California School Dashboard and the School Improvement Grant

California Department of Education
School Improvement and Support Office and
Pomona Unified School District
February 15, 2018
Agenda

- Housekeeping
- Overview Part 1: School Improvement Grant Requirements and Student Performance and Progress
- Overview Part 2: California School Dashboard (Dashboard)
- Pomona Unified School District: System of Support and Sustainability
- Using the California School Dashboard for School Improvement: Strategies and Questions from School Improvement Grant Sub-grantees
- Wrap-up
- Contacts and Feedback
Housekeeping

• Participants will be placed on mute and can use the chat feature for communication throughout the presentation.

• Pomona Unified School District will present remotely.

• Sharing is optional.

• There will be a survey at the end of the presentation to gather feedback.
Overview Part 1: School Improvement Grant Requirements and Student Performance and Progress

Each participating local educational agency (LEA) must establish clear, measurable, and challenging goals for student performance and progress.

• Use state assessments in reading/English language arts (ELA) and mathematics.

• Revise goals for each School Improvement Grant (SIG) school based on progress made and needs identified during each year of full implementation.
Overview Part 2: California School Dashboard

- A multiple measure accountability system that includes required academic indicators for SIG goals
- Provides a variety of data for developing and monitoring SIG goals
- Focuses on success of each and every student in a comprehensive way
- Achievement gaps are easier to identify
- Can drive local improvement efforts
- Helps identify how specific programs and services are working
- Can be used to offer extra support for school improvement in specific areas
System Support and Sustainability

From Accountability through the Adequate Yearly Progress (AYP) report to Transformation through the California Assessment of Student Performance and Progress (CAASPP) and the California School Dashboard (Dashboard)
Pomona Unified School District: System Support and Sustainability
From Cohort 1 (2009) to Cohort 4 (2016):
Factors that framed our thinking

- Impact of the SIG program and current status of 2009 Cohort 1 schools leverage successes, missteps, and prior knowledge.

- Local Control and Accountability Plan (LCAP) and Smarter School Spending project increased fiscal knowledge, tools, and shifts in thinking and approach to maximizing resources to impact student achievement.

- New California state standards and assessment system (Smarter Balanced Assessment Consortium [SBAC]/CAASPP).

- Access to more data through effective data management and reporting systems, including the Dashboard.
Pomona Unified School District: System Support and Sustainability
Initial School Improvement Grant 2015–16 Goals
Using Adequate Yearly Progress
2015 AYP Data and 2016 Estimates

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>2015 ELA Percent Proficient</th>
<th>2016 Estimate ELA Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>23.7</td>
<td>36</td>
</tr>
<tr>
<td>African American</td>
<td>11.1</td>
<td>21</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>23.6</td>
<td>35</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>23.2</td>
<td>34</td>
</tr>
<tr>
<td>English Learners</td>
<td>8.6</td>
<td>19</td>
</tr>
<tr>
<td>Students with Disabilities (SWD)</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

- Schoolwide, Hispanic, and Socioeconomically disadvantaged subgroups are within 1 percent of each other.
- The achievement gap is largest for Students with Disabilities with 0 students meeting or exceeding the standard.
- English Learners and African American students have a large achievement gap compared to schoolwide, with a difference of 10 percent or greater.
### Pomona Unified School District: System Support and Sustainability

Initial 2015–16 Goals Using Adequate Yearly Progress-like Measurements

*Established Goals for Full Implementation Only*

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>SIG Expected Annual Measurable Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Implementation Year 1</td>
<td>2 percent growth in AYP–ELA for students schoolwide and all subgroups (1 percent for SWD)</td>
</tr>
<tr>
<td>Full Implementation Year 2</td>
<td>2 percent additional growth in AYP–ELA for students schoolwide and all subgroups (1 percent for SWD)</td>
</tr>
<tr>
<td>Full Implementation Year 3</td>
<td>2 percent additional growth in AYP–ELA for students schoolwide and all subgroups (1 percent for SWD)</td>
</tr>
<tr>
<td>Full Implementation Year 4</td>
<td>2 percent additional growth in AYP–ELA for students schoolwide and all subgroups (1 percent for SWD)</td>
</tr>
<tr>
<td>Full Implementation Year 5, if applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
Pomona Unified School District:
System Support and Sustainability
Introducing the Dashboard: System-wide Change

Winter and Spring 2017: All district instructional administrators analyzed Fall 2016 and Spring 2017 preliminary data and were trained on the Dashboard and 5x5 Colored Tables using the Dashboard Technical Guide and the use of data analysis tools, including:

- Color Count Inquiry Protocol
- 5-Whys Protocol
- Deep Dive Inquiry Protocol
Pomona Unified School District: System Support and Sustainability
Tools Used for Data Analysis

Color Count Inquiry Protocol: Using our district “Student Group Report” from the Dashboard, we answered the following questions:

1. Which student groups are two or more levels below the district color level for all students?

2. Which student groups (with at least one color) have no oranges or reds?

3. Which is the student group with the most blues and greens?

4. Which student groups (with at least one color) have no blues or greens?

5. Which is the student group with the most oranges and reds?
5-Why’s Optional Inquiry Protocol:

Example—State Indicator: Suspension Rate Student Group: English Learners (ELs) Color: Orange

1. Why is that? Response: The suspension rate is based on status and change. The suspension rate of our ELs was 6.5 percent and the suspension rate change of our ELs was -0.5 percent.

2. Why is that? Response: Arabic speakers make up 8.9 percent of our ELs. Still, the suspension rate status for Arabic speakers was 15.1 percent and the suspension rate change for Arabic speakers was +1.2 percent.

3. Why is that? Response: 96 percent of our Arabic speakers are short-term ELs. The suspension rate status for short-term EL Arabic speakers was 15.3 percent and the suspension rate change for short-term EL Arabic speakers was +1.1 percent.

4. Why is that? Response: Many of our short-term EL Arabic speakers appear to suffer from post traumatic stress disorder and other mental health issues. As almost all of our short-term EL Arabic speakers are from Yemen, this may be because of the civil war in Yemen, although it is not known for sure.

5. Why is that? Response: Our LEA does not have Arabic speaking counselors. Don’t guess. Find the data to answer the question.
Pomona Unified School District:
System Support and Sustainability
Tools Used for Data Analysis: Deep Dive Optional Inquiry Protocol

Example—State Indicator: Suspension Rate Student Group: English Learners (ELs)
Color: Orange

What are we trying to accomplish? Improve school climate to ensure that all students and their families feel safe and welcome at school and at school events.

What We Know

1. Arabic speaking EL students appear to have higher than average discipline numbers.
2. Arabic speaking families appear to make up a non-trivial portion of our EL population.
3. Many Arabic speaking families are from Yemen.

What We Don’t Know

1. How many Arabic speaking families are from Yemen?
2. What is the suspension rate for Arabic speaking EL students?
3. Are Arabic speaking EL students taking advantage of support services offered by our school sites?
4. Does the suspension data for Arabic speaking EL students differ between school sites?
Pomona Unified School District: System Support and Sustainability
Tools Used for Data Analysis: Deep Dive Optional Inquiry Protocol (2)

**Example—State Indicator:** Suspension Rate  
**Student Group:** English Learners (ELs)  
**Color:** Orange

**What are we trying to accomplish?** Improve school climate to ensure that all students and their families feel safe and welcome at school and at school events.

<table>
<thead>
<tr>
<th>Questions to Investigate Further</th>
<th>Data Required to Answer Questions</th>
<th>Plan to Collect/Source of Required Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Arabic speaking families are from Yemen?</td>
<td>Arabic speaking families from Yemen.</td>
<td>EL intake data if available.</td>
</tr>
<tr>
<td>What is the suspension rate for Arabic speaking students? For short-term Arabic speaking EL students?</td>
<td>Suspension rate data for long-term and short-term Arabic speaking EL students.</td>
<td>Student Information System.</td>
</tr>
<tr>
<td>Are Arabic speaking EL students taking advantage of support services offered by our school sites?</td>
<td>Counselor visits for Arabic speaking EL students.</td>
<td>Ask counselors at school sites.</td>
</tr>
<tr>
<td>Does suspension data for Arabic speaking EL students differ between school sites?</td>
<td>Suspension rate data from each school for Arabic speaking EL students.</td>
<td>Student Information System.</td>
</tr>
</tbody>
</table>

Adapted with permission from Planning Inquiry Tool created by the San Diego County Office of Education
Pomona Unified School District: System Support and Sustainability
Guiding Question Emerges

“How will we leverage our collective experiences, expertise, and resources to support and sustain a culture of innovation, continuous improvement, and collaboration?”
Pomona Unified School District:
System Support and Sustainability
Spring 2017 Goal Revision Process

1. Determine which habits, skills, and knowledge supported and/or challenged the transition.

2. Convert to process, tools, and resources being used by the other LEA schools.

3. Built new goals around Distance from Level 3 (DL3).


Challenge and opportunity to convert from AYP to the Dashboard
# Pomona Unified School District: System Support and Sustainability
## 2016–17 Renewal Application Goals
### Using the California School Dashboard

*Data from California School Dashboard*

<table>
<thead>
<tr>
<th>Palomares State Indicators</th>
<th>All Students (Performance Levels on Dashboard)</th>
<th>Total Number of Student Groups</th>
<th>Number of Student Groups in Red/Orange</th>
<th>Status</th>
<th>Change</th>
<th>Groups with Achievement Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>Yellow-Medium</td>
<td>5</td>
<td>2</td>
<td>Very High 10.1 Percent</td>
<td>Declined Significantly 3.9 Percent</td>
<td>English Learners, African American</td>
</tr>
<tr>
<td>EL Progress</td>
<td>Red-Lowest</td>
<td>1</td>
<td>1</td>
<td>Low 61.2 Percent</td>
<td>Declined Significantly 16.6 Percent</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Yellow-Medium</td>
<td>N/A</td>
<td>N/A</td>
<td>High 93.3 Percent</td>
<td>Declined 3.7 Percent</td>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>ELA (3-8)</td>
<td>Yellow-Medium</td>
<td>3</td>
<td>0</td>
<td>Low 51.5 Points Below</td>
<td>Increased Significantly +25.7 Points</td>
<td>N/A</td>
</tr>
<tr>
<td>Math (3-8)</td>
<td>Yellow-Medium</td>
<td>3</td>
<td>0</td>
<td>Low 62.1 Points Below</td>
<td>Increased Significantly +26.9 Points</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Pomona Unified School District: System Support and Sustainability
2016–17 Renewal Application Goals
Using the California School Dashboard (2)

Revised Annual Student Performance and Progress Goals:
Reading/English Language Arts

School Improvement Grant Established Annual Measurable Goal(s) for Full Implementation

Identified Need: Palomares has a need for increased performance in reading/ELA as evidenced from Reading Claim 1.

Goal(s) applies to: School—Palomares Unified School District, Schoolwide; and Student Groups—African American, English Learners, and Students with Disabilities.

Planning Year 1: Change Status: Yellow (39.8 Points below)—ELA for all students Low, Increase (+11.7 Points)

Year 2: Change Status: Yellow (28.1 Points below)—ELA for all students Low, Increase (+11.7 Points)

Year 3: Change Status: Yellow (16.4 Points below)—ELA for all students Low, Increase (+11.7 Points)

Year 4: Change Status: Green (4.7 Points below)—ELA for all students Medium, Increase (+11.7 Points)

Year 5: Not applicable
Pomona Unified School District: System Support and Sustainability
School Improvement Grant Learning and Progress

Successes:
1. Implementation of new data management systems.
   a) Preparing for Multi-tiered System of Supports (MTSS) student level monitoring to improve overall program and meet students’ needs.
   b) Streamline practices and focus on less with more depth.
2. Creating a common language around planning—LCAP, Single Plan for Student Achievement, and Pomona Unified School District Strategic Plan.

Challenges and Lessons Learned:
1. Failing to see intentions of new formulas to address academic disparities among students.
2. Breaking the habit of focusing only on the “bubble” students.
3. Over-reliance on reports and resistance to rubrics; calibration and collaboration to uncover root problems and inform instruction.
Pomona Unified School District: System Support and Sustainability

Our Humble Advice

• Plan for the long term and ensure a clear vision and measurable goals.

• Make the switch to the new system as quickly as possible and stay the course, despite pushback.

• Link all metrics and connect to the Dashboard data as much as possible.

• Make time to build understanding through dialogue and study with intentional investment of time to understand the nature of the problem. Identify and focus on root causes.
Pomona Unified School District: System Support and Sustainability
Impacting System Coherence, Collaboration, and Conditions

• All schools and departments to engage as “system players” who “benefit from and contribute to the system.”

• In joint effort with the California Collaborative for Educational Excellence (CCEE), SIG Lead Partner, Professional Learning Networks (PLNs), and other external technical assistance providers.

• Create conditions that support and even promote failure. Learn from failure.

• System work that is sustainable, scalable, and transformative is a slow process.
Pomona Unified School District: System Support and Sustainability
Closing Question

“How should we maximize the California School Dashboard over the next three to four years as an opportunity for learning, improvement, and innovation?”
Pomona Unified School District:
System Support and Sustainability
Online Resources

• Dashboard Technical Guide:
  https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidespring17.pdf [Note: the
  preceding link is no longer active]

• Color Count Inquiry Protocol

• 5-Why’s Protocol

• Deep Dive Protocol

• California Coalition for Educational Excellence
  http://ccee-ca.org/
Pomona Unified School District: System Support and Sustainability
Professional Reading Resources

- Coherence by Michael Fullan
- The Principal: Three Keys to Maximizing Impact by Michael Fullan
Pomona Unified School District: System Support and Sustainability

Contact Us

Stephanie Baker
Deputy Superintendent/Educational Services
Stephanie.Baker@pusd.org

Silvia San Martin
Director/Assessment and Accountability
Silvia.Sanmartin@pusd.org

Stacey Wilkins
Administrative Director, Innovation and Improvement
Stacey.Wilkins@pusd.org
Using the California School Dashboard for School Improvement

• Share favorite features:
  o Why?

• Share strategies:
  o How are you using the Dashboard to drive your improvement work?

• Please use the chat feature if you would like to share.

• Questions:
  o For Pomona Unified School District
  o About the California School Dashboard and school improvement goals

• Possible Next Steps:
  o What type of support and/or resources do you need?
Wrap-up

• Leveraging resources like the California School Dashboard can be a powerful strategy for school improvement.

• Informed decision-making is the foundation of school improvement.

• School Improvement is a collaborative and continuous process including internal (LEA) and external (California Department of Education) monitoring.
School Improvement Grant Contacts

http://www.cde.ca.gov/sp/sw/t1/sigcohort4.asp

Program

April Tormey, Education Programs Consultant
916-319-0226
ATormey@cde.ca.gov

Cristina French, Education Programs Consultant
916-445-1256
CFrench@cde.ca.gov

Sheila Reeves, Education Programs Assistant
916-319-0607
SReeves@cde.ca.gov

Leigh Ann Sabicer-Chadha, Education Programs Assistant
916-319-0322
LSabicerchadha@cde.ca.gov

Fiscal

Robert Bernstein, Fiscal Analyst
916-310-0397
RBernstein@cde.ca.gov

Marvin Cao, Fiscal Analyst
916-324-3278
MCao@cde.ca.gov
Feedback

• Using the polling feature on WebEx, please take a few minutes to respond to our questions.

• We value your input and in the spirit of continuous improvement want to use your feedback to help improve our technical assistance.

Thank you!