Item 1: Developing an Integrated Local, State, and Federal Accountability and Continuous Improvement System

State Board of Education

September 6, 2018

California DEPARTMENT OF EDUCATION

TOM TORLAKSON
State Superintendent of Public Instruction

Attachments

Attachment 1: Proposed New Measures for Inclusion in the College/Career Indicator

Attachment 2: Proposed Methodology for Calculating the Chronic Absenteeism Indicator

Attachment 3: Proposed Cut Scores for the One-Year Graduation Rate

Attachment 4: Incorporating the Five-Year Graduation Rate into the California School Dashboard

Attachment 5: Update on the California School Dashboard

Attachment 6: California School Dashboard Educational Outreach Activities

Item Recommendation

The California Department of Education (CDE) recommends that the SBE approve: (1) the inclusion of the State Seal of Biliteracy, Golden State Seal Merit Diploma, and Leadership/Military Science: Reserve Officer Training Corps (ROTC) as additional measures in the College/Career Indicator, (2) the methodology for the Chronic Absenteeism Indicator, (3) the proposed cut scores for the Dashboard Alternative School Status one-year graduation, and (4) the reporting of the five-year graduation rate in the California School Dashboard.

November 2018 SBE Meeting Topics

- **Academic Indicator:** “Status” and “Change” cut scores for grade 11 Smarter Balanced Summative Assessments
- **College/Career Indicator (CCI):** “Change” cut scores
- **Chronic Absenteeism Indicator:** “Status” and “Change” cut scores
- **Graduation Rate Indicator:**
  - Revised “Status” cut scores for the four-year adjusted cohort
  - Revised criteria for determining graduates in the one-year graduation rate for alternative schools (i.e., removal of “certificates of completion” as meeting graduate criteria)
- Review of criteria for determining LEA eligibility for Differentiated Assistance and Intensive Intervention

Attachment 1: Proposed New Measures for Inclusion in the College/Career Indicator

- In September 2017, the CDE presented a three-year timeline for building out this indicator.
- In February 2018, the CDE provided an updated timeline for inclusion of career measures in the CCI.
- In March 2018, the CDE outlined the new career measures that will be included in the 2018 Dashboard.
- In May 2018, the CCI Workgroup met to review the data simulations and supported the inclusion of the three measures recommended for approval in Attachment 1.

Purpose of the College/Career Indicator

The CCI was developed to emphasize that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school. It is based on students in each four-year graduation cohort and uses specific criteria that are reliant on both test and course completion results to determine if students are “Prepared,” “Approaching Prepared,” or “Not Prepared” for college and/or career. These results, in turn, help inform how well local educational agencies (LEAs) and schools are preparing students for success after high school.

Implementation of the CCI Model

- Applies at the school and student group level, information is not available at the student level
- Data elements are restricted to measures collected in the California Longitudinal Pupil Achievement Data System (CALPADS)
- Measures are evaluated against the Grade 11 summative assessments
- It is not the intent that schools implement all measures in the CCI; rather credit should be given for successful implementation of existing programs

Current Measures in the CCI

California School DASHBOARD

College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. For schools and LEAs to demonstrate success on this state indicator, students must graduate and meet at least one of the measures in the prepared level.

PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

APPROACHING PREPARED

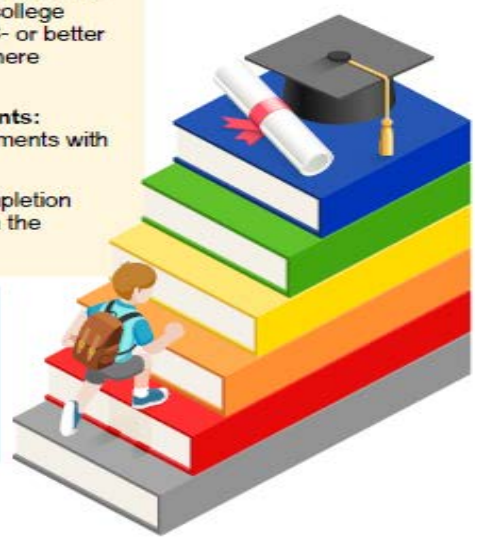
- **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

Criteria Key

- Assessment Requirement
- Coursework Requirement

NOT PREPARED

Did not meet any of the measures or did not graduate.



For more information, please visit the California Accountability Model & School Dashboard Web page at http://www.cde.ca.gov/ta/ac/cm/index.asp.

October 2017

Current Measures in the CCI

Full description of the College/Career Indicator Flyer:

- The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

Prepared

- **Smarter Balanced Summative Assessments:** Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- University of California (UC) and California State University (CSU) **a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria below:
  - CTE Pathway completion,
  - Smarter Balanced Summative Assessments: At least a Level 3 in ELA and at least a Level 2 in mathematics, or at least a Level 3 in mathematics and at least a Level 2 in ELA,
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects), or
  - Passing score on one AP Exam OR on one IB Exam
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria below:
  - Smarter Balanced Summative Assessments: At least a Level 3 in ELA and at least a Level 2 in mathematics, or at least a Level 3 in mathematics and at least a Level 2 in ELA,
  - One semester/two quarters of Dual Enrollment with passing grade of C- or better in Academic/CTE subjects

Current Measures in the CCI

Continued from previous page:

Approaching Prepared

- **Smarter Balanced Summative Assessments:** Score of Level 2 “Standard Nearly Met” on both ELA and mathematics
- **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

Not Prepared

- The Student did not meet any of the measures or did not graduate, so considered Not Prepared.

Measures Considered for Inclusion in the CCI and First Year of Data Collection in CALPADS

Measure Name	First Year of CALPADS Collection	Collection Type
State Seal of Biliteracy (SSB)	Summer 2017	Yes/No
Golden State Seal Merit Diploma (GSSMD)	Summer 2017	Yes/No
Leadership/Military Science: Junior Reserve Officers' Training Corps (JROTC)	Summer 2012	Course section completion records
Articulated Career Technical Education (CTE) courses	Summer 2017	Course section completion records

Data Analysis

- As done with current CCI measures, new measures were evaluated against performance on the Smarter Balanced Summative Assessment to help inform the use and placement of each measure across the three CCI levels.
- For example, how did students who earned the State Seal of Biliteracy perform on the summative assessment versus those students who did not earn the SSB?

Class of 2017 Overview

Measure Name	Number of Students with Measure	Number of Students without Measure	Total Cohort
Seal of Biliteracy	41,574 (8.6%)	440,802	482,376
GSSMD	93,479 (19.4%)	388,897	482,376
Ldrshp./Mil. Sci.	10,262 (2.1%)	472,114	482,376
Articulated Course*	69,437 (14.4%)	412,939	482,376

* Only includes students who completed a CTE articulated pathway

State Seal of Biliteracy Requirements

- Students demonstrate proficiency in speaking, reading, and writing in at least one or more languages in addition to English.

Note: This is a measure of both career and college preparedness.

Performance on the Summative ELA for Students with and without the SSB

SSB	ELA Standard Not Met	ELA Standard Nearly Met	ELA Standard Met	ELA Standard Exceeded	Total
Earned SSB	337 (0.8%)	1,590 (3.9%)	16,064 (39.0%)	23,163 (56.3%)	41,154
Did Not Earn SSB	73,872 (19.6%)	91,460 (24.2%)	125,495 (33.2%)	86,724 (23.0%)	377,551

Percentages are based on the number of students that took the Smarter Balanced Assessments (Note: approximately 15 percent of the students in the graduating cohort did not take the assessments)

Performance on the Summative Mathematics for Students with and without the SSB

SSB	Math Standard Not Met	Math Standard Nearly Met	Math Standard Met	Math Standard Exceeded	Total
Earned SSB	3,969 (9.7%)	9,493 (23.2%)	13,577 (33.1%)	13,938 (34.0%)	40,977
Did Not Earn SSB	170,555 (45.4%)	94,660 (25.2%)	70,874 (18.9%)	39,887 (10.6%)	375,976

Percentages are based on the number of students that took the Smarter Balanced Assessments (Note: approximately 15 percent of the students in the graduating cohort did not take the assessments)

SSB Minimum Requirements

- It is expected that students who earned the SSB would score at least “Standard Met” on the summative ELA, as that is a requirement to earn the seal.
- However, we see that the SSB was awarded to students who earned Standard Nearly Met and Standard Not Met.
- Even students who did not test (1 percent) earned the SSB.

Proposed SSB Criteria for CCI Levels

- **"Prepared" Level:** Student earns the SSB and
  - Scored at least "Standard Met" on ELA, *and*
  - Scored at least "Standard Nearly Met" on Math
    - *35,982 students (7.5 percent) in the class of 2017 meet this criteria*
- **"Approaching Prepared" Level:** Student earns the SSB and scores
  - At least "Standard Met" on ELA (Note: The mathematics criteria is removed)

Golden State Seal Merit Diploma Requirements

- The requirements for earning the GSSMD span across multiple subject areas, similar to the a-g requirements
  - –However, different from a-g requirements, test scores may be used in place of course grades

Note: This is a measure of college preparedness.

Performance on the Summative ELA for Students with and without the GSSMD

GSSMD	ELA Standard Not Met	ELA Standard Nearly Met	ELA Standard Met	ELA Standard Exceeded	Total
Earned GSSMD	1,567 (1.7%)	4,911 (5.4%)	29,071 (31.9%)	55,657 (61.0%)	91,206
Did Not Earn GSSMD	72,642 (22.2%)	88,139 (26.9%)	112,488 (34.3%)	54,230 (16.6%)	327,499

Note: Percentages are based on the number of students taking the Smarter Balanced Assessments

Performance on the Summative Math for Students with and without the GSSMD

GSSMD	Math Standard Not Met	Math Standard Nearly Met	Math Standard Met	Math Standard Exceeded	Total
Earned GSSMD	5,915 (6.5%)	14,260 (15.7%)	36,258 (39.8%)	34,645 (38.0%)	91,078
Did Not Earn GSSMD	168,609 (51.7%)	89,893 (27.6%)	48,193 (14.8%)	19,180 (5.9%)	325,875

Comparing GSSMD and a-g Completion

- For the Class of 2017:
  - 93,479 students earned the GSSMD
    - Of these students, 87 percent also completed a-g
  - 197,142 students completed a-g requirements
    - Of these students, 40 percent also earned the GSSMD

Comparing GSSMD and a-g Completion *Data*

GSSMD	Completed All A-G Requirements	Did not Complete All A-G Requirements	Total
Earned GSSMD	81,273 (16.9%)	12,206 (2.5%)	93,479
Did Not Earn GSSMD	115,869 (24.0%)	273,028 (56.6%)	388,897
Total	197,142	285,234	482,376

Note: Percentages shown are percent of the entire cohort (482,376)

GSSMD Captures Additional Students

- For the Class of 2017, 12,206 students earned the GSSMD, but did not complete all a-g requirements.
- In addition, 90 percent of students earning a GSSMD scored level 3 or higher on the ELA Smarter Balanced Assessments and 78 percent scored a level 3 or higher on the mathematics Smarter Balanced Assessment.

Proposed GSSMD Criteria for CCI Levels

- **“Prepared” Level:**
  - Student earned the GSSMD: Stand-Alone Measure
    - *12,206 students (2.5 percent) in the class of 2017 meet this criteria*
- **“Approaching Prepared” Level:**
  - No criteria for recommended

Leadership Science: JROTC Requirements

- High school students may participate in JROTC each year
- Finishing four years of JROTC does not automatically qualify the student to join the military; the student must still meet academic eligibility criteria (e.g., Armed Services Vocational Aptitude Battery Test)
- However, JROTC provides advanced rank if the student enlists, which translates into work experience. For example:
  - The Army, Air Force, and Marine Corps provide 6 months of credit

Performance on the Summative ELA for Students with 1, 2, 3, and 4 Years of JROTC

# Years of JROTC	ELA Standard Not Met	ELA Standard Nearly Met	ELA Standard Met	ELA Standard Exceeded	Total
1 Year	1,302 (28.2%)	1,259 (27.3%)	1,374 (29.8%)	674 (14.6%)	4,609
2 Years	497 (21.5%)	635 (27.5%)	747 (32.4%)	429 (18.6%)	2,308
3 Years	246 (21.1%)	295 (25.3%)	385 (33.0%)	240 (20.5%)	1,166
4 Years	171 (12.5%)	307 (22.5%)	537 (39.4%)	348 (25.5%)	1,363

JROTC Analysis

- Based on the distribution of ELA scores for the four years of JROTC data, the analysis suggests better performance on the summative ELA with more years of JROTC completion.

Proposed JROTC Criteria for CCI Levels

- **"Prepared" Level:**
  - Student completed at least 2 years of JROTC and,
  - Student scored at least "Standard Met" in ELA or math and,
  - Student scored at least "Standard Nearly Met" in the other subject area
    - *2,236 students (0.5 percent) in the class of 2017 meet this criteria*
- **"Approaching Prepared" Level:**
  - Student completed at least 2 years of JROTC
    - *2,601 students (0.5 percent) in the class of 2017 meet this criteria*

CTE Pathways with Articulated Courses

- Based on the data, as detailed in the August 2018 SBE Information Memorandum, the CDE is not recommending that CTE pathways with articulated courses be treated any different than CTE pathways without articulated courses.
- Therefore, the CDE is not proposing any changes to the current CTE pathway criteria.

Attachment 2: Methodology for Calculating the Chronic Absenteeism Indicator: Background

- Chronic absenteeism data was collected for the first time through the CALPADS End-of-Year data collection (2016–17 data).
- CDE conducted multiple analyses to determine the data quality and identify any potential anomalies.
- The analyses indicated that the data was of high quality and could be used in the Dashboard.

Purpose of Chronic Absenteeism Data

By School Districts

- The statewide collection is **not** intended to be an early warning system
- Districts should use the daily attendance data collected to identify and address emerging attendance issues
- The data can be used to identify schools that may require assistance in addressing attendance problems early in the school year
- School districts are required to set goals and develop specific actions within the Local Control and Accountability Plan

At the State level

- Disaggregated reports are available at the state, county, district and school levels through DataQuest after data is reported at the end of school year
- California School Dashboard includes Chronic Absenteeism as a performance indicator
- The federal Every Student Succeeds Act (ESSA) requires states to report chronic absenteeism data

State Indicators by Grade Span

Indicator With Applicable Grades	Elementary	High School
Academic: ELA and Mathematics (Grades 3-8 and 11)	Yes	Yes
Chronic Absenteeism (Grades K-8)	Yes	No
College/Career (Grade 12)	No	Yes
Graduation Rate (Grade 12)	No	Yes
Suspension (Grades K-12)	Yes	Yes
English Learner Progress (Grades K-12)	Yes	Yes

Chronic Absenteeism and Applicable Grade Levels

- Approved in California's ESSA State Plan to apply to schools/districts/student groups with students in grades K–8
- High school data will continued to be reported on DataQuest
  - Graduation Rate Indicator and CCI already captures impact of chronic absenteeism at high school level

Produced Simulations Using Two Methodologies

1. Include students enrolled at least 31 instructional days and assign same weight to all students who met chronically absent criteria (absent at least 10 percent of instructional days)

2. Assign different weights to chronically absent students
   - Students enrolled 50 percent or less of instructional days are assigned a proportional weight

Simulation Results: Mean Chronic Absenteeism

- Methodology 1
  - LEAs (including charter schools): 8.7 percent
  - Schools: 8.9 percent
- Methodology 2
  - LEAs (including charter schools): 9.4 percent
  - Schools: 9.7 percent

Chronic Absenteeism Indicator Recommendation

- The CDE recommends that the SBE approve the first methodology, based on the minimum enrollment of 31 instructional days, for the calculation of the Chronic Absenteeism Indicator.

Attachment 3: Proposed Cut Scores for the One-Year Graduation Rate

- In May 2018, SBE approved:
  - Use of one-year graduation rate for schools with Dashboard Alternative School Status (DASS)
  - Methodology for calculating the one-year rate
- Task Force recommended that Status and Change cut scores be established based on one-year results for graduating classes 2016 and 2017 and on DASS school-level distributions (See Tables 1 and 2).

Table 1: Proposed Status Cut Scores

Status Level	Recommended Status Cut Score
Very Low	Graduation rate is less than 67%
Low	Graduation rate is 67% to less than 70%
Medium	Graduation rate is 70% to less than 80%
High	Graduation rate is 80% to less than 90%
Very High	Graduation rate is 90% or greater

Table 2: Proposed Change Cut Scores

Change Level	Recommended Change Cut Score
Declined Significantly	Graduation rate declined by more than 10%
Declined	Graduation rate declined by 3% to 10%
Maintained	Graduation rate declined or increased by less than 3%
Increased	Graduation rate increased by 3% to less than 10%
Increased Significantly	Graduation rate increased by 10% or greater

Incorporation of One-Year Rate in District Dashboard

- The one-year graduation rate will be combined with the four-year graduation rate for districts:
  - The number of one year graduates will be added to the number of four year graduates to obtain the total number of graduates in the district (numerator)
  - The number of students in the one-year cohort will be added to the number of students in the four-year cohort to obtain the total number of students in the graduating class (denominator)

Five-by-Five Table

- The same five-by-five colored table approved for Graduation Rate Indicator for non-DASS schools and districts will be applied to one-year graduation rate for DASS schools.
- Table 3 shows number of schools that would receive each performance color after proposed cut scores are applied.
  - Data based on graduating classes of 2016 and 2017

Table 3: Performance Levels for DASS Schools Using Proposed Cut Scores

DASS Schools	Red	Orange	Yellow	Green	Blue
553	331	45	52	84	41

One-Year Graduation Rate Recommendation

- The CDE recommends that the SBE approve the proposed cut scores described in Tables 1 and 2 for the one-year graduation rate for the DASS.

Attachment 4: Incorporating Five-Year Cohort Graduation Rate into the Dashboard

- ESSA provides the option to include five-year graduation rates in accountability system
  - –Long-term goal must be more rigorous
- ED has approved state plans that create a combined four- and five-year graduation rate (e.g., simple or weighted average) and use same long-term goal.
- Using a combined rate would allow California to take five-year rate into account without creating separate long term goal.

Benefits of Five-Year Graduation Rate

- Incentivizes non-DASS schools to enroll four-year cohort non-graduates in year five (schools credited for graduating four-year cohort non-graduates in year five)
- Limits year five changes to reflect actual changes in the numerator (graduates), not changes in the denominator (transfers in/out).

Considerations

- CDE explored multiple options for incorporating five-year graduation rate into Dashboard (as detailed in August 2018 SBE Information Memorandum)
- Some options cannot be implemented until 2019
  - –Findings from a federal audit required CDE to calculate graduation rates for 2016–17 and 2017–18 using new rules (as discussed in June 2018 SBE Information Memorandum)
  - –Calculations prior to 2016–17 are based on outdated rules

Options for Incorporating Five-Year Rate: Options 1 and 2

- **Option 1:** Provide performance level (color) for four-year rate only and report five-year graduation rate for informative data only
  - Can be implemented for 2018 Dashboard
- **Option 2:** Calculate a simple average for four- and five-year rates (same weight applied to both cohort rates)
  - Requires two years of data
  - Cannot be implemented until 2019 Dashboard.

Options for Incorporating Five-Year Rate: Options 3 and 4

- **Option 3:** Calculate a weighted average for four- and five-year cohort graduation rates (students who graduate in four years given higher weight)
  - Requires two years of data
  - Cannot be implemented until the 2019 Dashboard
- **Option 4:** Report four- and five-year rates and assign performance level to higher of the two rates.
  - Can be implemented for 2018 Dashboard (use Class of 2018 four-year cohort data and Class of 2017 five-year cohort data)

Five-Year Graduation Rate Recommendation

- The CDE recommends that the SBE approve the inclusion of the five-year cohort graduation rate in the 2018 Dashboard for information purposes only.
- The CDE recommends that the SBE direct CDE staff to further explore options for incorporating the five-year cohort rate into the 2019 Dashboard.
  - Because each option will have different policy implications, CDE staff will provide the SBE with updates on the progress of this analysis in the spring and summer of 2019.

Attachment 5: Update on the California School Dashboard

Key Dates

- **August 20, 2018:** Local educational agency (LEA) Coordinator registration began, Local Indicator submission is now open
- **August 28, 2018:** *Tuesday's at 2 p.m.* Launch of Six-Week Webinar Series on Local Indicators
- **October 2018:** Joint Webinar with the California Collaborative on Education Excellence on DASS
- **November 2018:** LEA Rolling Private Preview; State Indicator Webinar Series Begins
- **November 16, 2018:** Local Indicator Submission Deadline
- **Week of December 3, 2018:** Dashboard Public Release

Why Enhance the California School Dashboard?

- Feedback from stakeholders has shown that the Dashboard is a crucial tool. A more user friendly tool that is accessible to a wider array of audiences will help ensure:
  - **Parents** of all students can more easily access and understand data to make informed decisions about their children's education
  - **Communities** can more clearly measure and communicate about progress and performance in schools
  - **Policymakers and advocates** can strengthen California's accountability system through effective data use and ensure that all schools are on the path to increasing the achievement of all students, and
  - **The California Department of Education** can better engage with a diverse range of local stakeholders.

Team Experience

In the last five years, the **Collaborative Communications'** project team has led numerous efforts to help states navigate the process of communicating education data effectively online to lay audiences.

These efforts include work on behalf of:

1. Council for Chief State School Officers
2. Data Quality Campaign
3. Foundation for Excellence in Education
4. Learning Heroes
5. National PTA

What Was Working and Opportunities for Improvement

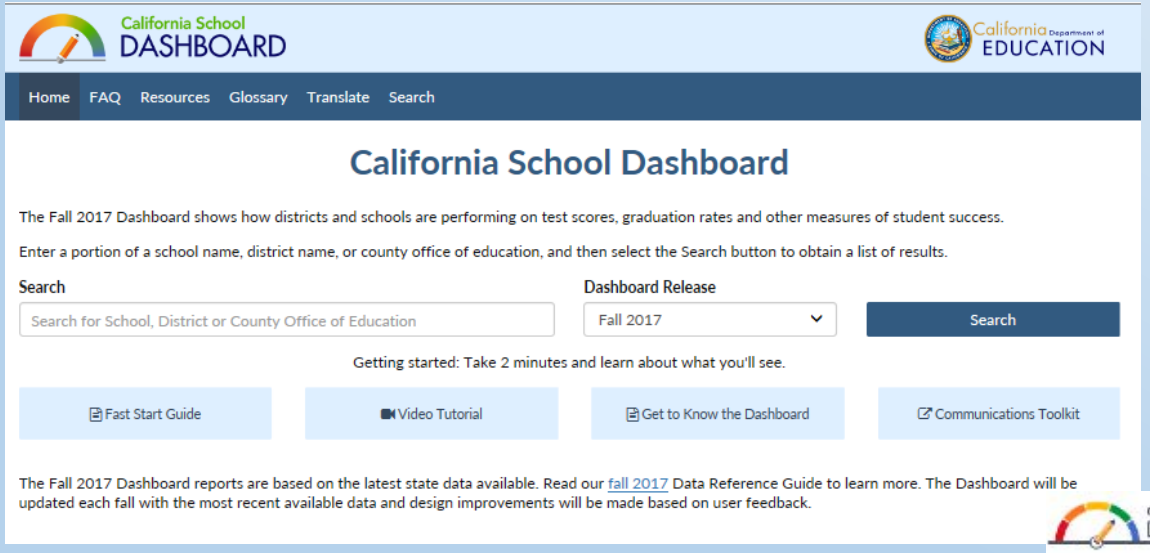
Features parents liked from feedback sessions:

- Student group breakdown
- Color ratings
- Ability to see increase/decrease in performance
- Parents understood value of a tool like this for gaining understanding, asking questions, advocating

Opportunities for Improvement:

- Better Spanish language experience
- Better search experience
- Better orientation for new users
- Better context around exhibits
- Better mobile experience

Homepage


California School DASHBOARD
California Department of EDUCATION
Home FAQ Resources Glossary Translate Search
California School Dashboard
The Fall 2017 Dashboard shows how districts and schools are performing on test scores, graduation rates and other measures of student success.
Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results.
Search
Search for School, District or County Office of Education
Dashboard Release
Fall 2017
Search
Getting started: Take 2 minutes and learn about what you'll see.
Fast Start Guide
Video Tutorial
Get to Know the Dashboard
Communications Toolkit
The Fall 2017 Dashboard reports are based on the latest state data available. Read our fall 2017 Data Reference Guide to learn more. The Dashboard will be updated each fall with the most recent available data and design improvements will be made based on user feedback.

California School DASHBOARD
Home
About
State Summary
Search
More School Data
En Español
Explore information about local schools and districts.
Search by school, district, or county name
Fall 2017
Search

Landing Page

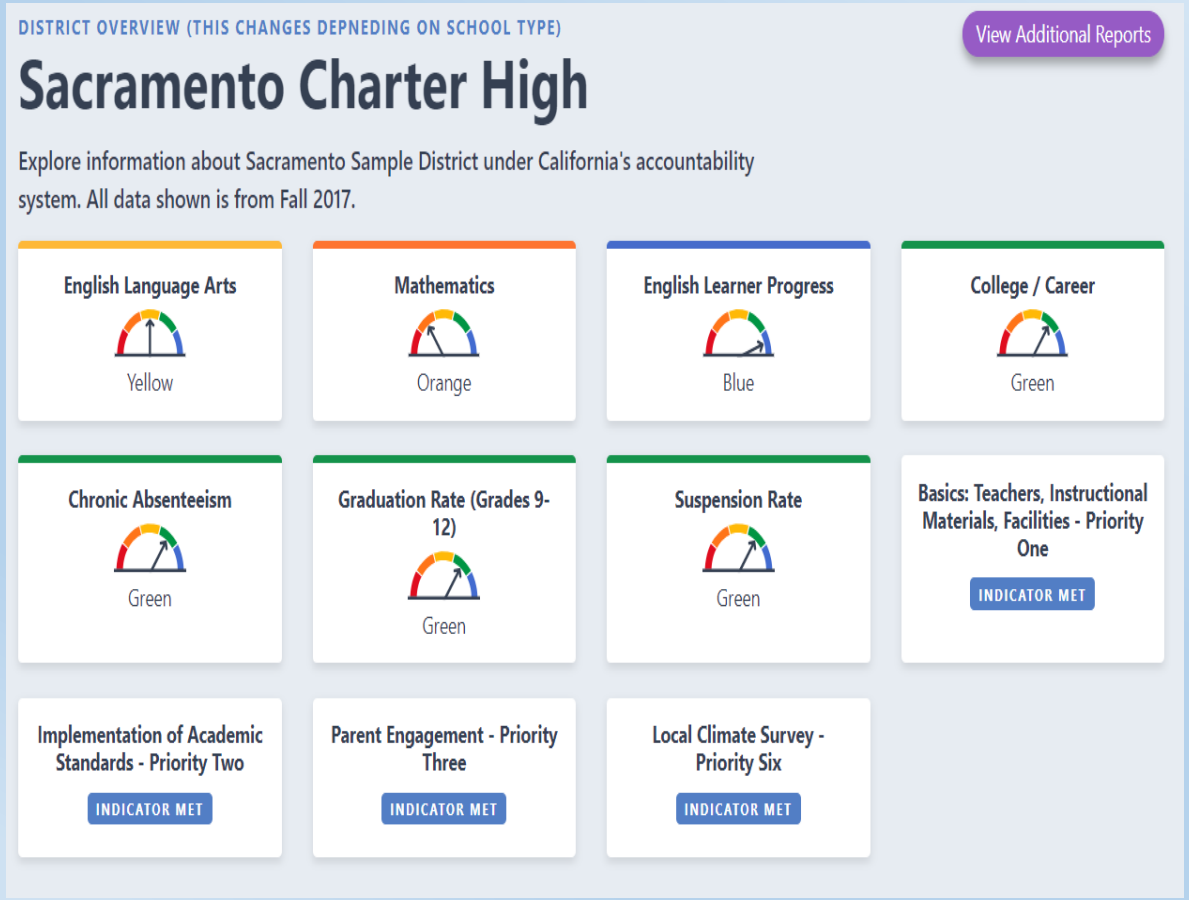


Image on left is the landing page for the summary performance data a sample district. The image contains the following information.

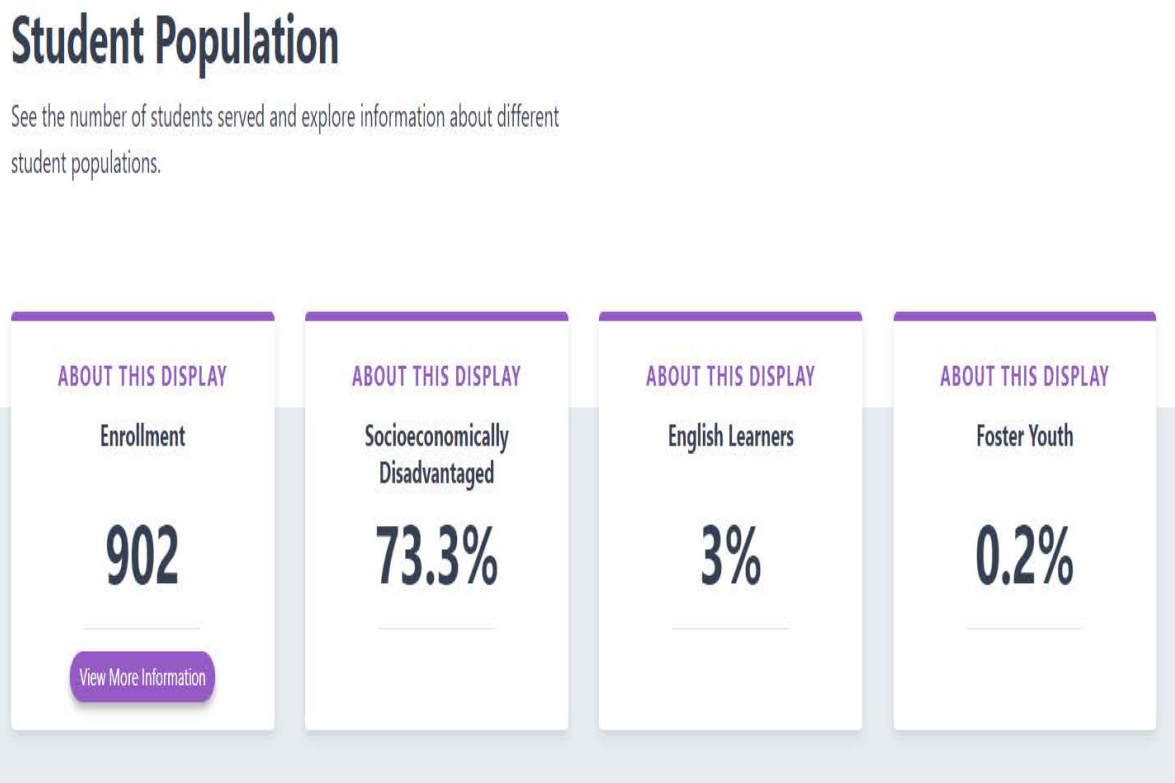
District Overview (This changes depending on school type). Display is as follows:

Sacramento Charter High

Explore information about Sacramento District under California's accountability system. All data shown is from Fall 2017.

- Tile 1 – English Language Arts displays yellow pie Indicator
- Tile 2 – Mathematics displays Orange pie Indicator
- Tile 3 – English Learner Progress displays Blue pie Indicator
- Tile 4 – College/Career displays Green pie Indicator
- Tile 5 – Chronic Absenteeism displays Green pie Indicator
- Tile 6 – Graduation Rate (Grade 9-12) displays Green pie Indicator
- Tile 7 – Suspension Rate displays Green pie Indicator
- Tile 8 – Basic Teachers Instructional Materials, Facilities – Priority One, Blue Tab stating Indicator Met
- Tile 9 – Implementation of Academic Standards – Priority Two, Blue Tab stating Indicator Met
- Tile 10 – Parent Engagement – Priority Three, Blue Tab stating Indicator Met
- Tile 11 – Local Climate Survey – Priority Six, Blue Tab stating Indicator Met

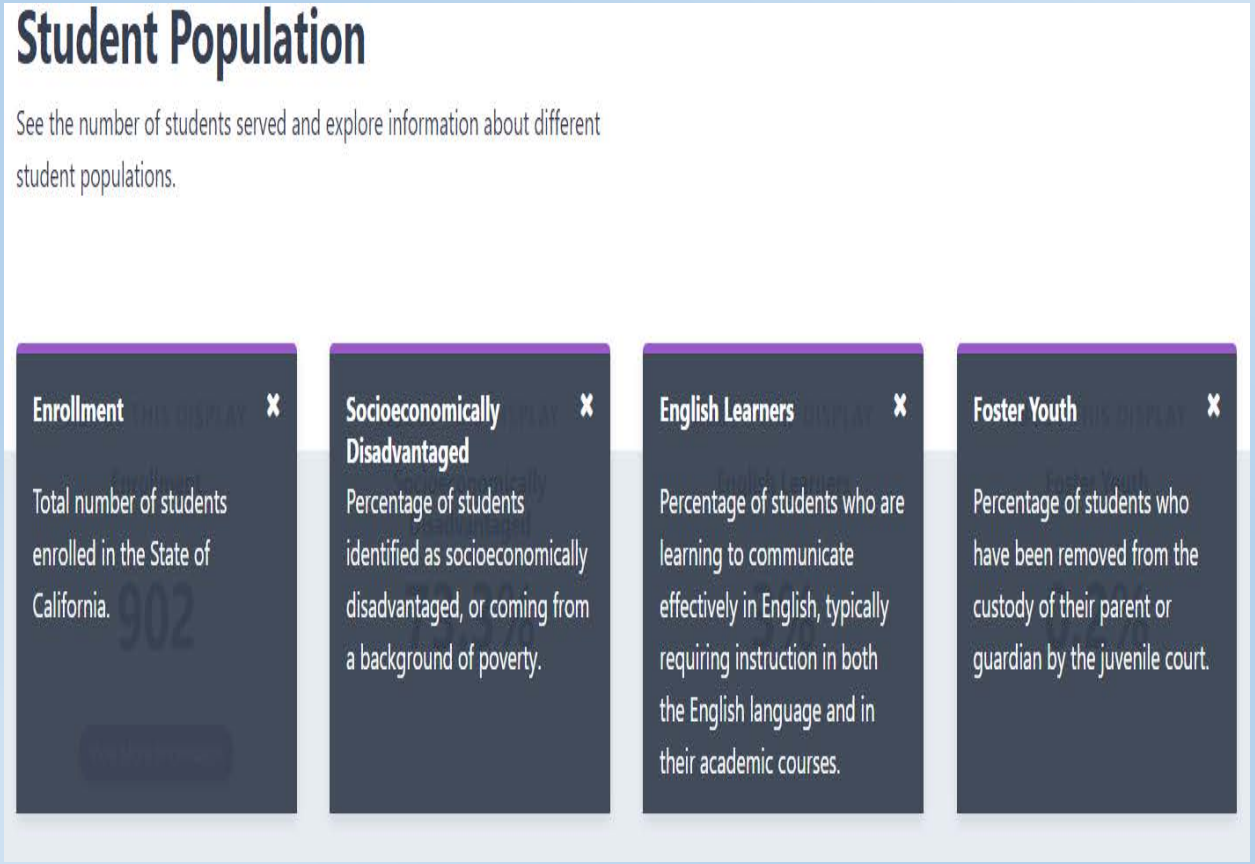
Landing Page: Student Population



The image shows the Sacramento Sample District Student Population section in the prototype and shows the number of students served and explore information about different student populations. The tiles from left to right describe the following:

- Tile 1: About this Display – Enrollment 902
- Tile 2: Socioeconomically Disadvantaged 73.3%
- Tile 3: English Learners 3%
- Tile 4: Foster Youth 0.2%

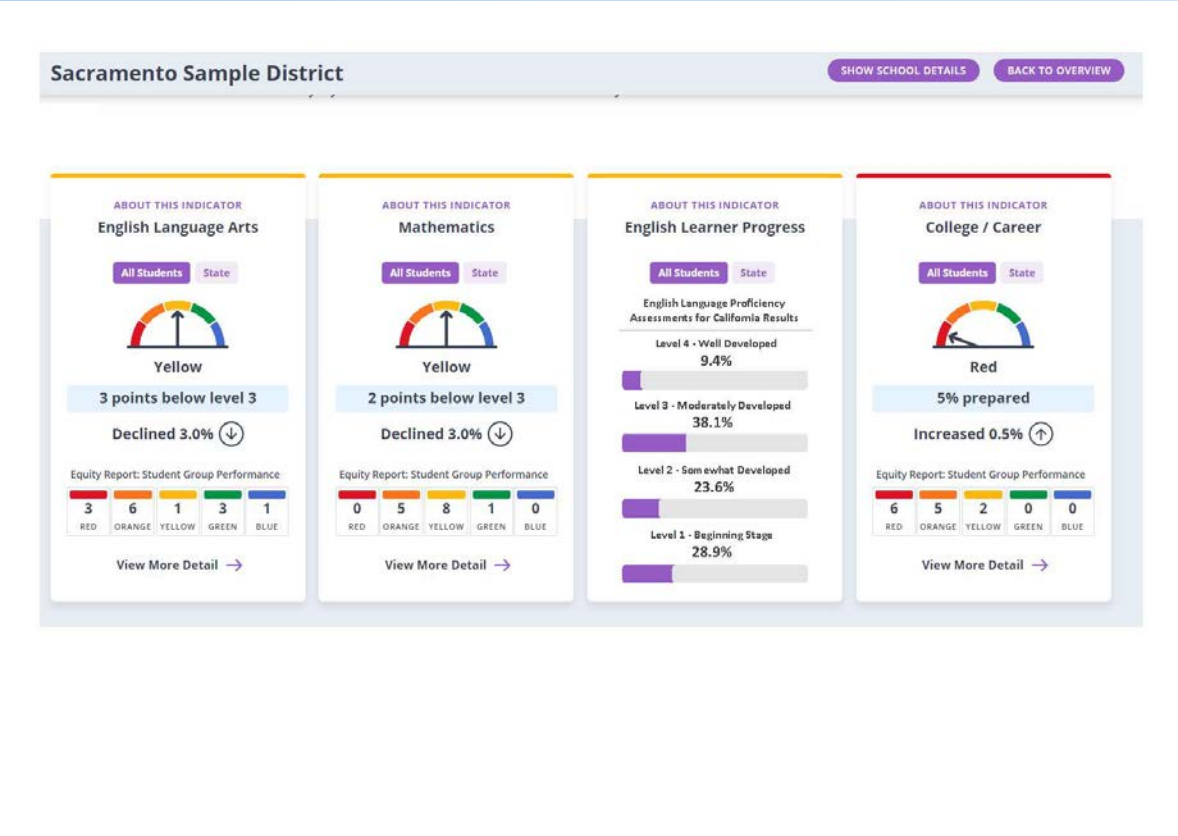
Landing Page: Glossary of Terms Functionality



The image is the backside of the Sacramento Sample District Student Population section tiles which provide a short description of the content of the tiles. The description from left to right is as follows:

- Enrollment: Total number of students enrolled in the State of California.
- Socioeconomically Disadvantaged: Percentage of students identified as socioeconomically disadvantaged or coming from a background of poverty.
- English Learner: Percentage of students who are learning to communicate effectively in English, typically requiring instruction in both the English language and in their academic courses.
- Foster Youth: Percentage of students who have been removed from the custody of their parent or guardian by the juvenile court.

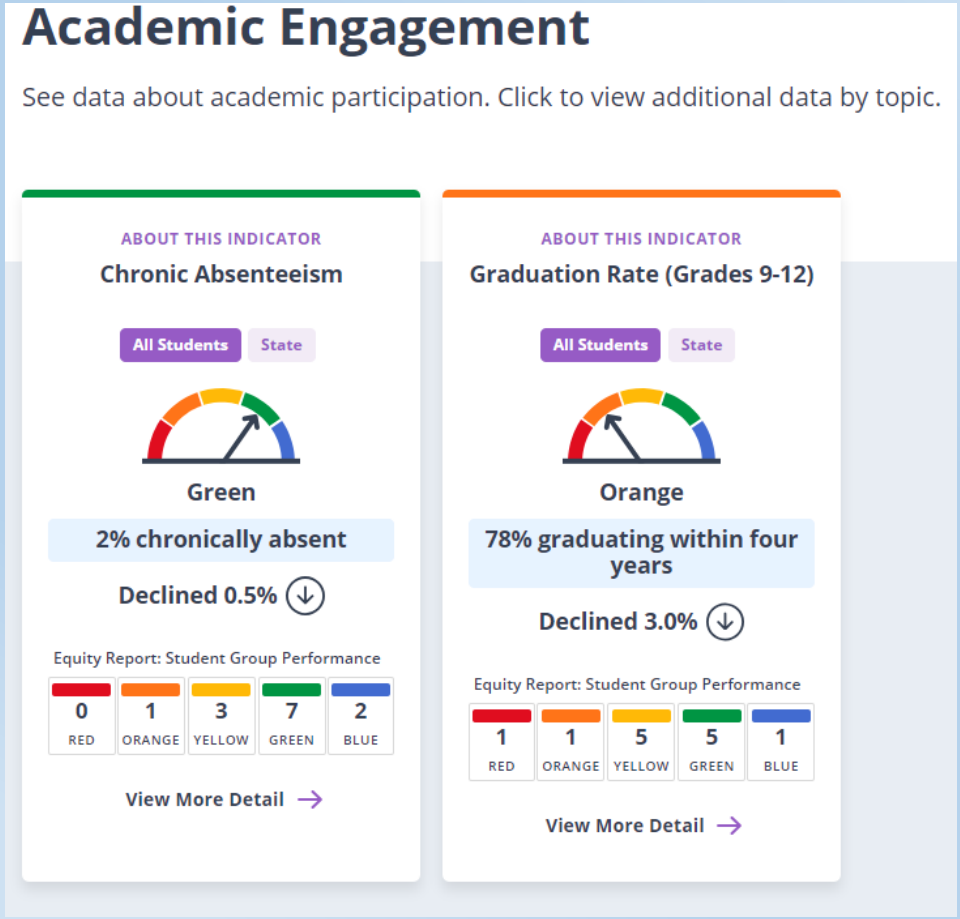
Landing Page: Academic Performance



This image shows the Academic Performance for the Dashboard prototype using the Sacramento Sample District. There are four baseball like cards that detail the indicators such as student assessment results and other aspects of school performance under the California Accountability System. Within each indicator there is an opportunity to view additional data. Starting from left to right the indicators include the following:

- English Language Arts Indicator – Results for all students is a yellow pie. 3 points below level 3. The change declined 3.0%.
- Mathematics Indicator – Results for all students is an yellow pie. 2 points below level 3. The change declined 3.0%.
- English Learner Progress Indicator – Results for all students is an yellow pie. 71% making progress. The change declined 3.0%.
- College/Career Indicator – Results for all students is in an red pie. The percent prepared is 5%. Increased 0.5%

Landing Page: Academic Engagement



This image provides the two options for displaying data. There is a baseball like card that details the performance of students on the Dashboard prototype.

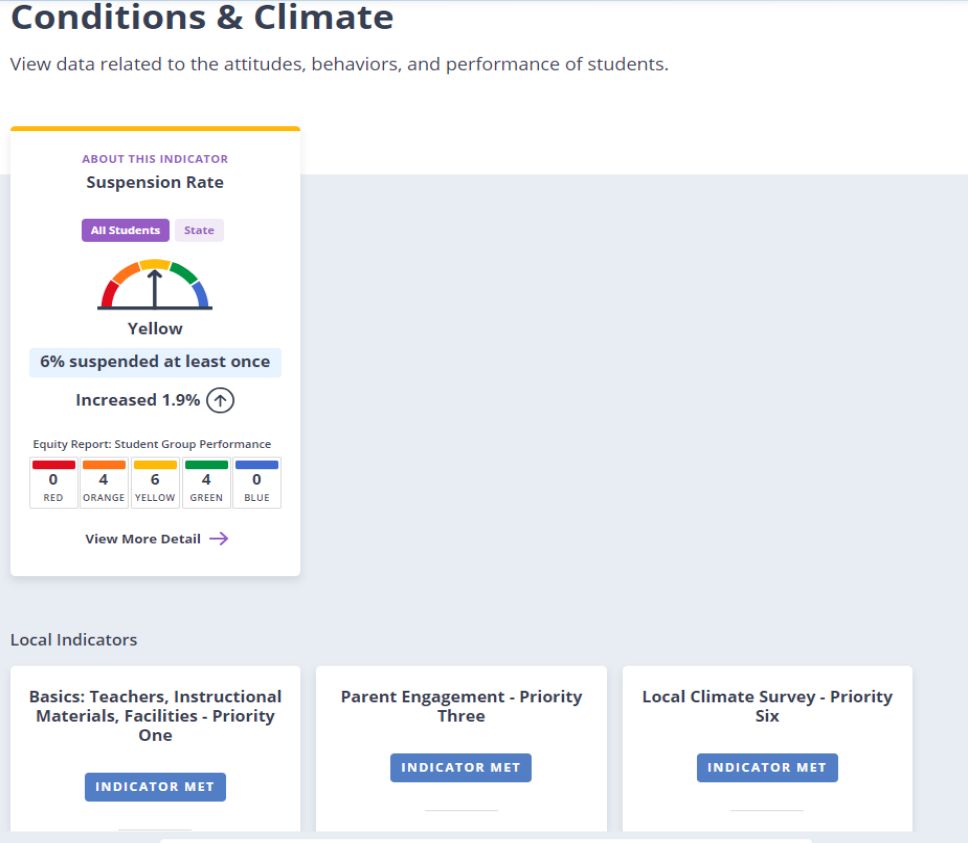
- Option one is Chronic Absenteeism - Results are for all students in a green pie. 2% chronically absent. The change declined 0.5%

The students groups by performance level show from left to right: 0 group in Red, 1 group in Orange, 3 groups in Yellow, 7 groups in Green, and 2 groups in Blue.

- Option two is Graduation Rate (Grades 9-12) – Results are for all students in a orange pie. 78% graduating within four years. The change declined 3.0%

The students groups by performance level show from left to right: 1 group in Red, 1 group in Orange, 5 groups in Yellow, 5 groups in Green, and 1 group in Blue.

Landing Page: Conditions and Climate



This image provides an in-depth overview of the Suspension Rate Indicator which is included in the Conditions and Climate section. There is one baseball like card that details one of the indicators related to the attitudes, behaviors, and performance of students on the Dashboard prototype.

For the Suspension Rate Indicator:

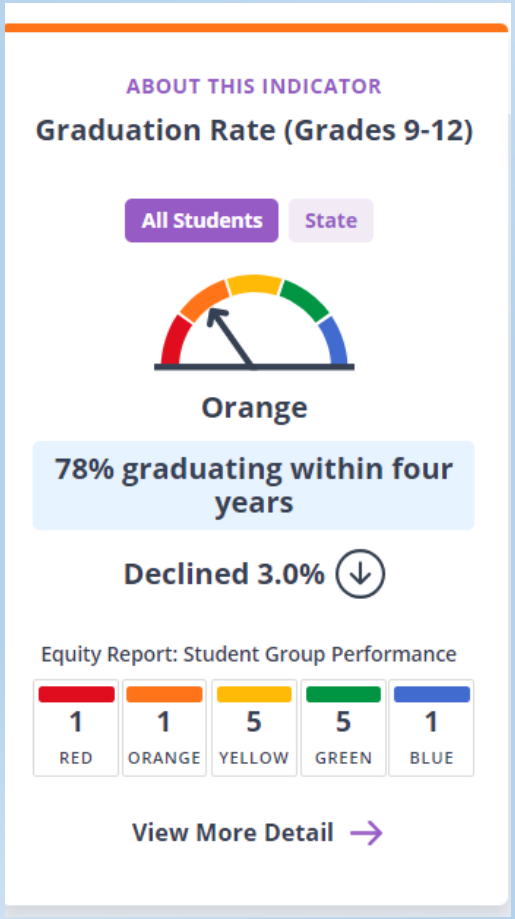
• Results for all students was an yellow pie. The change is 6% suspended at least once. The change increased 1.9%.

• The students groups by performance level show from left to right: 0 group in Red, 4 groups in Orange, 6 groups in Yellow, 4 groups in Green, and 0 group in Blue.

Local Indicator tabs from left to right:

- Basics: Teachers, Instructional Materials, Facilities – Priority One. Blue Tab – Indicator Met
- Parent Engagement – Priority Three. Blue Tab – Indicator Met
- Local Climate Survey – Priority Six. Blue Tab – Indicator Met

Indicator In-Depth Display

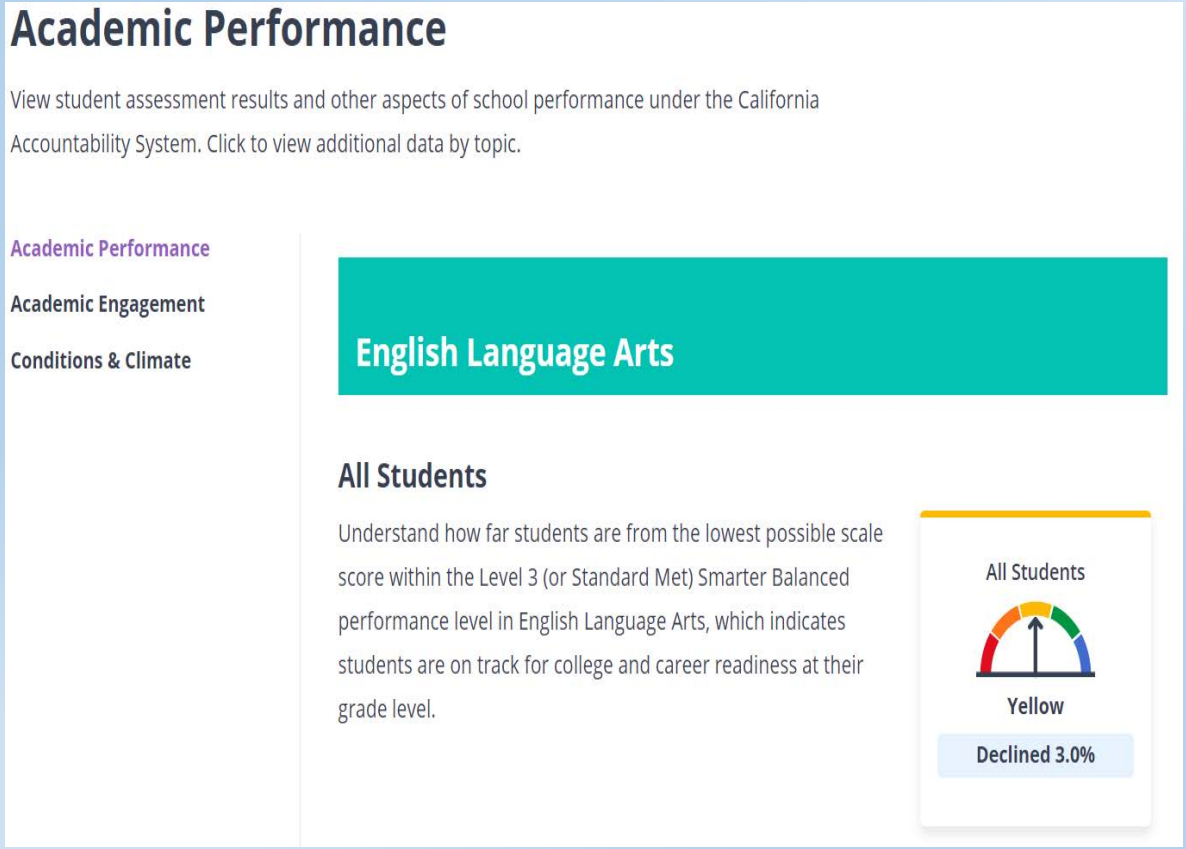


This image provides the option for displaying data using the Graduation Rate Indicator. There is one baseball like card that details the performance of students on the Dashboard prototype.

The image displays the Graduation Rate Indicator for grades 9-12. In this option the results of all students uses an orange pie to display performance. 78% graduating within four years. The change declined 3.0%.

The students groups by performance level show from left to right: 1 group in Red, 1 group in Orange, 5 groups in Yellow, 5 groups in Green, and 1 group in Blue.

View More Detail Page-All Students Overview



This image shows the Academic Performance for the Dashboard prototype. View student assessment results and other aspects of school performance under the California Accountability System. Tab displayed is Academic Performance:

- English Language Arts – All students. Understand how far students are from the lowest possible scale score within the Level 3 (or Standard Met) Smarter Balanced performance level in English Language Arts, which indicates students are on track for college and career readiness at their grade level.

Image of yellow pie for all students showing declined 3.0%

View More Detail Page: All Student Groups by Performance Level

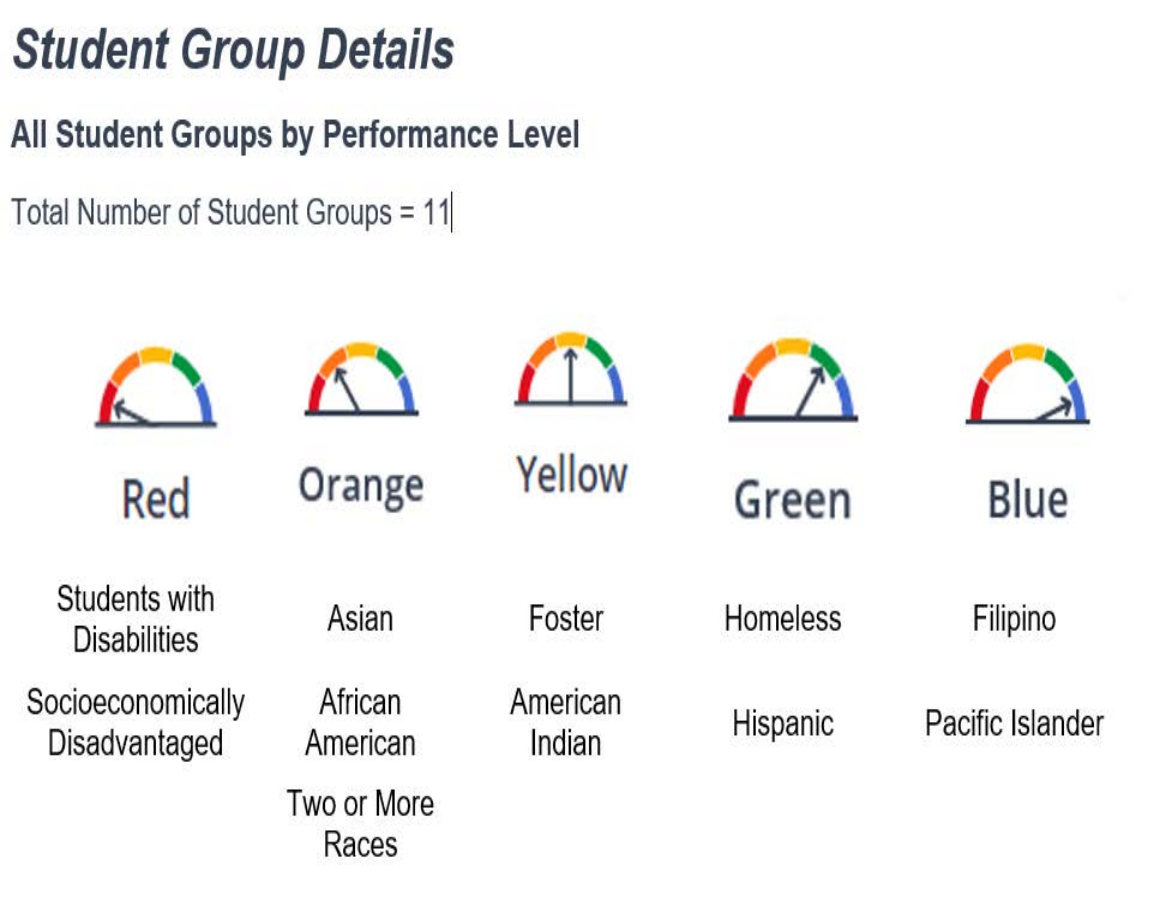
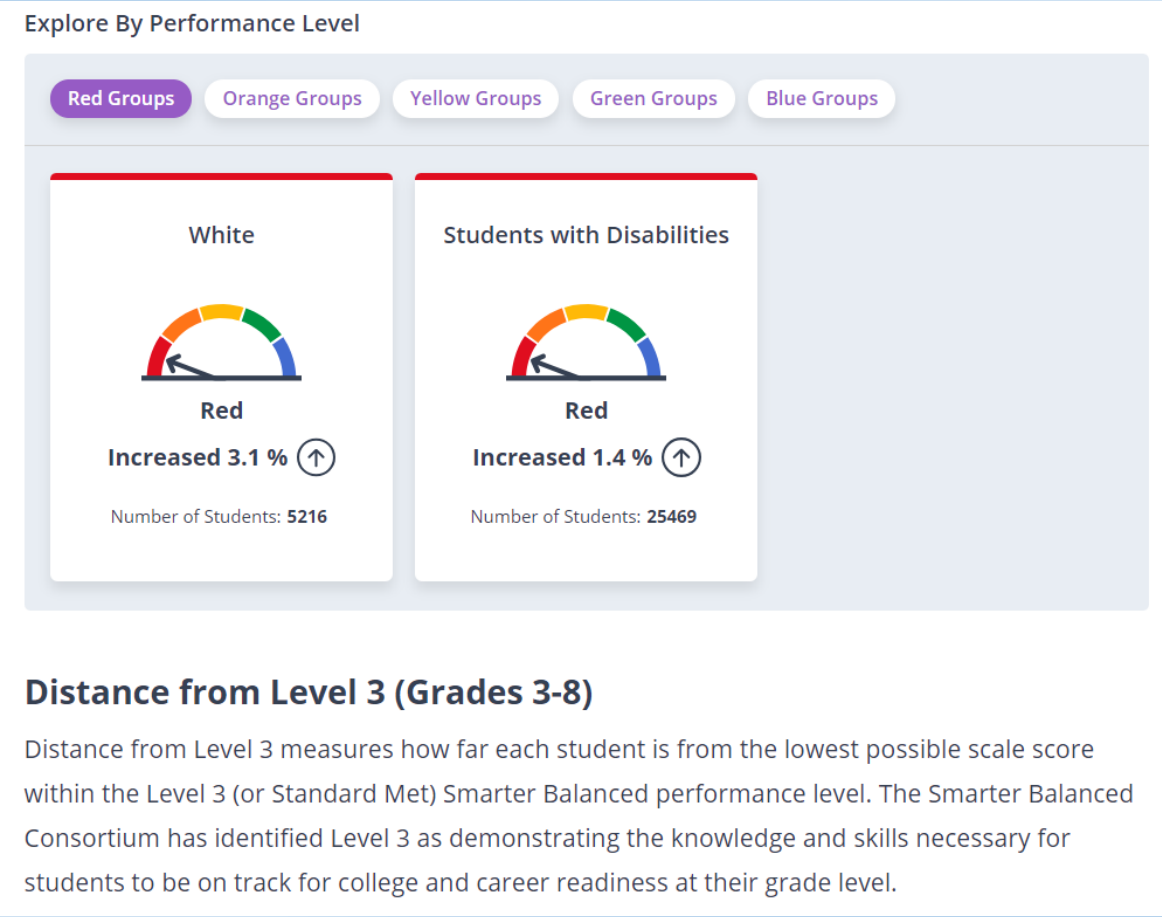


Image shows the Student Group Details for the Dashboard Prototype. All Student Groups by Performance Level. The image displays Total Number of Student Groups = 11. Indicators displayed from left to right:

- Red Pie- Students Disabilities and Socioeconomically Disadvantaged
- Orange Pie – Asian, African American, and Two or more Races
- Yellow Pie – Foster and American Indian
- Green Pie – Homeless and Hispanic
- Blue Pie – Filipino and Pacific Islander

View More Detail: Explore by Performance Level



Images shows the Explore By Performance Level for the Dashboard prototype. Categories are left to right: Red groups, Orange Groups, Yellow Groups, Green Groups, Blue Groups. Options for Red Groups displayed in image:

- White – Red pie Indicator showing change increased 3.1%. Number of students 5,216
- Students with Disabilities – Red pie Indicator showing change increased 1.4%. Number of students 25,469

Distance from Level 3 (Grades 3-8) – Distance from Level 3 measures how far each student is from the lowest possible scale score within the Level 3 (or Standard Met) Smarter Balanced performance level. The Smarter Balanced Consortium has identified Level 3 as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Parent Feedback/Word Choice Issues

1) **Distance from Level 3**
   a) Distance from Standard
   b) Distance from Target
   c) Distance from Level 3
2) **Equity Report: Student Group Performance**
   a) Number of Student Groups in each Performance Level
   b) How many Student Groups Fall in Each Level
3) **Student group**

Recommendation

The California Department of Education recommends that the SBE approve: (1) the inclusion of the State Seal of Biliteracy, Golden State Seal Merit Diploma, and Leadership/Military Science: Reserve Officer Training Corps (ROTC) as additional measures in the College/Career Indicator, (2) the methodology for the Chronic Absenteeism Indicator, (3) the proposed cut scores for the Dashboard Alternative School Status one-year graduation, and (4) the reporting of the five-year graduation rate in the California School Dashboard.