

# 2018 CA Dashboard SMFCSD Results



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Ed Services  
December 6, 2018

# Goals for this Presentation

Build shared understanding of

- ▷ The CA Dashboard accountability system;
- ▷ How state indicators are determined and reported;
- ▷ District Results.

Provide overview of next steps in using district & school results to drive improvement.

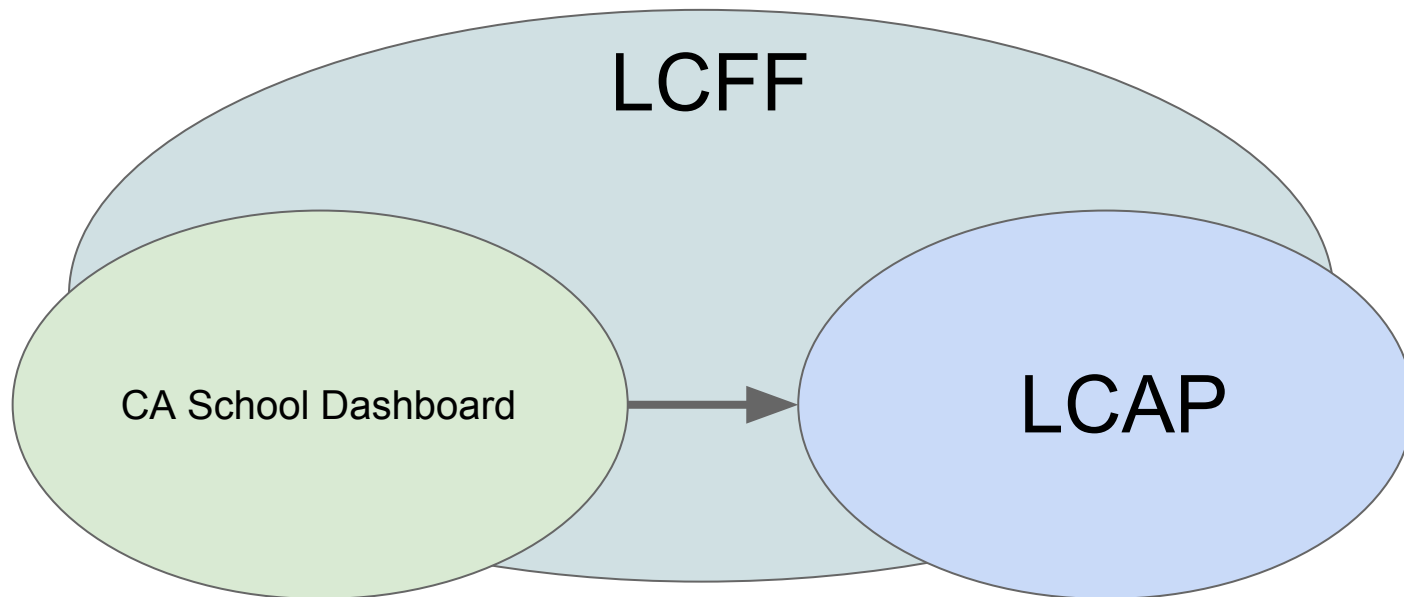
1.

# THE CA DASHBOARD ACCOUNTABILITY SYSTEM

# California School Dashboard

[caschooldashboard.org](https://caschooldashboard.org)

# LCFF, LCAP, and Accountability




# Core Principles

- ▷ Multiple Measures
- ▷ Focus on Equity
- ▷ Support Local Decision Making

# Support Local Decision Making

New Look!

# Support Local Decision Making

- ▶ Now using gauges: 
- ▶ 5x5 Charts are still in use, but are working in the background.



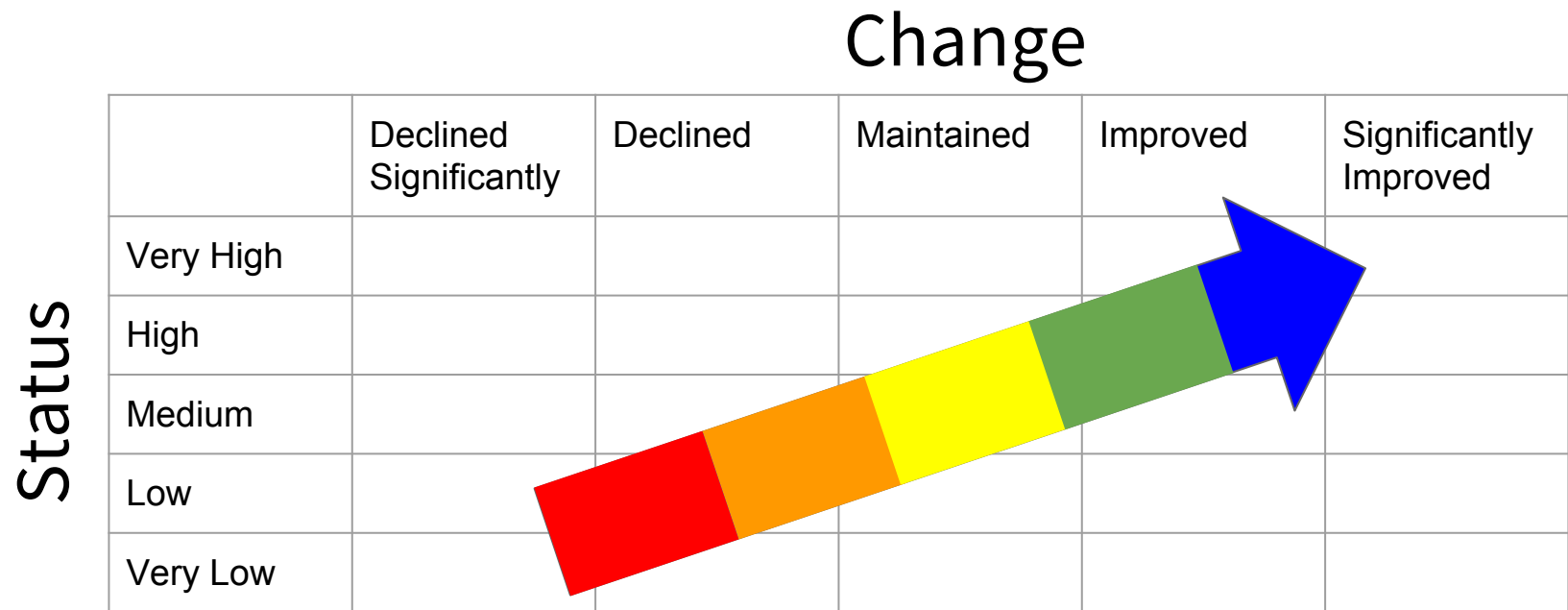
# How Colors are Determined

## Change

Status

	Declined Significantly	Declined	Maintained	Improved	Significantly Improved
Very High					
High					
Medium					
Low					
Very Low					

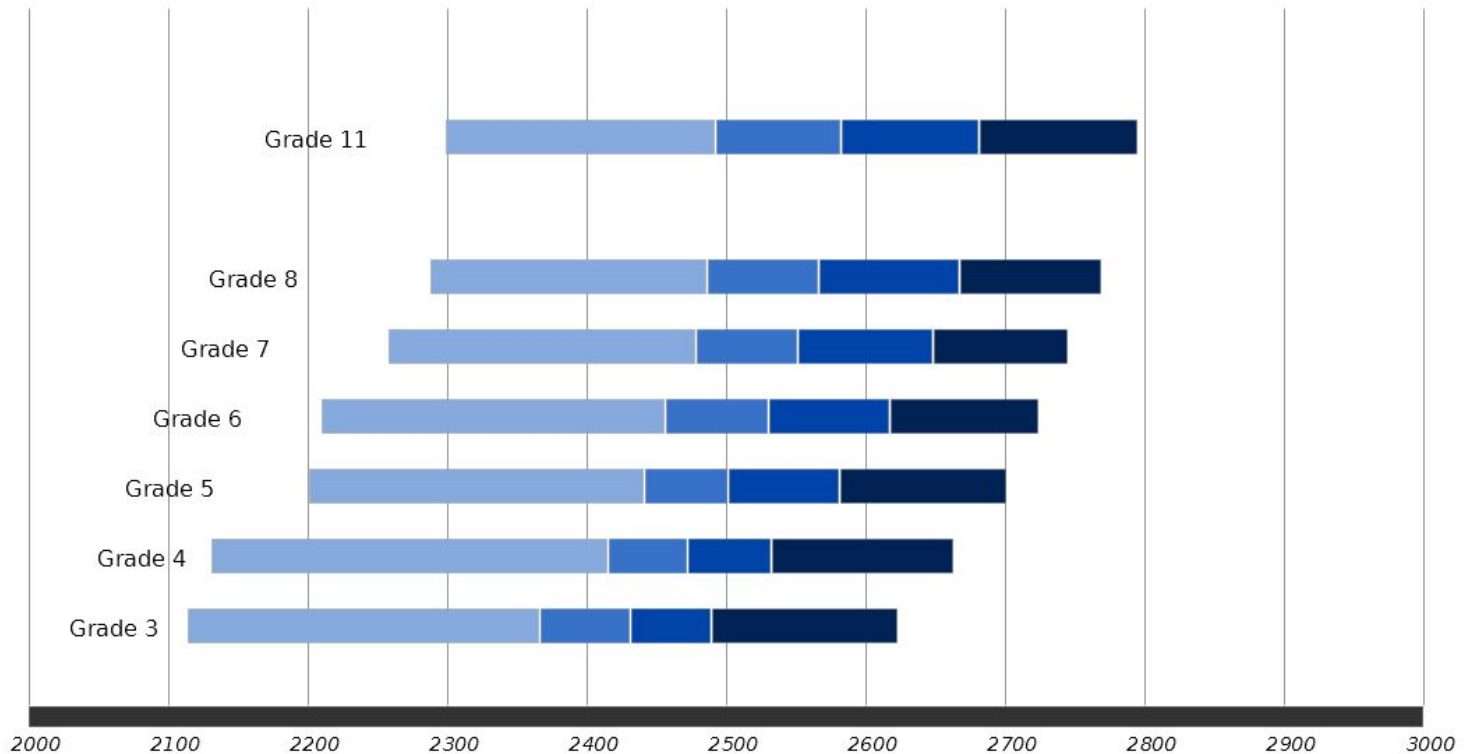
# How Colors are Determined



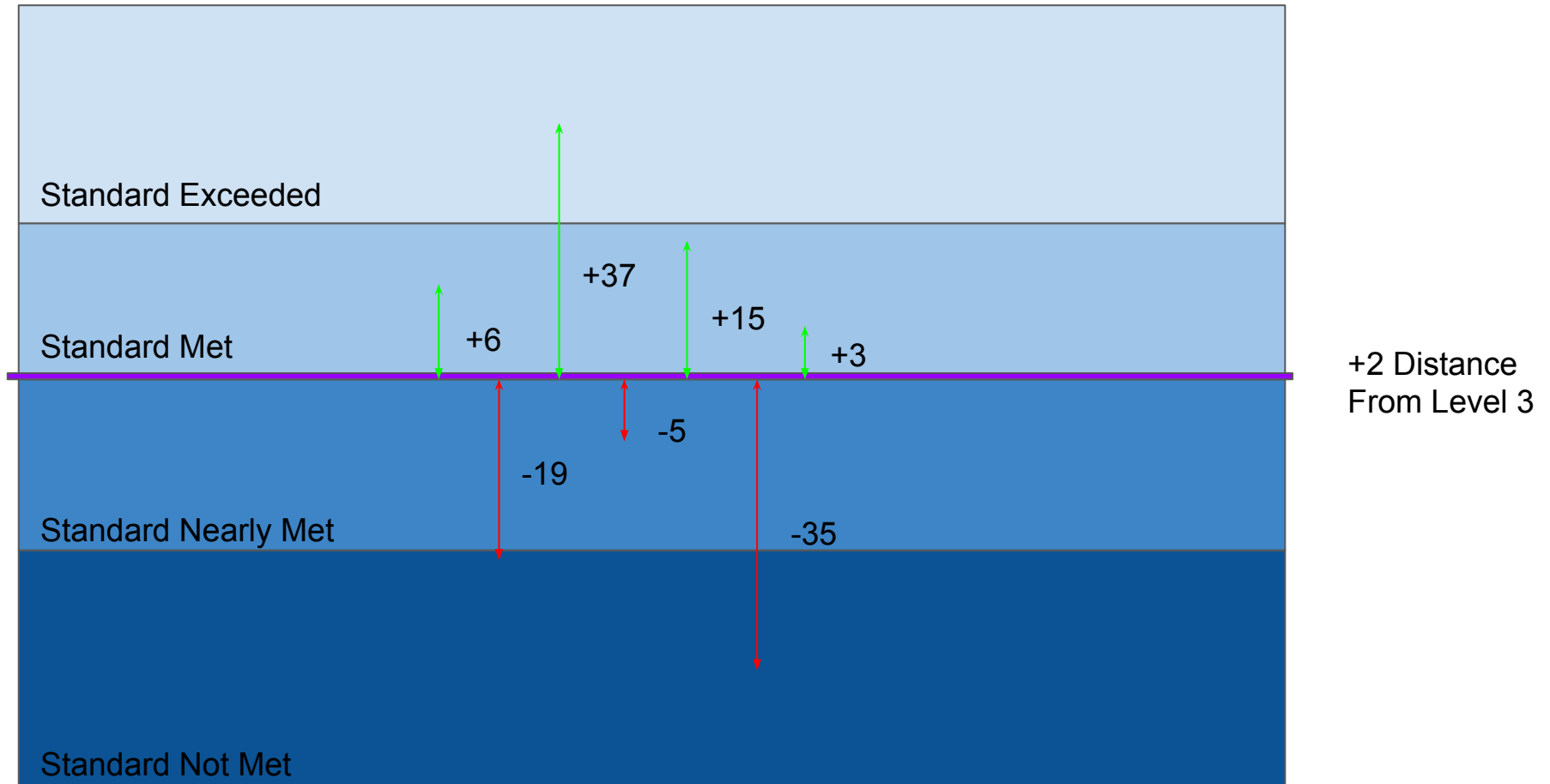
# 5x5 Chart - ELA

Level	Declined Significantly  by more than 15 points (Change)	Declined  by 3 to 15 points (Change)	Maintained  Declined by less than 3 points or increased by less than 3 points (Change)	Increased  by 3 to less than 15 points (Change)	Increased Significantly  by 15 points or more (Change)
<b>Very High</b>  45 points or higher (Status)	Green	Green	Blue	Blue	Blue
<b>High</b>  10 to 44.9 points (Status)	Green	Green	Green	Green	Blue
<b>Medium</b>  -5 points to +9.9 points (Status)	Yellow	Yellow	Yellow	Green	Green
<b>Low</b>  -5.1 to -70 points (Status)	Orange	Orange	Orange	Yellow	Yellow
<b>Very Low</b>  -70.1 points or lower (Status)	Red	Red	Red	Orange	Orange

# CAASPP ELA Scaled Score Ranges



# Calculating Distance From Standard



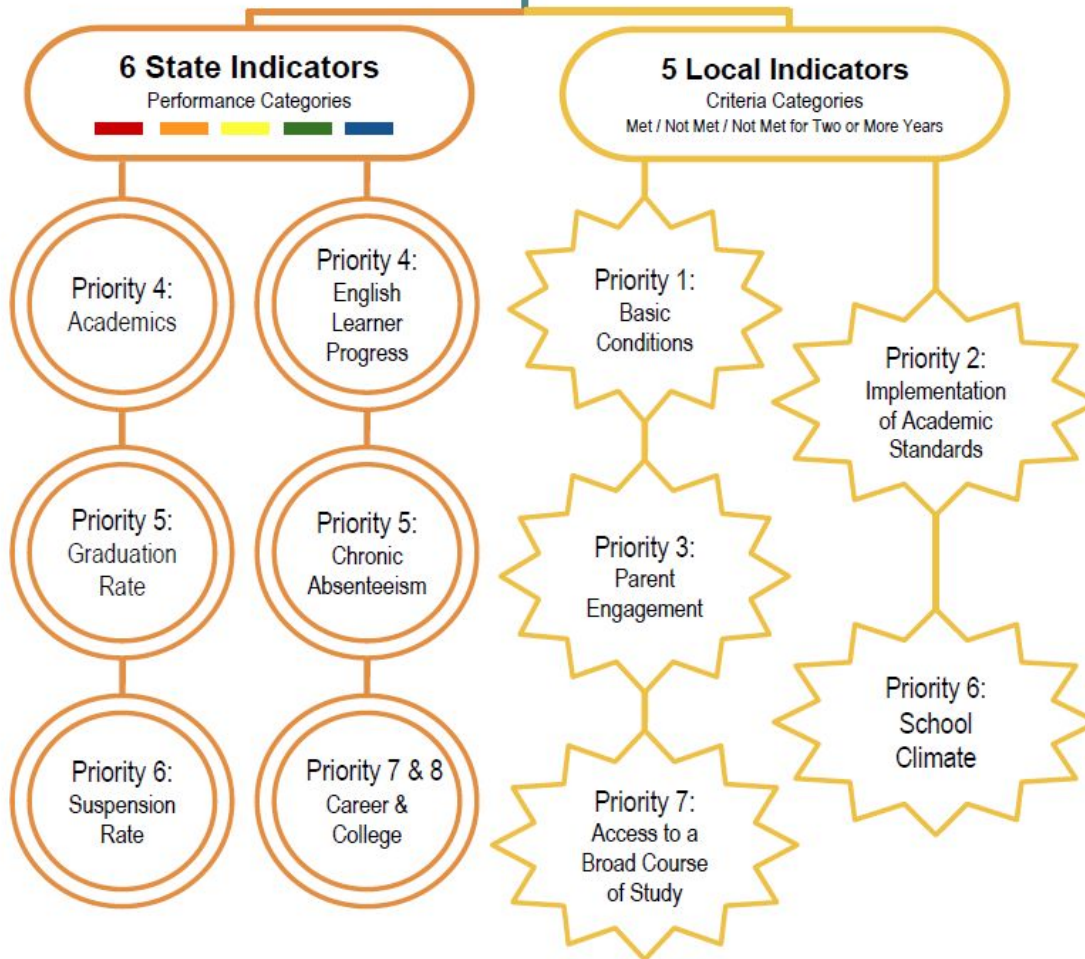
2.

# STATE INDICATORS

How are they determined?  
How are they reported?

# LCFF Evaluation Rubrics

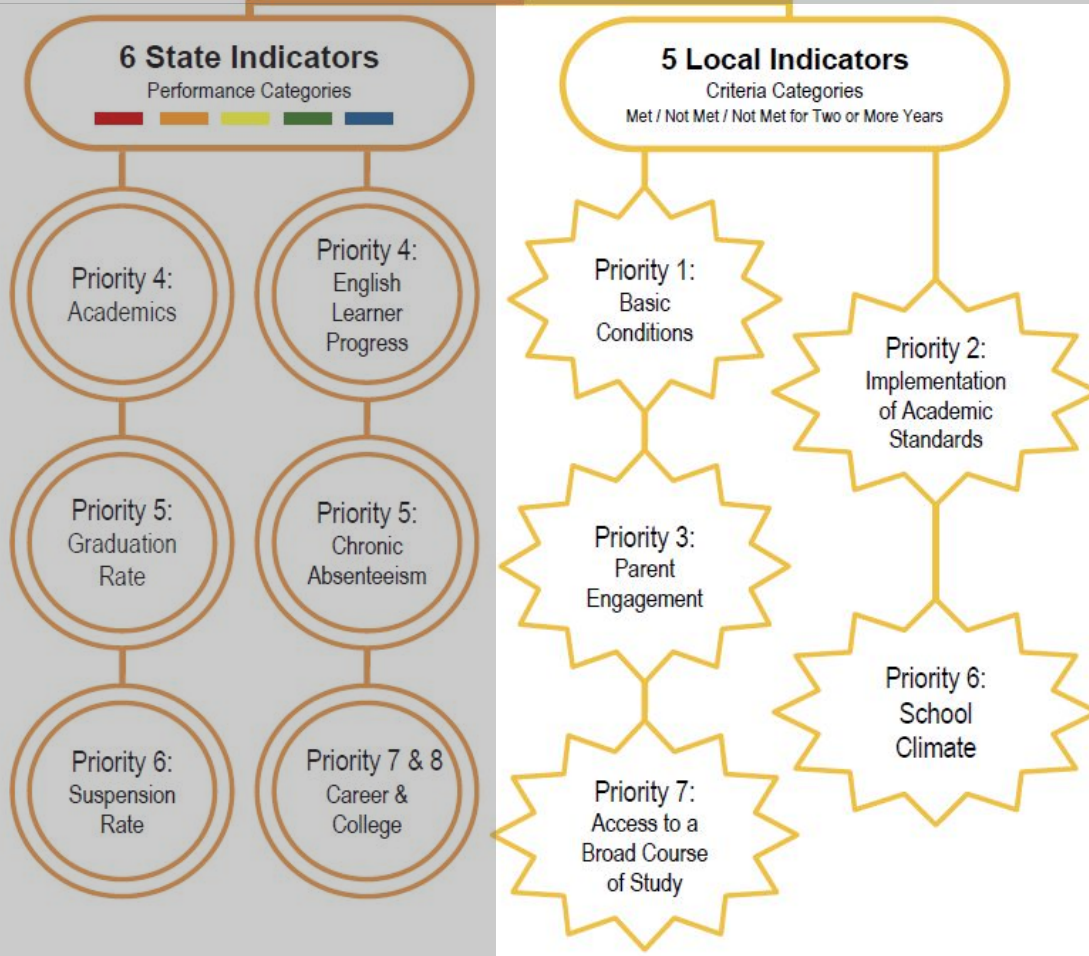
11 Indicators to Measure Performance



8 State Priorities

# LCFF Evaluation Rubrics

11 Indicators to Measure Performance

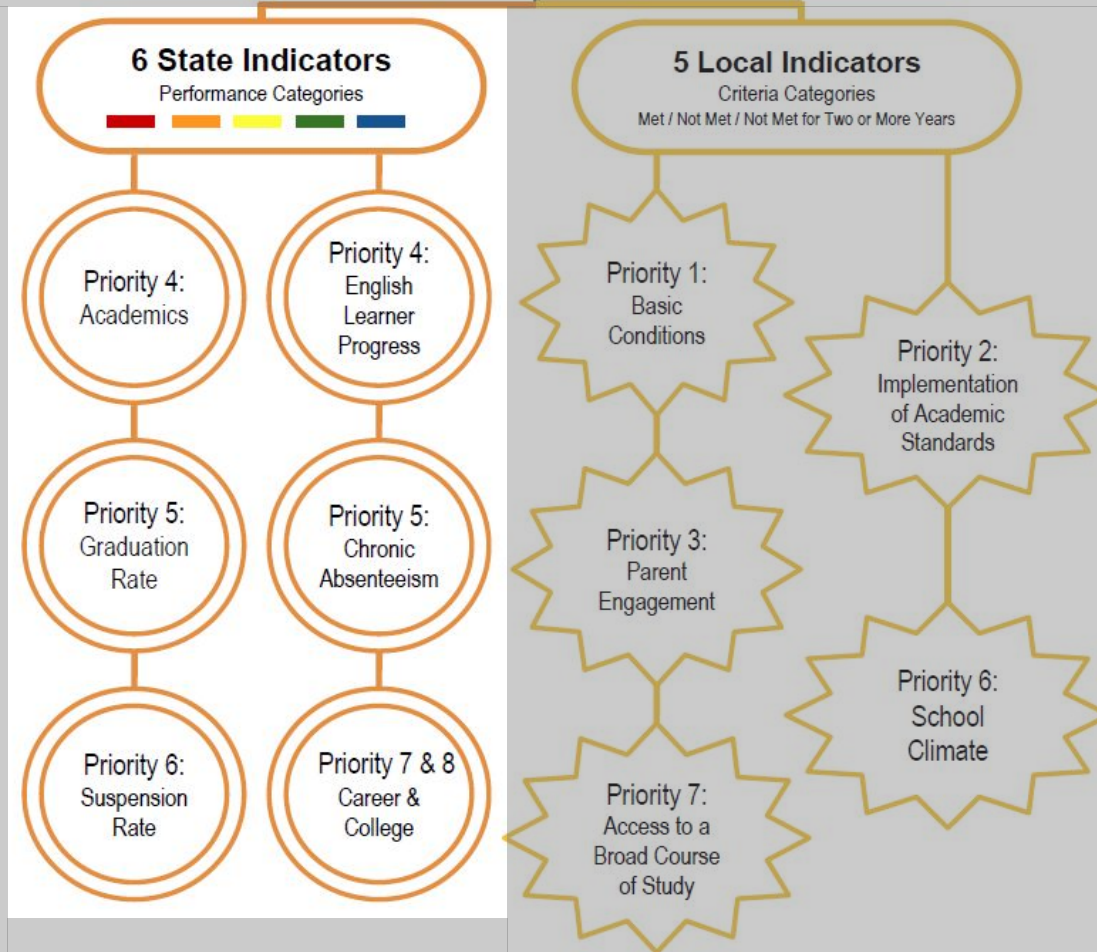


8 State Priorities



# LCFF Evaluation Rubrics

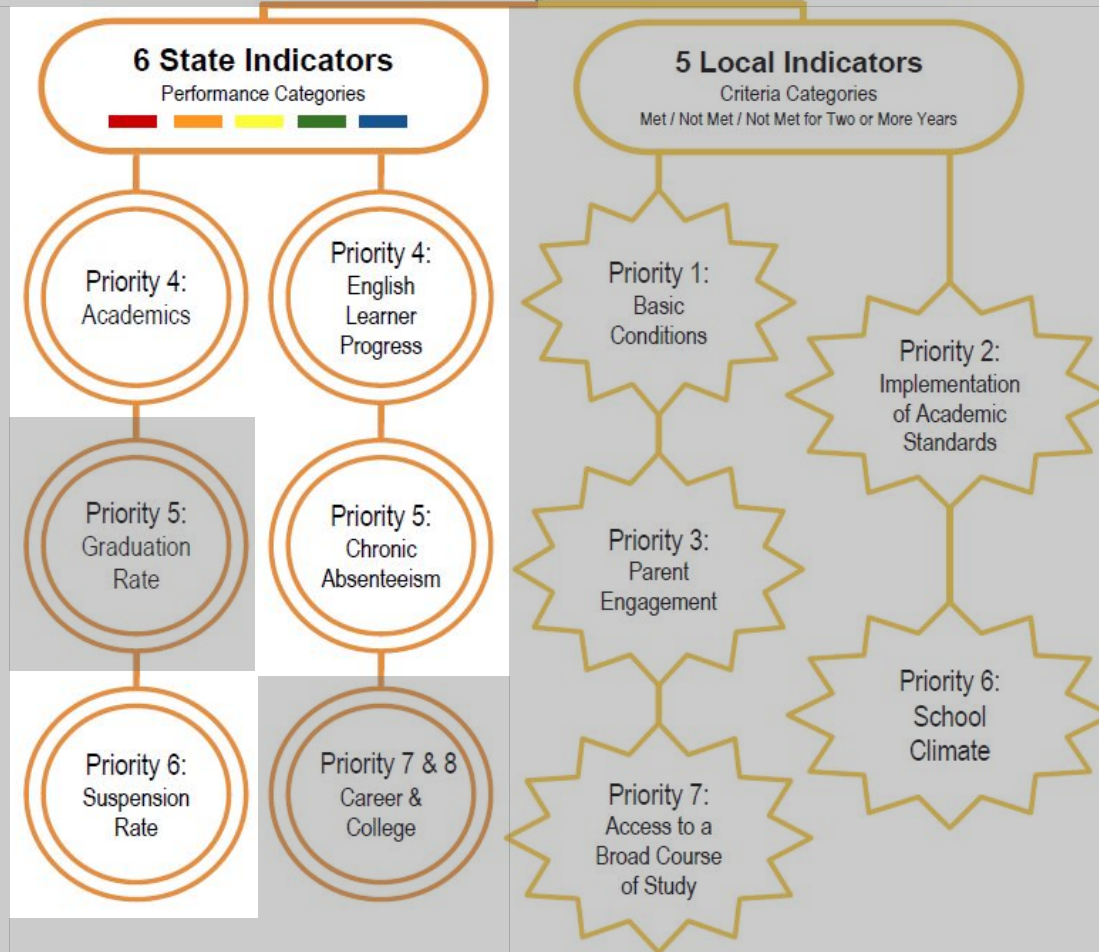
11 Indicators to Measure Performance



8 State Priorities

# LCFF Evaluation Rubrics

11 Indicators to Measure Performance



8 State Priorities

# Academic Indicators

- ▷ Determined by SBAC scores in ELA and Mathematics.
  - Average distance from proficient
- ▷ English Learners are all ELs + students RFEP within 3 years.

# English Learner Progress

- ▷ Not calculated for this year.
  - No “change” in first year of ELPAC results
  - Status alone is reported as percent of students in each performance level.
- ▷ ELs only

# Chronic Absenteeism

- ▷ Students who miss 10% or more of instructional days are counted as “chronically absent”.
  - Excused and Unexcused both count as “absent”.
- ▷ First year of this data on the dashboard.

# Suspension Rate

- ▷ Percentage of student population that was suspended.
  - Multiple suspensions only count once.
- ▷ Both “In-School” and “Out of School” suspensions are counted.

# 3.

## SMFCSD DISTRICT RESULTS

# Summary

## Chronic Absenteeism



Green

## Suspension Rate



Green

## English Learner Progress



No Performance Color

## English Language Arts



Green

## Mathematics



Green

## Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

## Implementation of Academic Standards

STANDARD MET

## Parent Engagement

STANDARD MET

## Local Climate Survey

STANDARD MET

## Access to a Broad Course of Study

STANDARD MET



# Academic Indicator - ELA

## English Language Arts



Green



Red

No Students



Orange

African American

Homeless

Pacific Islander

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

Filipino



Blue

Asian

Two or More Races

White

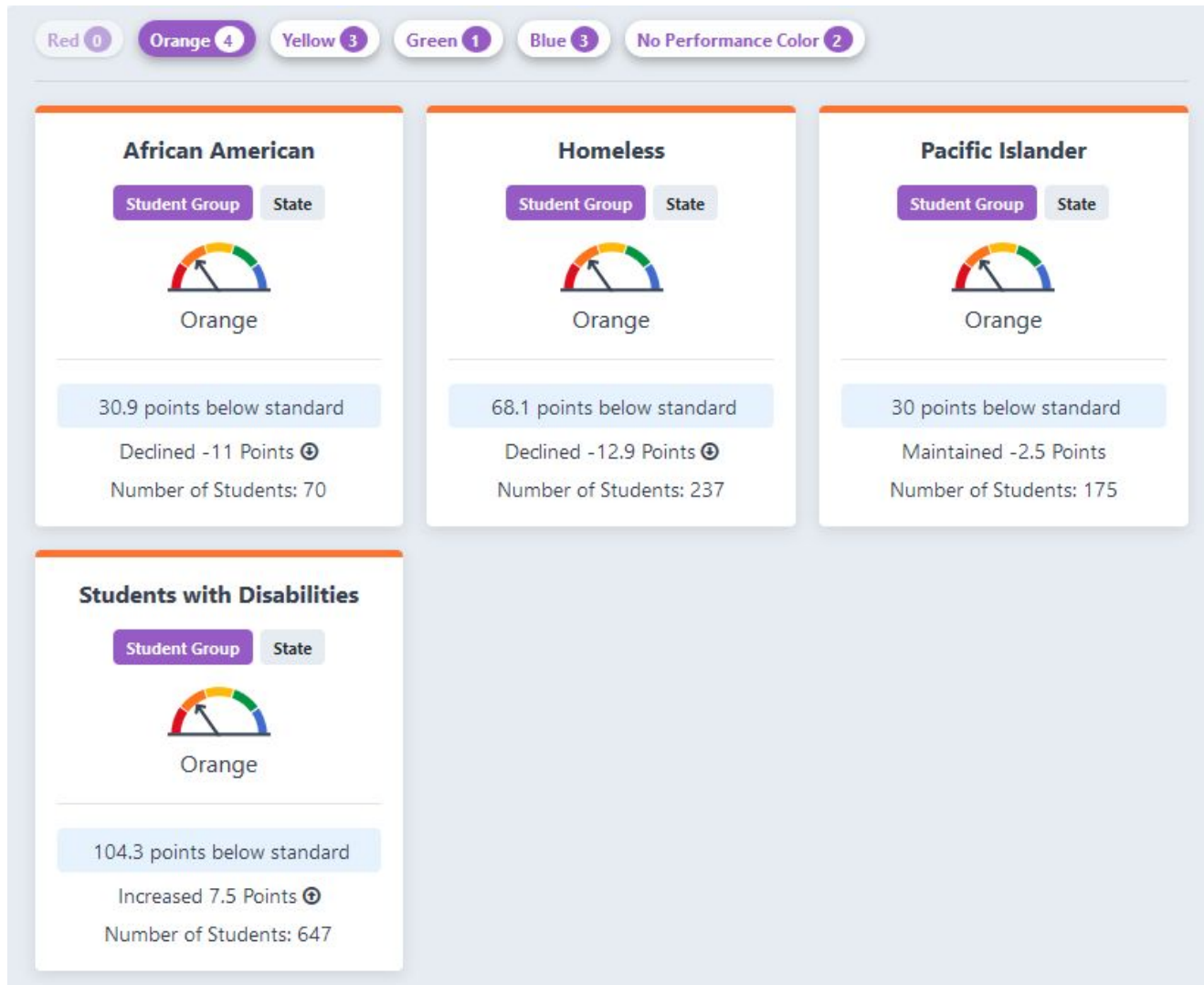


No Performance Color

American Indian

Foster Youth

# Academic Indicator - ELA



# Academic Indicators - Math

## Mathematics



Green



Red

Students with Disabilities



Orange

African American

English Learners

Hispanic

Homeless

Pacific Islander

Socioeconomically Disadvantaged



Yellow

No Students



Green

Filipino

White



Blue

Asian

Two or More Races



No Performance Color

American Indian

Foster Youth

# Chronic Absenteeism

## Chronic Absenteeism



Green



Red

Foster Youth  
Pacific Islander



Orange

African American  
Students with Disabilities  
Homeless  
Socioeconomically Disadvantaged



Yellow

English Learners  
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No Performance Color

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# Suspension Rate

## Suspension Rate



Green



Red

Foster Youth



Orange

African American

Pacific Islander



Yellow

Socioeconomically Disadvantaged

Students with Disabilities



Green

English Learners

Filipino

Hispanic

Homeless

Two or More Races

White















































































Blue

Asian



No Performance Color

American Indian

	Chronic Absenteeism	Suspension Rate	ELA	Math		Chronic Absenteeism	Suspension Rate	ELA	Math
Abbott					Foster City				
Audubon					George Hall				
Bayside					Highlands				
Baywood					LEAD				
Beresford					Laurel				
Borel					Meadow Heights				
Bowditch					NSM				
Brewer Island					Parkside Montessori				
College Park					Park				
FGIS					Sunnybrae				

# 4. ACCOUNTABILITY

How the dashboard is used for accountability and improvement

# Technical Assistance

## Three Tiered System:

- ▷ 1. Basic Support
- ▷ 2. Differentiated Assistance
- ▷ 3. Intensive Intervention



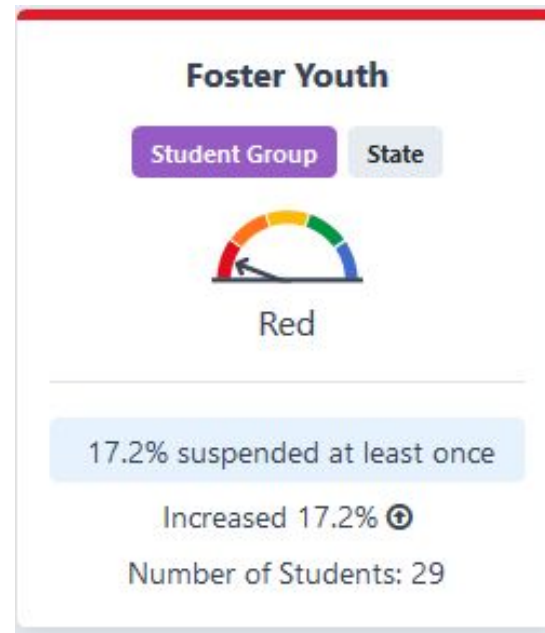
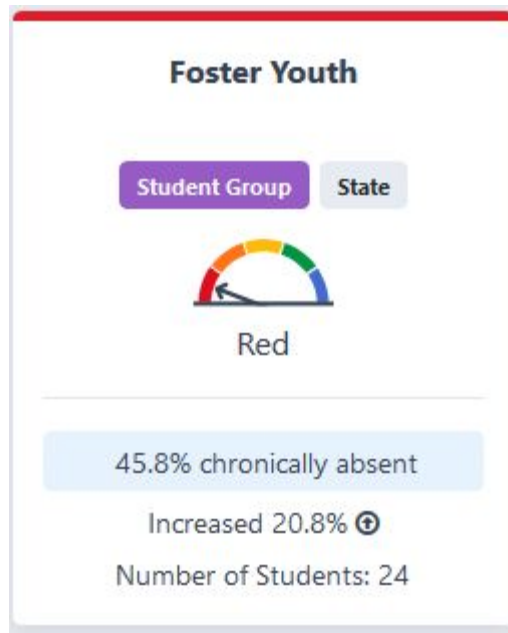
# 1. Basic Support

County offices provide a variety of supports to all districts with data, goals, and programs.

## 2. Differentiated Assistance

An LEA is eligible for Differentiated Assistance if a student group is “Red” for two or more priorities.

## 2. Differentiated Assistance



## 2. Differentiated Assistance

County assistance is designed to help uncover the systems and practices that are leading to the performance observed.

Additionally, SMCOE has to write an LCAP strategy for supporting Districts on Foster Youth.

▷ Will be working with us.

### 3. Intensive Intervention

- ▷ 3 or more student groups in the “red” in multiple priorities
- ▷ 3 out of any 4 consecutive years

# Other Federal Accountability

## CSI: Comprehensive Support and Improvement

- ▷ School level
- ▷ TSI/ATSI if continued support is needed.
- ▷ Identified every 3 years

# 5. NEXT STEPS

Using district & school results to drive improvement



# 2017-18 Summative Indicators, Now?

## Leading Indicators

- ▷ F&P, SRI, Galileo
- ▷ Daily Attendance & Discipline
- ▷ “Program” Evidence (e.g. A2A letters, Professional Learning ...)



## Summative Indicators

- ▷ CAASPP, ELPAC
- ▷ Chronic Absenteeism, Suspension rates







# 2017-18 Summative Indicators, Now?

January 2018

June 2018

December 2018

17-18 Leading Indicators

17-18 Summative Indicators



18-19 Leading Indicators

*Write 18-19  
Site SPSAs &  
District LCAP*



*Adjust 18-19  
Site SPSAs &  
District LCAP*

# Next Steps: **District**

LCAP Goals: evaluate progress

## Adjust Implementation of LCAP

- ▷ Focus on Foster Youth: SMCOE  
Differentiated Assistance for Absenteeism  
& Suspension
- ▷ Intensify select District Academic,  
Wellness, & Family Engagement strategies

# Next Steps: Schools

## Finalize/Review School Targets

School Name: ABC Elementary School

	Literacy						
	16-17 Score [Baseline]	17-18 Score [Dec 2108]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points from Proficient"	-5.5 points below Proficient	6 points above Proficient	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	6 points above	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise (because Baseline was below Proficient)	11.5 point rise	Yes	5 point rise (because new Baseline is above Proficient)
SED "Average Points from Proficient"	-44.5 points below Proficient	-20.5 points below Proficient	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-20.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	24 point rise	Yes	15 point rise
EL "Average Points from Proficient"	-23.5 points below Proficient	-2.5 points below Proficient	GROWTH (PROGRESS EXPECTED)	15 point rise	21 point rise	Yes	15 point rise
SwD "Average Points from Proficient"	-54.4 points below Proficient	-41.4 points below Proficient	GROWTH (PROGRESS EXPECTED)	15 point rise	13 point rise	No	15 point rise
3rd Grade "Average Points from Proficient"	-8.5 points below Proficient	2 points above Proficient	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	2 points above	No	10 points above
5th Grade "Average Points from Proficient"	-2.5 points below Proficient	11 points above Proficient	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	11 points above	Yes	10 points above
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending

# Next Steps: **Schools**

Reflect on School Progress/

Adjust implementation of SPSAs

- ▷ Principal Meetings: December & February
- ▷ Site Data meetings
- ▷ Site Teams

# Questions?

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