

Differentiated Assistance

Addressing Performance on the California School
Dashboard

Process and Background

California School Dashboard: an online tool that shows how districts and schools are performing

December 2018: Release of California Department of Education indicators.

BUSD improvement areas for homeless students:

- **college and career readiness indicator**
- **chronic absenteeism** for homeless students in grades K-8.

Effective Use of Dashboard Data?

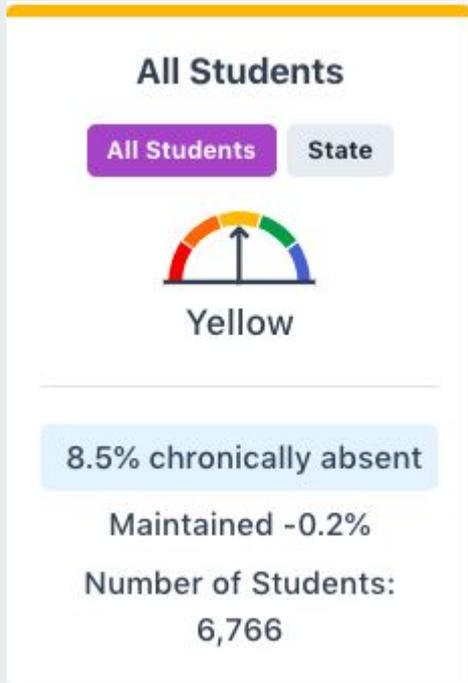
Data based on year to year cohort performance.

Potential:

- Dashboard data used to raise awareness in the near term or make high impact low cost adjustments
- Be used to inform larger and/or more significant changes in systems or service delivery over time as patterns emerge

Academic Engagement

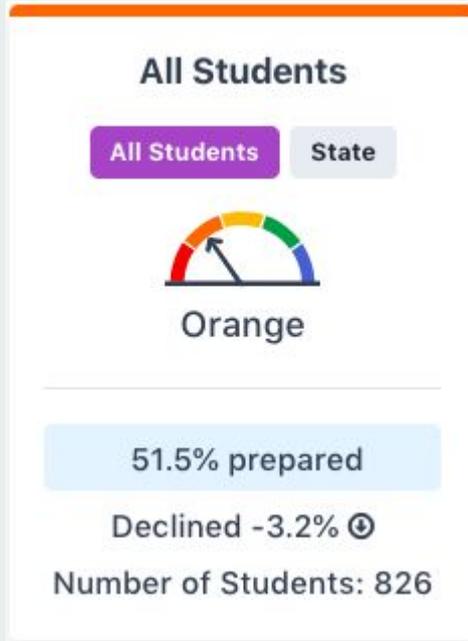
Chronic Absenteeism



Performance Level	Student Group
<p>Red</p>	Foster Youth + Homeless ++
<p>Orange</p>	Asian + African-American + Filipino + Socio-Econ. Disadvantaged ~
<p>Yellow</p>	Students with Disabilities - Hispanic ~
<p>Green</p>	English Learners - Two or More Races - White -
<p>Blue</p>	None

Academic Performance

College and Career (CCI)



Performance Level	Student Group
 <p>Red</p>	Homeless -
 <p>Orange</p>	African-American - Asian - English Learners ~ Socio-Econ. Disadvantaged -
 <p>Yellow</p>	Hispanic ~ Two or More Races - Students with Disabilities + White -
 <p>Green</p>	None
 <p>Blue</p>	None

2018-2019 College/Career Indicator

THE MEASURES

Career Technical Education Pathway Completion	Smarter Balanced Summative Assessments Grade 11	College Credit Courses	International Baccalaureate OR Advanced Placement	A-G Course Completion	State Seal of Biliteracy <i>New</i>	Leadership/Military Science <i>New</i>
High School Diploma	High School Diploma	High School Diploma	High School Diploma	High School Diploma	High School Diploma	High School Diploma
Complete CTE Pathway with C- or better in capstone course	Score a Level 3 or higher on <u>both</u> ELA and Math	One semester or two quarters of college coursework (previously dual enrollment) with C- or better <i>Change</i>	Score of 4 or higher on two or more IB exams	A-G requirements met with C- or better	2.0 GPA ELA coursework and "standard met" level on the CAASPP ELA exam	Complete 2 years of ROTC training with C- or better in courses addressing leadership and military science
Score Level 3 or higher in ELA or Math <u>and</u> at least Level 2 in the other			Score of 3 or higher on two AP exams (all exams inc.)	Score Level 3 or higher in ELA or Math and at least Level 2 on the other	Passing either the AP, IB, or SAT II foreign language test, or a district test if the others are not available	Score Level 3 or higher in ELA or Math Smarter Balanced and at least Level 2 on the other
Complete A-G required courses with C- or better <i>New</i>				One semester of two quarters of college coursework (previously dual enrollment) <i>Change</i>	Earning an overall 3.0 GPA and demonstrating oral proficiency	
One semester of two quarters of college coursework (previously dual enrollment) <i>Change</i>				Score 3 on one AP or 4 on one IB exam <i>New</i>		
				Completion of CTE Pathway with C- or better in capstone course		
A	B	C	D	E	F	G

GREEN = Required

BLUE = Choose 1

RED = Change from last year

ORANGE = New Measure

Immediate Opportunities/Ideas for Responding to College/Career Indicator Data

****51.5%**

**BUSD Seniors
identified as
prepared (n=826).**

94%

**Bridge Program
Seniors identified
prepared (n=28).**

DATA QUESTION:

How did Bridge cohort meet preparedness criteria at this rate?

ANSWER:

Completion of CTE pathway coursework or dual enrollment in college level courses

How can this information drive a practical /actionable response for other groups.

Option/Opportunity

27 seniors students
identified as MKV

Enrollment and completion of
BCC Counseling 24
meets indicator through
college credit course option

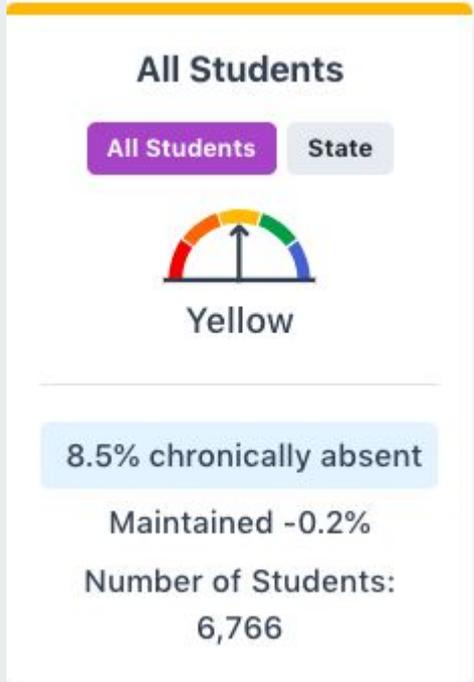
Notify counselors and
administrators of this
option along with list
of MKV seniors

COLLEGE AND CAREER INDICATOR PREPAREDNESS OPTION	BUSD Point Person(s) or Key Staff
CTE Pathway Completion	<ul style="list-style-type: none"> ● CTE Program Supervisor ● BHS Counseling staff ● Support program leads
11th Grade SBA Assessments	Cumulative impacts of K-11 teaching and supports.
College Credit Courses	Counseling 24 teachers, BUSD counselors, MKV Counselors
IB or AP Placement (4+/3+ on two exams)	Counselors, teachers, administrators, program leads.
A-G Course Completion	Tier 1 and Tier 2, Counseling, Support providers
Biliteracy	13.9% ---- Process under review
Leadership/Military Science	BUSD does not offer ROTC coursework needed to access this option

Academic Engagement

Chronic Absenteeism

INDICATOR IS FOR K-8 ATTENDANCE



Performance Level	Student Group
 Red	Foster Youth + Homeless ++
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 Blue	None

Current Cohort Analysis

158 K-8 MKV enrolled 30 or more days YTD, 37 are currently chronically absent (23.4%).

Of 37, 5 **will be** chronically absent this year even if they are enrolled the full 180 days; already missed 18 or more days of school.

20 of 37 that are currently chronically absent have 10 or more absences already with more than half the school year to go.

Focus and Awareness

58 of 190 K-8
students identified

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graph LR; A[58 of 190 K-8 students identified] --> B[Convey info to school site providers  
Discuss attendance strategies with K-8 leaders, counselors, family engagement, RJ counselors, regular review from MKV and site personnel];
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Convey info to school site providers

Discuss attendance strategies with K-8 leaders, counselors, family engagement, RJ counselors, regular review from MKV and site personnel

Keys to Improvement

Scenarios for chronic absenteeism for us to get out of differentiated assistance for MKV in attendance.

- **Decline in chronic absenteeism rate by 0.5% - 2.9%**
- **Decline significantly in chronic absenteeism rate by 3.0% or more**

Better Monitoring and Updating for MKV Supports

289 noted as MKV

Principals, counselors, etc, confirmed as being:

- Homeless
- No longer homeless
- Needs review

