

California Consortium for Independent Study

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Topics

- Dashboard Alternative Schools Status (DASS) Eligibility
- Overview of the California School Dashboard (Dashboard)
- DASS Grade Twelve Graduation Rate
- College/Career Indicator (CCI)

DASS Eligibility



DASS Program Eligibility – Automatically Enrolled

Automatic Enrollment:

- DASS Schools that are automatically enrolled are identified in Education Code Section 52052(d)
- Select District Operated Special Education Schools are automatically enrolled
- Any school automatically enrolled may elect to opt out



Schools Automatically Enrolled in DASS

1. Continuation
2. County or District Community Day
3. Opportunity
4. Juvenile Court
5. County-Run Special Education
6. Select District Operated Special Education Schools are automatically enrolled based on State Board of Education (SBE) criteria



DASS Program Eligibility – Voluntarily Enroll

Alternative schools of choice and charter schools must submit an application to receive DASS status:

- At least 70 percent of students must belong to high-risk student groups
 - Based on school's total enrollment (upon first entry to the school)
 - Schools that apply for and receive DASS status must participate in the program for at least three years

Dashboard Overview

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.

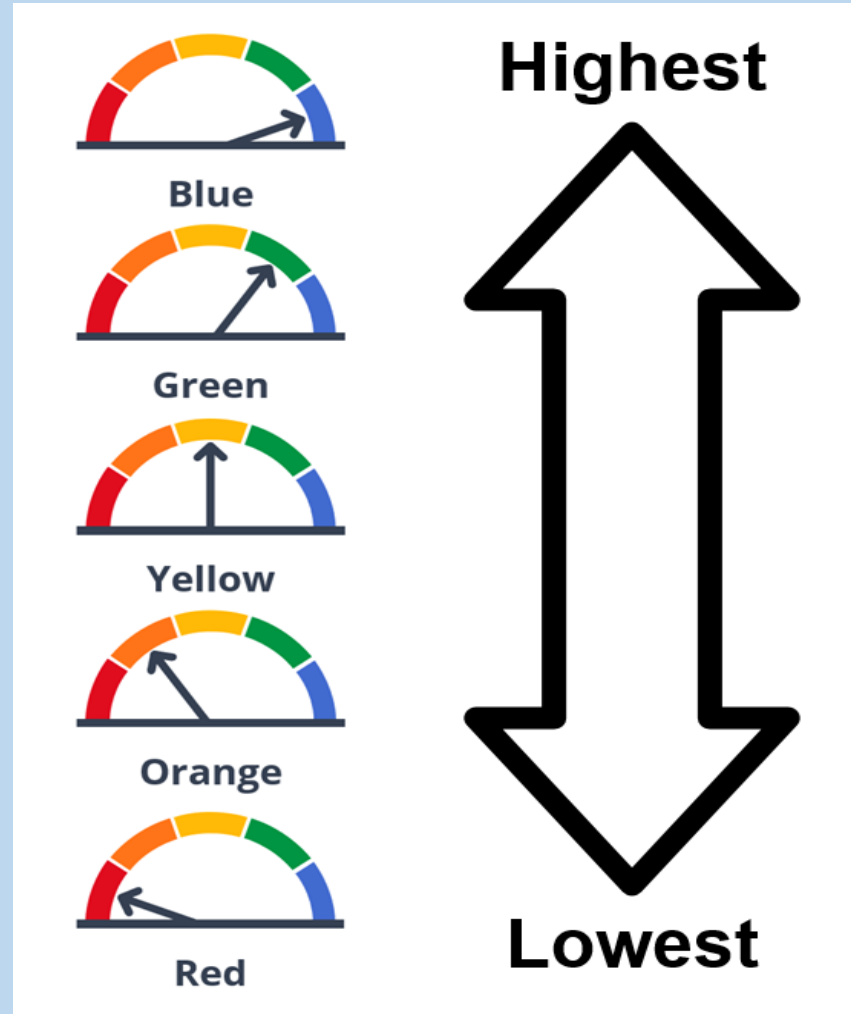
***N*-Size Requirements**

- 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)



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	Yellow	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

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

Colored Grids


5x5 Grids N-Size 150 or Greater

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

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

Performance Level	Increased Significantly from Prior Year	Increased from Prior Year	Maintained from Prior Year	Declined from Prior Year	Declined Significantly from Prior Year greater)
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

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

Dashboard Reports for DASS Schools

- Beginning in 2018, all DASS schools will receive a Dashboard report. DASS schools will be:
 - Held accountable for **all** state indicators currently reported in the Dashboard.
 - Included in their local educational agency (LEA) Dashboard report.
- However, “modified methods” will be used for select state indicators.
 - To fairly evaluate the success and progress of alternative schools that serve high-risk students.

Modified Methods for Dashboard Alternative School Status (DASS) Schools

Alternative Schools Taskforce

- In collaboration with the John W. Gardner Center at Stanford University, the California Advisory Task Force for Alternative Schools (Task Force) was convened in 2017 and met several times throughout the year.
 - Members include representatives from school districts, county offices, juvenile court schools, special education local plan area, DASS charter schools.
- The Task Force reviewed the state indicators and decided to start with two: Graduation Rate and the College/Career Indicator.

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.
- The Task Force proposed, and the SBE approved, using a **grade 12** graduation rate for DASS schools.

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• California High School Proficiency Exam (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 eleven or twelve
(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 Calendar Days Requirement

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

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

OR

Be a graduate in July, August, or September

- No minimum enrollment requirement

OR

Be an adult, ungraded secondary, Foster Youth, Homeless, grade 11 **graduates**, or have receive specialized services. These students must:

- Be enrolled at least 30 cumulative calendar days ***prior to graduating***, with an enrollment gap \leq 30 days

Which Students Are Included in Denominator for One-Year Rates?

Students in DASS schools that are:

- **Graduates** (including summer graduates)
- Grade twelve **non-graduates** enrolled for at least 90 cumulative calendar days between July 1 to June 30, **and**:
 - Did not receive an approved certificate
 - Dropped out
 - Lost transfer (transferred to another CA school but did not show)

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.

Cumulative Enrollment Examples and Scenarios

90 Cumulative Calendar Days – Example 1

Kendra, 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 5
days

Re-enrolled
for 20 days

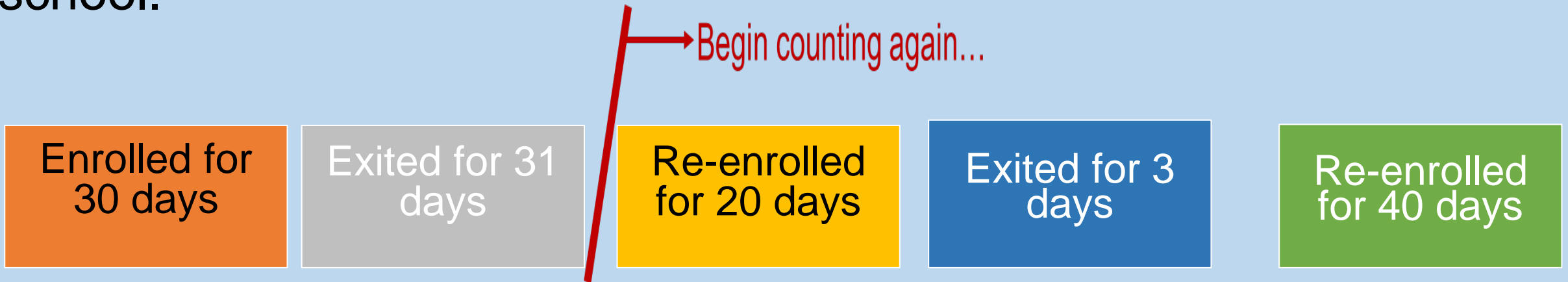
Exited for 2
days

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, Kendra meets the 90 cumulative calendar day requirement.

90 Cumulative Calendar Days - Example 2

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



- Although Jorge has a total cumulative enrollment of 90 days (30 + 20 + 40), he had an enrollment gap **of 31 days**. Because the gap was greater than 30 days, the count starts over **after the gap**: 20 + 40 = 60. The enrollment requirement is **not met**.

30 Cumulative Calendar Days - Example

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?
<p>Brittany, a grade twelve student, enrolls in a DASS school during the first week of May.</p>	<p>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.</p>	<p>Is Brittany counted as a graduate?</p> <p>A. Yes</p> <p>B. No</p>

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?
Baljeet is a foster youth student.	He enrolls in a DASS school on May 4 and earns a GED, on June 16, when the school year ends.	<p>Is Baljeet counted as a graduate?</p> <p>A. Yes</p> <p>B. No</p>

GED: General Educational Development

Answer to Scenario 2

- Baljeet 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 Baljeet 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.**

HiSET: High School Equivalency Test

TASC: Test Assessing Secondary Completion

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.	<p data-bbox="1485 462 2244 622">Is Rachel counted as a graduate?</p> <p data-bbox="1485 729 1717 791">A. Yes</p> <p data-bbox="1485 819 1689 881">B. No</p>

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.

Status and Change Cut Scores

- The Task Force recommended setting separate Status and Change cut scores for the DASS grade 12 graduation rate.
 - Status scores were based on Class of 2018 (i.e., students who were enrolled in grade twelve during the 2017–18 school year)
 - Change is the difference between Class of 2018 and Class of 2017.
- The SBE approved the recommended cut scores at the September 2018 SBE meeting.

DASS One-year vs. Four-year Cohort: Status Cut Scores

Status Level	Recently Approved Status Cut Scores DASS (One-Year)	2017 Dashboard Status Cut Scores Traditional (Four-Year)*
Very Low	Grad Rate is less than 67%	Grad Rate is less than 67%
Low	Grad Rate is 67% to less than 70%	Grad Rate is 67% to less than 80%
Medium	Grad Rate is 70% to less than 80%	Grad Rate is 80% to less than 90%
High	Grad Rate is 80% to less than 90%	Grad Rate is 90% to less than 95%
Very High	Grad Rate is 90% or greater	Grad Rate is 95% or greater

DASS One-Year vs. Four-Year: Change Cut Scores

Change Level	Recently Approved Change Cut Scores DASS (One-Year)	2017 Dashboard Change Cut Scores Traditional (Four-Year)*
Declined Significantly	Grad Rate declined by more than 10%	Grad Rate declined by more than 5%
Declined	Grad Rate declined by 3% to 10%	Grad Rate declined by 1% to 5%
Maintained	Grad Rate declined or increased by less than 3%	Grad Rate declined or increased by less than 1%
Increased	Grad Rate increased by 3% to less than 10%	Grad Rate increased by 1% to less than 5%
Increased Significantly	Grad Rate increased by 10% or greater	Grad Rate increased by 5% or greater

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

Rolling Up to the LEA Level

- All DASS schools' Grade 12 graduation rates will be aggregated to their LEAs' graduation rates.
 - **Exception:** Because charter schools are treated as LEAs under Local Control Funding Formula (LCFF), DASS **charter** schools' Grade 12 graduation rates ***will not be rolled up*** to their authorizer's graduation rates.



Modified Method for College/Career Indicator

Modified CCI for DASS

- Beginning with the 2018 Dashboard the CCI will have a performance level:
 - CCI will be based on students in the DASS grade 12 graduation rate using the last four years of data for each student to determine which CCI criteria were met
 - For Class of 2018 graduates, the 2014–15, 2015–16, 2016–17, and 2017–18 academic years will be used
 - The last school that the student was enrolled at will be held accountable

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.

CCI Career Measures

Currently, the CCI:

- Contains some college and career measures that may not fairly evaluate the performance and progress of DASS schools or students with disabilities (e.g., Advanced Placement exam).
- Includes limited career measures
 - Career readiness is a significant focus for many DASS schools and for students with disabilities.

New Career Measures for the College/Career Indicator

- Task Force and CCI Work Group have been working on new career measures for both DASS and non-DASS schools.
 - Scheduled for collection in CALPADS beginning with the 2018–19 school year.
 - May ***potentially*** be included in the 2019 Dashboard only after analyzing the data and receiving input from stakeholder groups.
- More information regarding collection of these measures will be provided to Accountability and CALPADS LEA Coordinators in the coming year.

Career Measures Being Collected in 2018–19

Completion of Pre-Apprenticeship
(both DASS and Non-DASS Schools)

Completion of a State or Federal Job Program
(limited to DASS Schools)

Work Force Readiness Certificate
(limited to DASS schools)

Receive Services Through the DOR or Workability Program & Work-Based Learning
(limited to students with IEP)

IEP: Individualized Education Program
DOR: Department of Rehabilitation

Career Measures Proposed for Collection in the 2019–20 School Year

Industry Certificates

(both DASS and Non-DASS
schools)

Internships

(both DASS and Non-DASS
schools)

Modified Methods for Remaining State Indicators

- The CDE will be working with the Task Force and other stakeholder groups on whether modified methods should be developed for additional state indicators (i.e., Suspension Rate, English Learner Progress, etc.) in 2019.

We'd love to hear from you!



The survey can be accessed via Sched or using the QR code.

Please make sure you complete the conference survey so your name can be entered into a **drawing for an Amazon gift card.**