

Item 17: Updates and Recommended Action Regarding Local Indicators; Update on the Continuing Development Work and Revisions Under Consideration for the 2019 California School Dashboard

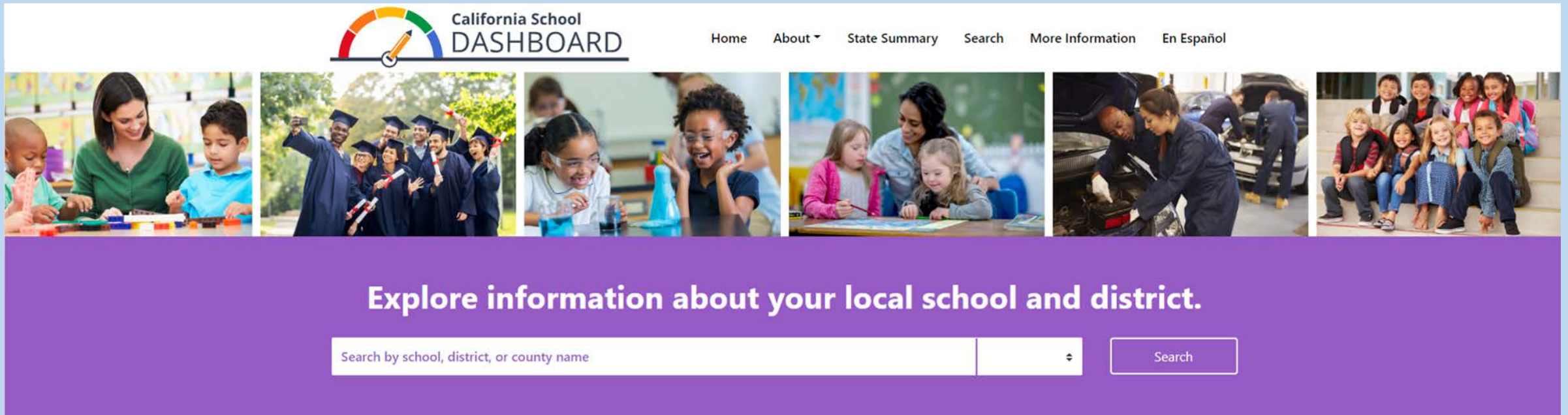
State Board of Education

March 14, 2019

Dashboard 2018: New Look and Feel

- The design of the 2018 Dashboard is friendlier, simpler to use, easier to understand, and more intuitive
- Student equity is front and center
- Dashboard has been fully translated into Spanish to provide complete access to Spanish-speaking families
- Web traffic statistics show that the redesigned Dashboard is being widely used:
 - In the first two months of 2019, there were approximately 425,000 page views and 150,000 unique users on the site

Dashboard Homepage



California School
DASHBOARD

Home About State Summary Search More Information En Español

Explore information about your local school and district.

Search by school, district, or county name

Search

<https://www.caschooldashboard.org/>

Additional Reports and Data

- To support LEAs, schools, and the education community with communicating and accessing more details about the data used within the Dashboard, the CDE has developed two new web pages:
 - California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>
 - School Dashboard Additional Reports and Data web page <https://www6.cde.ca.gov/californiamodel/>
 - Similar to the Dashboard, we have experienced high traffic on these reports in 2019, with approximately 288,000 page views and nearly 30,000 unique users

Additional Resources for Educators

- Webinar Series
 - Prior to the Dashboard public release, the CDE conducted Webinars to support LEAs on each state indicator reported in the 2018 Dashboard. Approximately 400 to 500 people participated in each webinar.
- Flyers for educators, including one- and two-page overviews on each state indicator
- A Site Administrator's Guide: Talking to Parents about the California School Dashboard
- Technical Guide to the California School Dashboard

Resources for Parents

- New Videos in English and Spanish:
 - The California School Dashboard – *Let the Conversation Begin*
 - The California School Dashboard – *My Dad*
- Parent Guide to the California School Dashboard
- Flyers on the Dashboard, translated into seven languages
 - One- and two-page overviews of the Dashboard, the six state measures, and how performance colors are determined

Dashboard Resources

<https://www.cde.ca.gov/ta/ac/cm/>

- **Parent Tab:**

- New Parent Guide
- New Flyers for Parents

- **Videos Tab:**

- New videos in English and Spanish

- **Resources Tab:**

- PowerPoints of webinars conducted during private preview

- **FAQs Tab**

- **Toolkit Tab:**

- 2018 Dashboard: Key Points
- Updates to the 2018 Dashboard
- New Flyers for Educators

- **Data Files and Guide Tab:**

- 2018 data files for each indicator
- 2018 Dashboard Technical Guide

Attachments

- **Attachment 1:** Current Self Reflection Tool for Local Control Funding Formula Priority 3: Parental Involvement and Family Engagement
- **Attachment 2:** Proposed Self Reflection Tool for Local Control Funding Formula Priority 3: Parental Involvement and Family Engagement
- **Attachment 3:** Revisions Under Consideration for the 2019 California School Dashboard
- **Attachment 4:** California School Dashboard Educational Outreach Activities

Item Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve: (1) the proposed revision to the self-reflection tool for Priority 3: Parental Involvement and Family Engagement.

In addition, the CDE requests that the SBE provide guidance on recommended changes to the work plan and take additional action as deemed necessary and appropriate.

Rationale for Proposed Changes to the Self Reflection Tool for Priority 3

The California Department of Education (CDE) is proposing that the State Board of Education adopt revisions to self reflection tool for Priority 3 for the 2019-20 school year to improve upon the current tool and align with the passage of Assembly Bill (AB) 2878

Overview of Local Indicators (1)

To meet the requirements of *Education Code (EC)* Section 52064.5, the State Board of Education (SBE) has approved standards for local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area

- Local Indicators are indicators for which the state does not collect data

Overview of Local Indicators (2)

The local indicators are as follows:

- Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for County Offices of Education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

Overview of Local Indicators (3)

LEAs use self-reflection tools to reflect on their progress as part of local planning and improvement efforts and to measure and report their progress through the Dashboard.

For each local indicator, the SBE approved the following standard:

- LEAs measure their progress on the local indicator based on locally available information
- LEAs report their results to their local governing boards at a regularly scheduled meeting
- LEAs report their results to stakeholders and the public through the Dashboard

Overview of Local Indicators (4)

LEAs that meet the SBE approved standard for a local indicator identify the standard as “Met” in the Dashboard

LEAs that fail to meet the SBE approved standard for a local indicator identify the standard as “Not Met” or “Not Met for Two or More Years” in the Dashboard

AB 2878

AB 2878 amended *Education Code* sections 52060(d)(3) and 52066(d)(3) Priority 3 to:

- Expand the reference to “family involvement” to include “family engagement”
- Provide local educational agencies (LEAs) with options to consider when implementing family engagement

The Ad Hoc Family Engagement Workgroup

In 2017, the CDE established the Ad Hoc Family Engagement Workgroup (Workgroup) at the recommendation of the School Conditions and Climate Workgroup

The CDE, in partnership with the Workgroup,

- Reviewed research on family engagement policies and tools;
- Identified potential challenges to engaging families;
- identified promising practices currently being implemented;
- Analyzed the responses to the current self-reflection tool; and
- Identified recommendations for improving the current self-reflection tool

Workgroup Recommendations (1)

- Ensure that a diverse group of stakeholders is involved in the self-reflection process.
- Emphasize the importance of:
 - Building relationships as the foundation for effective and equitable family engagement
 - Connecting family engagement to student outcomes and making it an integral part of LEA plans
 - Seeking input for decision making
 - Using accessible language and not educational jargon, to make the tool easily understandable for families and other stakeholders
 - Using the tool as part of a continuous improvement process and to inform the planning and development of the LCAP

Workgroup Recommendations (2)

- Include descriptions of practices that serve as a reminder to families, teachers and administrators about what effective family engagement looks like.
- Ask LEAs to provide a brief narrative about their ratings

Additional Stakeholder Feedback

- California Practitioners Advisory Group (February 6, 2019)
 - Members expressed support for the tool and noted their appreciation for:
 - Developing a tool that was user friendly, inclusive, and that incorporated promising practices supported by research
 - Engaging stakeholders in the self-reflection process
 - The integration of practices to support engagement of underrepresented families.
- LCFF Stakeholders Group (February 19, 2019)

Proposed Self-Reflection Tool (1)

The proposed self-reflection tool is based on current research, current state and federal guidance documents (e.g. Dual Capacity Building Framework, CDE Family Engagement Toolkit, etc.) and the recommendations of the Workgroup.

Based on the analysis of data and stakeholder input LEAs identify their current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Proposed Self-Reflection Tool (2)

The three sections in the Self-Reflection tool:

- Building Relationships between School Staff and Families
- Building Partnerships for Student Outcomes
- Seeking Input for Decision Making

After each of the three sections LEAs also respond to the following narrative prompt:

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Recommendation

Approve the proposed revision to the self-reflection tool for Priority 3: Parental Involvement and Family Engagement.

Attachment 3: Revisions Under Consideration for the 2019 California School Dashboard

- Incorporate the California Alternate Assessments (CAAs) in the Academic Indicator
- Incorporate the Five-Year Graduation Rate into the Dashboard
- Apply the Three-by-Five Color Grid to the College/Career Indicator (CCI)
- Include Status for the English Learner Progress Indicator (ELPI) into the Dashboard
- Include Additional Measures in the College/Career Indicator (CCI) for Students with Disabilities

Incorporation of the California Alternate Assessments in the Academic Indicator

- The Every Student Succeeds Act (ESSA) requires that English language arts (ELA) and mathematics results for all students be included in the Dashboard, including those students with the most significant cognitive disabilities.

Timeline for Proposed Action on CAA

- The CDE will be work with the Technical Design Group (TDG) to ensure the proposed methodology for incorporating the CAA results into the Academic Indicator for the 2019 Dashboard is technically valid, reliable, and fair. Stakeholder groups such as the California Practitioners Advisory Group, Advisory Commission on Special Education, and the LCFF Stakeholder Group will also be consulted prior to SBE action.
- A recommended methodology will be brought to the SBE for consideration in September 2019.

Prior SBE Action: Five-Year Graduation Rate

- At the September 2018 SBE meeting, the SBE directed the CDE to include the five-year graduation rate in the 2018 Dashboard for information purposes only (based on the methodology shared with the SBE in an August 2018 Information Memorandum), and to revisit options on how to incorporate the five-year rate into the indicator in 2019.

Timeline for Proposed Action on the Five-Year Graduation Rate

- The CDE will work with the TDG and various stakeholder groups to bring multiple options on the incorporation of the five-year graduation rate for SBE consideration in July 2019.

Application of the Three-by-Five Color Table to the College/Career Indicator

- To date, the SBE has approved the application of the 3x5 methodology to all LEAs, schools, and student groups for:
 - Graduation Rate Indicator
 - Suspension Rate Indicator
 - Chronic Absenteeism Indicator
- The CDE is exploring the application of the 3x5 for the CCI.

Sample Three-by-Five Color Grid

Performance Level	Declined Significantly from Prior Year (by 9.1% or more)	Declined from Prior Year (by 2.0% to 9.0%)	Maintained from Prior Year (declined or increased by 1.9% or less)	Increased from Prior Year (by 2.0% to 8.9%)	Increased Significantly from Prior Year (by 9.0% or more)
Very High 70.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 69.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 35.0% to less than 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 10.0% to 34.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 9.9% or lower in Current Year	Red	Red	Red	Orange	Yellow

Timeline for Three-by-Five in the Color Grid

- The CDE will bring this to the SBE for action in July 2019.

Inclusion of Status for the English Learner Progress Indicator

- The English Learner Progress Indicator (ELPI) is the only indicator that measures progress toward proficiency. To measure progress toward proficiency (Status) two years of data is required.
- In 2017–18, California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC).
- Three years of data is needed to produce a performance level or color.

Prior SBE Action: ELPI Transition Plan

- A three-year transition plan for the ELPI was approved at the July 2018 SBE meeting, which included:
 - Adoption of the ELPAC 2018 Dashboard display at the September 2018 meeting
 - Inclusion of the ELPI Status in the 2019 Dashboard
 - Adoption of the ELPI Status cut scores at the November 2019 SBE meeting
 - Adoption of the Change cut scores at the November 2020 SBE meeting
 - Producing an ELPI performance color for the 2020 Dashboard

Prior SBE Action: ELPI Transition Plan and Eligibility of Districts and Schools

- The SBE's July 2018 action to approve the three-year ELPI plan included a revision to bring the SBE options for using the ELPI for eligibility of districts and schools in the 2019 Dashboard.
- The SBE's November 2018 action to approve amendments to the ESSA State Plan included a commitment to use status for school support eligibility for the 2019 Dashboard.

ELPI and the 2018 Dashboard

The 2018 Dashboard displays the percentage of students scoring at each of the ELPAC four performance levels (as displayed in the screen shot on this slide).



See descriptive text on slide 42

Timeline for Proposed Action on the ELPI

- In the September 2019, the CDE will bring the SBE a proposed methodology on how the ELPI Status can be used to identify schools and districts.
- Proposed ELPI Status cut scores will be brought for SBE consideration in November 2019.

Inclusion of Additional Measures in the CCI for Students with Disabilities

- The CDE will collect information on the completion of the Workability program, transitional services offered through the Department of Rehabilitation, and work-based learning for the first time this spring through the California Special Education Management Information System (CASEMIS).
- These data will be evaluated for possible inclusion in the 2019 Dashboard as a modified measure for students who have an Individualized Education Program for the CCI.

Timeline for Proposed Action on Additional CCI Measures for Students with Disabilities

- The CDE will bring this to the SBE for consideration at their September 2019 meeting.

Attachment 4: California School Dashboard Educational Outreach Activities

- Between October 25, 2018, and February 26, 2019, the CDE delivered:
 - 22 in-person presentations with a total of 1,740 participants
 - 13 webinars with a total of 4,422 participants

SBE Guidance

- The CDE recommends that the SBE provide guidance on the proposed work plan and take additional action as deemed necessary and appropriate.

Descriptive Text for Slide 18

Dashboard Homepage

The image on slide 18 is a screenshot of the Dashboard Homepage. The search box in the middle of the page is utilized to find and “explore information about your local school and district.” The top of the page has an image of the Dashboard icon (a 5-section gauge with the arrow pointing to the green section) with the following section tabs next to it in the following order from left to right: Home, About, State Summary, Search, More Information, and En Español.

Descriptive Text for Slide 29

Three-by-Five Color Table

Slide 29 contains an image of a modified version of the 5-by-5 color table, known as the 3-by-5 color table, which is used for small student populations with an n-size of 149 or less to determine a performance color for select indicators. In the 3-by-5 model, the “Declined Significantly” and “Increase Significantly” columns for the Change are eliminated. These two columns are not used to determine performance colors. Removing the far right and far left columns can impact the performance color for a school or student group if they have less than 149 students. For example: If a small population has a high Status Level and Declined significantly from the prior year, a performance color of Orange would be assigned based on the 5X5. However, because the Declined Significantly column is eliminated for small populations, the performance color assigned based on the 3X5 would be Yellow.

Descriptive Text for Slide 34

ELPI and the 2018 Dashboard

Slide 34 contains a image showing how English Learner Progress data is displayed on the 2018 Dashboard for students that took the English Language Proficiency Assessments for California (ELPAC).

The card displays four bars, one for each of the four ELPAC performance levels, indicating the percentage of students scoring at each level:

Level 4—Well developed = 30.6%

Level 3—Moderately Developed = 34.6%

Level 2—Somewhat Developed = 20.2%

Level 1—Beginning Stage = 14.6%