California Practitioners Advisory Group

Item 1: Update on the California School Dashboard and Using the Dashboard to Support the Local Control Accountability Plan Process

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Agenda

- Dashboard Release

- Latest Dashboard Updates

- CDE Resources

- The Relationship Between the Dashboard and the LCAP

- Upcoming State Board of Education (SBE) Topics

- Fall 2017 Dashboard Release

Latest Dashboard Updates

- **Grade 11 Smarter Balanced Assessment Results** available on the College/Career Indicator (CCI) report.

- **College/Career Indicator data-coming April 2017** in the Detailed Reports tab.
    - Provides percent of students who were "Prepared," "Approaching Prepared," and "Not Prepared"

    - Grade 11 assessments used are based on the *performance level results* (not Distance from Level 3).

Latest Dashboard Updates (Cont.)

- English Learner **(EL) Only** *and* Reclassified English Fluent Proficient **(RFEP) Only** data are now displayed within the ELA and mathematics reports.

    - The "EL" student group data includes both EL **and** students reclassified within the past four years (i.e., reclassified *after* April 15, 2012).

    - The "EL Only" student group contains only the EL students

    - The "RFEP Only" student group data are based on only those students who were reclassified within the past four years (i.e., reclassified *after* April 15, 2012).

Latest Dashboard Updates (Cont.)

- **Narrative Box**
  - 500 character limit
  - Text only-no hyperlinks

- **Local Indicators ratings**
  - *Met / Not Met / Not Met for Two or More Years*

http://www.cde.ca.gov/dashboard

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Home / Testing & Accountability / Accountability / California Accountability Model & School Dashboard

California Accountability Model & School Dashboard

California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.

Reports

California School Dashboard Report ↗
The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement.

California Model Five-by-Five Grid Placement Reports
California's new accountability and continuous improvement system is based on a five-by-five colored table that produces 25 results using five colors. The reports display the schools' (by district) and student groups' placement on the five-by-five colored tables.

Overview | **Parents** | **Resources** | **Data Files and Guide** | **Communications Toolkit**

Overview

California School Dashboard Video ↗ (Video; 5:25)
This video provides an overview of California's new multiple measures accountability system. It describes the measures in the new Dashboard Report and how performance and improvement are used to determine the performance colors.

- California School Dashboard Video (Spanish) ↗ (Video; 6:08)

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Trending in Accountability

California Accountability Model & School Dashboard (this page)

School Accountability Report Card

Accountability

Five-by-Five Colored Tables

Adequate Yearly Progress

More Trending Items
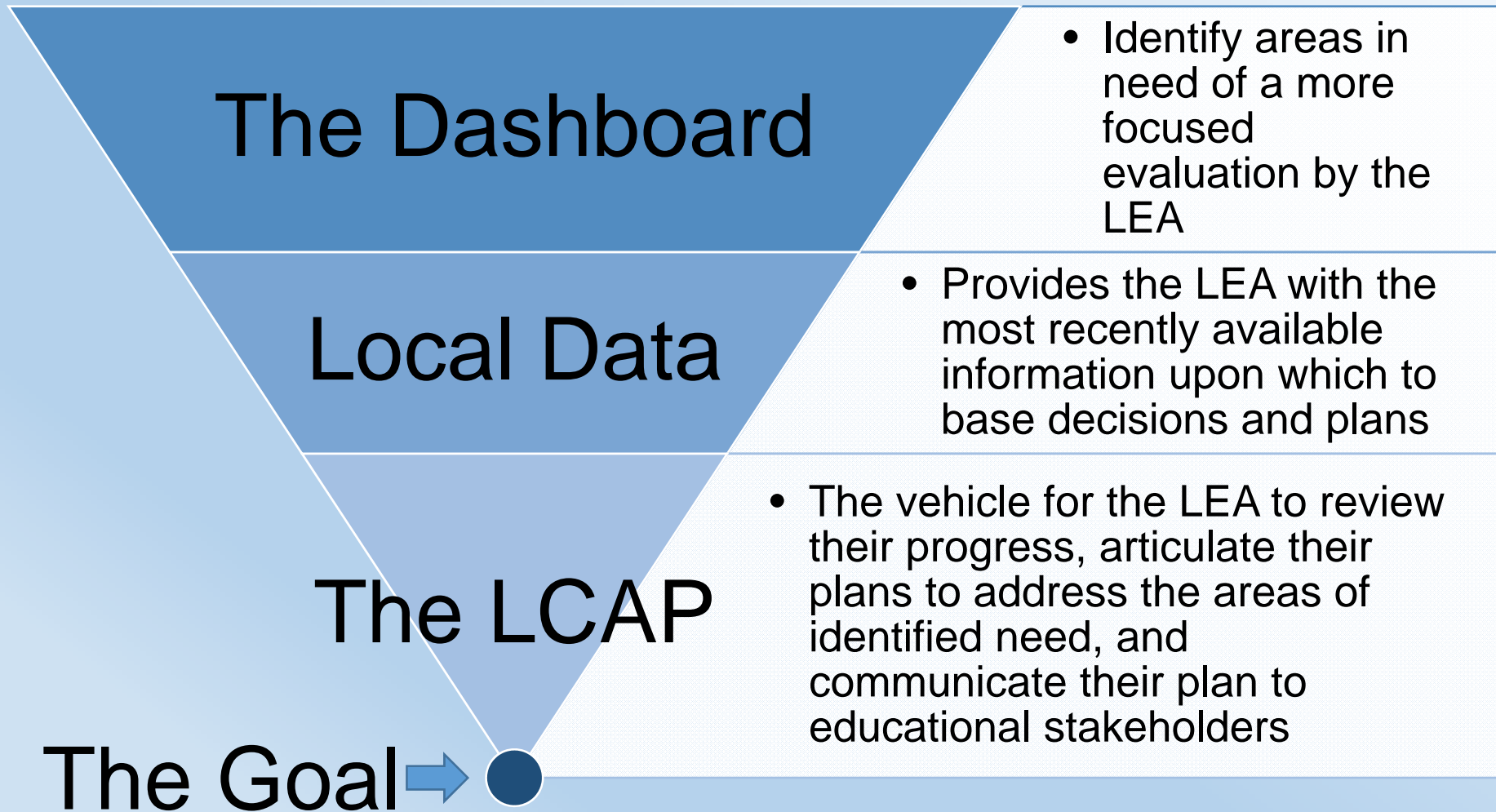
Recently Posted in Accountability

The Goal is Improved Student Outcomes

The Dashboard, the LCAP, and the Statements of Model Practices are tools

- to support LEAs in planning goals, outcomes, actions and services, and budgeted expenditures

  - that address the unique needs of their local student population and

    - lead to improved student outcomes.

The Relationship Between the Dashboard and the LCAP

The Dashboard
- Identify areas in need of a more focused evaluation by the LEA

Local Data
- Provides the LEA with the most recently available information upon which to base decisions and plans

The LCAP
- The vehicle for the LEA to review their progress, articulate their plans to address the areas of identified need, and communicate their plan to educational stakeholders

The Goal →

Specific Ties to the Dashboard in the LCAP

- Plan Summary
  - Greatest Progress
  - Greatest Needs
  - Performance Gaps
- Annual Update
  - Analysis
- Goals, Actions, and Services
  - Identified Need

Specific Ties to the Dashboard in the LCAP

Plan Summary

- Greatest Progress
- Greatest Needs
- Performance Gaps

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Specific Ties to the Dashboard in the LCAP

Annual Update

- Analysis

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Specific Ties to the Dashboard in the LCAP

Goals, Actions, and Services

- Identified Need

Identified Need	

Excerpt from LCAP Template Instructions, Pg. 4:

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Upcoming State Board of Education Topics

May 2017 Meeting

- English Learner Progress Indicator Workgroup recommendations
- Every Student Succeeds Act State Plan
  - Lowest five percent of Title I schools criteria
  - **95% participation rate** in ELA and mathematics

September 2017 Meeting

- College/Career Indicator Workgroup recommendations
- Update on Chronic Absenteeism Data
- Growth Model Update
- Alternative Schools Accountability Model Update
- Approval of ESSA State Plan

Fall 2017 Dashboard Release

- **California Alternate Assessment**
  - Two years of California Alternate Assessment data will be incorporated into the ELA and mathematics for the fall 2017 Dashboard.
- **Foster Youth and Homeless Student Groups**
  - At the LEA-level, the N size for both groups will be 15 students (not 30). If an LEA has 15 or more Foster Youth or Homeless students, each student group will receive Status, Change, and a performance color.
  - At the school-level, staff expect the N size for both groups will be 30 students.
- **College/Career Indicator**
  - Status Only-2015–16 four-year cohort graduation (Class of 2016).
- **Chronic Absenteeism**
  - Will likely be included in the Detailed Report

Questions or Comments?