

CA School Dashboard



Prepared for:

Senate and Assembly Education Committees

Presented by:

L. Karen Monroe

Alameda County Superintendent of Schools



Dear Senate and Assembly Education Committee Members:

Believing that together we are stronger, the Alameda County Office of Education (ACOE) developed the ACOE California School Dashboard Toolkit to better inform, involve, and inspire stakeholders across the county for improved student success. This toolkit provides a series of infographics that both define the indicator and describe performance across twenty-five color categories in an engaging manner for an overview of the California School Dashboard and the following five indicators:

- College and Career Indicator,
- Graduation Rate Indicator,
- Academic Indicator,
- English Learner Progress Indicator, and
- Suspension Rate Indicator.

As you know, with the advent of the new state fiscal and accountability systems, I am charged with the fiscal *and* academic oversight of all 18 school districts in Alameda County, supporting more than 220,000 students and 10,000 teachers. We at ACOE stand together in partnership with our districts. We believe that long-term county-district partnerships are needed to effectively measure, monitor and ultimately, improve student learning.

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. Karen Monroe'. The signature is fluid and cursive, with a large initial 'L' and 'M'.

L. Karen Monroe
Alameda County Superintendent of Schools

CALIFORNIA SCHOOL DASHBOARD

(LCFF Evaluation Rubrics)

10 Indicators to Measure Performance

6 State Indicators

Performance Categories:



College & Career *

Percent of students prepared for college & career

Graduation Rate

Percent of students who earn a regular H.S. diploma

Academics

Distance from the lowest score needed for "Standard Met"

English Learner Progress

Percent of English Learners making one year's progress

Chronic Absenteeism *

Suspension Rate

Percent of students who were suspended

4 Local Indicators

Criteria Categories:

Met / Not Met / Not Met for Two or More Years

Basic Conditions

Implementation of Academic Standards

Parent Engagement

School Climate

* Implementing in 2017 - 2018

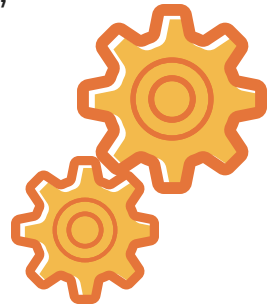
* Pending adoption by the State Board of Education in 2017 - 2018

3 Levels of Support

Under the LCFF statutes, LEA eligibility for differentiated assistance and intensive intervention is based on student group performance in each LCFF priority area as measured by state & local indicators.

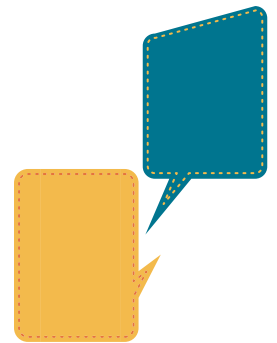
Level 1: All

State and local agencies provide an array of support resources, tools, and voluntary technical assistance that **all** LEAs may use to improve student performance and narrow disparities among student groups across the LCFF priorities. The primary goal of the first level of support is to provide all LEAs and schools with early support so that they don't require more intensive assistance at the second and third levels of support, based on low performance.



Level 2: Differentiated

County superintendents and the California Collaborative for Educational Excellence (CCEE) provide **differentiated** assistance for LEAs and schools, in the form of individually designed technical assistance, to address identified performance issues.



Level 3: Intensive

The Superintendent of Public Instruction may require more **intensive** interventions for LEAs and/or schools with persistent performance issues and a lack of improvement over a specified time period.



COLLEGE AND CAREER INDICATOR

For this indicator, "Status" is the percent of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared."

Not Prepared

Students did not meet any measures



Approaching Prepared



High School Diploma
& any one of the following:



Dual Enrollment: Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)



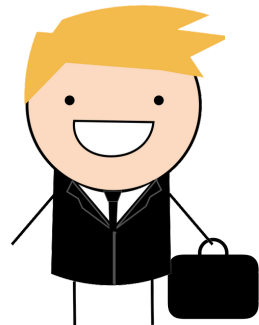
CTE: Career Technical Education Pathway completion



UC A-G: Completion of courses that meet the University of California A-G criteria



Smarter Balanced Summative Assessments: Scored at least "Standard Nearly Met" on one or both ELA and Mathematics



Key



high school diploma



course based



exam based

Prepared



High School Diploma & any one of the following:



Dual Enrollment: Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE)



CTE: Career Technical Education Pathway Completion plus one of the following criteria:

- One semester/two quarters of Dual Enrollment with a passing grade (Academic/CTE subjects)
- Smarter Balanced Summative Assessments: At least "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least "Standard Nearly Met" in the other subject area



UC A-G: Completion of courses that meet the University of California A-G criteria plus one of the following criteria:

- One semester/two quarters of Dual Enrollment with a passing grade (Academic/CTE subjects)
- CTE Pathway completion
- Smarter Balanced Summative Assessments: At least "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least "Standard Nearly Met" in the other subject area
- Passing score on one AP Exam **OR** on one IB Exam



Smarter Balanced Summative Assessments: At least "Standard Met" on both ELA and Mathematics



AP/IB Exams: Passing Score on two Advancement Placement (AP) Exams or two International Baccalaureate (IB) Exams

COLLEGE AND CAREER (CCI)

Status is the percentage of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared"

Change is based on the difference in "Status" from current year to prior year

Performance is the 25 color categories based on "Status" and "Change"

Change

Level	Change				
	Declined Significantly by more than 10%	Declined by 1.5% - 10%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 60% or more	Yellow	Blue	Blue	Blue	Blue
High 45% to less than 60%	Orange	Yellow	Green	Green	Blue
Median 25% to less than 45%	Orange	Orange	Yellow	Green	Green
Low 10% to less than 25%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 10%	Red	Red	Red	Orange	Yellow

Examples



District in the Zone

- **Status:** 60% of graduates met the CCI benchmark for "Prepared"
- **Change:** 1.5% more graduates met the CCI benchmark for "Prepared" from prior year (58.5%) to current year (60%)
- **Performance:** **Blue** based on a "Very High" Status and "Increased" Change



District on the Rise

- **Status:** 28% of graduates met the CCI benchmark for "Prepared"
- **Change:** 15% more graduates met the CCI benchmark for "Prepared" from prior year (13%) to current year (28%)
- **Performance:** **Green** based on a "Median" Status and "Increased Significantly" Change



District in the Middle

- **Status:** 35% of graduates met the CCI benchmark for "Prepared"
- **Change:** 1% more graduates met the CCI benchmark for "Prepared" from prior year (34%) to current year (35%)
- **Performance:** **Yellow** based on a "Median" Status and "Maintained" Change

GRADUATION RATE INDICATOR

For this indicator, "Status" is the current four-year cohort graduation rate (i.e. 2014-15). The graduation rate is calculated by dividing the number of students who earn a regular high school diploma by the number of first-time grade nine students.

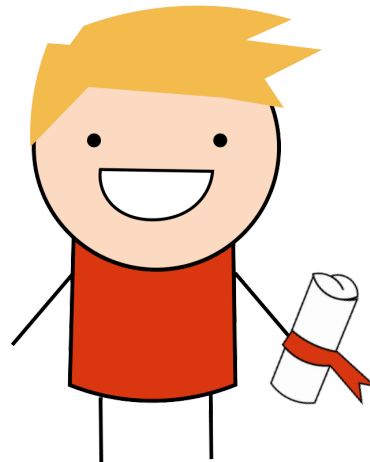
Did Not Graduate

Students who did not earn a high school diploma.

- Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted as high school graduates but are included in the denominator.

Graduated

Students who earn a regular high school diploma.



GRADUATION RATE INDICATOR

Status is the current four-year cohort graduation rate (i.e. 2015-16)

Change is the difference between the current four-year cohort graduation rate and a three-year average (e.g. 2012-13, 2013-14, and 2014-15)

Performance is the 24 color categories based on "Status" and "Change"

Level	Change				
	Declined Significantly by more than 5%	Declined by 1% - 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 greater	Not applicable	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 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

* Every Student Succeeds Act (ESSA) requires states to identify high schools with a graduation rate of less than 67% for support

Examples



District in the Zone

- **Status:** 93% graduation rate for the current four-year cohort
- **Change:** 7% increase between the current four-year cohort graduation rate (93%) and a three-year average (86%)
- **Performance:** **Blue** based on a "High" Status and "Increased Significantly" Change



District on the Rise

- **Status:** 88% graduation rate for the current four-year cohort
- **Change:** 3% increase between the current four-year cohort graduation rate (88%) and a three-year average (85%)
- **Performance:** **Green** based on a "Median" Status and "Increased" Change



District in the Middle

- **Status:** 86% graduation rate for the current four-year cohort
- **Change:** 0.2% decline between the current four-year cohort graduation rate (86%) and a three-year average (86.2%)
- **Performance:** **Yellow** based on a "Median" Status and "Maintained" Change

ACADEMIC INDICATOR - CALCULATIONS

Status

A district's "Status" is calculated by adding the 'Distance From Level 3' (DF3) scores of all students in grades 3rd - 8th, and dividing the sum by the total number of students. "Distance from Standard Met" measures how far (or the distance) each student is from the lowest scale score for "Standard Met" Smarter Balanced performance level.

For example:



3rd grade
student's DF3 is
-20 points



4th grade
student's DF3 is
+14 points



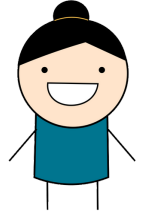
5th grade
student's DF3 is
+20 points



6th grade
student's DF3 is
-13 points



7th grade
student's DF3 is
+6 points

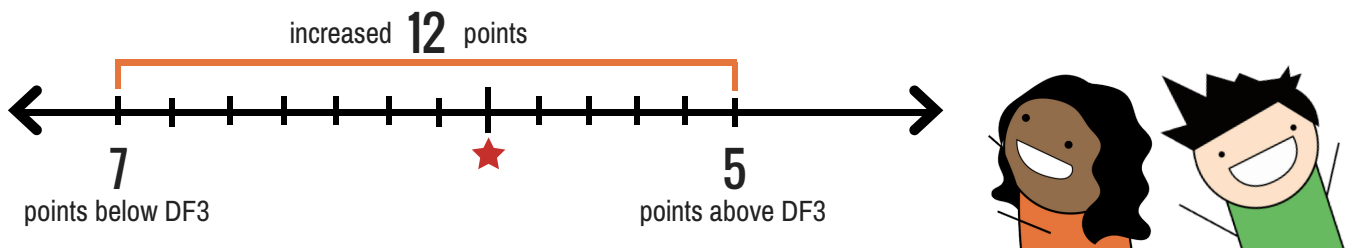


8th grade
student's DF3 is
+23 points

$$\begin{aligned} \text{Distance From Level 3} &= \frac{-20 + 14 + 20 - 13 + 6 + 23}{6} \\ \text{Average} &= 5 \text{ points above DF3} \end{aligned}$$

Change

A district's "Change" is calculated by finding the difference between the current year's and the prior year's "Status." The example below illustrates a district's "Change" from 2015 (7 points below DF3) to 2016 (5 points above DF3).



Performance

Status: The district's average 'Distance From Level 3' score of students in grades 3rd - 8th is +5 points.

Change: The district's average 'Distance From Level 3' score of students in grades 3rd - 8th increased by 12 points from 2015 to 2016.

Performance: Based on a "High" Status and an "Increased" Change, this district would be **Green**



ACADEMIC INDICATOR - ENGLISH LANGUAGE ARTS/ LITERACY

Status is measured by the average Distance From Level 3 (DF3) of all students in grades 3rd - 8th.

Change is based on the difference in "Status" from current year to prior year.

Performance is the 25 color categories based on "Status" and "Change."

Level	Change				
	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or improved by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
High 10 above to less than 45 points above	Orange	Yellow	Green	Green	Blue
Median 5 below to less than 10 points above	Orange	Orange	Yellow	Green	Green
Low More than 5 below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Examples



District in the Zone

- **Status:** The district averaged 30 points above the lowest score for 'Standard Met'
- **Change:** The average for this district increased by 25 points from the prior year (5 points above the lowest score for 'Standard Met')
- **Performance:** **Blue** based on a "High" Status and "Increased Significantly" Change



District on the Rise

- **Status:** The district averaged 8 points above the lowest score for 'Standard Met'
- **Change:** The average for this district increased by 11 points from the prior year (3 points below the lowest score for 'Standard Met')
- **Performance:** **Green** based on a "Median" Status and "Increased" Change



District in the Middle

- **Status:** The district averaged 7 points below the lowest score for 'Standard Met'
- **Change:** The average for this district increased by 5 points from the prior year (12 points below the lowest score for 'Standard Met')
- **Performance:** **Yellow** based on a "Low" Status and "Maintained" Change



ALAMEDA COUNTY
OFFICE OF EDUCATION
L. Karen Monroe, Superintendent

ENGLISH LEARNER PROGRESS INDICATOR

For this indicator, "Status" is the percent of English Learners that moved up at least one proficiency level on the California English Language Development Test (CELDT) and the percent of English Learners who were Reclassified Fluent English Proficient (RFEP) from prior year to current year.

No Progress

Student did not progress by at least one proficiency level on CELDT and was not Reclassified Fluent English Proficient (RFEP).

CELDT Assessment Sections

Grades: 2 - 12



Reading



Writing

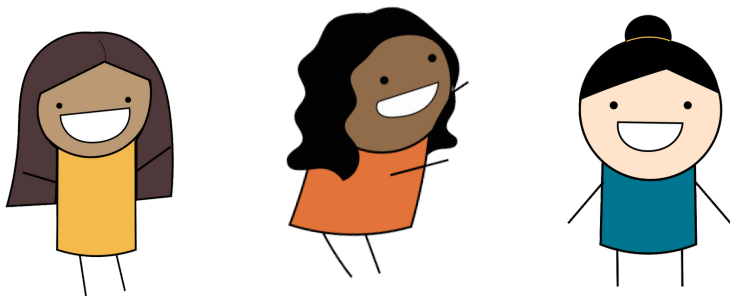
Grades: K - 12



Listening



Speaking



Key



exam based



evaluation based

Progress

Student progressed by at least one proficiency level on CELDT and/or was Reclassified Fluent English Proficient (RFEP).



CELDT: California English Language Development Test

Student progressed by at least one proficiency level on CELDT:

- Beginning
- Early Intermediate
- Low Intermediate
- High Intermediate
- Early Advanced
- Advanced

or

RFEP: Reclassified Fluent English Proficient

Each step must be completed consecutively (i.e. the student must pass their English language proficiency assessment, in order to get a teacher evaluation).



1. Assessment of English language proficiency

CELDT	and	District Determined Academic Performance
<ul style="list-style-type: none"> • Overall score of Early Advanced or Advanced 		e.g.: Smarter Balanced Assessment Consortium (SBAC), Developmental Reading Assessment (DRA), etc.
<ul style="list-style-type: none"> • A minimum score of Low Intermediate on all sections assessed 	and	



2. Teacher evaluation



3. Parent consultancy

ENGLISH LEARNER PROGRESS INDICATOR

Status is the current percent of English Learners that moved up at least one proficiency level on the California English Language Development Test (CELDT) and the percent of English Learners who were Reclassified Fluent English Proficient (RFEP) from prior year to current year.

Change is the difference between the current year's percentage and the prior year.

Performance is the 25 color categories based on "Status" and "Change."

Level	Change				
	Declined Significantly by more than 10%	Declined by 1.5% - 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

Examples



District in the Zone

- **Status:** 90% of English Learners moved up at least one proficiency level on the California English Language Development Test (CELDT) or were Reclassified Fluent English Proficient (RFEP) from prior year to current year
- **Change:** 2% increase between the current percentage (90%) and the prior year (88%)
- **Performance:** **Blue** based on a "Very High" Status and "Increased" Change



District on the Rise

- **Status:** 73% of English Learners moved up at least one proficiency level on the California English Language Development Test (CELDT) or were Reclassified Fluent English Proficient (RFEP) from prior year to current year
- **Change:** 8% increase between the current percentage (73%) and the prior year (65%)
- **Performance:** **Green** based on a "Median" Status and "Increased" Change



District in the Middle

- **Status:** 67% of English Learners moved up at least one proficiency level on the California English Language Development Test (CELDT) or were Reclassified Fluent English Proficient (RFEP) from prior year to current year
- **Change:** 1% increase between the current percentage (67%) and the prior year (66%)
- **Performance:** **Yellow** based on a "Median" Status and "Maintained" Change

SUSPENSION RATE INDICATOR

For this indicator, "Status" is the percent of students who were suspended in the current school year. The suspension rate is calculated by dividing the number of students suspended by the cumulative enrollment multiplied by 100.

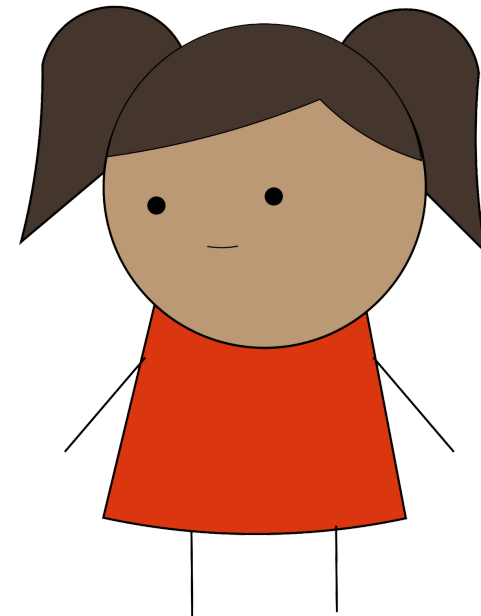
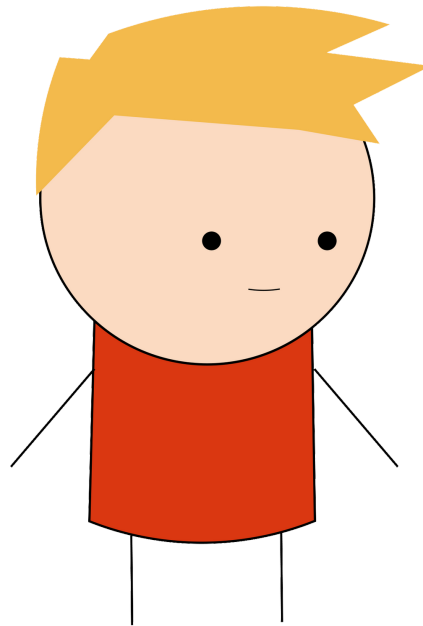
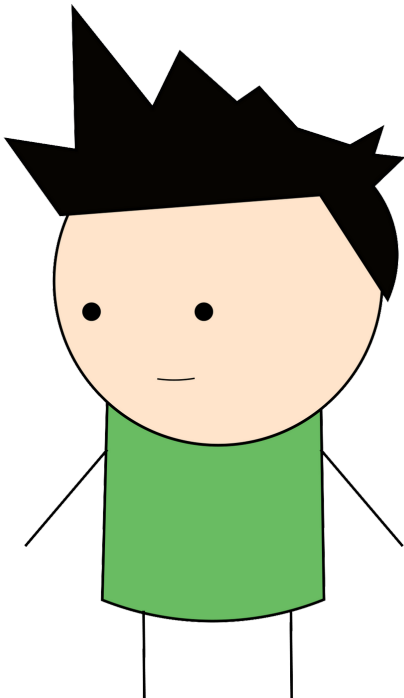
Not Suspended

Student is not suspended while enrolled at the district at any time.

Suspended

Student is suspended while enrolled at the district for any period of time.

- All suspensions are counted the same (e.g. violent behavior, possession of a dangerous weapon, etc.)
- No matter how many times a student is suspended in a school year, that student counts as **one** suspension
- Cumulative enrollment includes all students that have enrolled for any period of time (e.g. one month, half a school year, or entire school year)



SUSPENSION RATE INDICATOR UNIFIED SCHOOL DISTRICT

Status is the current year suspension rate.

Change is the difference between the current year suspension rate and the prior year suspension rate.

Performance is the 25 color categories based on "Status" and "Change."

Level	Change				
	Increased Significantly by greater than 2%	Increased by 0.3% to 2%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2%	Declined Significantly by 2% or greater
Very Low 1.0% or less	Not applicable	Green	Blue	Blue	Blue
Low greater than 1.0% to 2.5%	Orange	Yellow	Green	Green	Blue
Median greater than 2.5% to 4.5%	Orange	Orange	Yellow	Green	Green
High greater than 4.5% to 8.0%	Red	Orange	Orange	Yellow	Yellow
Very High greater than 8.0%	Red	Red	Red	Orange	Yellow

Status

Examples



District in the Zone

- **Status:** 0.5% suspension rate for the current year
- **Change:** 2% decrease between the current year's rate (0.5%) and the prior year's rate (2.5%)
- **Performance:** **Blue** based on a "Very Low" Status and "Declined Significantly" Change



District on the Rise

- **Status:** 2% suspension rate for the current year
- **Change:** 1% decrease between the current year's rate (2%) and the prior year's rate (3%)
- **Performance:** **Green** based on a "Low" Status and "Declined" Change



District in the Middle

- **Status:** 7% suspension rate for the current year
- **Change:** 0.5% decline between the current year's rate (7%) and the prior year's rate (7.5%)
- **Performance:** **Yellow** based on a "High" Status and "Declined" Change