

An Overview of the Dashboard and its Impact on Local Control and Accountability Plan Development

MUSD Board of Education Study Session

March 28, 2017

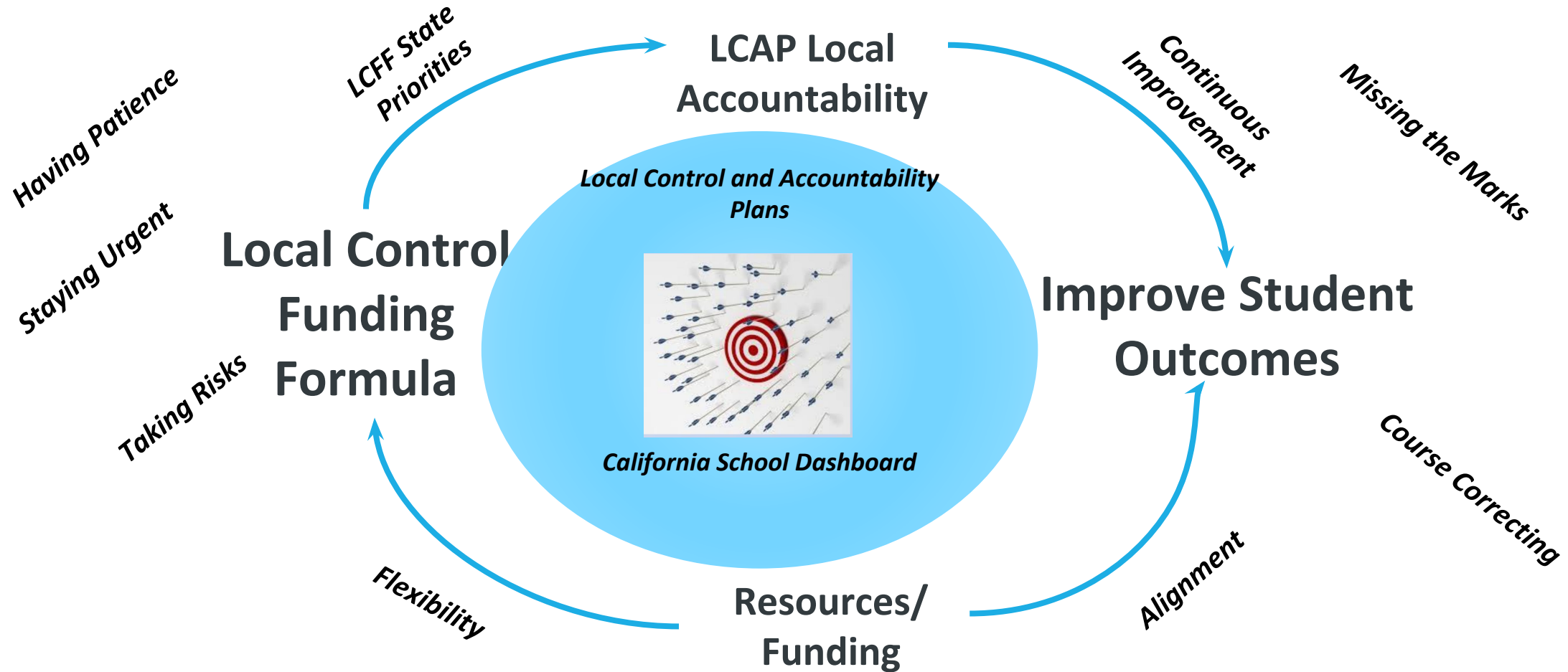
Objectives

- Understand key features of the California Dashboard
- Provide an opportunity to discuss our own data and ask questions
- Understand how the Dashboard data will inform the Local Control and Accountability Plan (LCAP).

What is the Dashboard?

A new **Integrated** web-based **Accountability and Continuous Improvement System** based on multiple measures aligned to state priorities and federal ESSA requirements.

Reforming California's Education Finance and Accountability System




The Local Control Funding Formula

- LCFF significantly changed how California provides funding to public schools.
- Local educational agencies (LEAs) receive:
 - A specific base grant based on Average Daily Attendance (ADA)
 - Additional apportionments on the basis of the number and concentration of unduplicated pupils (low income, English learners, homeless and foster youth)

Key Features and Principles of the Dashboard

State & Local Performance Indicators

State	Local
	<p>Met</p> <p>Not Met</p> <p>Not Met for Two or More Years</p>
Performance determined by state based on the 5X5 colored table	Performance determined by LEA based on state-created standards

Indicators by Priority Areas

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools Priority 1		Basics Conditions at School
Implementation of State Academic Standards Priority 2		Implementation of State Academic Standards
Parental Engagement Priority 3		Parent Engagement
Student Achievement Priority 4	Academic Indicator English Learner Indicator	
Student Engagement Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
School Climate Priority 6	Suspension Rate Indicator	
Access to a Broad Course of Study Priority 7	College/Career Indicator*	Local Climate Survey
Outcomes in a Broad Course of Study Priority 8	College/Career Indicator*	
Coordination of Services for Expelled Students Priority 9		Coordination of Services for Expelled Students**
Coordination of Services for Expelled Students Priority 10		Coordination of Services for Foster Youth**

Key Characteristics of New Accountability System

More than a single number	Equity	Supports Local Decision-Making
A quality education is measured by more than a single test score	Increased focus on addressing disparities among student groups	More information to support the local strategic planning process

Performance Levels for State Indicators

Performance Levels are calculated using percentiles that combine **Status** and **Change** using a five-by-five colored table that produced 25 results represented by five colors.



<i>State Indicator</i>	<i>Status</i>	<i>Change</i>	<i>Charts</i>
Graduation Rate	2014-15	Avg of Prior 3 yrs to 2014-15	1
Suspension Rate	2014-15	2013-14 to 2014-15	6
EL Progress	2014-15	2013-14 to 2014-15	1
ELA Assessment	2015-16	2014-15 to 2015-16	1
Math Assessment	2015-16	2014-15 to 2015-16	1
Chronic Absenteeism	N/A	N/A	N/A
College & Career	N/A	N/A	N/A

The Five-by-Five Colored Table

The five-by-five colored table demonstrates the importance of **continuous improvement** in the new accountability system.

	Change				
	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	Very High	Yellow	Green	Blue	Blue
	High	Orange	Yellow	Green	Blue
	Medium	Orange	Yellow	Green	Green
	Low	Red	Orange	Yellow	Yellow
	Very Low	Red	Red	Orange	Yellow

English Learner Progress Change (Change in Percent Progressing and Reclassified)

English Learner Progress Status Percent Progressing Plus Reclassified)	Level	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
	Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
	High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
	Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
	Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than	Red	Red	Red	Orange	Yellow

Table 15. Math Academic Indicator Performance Standards

Average Distance from Level 3						
Average Distance from Level 3	Level	Declined Significantly by more than 10 points	Declined by 1 to 10 Points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
	Very High 35 or more points above	Yellow	Green	Blue	Blue	Blue
	High 5 points below to less than 35 points above	Orange	Yellow	Green	Green	Blue
	Medium More than 5 points below to 25 points below	Orange	Orange	Yellow	Green	Green
	Low More than 25 points below to 95 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 95 points below	Red	Red	Red	Orange	Yellow

Table 14. ELA Academic Indicator Performance Standards

Change in Average Distance from Level 3						
Average Distance from Level 3	Level	Declined Significantly by more than 15 points	Declined by 1 to 15 Points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
	Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
	High 10 points above to less than 45 points above	Orange	Yellow	Green	Green	Blue
	Medium 5 points below to less than 10 points above	Orange	Orange	Yellow	Green	Green
	Low More than 5 points below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 70 points below	Red	Red	Red	Orange	Yellow



Status

A district's "Status" is calculated by adding the 'Distance From Level 3' (DF3) scores of all students in grades 3rd - 8th, and dividing the sum by the total number of students.

For example:



3rd grade
students' DF3 is
-20 points



4th grade
students' DF3 is
+14 points



5th grade
students' DF3 is
+20 points



6th grade
students' DF3 is
-13 points



7th grade
students' DF3 is
+6 points



8th grade
students' DF3 is
+23 points

$$\begin{aligned}\text{Distance From Level 3} &= \frac{-20 + 14 + 20 - 13 + 6 + 23}{6} \\ \text{Average} &= 5 \text{ points above DF3}\end{aligned}$$

Change

A district's "Change" is calculated by finding the difference between the current year's and the prior year's "Status." The example below illustrates a district's "Change" from 2015 (7 points below DF3) to 2018 (5 points above DF3).

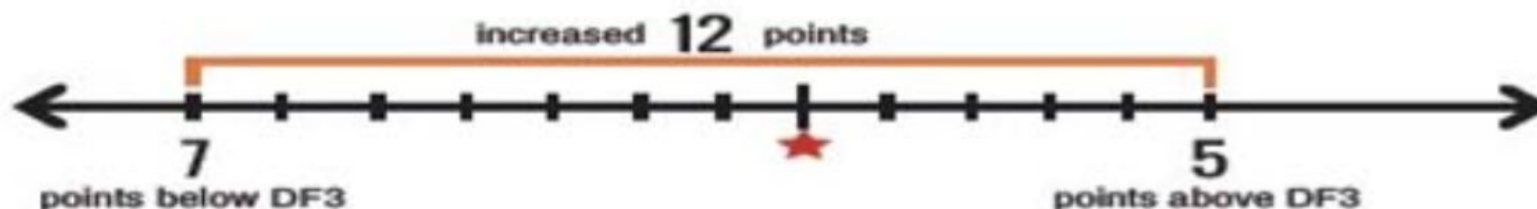


Table 11. Graduation Rate Performance Standards

Graduation Rate Status	Graduation Rate Change					
	Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
	Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue
	High 90.0% to less than 95.0%	Orange	Yellow	Green	Green	Blue
	Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	Green
	Low 67.0% to less than 85.0%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67.0%	Red	Red	Red	Red	Red

*Gray colored cell = Not Applicable

Milpitas Unified - Santa Clara County

Enrollment: 10,291

Socioeconomically Disadvantaged: 34%

English Learners: 28%

Reporting Year: Spring 2017

Foster Youth: N/A

Grade Span: K-Adult

Charter School: No






Equity Report

Status and Change Report

Detailed Reports

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		7	0
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		10	0
Mathematics (3-8)		10	0
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	N/A		
Implementation of Academic Standards	N/A		
Parent Engagement	N/A		
Local Climate Survey	N/A		

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

What is the Relationship Between the Dashboard and the Local Control and Accountability Plan?

Linking the LCAP and the Dashboard

- LEAs are **required** to use data from the Dashboard to inform the development of the:
 - Annual Update
 - Analysis
 - Goals, Actions, and Services
 - Identified Need
 - Plan Summary
 - Greatest Progress
 - Greatest Needs
 - Performance Gaps

LCAP: Annual Update

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Example - Performance Gaps

Milpitas Unified School District has a Green performance level in ELA for the “all students” group (i.e., LEA wide). The Students with Disabilities (SWD), African American, Hispanic and Pacific Islander student have a performance level of **Yellow**.

- What is contributing to the **Yellow** performance level for the identified students on the ELA Progress Indicator?
- How will the LEA address those performance gaps?

LCAP: Plan Summary

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The Accountability Dashboard indicates the status level for all students and English Language Learners is high, very high for Asian students and medium for Low Socioeconomic status. All subgroups increased, significantly increased or maintained level of performance. English Language Learners, Socioeconomically Disadvantaged, students with Disabilities and American Indian students are exhibiting the most growth.

ELA & Math: 8th grade students exhibited the most growth with a 13% in English Language Arts and 15% in Math. 4th Grade students also made significant growth of 10% in ELA and 14% in Math. English Language Learners in grades 6th and 8th made the greatest scale score growth with a total of 52 scale score points in ELA and 84 in Math.

All students and subgroups increased or significantly increased academic standing in math. To maintain and build upon this success, we will continue to invest in providing time and professional learning on how to engage in ongoing cycles of inquiry via effective PLC's at all levels. Continue to identify and refine essential practices, personalize and blended learning strategies to accelerate students' academic growth.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Language Arts: The California Accountability Dashboard indicates that our **Native Hawaiian or Pacific Islander students, students with Disabilities and Black or African American and Hispanic or Latino students** have a low academic status and maintained that status for the past two years. For the 2018-19 academic year students will need to make a significant growth by more than 10 points.

Math: The California Accountability Dashboard indicates that our **Native Hawaiian or Pacific Islander students, students with Disabilities, Black or African American and Hispanic or Latino** students have a low academic status and even though they increased their academic gains for the past two years, their average distance from performance level 3 remains low. For the 2018-19 academic year students will make a significant growth by 15 points or more. Grades, 3rd, 5th, 7th and 11th grade need to make significant growth in mathematics. A significant improvement in math is needed for English Language Learners in all grades as well.

ELA and Math 3rd grade and 5th grade students need improvement in both subjects

Graduation Rate: Even though the California Accountability Dashboard indicates that all of our students have medium, high or very high status and either increased or maintained in change level, our students with disabilities are low in status. For the 2018-19 academic year students will increase by 5% or greater. Our Special Education and Low Socioeconomic students need to make significant improvement in both ELA and Math as well as improve attendance and access to A-G courses.

The steps we will take to address these areas with the greatest need for improvement are...

LCAP: Plan Summary (Cont.)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

What is contributing to the Orange performance level for identified subgroups on the ELA Progress Indicator?

How will the LEA address those performance gaps?

LCAP: Goals, Actions, and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New

☐ Modified

☐ Unchanged

Goal 1

Identified Need

Questions or Comments?

