Fall 2017
California School Dashboard Webinar Series

Webinar #1: Introduction to the Dashboard and Local Indicators

Analysis, Measurement, and Accountability Reporting Division

Local Agency Systems Support Office

October 26, 2017

California Department of Education

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State Superintendent of Public Instruction

Webinar Objectives

- Understand the *background and key features* of the California School Dashboard
- Recognize important elements of *state and local indicators*
- Learn about the *Dashboard interface*, including responding to local indicators
- Know how and when to *access* the California School Dashboard

Background & Key Features

Local Control Funding Formula

Passed in 2013, the Local Control Funding Formula (LCFF) significantly changed how California:

- **provides resources to public schools,** and
- **holds local educational agencies (LEAs) accountable for improving student performance.**

From “sanction and punish” to continuous improvement by:

Building on LEA strengths within priority areas	**Developing** capacity of LEAs to address disparities in student groups	**Supporting** LEAs to identify and improve areas of low performance

Development of the California School Dashboard

- In 2016, the State Board of Education (SBE) adopted a new accountability tool required by LCFF, called the **evaluation rubrics**, that includes a set of state and local measures.
- The tool is the result of **more than a year of stakeholder engagement** and SBE actions.
- The California School Dashboard (Dashboard) is how performance data from the evaluation rubrics are shown to LEAs and the public.
- The Dashboard was piloted in spring 2017 to provide LEAs and schools time to become familiar with the features prior to full implementation in fall 2017.

Key Messages

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

LCFF Definition of Local Educational Agencies

- **School districts**
- **County offices of education (COE)**
- **Charter schools**
  - The accountability system has certain differences for charter schools

Note: Alternate measures are in development for the Fall 2018 Dashboard release for schools included in the Dashboard Alternative School Status (DASS).

Indicators by LCFF Priority Area

Priority Area	State Indicator	Local Indicator
Priority 1: Basic Services	N/A	Basics Conditions at School
Priority 2: Implementation of State Standards	N/A	Implementation of State Academic Standards
Priority 3: Parent Involvement	N/A	Parent Engagement
Priority 4: Pupil Achievement	Academic Indicator English Learner Progress Indicator	N/A
Priority 5: Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	N/A
Priority 6: School Climate	Suspension Rate Indicator	Local Climate Survey
Priority 7: Course Access	College/Career Indicator	*Proposed New Local Indicator for 2018*
Priority 8: Pupils Outcomes	College/Career Indicator	N/A
Priority 9: Coordination of Instruction if Expelled Pupils	N/A	Coordination of Services for Expelled Students*
Priority 10: Coordination of Services for Foster Youth	N/A	Coordination of Services for Foster Youth*

* Only applies to county offices of education

State and Local Indicator Overview and Performance Descriptions

State Indicators	Local Indicators
Based on data that is collected consistently across the state (i.e. California Longitudinal Pupil Achievement Data System, state assessments, etc.)	*Data is not collected at the state level—LEAs measure and report on their progress based on locally collected data*
	Met Not Met Not Met for Two or More Years
Performance determined by state based on five-by-five placement charts	Performance determined by LEA based on state-created standards

State Indicators

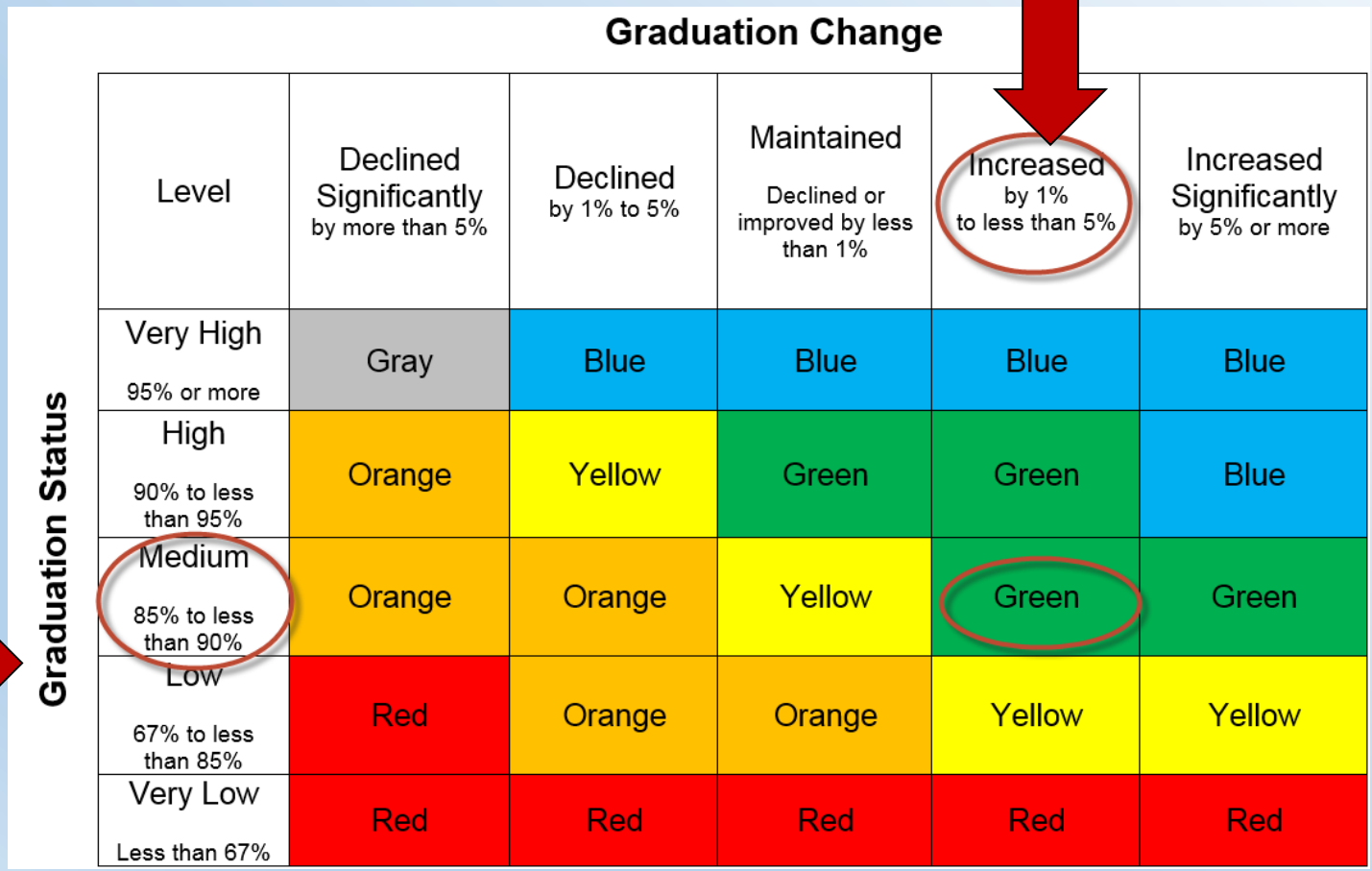
Performance on State Indicators

- LEAs, schools, and student groups receive performance levels (or colors) for each state indicator.
- Two years of data (**Status** and **Change**) are required to receive a color:
  - **Status:** Current data
  - **Change:** The difference between current year and prior year(s) of data.

Combine Status and Change Levels to Get a Color!

CHANGE

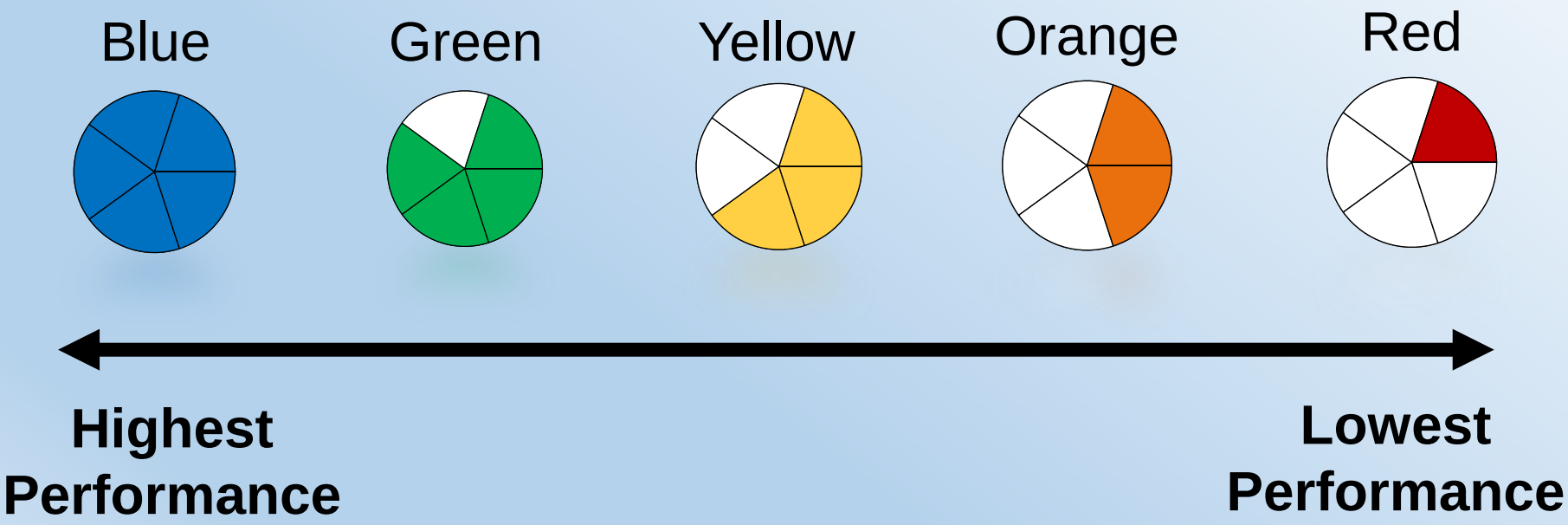
STATUS



Graduation Change

Graduation Status: Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or more	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Medium 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Performance Levels



Performance Levels (Cont.)

- To receive a performance level, LEAs, schools, and student groups must have **30 or more students** in both the current and prior years.
  - The “30 or more” determination differs for each state indicator.

State Indicators in the Fall 2017 Dashboard

Chronic Absenteeism (*to be determined*)

Suspension Rate

English Learner Progress

Graduation Rate

College/Career (*status only*)

Academic: English Language Arts and Mathematics

Local Indicators

‘Why’ Local Indicators

- Reflects the emphasis on ‘local control’
- LEAs measure priorities that are oriented more to implementation measurement rather than summative outcome
- Important for the local community to understand the holistic picture of a LEAs progress

Applicability of Local Indicators

Local indicators apply **only to LEAs**, which are defined by LCFF **statute** as:

- School districts
- County offices of education (COEs)
- Charter schools
- Indicators, including local indicators, apply to charter schools for state accountability purposes only if underlying charter petition includes goals for that indicator.

Note: Local indicators ***do not*** apply to individual schools.

Local Indicator: Engagement and Approval Process

Performance Standards

The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. The approved standards require the LEA to:

- **Annually** measure its progress.
- Report the results at **a regularly scheduled public meeting** of the local governing board.
- **Publicly report** results through the Dashboard.

Performance Levels

The three performance levels for the local indicators are:

- Met
- Not Met
- Not Met for Two or More Years

Measuring Progress

LEAs demonstrate that the standard is met for a local indicator based on **whether the LEA collected and reported performance data** for each local indicator.

- LEAs should review any actions or local data from within the current or prior school year that demonstrates the LEA has the data to respond to the appropriate local indicator

Reporting Results

- Prior to finalizing information in the Dashboard, the information must be reported at a regularly scheduled district governing board meeting.
- Using the Dashboard Interface, LEAs can provide the results for the governing board to review.
  - Word format versions of the self-reflection tools for each local indicator are also available as part of the Quick Reference Guide for California's New Accountability System.

Reporting Data

For the Fall 2017 Dashboard, LEAs must report on their local indicators by **December 1, 2017**:

- If the LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the LEA should select *Met.*
- If the LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as *Not Met.*

Reporting Data (Cont.)

On **December 2, 2017**, the Dashboard will default to *Not Met* if an LEA has failed to complete the performance standard of any applicable local indicator.

Eligibility for technical assistance based on local indicator results begins with the Fall 2018 Dashboard.

- Those LEAs with any local indicator with *Not Met for Two or More Years* in the Fall 2018 Dashboard will be identified for technical assistance

Local Indicator: Dashboard Interface

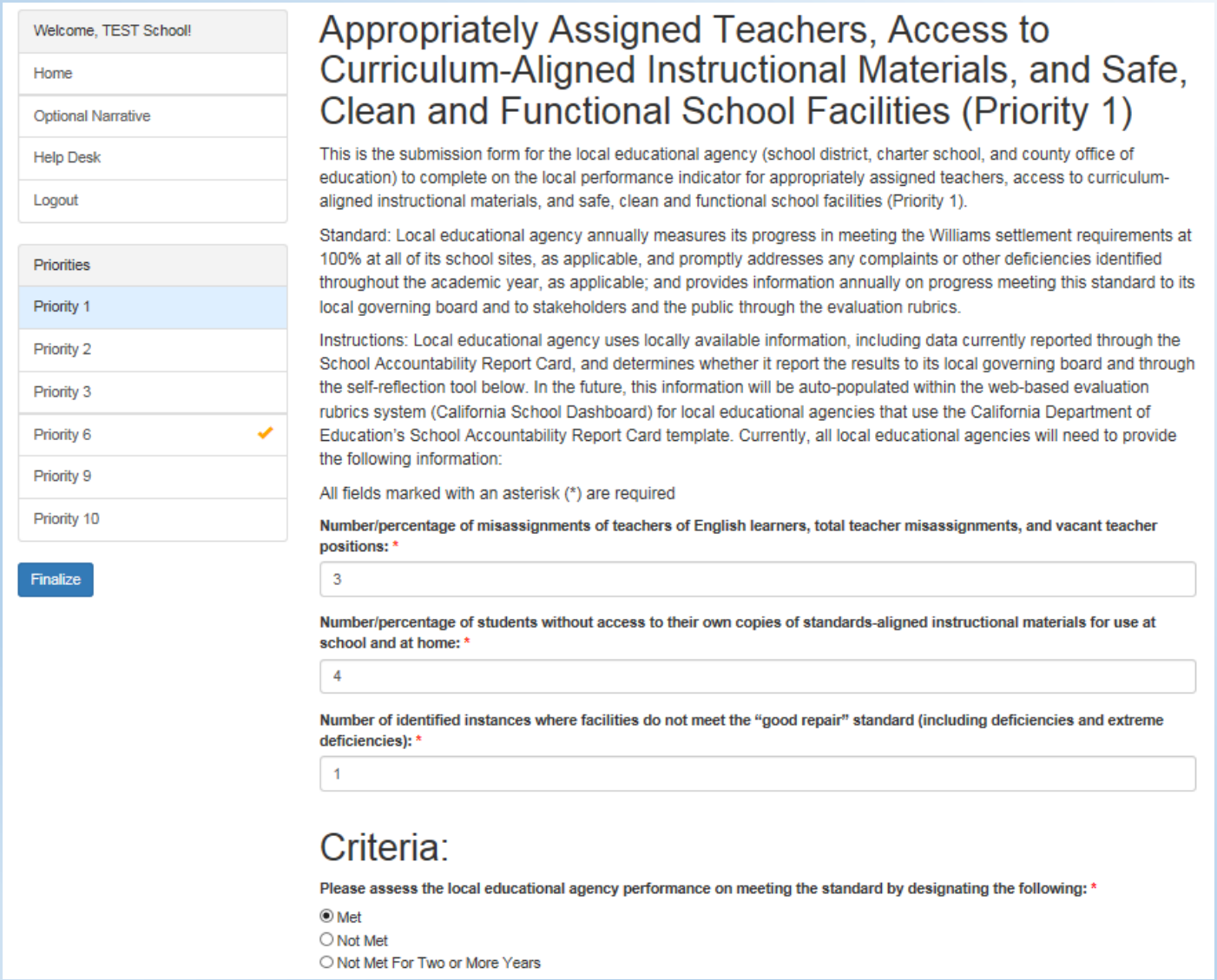
Priority 1: Basics

Measure Progress

Use data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Teacher misassignments
- Student access to instructional material
- Conditions of school facilities

Priority 1: Basics



Priority 1: Basics

Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

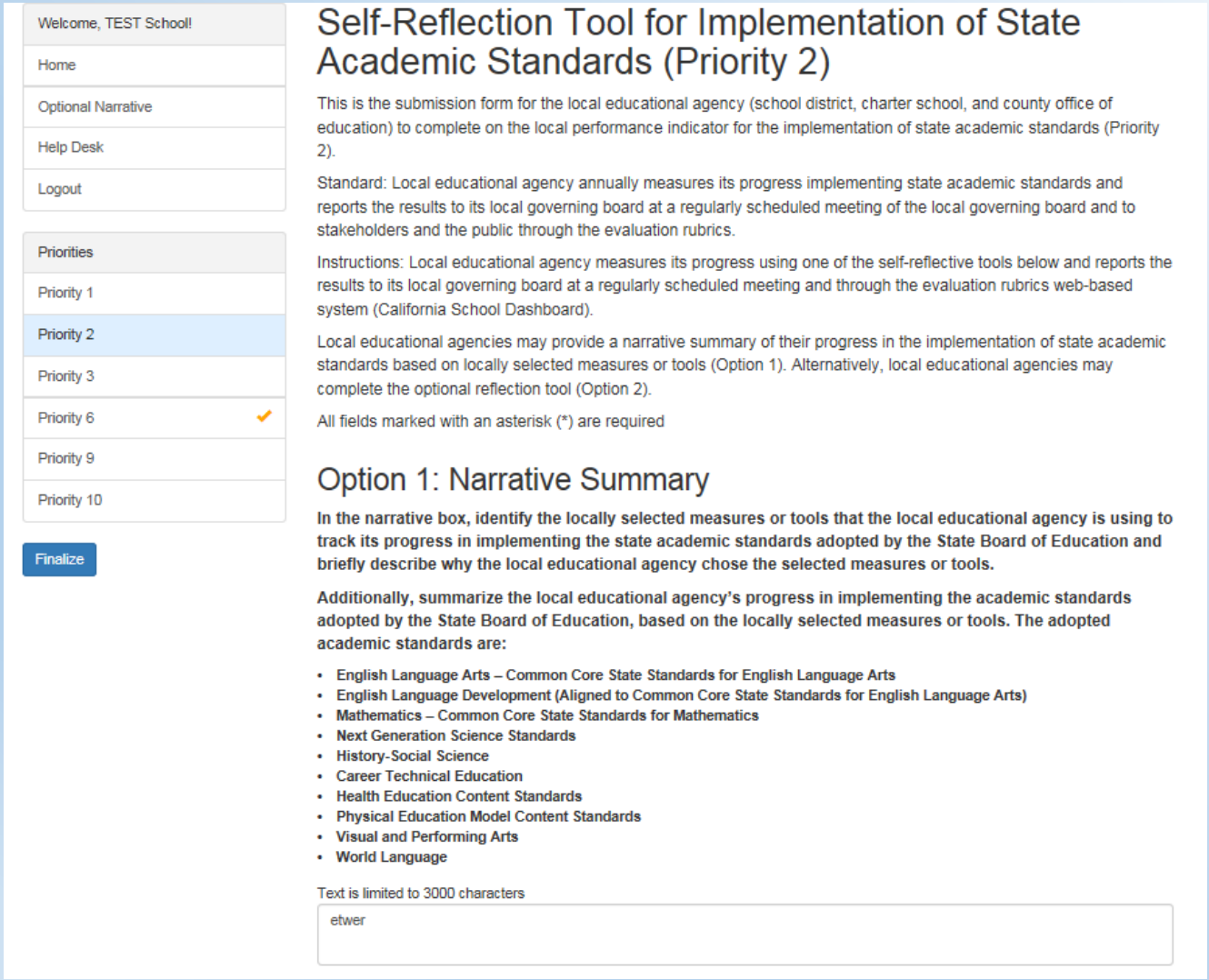
Priority 2: Implementation of State Academic Standards

Measure Progress

Option 1 – Narrative Summary

- Identify the locally selected measures or tools used to track progress.
- Briefly describe why the LEA chose the selected measures or tools.
- Summarize the LEA's progress in implementing state academic standards adopted by the SBE.

Priority 2: Implementation of State Academic Standards (Option 1)



Priority 2: Implementation of State Academic Standards

Measure Progress (continued)

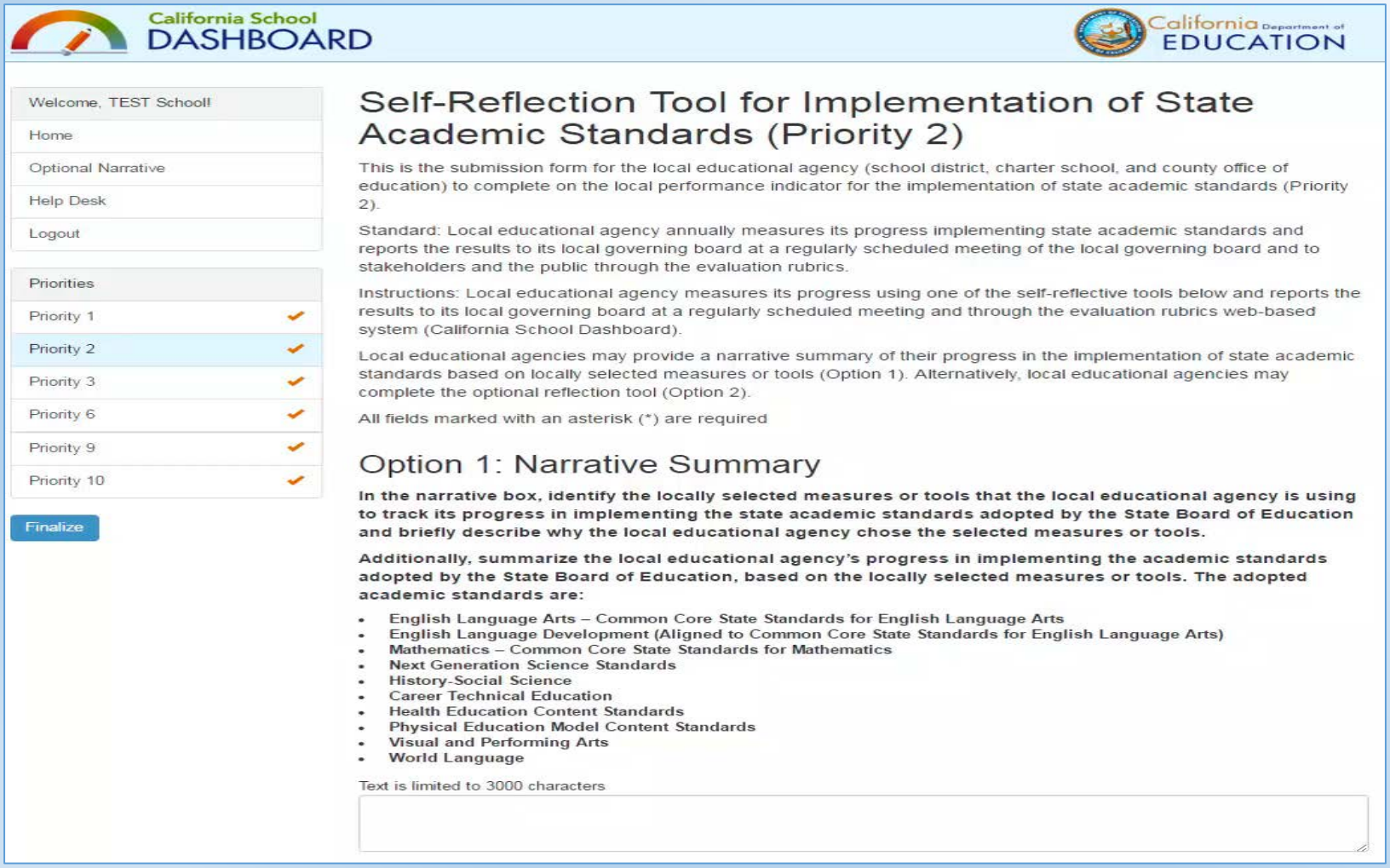
Option 2 – Reflection Tool

Complete the optional self-reflection tool included in the Dashboard

Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 2: Implementation of State Academic Standards (Option 2)



Priority 3: Parent Engagement

Measure Progress

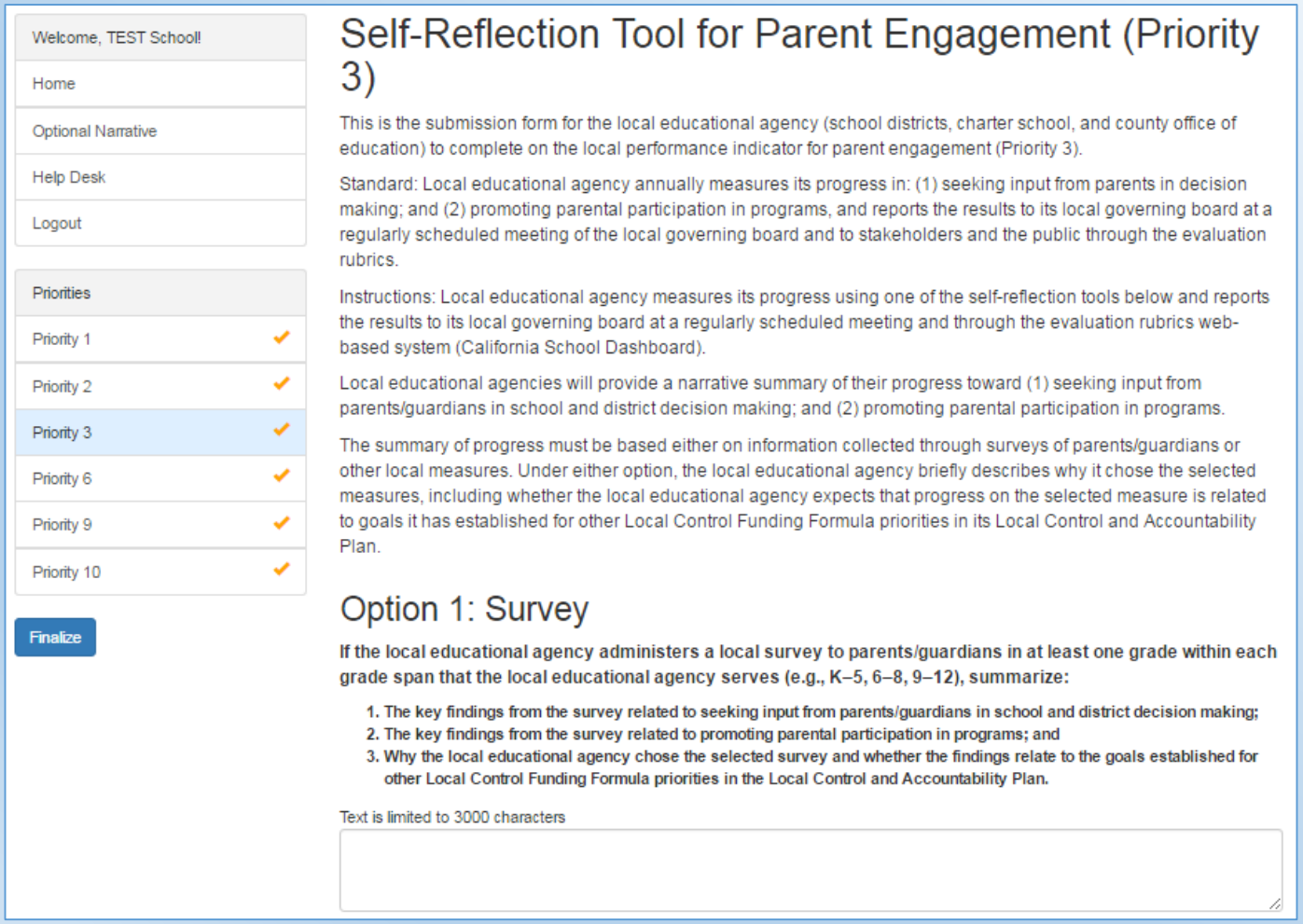
Option 1—Survey

LEA annually administers a local survey to parents/guardians in at least one grade within each grade span the LEA serves, summarizes key findings related to:

Parents/guardians input for school and district decision making;

- Promoting parental participation in programs;
- Why the LEA chose the selected survey and if the findings relate to the goals established for other LCFF priorities in the LCAP.

Priority 3: Parent Engagement (Option 1)



Priority 3: Parent Engagement

Measure Progress (continued)

Option 2 – Summarize

- The LEA's progress on at least one measure relating to seeking input from parents/guardians in school and district decision making
- The LEA's progress on at least one measure related to promoting parental participation in programs; and
- Why the LEA chose the selected measures and whether the findings relate to goals established for other LCFF priorities in the LCAP

Priority 3: Parent Engagement (Option 2)

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

fasdfdsfhdfgh

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- (•) Met
- ( ) Not Met
- ( ) Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

Submit Responses | Reset Form

Priority 3: Parent Engagement

Report Results

- Report the results at **a regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 6: School Climate

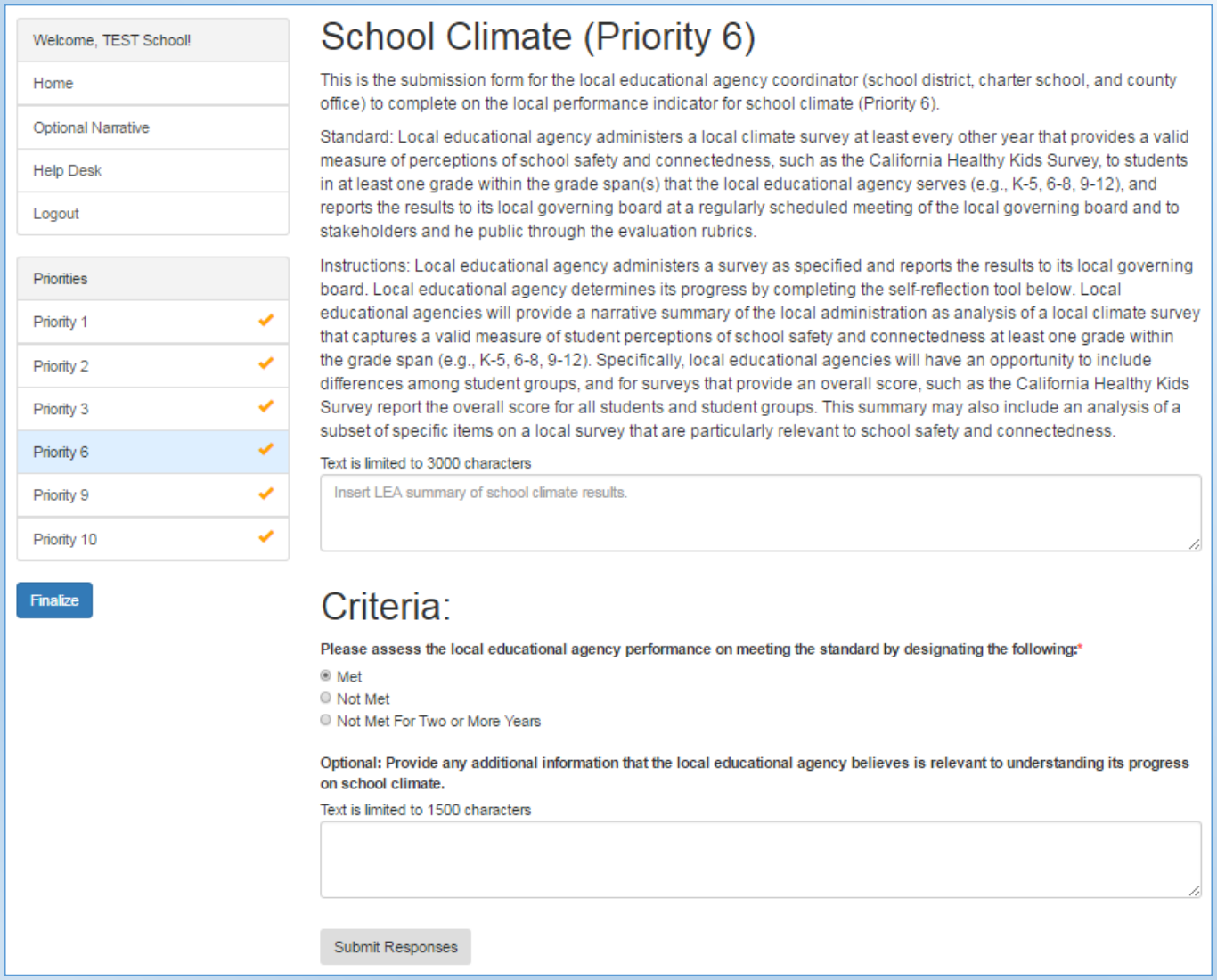
Measure Progress

- Based on the administration of a local climate survey, provide a narrative summary and analysis of student perceptions of school safety and connectedness

Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 6: School Climate



Priority 9: Coordination of Services for Expelled Youth*

Measuring progress

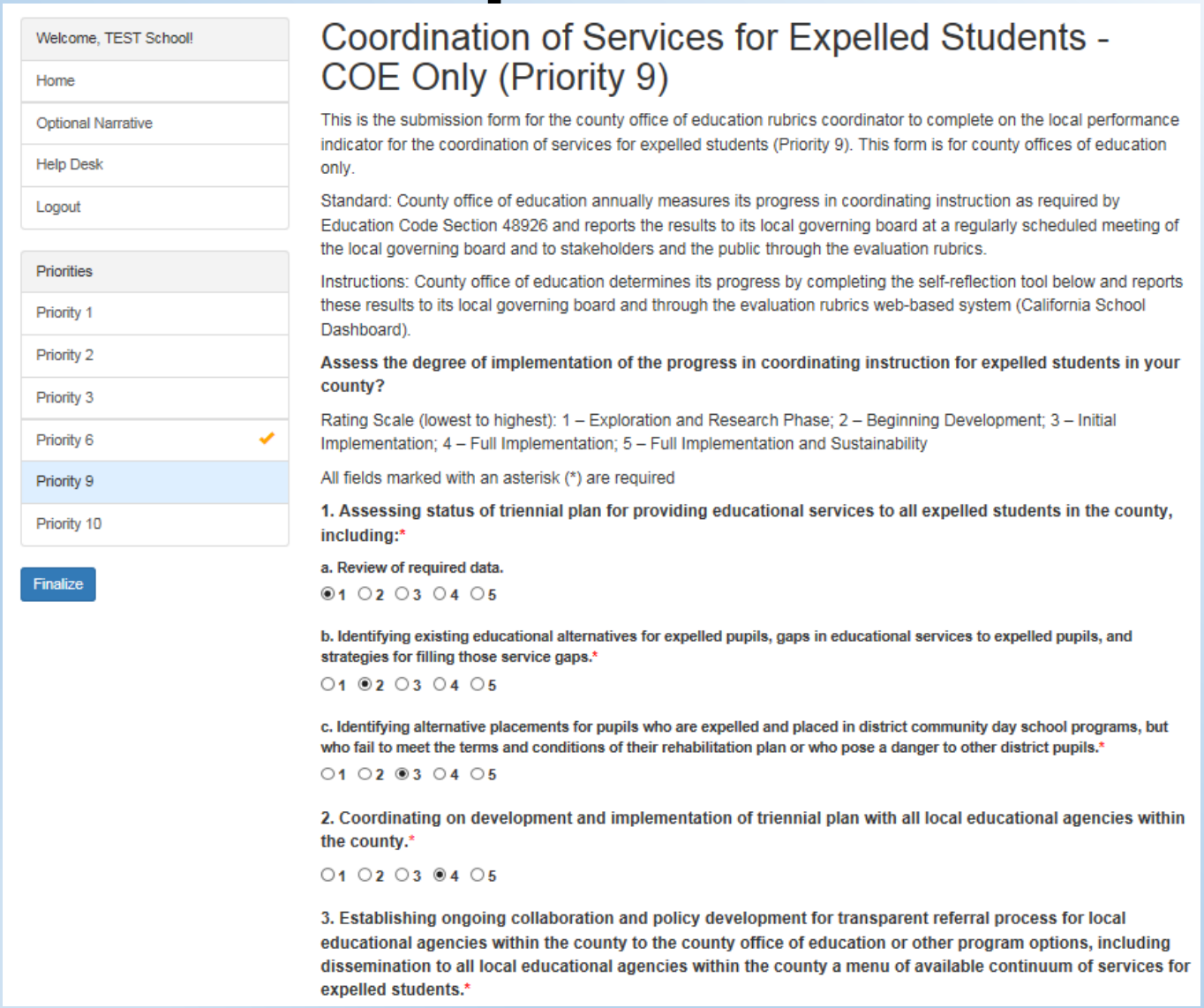
- Use the self-assessment tool included in the Dashboard to determine progress

Report Results

- Report the results at **a regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

*For COEs only

Priority 9: Coordination of Services for Expelled Youth



Priority 10: Coordination of Services for Foster Youth*

Measuring progress

- Use the self-assessment tool included in the Dashboard to determine progress

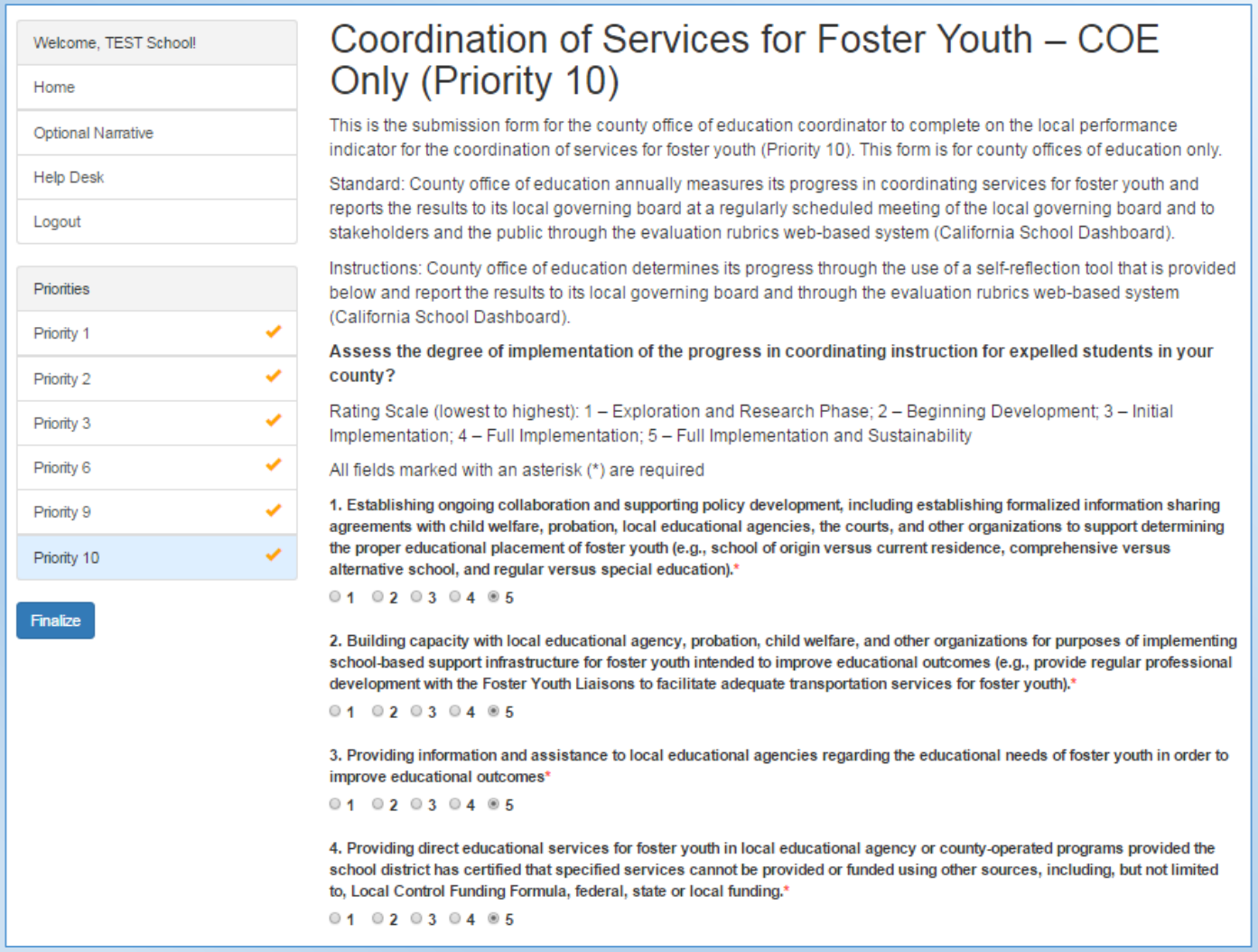
Report Results

- Report the results at **a regularly scheduled public meeting** of the local governing board

Publicly report the results through the Dashboard

*For COEs only

Priority 10: Coordination of Services for Foster Youth (1 of 2)



Priority 10: Coordination of Services for Foster Youth (2 of 2)

5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. *

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.*

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.*

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.*

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

Criteria:

Please assess the county office of education performance on meeting the standard by designating the following:*

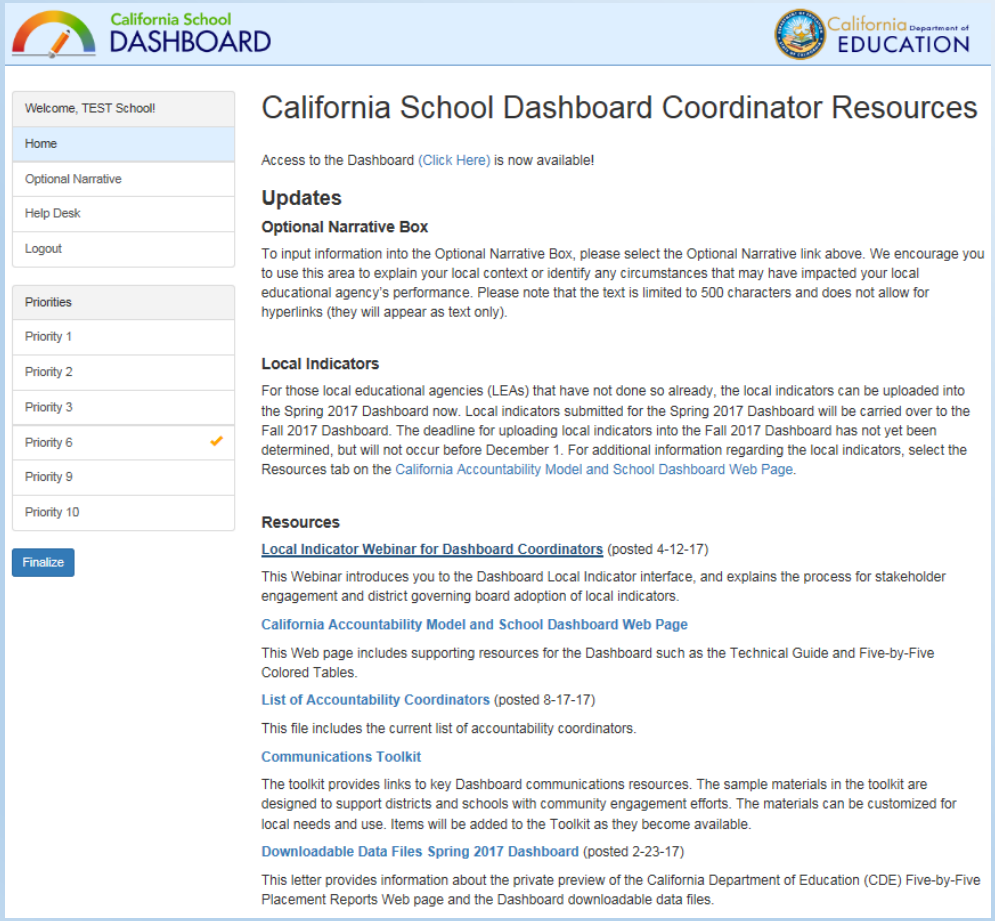
◉ Met
○ Not Met
○ Not Met For Two or More Years

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for foster youth.

Text is limited to 1500 characters

Submit Responses

Backend Interface for Dashboard Coordinators



Reporting of Local Indicators in the Dashboard

- Performance ratings for local indicators are reported in the **Equity Report**.
- Detailed information (i.e., narrative, survey responses, etc.) are also available in the **Detailed Reports**.
    - The narrative is limited to 3,000 characters (1,500 characters for the optional box).

Completion of Local Indicators: Feedback from Weaver Union Elementary School District

LCAP Performance Dashboard Web site:

http://lcap.ercdata.com/Dashboard_Weaver#

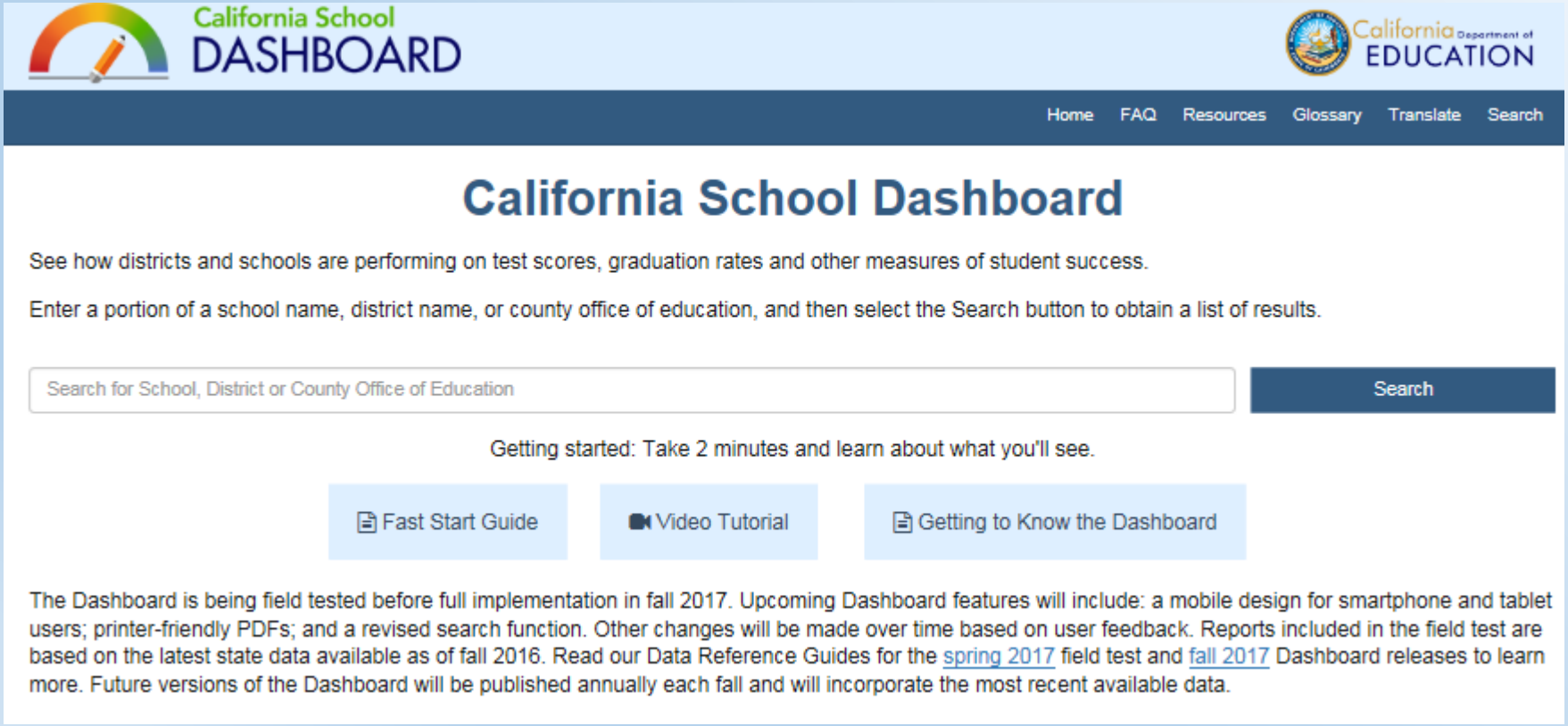
California School Dashboard Results for District:

https://www.caschooldashboard.org/#/Details/24658620000000/1/EquityReport

Dashboard Interface and Design Updates for Fall 2017 release

Dashboard Interface

https://www.caschooldashboard.org/#/Home



Student Groups

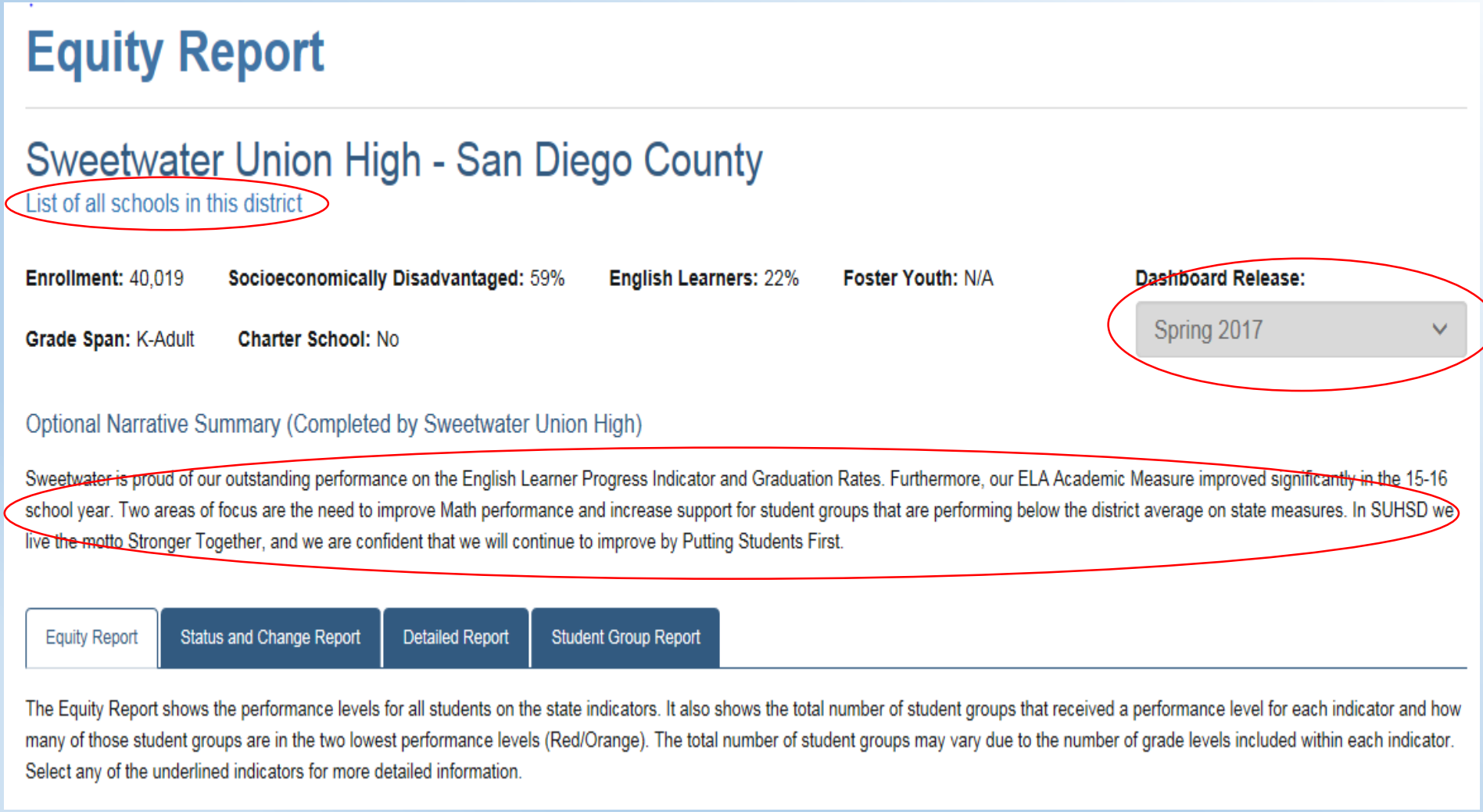
- For the Status and Change Report and the State Indicator Reports, data will be populated for the first time for two student groups: Foster Youth and Homeless.

N-Size for Foster Youth and Homeless Student Groups

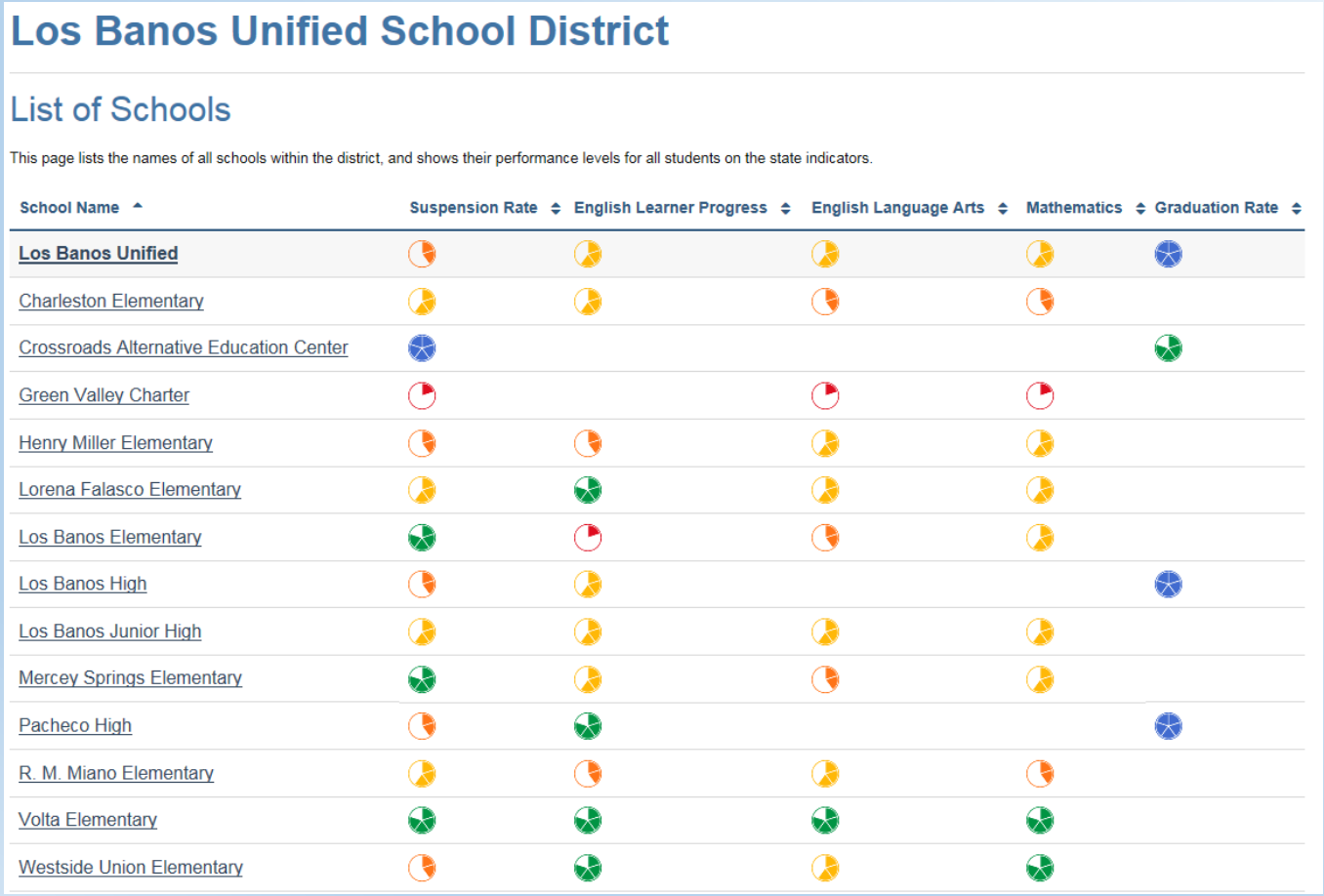
- Different *N* sizes apply at the local educational agency (LEA) and school levels for these student groups:
  - LEA-level: ***N* = 15**
  - School-level: ***N* = 30**

Note: **Charter Schools** will be treated as schools (not LEAs) for reporting these two student groups.

Design Updates for Fall 2017 Dashboard



Fall 2017 Dashboard: List of Schools Report (*in development*)



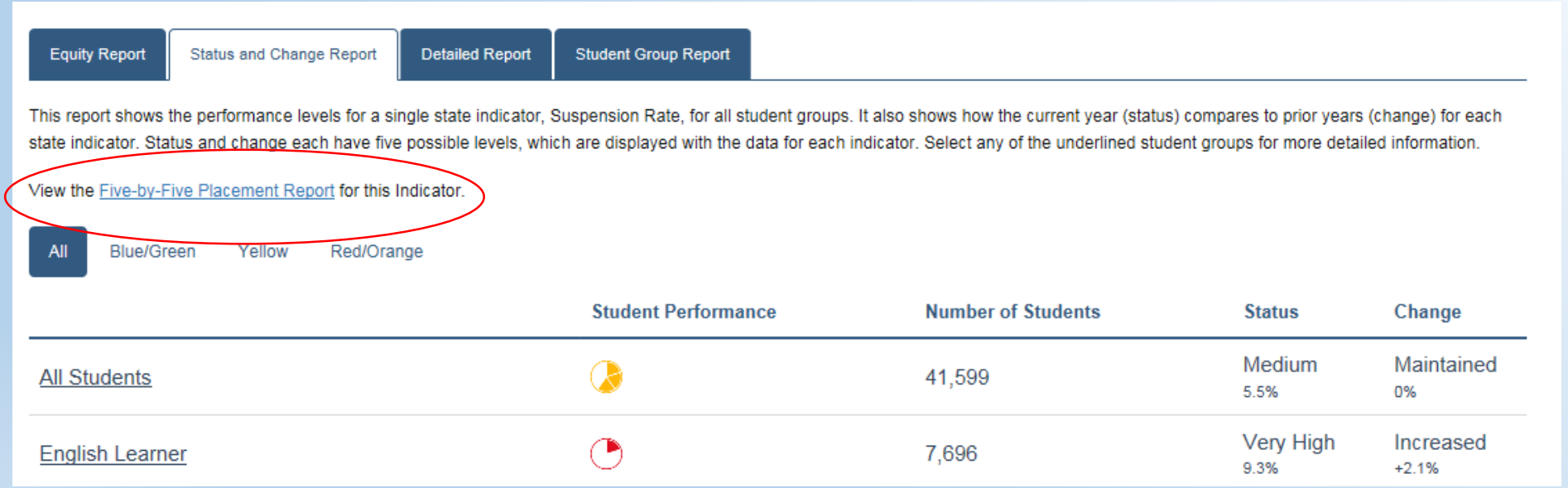
Los Banos Unified School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name	Suspension Rate	English Learner Progress	English Language Arts	Mathematics	Graduation Rate
Los Banos Unified					
Charleston Elementary					
Crossroads Alternative Education Center					
Green Valley Charter					
Henry Miller Elementary					
Lorena Falasco Elementary					
Los Banos Elementary					
Los Banos High					
Los Banos Junior High					
Mercey Springs Elementary					
Pacheco High					
R. M. Miano Elementary					
Volta Elementary					
Westside Union Elementary					

Fall 2017 Dashboard: Link to Five-by-Five Grid



Release Schedule, LEA Private Preview, and Resources

Release Schedule for the Fall 2017 Dashboard

November 1, 2017

- LEA private preview begins
- Rolling weekly release of indicators

November 8 and 9, 2017

- SBE meeting – Potential action on Academic and Chronic Absenteeism Indicators

Week of November 27, 2017

- Public launch of the Dashboard

December 1, 2017

- Local Indicator submission closes
- Rating status will be locked after the submission window closes

Fall 2017 Dashboard Webinar Series

https://www.cde.ca.gov/ta/ac/cm/fall2017webinars.asp

Webinar #2: College/Career and the Graduation Rate Indicators
November 2, 2017, 9:30 to 11 a.m.

Webinar #3: Suspension and the English Learner Progress Indicators
November 9, 2017, 9:30 to 11 a.m.

Webinar #4: System of Support
November 14, 2017, 9:30 to 11 a.m.

Webinar #5: Academic and Chronic Absenteeism Indicators
November 16, 2017, 9:30 to 11 a.m.

Webinar #6: Using the Dashboard in the Local Control and Accountability Plan Process
December 6, 2017, 1:30 to 3 p.m.

Private Preview of State Indicator Data

- The private preview is intended to allow you and your colleagues to become familiar with the Dashboard, indicators, and methodologies for measuring performance.

- The Webinar Series is designed to supplement the private preview to assist LEAs to communicate with stakeholders about the Dashboard.

Private Preview of State Indicator Data (Cont.)

- Similar to the Spring 2017 private preview, LEAs, as a condition of accessing the Dashboard, **cannot share *any* reports or data in the Dashboard with anyone not employed by your LEA during the private preview period.**

- The embargo ends when the Dashboard is publicly launched the week of November 27th. LEAs may begin sharing their state indicator data with stakeholders at that time, and it is up to each LEA to determine whether to do so and, if so, how.

Resources

California School Dashboard - Orientation Tour (PDF)
A PowerPoint presentation on the background and key features of the new California School Dashboard, state and local indicators, and the Dashboard Interface.

California School Dashboard - Orientation Video (Video; 13:20)
A 15 minute narrated video that provides an overview of the Dashboard, highlighting its key features along with other resources that are available on the site.

California School Dashboard - Quick Overview (PDF)
A PowerPoint presentation that provides a quick overview of the new California School Dashboard.

California Model Five-by-Five Placement Reports & Data Web page
These reports display the schools' (by district) and student groups' placement on the five-by-five colored tables.

Local Indicators Web page
This page identifies the approved standards and tools that LEAs can use to rate local indicators.

Contact Information

Analysis, Measurement, and Accountability Reporting Division

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Weaver Union School District

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