submission closes
- Rating status will be locked after the submission window closes

# Fall 2017 Dashboard Webinar Series

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

## **Webinar #4: System of Support**

November 14, 2017, 9:30 to 11 a.m.

## **Webinar #5: Academic and Chronic Absenteeism Indicators**

November 16, 2017, 9:30 to 11 a.m.

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

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

# Resources

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

# Resources (Cont.)

- Parent Guide:

- See “Parent” tab on the CDE California Accountability Model & School Dashboard Web page at

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

# Questions



# Contact Information

## Suspension Rate Indicator:

Academic Accountability Unit

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## English Learner Progress Indicator:

Data Visualization and Reporting Office

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