

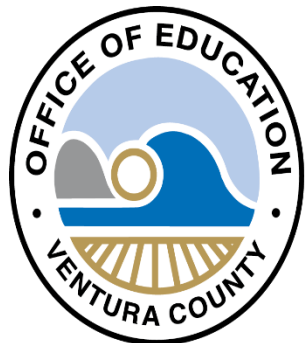
Introduction to the Dashboard Alternative School Status (DASS) Program

Friday, October 26, 2018

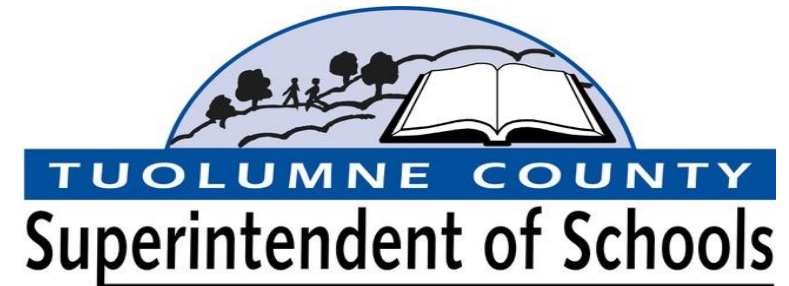
Hosted by:



SPSSC
Student Programs and Services
Steering Committee



VENTURA COUNTY
office of education



Agenda

- » **Section I: Module Overview**
- » **Section II: Accountability and Continuous Improvement**
- » **Section III: DASS Program**
- » **Section IV: 2018 CA School Dashboard**
- » **Section V: Question and Answer**

Section I: Module Overview

I. Housekeeping

- » Recorded webinar and presentation slides (PDF) posted on CCEE website at www.ccee-ca.org
- » Downloadable and editable PowerPoint presentation also available
- » All participants may submit questions using the chat feature

I. Presenters

- » **Roger Rice, Deputy Superintendent, Ventura County Office of Education**
- » **Cathy Parker, Deputy Superintendent, Tuolumne County Superintendent of Schools**
- » **Ernie Silva, Executive Director, SIATech and RAPSA**
- » **Linda Leigh, Director, Public Information and Communications, SIATech**
- » **Jenny Singh, Administrator, Academic Accountability Unit, CDE**
- » **Michelle Magyar, Senior Manager, Continuous Improvement, CCEE**

I. Purpose

- » **Introduce the Dashboard Alternative School Status (DASS) Program**
- » **Learn about the modified methods that will be used to support alternative schools serving students from high risk populations**

I. Objectives

The objectives of this training are to understand the:

- » Foundation of the DASS Program**
- » Application of state indicators for accountability and continuous improvement**
- » Modification of methods to hold alternative schools accountable in a fair and equitable manner**

Section II: Accountability and Continuous Improvement

II. What LCFF Changed?

BEFORE	NOW
» State-directed categorical programs	» Local authority to direct spending based on local needs
» Lack of additional funding for at-risk students	» Additional funding for low-income students, English learners, and foster youth
» Performance determined by a single performance indicator (i.e. API)	» Performance represented by multiple measures
» Prescriptive model: Specific measures required	» Collaborative model: Support providers work in partnership with LEAs

II. Alternative Schools Accountability

- » **Alternative Schools Accountability Model (ASAM) did not hold alternative schools accountable to the same measures as traditional schools**
- » **DASS will hold all schools accountable to the same state indicators, but will implement modified methods to fairly evaluate schools that serve high-risk students on select indicators**

II. Indicators by Priority

Local Control Funding Formula Priority	State Indicators	Local Indicators
Priority 1: Basic Services or Basic Conditions at Schools		Text books availability, adequate facilities, and correctly assigned teachers
Priority 2: Implementation of State Academic Standards		Annually report on progress in Implementing the standards for all content areas
Priority 3: Parent Engagement		Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
Priority 4: Student Achievement	Academic Indicator (3-8, 11) English Learner Progress Indicator (1-12)	
Priority 5: Student Engagement	Chronic Absence Indicator (K-8) Graduation Rate Indicator (9-12)	
Priority 6: School Climate	Suspension Rate Indicator (K-12)	Administer a Local Climate Survey every other year
Priority 7: Access to a Broad Course of Study	College/Career Indicator (this is planned for removal from this priority pending SBE action in November 2018)	Annually report progress on the extent students have access to, and are enrolled in, a broad course of study
Priority 8: Outcomes in a Broad Course of Study	College/Career Indicator (9-12)	
Priority 9 (COE Only) Services for Expelled Students		Annually report on the coordination of Services for Expelled Students
Priority 10 (COE Only) Services for Foster Youth		Annually report on the coordination of Services for Foster Youth

Section III: DASS Program

III. 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

III. DASS Program Eligibility – Voluntarily Enrolled

Voluntary Enrollment Application:

- » Select alternative schools of choice and charter schools may apply for DASS status**
- » Schools that apply for and receive DASS status must participate in the program for at least three years**

III. Schools Automatically Enrolled in DASS (1-3)

1. **Continuation**: Serve students who are behind in credits and provide alternative high school diploma program
2. **County or District Community Day**: Serve expelled students and students with attendance and behavior issues, providing them with a challenging and individualized curriculum
3. **Opportunity**: Serve habitually truant students, providing them with a short-term and specialized curriculum

III. Schools Automatically Enrolled in DASS (4-6)

4. **Juvenile Court**: Serve juveniles who are incarcerated in facilities run by county probation departments
5. **California Education Authority, Division of Juvenile Justice**: Serve youthful offenders up to the age of 25 who have the most serious criminal backgrounds and most intense treatment needs
6. **County-Run Special Education**: Serve students with disabilities

III. Schools Automatically Enrolled Based on SBE Criteria

District-operated special education schools:

- » Schools in which at least 70 percent of the students participated in the California Alternate Assessments (CAAs) (Grades 3–8 and Grade 11)**

Criteria adopted by the SBE at its July 2017 Meeting

III. Voluntarily Enrolled – DASS Application

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)

Criteria adopted by the SBE at its July 2017 Meeting

III. DASS Demographics

» The [2018 DASS Schools List](#) includes 1,085 schools:

- 129 Charter Schools
- 60 Elementary Schools
- 139 K-12 Schools
- 827 High Schools
- 55 Intermediate Schools

Section IV: California School Dashboard

IV. California School Dashboard

- » **Web-based system for publicly reporting data on state and local indicators**
- » **Displays (LEAs), schools, and student group performance**
 - **LEAs are defined as county offices of education, school districts, and charter schools**

IV. DASS Dashboard Reports

- » **Beginning in December 2018, all DASS schools will receive a Dashboard report that provides a performance rating or “color” for all state indicators**
- » **Data from DASS schools will be included in the LEA Dashboard Report (county or by district)**
 - **Exception: DASS Charter schools are defined as LEAs, therefore, charter school data is not included in their authorizer’s Dashboard Report**

IV. Dashboard Colors and Performance Levels



Blue



Green



Yellow

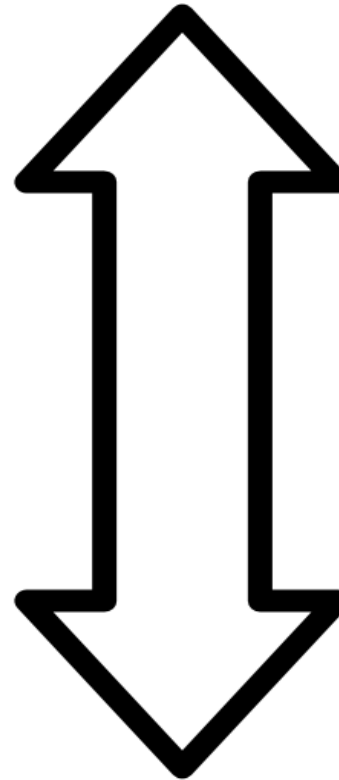


Orange



Red

Highest



Lowest

IV. Determining Performance Levels

- » **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 data
- » **LEAs, schools, and student groups must have 30 students in both current and prior years to receive a color:**
 - **The 30 “N-size” determination varies by indicator**

IV. 5x5 Colored Tables

- » Each cell assigned 1 of 5 colors (or shaded gray)
- » Color scheme is different for each indicator

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High		Blue	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	Red	Red

IV. When is No Color Provided?

» 1-10 students

- No color or data are reported

» 11-29 students

- No color but status/change data provided

IV. Modified Method for Small N-Sizes

- » **“Safety Net Methodology” applied when N-size is so small that large swings in data may be triggered by results of just a few students**
- » **Applies a three-by-five color table**
- » **Approved for two indicators only: Graduation Rate and Suspension Rate**

IV. Safety Net Methodology

- » **Applied if either indicator at a school, district, or student group contains an “N size” between 30 and 149**
- » **N-size is based on the number of students at the indicator level**
 - **Graduation Rate Indicator = Number of students in the cohort**
 - **Suspension Indicator = Number of students cumulatively enrolled**

IV. 3X5 Colored Table

» Eliminates two Change levels: Declined Significantly and Increased Significantly

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High		Blue	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	Red	Red

IV. Overview of State Indicators

	Non-DASS	DASS
Academic Indicator	X	X
Suspension Rate	X	X
Chronic Absenteeism (K-8)	X (K-8)	X (K-8)
English Learner Progress	X*	X*
Graduation Rate	4-yr. cohort	1-yr. cohort
College/Career Indicator	4-yr. cohort	1-yr. cohort

- *EL Progress Indicator color will be included in the 2020 Dashboard

IV. Academic Achievement

» ELA and Math Assessment (3–8, 11)

- **Based on Smarter Balanced Summative Assessments (SBAC) for students in grades 3 through 8 and 11**
- **Indicator is based on “Distance from Standard”**
 - Average distance above or below the grade-level standard for ELA or mathematics

IV. Suspension Rate

» Suspension Rate (K-12)

- Number of students suspended (on-campus and off-campus) at least once during the school year divided by cumulative enrollment**

IV. Chronic Absenteeism

» Chronic Absenteeism (K-8)

- **Number of students absent 10 percent or more of the instructional days they were enrolled divided by total number of students enrolled during academic year**
 - Only Students enrolled for at least 31 instructional days and attended at least one day will be included in the calculation for both the numerator and denominator

IV. English Learner Progress

» English Learner Progress Indicator (1-12)

- Based on the new English Language Proficiency Assessments for California (ELPAC)**
- 2018 Dashboard will report ELPAC results only (no Status, Change, or Color)**
- Anticipated release of Status and Change 2020 Dashboard**

IV. Modified Methods for DASS

- » **DASS schools will be held accountable for all state indicators currently reported in the Dashboard**
- » **However, “modified methods” will be used to fairly evaluate the performance and progress of alternative schools**
- » **Graduation Rate: One-year Graduation Rate for Alternative Schools**
- » **College/Career Indicator: One-year cohort will be used for the CCI**

One-Year Graduation Rate for Alternative Schools

IV. Numerator for One-Year Graduation Rates

» Students must meet all of the following requirements:

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

IV. Grade Requirement

To meet this requirement, a student must:

Be in grade twelve or be an early grade 11 graduate

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)

IV. 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

*This will require action by the State Board of Education in November 2018.

IV. Enrollment Days Requirement

To meet this requirement, a student must:

Be in grade twelve and have a primary enrollment status in CALPADS (code 10).

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

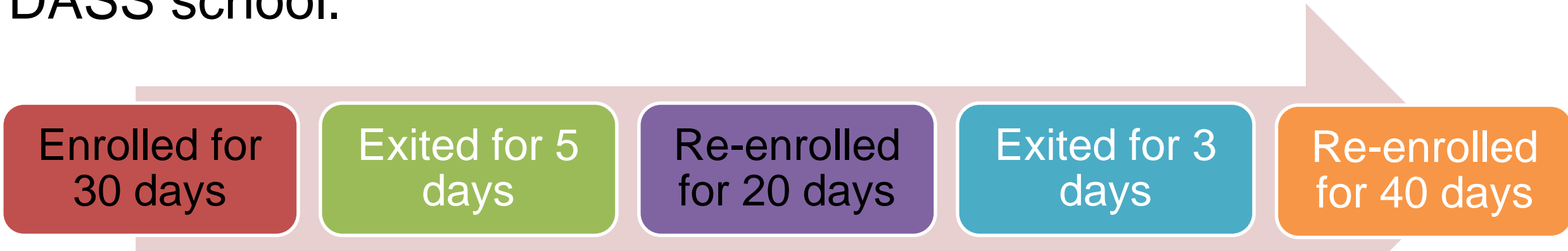
Be an adult, ungraded secondary, Foster Youth, Homeless, grade 11 graduate, or receive specialized services.

These students must:

- Be enrolled at least 30 cumulative calendar days

90 Cumulative Calendar Days – Example 1

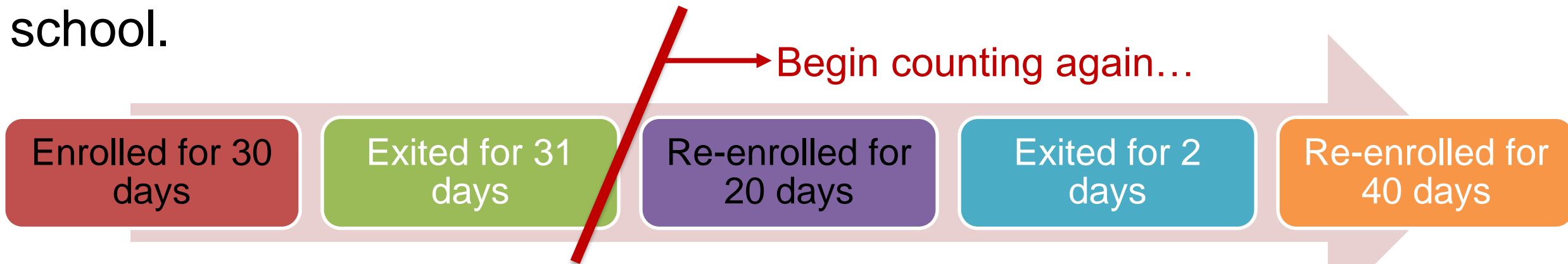
Harold, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school.



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

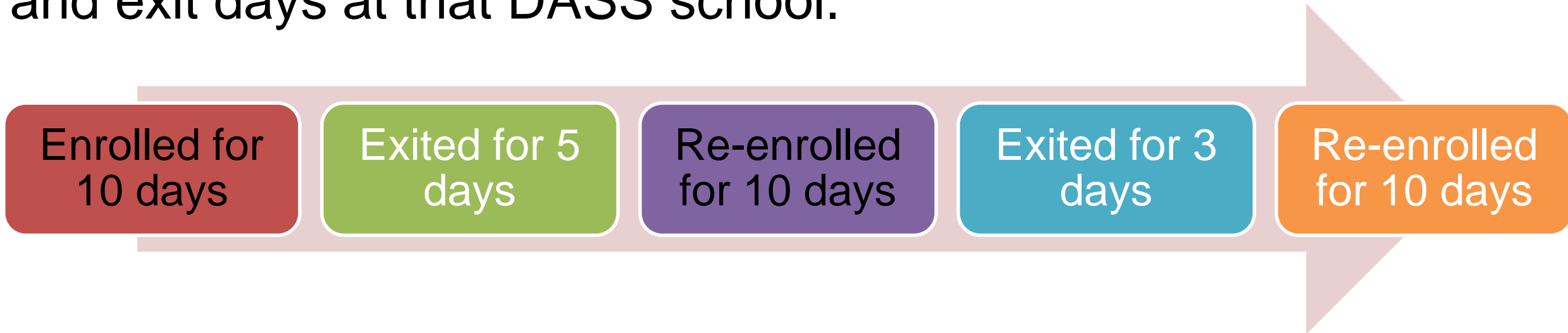
Louise, a grade twelve student, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school.



Although Louise has a total cumulative enrollment of 90 days (30 + 20 + 40), she 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.



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

30 Cumulative Calendar Days – Example 2

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



Although Phil has a total cumulative enrollment of 50 days (20 + 10 + 20), he had an enrollment gap of **40 days**. Because the gap was greater than 30 days, we must begin counting again **after the gap**: 10 + 20 = 30. Because the total cumulative enrollment is 30 days, the enrollment requirement is **met**.

IV. Denominator for One-Year Graduation Rates

- » **All graduates (determined earlier)**
- » **All grade 12 non-graduates enrolled for at least 90 cumulative calendar days from July 1 to June 30 with a primary enrollment status, and who did not receive a:**
 - **Standard diploma (includes CHSPE),**
 - **High school equivalency certificate (GED),**
 - **Certificate of Completion, or**
 - **Adult education high school diploma**

IV. Students Excluded from the Denominator

Note:

- » Non-graduates who received specialized services (status code 40) or had an adult status**

IV. 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**

IV. 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 85%
Medium	Grad Rate is 70% to less than 80%	Grad Rate is 85% 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

* New proposed four-year cohort cut scores will be considered at the November 2018 SBE meeting

IV. 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

* New proposed four-year cohort cut scores will be considered at the November 2018 SBE meeting

IV. Graduation Rates for Districts and Counties

» Incorporation of One-Year Rate in District Dashboard (Combined Graduation Rate)

$$\frac{4 \text{ Year Cohort Graduates} + 1 \text{ Year Cohort Graduates}}{4 \text{ Year Cohort} + 1 \text{ Year Cohort}}$$

- » COEs graduation rate will be based solely on the DASS one-year graduation rate
- » DASS charter school graduation rate will be based solely on the DASS one-year graduation rate

Modified College/Career Indicator

IV. Modified CCI for DASS

- » **Beginning with the 2018 Dashboard the CCI will have a performance level:**
 - **CCI will be based on students in the one-year graduation cohort 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**

IV. Current CCI Measures

Completion
International
Baccalaureate (IB)
Exams

Grade 11 Smarter
Balanced Summative
Assessments

Advanced Placement
(AP) Exams

Career Technical
Education
(CTE) Pathway

College Credit Course
(Previously referenced
as dual enrollment)

a-g Completion

IV. New CCI Measures

State Seal of
Biliteracy (SSB)

Leadership/Military
Science

Note: These two measures, along with placement criteria for each measure, were approved at September 2018 SBE meeting.

IV. 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.**

IV. Career Measures Collected in the 2018–19 School Year

Completion of a State
or Federal Job
Program

(limited to DASS Schools)

Completion of Pre-
Apprenticeship

(both DASS and Non-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

IV. Career Measures Collected in the 2019–20 School Year

Industry
Credential

(both DASS and
Non-DASS Schools)

Internships

(both DASS and
Non-DASS Schools)

IV. Summary

- » **DASS schools will receive reports in the 2018 Dashboard**
- » **Dashboard is scheduled to be released the week of December 3, 2018**
- » **Additional information on the DASS one year graduation rate and CCI will be made available after the November 2018 SBE meeting**
- » **Additional information on the state system of support will be made available after the release of the Dashboard**

Section V: Question and Answer

V. Upcoming Stakeholder Input Session

California Department of Education:

Topic: ESSA Implementation Stakeholder Session

Date and Time: Friday, November 2, 2018 11:00 am, Pacific Daylight Time (San Francisco, GMT-07:00)

Event number: 665 174 975

Event password: 158261

Event registration/address for attendees:

<https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=ef3e55034c05f245dfd0bf333a5658995>

V. Resources

- » CCEE Trainings (<https://ccee-ca.org/training-2018-2019.asp>)
- » CCSESA Student Programs and Services Steering Committee (<http://ccsesa.org/committees/spssc/>)
- » CDE Alternative Schools Task Force (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc>)
- » Reaching At Promise Students Association Alternative Accountability Forum (<https://rapsa.org/webinars/>)

Acknowledgements

- » **CCEE Review Teams**
- » **CDE Analysis, Measurement, and Accountability Reporting Division**
- » **CCSESSA Student Programs and Services Steering Committee**

Contact Us

County Office of Education	SIATech	California Department of Education	California Collaborative for Educational Excellence
<p>Roger Rice, Ed.D. Deputy Superintendent Ventura County Office of Education rrice@vcoe.org</p>	<p>Ernie Silva, JD Executive Director of External Affairs Ernie.Silva@siatech.org</p>	<p>Jenny Singh, Administrator, Academic Accountability Unit, aau@cde.ca.gov</p>	<p>Ishwara (Ish) Ryaru, Ed.D. Assistant Director, Continuous Improvement iryaru@ccee-ca.org</p>
<p>Cathy Parker, Deputy Superintendent Tuolumne County Superintendent of Schools CParker@tcsos.us</p>	<p>Linda Leigh Director of Public Information and Communications Linda.Leigh@siatech.org</p>		<p>Michelle Magyar, Ph.D. Senior Manager, Continuous Improvement mmagyar@ccee-ca.org</p>