Welcome to our webinar!

We are coordinating this joint event at the request of the State Board of Education (SBE), in order to familiarize our various members with the soon-to-be-released California School Dashboard.

There is a chat box for your use in asking questions of our presenters.

We appreciate your time today.

We will begin shortly.

The California School Dashboard: A new tool for the LCFF

February 22, 2017

Your Presenters:

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What we will cover today…

1. **The background and *key features* of the California School Dashboard**

2. **Important elements of the *state and local indicators***

3. ***Using* the Dashboard**

4. ***Resources* available to support the Dashboard's rollout**

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What is the California School Dashboard?

A new **web-based accountability system** that fosters continuous improvement by encouraging a deeper look of performance data for local educational agencies (LEAs), schools, and student groups on the state and local indicators.

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Purpose of CA School Dashboard

1. **Measure LCFF State Priorities.** The Dashboard is the state's new accountability tool that includes state and local performance standards for all LCFF priorities.

2. **Multi-dimensional Picture.** The new accountability system will provide a more complete picture of what contributes to a positive educational experience for students and promotes equity by clearly identifying where there are disparities among student groups.

3. **Identify Need for Technical Assistance & Intervention.** The Dashboard will assist LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.

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The School Dashboard Display

Top Level Summary Data Display	• Summary report for use by LEA, schools, and their stakeholders showing performance relative to the standards established for all LCFF priorities. • Reflects equity by highlighting disparities in performance for any student subgroup on state and local performance indicators.
Data Analysis Tool	• Access more detailed data reports that include both state and local performance indicators. • State collected data will be prepopulated, if available. • Allows for upload of local data using standardized file formats.
Statement of Model Practices	• Qualitative statements describing examples of effective practices and processes to consider. • This is an optional tool that may be helpful in analyzing LEA's progress.
Links to External	• Links to existing resources and research-based information about implementing specific programs or services aligned with the statement of model practices.

Key Features

➢ **Easy to use reports:** The Dashboard includes reports showing LEA or school performance on:
  - 6 state indicators, and
  - 4 local indicators
    - ◆ 6 for county offices of education (COEs)

➢ **LEA/school search:** View reports that present the performance data in different ways.

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Key Characteristics of the new system

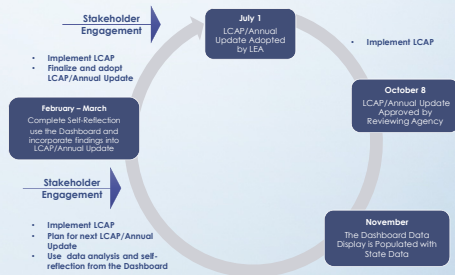| More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by **more** than a single test score	**Increased** focus on addressing disparities among student groups	**More** information to support the local strategic planning process

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Indicators by State LCFF Priority

Local Control Funding Formula Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

** County Office of Education Only

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Interaction Among LCAP, the Dashboard & Assistance and Support Process

Stakeholder Engagement

July 1 LCAP/Annual Update Adopted by LEA

- Implement LCAP

October 8 LCAP/Annual Update Approved by Reviewing Agency

- Implement LCAP
- Finalize and adopt LCAP/Annual Update

February – March Complete Self-Reflection use the Dashboard and incorporate findings into LCAP/Annual Update

Stakeholder Engagement

- Implement LCAP
- Plan for next LCAP/Annual Update
- Use data analysis and self-reflection from the Dashboard

November The Dashboard Data Display is Populated with State Data

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State Indicators

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State Indicators

The state indicators are based on data that is collected consistently across the state from LEAs through California Longitudinal Pupil Achievement Data System (CALPADS). The state indicators by LCFF priority area are:

- Priority 4: Academic Indicator on English language arts and math for grades 3-8
- Priority 4: English Learner Progress
- Priority 5: Chronic Absenteeism (*available fall 2017*)
- Priority 5: Graduation Rates
- Priority 6: Suspension Rate
- Priority 7 & 8: College/Career Readiness (*partial information available spring 2017*)

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State Performance Levels

- The overall performance level that LEAs and schools receive is based on how **current performance** (Status) **compares to past performance** (Change).

- This provides a **more complete picture** of performance than a point-in-time snapshot and recognizes improvement as part of overall performance.

- Each indicator has a separate **formula** to combine status and change.

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State Performance Levels

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.

Blue   **Highest**
Green
Yellow
Orange
Red   **Lowest**

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Reference Charts

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			
Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Median	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

(Status)

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Local Indicators

Remaining LCFF Priorities – Local Indicators

- Priority 1: Basics – Williams Act

- Priority 2: Implementation of State Academic Standards

- Priority 3: Parent Engagement

- Priority 6: School Climate – local climate surveys

- Priority 9: COE only - Coordination of Services for Expelled Students

- Priority 10: COE only - Coordination of Services for Foster Youth

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Methodology: Self Reported Local Indicators

➢ **Standard** for each local indicator:
  ▪ LEA annually *analyzes its progress* in the priority and *reports the results* to its local governing board and to stakeholders and the public through the Dashboard. SBE approved tools available to gather data.

➢ **Evidence** that will be used to demonstrate meeting the standard:
  ▪ LEA identifies that it *reviewed and reported the results* to its local governing board and on the Dashboard.

➢ **Criteria** for assessing status based on that evidence:
  ♦ Met
  ♦ Did not meet for 1 year
  ♦ Did not meet for 2+ years

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More on local indicators

▪ Local indicators **do not** apply to individual school sites.

▪ Local indicators apply to **charter** schools only if the underlying charter petition includes goals for that indicator.

▪ The SBE has approved **self-reflection tools** to assist in identifying local progress.

▪ Data is **uploaded by the LEA** to the public Dashboard website.

▪ Data is **self-reported** and subject to community **discussion** and use in your LCAP development.

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Dashboard Reports

Dashboard Display

- Links to reports
- Displays State Indicators

- Displays Local Indicators

Dashboard: Demographic Info

The top of every page of the Dashboard identifies the LEA or school and which report the user has selected, along with key demographic information.

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Dashboard: Performance Levels

The Dashboard shows the performance levels using the color-coded images below.

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Dashboard: Navigating to Reports

Users can choose from four different reports by selecting tabs underneath the demographic information included at the top of the web page.
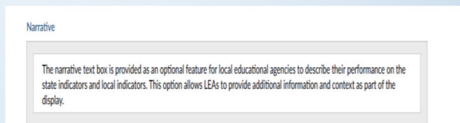
| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

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Dashboard: Narrative Summary

LEAs also have the **option** of adding additional information in a narrative box that will show up at the bottom of each report.

This gives LEAs the opportunity to **explain their local context** or identify any circumstances that may have impacted their LEA during the year.

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

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Equity Report: State Indicators

➤ Shows the **performance level of all students** on state indicators.

➤ Shows the **total number of student groups** that are large enough to receive a performance level on each state indicator.
  ▪ The number of total student groups may differ across indicators due to the grade levels applicable for each indicator.

➤ Shows the number of those **student groups in the Red or Orange performance levels.**
  ▪ Quick overview of overall performance and whether any student groups are struggling on the state indicators.

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Equity Report: State Indicators

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

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

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

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)	🟠	8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)	🟢	5	1
Mathematics (K-8)	🟡	5	4

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Equity Report: Local Indicators

➤ Shows performance level for local indicators.
  ▪ For LEAs that have *Met* the standard for these indicators, the performance data will be available in the Detailed Reports.
➤ The default during the transition year will be N/A.
  ▪ Beginning in the 2017–18 school year, there will be a deadline for completing this information or the LEA would receive a performance level of **Not Met**.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years
Local Climate Survey	Met

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Status and Change Report

Shows the performance level for each state indicator and the current performance (Status) and difference from past performance (Change) that resulted that in that performance.

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

The status and change report provides the performance level for all students on all state indicators and identifies the status for the current year and change relative to the prior year for each state indicator.

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low	Declined
English Learner Progress (K-12)	🟡	Low	Increased
Graduation Rate (9-12)	🟢	Medium	Increased
College & Career	N/A	N/A	N/A
English Language Arts (K-8)	🟠	Low	Declined
Mathematics (K-8)	🔴	Very Low	Declined Sig.

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Status and Change Report

- For any report that shows state indicators, users can view reports showing **performance of all student groups** on a state indicator by clicking on that indicator.

- For any report that shows student group performance, users can also click on any student group to access a **single student group's performance on all indicators.**

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Detailed Reports

- Shows year-by-year data for the state indicators.
  - For LEAs, it also shows the data reported on the local indicators.

- Users will see the data organized into at least three groupings:
  - Academic performance
  - Academic engagement
  - School conditions and climate

- The groupings reinforce the relationships among the indicators and will make the information more digestible.

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Student Group Report

- Shows the performance of all students and each student group on the state indicators.

- Users can choose to highlight only the student groups in the:
  - **Blue** and **Green** performance levels,
  - **Yellow** performance level, or
  - **Orange** and **Red** performance levels.

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Using the Dashboard

Using the Dashboard

Equity Report

West Chavez Unified School District

Enrollment: 2,600 students   Socioeconomically Disadvantaged: 97%   English Learners: 76%

Foster Youth: N/A   Grade span: K-12   Charter School: N   Year: Data 2015-16

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

The equity report provides the performance level for all students on all state indicators and identifies the total number of student groups relative to the number of student groups in red/orange. This equity report also provides the rating for each local indicator.

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate		11	3
English Learner Progress		1	0
Graduation Rate		8	7
College/Career	N/A	N/A	N/A
English Language Arts Assessment		5	1
Mathematics Assessment		5	4

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Using the Dashboard

Based on a review of state and local indicators of student performance included in the LCFF Evaluation Rubrics, local self-assessment tools, stakeholder input, or other information, what progress are you most proud of and how do you plan to maintain or build upon that success?

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps are you planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Additionally, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance in the LCFF evaluation rubrics. Identify any modifications to the goals, actions/services and/or expenditures within the LCAP to improve these performance levels.
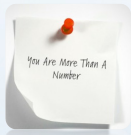
PERFORMANCE GAPS

Key Questions to Consider

- Are there areas where our strategy/approach is working and how can we build on those?
- What changes to the goals or actions/services in our LCAP, if any, are we considering for our Annual Update?
- What are we doing to address the disparities in outcomes on the ELA Assessment?
  - All students in Blue or Green, but individual student group in Red or Orange.
- Are we looking more closely at what the issues are with Graduation Rate (Orange)?
- What are the two most significant conclusions we should draw from the local information collected around Parent Engagement?

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Key Messages

The new accountability system is more than a *single* number.

Focuses on addressing disparities among student groups.

The new system supports *local* decision-making.

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Dashboard Roll-Out and Resources

Dashboard Rollout

➢ **Public Release** likely the week of March 6, 2017

➢ **Link on Dashboard Coordinator page** to resources

➢ **Announcements to Dashboard Coordinator distribution list** when new resources available

➢ www.caschooldashboard.org

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Additional Resources and Training

- Sample PowerPoint slides
- Talking points
- Core messages
- One-page info-graphic
- Features of the Dashboard one-pager and video
- Template letter to families
- Template website blurb
- Sample press release
- Messaging Q&As: Ideas for how to respond to school/district performance questions

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CDE Accountability Model & School Dashboard Resource Webpage

➢ Materials with technical background on the indicators, methodologies, and the performance standards.

➢ Download the sample self-reflection tools for the local performance indicators.

➢ http://www.cde.ca.gov/ta/ac/cm/index.asp

➢ Questions: Academic Accountability Team: dashboard@cde.ca.gov or (916) 319-0863

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Upcoming In-Depth Webinars

1. Dashboard and Impact on the Local Control Accountability Plan (LCAP) Development
2. Academic Indicator
3. English Learner Progress and Suspension Rate Indicators
4. Graduation Rate and Career/College Indicators
5. Statements of Model Practices, Local Indicators and Chronic Absenteeism (review of local data)

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CCEE Spring Workshops: LCAP & Dashboard

➢ Focus on relationship between California School Dashboard and LCAP
➢ Targeted at school districts, charter schools, and local stakeholders but all are welcome
➢ Teams encouraged, but not required
➢ 250-300 max per location

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CCEE Spring Workshops: Dashboard & LCAP

➢ 3/10: San Diego
➢ 3/11: Modesto*
➢ 3/13: Fresno
➢ 3/15: Los Angeles
➢ 3/18: Oakland*
➢ 3/20: Redding

➢ 3/25: Santa Maria*
➢ 3/28: Sacramento
➢ 3/30: San Jose
➢ 4/1: Riverside*
➢ 4/1: Ukiah*

*Saturday   Register online: www.ccee-ca.org

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Where we're heading with the Dashboard

Continuous
Improvement

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Thank You!

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