LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	2018 California School Dashboard
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ISSUER:	Oscar Lafarga, Executive Director Office of Data and Accountability
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PURPOSE: This reference guide provides information on California's accountability system specific to the state indicators reported in the California School Dashboard.

MAJOR CHANGES: The 2018 California School Dashboard released on December 6, 2018, has been redesigned and now includes some notable changes based on statewide stakeholder input. This release also reports performance for alternative schools that are approved under the Dashboard Alternative School Status (DASS). These changes are described in this reference guide.

INSTRUCTIONS:

I. BACKGROUND

California has a new accountability system reported through the California School Dashboard, or the "Dashboard." The Dashboard is an online tool designed to help stakeholders across California access important information about schools and districts. It shows how districts and schools are performing on the six state measures which include:

- Academic Performance
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate
- Graduation Rate
- College/Career Readiness

Schools and districts receive one of five color-coded performance levels on each of the six state measures. The performance level (color) is based on current and prior year data. The performance levels are as follows:

- Blue (highest)
- Green
- Yellow
- Orange
- Red (lowest)

Performance levels are calculated based on two factors, current data on the measure and improvement or lack of improvement from prior year results. The calculations for each state indicator intersect on a 5x5 table. The table layout will vary for each measure. In the 5x5 table, current year data levels are displayed in the left column, while the difference between current year and prior year data levels are displayed in the top row. The performance level, or color, is determined by the point at which these two levels intersect. See table below:

Level	Declined Significantly	Declined	**Maintained**	Increase	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*

In the example shown, the district's current year data falls into the high level. It maintained this level, which means that there was no significant increase or decrease in results from the prior year. "High" and "Maintained" meet for an overall performance level of Green.

Results are presented for all districts, schools, and defined student groups (i.e., racial groups, socioeconomically disadvantaged, English learners, homeless, foster youth, and students with disabilities).

II. REDESIGN OF THE 2018 DASHBOARD

When the Dashboard was first designed, the California Department of Education (CDE) engaged multiple stakeholder groups in the design process. Since the pilot release of the Dashboard in spring 2017, and the subsequent release of the Fall 2017 Dashboard (in its first operational year), the CDE received feedback on how to improve its design and usability. Some notable changes in the public release of the 2018 Dashboard include:
  • Look and feel redesigned so that it is simpler to use and easier to understand.
  • Summary data for each indicator are presented on scorecards. Each scorecard flips over to reveal more details.
  • Performance Levels (Colors): No More "Pies" to Identify Color. Gauges are now used to report an LEA, school, or student group's performance

color by pointing to one of the five performance levels (Blue, Green, Yellow, Orange, or Red).
- Spanish-speaking families will have complete access to a full Spanish translation of the website.

III. UPDATES AND CHANGES TO THE 2018 DASHBOARD

The 2018 Dashboard brings two additional color-coded indicators into the Dashboard for the first time, reflecting the completion of a multi-year data collection cycle. Updates and changes for 2018 include:

- Chronic Absenteeism. Schools that serve K-8 students will be evaluated for the first time with a performance level on the Chronic Absenteeism Indicator.
- College/Career. Schools that serve 9-12 students will be evaluated for the first time with a performance level on the College/Career Indicator.
- Grade 11 Test Scores. Schools that administer the Smarter Balanced Summative Assessments in math and ELA in grade 11 will be evaluated for the first time with a performance level on the Academic Indicator.
- Dashboard Alternative School Status (DASS) Schools. The performance of students who attend alternative schools (such as continuation and community day schools) will now be factored into Dashboard indicators.
- Graduation Rate. The four-year cohort graduation rate reflects changes in methodology in compliance with U.S. Department of Education requirements.
- Participation Rate. Schools will see an adjustment to their performance on the Academic Indicator if less than 95 percent of the students participated in the state assessments.
- Three-by-Five Tables. Schools with less than 150 students will have the three-by-five tables applied to the Graduation Rate, Suspension Rate, and Chronic Absenteeism to prevent large swings in data caused by the small populations of students.
- English Learner Progress. With the transition to the new English Language Proficiency Assessments for California (ELPAC), the English Learner Progress indicator will only report on the results of this assessment for information purposes.

IV. DASHBOARD ALTERNATIVE SCHOOLS

In prior Dashboards, alternative schools or schools approved for Dashboard Alternative School Status (DASS) did not receive a Dashboard report. As a result, their data were not included in their LEA Dashboard results. Beginning with 2018 Dashboard, DASS schools will receive a Dashboard report for the first time and they will be held accountable for meeting all of the same state

indicators that are reported in the Dashboard for non-DASS schools. However, to more fairly evaluate the success of alternative schools that serve high-risk students, modified methods will be used for the Graduation Rate and College/Career Indicators.

V. DATA USED FOR THE 2018 DASHBOARD

The CDE uses the most current data available to calculate a district and school's performance. The following table identifies the data that is used to calculate the performance level for each of the state indicators:

Indicator	Data Used for Status	Data Used for Change
Chronic Absenteeism	2017-18 Chronic Absenteeism Rate	2017-18 Chronic Absenteeism Rate minus 2016-17 Chronic Absenteeism Rate
Suspension Rate: Grades K-12	2017-18 Suspension Rate	2017-18 Suspension Rate minus 2016-17 Suspension Rate
English Learner Progress: Grades 1-12	Status will not be reported in the 2018 Dashboard	Change will not be reported in the 2018 Dashboard
Graduation Rate for Non-DASS Schools: Grades 9-12	2017-18 four-year cohort graduation rate (Class of 2018)	2017-18 four-year cohort graduation rate minus 2016-17 four-year cohort graduation rate
DASS Graduation Rate: Grades 9-12	2017-18 DASS graduation rate (Class of 2018)	2017-18 DASS graduation rate minus 2016-17 DASS graduation rate
Academic: Grades 3-8	2018 Smarter Balanced Summative Assessments (ELA and math) Distance from Standard, including 2018 participation rate data	2018 Average Distance from Standard, including participation rate minus 2017 Average Distance from Standard, including participation rate

	2018 Smarter Balanced Summative Assessments (ELA and math) Distance from Standard, including 2018 participation rate data	2018 Average Distance from Standard, including participation rate minus 2017 Average Distance from Standard, including participation rate
Academic: Grade 11		
College/Career for Non-DASS Schools: Grades 9-12	Graduates in the 2017-18 four-year graduation cohort (Class of 2018)	Graduates in the Class of 2018 four-year graduation cohort minus Graduates in the Class of 2017 four-year graduation cohort
College/Career for DASS Schools: Grades 9-12	Graduates in the 2017-18 DASS graduation cohort (Class of 2018)	Graduates in the 2017-18 DASS graduation cohort minus Graduates in the 2016-17 DASS graduation cohort

VI. OVERVIEW OF STATE INDICATORS

The following includes a description of the methodology for measuring performance for the state indicators.

A. Academic Performance

This measure is based on performance on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and mathematics—which is administered to students in grades three through eight and grade eleven—and how far the average student is from meeting the grade-level standard.

To calculate the measure, each student's score is first compared to the "Standard Met" threshold for that grade level on the Smarter Balanced Summative Assessments. Then, all distance results are averaged to produce a school- and student-group-level average scale score. The results will show the needed improvement to bring the average student score to "Standard Met" or the extent to which the average student score meets or exceeds "Standard Met".

Using scale scores, rather than reporting on the percent of students who performed at or above the "Standard Met", provides a more comprehensive

picture of how all students at the school are performing on the Smarter Balanced assessments.

Changes to this Indicator
Beginning with the 2018 Dashboard, the following changes are reflected within this indicator:
1. "Distance from Level 3" is now called "Distance from Standard" or DFS.
2. Inclusion of the Participation Rate in the calculation of DFS.
3. Grade eleven results will now be included as part of the Academic Indicator rather than in a separate report. Therefore, high schools will receive an Academic Indicator performance level based on their grade eleven results.
4. Schools that do not serve tested grades (i.e., kindergarten, grade one, and/or grade two) will be "paired and shared" according to Every Student Succeeds Act (ESSA).

For the 2018 Dashboard, performance on this measure is determined by (1) the DFS for ELA or mathematics, and (2) whether results improved or declined between 2017 and 2018. The ESSA requires that all schools and student groups meet the 95 percent participation requirement or ELA and mathematics. All schools (including charter and DASS) 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 target. Beginning in 2018, the participation rate is included in the reporting of the Academic Indicator. The participation rate will affect schools with at least 11 students who are continuously enrolled and tested. Failure to meet the 95 percent goal will cause a negative adjustment to the DFS.

The CDE will remove the following students from the Participation Rate calculation:
- Medical Emergency: Students who are absent from testing due to a significant medical emergency and are flagged appropriately in the Smarter Balanced Summative Assessment file.
- 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 California Alternate Assessment (CAA).

   Note: All EL students are expected to take the mathematics Smarter Balanced Summative Assessment and will be included in the mathematics participation rate.

Based on California's ESSA 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 results using the following rules:

- Schools that serve kindergarten and/or grade one only will be based on the District's grade three DFS results.
- Schools that serve grade two only, kindergarten through grade two only, or grades one through two only, will be based on the grade three DFS results of the school(s) where the grade two students matriculate to.

B. English Learner Progress

California has transitioned to a new English proficiency assessment, the English Language Proficiency Assessments for California, therefore for the 2018 Dashboard, the CDE will use the one year of ELPAC Summative results from the spring 2018 test administration to display on the Dashboard. CDE will report the percent of EL students in each of ELPAC's four overall performance levels:

- Level 1 – Minimally Developed
- Level 2 – Somewhat Developed
- Level 3 – Moderately Developed
- Level 4 – Well Developed

Two years of data are required to produce a performance level, therefore the CDE will not be able to produce Status or Change for the English Learner Progress Indicator (ELPI) in the 2018 Dashboard.

C. Chronic Absenteeism

The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the total instructional school days. For example, if a student is absent 18 or more of the 180 instructional days, the student would be considered chronically absent. The 2018 Dashboard will report, for the first time, data for the Chronic Absenteeism Indicator based on the two years of data submission to the CDE. The reports include Status, Change, and performance levels (colors) for the first time for this indicator.

D. Suspension Rate

The Suspension Rate measure shows the percent of students who were suspended during the school year. (Note: A student is counted only once for

this measure even if he or she has multiple suspensions throughout the year.)

The Suspension Rate Indicator is different from the other indicators because the Status and Change levels are reversed in that a lower suspension rate is associated with a more desirable status level and a larger year-to-year decrease is associated with a more desirable change level. Therefore, a school with a Very Low Status level and Declined Change level would receive a Blue performance level, whereas a Very High Status level and an Increased Change level would result in a Red performance level.

E. Graduation Rate

The graduation rate is based on the number of students who graduate high school with a regular high school diploma within four years of entering grade nine, known as the Four-Year Graduation Cohort. Based on new business rules, the following changes have been made to this indicator:
  - Students who transfer to an adult education program or community college during the four years without earning a regular high school diploma will no longer be removed from the cohort. They will now remain in the cohort and be counted as dropouts.
  - Students who receive an adult education diploma will no longer be counted as traditional high school graduates since they do not meet the definition for receiving a "regular high school diploma." They will be included in the denominator but not the numerator.
  - Students who passed the California High School Proficiency Examination (CHSPE) do not meet the federal definition of a regular high school diploma. Therefore, these students will no longer be counted as traditional high school graduates. They will be included in the denominator but not the numerator.

Beginning with the 2018 Dashboard, the Graduation Rate Indicator for DASS schools will be based on a one-year graduation rate based on students who are in grade twelve rather than the four-year cohort graduation rate used for comprehensive schools. DASS schools will be held accountable for meeting all of the same state indicators that are reported in the Dashboard for non-DASS schools. However, to more fairly evaluate the success of alternative schools that serve high-risk students, modified methods will be used for the Graduation Rate and College/Career Indicators.

F. College/Career Readiness

The College/Career Indicator (CCI) was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to

likely success after high school. It recognizes the various options available to students, therefore the CCI measures postsecondary preparedness of high school graduates using multiple measures.

The measures in the College and Career indicator include:
- Career Technical Education (CTE) pathway completion
- Smarter Balanced Summative Assessments for Grade 11 in ELA and mathematics
- Completion of dual enrollment with a passing grade
- Scores on Advanced Placement exams or International Baccalaureate (IB) exams
- Completion of courses that meet UC A-G criteria with a "C" or above

There are three performance levels for the adopted CCI measures:
- Prepared – students meet thresholds on multiple indicators
- Approaching Prepared – students meet thresholds on at least one measure
- Not Prepared – students do not meet thresholds on any of the measures

The 2018 Dashboard will report Change data for the CCI for the first time. It will also report performance levels (colors) for the first time.

In the past, students who took the California Alternate Assessment (CAA) were not included in the CCI. Beginning with the 2018 Dashboard, all students in the four-year graduation cohort, including those who take the CAAs, will be included in the CCI calculations. The CDE also approved the incorporation of the Seal of Biliteracy and the Leadership/Military Science measures into the calculation.

The DASS graduation cohort will be used as the base of students included in the calculations of the CCI for DASS schools. The four-year graduation cohort is used as the base of students included in the calculations of the CCI for comprehensive high schools (non-DASS).

VII.   DASHBOARD DATA REVIEW

To begin the Dashboard Data review of a school, first find the school's dashboard information at https://www.caschooldashboard.org by entering the name of the school, then select the Search button to obtain a list of school results. Schools are sorted by name, city county and county-district-school (CDS) code. If more than one school is listed, scroll down until the target school is found and selected. Then begin your data review section by section of the school's data report. The first two sections provide general indicator

and school information. The third, fourth and fifth sections provide school and student group data for each of the indicators applicable to the selected school. The data in these indicator tiles can also be compared to the states overall performance by selecting the State button.

The first section displays the overall performance level colors for each of the state indicators applicable for the school, along with school detail information (School name, address, website and grades served). Since the levels in the gauges go from low to high (red to blue), pay close attention to any indicators with red or orange levels and to the distance from the standard for academic indicators or from the medium level for the other indicators. Schools will be identified for assistance based on low school and student group performance levels (red and yellow). See MEM-06702, *2018-19 Identification of Schools for Support Under the Every Student Succeeds Act*, for school support identification criteria.

The second section displays the school's student population data. Enrollment, socioeconomically disadvantaged, English learners and foster youth data are reflective of the information reported to the CDE for students with active enrollments on Census Day (first Wednesday in October). Beginning with this section, the definition for each of these data groups is available by selecting the Learn More links in each of the tiles. In the Enrollment box you can select the View More Information arrow and see the numbers and rates for each of the student groups of the selected school.

The third section, Academic Performance, provides access to the following student assessment results and other aspects of school performance:
- English Language Arts (ELA) (Grades 3-8 and 11)
- Mathematics (Grades 3-8 and 11)
- English Learner Progress (Grades K-12)
- College/Career (Grades 9-12)

The ELA and Mathematics tiles provide the schools overall achievement level (red to blue); the number of points above or below standard and whether the school declined, maintained, or increased its level when compared to the previous year; and, as part of the equity report, the number of student groups in each performance level. To access the detailed school subgroup information (i.e., English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Filipino, Hispanic, Two or More Races, Pacific Islander, White), select the View More Information arrow in ELA or Math tiles.

English Learner Progress overview provides the rates of English Language Proficiency results for students who took the summative ELPAC assessment in 2018. Because of the transition to the new English Language Proficiency

Assessments for California (ELPAC), only assessment results are provided this year. To view the percent of EL students in each of ELPAC's four overall performance levels, go to the English Learner Progress tile.

The College/Career Indicator (CCI) tile provides the school's overall level (red to blue) based on the rate of students prepared for college or career on measures such as graduation rate, performance on state tests, and completion of college level coursework; the number of points above or below CCI's medium performance level (35.0% to 54.9%) and whether the school declined, maintained, or increased its level when compared to the previous year; and, as part of the equity report, the number of student groups in each performance level. To access the detailed school student group information, select the View More Information arrow in the College/Career tile.

The fourth section, Academic Engagement, provides information that shows how well schools are engaging students in their learning.
- Chronic Absenteeism (Grades K-8)
- Graduation Rate (Grades 9-12)

The Chronic Absenteeism Indicator (CAI) tile provides the school's overall level (red to blue) based on the school's chronic absenteeism rate; the number of points above or below CAI's medium performance level (5.0% to 10.0%) and whether the school declined, declined, maintained, or increased its level when compared to the previous year; and, as part of the equity report, the number of student groups in each performance level. To access the detailed school subgroup information, select the View More Information arrow in the Chronic Absenteeism tile.

The Graduation Rate Indicator (GRI) tile provides the school's overall level (red to blue) based on the school's percentage of students who received a high school diploma with four years of entering ninth grade of completed their graduation requirements at an alternative school; the number of points above or below GRI's medium performance level (80.0% to 90.0%) and whether the school declined, maintained, or increased its level when compared to the previous year; and, as part of the equity report, the number of student groups in each performance level. To access the detailed school subgroup information, select the View More Information arrow in the Graduation Rate tile.

The final section, Conditions and Climate, is the last section with data related to how well schools provide a healthy, safe and welcoming environment.
- Suspension rate (Grades K-12)

The Suspension Rate Indicator (SRI) tile provides the school's overall level (red to blue) based on the school's percentage of students who were

suspended at least once in a given school year; the number of points above or below SRI's medium performance level (1.0% to 6.0%) and whether the school declined, maintained, or increased its level when compared to the previous year; and, as part of the equity report, the number of student groups in each performance level. To access the detailed school student group information, select the View More Information arrow in the Suspension Rate tile.

VIII.   ADDITIONAL REPORTS AND DATA

The CDE provides additional reports and data to further support the analysis of the information included in the Dashboard. The reports are available from the School Performance Overview page in the Dashboard by clicking on View Additional Reports or from the CDE Web Page at https://www6.cde.ca.gov/californiamodel/. The web page includes:

- Five-by-Five Placement Reports
- College/Career Reports
- Participation Rate Reports
- Student Groups Reports

RELATED RESOURCES: REF-055699, Adjusted Cohort Graduation Rate (ACGR), issued August 30, 2018 by the Office of Data and Accountability

REF-055700, Dashboard Alternative School Status (DASS) One-Year Graduation Rate, issued August 30, 2018, by the Office of Data and Accountability.

MEM-062702.0, 2018-19 Identification of Schools for Support Under the Every Student Succeeds Act, dated January 11, 2019, from the Office of Data and Accountability.

2018 California School Dashboard Technical Guide FINAL VERSION: 2018-19 School Year, dated December 2018, 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/.

ASSISTANCE: For assistance, contact State Reporting Services Branch at 213-241-2450.