# 2024 Dashboard On-Demand Session: Suspension Rate Indicator Notetaking Guide

California Department of Education | January 2024

## California School Dashboard On Demand

* This year, each indicator and some additional accountability information will have on-demand videos available to watch at any time.
* On-demand videos are available before the Dashboard is published.
* The 2024 Suspension Rate Indicator on-demand video associated with this notetaking guide can be found on the California Department of Education (CDE) Dashboard Communications Toolkit web page under the On-Demand Dashboard Sessions section at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>.

## Agenda

* Overview of the Dashboard
* The Suspension Rate Indicator
* Differences between DataQuest and the Dashboard
* Frequently Asked Questions​ (FAQs)
* Need additional help with the Suspension Rate Indicator?
* General Rules about the Dashboard
* Contact Us​

## Overview of the Dashboard

### Dashboard

The Dashboard is an online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The performance of multiple state and local measures makes up California’s accountability system.

The goal of the Dashboard is to help communities across the state access important information about students in transitional kindergarten through grade twelve (K–12).

### Dashboard State Indicators

* Academic Indicators
	+ English language arts/literacy (ELA)
	+ Mathematics
* English Learner Progress Indicator (ELPI)
* Chronic Absenteeism Indicator
* Graduation Rate Indicator
* Suspension Rate Indicator
* College/Career Indicator (CCI)\*
* Science Indicator

\* Note, CCI is back to reporting Status and Change on the 2024 Dashboard

### Measurement of Performance

The measurement of performance for LEAs, schools, and student groups on the Dashboard is done by looking at two years of data:

* Current year data equals Status.
* A comparison between the current and prior year data equals Change.

It is the combination of Status and Change that determines color performance on the Dashboard and is designated by receiving a color, ranging from Red at the lowest Performance Level to Blue at the highest Performance Level.



### 2024 Dashboard Updates

There have been a few changes to the Dashboard since the 2023 Dashboard:

* College/Career Indicator will report Status and Change on the 2024 Dashboard. Last year the CCI only had one year of data, and it was reported as status only with no performance color. For the 2024 Dashboard, as we now have two years of data, performance levels or colors will be displayed.
* Science will be added as its own indicator and will appear for informative purposes only.
* Long Term English Learners (LTELs) will be added as a 14th student group. EL students are defined as EL students who have not been reclassified as fluent-English proficient within seven years will be included in the LTEL student group.
* CDE will release the initial set of 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.

## Suspension Rate Indicator

### What Is the Suspension Rate Indicator?

* The suspension rate indicator represents the percentage of students who have been suspended for at least one full school day.
* This indicator includes all students from Transitional kindergarten through grade twelve enrolled for at least one day. This is also sometimes called cumulative enrollment.
* The Suspension Rate Indicator uses discipline data submitted by LEAs for the End-of-Year (EOY) 3 collection.

### What Is the Suspension Rate Formula?

* **Numerator:** the number of students who have been suspended for at least one full day
* **Denominator:** all students who were enrolled for at least one day at any time during the school year, which is also known as “cumulative enrollment"

### Who Counts as a Suspended Student?

* Students are counted as suspended if they are suspended for at least one cumulative day.
	+ They are not counted as suspended if they have cumulative suspensions that add up to less than one day.
	+ Students suspended multiple times or for multiple days are only counted once in the rate calculation.
* The suspension rate calculation includes both in-school **and** out-of-school suspensions. These are labeled in the California Longitudinal Pupil Achievement Data System (CALPADS) as Discipline Codes 100 and 110.
* Discipline incidents are reported by LEAs. The discipline incidents are taken from the Student Incident (SINC) and Student Incident Result (SIRS) files.

### Suspension Rate—Reverse Goal

* For most of the other state indicators, the desired outcome is to have a high percentage in the current year with a “high” Status level. However, for the Suspension Rate Indicator, the desired outcome is reversed, and the goal is to achieve a low suspension rate.
* The color Performance Levels are the same as the other indicators with Red being the lowest Performance Level and Blue being the highest Performance Level.

### Suspension Rate Indicator on the Dashboard

* The Suspension Rate Indicator will report Status and Change on the 2024 Dashboard. This means it will have the colored banner across the top of the card as well as the Performance Level or color in the form of the gauge and the color explicitly written out.
* Additionally, we will determine the current year Status and whether the Status has changed from the year prior.
* The equity report shows the number of student groups in each of the Performance Levels or colors for that particular school or LEA. This top-level report can assist schools and LEAs in looking at student group inequities that may be occurring.
* At the very bottom of the baseball cards, there is a link to view more details which provides more specific student group information and trends in data over time, when available.

Image 1: An Example for a Suspension Rate Baseball Card



#### Description of Suspension Rate Baseball Card

For the Suspension Rate baseball card, the Performance Level is Green, with the gauge pointed to the green section. It shows the reporting for Status and Change. In this example, 2.6 percent of students were suspended at least one day, a rate that had declined 1.9 percent from the previous year. Next, the equity report reports the number of student groups in each color. In this example, there are zero student groups in Red and Orange, 5 student groups in Yellow, 3 student groups in Green, and 1 student group in Blue. Finally, there is a link to view more details, which provides more specific student group information.

### Six Sets of Suspension Cut Scores

* The Suspension Rate Indicator is based on multiple distributions because the suspension data varies widely among LEA type (elementary, high, and unified) and school type (elementary, middle, and high).
* This means that there are six different sets of cut points:
	+ Three sets based on LEA-type distributions (Elementary School, High School, and Unified Districts)
	+ Three sets based on school-type distributions (Elementary, Middle, and High Schools)
		- K–12 schools use Unified School District cut scores
* Cut scores can be found on the CDE Five-by-Five Colored Tables web page: <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp>

### Five-by-Five Tables

Each of the indicators has a five-by-five colored table since each of the indicators will have respective Status and Change cut scores. The final Performance Level or color is assigned by combining their Status level, found in the header column (Very Low, Low, Medium, High, and Very High in the current year), and the Change level, found in the header row (Increased Significantly, Increased, Maintained, Declined, and Declined Significantly from the prior year). As a reminder, Very Low is the desired outcome for the Suspension Rate Indicator; and therefore, will receive the color Blue.

Five-by-five colored tables and cut scores are available for each of the indicators on the CDE Five-by-Five Colored Tables web page at <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp>.

Table 1. Five-by-Five Colored Table for Suspension Rate Indicator

| PerformanceLevel | IncreasedSignificantly | Increased | Maintained | Declined | DeclinedSignificantly |
| --- | --- | --- | --- | --- | --- |
| Very Low | Yellow | Green | Blue | Blue | Blue |
| Low | Orange | Yellow | Green | Green | Blue |
| Medium | Orange | Orange | Yellow | Green | Green |
| High | Red | Orange | Orange | Yellow | Yellow |
| Very High | Red | Red | Red | Orange | Yellow |

### Three-by-Five Tables

Select LEAs and schools with small populations are more susceptible to large swings in results from year to year. To account for this, a three-by-five table is applied when the N-size is less than 150 at the LEA, school, and student group levels​ for certain indicators.

​The three-by-five tables remove both the “Increased Significantly” and “Declined Significantly” Change levels from the Performance Level determinations. Small student populations will receive only one of **three Change levels**for the Graduation Rate Indicator, Suspension Rate Indicator, Chronic Absenteeism Indicator, and CCI.

The change levels are Increased​, Maintained​, and Declined​.

Table 2. Three-by-Five Colored Table for Suspension Rate Indicator

| Performance Level | Increased | Maintained | Declined |
| --- | --- | --- | --- |
| Very Low | Green | Blue | Blue |
| Low | Yellow | Green | Green |
| Medium | Orange | Yellow | Green |
| High | Orange | Orange | Yellow |
| Very High | Red | Red | Orange |

### Automatic Assignment of Orange

* LEAs that did not certify their EOY 3 data will have their Status level automatically assigned **Orange** if they have 30 or more students cumulatively enrolled.
* LEAs submit the data for their schools as well, so the schools within the LEA will also be assigned **Orange**.

### Verifying Suspension Data

LEAs can validate their suspension data prior to certification using CALPADS Reports:

* 7.10 Incident results—Count to access summary results
* 7.12 Incident results—Student list to access student-level data

These reports are available starting in May and can be reviewed throughout the CALPADS EOY certification window. Further information about these reports can be obtained through the 2023–24 Handbook, Connecting CALPADS to the Dashboard. The handbook contains print screens to help you navigate through these reports and includes examples and questions to consider prior to certification. The 2023–24 handbook is available on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/caldashhandbook24.docx>

## Differences Between DataQuest and the Dashboard

Many schools and LEAs use both DataQuest and the Dashboard to understand their data. While both report suspension rates, there are differences in the way the data is calculated and reported. To simplify these differences, the table below highlights the differences between DataQuest and the Dashboard reports for the Suspension Rate Indicator.

Table 4. Differences Between DataQuest and Dashboard

| DataQuest | Dashboard |
| --- | --- |
| Any suspension length | Suspensions counted in numerator if aggregate is at least **one full day** |
| Non-public Schools (NPS) included in LEA reports | NPS **not** included in LEA reports |
| Use filters to include or exclude charter schools for authorizers | **Charter schools excluded** from authorizer’s results  |
| Students with Disabilities (SWDs) reported at District of Attendance | SWDs reported at **District of Residence** |

## FAQs

### If a student transfers from one school to another, do their suspensions follow them from school to school?

No. As with all state indicators, the data used for the Dashboard are based on the data generated at each district or school. An LEA or school does not inherit another LEA or school’s data. The only instance of data inherited by another LEA is with the application of the District of Residence rule.

### A student was suspended for five full days. Are each of these suspension days counted in the suspension rate?

No. The suspension rate is based on the number of students who were suspended at least one day during the school year. A student who is suspended multiple days is only counted as suspended once. Does the suspension rate for the Dashboard only use “out-of-school” suspensions?

No. Both “in-school” and “out-of-school” suspensions are counted as suspensions in the rate. These are listed as discipline codes 100 and 110. Expulsions are not included in the suspension rate.

### Is Transitional Kindergarten (TK) included in the Suspension rate?

Yes. Since transitional kindergartner is the first year of a two-year kindergarten program, TK students are included within the Dashboard as kindergarteners.

### How can I check or verify my suspension rate?

Discipline incidents (or events) committed by students are recorded by LEAs in the CALPADS. These discipline incidents are taken from the SINC and SIRS files. The base of students that determines the denominator of the suspension rate are those students who are cumulatively enrolled at the school or LEA. Enrollment data is taken from the CALPADS Student Enrollment file.

All files are part of the CALPADS EOY 3 data collection and can be viewed in CALPADS extracts.

The 2023–24 Handbook, Connecting CALPADS to the Dashboard is a user-friendly tool filled with print screens to help navigate CALPADS reports related to the Dashboard state indicators, including suspension rate. The handbook can be found on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/caldashhandbook24.docx>.

## Need Additional Help with the Suspension Rate Indicator?

Extra resources include the following web pages:

* CDE Suspension Rate Indicator web page: <https://www.cde.ca.gov/ta/ac/cm/dashboardsusp.asp>
* The California School Dashboard Technical Guide has been divided into mini-guides. The suspension mini-guide can be found on the 2024 Dashboard Technical Guide web page:

<https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp>

* CDE School Dashboard Additional Reports web page: <https://www6.cde.ca.gov/californiamodel/>
	+ The suspension rate data include the
		- number of students counted as suspended;
		- percentage of students counted as suspended; and
		- number of students included in the denominator (cumulative enrollment).
	+ School or student group comparison through the tables provided.

## General Rules About the Dashboard

### A Rule About Charter Schools

Since charter schools are treated as LEAs under the Local Control Funding Formula, their data are not included in their authorizer’s Dashboard report. This includes both direct and locally funded charters.

DataQuest reports have the toggle option to either include or exclude charters from the district reports.

### Dashboard for 30 or More Students

* Performance Level (color) gauge graphic displayed
* Status and Change reported
* Held accountable for support determinations

### Dashboard for 11 to 29 Students

* Performance Level (color) graphic greyed out
* Status and Change reported
* Not held accountable for support determinations

### Dashboard for Fewer than 11 Students

* Performance Level (color) graphic greyed out
* Status and Change not reported
* Not held accountable for support determinations

### Exception: Foster Youth, Homeless, and Long-Term English Learners (LTELs)

LEAs with at least 15 students in the current and prior year will receive a Performance Level (color) for Homeless, Foster Youth, and LTELs only.

Charter schools are treated as schools and still require the 30 students to receive a Performance Level (color).

### District of Special Education Accountability

The District of Special Education Accountability (DSEA) rule is applied to all available state indicators for Students with Disabilities (SWDs) who receive special education services at another district or county office of education. These students will be “sent back” to the district of residence or DSEA and included in the DSEA’s Dashboard.

For example, the district where the student geographically resides is held accountable for the student’s graduation outcomes, and that data is included in the district of residence’s Graduation Rate Indicator.

Please note that this rule applies to LEAs only. All schools, including charter schools, are held accountable for all SWDs.

For more information, refer to the “District of Residence Rule” flyer under the Additional Flyers and Information section on the CDE Dashboard Communications Toolkit web page <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>.

## Contact Us

* Email: dashboard@cde.ca.gov
* Follow us on X (formerly Twitter): [@CDEDashboard](https://twitter.com/cdedashboard)