

California School Dashboard Release: Graduation Rate and College/Career Indicators

Presented by the
Analysis, Measurement, and
Accountability Reporting Division

November 7, 2017



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Agenda

- Overview of the California School Dashboard and Accountability System
- Graduation Rate Indicator
- New Methodology for Small Student Populations
- College/Career Indicator (CCI)

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 Dashboard

Chronic Absenteeism (TBD)

Suspension Rate

English Learner Progress

Graduation Rate

College/Career (Status Only)

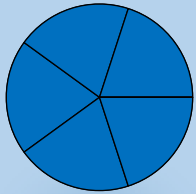
**Academic: English Language Arts and
Mathematics**

Performance Levels (Colors)

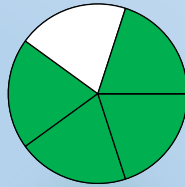
- LEAs, schools, and student groups receive performance levels (or colors) for each state indicator.
- At least two years of data (**Status** and **Change**) are required to receive a color:
 - **Status:** Current data
 - **Change:** The difference between current year and prior year(s) of data

Performance Levels (Cont.)

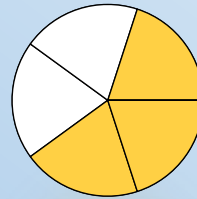
Blue



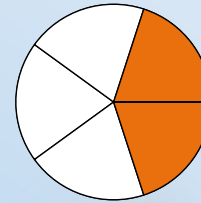
Green



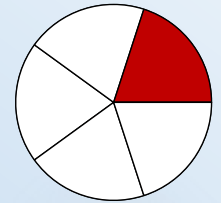
Yellow



Orange



Red



**Highest
Performance**

**Lowest
Performance**

Combine Status & Change Levels to Get a Color!



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

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 the LEA 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.

Graduation Rate Indicator

Graduation Rate Indicator

Grades 9–12

- LEAs, schools, and student groups will receive a performance level (or color) if there are **30 or more students in the four-year graduation cohort** in both Status and Change.

Graduates:

- Earned traditional high school diploma,
- Earned adult education high school diploma, or
- Passed the California High School Proficiency Exam (CHSPE)

Not Graduates (but in the cohort):

- Earned Special Education Certificate of Completion
- Earned high school equivalency certificate

Cohort:

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

→ Includes:

- Dropped out over the 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 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
E230/106	Graduated, CAHSEE* mods and waiver for special education
E230/108	Graduated, CAHSEE* special education exempt
E230/250	Adult education high school diploma
E230/330	Passed CHSPE* (and no standard HS diploma)

*CAHSEE: California High School Exit Examination

*CHSPE: California High School Proficiency Examination

Status and Change for Fall 2017 Dashboard

Status	Class of 2016 graduation rates
Change	Difference between the Class of 2016 and a Three-Year Weighted Average

- This is the only state indicator that uses an average to calculate Status or Change

Four-Year Graduation Rate Formula (Calculating Status: Class of 2016)

Class of 2016

Four-Year Cohort Graduation Rate Formula

Number of students who earn a regular high school diploma by the end of 2015–16 school year

divided by

Total number of students in the 2016 graduating cohort

Three-Year Weighted Average to Calculate Change

- This is the only indicator that uses a three-year average to calculate Change.

3–Year Weighted Average Formula

Class of 2013 Graduates + Class of 2014 Graduates +
Class of 2015 Graduates

divided by

Students in the 2012–13 Cohort (Class of 2013) +
Students in the 2013–14 Cohort (Class of 2014) +
Students in the 2014–15 Cohort (Class of 2015)

Three-Year Weighted Average: Exceptions

- If three years of data are not available, Change will be determined based on a two-year average or one year of data.
 - Applies to **foster youth and homeless students** in the Fall 2017 Dashboard (Change will be calculated using only one year of prior data.)

Graduation Rate Five-by-Five Colored Grid

CHANGE



STATUS



		Graduation Rate Change				
		Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Graduation Rate Status	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
	Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	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

Common Questions about the Graduation Rate Indicator (Cont.)

Q: If a student transfers to a new school in Grade 12, 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 (Cont.)

Q: If a student exits School A in Grade 11 (spring of 2015) and is placed in Grade 10 in the School B, when is the student required to graduate?

A: For the cohort graduation rate, the student is still expected to graduation within four years of entering high school. Therefore, the student is expected to graduate in the spring of 2016.

Common Questions about the Graduation Rate Indicator (Cont.)

Q: If a grade twelve student graduates on August 22, 2016 will the student be counted as a graduate?

A: No. For a student to be counted as a graduate for the 2016 school year, the student must graduate by **August 15, 2016.**

- Because the student graduated on August 22, the student *will not* be counted as a graduate in the Graduation Rate Indicator.
- Note: Starting next year (for the 2017-18 graduation cohort), the cutoff date will change from August 15 to **July 30.**

2017 Timeline for Correcting Graduation Data

- The Fall 2018 Dashboard will include the most current year graduation data (i.e., the graduating class of 2018).
- Therefore, the graduation data submitted in the CALPADS EOY submission will be used to calculate the graduation rate indicator. No additional correction window will be available.

New Methodology for Small Student Populations

Small Student Populations

- Schools and districts with small student populations are more susceptible to large swings in the Change results from year to year.
- 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

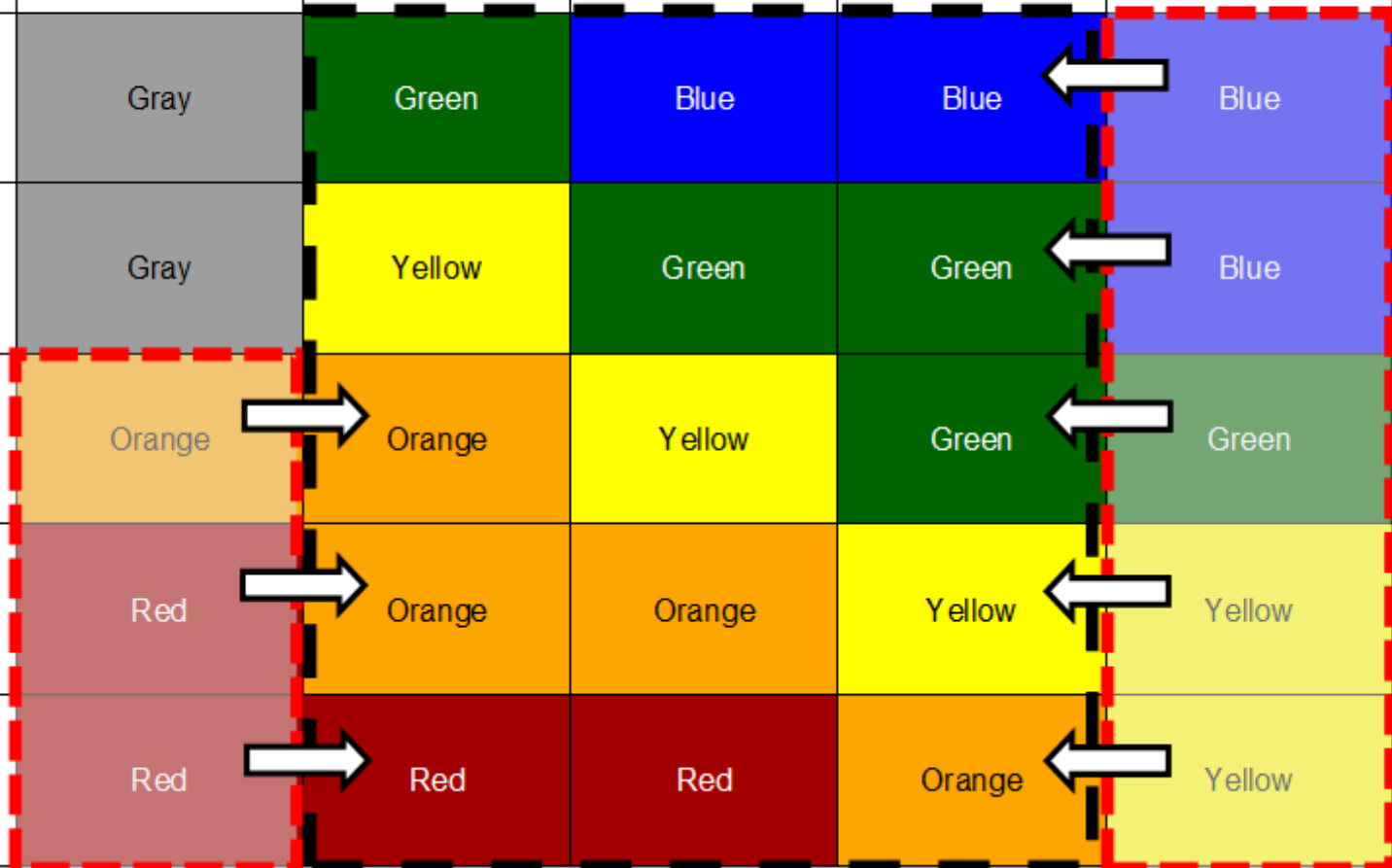
- Removes the “Increased Significantly” and “Declined Significantly” Change levels from the performance level determinations.
- Small student populations will only receive one of three Change levels for the graduation and suspension rate indicators:
 - Increased
 - Maintained
 - Declined

Adjusted Grid for Small Student Populations

Change

Status

Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
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



College/Career Indicator

College/Career Indicator (CCI)

Grades 9–12

- Based on the **four-year graduation cohort**.
- Students with most severe cognitive disabilities (i.e., students who take the California Alternate Assessments) are not included in the calculations for the CCI.

CCI Status Reported for First Time

- **Only Status** will be reported in the Fall 2017 Dashboard.

Status	Percent of Class of 2016 Graduates Who Meet the “Prepared” Benchmark
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- **Change** and performance levels (colors) will not be reported until the Fall 2018 Dashboard.

CCI Cut Scores for Status

Level	Percent of Prepared Students
Very High	70% or more
High	55% to less than 70%
Medium	35% to less than 55%
Low	10% to less than 35%
Very Low	Less than 10%

Calculation Formula for Status

Number of **Graduates** in the Class of 2016 Who
Meet at Least One of the Measures in the
“Prepared” Level

divided by

Total Number of Students in the Class of 2016
(minus students who took the CAAs)

CCI and Levels of Preparedness

- The Fall 2017 Dashboard will detail how the Class of 2016 performed across all three levels of the CCI:
 - Prepared
 - Approaching Prepared
 - Not Prepared

The measures for each performance level is available on the CCI Web page at <http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

What Measures Are Used in the CCI?

- Career Technical Education (CTE) Pathway completion
- Grade 11 Smarter Balanced Summative Assessments
- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Exams
- Dual Enrollment
- a-g Completion

Description of CCI Measures

CTE Pathway Completion

Finish a sequence of courses totaling at least 300 hours

Complete a capstone course, with a grade of C minus or better

Credit given for students who complete a CTE pathway at any point in time during high school

CTE concentrators excluded

Grade 11 Smarter Balanced Assessments: ELA and Mathematics

Only **three** Smarter Balanced Assessments achievement levels are used to determine which students are “Approaching Prepared” or “Prepared” on the CCI

Achievement levels:

- Standard Exceeded
- Standard Met
- Standard Nearly Met

Note: To be Prepared a student must score a level 3 or higher on both the ELA and mathematics assessments.

AP Exams

Exams
in 38
subjects

- Exams scored on a scale of 1 to 5
- Score of 3 or higher is passing

All AP exams are used; no exams are excluded

Do not have to be enrolled in an AP course to take an AP exam

IB Exams

Exams in 6 subject areas

- Exams graded on a scale of 1 to 7
- Score of 4 or higher is passing

All IB exams are used; no exams are excluded

Students participate in the IB starting in grade eleven

Dual Enrollment

- Pass college-level course with a grade C minus or better

Courses may be:

- Academic disciplines (English)
- CTE disciplines (Welding)

Physical education (PE) courses not counted

Do not have to take college-level course in sequence

- Must earn college credit
- Number of college credits is not a factor

a-g Completion

Completion of courses that meet the UC or CSU a-g criteria with a grade C minus or better

LEA indicates if students completed a-g requirements when exiting students in CALPADS.

Data Sources

CCI Measure	Data Source	Data Corrections
Grade 11 Smarter Balanced Assessments (ELA and Mathematics)	Testing vendor	The testing vendor does not have a correction window.
AP Exams	The College Board	Use The College Board Web page to make data corrections: http://apcentral.collegeboard.com/apc/public/score_reports_data/score_reports/232605.html
IB Exams	IB	The IB does not have correction window.

Data Sources (Cont.)

CCI Measure	Data Source	Data Corrections
CTE Pathway Completion	<ul style="list-style-type: none">• CALPADS field 11.14• Student Career Technical Education (SCTE) file	Certify data by the EOY certification deadlines.
a–g Completion	<ul style="list-style-type: none">• UC/CSU Indicator in CALPADS.	Certify data by the EOY certification deadlines.

Data Sources (Cont.)

CCI Measure	Data Source	Data Corrections
<p>Dual Enrollment</p>	<p>CALPADS Field #9.07 (CRS-State Course Code):</p> <ul style="list-style-type: none"> • 2190: Dual Enrollment College Course – English Language Arts • 2290: Dual Enrollment College Course – Foreign Languages • 2490: Dual Enrollment College Course – Mathematics • 2690: Dual Enrollment College Course – Science • 2790: Dual Enrollment College Course – History/Social Science • 2890: Dual Enrollment College Course – Visual or Performing Arts • 6090: Dual Enrollment College Course – Other <p>CALPADS Field #9.19 (Course Section Instructional Level Code):</p> <ul style="list-style-type: none"> • Courses marked with “College Credit” are included for dual enrollment. • Grade must be C minus or better • Course cannot be physical education, AP, or IB 	<p>Certify data by the final EOY certification deadlines.</p>

CCI: Common Questions

Q: Which courses count for dual enrollment?

A: **All** except Physical Education courses. As long as the student receives college credit.

Q: Do summer classes or night/weekend classes count for dual enrollment?

A: Yes, as long as the student receives college credit and the course is entered in CALPADS.

CCI: Common Questions (Cont.)

Q: Is there a set number of courses required for the CTE Pathway?

A: No, but the pathway must consist of at least 300 hours. Also, students must complete the Capstone course with a “C-” or better.

Q: Who provides the data on the AP and IB exams?

A: The testing vendor.

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 #3: Suspension and the English Learner Progress Indicators

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

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

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