



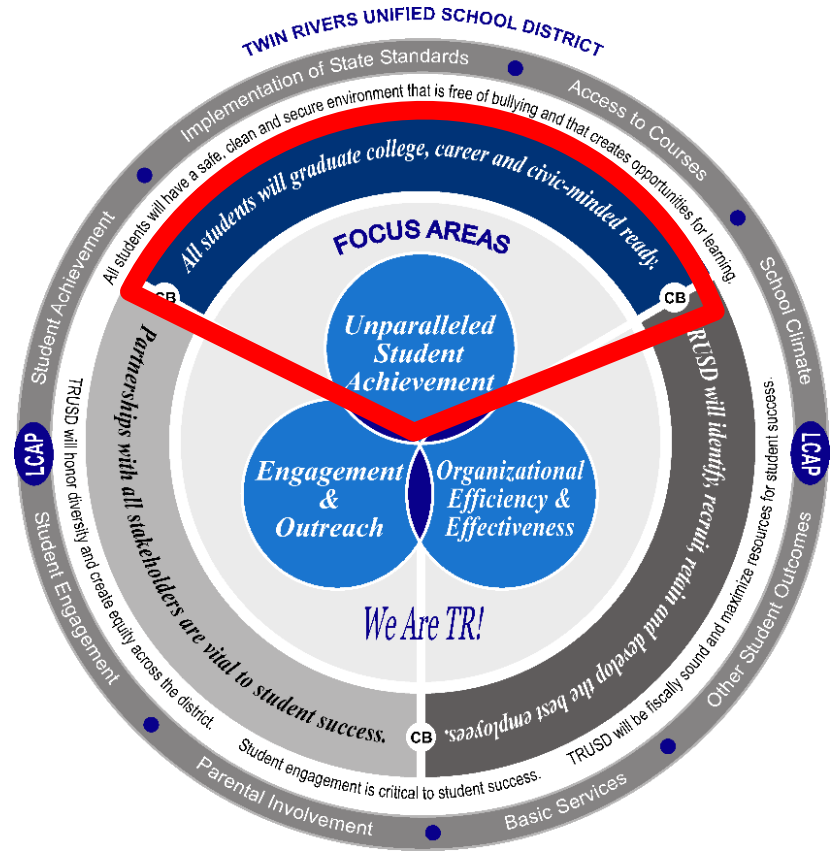
# California Schools Dashboard Update

Dr. Kristen Coates, Associate Superintendent,  
School Leadership

Barbara Schiffner, Executive Director  
Information and Educational Technology Services  
December 10, 2019

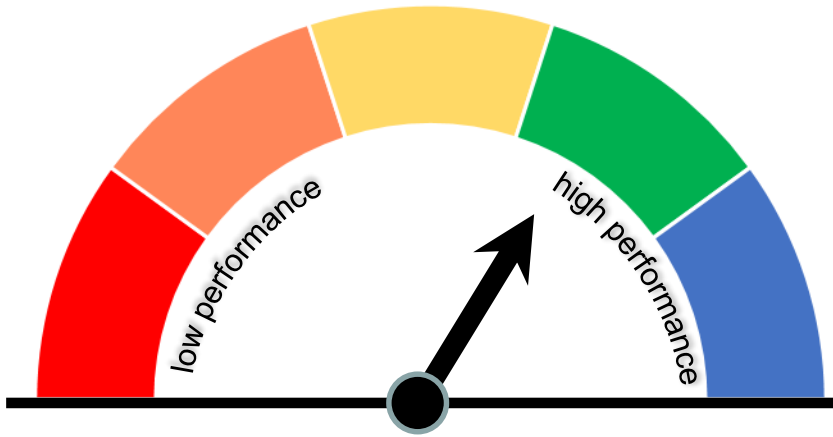
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A horizontal collage of eight images. From left to right: 1. A close-up of a smiling young Black boy. 2. A young girl with curly hair looking through a microscope. 3. A young girl with dark hair smiling while holding a yellow pencil. 4. A close-up of a smiling young boy with short brown hair. 5. A teacher in a pink sweater leaning over a desk, assisting three students (two girls and one boy) with their work. 6. A close-up of a smiling young girl holding a book. 7. A smiling young woman with long brown hair in pigtails, wearing a school uniform, holding a globe.

# What is the California School Dashboard?



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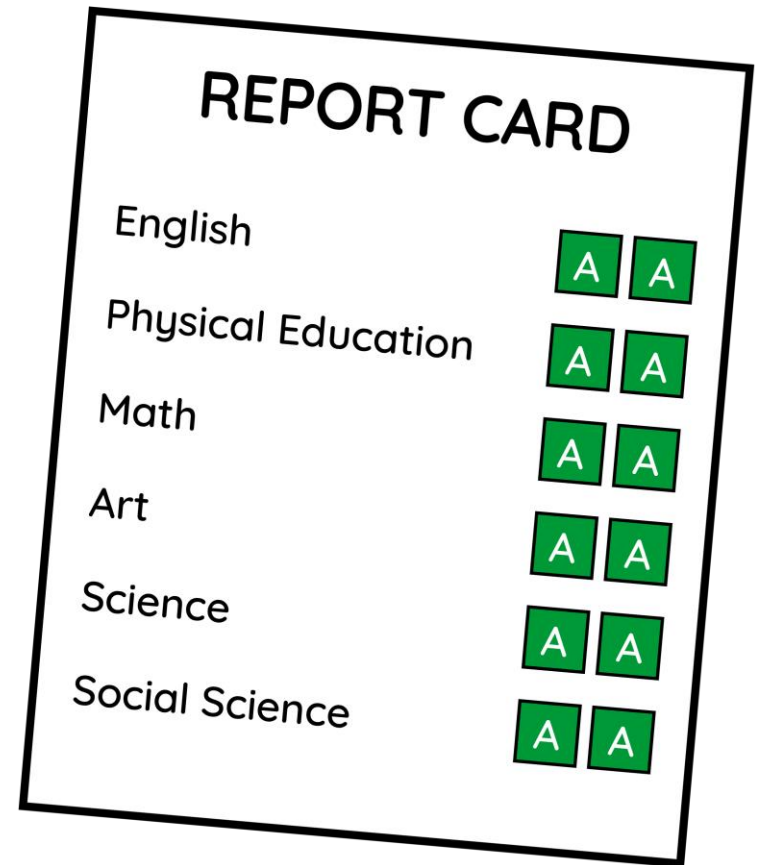




# Why is the California School Dashboard Important?

The Dashboard is like a report card for our schools and school districts, the Dashboard:

- gives families and the community information about how each of our schools and our school districts is doing
- identifies schools and school districts that may need extra support
- establishes common standards and expectations for all schools and districts
- focuses attention on 8 State Priorities
- informs annual planning processes

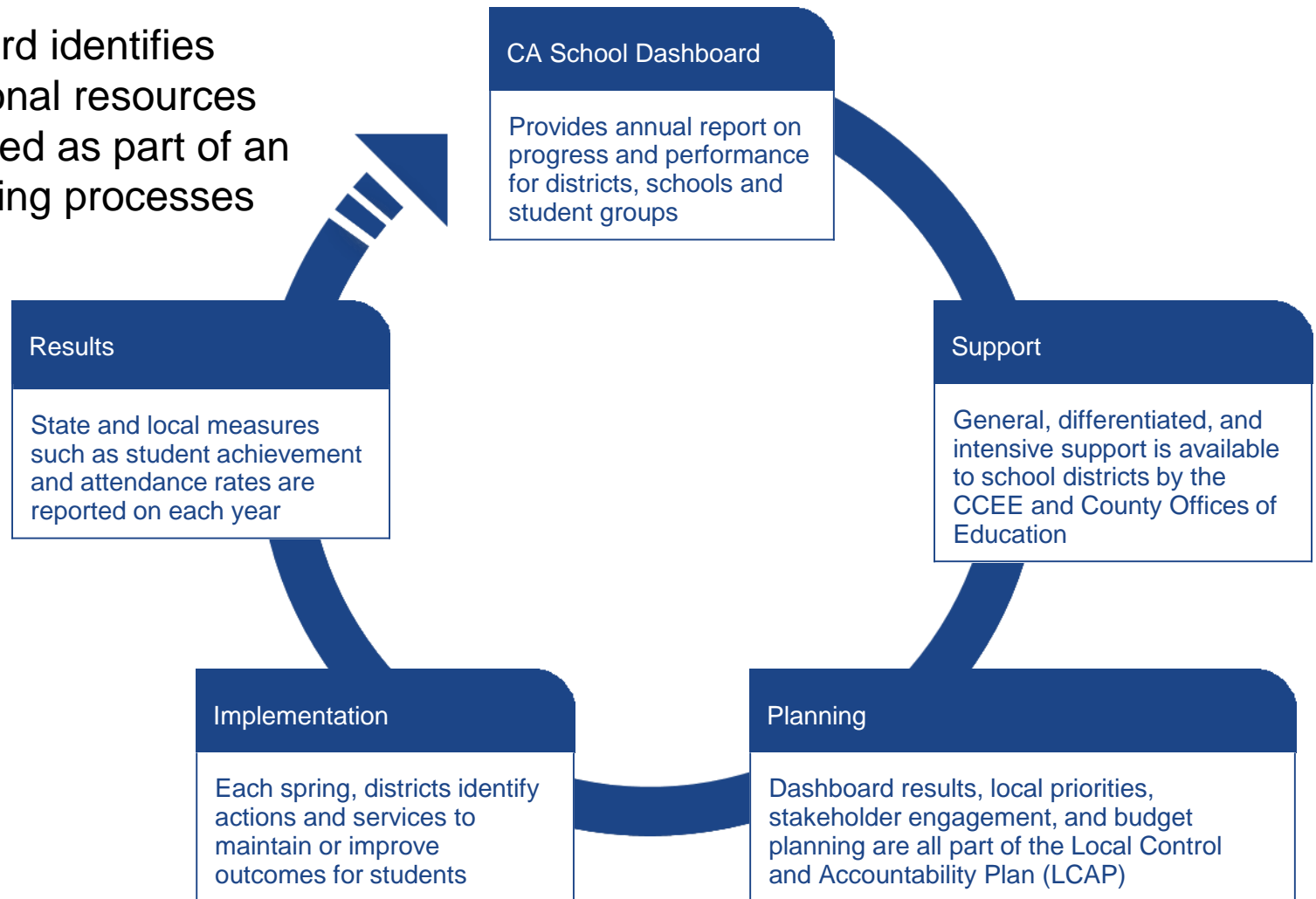


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The dashboard identifies where additional resources may be needed as part of an annual planning processes



# There are 8 State priorities, organized into 3 categories

The 8 priorities are structured into 3 focus areas:

## A. Conditions of Learning

1. Basic services
2. Implementation of State standards
3. Course access

## B. Engagement

4. Parent engagement
5. Pupil engagement
6. School climate

## C. Pupil Outcomes

7. Pupil achievement
8. Other pupil outcomes

These same priority areas are used throughout the Local Control and Accountability Plan (LCAP) to focus school district actions, services, and budgets.



# The State Indicators are shown below with Icons along with the local indicators for each of the 8 State priorities

## 1. Basic Services and Conditions at School

*Measured  
by  
local indicator*

## 2. Implementation of State Academic Standards

*Measured  
by  
local indicator*

## 3. Parent Engagement

*Measured  
by  
local indicator*

## 4. Student Achievement



**Academic Achievement  
and**



**English Learner  
Progress**

## 5. Pupil Engagement



**Graduation Rate  
and**



**Chronic Absenteeism**

## 6. School Climate

*Measured  
by  
local indicator  
and*



**Suspension Rate**

## 7. Access to Broad Course of Study

*Measured  
by  
local indicator*

## 8. Outcomes in a Broad Course of Study



**College/Career  
Readiness**

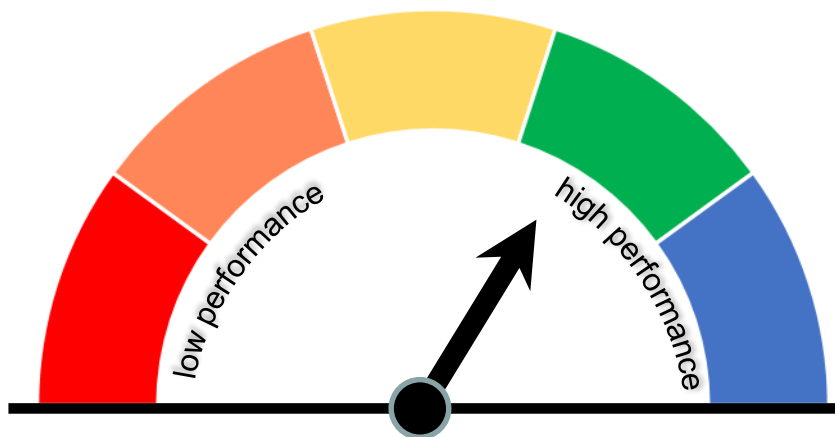
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# How does the dashboard measure performance?

## State Indicators



Colors are used to rate performance with blue being the highest and red being the lowest

## Local Indicators

School districts report their status for each local indicator and then upload the results to the state website.

Local Indicators have 3 possible ratings: “Met,” “Not Met” or “Not Met for 2 years.”

We'll start by looking at the results for our local indicators and then spend most of the presentation looking at the State Indicator results

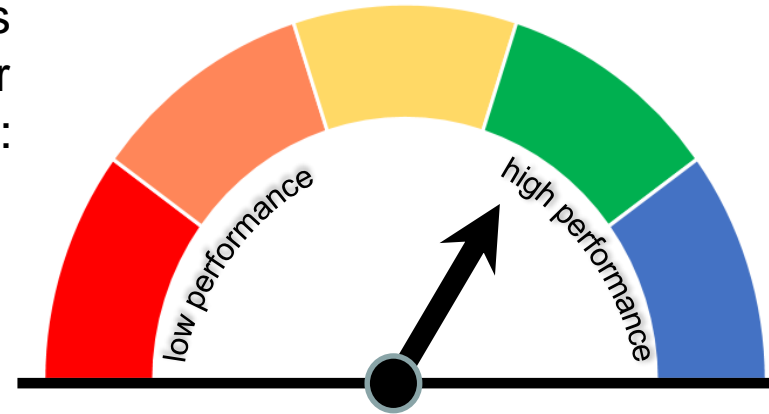
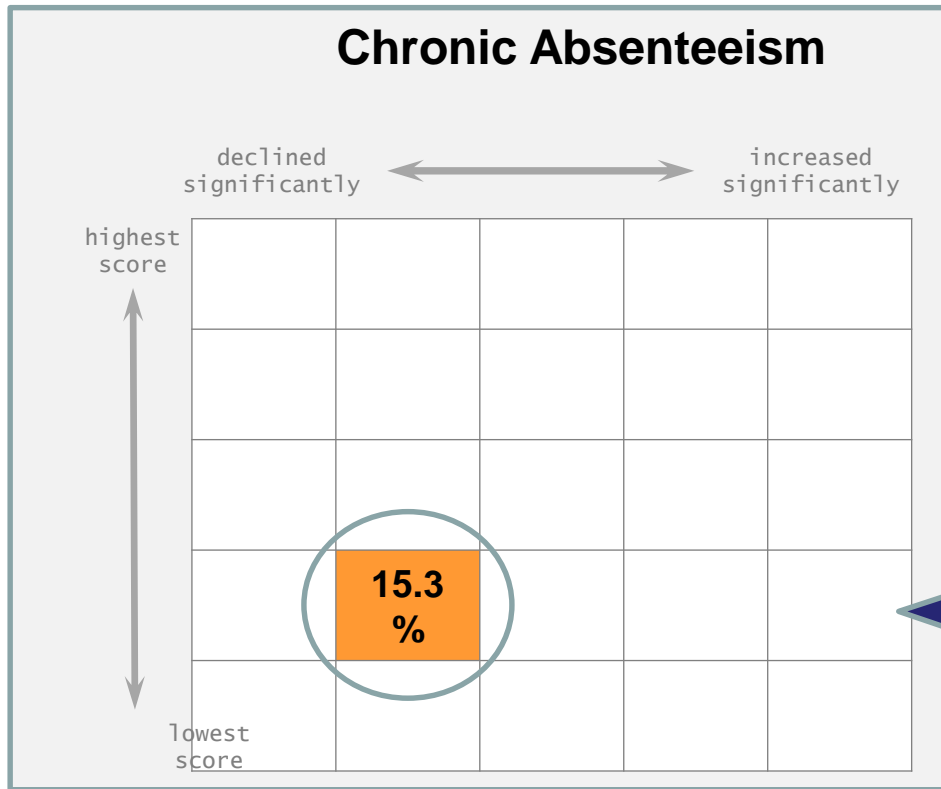
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# How are the State Indicators scored?

Each District gets rated based on the current results and how the results changed from the previous year using a five-by-five matrix like the one shown below:



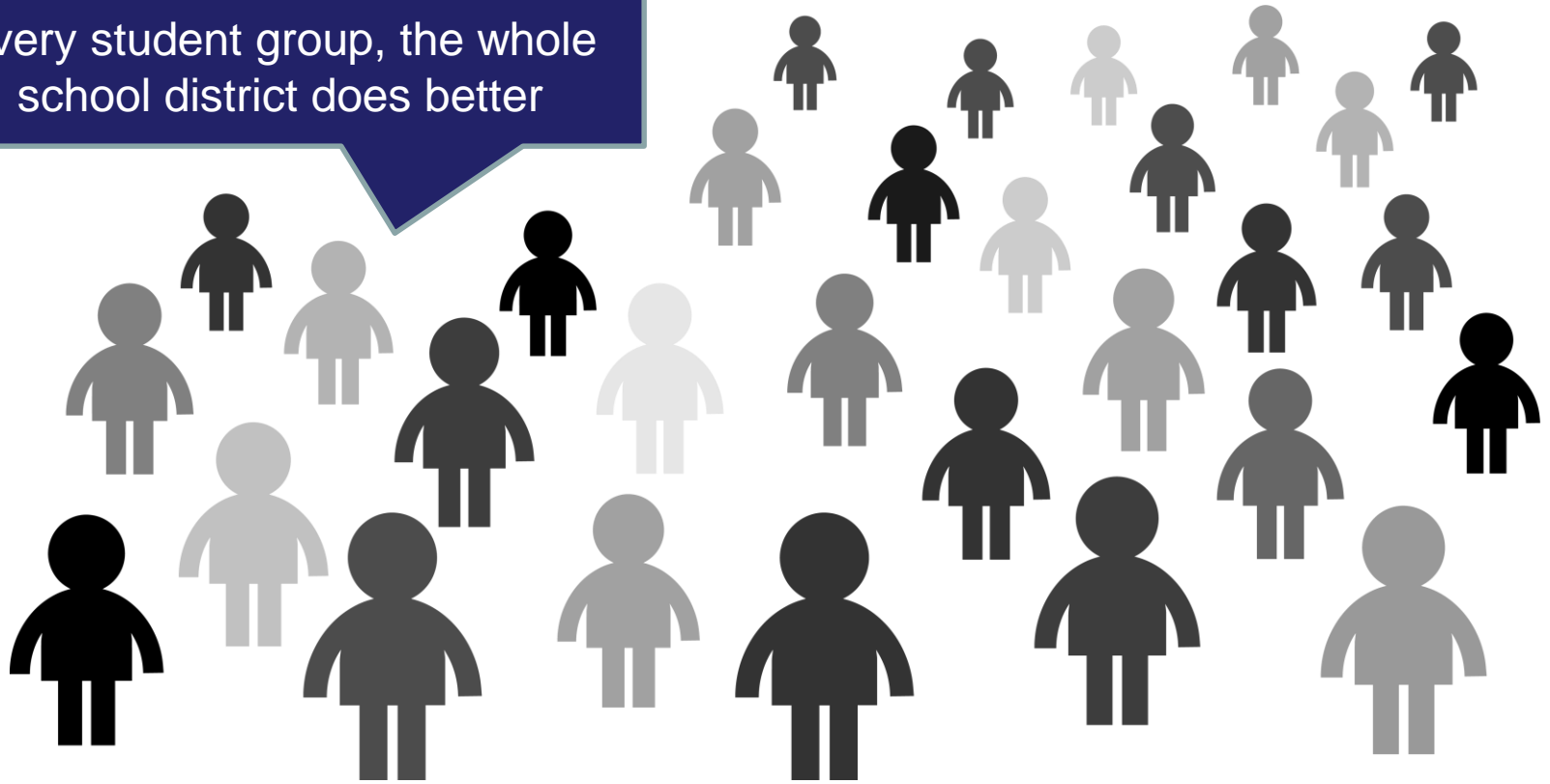
For Twin Rivers, the Chronic Absentee rate increased from 14.2% to 15.3%. Because the score increased only 1.1% the color indicator is orange.

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School districts are made up of students with diverse needs.  
The Dashboard ensures that we focus on all of our students.

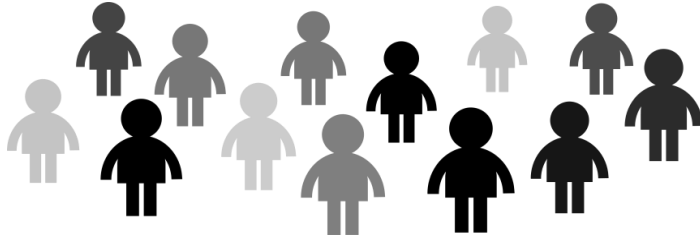
When we focus on the needs of  
every student group, the whole  
school district does better



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# 13 student groups are measured as part of the Dashboard, because every student matters



On the following pages, each of our student group ratings will be presented in a bar below the overall rating using the same five color scale

Each District gets an **OVERALL** rating and a rating **for EACH STUDENT** group listed below, as long as there are at least 30 students enrolled:

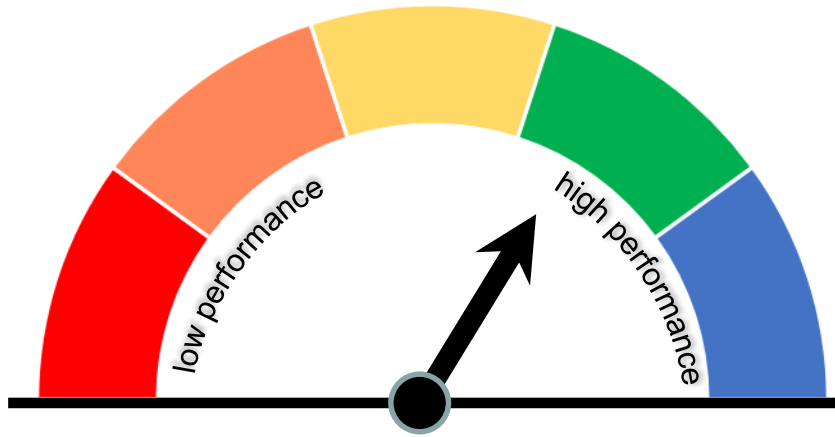
1. African American
2. American Indian/Native Alaskan
3. Asian
4. Filipino
5. Hispanic/Latino
6. Native Hawaiian/Pacific Islander
7. Two or More Races
8. White
9. English Learners
10. Socio-economically Dis-advantaged
11. Foster Youth
12. Homeless Youth
13. Students with Disabilities

African American	American Indian/ Native Alaskan	Asian	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two Or More Races	White	English Learners	Socio-economically Dis- advantaged	Foster Youth *	Homeless Youth *	Students With Disabilities
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# How did Twin Rivers Unified School District score on the Dashboard?



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# We met all of the local indicators

Basic Conditions of Learning (Priority 1)



Implementation of State Academic Standards (Priority 2)



Parent and Family Engagement (Priority 3)



School Climate (Priority 6)



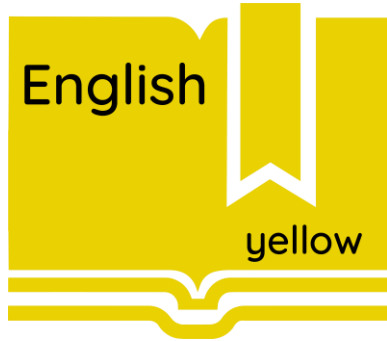
Access to a Broad Course of Study (Priority 7)



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# Ratings for Academic Achievement in English Language Arts



2019 Status  
38.3 points below standard

Change from 2018  
Increased 5.8 percentage points

Our district would have scored the GREEN performance status if our distance from standard were 33.3 points higher

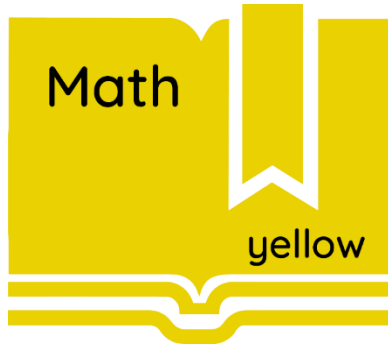
African American	American Indian/ Native Alaskan	Asian	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two Or More Races	White	English Learners	Socio-economically Dis-advantaged	Foster Youth	Homeless Youth	Students With Disabilities
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Our Filipino students performed the best. Our American Indian/Native Alaskan, English Learners, and Students with Disabilities performed lower other students groups.

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# Ratings for Academic Achievement in Math



2019 Status  
65.6 points below  
standard

Change from 2018  
Increased 3.2 percentage  
points

Our district would have scored  
the GREEN performance status if  
our distance from standard were  
40.6 points higher

African American	American Indian/ Native Alaskan	Asian	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two Or More Races	White	English Learners	Socio-economically Dis-advantaged	Foster Youth	Homeless Youth	Students With Disabilities
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None of our student groups stood out with high performance or with very low performance this school year on the Math indicator.

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# Ratings for English Language Progress



2019 Status  
43.3% making  
progress towards  
English Language  
proficiency

If 73 more students had made progress towards English Language proficiency, our Progress Level would have been "Medium."

2019 Progress Level  
Low

There are no color indicators for the English Learner Progress Indicator because there are only 2 years of ELPAC data and 3 years are needed to calculate change.

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# Ratings for Chronic Absenteeism



2019 Status  
15.3 points  
Chronically Absent

Change from 2018  
Increased 1.1 percentage  
points

Our district would have scored the YELLOW performance status if 293 fewer students had been chronically absent in 2019

African American	American Indian/ Native Alaskan	Asian	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two Or More Races	White	English Learners	Socio-economically Dis-advantaged	Foster Youth	Homeless Youth	Students With Disabilities
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Our Native Hawaiian/ Pacific Islander performed the best. Our African American, Foster Youth, Homeless Youth, and Students with Disabilities performed lower than the other student groups.

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# Ratings for Suspensions



2019 Status  
7.9 Suspension Rate

Change from 2018  
Decreased 0.6 percentage points

Last year 2,038 students were Suspended, if 881 fewer students had been suspended, our indicator would have been GREEN

African American

American Indian/  
Native Alaskan

Asian

Filipino

Hispanic/  
Latino

Native Hawaiian/  
Pacific Islander

Two Or  
More  
Races

White

English  
Learners

Socio-  
economically Dis-  
advantaged

Foster  
Youth

Homeless  
Youth

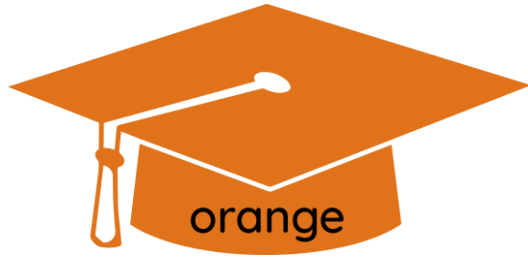
Students  
With  
Disabilities

Our Asian and Filipino students performed the best. Our American Indian/Native Alaskan, students with two or more races, and Foster Youth performed lower than other student groups.

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# Graduation Ratings



2019 Status  
85.3 points  
Above Standard

Change from 2018  
Decreased 1.1 percentage  
points

Last year 1,237 students graduated, if 2 more students had graduated, our indicator would have been YELLOW

African American	American Indian/ Native Alaskan	Asian	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two Or More Races	White	English Learners	Socio- economically Dis- advantaged	Foster Youth	Homeless Youth	Students With Disabilities
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Our Asian and Foster Youth performed the best. Our Homeless Youth performed lower than other student groups.

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# Ratings for College/Career Indicator



2019 Status  
29.1 points  
Above Standard

Change from 2018  
Increased 1.8  
percentage points

Last year 419 of our graduates were prepared for college/career. If 2 more students had been prepared, our indicator would have been YELLOW.

African American	American Indian/ Native Alaskan	Asian	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two Or More Races	White	English Learners	Socio- economically Dis- advantaged	Foster Youth	Homeless Youth	Students With Disabilities
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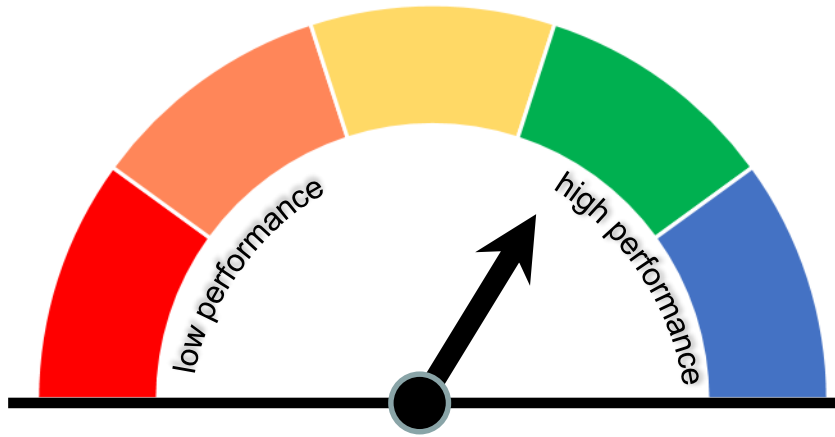
Our Asian students performed the best. Our Students with Disabilities performed lower than other student groups.

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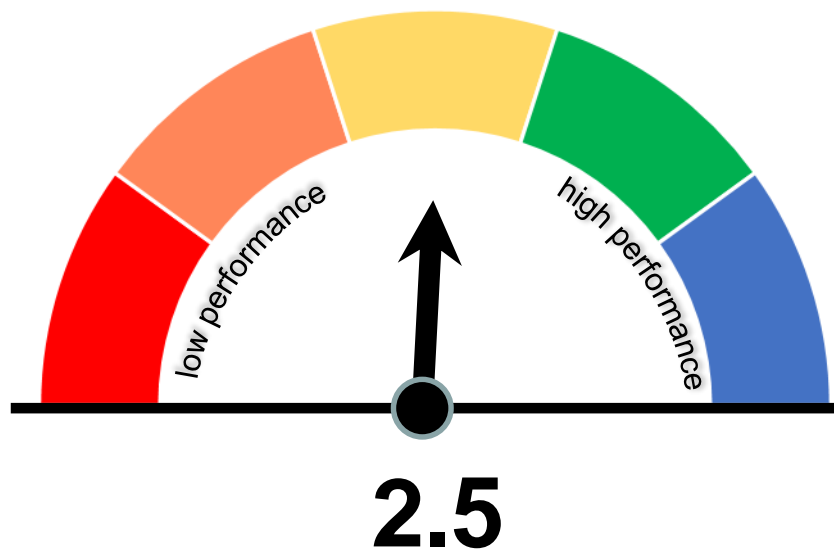
# What do the scores mean for Twin Rivers Unified School District?



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# What is our district's average color rating on the Dashboard?

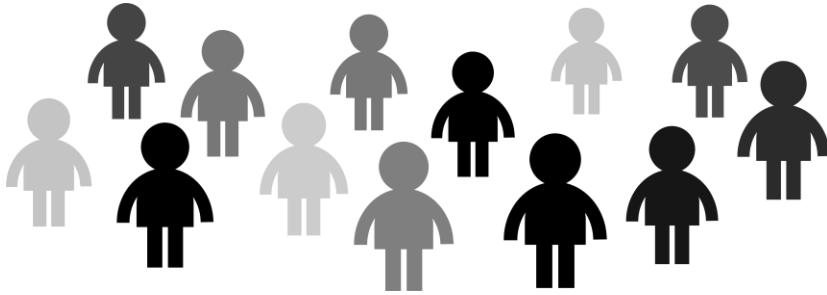


The State does not label the colors with value statements, but each color is given a numeric value from 1 to 5, which we can use to calculate an average score for the 7 metrics - **2.5** for our District this year

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# Which of our student groups need more support?



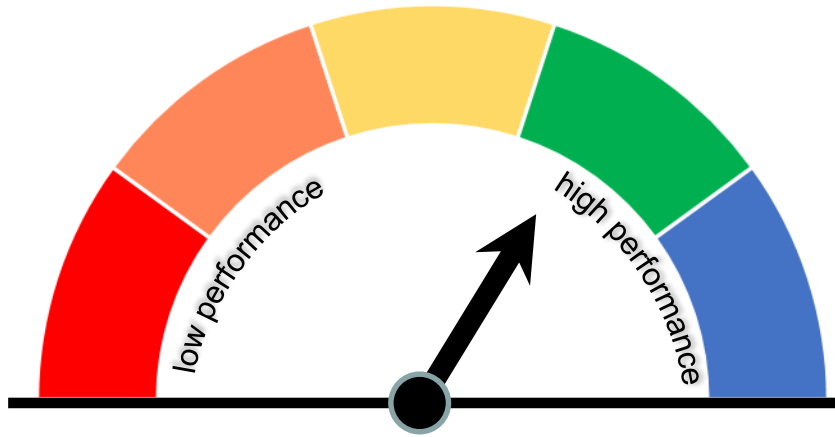
Our overall rating is highlighted below, student groups to the right have higher average scores in our district.

Students With Disabilities	American Indian/ Native Alaskan	Homeless Youth	African American	Two Or More Races	Foster Youth	English Learners	All Students	Hispanic/ Latino	Socio-economically Dis-advantaged	White	Native Hawaiian/ Pacific Islander	Asian	Filipino
1.7	1.8	2	2	2.2	2.3	2.3	2.5	2.5	2.5	2.7	2.8	3.2	2.5

The student groups to the left need more support because they have lower average scores on the Dashboard.

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# What happens next?

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# Next Steps



## Review the results:

- Identify opportunities to celebrate and areas for improvement
- Identify actions and services that led to these results



## Plan with the results:

- Use these results in our Local Control and Accountability Plan and School Plan for Student Achievement
- Identify areas where support is needed
- Monitor progress throughout the year

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# QUESTIONS?

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