



Goal Setting Tools

Setting District Goals

1. Select 'Goal Planning' tab
2. Review goals and determine where modifications are needed
3. Enter changes in designated space under "New District Goal" column
4. Repeat for each metric
5. When complete, click 'Publish All Goals' to submit the new data to the dashboards.
6. New values submitted will appear with the next successful refresh of the dashboards (typically the next day).

Setting Campus Goals

Option 1

1. Click the 'More' menu to see campus list.
2. To replicate the District Goal value across all campuses, select 'Replicate' button.
3. To customize the values for each campus, enter values in the 'New Goal' column for specific campuses.
4. Repeat for each metric.
5. When complete, click 'Publish All Goals' to submit the new data to the dashboards.
6. New values submitted will appear with the next successful refresh of the dashboards (typically the next day).

Option 2

1. Click the 'More' menu to see campus list.
2. Click name of campus to go to campus page.
3. To customize the values, enter the values in the 'New Goal' column for specific campuses.
4. Repeat for each metric.
5. When complete, click 'Publish All Goals' to submit the new data to the dashboards.
6. New values submitted will appear with the next successful refresh of the dashboards (typically the next da



Student Goal Setting

These steps outline strategies for using the Educator Dashboards to identify trends and work with students to establish attendance and grade performance goals. These metrics are updated regularly and may be used to monitor student progress.

Assess Classroom Performance on Attendance and Assessment Metrics

1. **Identify students with attendance issues:** Start with the Classroom View. Sort by clicking on the 'Last Four Weeks Attendance' column heading. Bring the students with the lowest attendance rate to the top. Note the students who are not meeting the school goal of 95% by creating a Student List. Schedule meetings with each student on the list.

**Russell Gomez**

Student List:
Life and Physical Sciences(ENVRYS) - Environmental Systems (01 - Traditional) Spring S

Data View:
General Overview

ADD SELECTED STUDENTS TO WATCH LIST

ADD ALL STUDENTS TO WATCH LIST

CANCEL

	STUDENT ^	GRADE LEVEL	DESIGNATIONS	Last Four Weeks Attendance	Last Eight Weeks Attendance	Year To Date Attendance	Last Four Weeks Class Absences	State Reportable Offenses
☐	 <u>Alvarado, Tracy</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>Ayala, Elnora Polly</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>Bartlett, Adrian</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>Bass, Allen</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>Bernard, Ross Kurt</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>Clark, Jeffrey Justin</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>Curry, Neil</u>	10th		100.0 %	100.0 %	100.0 %		0
☐	 <u>De Leon, Vernon</u>	10th		95.0 %	97.5 %	94.3 %		0

<< Page 1 of 2 >>

Rows per page: 10 20 50 100

Total rows: 30

M State Assessment-M

Alt State Assessment-Alt

A Test Accommodation

C State Assessment-Commended

- View student grade performance:** Further assess students who may need assistance to reach the school goal for grades. Sort by clicking on Grades Below C and Grades Falling more than 10%. Sort the columns by clicking on the column headings. Create a Student List for students not achieving goal and schedule meetings with the students.


Russell Gomez

Student List: Life and Physical Sciences(ENVIRSYS) - Environmental Systems (01 - Traditional) Spring S
Data View: General Overview

+ SEE MORE DATA
MAXIMIZE GRID
CREATE OR ADD TO WATCH LIST

STUDENT ^	GRADE LEVEL	DESIGNATIONS	Year To Date Attendance	Last Four Weeks Class Absences	State Reportable Offenses	# Grades Below C	Grades Falling ≥ 10%
 Alvarado, Tracy	10th		100.0 %		0	4	0
 Ayala, Elnora Polly	10th		100.0 %		0	3	0
 Bartlett, Adrian	10th		100.0 %		0	3	0
 Bass, Allen	10th		100.0 %		0	5	0
 Bernard, Ross Kurt	10th		100.0 %		0	3	0
 Clark, Jeffrey Justin	10th		100.0 %		0	3	0
 Curry, Neil	10th		100.0 %		0	3	0
 De Leon, Vernon	10th		94.3 %		0	3	0

<< Page 1 of 2 >>
Rows per page: 10 20 50 100
Total rows: 30

M State Assessment-M
Alt State Assessment-Alt
A Test Accommodation
C State Assessment-Commended

Use Dashboard Data to Help an Individual Student Set Attendance and Testing Goals

- Select a student on the list and review attendance data to prepare for the meeting:** click on a student's name to view the Academic Dashboard. Use the More Menus to generate historical graphs and additional information.

In this example, the graph shows Vernon's attendance record by week for the first grading period.



Vernon De Leon

S. Preston's Homeroom
10th Grade

Back to list

8 of 30

Student Information

Academic Dashboard

Transcript

Overview

Attendance and
Discipline

State
Assessments

Grades and
Credits

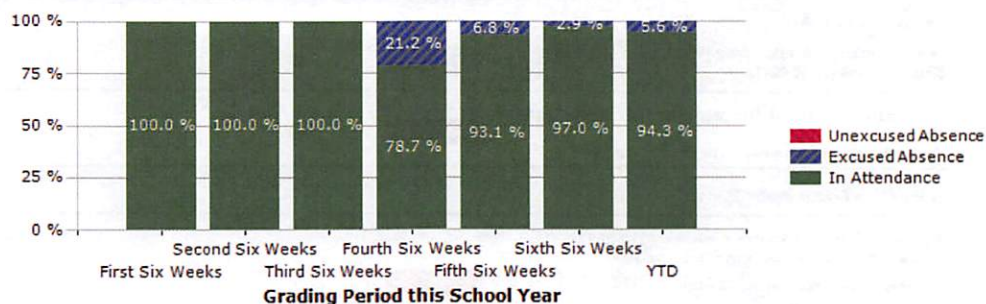
Attendance and Discipline

Jump to subcategory: [Attendance](#) | [Discipline](#)

HIDE PRIOR YEAR

ATTENDANCE	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Daily Attendance Rate (Through May 27, 2011) % of days student is in attendance					
■ Last Four Weeks	95.0 %	▼	90.0 %	5.0 %	More ▾
■ Last Eight Weeks	97.5 %	▲	90.0 %	7.5 %	
■ Year to Date	94.3 %		90.0 %	4.3 %	
➔ Prior Year					

Daily Attendance Rates by Grading Period(s) this School Year



- View the student's grade data:** to view grade data, click on the Grades and Credits tab. The More menu next to each subject will provide a graph of student performance. You can use the Print button to print the pages and have students keep the graphs with their goal worksheets.

[EXPORT ALL](#)
[PRINT](#)
[SUPPORT](#)
[LOG OUT](#)

[Douglas County Schools](#)
[Riddell High School](#)
[Russell Gomez](#)

Search

Vernon De Leon

S. Preston's Homeroom
10th Grade

[Back to list](#)
8 of 30

Student Information

Academic Dashboard

Transcript

Overview

Attendance and Discipline

State Assessments

Grades and Credits

Grades and Credits

Jump to subcategory: [Course Grades](#) | [Credits](#)

[HIDE PRIOR YEAR](#)

COURSE GRADES	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Class Grades					
Mastery of content in core courses					
■ Failing (Through Sixth Six Weeks 2010-2011)	2/7	↔	0	-2	More ▾
→ Prior Year Failing					
■ # of course grades dropping 10% or more (Through Sixth Six Weeks 2010-2011)	0/7	↔	0	0	More ▾
Grades Below C Level (Through Sixth Six Weeks 2010-2011)					
Number of courses with grades below C for the last grading period					
■ Prior Year Grades Below C Level	3 Below C	↔	0	-3	More ▾
Algebra I (Through Sixth Six Weeks 2010-2011)					
Whether or not student has taken, score of latest assessment					
■ Taken or enrolled (by 9th Grade)	NO				More ▾
■ Passing or has passed					More ▾
CREDITS					
Credit Accumulation					
Cumulative number earned as of latest grading period, overall and by subject					

G

Gifted & Talented

Met Goal

S

Special Education

Below Goal

504

504 Designation

Below Goal

L

ESL, LEP or Bilingual

Below Goal

E

Late Enrollment

Getting Better

P

Partial Transcript

Getting Worse

A

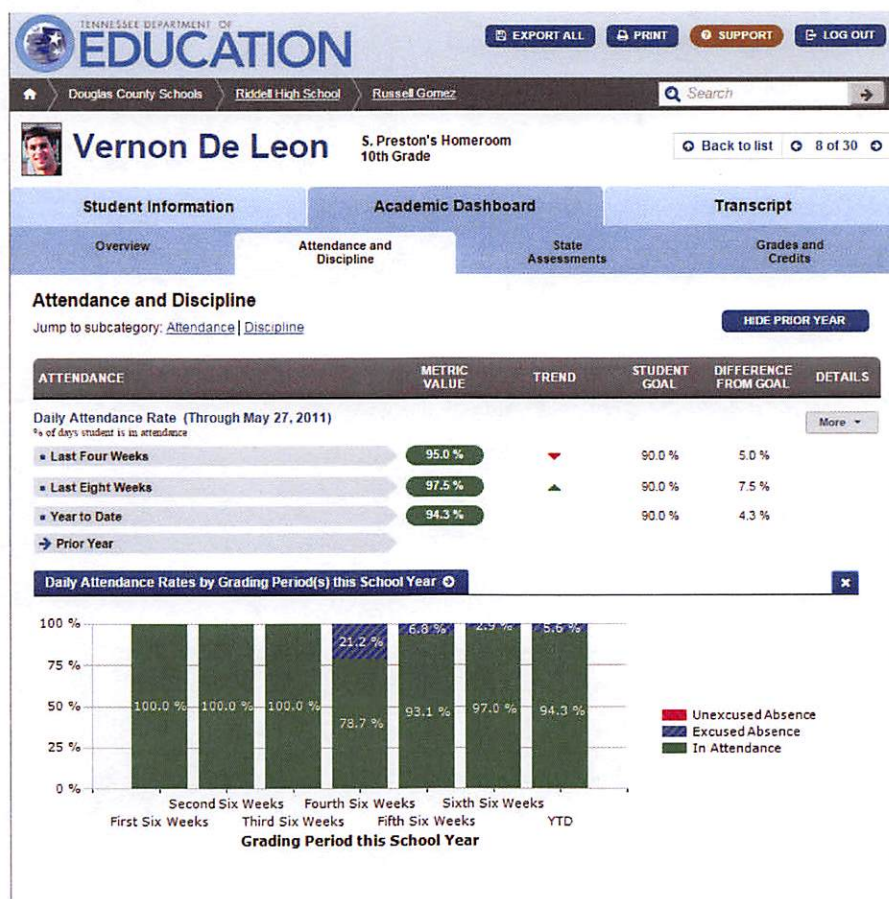
Test Accommodation

No Change

5. **Help the student complete the goal-setting worksheet:** Based on the student's current performance, work with him or her to create achievable goals for improving behavior or increasing academic performance for the remainder of the year.

Student Name			
Attendance	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
Goal			
Score			
% off			

6. **Use the Dashboards to continue to track and discuss progress:** As the semester progresses, use the historical graphs to show how a student is progressing. Share the graphs with students as evidence of their work.
7. **Use the Dashboards to continue to track and discuss progress:** As the semester progresses, use the historical graphs to show how a student is progressing. Share the graphs with students as evidence of their work.





Metric Definitions and Calculations

Metrics are displayed at the student, school, and district levels. Student data is rolled up to create the school and district level data sets.

Average Daily Attendance

School and District level:

The average daily attendance for all students with membership on school during the current grading period and year to date.

The average daily attendance (ADA) is the total days of student attendance divided by the number of instructional days for the specified time period. For example, if a student attending every day would equal one ADA. ADA is not the same as enrollment, which is the number of students enrolled in a school on a given day. ADA is usually lower than enrollment due to factors such as students moving, dropping out, or staying home due to illness. Students included in this metric are those considered to be in membership on a school.

Average daily attendance is calculated and displayed in the following time frames:

- Current Grading Period
- Year to Date

When calculating Average Daily Attendance, the following additional rules apply:

- Both excused and unexcused absences are counted as an absence.
- A tardy or early release (if captured) is not counted as an absence.
- Days a student is not enrolled must be adjusted in the computation.
- The length of the time frames is configurable and is defined by the district.

Daily Attendance Rate

Student level:

The percent of days a student is in attendance during the last four weeks, last eight weeks and the entire year to date, with comparison to school goals for each.

School level:

Percentage of students in attendance during the past four weeks, past eight weeks, and year to date, with comparison to the school goal for each time frame.

District level:

Percentage of students in attendance for a specified percentage of time (e.g., 90% of the time or greater) during the past four weeks and year to date, with comparison to the district goal for each time frame.

When calculating this metric, the following additional rules apply:

- Both excused and unexcused absences are counted as an absence.
- A tardy or early release (if captured) is not counted as an absence.
- Days a student is not enrolled must be adjusted in the computation.
- The length of the time frames is configurable and is defined by the district.

This figure might look lower than Average Daily Attendance and is an effective complimentary metric for identifying 'outlier' students who could negatively affect ADA.

Class Period Absence Rate**Student level:**

The percent of class periods a student is in attendance during the last four weeks, last eight weeks and the entire year to date, with comparison to school goal for each time frame.

School level:

Percentage of students missing two or more class periods during the past four weeks, past eight weeks and year to date, with comparison to the school goal for each.

District level:

Percentage of students missing two or more class periods during the past four weeks and year to date, with comparison to the district goal for each.

The following additional rules apply when calculating this metric:

- Both excused and unexcused absences are counted
- A tardy or early release (if captured) is not counted as an absence
- The length of each time frame is configurable and is defined by the district—typically either 6 or 9 weeks.

Difference between Average Daily Attendance and Class Period Attendance

Student level attendance rate is derived from the period of record. If the student shows up for the period from which daily attendance is determined but absent from other classes on that day, he or she could have perfect daily attendance but still have instances of class-level absences.

Discrepancies between Daily Attendance Rate and Class Period Absence Rate

For high school students, student-level attendance rate is derived from the period of record. If the student shows up for the period from which daily attendance is determined but absent from other classes on that day, he or she could have perfect daily attendance but still have instances of class-level absences.

Days Absent

Student level:

The total number of days a student has been absent year to date.

The number of days absent is a simple calculation of the number of absences a student has year to date. The status bar will display either low if the student has 7 or fewer absences year to date or high if the student has eight or more absences year to date. The value column will display the total number of absences year to date.

School level:

The percentage of students with 8 or more absences year to date.

The number of days absent is a simple calculation the percentage of students who have 8 or more absences year to date over the number of students with attendance data for the school. The default goal is 10%.

District level:

The percentage of students with 8 or more days absent year to date.

The number of days absent is a simple calculation of the percentage of students who have 8 or total absences (excused and unexcused) year to date over the number of students with attendance data for the district. The default goal is 10%.

Tardy Rate

Student level:

Percent of days a student is tardy during the last four weeks, last eight weeks and entire year to date with comparison to school goal for each.

School level:

The percentage of students tardy during the past four weeks, past eight weeks and year to date with comparison to the school goal for each time frame.

District level:

The percentage of students tardy during the past four weeks and year to date with comparison to the district goal for each time frame.

The following additional rules apply when calculating this metric:

- School must record student tardies at the classroom level for a time frame.
- The class or period when a student is counted as tardy is defined.
- District sets the value that drives the school thresholds.
- Tardy rate data is available for the school.

Discipline Referrals**Student level:**

Number of discipline referrals a student has received during the current year by type (all incidents excluding code of conduct incidents), with comparison to school goal.

Discipline Referrals displays the total number of discipline incidents for the student during the current school year, as follows:

- All incidents where the student is identified as a "Perpetrator" (i.e., the student who committed the discipline incident) are counted.
- All classifications of incidents are counted and organized into:
 - the most serious incidents
 - minor infractions
- Discipline incidents are counted, even if no discipline action is recorded.

All Discipline Incidents**School level:**

Percentage of students with one or more discipline incidents outside of the school code of conduct and excessive (more than 5) school code of conduct incidents within a given grading period, reported for the current grading period, previous grading period and year to date.

District level:

Percentage of students with one or more discipline incidents outside of the school code of conduct and excessive (more than 5) school code of conduct incidents within a given grading period, reported for the current grading period and year to date.

All Discipline Incidents displays the percentage of students who meet the following criteria:

- One or more discipline incidents in the time period representing the most serious incidents where the student is identified as a "Perpetrator" (i.e., a student who committed the discipline incident); Or
- Five or more discipline incidents in the time period representing minor infractions where the student is identified as a "Perpetrator."

Discipline incidents are counted, regardless of whether a discipline action has resulted.

School Code of Conduct Incidents

School level:

Percentage of students with one or more school code of conduct incidents within a given grading period, reported for the current grading period, previous grading period and year to date.

District level:

Percentage of students with one or more school code of conduct incidents within a given grading period, reported for the current grading period and year to date.

The discipline metrics indicate the level and type of discipline incidents taking place in a district over various time periods. Districts and states vary in the how discipline incidents and actions are categorized. The following rules apply to Ed-Fi dashboard tools:

The School Code of Conduct Incidents displays the percentage of students with one or more discipline incidents in the time period representing minor infractions where the student is identified as a "Perpetrator" (i.e., a student who committed the discipline incident).

Discipline incidents are counted, regardless of whether a discipline action has resulted.

Algebra I

Student level:

Reports whether or not a student is currently taking or has taken and passed Algebra I in a prior year, and if so, their most recent or final grade in the course.

School level:

Percent of students who are currently taking or have taken Algebra I in a 8th or 9th grade and the percent of students who are currently passing or have passed Algebra I by 8th or 9th grade, with comparison to school goals.

District level:

Percent of students who are currently taking or have taken Algebra I in a 8th or 9th grade and the percent of students who are currently passing or have passed Algebra I by 8th or 9th grade, with comparison to district goals.

This metric displays two sub-metrics:

- **Whether or not a student has taken or is currently taking Algebra 1.** The first sub-metric indicates the percentage of students that are currently taking or have taken Algebra I by 8th grade for middle school or 9th grade for high school. The data to compute this metric is taken from either the student transcript or from their list of current courses. If the Algebra I course code does not appear on a student's transcript and the student is currently taking the next course in the mathematics sequence (e.g., Geometry

or higher), Ed-Fi assumes the student has passed Algebra I. Missing course codes may be due to the following cases: Ninth grade students may not have middle school course information on their transcripts or students who are transferring in during the school year may not have transcripts transferred and/or recorded in the school system.

- **Whether or not the student is passing or has passed Algebra 1.** The second sub-metric indicates the percentage of students who previously passed or are passing Algebra I. If the student is currently taking Algebra I, the current grading period grade is used to determine passing status. If the student has taken and failed Algebra I and is not currently taking Algebra I, the failed grade status from the student transcript is used. If the student does not have Algebra I in their course transcript and is currently taking a higher-level mathematics class, Ed-Fi assumes that the student has already passed Algebra I.

Grades Below C

Student level:

The number of courses for which the student's most recent course grade is below C, with trend comparison to the student's courses below C for the grading period prior to the most recently completed.

School level:

Percent of students with one, two and three or more course grades below C for the most recent grading period, with trend comparison to the most recently completed grading period.

District level:

Percent of students with one, two and three or more course grades below C for the most recent grading period, with trend comparison to the most recently completed grading period.

Falling Class Grades

Student level:

The number of Course Grades Dropping 10% or More: the number of courses out of total taken for which the student's most recent course grade is dropping 10% or more from the prior grading period, with a trend comparison to the student's course declines as of the prior grading period.

School level:

Percent of students with core subject courses grades dropping 10% or more from prior grading period, with trend comparison to the most recently completed grading period.

District level:

Percent of students with core subject courses grades dropping 10% or more from prior grading period, with trend comparison to the most recently completed grading period.

Failing Subject Area Course Grades

Student level:

Number of failing grades for each of the core subject areas for a student.

School level:

Percentage of students with failing grades in one of the four core subject areas during the current year.

District level:

Percentage of students with failing grades in one of the four core subject areas during the current year.