SVUSD Fall, 2017 Dashboard Presentation

California School
DASHBOARD

Purpose of Dashboard/Accountability System

The new local, state, and federal accountability system will provide a **more complete picture** of **what contributes to a positive educational experience for all students** by reporting **performance on multiple measures** across the LCFF priorities.

The *Dashboard* will assist LEAs in **identifying strengths, weaknesses, and areas in need of improvemen**t across all LCFF priorities.

3 Key Communication Themes

More than a single number	Many things contribute to a quality education for our students. Different forms of data provide different information about what's working and what isn't. To help schools improve, the new accountability system defines a quality education **more broadly than a single test score.**
Equity	Equity is at the heart of the new accountability system, with an increased focus on addressing disparities among student groups across a concise set of measures. A more **complete picture of student success will help school communities target resource**s where they are most needed. The Dashboard highlights whether there are disparities among student groups on any measure.
Supporting local decision making	The new accountability system provides districts and schools the information they need to **make the best local decisions** about educating children. The Dashboard will help parents, educators and the public understand how schools and districts are performing on the concise set of measures that: • **Contribute to student success** • **Identify strengths and weaknesses** • **Highlight areas where improvement efforts should focus**

California School Dashboard

- The California School Dashboard shows how local educational agencies (LEAs) and schools are performing on the indicators included in California's new school accountability system. It provides parents, educators and the public with a picture of what is going on in our schools.
- The rubrics provide a way to measure district and school performance through multiple measures that go beyond student test scores. They address a variety of indicators based on the LCAP priorities, such as school culture and graduation rates. In the past, districts were only provided a single number (API).
- Our goal is to use these tools to continuously improve our district's efforts so that every student succeeds.

Dashboard: State Performance Levels

Blue — **Highest**

Green

Yellow

Orange

Red — **Lowest**

The color and amount of fill (e.g., Green always has four segments filled, Red always has only one segment filled) are two ways of showing the performance level. This ensures accessibility for all individuals and that the reports are useable when printed in black-and-white or photocopied.

Local Control Funding Formula

WestEd
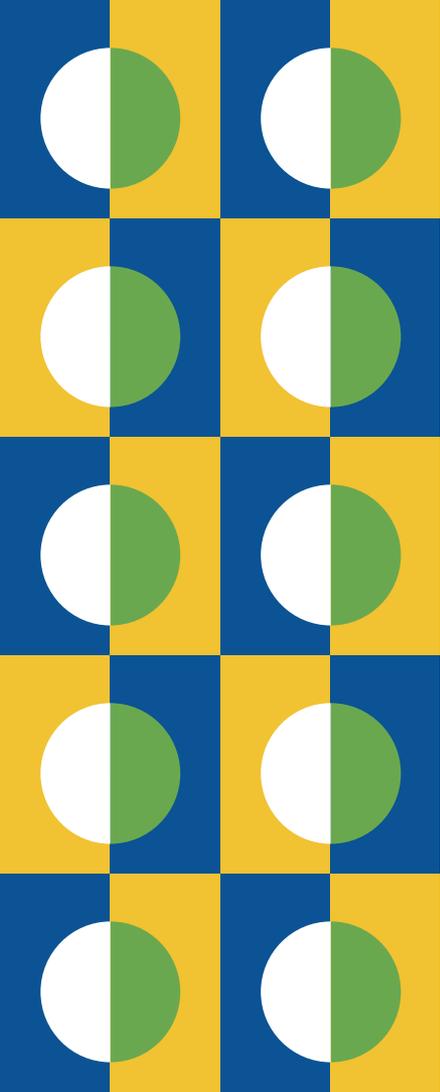
Four Report Types or Displays

1. Equity Report
2. Status and Change Report
3. Detailed (State Indicator) Report
4. Student Group Report

4 Reports Provide Custom Views of School Success

| Equity Report | Status/Change Report | Detailed Reports | Student Group Report |

Equity Report

+Shows:
- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

+Allows selection of information by indicator

Status/Change Report

+Shows for each state indicator:
- All student performance
- Status (Current Performance)
- Change (Difference from Past Performance)

Detailed Reports

- Shows information about performance over time on state indicators
- Shows the locally collected performance information on the local indicators
- Organized into three categories:
  - Academic Performance
  - School Conditions and Climate
  - Academic Engagement

Student Group Report

- Shows the performance of all students and each student group on the state indicators
- Allows selection of student groups by performance level
  - Blue/Green (i.e., meeting standards)
  - Yellow
  - Red/Orange

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Numerically Significant Student Groups

No performance level is reported for any indicator with fewer than 30 students (or fewer than 15 foster/homeless youth).

Status and change displayed for student groups with 11 to 29 students is reported with an asterisk (*) .

Where data is currently not available, it is reported as not applicable (N/A).

Equity Report
State and Local Indicators

- State indicators show the performance level of all students.
- Shows the total number of student groups on each state indicator who are in the Red or Orange performance levels.
- The number of total student groups may differ across indicator due to the grade levels applicable for each indicator.
- Provide a quick overview of overall performance and whether any student groups are struggling.
- Local indicator data is reported and available in the Detailed Reports.

Scotts Valley Unified - Santa Cruz County

List of all schools in this district

Enrollment: 2,505   **Socioeconomically Disadvantaged:** 10.1%   **English Learners:** 2.2%   **Foster Youth:** 0.6%

Grade Span: P-12   **Charter School:** No

Dashboard Release:

Fall 2017 ▼

| Equity Report | Status and Change Report | Detailed Report | 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. Select any of the underlined indicators for more detailed information.

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)	🟠	9	3
English Learner Progress (1-12)	🔴	1	1
Graduation Rate (9-12)	🔵	1	0
College/Career	N/A	N/A	N/A
English Language Arts (3-8)	🟢	7	0
Mathematics (3-8)	🟢	7	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Enrollment Data

Enrollment data is a cumulative number.

This number includes a total of any student who entered the school district during the year, **even if it was just for one day.**

Chronic Absenteeism

This link redirects users to DataQuest to a report on Chronic Absenteeism by ethnicity for 2016-17. (This information comes from end of the year reporting in CALPADS.)

In March of 2018 the CDE will discuss proposed status scores, and in November of 2018 they will add proposed cut change scores for Chronic Absenteeism.

Scotts Valley's current Chronic Absenteeism rate is 8%.

Status and Change Report

Status: Shows the performance level for each state indicator and the current performance.

 Change: Shows the difference from past performance that resulted in that performance.

Reference Charts

Schools and districts receive one of **five color-coded performance levels** on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, Red.

Performance levels are calculated using percentiles to create a 5 by 5 reference chart that combine **Status** and **Change.**

▸ Example: An LEA with a "High" **Status** and an "Increased" in **Change** will receive an overall performance of **Green**.

Change

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

Status

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Scores

The performance of **state indicators** is **color-coded** based on the status (latest results="very high," "high," "medium," "low," or "very low") and change (growth="declined significantly," "declined" "maintained," "increased," and "increased significantly") in each area.

The status ranges are determined by looking at the student achievement across the state and calculating the average highs and lows.

Similar to the game of Battleship, a performance color for state indicators is found using a reference chart to find the colored space where the status and growth indicators meet. The color on the rubrics corresponds to the colored pies on the California School Dashboard.

Scotts Valley Unified - Santa Cruz County

List of all schools in this district

Enrollment: 2,505   Socioeconomically Disadvantaged: 10.1%   English Learners: 2.2%   Foster Youth: 0.6%

Grade Span: P-12   Charter School: No

Dashboard Release:

Fall 2017 ▾

| Equity Report | **Status and Change Report** | Detailed Report | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(yellow)	Low 2.3%	Increased +0.3%
English Learner Progress (1-12)	(red/orange)	Medium 72.7%	Declined Significantly -14.8%
Graduation Rate (9-12)	(blue)	Very High 96.9%	Declined -1.2%
College/Career	N/A	Very High 71.2%	N/A
English Language Arts (3-8)	(green)	High 44 points above level 3	Increased +11.7 points
Mathematics (3-8)	(green)	High 31 points above level 3	Increased +11.6 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

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

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This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

View the Five-by-Five Placement Report for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students	✳	193	Very High 96.9%	Declined -1.2%
English Learners		1	*	*
Foster Youth		0	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		23	Very High 95.7%	Maintained -0.6%
Students with Disabilities		18	Low 83.3%	Declined -2%
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		27	Very High 100%	Increased +4.3%
Pacific Islander		1	*	*
Two or More Races		23	Very High 100%	Increased +2.7%
White	✳	142	Very High 95.8%	Declined -2.8%

Performance Levels:

🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

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

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Detailed Reports

- Shows year-by-year data for the state indicators and additional state data that is relevant to the state indicators.
- Locally collected data is collected and reported on the local indicators.
- Users will see the data organized into at least three groupings: Academic performance, Academic engagement, and School conditions and climate.
- The groupings reinforce the relationships among the indicators and claim to make the information more digestible.

English Learner Progress Indicator (ELPI) Grades 1-12

▶ LEAs, schools, and student groups will receive a performance level (color) if there are **30 or more** students who took an **annual** California English Language Development Test (CELDT)

▶ This is the only state indicator where there are no student group data

▶ **Status** is 2016-17 CELDT test takers + Students who were Reclassified Fluent English Proficient (RFEP) in the prior year + Long-term English Learners (LTEL)

▶ **Change** is the difference between the current Status and prior year Status

College/Career Indicator (CCI) Grades 9-12

► Based on four-year graduation cohort

► Designed to ensure broad and rigorous course of study in high school and success after graduation

► Contains both college and career measure and allow for fair comparisons across all districts and schools that serve high schools students

► CCI Measures:

  ► CTE pathway

  ► Grade11 CAASPP IN ELA and Mathematics

  ► Advanced Placement (AP) Exams

  ► International Baccalaureate (IB) Exams

  ► Dual Enrollment

  ► a-g Completion

CCI Criteria

▶ Students must meet specific criteria, based on the measures, to determine if they are:

  ▶ Prepared

  ▶ Approaching Prepared

  ▶ Not Prepared

This Dashboard release is the first reporting for CCI and is **Status only**

Status is Percent of Class of 2016 Graduate Who Meet the "Prepared" Benchmark

Change and performance levels (color) will not be reported until the Fall 2018 Dashboard

Detailed Report

Scotts Valley Unified - Santa Cruz County
List of all schools in this district

Enrollment: 2,505 Socioeconomically Disadvantaged: 10.1% English Learners: 2.2% Foster Youth: 0.6%

Grade Span: P-12 Charter School: No

Dashboard Release:

Fall 2017 ▾

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ Academic Performance

State Indicators

English Learner Progress Indicator (Grades K-12)
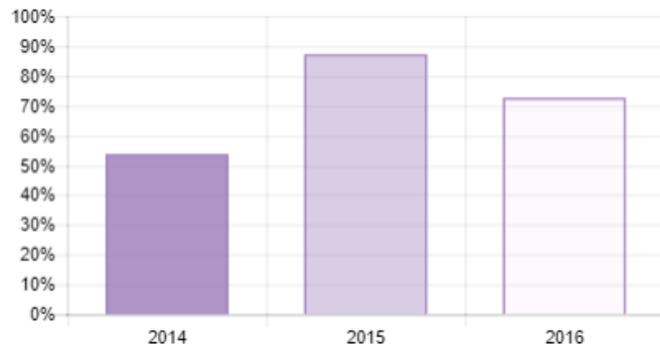
The percent of English Learners who made progress towards English proficiency.

College/Career Indicator

Legend: Prepared | Approaching Prepared | Not Prepared
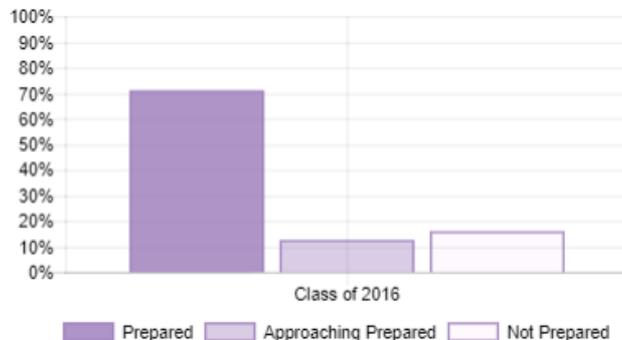
For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

"Distance From 3"

Formula used to show cohort growth over time based on scale scores.

It measures an average distance to the **Standard Met** Achievement Level on the Smarter Balanced Summative Assessments.

This is yet another way to measure progress towards proficiency.

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Academic Indicators (Grades 3-8): Distance from Level 3
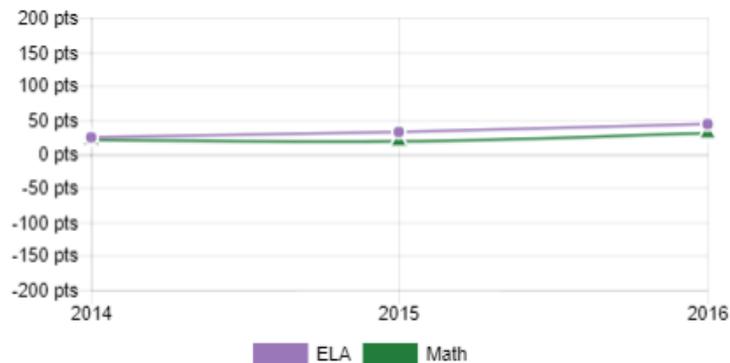
Other State Measures

### Assessment Performance Results for Grade 11: Distance from Level 3

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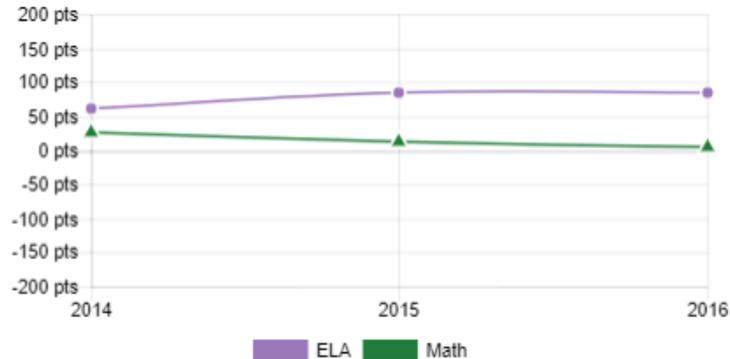
This report shows information about the indicators used to assess school conditions and climate in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ School Conditions and Climate

State Indicators

Suspension
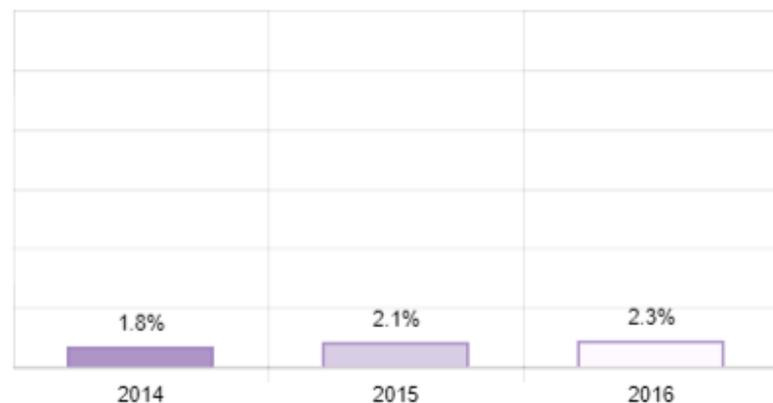
1.8%	2.1%	2.3%
2014	2015	2016

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Parent Engagement	Met
Local Climate Survey	Met

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Graduation Rate Indicator Grades 9-12

▶ LEAs, schools and student groups will receive a performance level (or color) if there are **30 or more students in the four-year graduation cohort**.

▶ **Status** is Class of 2016 graduation rates

▶ **Change** is the difference between the Class of 2016 and a Three-Year Weighted Average

This report shows information about the indicators used to assess academic engagement in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ Academic Engagement

State Indicators

Graduation
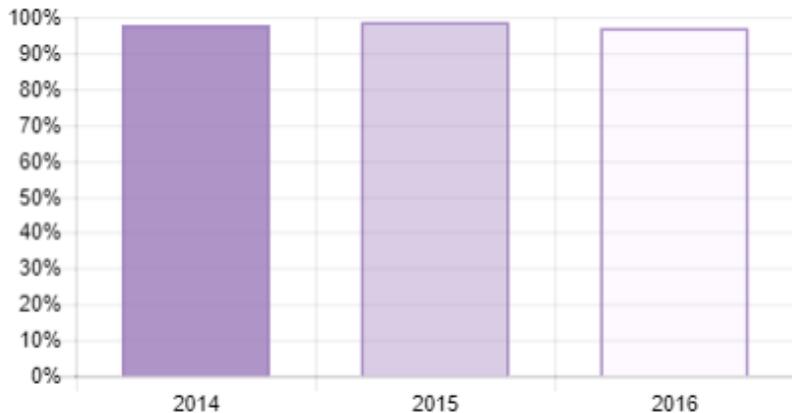
Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

- Shows the performance of all students and each student group on the state indicators.
- Users can choose to highlight a particular color or student group.
- Users can also click on any student group to access that group's performance on **all** indicators.

Student Group Report

Scotts Valley Unified - Santa Cruz County
List of all schools in this district

Enrollment: 2,505   Socioeconomically Disadvantaged: 10.1%   English Learners: 2.2%   Foster Youth: 0.6%

Grade Span: P-12   Charter School: No

Dashboard Release: Fall 2017

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Yellow	Orange	Yellow	Blue	Orange	Orange	*	*	Blue
English Learner Progress (1-12)	Orange	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	Blue	*	*	*	*	*	*	*	*
English Language Arts (3-8)	Green	Green	*	*	Yellow	Yellow	*	*	Blue
Mathematics (3-8)	Green	Green	*	*	Orange	Yellow	*	*	Blue

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

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

Local Indicators

Data is not collected at the state level for some LCFF Priorities. For these priorities, LEAs will measure and report on their progress through the Dashboard based on locally collected data.

Local Indicators: Basic Services (Priority 1) Implementation of State Academic Standards (Priority 2) Parent Engagement (Priority 3) School Climate (Priority 6)

For the **local indicators**, performance will be labeled as "met," "not met," or "not met for two years," based on standards set by the state. The local indicators do not include status and change in the performance or use the colored pies or rubrics.

"Getting to Green" = Meeting the Standard

It's important to note that...

Meeting standard on the local indicators is **NOT** about the RESULTS of a survey **nor** the LEVEL of progress on a tool.

Meeting standard is about :

- Engagement in the process
- Analysis for continuous improvement
- Transparent reporting of results
- The expectation to incorporate into the LCAP

Getting to Met for Priority 1: Basic Services

Frequency: Annually

Indicator: Measures progress in meeting Williams settlement requirements at 100% sites and promptly address deficiencies

Accountability: Reporting to Board   Reports results to governing board at <u>a regularly scheduled public meeting</u>

Accountability: Reporting to Stakeholders   Reports results to stakeholders and public through <u>CA School Dashboard</u>

Tool: Locally available info via SARC

Priority 1:

- 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.
- 100% of students in the school district have sufficient access to the standards-aligned instructional materials.

Getting to Met for Priority 2: State Standards

Frequency: Annually

Indicator: Measures progress in implementing
                                                      state standards

Accountability: Reporting to   Reports results to governing board at
Board   a regularly scheduled public meeting

Accountability: Reporting to   Reports results to stakeholders and
Stakeholders   public through CA School Dashboard

Tool: Narrative Summary or Reflection
                                                      Tool

Priority 2

The percentage of students meeting English Language Arts (ELA) and Math proficiency will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following growth targets:

Group	ELA baseline	ELA 2016-17	Math baseline	Math 2016-17
All	67%	75%	62%	65%
Students with Disabilities	15%	42%	16%	35%
Economically Disadvantaged (SED)	39%	51%	39%	29%
English Learners	8%	16%	19%	26%

Getting to Met for Priority 3: Parent Engagement

Frequency: Annually

                            Measures progress in:
Indicator: 1. **Seeking input from parents in decision making**
                            2. Promoting participation in programs

Accountability: Reports results to governing board at
Reporting to Board   a regularly scheduled public meeting

Accountability: Reports results to stakeholders and
Reporting to Stakeholders public through CA School Dashboard

Tool: Survey or local measures

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Priority 3

Increase opportunities for parents to give input.

2016-17 data:

Parent Advisory Committee feedback survey response increased from 5% to 13% (20% of students represented).

Getting to Met for Priority 6: Student Climate

Frequency:

Minimum of every other year to one grade in grade span

Indicator:

Measures perceptions of school safety and connectedness

Accountability: Reporting to Board

Reports results to governing board at <u>a regularly scheduled public meeting</u>

Accountability: Reporting to Stakeholders

Narrative summary and analysis of climate survey Reports results to stakeholders and public through <u>evaluation rubrics</u>

Tool:

Local Climate Survey - CHKS or other

Priority 6

The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness bi-annually will increase by 8% overall as self--identified on the California Healthy Kids Survey (CHKS).

2016-17 data 5th 38% (increase); 7th 21% (decrease); 9th 27% (decrease); 11th 26% (decrease)

A New System

▶ LEAs are eligible for technical assistance if the LEA "fails to improve pupil achievement across *more than one* state priority for *one or more* pupil subgroups"

▶ CA System is rooted in the idea of continuous improvement not sanctions

▶ A collaborative system of work between districts and county offices built upon the following guiding principles:

  ▶ shifting from compliance to a commitment for mutual capacity

  ▶ building for the purpose of producing measurable gains in student learning and achievement

  ▶ fostering systemic collaboration to improve student outcomes

  ▶ building a culture of co-learning and reflective inquiry that leads to sustainable change

  ▶ promoting a climate of candor, evidence, and urgency for action

Criteria for Determining Differentiated Assistance by the COE

more than one state priority

for one or more pupil subgroups (30+ students)

3-8
3-8
K-12
HS
K-12

Pupil Achievement (Priority 4)
- *Red* on both English Language Arts and Math tests OR
- *Red* on English Language Arts or Math test AND *Orange* on the other test OR
- *Red* in the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)
- *Red* on Graduation Rate Indicator OR
- *Red* on Chronic Absence Indicator

**School Climate (Priority 6)**
- *Red* on Suspension Rate Indicator OR

English Learners
Foster Youth (15+)
Homeless (15+)
Low Income
Students with Disabilities

American Indian
Asian
African American
Filipino
Hispanic
Pacific Islander
Two/+ Races
White

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Key Take-Aways
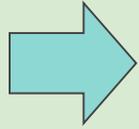
The California Dashboard gives performance information in which we can celebrate our successes and address our areas for improvement.
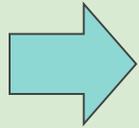
It creates a starting point for a multilayered conversation about what is needed for our district and student groups.