# 2024 Dashboard Technical Guide: ACADEMIC INDICATORS

Indicators Covering Grades Three through Eight and Grade Eleven



Prepared by the California Department of Education

Available on the CDE [California School Dashboard](https://www.cde.ca.gov/dashboard)

[and System of Support](https://www.cde.ca.gov/dashboard) Web Page.

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### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

The California School Dashboard (Dashboard) Technical Guide provides technical information on California’s accountability system, specifically the state and local indicators reported on the Dashboard. The guide is divided into multiple sections, or mini-guides, to allow viewers to download only the topics of interest. The focus of this mini-guide is on the Academic Indicators. However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)[2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### Resources

* The [Academic Indicators](https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp) web page offers all resources related to this state indicator.
* The [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) was developed to support local educational agencies (LEAs), parents and communities bring the Dashboard closer to home.
* The [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp)web page contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State indicators (Academic, Chronic Absenteeism, College/Career, English Learner Progress, Graduation Rate, Suspension Rate, and Science), contact the Analysis, Measurement, and Accountability Reporting Division by email at [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov).
* Local indicators, logging onto the Dashboard, submitting local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by email at [LCFF@cde.ca.gov.](mailto:lcff@cde.ca.gov)
* Smarter Balanced Summative Assessment and the California Alternate Assessments, contact the California Assessment of Student Performance and Progress (CAASPP) Office by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov).
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by email at [CASystemofSupport@cde.ca.gov](mailto:CASystemofSupport@cde.ca.gov).
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at [calpads-support@cde.ca.gov](mailto:calpads-support@cde.ca.gov).

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#### What are these Indicators?

The Academic Indicators are one of several state indicators that the CDE reports on the [Dashboard](http://www.caschooldashboard.org/). As discussed earlier, it contains two measures: **English language arts/literacy (ELA) and Mathematics**. These measures show how well students are meeting grade-level standards and are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAAs), which are taken each spring by students in grades three through eight and grade eleven.

Following the release of the 2024 Dashboard, CDE will release individual student level growth data for ELA and mathematics using the three years of the California Assessment of Student Performance and Progress (CAASPP) summative assessment scores from the 2021–22, 2022–23, and 2023–24 school years. The data release will include downloadable data files, with aggregated growth scores at the school, district, and student group levels, as well as a graphic display on the “Details” page of the Dashboard.

#### Who is Held Accountable for these Indicators?

*All* LEAs, schools, and student groups that have **30 or more *continuously enrolled\* students*** in the denominator of their Distance from Standard (DFS) are held accountable for these indicators. “Accountable” means that the DFS is used to determine LEAs and schools eligible for support (i.e., Differentiated Assistance at the LEA level and Targeted Support and Improvement [TSI] at the school level).

*\*“Continuous enrollment” is defined as enrollment from Fall Census Day [first Wednesday in October] to when the student logged on to the test (computer adaptive test [CAT] or performance task [PT]) without a gap of more than 30 consecutive calendar days.*

Refer to the section titled “Calculating the DFS” for further information about DFS and continuous enrollment.

##### When there are Fewer than 30 Students

While the Dashboard does report data (i.e., Status and Change) for **11 to 29 students**, it is not used to determine eligibility for Differentiated Assistance and TSI and is reported for informational purposes only. In these instances, a Performance Level (or color) is not displayed on the Dashboard.

When there are **less than 11 students,** no data (i.e., Status, Change, and Performance Levels) are displayed on the Dashboard to protect students’ privacy. Therefore LEAs, schools, and student groups with less than 11 students are not held accountable for Differentiated Assistance and TSI.

More information on when LEAs and schools are held accountable are available in the *California’s Accountability System and the Dashboard*, *Local Educational Agency Eligibility: Differentiated Assistance*, and *Every Student Succeeds Act School Support* mini-guides available on the CDE [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### What is the Data Source?

Results of the California Assessment of Student Performance and Progress (CAASPP), which include the Smarter Balanced Summative Assessments and the California Alternate Assessment (CAAs) for grades three through eight and grade eleven for English language arts/literacy and Mathematics, are received from the testing vendor (Educational Testing Service [ETS]). However, note that enrollment data used for continuous enrollment and student group determinations are not taken from the file received from ETS. Rather, these data are taken from CALPADS. For more information on student group determinations, please view the *California’s Accountability System and the Dashboard* mini-guide posted on the CDE [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### Differences between CAASPP and Dashboard

Statewide testing data are reported on both the Test Results for California Assessments and the Dashboard. However, because different business rules are applied during the calculation process, the results may differ between the two reports. This section explains these differences.

##### Percent of Students in Each Achievement Level versus Distance from Standard

The [Test Results for California's Assessments](https://caaspp-elpac.ets.org/caaspp/) website reports the number and percent of students in each achievement level (i.e., four levels for the Smarter Balanced Summative Assessments and three levels for the CAAs). These results are based on all students who took the test regardless of the number of days enrolled at the tested entity. On the other hand, the Dashboard reports the DFS, which measures the average distance from the Standard Met Achievement Level (i.e., Level 3) for *all students who are continuously enrolled*.

##### Test Completion Rates versus Participation Rates

Under CAASPP, LEAs can access test completion rates, which are based on the *total* number of students who took a test at a given school. These completion rates are **not** the same as the participation rates that are calculated for the Dashboard.

The participation rate for the Dashboard only includes students enrolled during the “accountability testing window”. This accountability window includes the application of grace periods, which hold an LEA/school harmless when there is inadequate time to administer the assessments.

Additionally, ESSA requires 95 percent participation in the assessments. Therefore, if the 95 percent participation goal is not met, the DFS will decrease since the number of students needed to bring the participation rate of the LEA, school, or student group up to 95 percent are assigned the Lowest Obtainable Scale Scores [LOSS] and added to the DFS. Note that the added LOSS scores do not affect individual CAASPP student score reports or in the CAASPP Student Score Data File. The addition only occurs when the CDE calculates the average DFS for the Dashboard Academic Indicators.

Further information regarding the added LOSS scores are explained in the section titled “Participation Rate” in this guide as well as the CDE Academic Indicator Participation Rate Calculation for the Dashboard flyer available on the CDE [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) web page.

##### District of Residence (or District of Special Education Accountability [DSEA])

Students with disabilities (SWDs) oftentimes receive services from another LEA, special education school, or non-public school (NPS). Under CAASPP aggregate reporting rules that are used for the Test Results for California's Assessments website, test results are sent back (or reported within) the district of residence (or District of Special Education Accountability [DSEA]) **only** if the student is enrolled at an NPS. However, for the Dashboard, all SWD test results are sent back (or reported within) their district of residence. Therefore, the district where the student geographically resides is held accountable for their assessment outcomes and that data is included in that district’s Academic Indicators.

Note that this rule is only applied at the LEA-level and not at the school-level. All schools where the SWD attends are held accountable for the student’s performance. For further details of this rule, refer to the *District of Residence Rule for Students with Disabilities* flyer posted on the CDE [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) web page.

### Academic Rules

#### What’s New Since the 2023 Dashboard?

##### Science Indicator

The 2024 Dashboard will have a Science Indicator as a part of the Dashboard for the first time. The Science Indicator will show results from the California Science Test (CAST) and California Alternate Assessment for Science (CAA) in the form of distance from standard (DFS) and DFS change from the previous year. However, science will not have a performance color and will not be used for accountability purposes. The Science Indicator will also not have a minimum participation requirement on the 2024 Dashboard. The CDE has continued to apprise the State Board of Education (SBE) as to when it may be feasible to include Science for accountability. A separate technical guide is available for the Science Indicator.

##### Individual Student Growth Metric

CDE will release aggregated individual student level growth data on the Dashboard for ELA and mathematics using the three years of the California Assessment of Student Performance and Progress (CAASPP) summative assessment scores from the 2021–22, 2022–23, and 2023–24 school years. The data release will include downloadable data files, with aggregated growth scores at the school, district, and student group levels, as well as a graphic display on the “Details” page of the Dashboard.

#### Long Term English Learners

Beginning on the 2024 California School Dashboard (Dashboard), long-term English learners (LTELs) will be added as a student group across all state indicators. EL students who **have not been reclassified as fluent-English proficient within seven years** will be included in the LTEL student group. For the Academic Indicator, English Learner (EL) students who have been an EL for 7 plus years during the current academic year will be counted as in the LTEL student group.

#### Participation Rate and Distance from Standard

The Academic Indicators consists of two components: (1) participation rate and (2) Distance from Standard (DFS). Each of these components are calculated separately for ELA and Mathematics. The next two sections review the business rules for each.

###### *Participation Rate*

Beginning in 2018, the participation rate was included in the reporting of the Academic Indicators as the federal ESSA requires states to test at least **95 percent** of all students and student groups in **ELA** and **Mathematics**. ESSA also requires each state to factor the participation rate into their accountability systems.

Therefore, if a LEA, school, or student group does not meet the 95 percent participation rate, the number of students needed to meet the participation rate are factored into the Academic Indicators, as detailed later in this section.

All LEAs, schools, and student groups that have 11 or more students *enrolled during the accountability testing window* have a participation rate calculated for both ELA and Mathematics. All students eligible to participate in either the Smarter Balanced Summative Assessments or CAAs are reviewed to determine if they should be included in the participation rate.

*Failure to meet the 95 percent goal will cause a negative adjustment to the DFS.*

###### Which Content Areas Are Used to Calculate the Participation Rate?

The participation rate is calculated for ELA and Mathematics only. All LEAs, schools, and student groups are required to meet the 95 percent participation rate for these two content areas on both **the Smarter Balanced Summative Assessments and CAAs**.

As noted earlier, Science is not included in the Academic Indicators for the 2024 Dashboard.

###### W**ho Is Held Responsible for Meeting the 95 Percent Participation Rate Goal?**

All LEAs and schools (including charter and DASS schools) that serve students in grades three through eight and/or grade eleven, as well as student groups represented in these grade levels, are responsible for meeting the 95 percent participation goal.

Because all LEAs, schools, and student groups have Status data reported if they have at least 11 students, the participation rate affect entities with at least 11 students who are continuously enrolled and tested (i.e., have a DFS calculated).

###### *Calculating the Participation Rate*

To be included in the participation rate calculations, the student must be:

* **Enrolled** during the accountability testing window (as defined later) AND
* **Tested** on either the Smarter Balanced Summative Assessments or the CAA

**Participation Rate Formula**

Total Number of Students Tested (Smarter Balanced Summative Assessments and CAA)

**divided by**

Total Number of Students Enrolled During the Accountability Testing Window

**Rounding Rule:** The ED requires the use of standard rounding. Therefore, a participation rate of 94.1 percent will be rounded down to 94 percent. A participation rate of 94.5 percent will be rounded up to 95 percent.

###### *Participation Rate Denominator: Enrolled*

**All** students who are enrolled during a school's determined accountability testing window are **included** in the enrolled count (i.e., included in the participation rate denominator). Because students transfer in and out during the testing window, specific rules have been set for the Dashboard to help determine which students should be included in the participation rate denominator and which students should be excluded. These rules are explained below.

**Determining the Accountability Testing Window**

Determining a school’s accountability testing window is one of the first steps taken to finalize the denominator. Although LEAs set their own testing window for the Smarter Balanced Summative Assessments and CAAs in the TOMS Test Administration Setup module, ***for accountability purposes***, the following steps are taken to determine a school’s accountability testing window:

**Step 1: Determine the Start of a Testing Window**

For purposes of the Dashboard, the testing window start date is when the first student at a school (or track) logged on to a test. The first log on could be for either a Smarter Balanced Summative Assessments (in CAT or PT) in ELA or Mathematics, or it could be logging on to the CAAs.

**Step 2: Determine the End of the Testing Window**

The testing window end date is the end date of the window set by the LEA CAASSP Coordinator in the TOMS Test Administration Setup module.

**Step 3: Apply Grace Periods**

Because some students **transfer in or out** during a school's determined testing window, **grace periods** were developed. These grace periods apply only to certain students who transfer in and/or out within the start and end dates and hold schools harmless when there is inadequate time to administer the assessments.

Depending on the length of the window determined through Steps 1 and 2 above, one or two grace periods are applied. These grace periods are "calendar days", meaning that weekends and holidays are included in the count. The following rules are used to apply grace periods:

***Number of Days Between Start and End Date is 1 to 14 Calendar Days***

Schools that have 1 to 14 calendar days within the start and end dates do not have any grace periods. In this instance, the 14 days (or fewer) is the accountability testing window.

***Number of Days Between Start and End Date is 15 to 30 Calendar Days***

Schools with 15 to 30 calendar days within the start and end dates have one 14-day grace period applied at the end of the accountability testing window (i.e., 14 days **before** the window ends, which includes the very last day of the window).

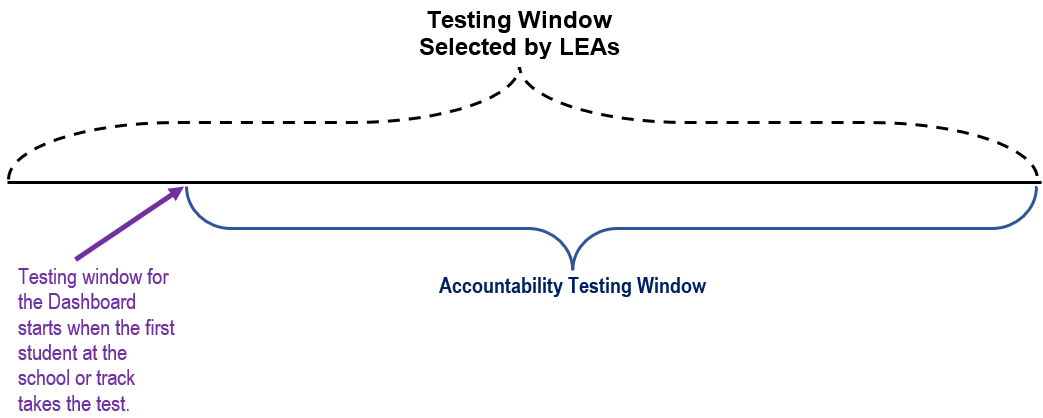
***Number of Days Between Start and End Date is 31 or More Calendar Days***

Schools with 31 or more calendar days within the start and end dates have two 14-day grace periods: one at the beginning of the accountability testing window (i.e., 14 days **after** the start date, including the very first day of the window) and one at the end of the accountability testing window (i.e., 14 days before the end date, which includes the very last day of the window).

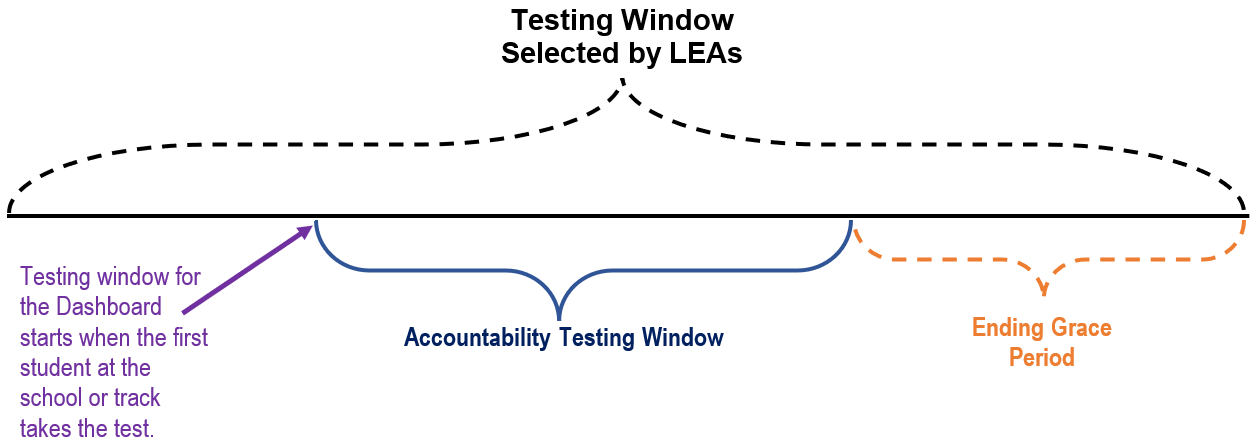
**Step 4: Determine the Accountability Testing Window**

The accountability testing window is the period between the two grace periods. Figures 1, 2, and 3 illustrate the differences between the testing window, grace periods, and accountability testing window depending on the number of days between the start and end dates (i.e., 1–14 days, 15–30 days, and 31 or more days).

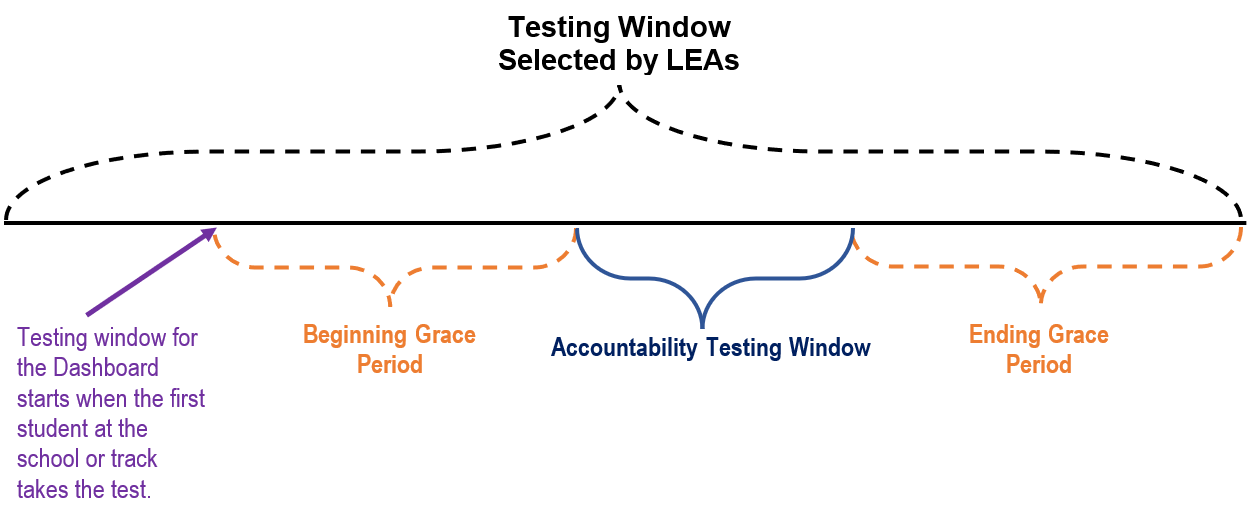
**Figure 1: How to Determine the Accountability Testing Window when Start and End Date is 1 to 14 Calendar Days** (Refer to [Appendix C](#AppenAFig3) for the figure’s descriptive text.)



**Figure 2: How to Determine the Accountability Testing Window when Start and End Date is 15 to 30 Calendar Days** (Refer to [Appendix C](#AppenAFig4) for the figure’s descriptive text.)



**Figure 3: How to Determine the Accountability Testing Window when Start and End Date is 31 or More Calendar Days** (Refer to [Appendix C](#AppenAFig5) for the figure’s descriptive text.)



**Who Is Held Responsible When Students Transfer?**

Students who do not test are excluded or included in a school's participation rate based on when the student transferred in or out. While this is detailed in Table 1 through student scenarios, the following statement helps simplify when schools are held accountable:

Referencing Figures 1, 2, and 3, any student who was enrolled for at least one day during the accountability testing window is included in that school’s participation rate (i.e., included in the participation rate denominator) and therefore, the school is responsible for testing the student.

Note that the enrollment information is taken from the CALPADS Student Enrollment (SENR) file.

**Table 1: Scenarios of When Students are Included or Excluded from the Participation Rate**

| **Example** | **Jefferson City**  **Junior High (JCJH)** | **Carson City Middle School (CCMS)** | **Participation Rate Determination** |
| --- | --- | --- | --- |
| 1 | Student exits during the beginning grace period and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments. | (Does Not Enroll) | Due to the grace period applied at the beginning of testing, the student **will not be included** in JCJH’s participation rate (neither in the denominator nor the numerator). |
| 2 | Student exits during the accountability testing window and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments. | (Does Not Enroll) | Because the student exited JCJH during the accountability testing window and never enrolled in another school, the student **will be included** in JCJH’s denominator for both the ELA and Mathematics participation rates. However, the student **will not be included** in the numerator since the student did not participate in the assessments. |
| 3 | Student completes the ELA PT but exits during the beginning grace period before completing the remaining Smarter Balanced Summative Assessments. | Student enrolls during the beginning grace period, completes the Mathematics CAT and PT, but does not complete the ELA CAT. | Because the student enrolled at CCMS during the beginning grace period, CCMS is responsible for administering the ELA CAT, Mathematics CAT, and Mathematics PT to the student.  For the Mathematics participation rate, the student **will be** **included** in both the numerator and denominator for CCMS. For ELA participation, the student is included **only** in the denominator because the student did not meet the participation criteria. |
| 4 | Student completes the ELA CAT and PT, and Mathematics CAT but exits during the accountability testing window before completing the Mathematics PT. | Student enrolls during the accountability testing window. | Because the student completed the ELA CAT and PT at JCJH, the student **will be included** in JCJH’s ELA participation rate (in both the numerator and denominator).  Because the student enrolled at CCMS during the accountability testing window, CCMS is responsible for administering the Mathematics PT to the student. The student **will be** **included** in CCMS’s Mathematics participation rate. |
| 5 | Student completes ELA CAT and PT, and Mathematics CAT and PT, and exits during the accountability testing window. | Student enrolls during the accountability testing window. | Because the student completed all Smarter Balanced Summative Assessments at JCJH, the student **will be included** in JCJH’s ELA and Mathematics participation rates (in both the numerator and denominator). |
| 6 | Student exits during the accountability testing window. The student has not yet taken any of the Smarter Balanced Summative Assessments. | Student enrolls during the end grace period and does not take any tests. | Because the student enrolled at CCMS during the end grace period, the student **will** **not be included** in CCMS’s participation rates.  However, the student **will be included** in the denominator of JCJH’s ELA and Mathematics participation rates because the student was enrolled during the accountability testing window. The student **will not be included** from the numerator because the student did not take any tests. |
| 7 | Student completes the ELA CAT and PT and Mathematics PT and exits during the accountability testing window. | Student enrolls during the end grace period and does not complete the Mathematics CAT. | Because the student enrolled at CCMS during the end grace period, the student **will not be included** in CCMS’s Mathematics participation rate.  However, the student **will be included** in JCJH’s ELA participation rate (in both the denominator and numerator), and in the denominator only for the Mathematics participation rate because the student did not complete the Mathematics CAT. |
| 8 | Student exits during the accountability testing window. Student completes ELA CAT and PT. The student has not yet taken the mathematics portion of the Smarter Balanced Summative Assessments. | Student enrolls during the testing window and does not take any of the Smarter Balanced Summative Assessments. | The student **will be included** in the denominator of CCM’s Mathematics participation rates because the student was enrolled during the accountability testing window.  The student **will not be included** JCJH’s Mathematics participation rates. However, the student **will be included** as tested in JCJH’s ELA participation rate. |
| 9 | Student exits during the accountability testing window. Student completes ELA CAT and PT. The student has not yet taken the mathematics portion of the Smarter Balanced Summative Assessments. | Student enrolls during the testing window and completes the mathematics assessments. | Because the student enrolled at CCMS during the accountability testing window, CCMS is responsible for administering the mathematics Smarter Balanced Summative Assessments to the student. The student **will be** **included** in CCMS’s Mathematics participation rate.  The student **will not be included** in JCJH’s Mathematics participation rates. However, the student **will be included** as tested in JCJH’s ELA participation rate. |
| 10 | Student exits during the accountability testing window. The student has not yet taken any of the Smarter Balanced Summative Assessments. | Student enrolls during the testing window and completes all assessments. | Because the student enrolled at CCMS during the accountability testing window, CCMS is responsible for administering the Smarter Balanced Summative Assessments to the student. The student **will be** **included** in CCMS’s Mathematics and ELA participation rate.  The student **will not be included** in the denominator of JCJH’s ELA and Mathematics participation rates. |
| 11 | Student exits during the accountability testing window. The student has not yet taken any of the Smarter Balanced Summative Assessments. | Student enrolls during the testing window and does not take any of the Smarter Balanced Summative Assessments. | The student **will be included** in the denominator of CCM’s ELA and Mathematics participation rates because the student was enrolled during the accountability testing window.  The student **will not be included** in the denominator of JCJH’s ELA and Mathematics participation rates. |

**Multi-track Year-Round Schools**

Multi-track year-round schools have an accountability testing window determined for each track. For example, Diamond Elementary School has three tracks:

* **Track 1** started on April 3 and ended on May 26. The first student who started testing was on May 18. Therefore, the accountability testing window for Track 1 starts on May 18. Because the calendar days between May 18 to May 26 are fewer than 14 calendar days, there are no grace periods applied.
* **Track 2** started on April 4 and ended on June 26. The first student who started testing was on May 10. Therefore, the accountability testing window for Track 2 starts on May 10. Because the calendar days between May 10 to June 26 is more than 31 calendar days, one 14-day grace period is applied at the beginning of the accountability testing window and one 14-day grace period is applied at the end of the accountability testing window.
* **Track 3** started on May 8 and ended on June 26. The first student who started testing was on June 6. Therefore, the accountability testing window for Track 3 starts on June 6. Because the calendar days between June 6 to June 26 is between 15 to 30 calendar days, one 14-day grace period is applied at the end of the accountability testing window.

**Automatic Exclusion from the Participation Rate**

In some cases, students are automatically excluded from the participation rate denominator. The following bullets identify these students. (These bullets apply to students who have Smarter Balanced Summative Assessments or CAA records in the Test Operations Management System [TOMS].)

* Students who are absent from testing due to a **significant medical emergency** and are flagged with the medical emergency condition code “not tested due to significant medical emergency” (condition code NTE) on the CAASPP file, are automatically removed from the participation rate calculations.

Per *California Code of Regulations,* Title 5, medical emergency is defined as: “a significant injury, trauma, or illness (mental or physical) that precludes a pupil from taking the achievement tests. An injury, trauma, or illness is significant if the pupil has been determined by a licensed physician to be unable to participate in the tests”.

However, if the student logged onto the test, the student will be included as follows in the participation rate:

* For the Smarter Balanced Summative Assessments, any student who logs on to both the computer adaptive test (CAT) and performance task (PT) for the same content area (ELA or Mathematics) is counted as participating (in the numerator) in the participation rate, regardless of the student’s condition code.
* Similarly, any student who logs on to the CAAs is counted as participating (in the numerator) in the participation rate, regardless of the student’s condition code.
* English Learners (**ELs) who are new to the country** and 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 CAA.For accountability purposes, any EL newcomer who enrolled in a U.S. school ***after* April 15, 2023**, **will automatically be removed** from the calculation of the ***ELA* participation rate** *even if the student opted to take one or both parts of the ELA assessment.*

The date that an EL newcomer enrolls at a school is taken from CALPADS, which is field #2.36 (“Student Initial US School Enrollment Date”) from the Student Information (SINF) file.

**All** EL students (regardless of whether they have been enrolled in a U.S. school for less than one year) are ***expected to take the Mathematics*** assessments and will be ***included in the Mathematics*** **participation rate**.

**Parent Waivers DO NOT Exempt Students from the Participation Rate**

Because the ED does not recognize parent waivers, students who do not take the Smarter Balanced Summative Assessments or CAAs due to a parent waiver are still **included in the denominator of the participation rate.** These students are, however, **excluded from the numerator,** meaning that they are counted as “not participating”. If a student is excluded from the numerator, the exclusion would contribute to a lower participation rate for the school. If the school does not meet the federal 95 percent participation rate target, then a LOSS is assigned to the number of students needed to bring the participation rate of the LEA, school, and/or student group to 95 percent.

###### *Participation Rate Numerator: Tested*

To be considered as "participating", and included in the numerator as tested, a student must:

* Be enrolled during the accountability testing window and
* Log on to both parts (CAT and PT) of the test in the same content area (for the Smarter Balanced Summative Assessments), or
* Log on to the test for the CAA

For example, for the Smarter Balanced Summative Assessments, if a student logs on to the ELA CAT and does not log on to the ELA PT, the student would be counted as "not participating" in the ELA assessment and excluded from the numerator. Similarly, if a student logs on to the PT only for both content areas and not the CAT, the student would be counted as "not participating" (or excluded from the numerator) in both ELA and Mathematics.

**Accommodations, Accessibility Resources, and Unlisted Resources**

Students who are assigned an accessibility resource (designated support or accommodation) on the Smarter Balanced Summative Assessments are included in the calculation of the participation rate (as well as the average DFS calculation).

Students who use an unlisted resource that changes the construct of the Smarter Balanced Summative Assessments are considered as “not tested” for the participation rate. This is per *California Code of Regulations,* Title 5, which states that “…the pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA”. Therefore, these students are excluded from the numerator and included in the denominator of the participation rate. (Because these students are excluded from the numerator of the participation rate, they are excluded from the calculations of the DFS.)

###### *How are LEA-Level Participation Rates Calculated?*

An LEA’s participation rate is calculated by aggregating all of its schools’ participation rate data (i.e., all the schools’ enrolled and tested students are aggregated to the LEA level). The following specifies the rules used:

* Because **all** **charter schools** are treated as LEAs under the Local Control Funding Formula (LCFF), their data (participation rate and DFS) are not included in their authorizing agencies’ participation rates.
* **DASS schools**’ data are included in their LEAs’ Dashboard report for each state indicator. Therefore, their participation data (and DFS) **are included** in their LEAs’ participation rates and DFS.
* At the *LEA-level only*, an additional step—application of the **district of residence rule**—is taken to determine which students with disabilities (SWDs) are enrolled and included in the denominator of an LEA’s participation rate. This rule is *not applied* at the school-level. All schools are held accountable for the students they serve (i.e., the schools where the students attend). The next section further details this rule.

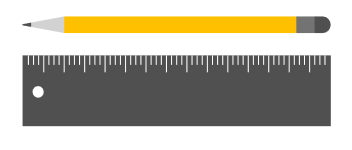
**District of Residence**

At the **LEA-level** **only,** SWDs may be included in the denominator of a district other than their tested district if they have a District of Special Education Accountability or **DSEA** in the CALPADS SPED file (field #14.16). These SWDs are included only if they meet the denominator inclusion rules detailed earlier.

* *Example:* Pearl Unified sent Xiu, a grade eleven student, to Citrine County Office of Education (COE) to ensure that she received appropriate Special Education services. She was enrolled at Citrine COE for the entire 2023–24 school year and completed the CAA during the LEA’s 2024 testing window. The DSEA field in CALPADS (SPED file; field #14.16) identified Pearl Unified as the DSEA. Because Xiu was enrolled at Citrine COE for the entire accountability testing window and completed the CAA, her assessment data is “sent back” to Pearl Unified. Therefore, Xiu is included in the numerator and denominator of Pearl Unified’s participation rates and not in Citrine COE’s participation rates.

For complete steps on how to request and download the DSEA extract, please refer to the CALPADS [User Manual District of Special Education Accountability (DSEA) Extract](https://documentation.calpads.org/Extracts/DSEAExtract/#district-of-special-education-accountability-dsea-extract) web page. Note that the CALPADS extract is data taken from the Operational Data Store (ODS), which reflects the most updated data submitted by LEAs. Because the DSEA data used for the Dashboard is extracted at the close of EOY, it is a snapshot (“point in time”) data and may not match the DSEA extract that includes any updates that may have been made to the data by the LEA since the close of EOY.

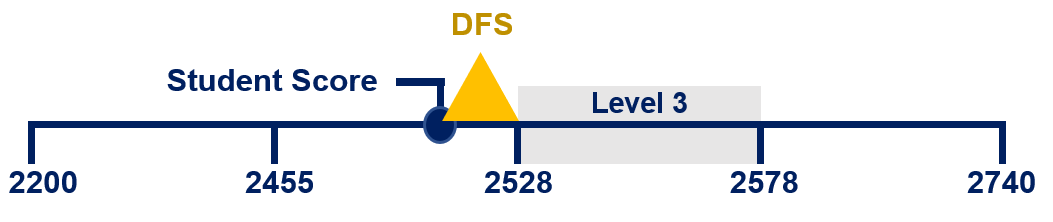
Further information about the District of Residence rule is available in the: (1) Introductory mini-guide, California’s Accountability System and the Dashboard, which is available on the CDE [2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page, (2) the [*CALPADS to Dashboard Handbook*](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp#handbookcalpads), and (3) the CDE [*District of Residence Rule for Students with Disabilities*](https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule24.pdf) flyer.

***Distance from Standard (DFS)***

The DFS represents the “distance” between a student’s score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). Figure 4 on the following page illustrates this concept.

An average DFS (or an average of all the distances) is calculated at the LEA, school, and student group levels. This average is then used to determine the Performance Levels (or colors) for each level.

**Figure 4: How the DFS is Calculated for Each Student** (Refer to [Appendix C](#AppenAFig6) for the descriptive text.)



***Which Content Areas Are Used to Calculate DFS?***

Similar to the participation rate, the DFS is calculated for ELA and Mathematics **only**. **Both the Smarter Balanced Summative Assessments and the CAA** are used to calculate the DFS at the LEA, school, and student group levels. (As noted earlier, Science is not included in the Academic Indicators and therefore is not included in the DFS.)

***Calculating the DFS***

To be included in the DFS calculations:

* The **tested** student must be **continuously enrolled.** Students who are ***not*** continuously enrolled **are automatically removed** from the calculations.

“Continuous enrollment” is defined as enrollment from Fall Census Day [first Wednesday in October] to when the student logged on to the test (CAT or PT) without a gap of more than 30 consecutive calendar days.

Therefore, a student who enrolls in a school or LEA ***after*** Fall Census Day is considered not continuously enrolled and is excluded from the DFS.

The continuous enrollment calculation is conducted separately at the school and LEA level. Thus, a student may not be continuously enrolled at a school but could be continuously enrolled at the LEA.

***Distance from Standard Calculation Formulas***

Because the SBE approved separate cut scores for the Academic Indicators based on grade spans, the following calculation formulas reflect this separation.

**ELA/Math DFS Formula for TK–8 and TK–12 Schools and LEAs**

Sum of All Continuously Enrolled Grades 3 through 8 ***or*** Grades 3 through 8

plus Grade 11Students’ Distance from Standard on the

2023–24 Smarter Balanced Summative Assessments or CAAs Scores

**divided by**

Total Number of Continuously Enrolled Grades 3 through 8 ***or*** Grades 3 through 8 plus Grade 11 Students’ 2023–24 Smarter Balanced Summative Assessments or CAAs Scores

**ELA/Math DFS Formula for High Schools and High School Districts\***

Sum of All Continuously Enrolled Grades 7, 8, and/or 11Students’ Distance from Standard

on the 2023–24 Smarter Balanced Summative Assessments or CAAs Scores

**divided by**

Total Number of Continuously Enrolled Grade 7, 8, and/or 11 Students’ 2023–24 Smarter Balanced Summative Assessments or CAAs Scores

\*Note that if an LEA or school only serves students in grade eleven, then only grade eleven scores are used to calculate the DFS.

The following sections detail which students are included in the denominator and numerator of the DFS.

### *DFS Denominator: Valid*

**All** students who test and are continuously enrolled are **included** in the denominator of the DFS. These student records are also known as “valid”.

***Automatic Exclusion***

However, some students are automatically excluded from the DFS calculations. These students’ data do not impact the Academic Indicators for the LEA, school, or student group. The following bullets identify the automatic exclusions:

* Students who are absent from testing due to a significant **medical emergency** and are flagged with the medical emergency condition code on the CAASPP file, **are not included** in the DFS calculation. Student records marked as “not tested due to significant medical emergency” (condition code NTE) are automatically removed unless the student logged onto the test.
  + Any student who logs onto both the CAT and PT, or logged on to the CAA, and is continuously enrolled, are included in the calculations of the DFS regardless of the student’s condition code. *This rule applies to both the Smarter Balanced Summative Assessments and the CAAs.* (For the definition of medical emergency, refer to the earlier section titled “Automatic Exclusion from the Participation Rate”.)
* **English Learners (ELs) new to the country** and who have been enrolled in a U.S. school for less than one year are **excluded** from the calculations of the DFS, even if the student opted to take one or both parts of the assessments. Therefore, for accountability purposes, any EL newcomer who enrolled in a U.S. school ***after* April 15, 2023**, **are not included** in the DFS calculations for both ELA and Mathematics. *This rule applies to both the Smarter Balanced Summative Assessments and the CAAs.*

***Do Parent Waivers Exempt Students from the DFS Calculations?***

Students who do not take the Smarter Balanced Summative Assessments or the CAAs due to a parent waiver **are excluded** from the calculations of the DFS.

***Testing Irregularities (Cheating)***

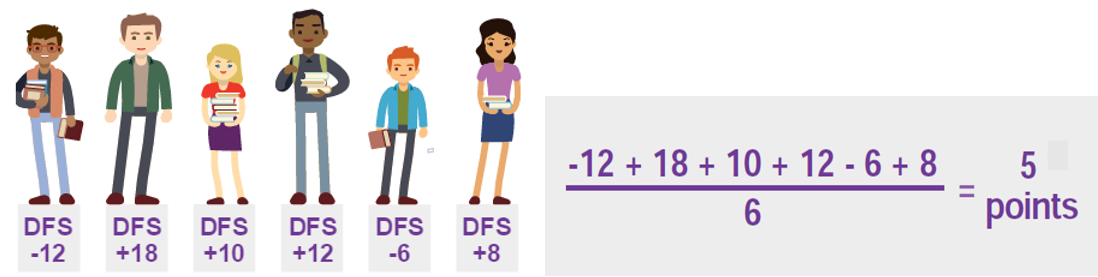
Students who have a testing irregularity (e.g., cheating) are assigned the grade-level appropriate LOSS for purposes of calculating the DFS for the Dashboard. For example, if the testing irregularity was for an ELA grade eight test, then the student is assigned the grade eight ELA LOSS score. (However, note that the student does not receive a LOSS on the CAASPP student score report.)

#### *DFS Numerator: Smarter Balanced Summative Assessments*

As noted earlier, the DFS represents “the distance” of a student’s score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold (i.e., the lower threshold of the scale score range for Level 3). All available scale scores are used to provide a more precise measure of an LEA and school’s status and progress.

The DFS for each student in the denominator is calculated separately and then all the students’ “distances” are summed and divided by the total number of continuously enrolled students to determine an average DFS for each LEA, school, and student group as illustrated in Figure 5 below. The DFS shows which areas need improvement and the extent to which the average student score falls short of, or exceeds, the Level 3 threshold.

**Figure 5: Calculating the Average DFS for a LEA, School, or Student Group** (Refer to [Appendix C](#AppenAFig7) for the descriptive text.)



Because the scale score ranges for the Smarter Balanced Summative Assessments vary by content area–ELA and Mathematics–and by grade level, it is important to compare each student’s ELA and Mathematics scores against the Level 3 scale score for the appropriate grade. These scale score ranges (which were updated in 2021) are available in Appendix A. For example:

* In grade five, the scale scores for ELA range from 2200 to 2730. The scale scores for Mathematics range from 2220 to 2740. Within each range, there are four distinct achievement levels as referenced in Table 2.

**Table 2: Grade Five Scale Score Range for Smarter Balanced Summative Assessments in ELA and Mathematics**

| **Achievement**  **Levels** | **Level 1:**  **Standard**  **Not Met** | **Level 2:**  **Standard**  **Nearly Met** | **Level 3:**  **Standard**  **Met** | **Level 4:**  **Standard**  **Exceeded** |
| --- | --- | --- | --- | --- |
| **Grade 5 ELA**  **Scale Score Ranges** | 2200–2441 | 2442–2501 | **2502**–2581 | 2582–2730 |
| **Grade 5 Math**  **Scale Score Ranges** | 2220–2454 | 2455–2527 | **2528**–2578 | 2579–2740 |

As noted in Table 2:

* For ELA, the lowest scale score for Level 3 in grade five is 2502. Each grade five ELA assessment score is compared against this fixed point to calculate the DFS.

For Mathematics, the lowest scale score for Level 3 in grade five is 2528. Each grade five Mathematics assessment score is compared against this fixed point to calculate the DFS.

Table 3 provides examples of how the DFS is calculated for the Smarter Balanced Summative Assessments.

**Table 3: Examples of Calculating the DFS for Grade 5 Student**

| **Student** | **Student’s Score on the Smarter Balanced Summative Assessments** | **Smarter Balanced Summative Assessments Scale Score Range for Level 3** | **Distance from Standard** |
| --- | --- | --- | --- |
| Grade 5  Student 1 | ELA Score: 2552 | ELA Scale Score Range:  **2502**–2581 | 2552 ***minus*** 2502 = 50 points  The student scored 50 points **above** the lowest possible Level 3 scale score in Grade 5 ELA. The DFS is **positive** 50 points. |
| Grade 5  Student 2 | Math Score: 2505 | Math Scale Score Range:  **2528**–2578 | 2505 ***minus***2528 = -23 points  The student scored 23 points **below** the lowest possible Level 3 scale score in Grade 5 Mathematics. The DFS is **negative** 23 points. |

***No Scale Score on the Smarter Balanced Summative Assessments***

Students who have a record in the CAASPP file but do not have a scale score result will automatically be assigned the minimum scale score for their grade level. This means that they are assigned the LOSS at the Standard Not Met level.

* For example, a student in grade five who logged onto the CAT and PT for Mathematics, was continuously enrolled, and did not answer enough questions would not have a scale score for Mathematics. This student would automatically receive a score of 2220, which is the lowest possible score for grade five Mathematics. The 2220 is used to calculate the student’s DFS.

#### *DFS Numerator: California Alternate Assessments*

Because the ED requires the inclusion of the CAA results in the calculation of the DFS, in September 2019, the SBE approved the calculation methodology on how to include these assessments into the DFS.

Unlike students who take the Smarter Balanced Summative Assessments (who are evaluated against meeting the California Common Core State Standards [CA CCSS] and placed in **one of** **four achievement levels**), students who take the CAA are evaluated against their level of understanding in **one of three achievement levels** related to alternate achievement standards linked to the CA CCSS. These two assessments also have different reporting scales.

The complete scale score ranges for the CAA are available in Appendix B. Note that the scale score ranges are the same for *both content areas*.

After reviewing three different approaches to incorporating the CAA results into the DFS calculations, in September 2019, the SBE approved the “top-of-the-range” approach:

* **Top-of-the Range:** For levels 1–3 on the CAA, a student’s CAA score would be substituted with the top score point for the same Smarter Balanced Summative Assessments achievement level.
  + *Example*: A grade eleven student scoring anywhere in Level 2 on the CAA for ELA would receive a score of 2582, which is the highest Level 2 Smarter Balanced Summative Assessments score for grade eleven ELA. This Smarter Balanced Summative Assessments score would then be used to calculate the student’s DFS by comparing the student’s score against the lowest Level 3 scale score for Grade eleven ELA, which is 2583 . For example:

2582 (CAA students substituted Smarter Balanced Summative Assessments score) *minus* 2583 (grade 11 Smarter Balanced Summative Assessments lowest scale score) = -1 or 1 point below Standard

Table 4 below is an example of converting grade eleven CAA scores to grade eleven Smarter Balanced Assessment scores.

**Table 4: Grade Eleven CAA to Grade Eleven Smarter Balanced Assessments Conversion**

| **ELA** | **Mathematics** |
| --- | --- |
| Level 1 is converted to 2492 | Level 1 is converted to 2542 |
| Level 2 is converted to 2582 | Level 2 is converted to 2627 |
| Level 3 is converted to 2681 | Level 3 is converted to 2717 |

***No Scale Score and LOSS on the California Alternate Assessments***

CAA records in the CAASPP file that reflect a LOSS or no scale score are automatically removed from the DFS calculations. This is because the vast number of students with a LOSS score are unable to orient or respond to the test.

Table 5 on the following page provides examples of how the DFS is calculated for the CAAs.

**Table 5: Examples of Calculating the DFS for Grade 11 Student**

| **Student** | **Student’s Score on CAA** | **CAA Scale Score Range** | **Smarter Balanced Summative Assessments Scale Score Range** | **Distance from Standard** |
| --- | --- | --- | --- | --- |
| Grade 11 Student 1 | ELA Score:  961 | ELA Grade 11 Scale Score Range for Level 3:  960-999 | ELA Grade 11 Scale Score Range for Level 3:  2583-2681 | Because the student’s CAA ELA score was within Level 3, the student receives the highest score on the Level 3 Smarter Balanced Summative Assessments range for grade 11 ELA, which is 2681. This score is compared against the lowest Smarter Balanced Summative Assessments Level 3 scale score for grade 11 ELA (2583).  2681 ***minus***2583= 98 points  The student scored points **above** the lowest possible Level 3 scale score in grade 11 ELA. Therefore, the DFS is **positive** points. |
| Grade 11 Student 2 | Math Score:  922 | Math Grade 11 Scale Score Range for Level 1:  900-944 | Math Grade 11 Scale Score Range for Level 1:  2280-2542 | Because the student’s CAA Math score was within Level 1, the student receives the highest score on the Level 1 Smarter Balanced Summative Assessments range for grade 11 Mathematics, which is 2542. This score is compared against the lowest Smarter Balanced Summative Assessments Level 3 scale score for grade 11 Mathematics (2628).  2542 ***minus***2628= -86points  The student scored points **below** the lowest possible Level 3 scale score in grade 11 Mathematics. Therefore, the DFS is **negative** points. |

***Not Meeting 95 Percent Participation Rate Goal and How This Impacts the DFS***

The participation rate can reduce the DFS ***only* if the** LEA, school, or student group **did not meet the participation rate target of 95 percent.** If the participation rate target is not met, each student needed to bring the participation rate of the school, district, and/or student group up to 95 percent are assigned a LOSS and added to the DFS. Note that this only occurs when the CDE calculates the Dashboard Academic Indicators, and the added LOSS scores will not be reflected or affect individual CAASPP student score reports or in the CAASPP Student Score Data File.

Note that if a LEA, school, or student group has a participation rate of **95 percent or higher**, the LOSS ***will not*** be added to the DFS.

The following DFS is applied for each added LOSS score:

* For ELA, a DFS of −333 is applied.
* For Mathematics, a DFS of −348 is applied.

Table 6 is an example of how not meeting the 95 percent participation rate goal can negatively impact a LEA’s DFS.

**Table 6: Example: Application of Federal Penalty When 95 Percent Participation Rate Target is Not Met**

| **LEA Information** | **New Participation Methodology** |
| --- | --- |
| Number of students enrolled during the testing window in grades three through eight and grade eleven and eligible to participate in the ELA summative and alternate assessments. | 355 students |
| Number of students needed to meet the 95 percent participation rate target | 338 students  (355×0.95=337.25 rounded to 338) |
| Number of students tested | 268 students |
| Difference between Row 2 (number of students needed to meet 95 percent) and Row 3 (number of students tested) | 70 students (338 students needed−268 students tested) |
| Participation rate penalty calculation | 70 LOSS scores are added with each having a DFS of −333 (DFS for ELA).  **70× (−333) = −23,310 penalty** |
| Adjusted DFS calculation. Note: The sum of all 268 tested students’ individual DFS, before the penalty, was 4,355. | 4,355 (DFS without penalty) minus 23,310 (participation rate penalty) = −18,955 |
| Final DFS calculation | −18,955 divided by 338 (number of students needed to meet 95 percent target) = −56.1.  The LEA’s DFS is **−56.1** points from Achievement Level 3 Standard Met. |

***How Many Students Are Needed to Report the Impact of Participation Rate on DFS?***

There needs to be at least 11 students to report data. Therefore, any LEA, school, or student group with 11 or more students who do not meet the 95 percent participation rate will have a DFS reported, on the Dashboard, with the participation rate reduction applied.

#### Federal Requirement: Pair and Share

**For Transitional Kindergarten, Kindergarten, Grade 1, and/or Grade 2 Schools ONLY**

Based on California’s ESSA State Plan, schools that serve transitional kindergarten, kindergarten, grade one, and/or grade two only **(i.e., non-testing grades)** are required to receive a Performance Level on the Academic Indicators 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:

* For **schools that serve transitional kindergarten, kindergarten and/or grade one only,** these schools’ DFS will be based on their district’s grade three DFS results. For charter schools with a county authorizer (or any school that is operated by the county office of education), the DFS will be based on the regional countywide grade three DFS results.
* For **schools that serve grade two only, transitional kindergarten through grade two only, *or* grades one through two only**, these schools’ DFS will be based on the grade three DFS results of the school(s) where the grade two students matriculate to. The district or school informs the CDE of the matriculation patterns for up to three schools. The following is an example of how the Pair and Share is calculated.

**Example:** Upon graduating from Jade Elementary School, the grade two students matriculate each year to three different area schools:

* 40% enroll in Opal Elementary
* 50% enroll in Topaz Elementary
* 10% enroll in Gem Elementary

First, the grade three DFS is calculated separately for each school. Next, the weighted average is calculated:

(40% x Opal’s DFS) + (50% x Topaz’s DFS) + (10% x Gem’s DFS) =

DFS for Jade Elementary School

This process is calculated separately for ELA and Math.

* For **new schools** that do not have matriculation data, they will be “paired” with its authorizing/operating district or county. Their DFS will be based on the authorizer/operating district or countywide average grade three DFS results.

The following lists commonly asked questions about the application of the pair and share federal requirement:

1. **Do Pair and Share schools receive student group data?**

No. These schools only receive Performance Levels (or colors) at the school-level. They do not receive student group data.

1. **Do schools have to report matriculation patterns each year?**

Yes. The CDE collects matriculation patterns each year to confirm that the TK–2 school receives the appropriate grade three DFS results.

1. **When are schools no longer “pair and shared”?**

Any school that adds a grade three and has grade three assessment results will no longer be held to the Pair and Share arrangement. These schools will have Academic Indicators based on their own test results.

1. **My school is TK–5. Does Pair and Share apply to my school?**

No. Schools that administer the Smarter Balanced Summative Assessments to their students will receive Academic Indicators based on their own students’ results. Therefore, for a TK–5 school, their Academic Indicators will be based on the test results for grades three through five.

1. **What data will be reported on the Dashboard for Pair and Share schools?**

Pair and Share schools that serve less than 11 students in their highest grade do not receive Academic Indicators and no data are reported on the Dashboard.

Pair and Share schools that have between 11 and 29 students in their highest grade receive Status and Change data but no Performance Levels (colors).

Pair and Share schools that have at least 30 students in their highest grade receive Status and Change data along with Performance Levels (colors).

1. **Does Pair and Share apply to any other state indicators?**

No. The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools’ own data.

1. **Are Pair and Share schools held responsible for the 95 percent participation rate goal?**

No. The ESSA State Plan only requires that the DFS methodology is applied to schools that serve kindergarten, grade one, and/or grade two. Therefore, these schools will receive a DFS but they *will not* receive participation rates and *will not* be held responsible for meeting the 95 percent participation rate goal.

#### Status Cut Scores, Change Cut Scores, and Five-by-Five Colored Tables

For the 2024 Dashboard, **both Status and Change cut scores** are applied to determine the **Status and Change levels**. The Status and Change levels are used to determine the Performance Levels (or colors).

* For the Academic Indicators, **separate cut scores** were set by the SBE based on **LEA and school type**, which are identified in Table 7 below. For more information on the rules used to determine the LEA and school type, please view the California’s Accountability System and the Dashboard mini-guide which is posted on the CDE [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

**Table 7: Cut Scores Applied by LEA and School Type**

| **Grades 3-8 Cut Scores Are Used for…** | **Grade 11 Cut Scores Are Used for…** |
| --- | --- |
| Elementary School | High School (serving grades 7–12) |
| Middle School | High School District |
| TK–12 School | (blank) |
| Elementary School District | (blank) |
| Unified School District | (blank) |

Note that for **unified school districts and TK–12 schools,** the grade eleven results are combined with the grades three through eight results to calculate one Academic Indicator for ELA and one Academic Indicator for Mathematics.

To access the Status and Change cut scores for each state indicator, please refer to the CDE [Five-by-Five Colored Tables](http://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp) web page.

#### Student Groups

To access student group definitions and the data used to determine the student groups for this indicator, please view the *California’s Accountability System and the Dashboard* mini-guide posted on the CDE [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

**Long-Term English Learners**: A pupil who has not attained English language proficiency within 7 years of initial classification as an EL. Long-Term English Learners are students who are identified as EL at any time during the school year at the school or LEA in EOY 3 who have not attained English language proficiency within 7 years of initial classification of an EL.

##### Three Additional Student Groups Reported on the Academic Indicators

The Academic Indicators report three additional student groups that are not reported in the other state indicators and are displayed **for informational purposes only** and do not receive Performance Levels (or colors):

* ***Current English Learners (ELs):*** Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses, are included in the EL Student Group for the Academic Indicator.
* ***Recently Reclassified English Learners*** (Reclassified Fluent-English Proficient [RFEP] Only): ELs who have sufficient English proficiency to be reclassified as a fluent English speaker and are included in the EL Student Group for the Academic Indicator.
* ***English Only:*** Students for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.

Table 8 below identifies the rules used to place students in these three student groups. Note that the data used to determine placement in a student group are extracted from CALPADS.

**Table 8: Three Additional Student Groups Defined**

| **State Indicator** | **Current English Learners** | **Recently Reclassified English Learners Only** (RFEP Only) | **English Only** |
| --- | --- | --- | --- |
| **Academic**  2024 Smarter Balanced Summative Assessments and CAA (Grades 3–8 and Grade 11) | Students who are identified as EL at any time during the school year at the school or LEA in EOY 3. EL students that reclassify any time during the school year are excluded from this count. | Students who are included in the EL student group for the Academic Indicator and have reclassified within the past four years (i.e., reclassified after June 15, 2020) at the school or LEA in EOY 3. | Students who are identified as English Only at the school or LEA in EOY 3. |

#### School Dashboard Additional Reports

Designed for educators, the [School Dashboard Additional Reports](https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp) offer information and data beyond what are reported on the Dashboard, including summarized views across all state indicators. Two reports specific to the Academic Indicators are the:

* **Five-by-Five Placement** Report, which helps LEAs and schools quickly identify which Performance Level (color) all student groups achieved on each state indicator. It also provides the same information for all schools within an LEA, and
* **Participation Rate Report,** which displays the number of students included in the calculation of the participation rates. This report connects to the downloadable data file which can be used to determine if the DFS was adjusted (i.e., added LOSS scores) due to federal requirements.

### School and LEA Examples

#### Example 1: Blue Sapphire School

##### (Serves Students in Transitional Kindergarten through Grade Five)

**Step 1: Calculate the ELA Participation Rate**

For the 2023–24 testing period, Blue Sapphire School had 201 grades three through five students enrolled during the school’s Dashboard accountability testing window. This total excludes records for: (1) ELs who were enrolled in a U.S. school for less than one year and (2) students flagged with a medical emergency. Of these students, 178 logged on to both the CAT and PT for the ELA Smarter Balanced Summative Assessments and ten logged on to the ELA CAAs. This equals 188 tested students.

Based on the enrolled and tested figures, the school’s ELA participation rate was:

188 (tested) **divided by** 201 (enrolled) = 0.9353 or 94 percent participation rate **for ELA.**

**Step 2: Calculate the DFS for the Smarter Balanced Summative Assessments**

1. First, take all 178 Smarter Balanced Summative Assessments test results in **ELA** and remove all records for students who were not continuously enrolled. The remaining records, which for Blue Sapphire School, was 176. This reflects the total number of Smarter Balanced Summative Assessment valid scores that are included in the denominator of the DFS.
2. Next, calculate the DFS for each valid score. Be sure to use the appropriate scale score for each grade. For example:

* **Grade 3 Scale Score Range for Level 3:** 2432 to 2489

Take each valid ELA scale score results and calculate the distance from 2432. Example: Taylor scored 2430. The calculated distance is:

2430 ***minus*** 2432 = -2 (or 2 points below Standard)

* **Grade 4 Scale Score Range for Level 3:** 2473 to 2532

Take each valid ELA scale score results and calculate the distance from 2473. Example: Gabriela scored 2483. The calculated distance is:

2483 ***minus*** 2473 = 10 (or 10 points above Standard)

* **Grade 5 Scale Score Range for Level 3:** 2502 to 2581

Take each valid ELA scale score results and calculate the distance from 2502. Example: Earl scored 2532. The calculated distance is:

2532 ***minus*** 2502 = 30 (or 30 points above Standard)

**Step 3: Calculate the DFS for California Alternate Assessments**

1. First, take all ten CAA test results in **ELA** (from those students who tested) and remove all records for: (1) students who were not continuously enrolled and (2) student records in the CAASPP file that reflect a LOSS. The remaining records, which were eight, reflect the total number of valid scores that are included in the denominator.
2. Next, calculate the DFS for each valid score. Be sure to substitute the student’s CAA score with the “Top-of-the-Range” or top score point for the same Smarter Balanced Summative Assessments achievement level. For example:

* **Grade 3 CAA Score**

Take each valid ELA scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Kiera scored 338 (Level 1) on the CAA. Substitute this score with the “top-of-the range” grade three Level 1 Smarter Balanced Summative Assessments ELA score, which is 2366. Compare this score against the lowest grade three Level 3 Smarter Balanced Summative Assessments ELA score, which is 2432. The calculated distance is:

2366 ***minus*** 2432 = -66 (or 66 points below Standard)

* **Grade 4 CAA Score**

Take each valid ELA scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Kevan scored 446 (Level 2) on the CAA. Substitute this score with the “top-of-the range” grade four Level 2 Smarter Balanced Summative Assessments ELA score, which is 2472. Compare this score against the lowest grade four Level 3 Smarter Balanced Summative Assessments ELA score, which is 2473. The calculated distance is:

2472 ***minus*** 2473 = -1 (or 1 point below Standard)

* **Grade 5 CAA Score**

Take each valid ELA scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Marcos scored 560 (Level 3) on the CAA. Substitute this score with the “top-of-the range” grade five Level 3 Smarter Balanced Summative Assessments ELA score, which is 2581. Compare this score against the lowest grade five Level 3 Smarter Balanced Summative Assessments ELA score, which is 2502. The calculated distance is:

2581 ***minus*** 2502 = 79 (or 79 points above Standard)

**Step 4: Include the Assigned LOSS (95 Percent Participation Rate Penalty)**

Because the school had a participation rate of 94 percent, it did not meet the federal 95 percent participation rate goal. Therefore, a LOSS will need to be assigned for each student needed to bring the school’s participation rate up to 95 percent, which in this case is three students:

191 (total number of students needed to test to meet 95 percent) *minus* 188 (total number of students who tested) = 3 students, which results in adding a DFS of -333 for each student.

**Step 5: Calculate Status for the LEA, School, or Student Group**

1. First, add all of the distances (i.e., DFS) calculated for each valid score in Steps 2 and 3. For instance, taking the DFS calculated for Taylor, Gabriela, Earl, Kiera, Kevan, and Marcos above:

(-2) + (10) + (30) + (-66) + (-1) + (79) = 50 points

1. Add in the three assigned DFS due to not meeting the 95 percent participation rate goal.

-333 (assigned ELA DFS) x 3 (students needed to test) = -999

1. Divide the total sum of distances (Step 5a) by the total number of students needed to meet the 95 percent goal. The calculated DFS without the penalty was 2,838:

(2,838 [DFS without penalty] minus 999 [assigned DFS]) ***divided by***191 (total number of students needed to test to meet 95 percent) = **9.628** which is rounded to

**9.6 points**

The school’s average DFS for the most current year is 9.6 points above Standard.

**Step 6: Calculate Change**

In order to calculate Change, the prior year Status must be used. The prior year’s Status for Blue Sapphire School was 14.2 points. Because Change is calculated *prior to rounding*, the calculation is:

* Current Year Status: 9.628 points above standard
* Prior Year Status: 14.211 points above standard
* Change Calculation: (Difference Between Current Year Status to Prior Year Status) 9.628 *minus* 14.211 = -4.583 which is rounded to -4.6 points

Blue Sapphire School decreased by 4.6 points on the ELA Academic Indicator.

**Step 7: Determine Performance Level (Color)**

Based on the school’s Status and Change results, 9.6 points and -4.6 points respectively, the school’s Performance Level for the ELA Academic Indicator is Yellow as highlighted in the ELA five-by-five colored table on the following page with a thick red border. Note that because this school is a TK–5 school, the **ELA Grades 3–8 five-by-five colored table** is used. (You can access all of the five-by-five colored tables on the CDE [Five-by-Five Colored Tables](http://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp) web page.)

**Table 9: Five-by-Five Colored Table Results for Example 1 (Blue Sapphire School)**

| Performance Level | Declined Significantly  from Prior Year (by 15.1 points or more) | Declined  from Prior Year (by 3.0 to 15.0 points) | Maintained  from Prior Year (declined by or increased by 2.9 points or fewer) | Increased  from Prior Year (by 3.0 to 14.9 points) | Increased Significantly  from Prior Year (by 15.0 points or more) |
| --- | --- | --- | --- | --- | --- |
| Very High  +45.0 points or more in Current Year | Green | Green | Blue | Blue | Blue |
| High +10.0 to +44.9 points in Current Year | Green | Green | Green | Green | Blue |
| Medium  -5.0 points to +9.9 points in Current Year | Yellow | Yellow | Yellow | Green | Green |
| Low  -5.1 to -70.0 points in Current Year | Orange | Orange | Orange | Yellow | Yellow |
| Very Low -70.1 points or fewer in Current Year | Red | Red | Red | Orange | Orange |

#### Example 2: Peridot Unified School District

##### (Serves Students in Transitional Kindergarten through Grade Twelve)

**Step 1: Calculate the Mathematics Participation Rate**

For the 2023–24 testing period, Peridot Unified had 9,500 students (in grades three through eight and grade eleven) enrolled per the aggregation from all the LEA’s schools. This total excludes records for: (1) ELs who were enrolled in a U.S. school for less than one year and (2) students flagged with a medical emergency. Of the 9,500 students, 8,750 logged on to both the CAT and PT for the Mathematics Smarter Balanced Summative Assessments and 125 logged on to the Mathematics CAAs. This equals 8,875 tested students.

However, before the participation rate can be calculated, the district of residence rule (or DSEA) must be considered.

***District of Special Education Accountability***

Because the district of residence rule is applied only at the LEA-level, it is critical to check if any SWDs are being “sent back” and attributed to Peridot Unified. After accessing the DSEA information submitted by LEAs to CALPADS at the time of the EOY certification deadline, there were 120 SWDs who were enrolled at Quartz County Office of Education (COE) to receive their appropriate special education services. Of these 120 students, 100 were enrolled during the accountability testing window and completed the assessments. Therefore, these students’ assessment results (taken at Quartz COE) will be included in Peridot Unified’s participation rate and the DFS if the students meet the inclusion criteria. For example:

* Thom was a grade eleven student who was enrolled at Quartz COE for the *entire* 2023–24 school year. At the COE, he completed the CAAs in both ELA and Mathematics. Because his record reflected that the DSEA was Peridot Unified, his assessment data will be sent back to this LEA. As a result, he will be counted in both the numerator and denominator of Peridot Unified’s ELA and Mathematics participation rates because he was enrolled during the entire accountability testing window, and he completed both the ELA and Mathematics tests. His CAA results will also be included in Peridot Unified’s DFS because he was continuously enrolled.

Based on the enrolled and tested figures, the LEA’s Mathematics participation rate is:

(8,875 tested students at Peridot + 100 tested students due to the DSEA) **divided by** (9,500 enrolled students at Peridot + 100 enrolled students due to the DSEA) = 0.9348 or **93 percent participation rate** **for Mathematics.**

**Step 2: Calculate the DFS for the Smarter Balanced Summative Assessments**

1. First, take all 8,750 Smarter Balanced Summative Assessments test results in **Mathematics** and remove all records for students who were not continuously enrolled. The remaining records, which were 8,250, reflect the total number of valid scores that are included in the denominator of the DFS.
2. Next, calculate the DFS for each valid score. Be sure to use the appropriate scale score for each grade. For example:

* **Grade 3 Scale Score Range for Level 3:** 2436–2500

Take each valid Mathematics scale score results and calculate the distance from 2436. Example: Jerry scored 2430. The calculated distance is:

2430 ***minus*** 2436 = -6 (or 6 points below Standard)

* **Grade 7 Scale Score Range for Level 3:** 2567–2634

Take each valid Mathematics scale score results and calculate the distance from 2567. Example: Dave scored 2483. The calculated distance is:

2483 ***minus*** 2567 = -84 (or 84 points below Standard)

* **Grade 11 Scale Score Range for Level 3:** 2628–2717

Take each valid Mathematics scale score results and calculate the distance from 2628. Example: Agatha scored 2638. The calculated distance is:

2638 ***minus***2,628= 10 points above Standard.

**Step 3: Calculate the DFS for California Alternate Assessments**

1. First, take all 125 CAA test results in **Mathematics** (from those students who tested) and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, (3) students flagged with a medical emergency, and (4) student records in the CAASPP file that reflect a LOSS. The remaining records, 122, reflect the total number of valid scores that are included in the denominator.
2. Next, calculate the DFS for each valid score. Be sure to substitute the student’s CAA score with the “Top-of-the-Range” or top score point for the same Smarter Balanced Summative Assessments achievement level. For example:

* **Grade 3 CAA Score**

Take each valid Mathematics scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Ahmed scored 338 (Level 1) on the CAA. Substitute this score with the “top-of-the range” grade three Level 1 Smarter Balanced Summative Assessments Mathematics score, which is 2380. Compare this score against the lowest grade three Level 3 Smarter Balanced Summative Assessments Mathematics score, which is 2436. The calculated distance is:

2380 ***minus*** 2436 = -56 (or 56 points below Standard)

* **Grade 7 CAA Score**

Take each valid Mathematics scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Brian scored 750 (Level 2) on the CAA. Substitute this score with the “top-of-the range” grade seven Level 2 Smarter Balanced Summative Assessments Mathematics score, which is 2566. Compare this score against the lowest grade seven Level 3 Smarter Balanced Summative Assessments Mathematics score, which is 2567. The calculated distance is:

2566 ***minus*** 2567 = -1 (or 1 point below Standard)

* **Grade 11 CAA Score**

Take each valid Mathematics scale score results and substitute the score with the top score of the same Smarter Balanced Summative Assessments achievement level.

Example: Tala scored 970 (Level 3) on the CAA. Substitute this score with the “top-of-the range” grade eleven Level 3 Smarter Balanced Summative Assessments Mathematics score, which is 2717. Compare this score against the lowest grade eleven Level 3 Smarter Balanced Summative Assessments Mathematics score, which is 2628. The calculated distance is:

2717 ***minus*** 2628 = 89 (or 89 points above Standard)

**Step 4: Include the Assigned LOSS Scores (95 Percent Participation Rate Penalty)**

Because the LEA had a participation rate of 93 percent, it did not meet the federal 95 percent participation rate goal. Therefore, a LOSS is assigned for each student needed to bring the school’s participation rate up to 95 percent, which in this case is 145 students:

9,120 (total number of students needed to test to meet 95 percent) *minus* 8,975 (total number of students who tested) = 145 students, which results in adding a DFS of -348 for each student.

**Step 5: Calculate Status for the LEA, School, or Student Group**

1. First, add all of the distances calculated for each valid score in Steps 2 and 3. For instance, taking the distances calculated for Jerry, Dave, Agatha, Ahmed, Brian, and Tala above:

(-6) + (-84) + (10) + (-56) + (-1) + (89) = -48 points

1. Add in the 145 assigned DFS due to not meet the 95 percent participation rate goal.

-348 (assigned Mathematics DFS) x 145 (students needed to test) = -50,460

1. Divide total sum of distances (Step 5a) by the total number of students needed to meet the 95 percent goal. The calculated DFS without the penalty was 143,780.

(143,780 [DFS without penalty] minus 50,460 [assigned DFS]) ***divided by***9,120 (total number of students needed to test to meet 95 percent) = **10.232** which is rounded to **10.2 points**

The LEA’s average DFS for Status is 10.2 points above Standard.

**Step 6: Calculate Change**

In order to calculate Change, the prior year Status must be used. The prior year Status for Peridot Unified was 5.217 points. Because Change is calculated *prior to rounding*, the calculation is:

* Current Year Status: 10.232 points above Standard
* Prior Year Status: 5.217 points above Standard
* Change Calculation: (Difference Between Current Year Status to Prior Year Status) 10.232 *minus* 5.217 = 5.015 which is rounded to 5.0 points

Peridot Unified increased by 5.0 points on the Mathematics Academic Indicator.

**Step 7: Determine Performance Level (Color)**

Based on the school’s Status and Change results, 10.2 points and 5.0 points respectively, the district’s Performance Level for the Mathematics Academic Indicator is Green as highlighted in the Mathematics five-by-five colored table below with a thick red border. Note that the SBE approved the use of grades 3–8 cut scores for unified school districts, which is why the **Mathematics Grades 3–8 five-by-five colored table** is used. (You can access all of the five-by-five colored tables on the CDE [Five-by-Five Colored Tables](http://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp) web page.)

**Table 10: Five-by-Five Colored Table Results for Example 2 (Peridot Unified)**

| Performance Level | Declined Significantly from Prior Year (by 15.1 points or more) | Declined from Prior Year (by 3.0 to 15.0 points) | Maintained from Prior Year (declined or increased by 2.9 points or fewer) | Increased from Prior Year (by 3.0 to 14.9 points) | Increased Significantly from Prior Year (by 15.0 points or more) |
| --- | --- | --- | --- | --- | --- |
| Very High +35.0 points or more in Current Year | Green | Green | Blue | Blue | Blue |
| High 0.0 to +34.9 points in Current Year | Green | Green | Green | Green | Blue |
| Medium -0.1 to -25.0 points in Current Year | Yellow | Yellow | Yellow | Green | Green |
| Low -25.1 to -95.0 points in Current Year | Orange | Orange | Orange | Yellow | Yellow |
| Very Low -95.1 points or fewer in Current Year | Red | Red | Red | Orange | Orange |

### Frequently Asked Questions

This section covers some of the commonly asked questions by LEAs. For a more comprehensive list of questions and answers, please refer to the CDE [Academic Indicator FAQs](https://www.cde.ca.gov/ta/ac/cm/dbacadfaq.asp) web page.

1. **Is the participation rate calculated for student groups?**

Yes. The participation rate is calculated at the LEA, school, and student group levels. The same calculation and business rules apply to all three levels.

1. **Is the participation rate reported on the Dashboard?**

No. However, participation rates are available on the CDE [School Dashboard Additional Reports and Data](https://www6.cde.ca.gov/californiamodel/) web page – select the participation rate report.

1. **I don’t see science test results included in the Academic Indicators. Why?**

The 2024 Dashboard will introduce the new Science Indicator to measure student results on the California Science Test and CAA for Science. The SBE has determined that the Science Indicator will be separate from the Academic Indicators at this time.

1. **I heard that parent opt outs did not impact a school’s Academic Indicator results. Is this true?**

No. While California recognizes parent opt-out waivers as a reason not to test, the U.S. Department of Education does not recognize the waiver and requires 95 percent participation for all students. Unfortunately, parent opt-outs do not change the federal requirement and these students are **included in the denominator** of the participation rate and excluded from the numerator. In addition, if the school or district does not meet the federal 95 percent requirement, a penalty in the form of a LOSS will be applied.

1. **The CAASPP test completion rates and the Dashboard participation rates do not match. Is this an error?**

No. Under CAASPP, LEAs can access test completion rates, which are based on the *total* number of students who took the test at a given school. The participation rates for the Dashboard only includes students enrolled during the “accountability testing window”. This accountability window includes the application of grace periods, which hold an LEA/school harmless when there is inadequate time to administer the assessments. More on the differences between the CASSPP and the Dashboard are detailed at the beginning of this mini-guide. They are also available in the “Crosswalk Between the Dashboard and DataQuest” document available on the CDE [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/documents/dashboarddqcrosswalk.docx) web page.

1. **I have a student who enrolled after Fall Census day and therefore is not continuously enrolled to be included in the DFS. Do I still need to test the student?**

Yes. California *Education Code*Section 60641(a)(1) requires that the tests “…are scheduled to be administered to all pupils” and Title 5 Regulations Section 851(a) requires that “…LEAs shall administer the achievement tests”. Therefore, regardless of when the students enroll at the LEA or if the final score will be included in the DFS calculation, LEAs are required to test their students.

1. **Why are my completion reports on the Test Operations Management System (TOMS) not the same as my participation rate on the Dashboard?**

The TOMS reports provide insight into the students who have taken part in the assessments in “real-time”. However, the Dashboard does not use the same inclusion and exclusion rules and does not receive any testing data until September/October. Therefore, the Dashboard participation rate and the TOMS completion reports can be the same or different depending on the student.

1. **Will the aggregated growth score ever factor into a school's Academic Indicators on the Dashboard? Does it seem likely that growth scores will replace DFS as the state's measure of growth for each LEA?**

Action would need to be taken by the SBE to add growth scores to the Academic Indicators on the Dashboard, or to replace DFS with any other measurement such as growth scores.

### Next Steps for the Academic Indicators

##### Growth Model

Since 2015, California has invested significant time and effort in developing a student-level growth model that is valid, reliable, and fair. The release of the 2024 results will allow the SBE to begin conversations about how growth data may be incorporated into the Dashboard and support determinations for the state and federal accountability systems. For further information, please refer to the CDE [Growth Model](https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp) web page.

### Local Data Sources

Another critical resource for LEAs is their own local data as it reflects an up-to-date picture of current students. Here are several local sources that can be considered for use:

* Student Score Data Files in the Test Operations Management System (TOMS).
* Any local assessment data files if local assessments were administered.
* LEA, school, and student group CAASPP results.

### Appendix A

#### Scale Score Ranges for the Smarter Balanced Summative Assessments for 2020–21 and Forward

English Language Arts/Literacy

| **Grade** | **Minimum Scale Score** | **Maximum Scale Score** | **Achievement Level Scale Score Range for Standard Not Met** | **Achievement Level Scale Score Range for Standard Nearly Met** | **Achievement Level Scale Score Range for Standard Met** | **Achievement Level Scale Score Range for Standard Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 2115 | 2650 | 2115–2366 | 2367–2431 | 2432–2489 | 2490–2650 |
| 4 | 2140 | 2690 | 2140–2415 | 2416–2472 | 2473–2532 | 2533–2690 |
| 5 | 2200 | 2730 | 2200–2441 | 2442–2501 | 2502–2581 | 2582–2730 |
| 6 | 2230 | 2770 | 2230–2456 | 2457–2530 | 2531–2617 | 2618–2770 |
| 7 | 2260 | 2810 | 2260–2478 | 2479–2551 | 2552–2648 | 2649–2810 |
| 8 | 2290 | 2850 | 2290–2486 | 2487–2566 | 2567–2667 | 2668–2850 |
| 11 | 2300 | 2900 | 2300–2492 | 2493–2582 | 2583–2681 | 2682–2900 |

Mathematics

| **Grade** | **Minimum Scale Score** | **Maximum Scale Score** | **Achievement Level Scale Score Range for Standard Not Met** | **Achievement Level Scale Score Range for Standard Nearly Met** | **Achievement Level Scale Score Range for Standard Met** | **Achievement Level Scale Score Range for Standard Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 2190 | 2660 | 2190–2380 | 2381–2435 | 2436–2500 | 2501–2660 |
| 4 | 2205 | 2700 | 2205–2410 | 2411–2484 | 2485–2548 | 2549–2700 |
| 5 | 2220 | 2740 | 2220–2454 | 2455–2527 | 2528–2578 | 2579–2740 |
| 6 | 2235 | 2780 | 2235–2472 | 2473–2551 | 2552–2609 | 2610–2780 |
| 7 | 2250 | 2820 | 2250–2483 | 2484–2566 | 2567–2634 | 2635–2820 |
| 8 | 2265 | 2860 | 2265–2503 | 2504–2585 | 2586–2652 | 2653–2860 |
| 11 | 2280 | 2900 | 2280–2542 | 2543–2627 | 2628–2717 | 2718–2900 |

### Appendix B

#### Scale Score Ranges for California Alternate Assessments

English Language Arts/Literacy and Mathematics

| **Grade** | **Minimum Scale Score** | **Maximum Scale Score** | **Achievement Level Scale Score Range for Level 1** | **Achievement Level Scale Score Range for Level 2** | **Achievement Level Scale Score Range for Level 3** |
| --- | --- | --- | --- | --- | --- |
| 3 | 300 | 399 | 300–344 | 345–359 | 360–399 |
| 4 | 400 | 499 | 400–444 | 445–459 | 460–499 |
| 5 | 500 | 599 | 500–544 | 545–559 | 560–599 |
| 6 | 600 | 699 | 600–644 | 645–659 | 660–699 |
| 7 | 700 | 799 | 700–744 | 745–759 | 760–799 |
| 8 | 800 | 899 | 800–844 | 845–859 | 860–899 |
| 11 | 900 | 999 | 900–944 | 945–959 | 960–999 |

### Appendix C: Descriptive Text for Images in Guide

This section contains the descriptive text to the images presented throughout this guide to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

**[Figure 1](#Figure3) : Figure 1: How to Determine the Accountability Testing Window when Start and End Date is 1 to 14 Calendar Days**

This image reflects how the accountability testing window is determined for the participation rate. The larger testing window is the window selected by LEAs. The testing window for the Dashboard starts when the first student at the school (or track) takes the test (either CAT or PT) and is identified by a purple arrow pointing to the testing window. Once this smaller window is determined, if the start of this window to the end of the window is one to 14 calendar days, then no grace periods are applied. Rather, all of the days after the first student takes the test is the accountability testing window, which is illustrated by a blue brace.

**[Figure 2](#Figure4): Figure 2: How to Determine the Accountability Testing Window when Start and End Date is 15 to 30 Calendar Days**

This image reflects how the accountability testing window is determined for the participation rate. The larger testing window is the window selected by LEAs. The testing window for the Dashboard starts when the first student at the school (or track) takes the test (either CAT or PT) and is identified by a purple arrow pointing to the testing window. Once this smaller window is determined, if the start of this window to the end of the window is 15 to 30 calendar days, then one ending grace period is applied at the end as identified through the orange dotted brace. The days between when the first student takes the test to the ending grace period is the accountability testing window, which is illustrated by a blue brace.

**[Figure 3](#Figure5): How to Determine the Accountability Testing Window when Start and End Date is 31 or More Calendar Days**

This image reflects how the accountability testing window is determined for the participation rate. The larger testing window is the window selected by LEAs. The testing window for the Dashboard starts when the first student at the school (or track) takes the test (either CAT or PT) and is identified by a purple arrow pointing to the testing window. Once this smaller window is determined, one beginning grace period and one ending grace period are applied at the ends as identified through orange dotted braces. What is left in between the grace periods is the accountability testing window, which is illustrated by a blue brace.

**[Figure 4](#Figure6): How is the DFS Calculated for Each Student**

This image shows the Smarter Balanced scale score ranges for each level ranging from: 2200, 2455, 2528, 2578, and 2740. Level 3 is shaded to note that the range of this level is from 2528 to 2578. The student’s score is depicted with a circle between 2455 and 2528. A triangle with the letters DFS is placed between the student’s score and the lowest range for Level 3. This is to show that the DFS reflects “the distance” between the student’s score and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3).

**[Figure 5](#Figure7): Calculating the Average DFS for a LEA, School, or Student Group**

This image reflects six students standing in a row. Each student’s DFS is shown below, which are (from left to right): -12, +18, +10, +12, -6, and +8. The right side of the image reflects the calculation formula which adds all the DFS and then divide by 6. This results in 5 points.