# California Dashboard

January 10, 2019

# Why a Dashboard?

# A New Accountability System

- On September 8, 2016, California's State Board of Education (SBE) approved a new multiple measures accountability system.
- Rather than having two separate accountability systems (state - Academic Performance Index (API) and federal - No Child Left Behind (NCLB) as in prior years, the new system captures local, state, and federal requirements.
- The indicators in the Dashboard align with the desired outcomes in Strategic Plan 2021 and the Local Control Accountability Plan (LCAP)

# Purpose of the Dashboard

- Parents/guardians, educators, other stakeholders and the public can use the Dashboard to see how local educational agencies and schools are performing under California's new school accountability system.
- Provides a quick overview, with additional detail available, about overall performance and student group performance on multiple measures of student success
- Information provided will assist Districts and schools in identifying strengths, weaknesses and areas in need of improvement
- Identifies Districts and schools that need technical assistance or intensive state support/intervention due to failure to show growth over time

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# Local and State Indicators

# Local and State Indicators

- The new system is based on multiple measures instead of a single indicator - academic achievement
- The multiple measures are based on the Local Control Funding Formula (LCFF)  state priorities and are divided into two types of indicators:
  - Local indicators
  - State Indicators

# Local Indicators

State data is not available for some priority areas identified in the Local Control Funding Formula law

These are the local indicators

- **State Priority 1 - Basic Services and Conditions of Learning**
- **State Priority 2 - Implementation of State Academic Standards**
- **State Priority 3 - Parent Engagement**.
- **State Priority 6 - School Climate**
- **State Priority 7 - Broad Course of Study**

# How is Local Performance Measured

- The State Board of Education approved standards for the local indicators that support Districts in measuring and reporting their progress within the appropriate priority areas
- The approved standards require Districts to:
  - Annually measure its progress
    - Met
    - Not Met
    - Not Met for Two or More Years
  - Report the results at a regularly scheduled public meeting of the governing board - October 4, 2018
  - Publicly report the results through the Dashboard
    - Results uploaded to the dashboard the week of October 22nd

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# State Indicators

- **Academic Indicators (State Priority 4):**
  - English Language Arts/Literacy (ELA) assessment (SBAC scores)
  - Mathematics Assessment (SBAC scores)
- **Suspension Rate Indicator (State Priority 6)**
- **English Learner Indicator (Priority 4)**
  - progress of English Learners (ELs)
- **Chronic Absenteeism Rate (State Priority 5)**
- **Graduation Rate Indicator (State Priority 7 - not reported for elementary districts)**
- **College/Career Indicator (State Priority 8 - not reported for elementary districts)**

# Performance on State Indicators

- The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine "Status" and "Change" that are equally weighted to make an overall determination for a "Performance Category" (represented by a color) for each indicator
- **Status** (outcome) is based on the current year performance.
- **Change** (improvement) is the difference between performance from the prior year and current year, or between the current year and a multi-year average— if available (graduation rate).
- Two years of data (status and change) are required to receive a color

# 5 x 5 Grid Example

| Performance Level | Increased Significantly from Prior Year (by 3.0% or more) | Increased from Prior Year (by 0.5% to less than 3.0%) | Maintained from Prior Year (declined or increased by less than 0.5%) | Declined from Prior Year (by 0.5% to less than 3.0%) | Declined Significantly from Prior Year (by 3.0% or more) |
|---|---|---|---|---|---|
| Very Low 2.5% or less in Current Year | Yellow | Green | Blue | Blue | Blue |
| Low More than 2.5% to 5.0% in Current Year | Orange | Yellow | Green | Green | Blue |
| Medium More than 5.0% to 10.0% in Current Year | Orange | Orange | Yellow | Green | Green |
| High More than 10.0% to 20.0% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very High More than 20.0% in Current Year | Red | Red | Red | Orange | Yellow |

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# Methodology

**To determine overall performance, the percentile distributions for Status and Change were examined for each indicator:**

- **Status**: LEAs and schools were ordered from highest to lowest and four cut points were selected based on the distribution of all LEAs and schools. These cut points created the five Status Levels.
- **Change**: LEAs and schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change.
- Cut points were determined separately for positive and negative change. A total of four cuts were selected which created five Change Levels.
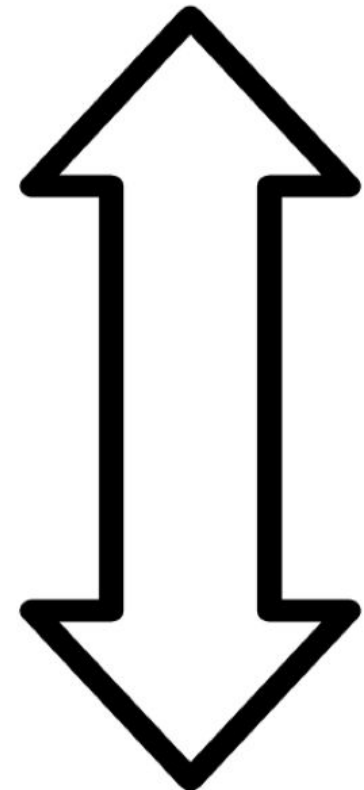
# Methodology

- Cut points are to remain in place for a select number of years to be determined by the CDE
- The first set of changes was made in November of 2017 to English Language Arts and math cut points
- The combination of **Status** and **Change** results in a **performance category** that is assigned a color for each indicator:



Blue

Green

Yellow

Orange

Red

Highest

Lowest

# Who Gets a Performance Category

- The model will be applied to all LEAs, schools, and student groups with 30 or more students.
  - Exception: Homeless and Foster Youth will be reported at the District level if there are at least 15 students in those groups
- The data used to determine "30 or more" differs for each indicator.
- While a performance category (or color) will not be determined for Districts, schools, or student groups with fewer than 30 students
- Data for fewer than 11 students will not be reported due to privacy reasons and data will be reported as no color assigned

Mountain View Whisman School District

# Dashboard Home Page

# District Landing Page

## Mountain View Whisman

Explore the performance of Mountain View Whisman under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2018

**Chronic Absenteeism**

Green

**Suspension Rate**

Green

**English Learner Progress**

No Performance Color

**English Language Arts**

Green

**Mathematics**

Green

**Basics: Teachers, Instructional Materials, Facilities**

STANDARD MET

**Implementation of Academic Standards**

STANDARD MET

**Parent Engagement**

STANDARD MET

**Local Climate Survey**

STANDARD MET

**Access to a Broad Course of Study**

STANDARD MET

Mountain View Whisman School District

# District/School Performance Indicators



Mountain View Whisman School District

# Student Group Details - ELA

## Student Group Details

### All Student Groups by Performance Level

**10 Total Student Groups**



**Red**

Students with Disabilities



**Orange**

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



**Yellow**

No Students



**Green**

Filipino



**Blue**

African American

Asian

Two or More Races

White



**No Performance Color**

American Indian

Foster Youth

Pacific Islander

# Student Group Details - Math

## Student Group Details

### All Student Groups by Performance Level

**10 Total Student Groups**

### Red

No Students

### Orange

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

### Yellow

Homeless

### Green

Filipino

### Blue

Asian

Two or More Races

White

### No Performance Color

American Indian

Foster Youth

Pacific Islander

# Chronic Absenteeism Indicator

- Chronic Absenteeism:
  - A student is considered a chronic absentee if he or she is absent (excused, unexcused, or suspended) 10 percent of the days they were enrolled in a school.
  - Chronic absence is different from truancy which counts only unexcused absences and indicates a violation of California's compulsory attendance laws.
  - Fall 2018 is the first year that Districts and schools will receive a color rating on the Dashboard

# Chronic Absenteeism Performance

| Group | 2018 Performance |
|---|---|
| All Students | Green |
| English Learners | Yellow |
| Homeless | Red |
| Socioeconomically Disadvantaged | Green |
| Students with Disabilities | Yellow |
| African American | Blue |
| Asian | Blue |
| Filipino | Blue |
| Hispanic/Latino | Yellow |
| Pacific Islander | Yellow |
| Two or More Races | Green |
| White | Green |

Mountain View Whisman School District

# Data Trends

- Overall MVWSD has a green rating for chronic absenteeism
- Many subgroups obtained ratings of green or blue
- Four subgroups have yellow ratings (ELL, SWD, Hispanic/Latino, Pacific Islander)
- One subgroup has a red rating - Homeless
- Overall, all schools have blue or green ratings except for Mistral (yellow) and Bubb (orange)
- English Language Learners have orange ratings at 6 schools (Bubb, Castro, Landels, Mistral, Crittenden and Graham)

# Suspension Indicator

- LEAs, schools, and student groups that have 30 or more students enrolled will receive a Suspension Rate Indicator
- The enrollment data are obtained from the California Longitudinal Pupil Achievement Data System (CALPADS)
- If a student is suspended multiple times (at the same school or district), the student is counted as being suspended only once.
- **LEA Example:** If a student was suspended:
  - Five times at School A,
  - Twice at School B, and
  - Twice at School C
  - The student would be counted as being suspended once at the LEA and once in each school

# Suspension Indicator

- Suspension rate data vary by:
  - LEA type: elementary, high, unified
  - School type: elementary, middle, high
- Cut scores based on LEA and school type:
  - Three sets of cut scores based on LEA type distributions
  - Three sets of cut scores based on school type distributions
- This results in six different sets of cut scores results in six different five-by-five colored tables

# MVWSD Suspension Indicator

| Group | 2016 Performance | 2017 Performance | 2018 Performance |
|---|---|---|---|
| All Students | Green | Green | Green |
| English Learners | Orange | Green | Yellow |
| Homeless | | Green | Blue |
| Socioeconomically Disadvantaged | Yellow | Green | Green |
| Students with Disabilities | Orange | Yellow | Yellow |
| African American | Green | Blue | Orange |
| Asian | Green | Yellow | Green |
| Filipino | Blue | Blue | Blue |
| Hispanic/Latino | Green | Green | Green |
| Pacific Islander | Blue | | Orange |
| Two or More Races | Yellow | Green | Blue |
| White | Yellow | Orange | Green |

Mountain View Whisman School District

# Data Trends

- MVWSD's overall rating in suspensions is green with a current status of low and a 0.6 percentage point decrease
- All subgroups maintained or improved overall rating except African American and English Learners
- Overall, all schools except Theuerkauf (yellow) have blue or green ratings for suspension
- Elementary schools have blue ratings for suspension for Hispanic/Latino students while middle schools have yellow or orange ratings.
- Crittenden and Graham have orange ratings for English Language Learners
- Castro, Monta Loma, and Theuerkauf have orange ratings for Students with Disabilities

# English Learner Progress Indicator (ELPI)

- Due to the transition to the English Language Proficiency Assessments for California (ELPAC), the Dashboard will report the percentage of students in each performance level on the ELPAC.

- Status and Change or performance color will be reported in the 2020 Dashboard

# English Learner Progress Indicator



**LEARN MORE**
## English Learner Progress

**All Students**   **State**

English Language Proficiency
Assessments for California
Results

Level 4 – Well Developed
**41%**

Level 3 – Moderately Developed
**28.3%**

Level 2 – Somewhat Developed
**17.6%**

Level 1 – Beginning Stage
**13.1%**

# Data Trends

- 41 percent of English Learners scored a level 4 (well developed) on the ELPAC while 31% of students across the state of California scored a level 4
- MVWSD and English Learners across the state have similar percentages of students at a level 1, beginning stage (13% and 15% respectively)
- Stevenson, Huff, and Landels have the highest percentage of students who scored a level 4
- Stevenson and Monta Loma have the smallest percentages of students scoring a level 1

# Academic Indicator

**Distance from Standard (DFS):  Each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).**

**Example:**

- Using the grade five CAASPP mathematics test, the lowest scale score to obtain Level 3 is 2528. If a student received a score of 2505, that student would be 23 points below Level 3. If a student received a score of 2535 that student would be 7 points above Level 3
- Once all students' scale scores are compared to Level 3, the distance results are averaged to produce a school-level, LEA-level, or student group average score

# Distance from Standard - DFS

## Grade 6 math scale range

2235
LOSS

2552
Standard Met

2748
HOSS
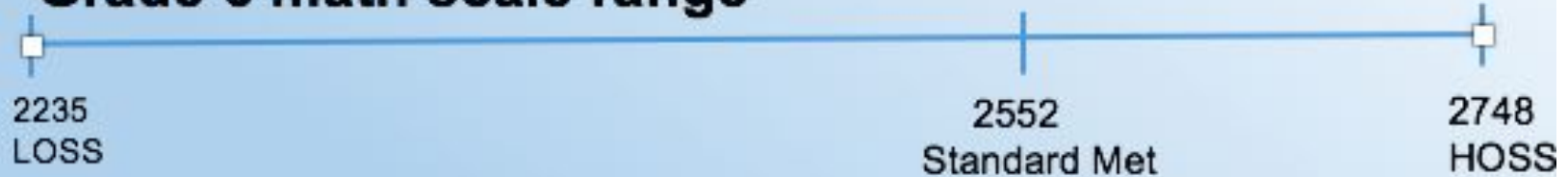
| Grade 6 Students | 2016 Grade 6 Math Score | Distance From Level 3 |
|---|---|---|
| Sally | 2440 | 112 points below Level 3 |
| Billy | 2505 | 47 points below Level 3 |
| Jason | 2576 | 24 points above Level 3 |
| Debbie | 2556 | 4 points above Level 3 |
| Total scores for Grade 6 students | | 131 points below Level 3 |

The Schoolwide average is 32.3 points below Level 3 (-131/4)

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# Academic Indicator and Participation Rates

- The U.S. Department of Education requires all schools and student groups to meet the 95 percent participation rate on the standardized assessments (CAASPP)

- Students are counted as participating if they log on to both the computer adaptive test (CAT) and performance task (PT) of the English Language Arts/Literacy or mathematics assessments

# Academic Indicator and Participation Rates

- In accordance with California's approved ESSA State Plan, participation rate will be factored into Academic Indicator

  - Distance from Standard (or DFS – formerly known as Distance from Level 3) will be reduced for districts, schools, and student groups that did not meet the participation requirement of 95 percent

  - DFS reduction will vary at district, school, and student group levels

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# Academic Indicator and Participation Rates

- Solar Middle School has the following schoolwide data for math:
  - DFS is +18.9 points
  - Participation rate of 79 percent (**16 points** short of 95 percent target)
- Multiple participation rate shortage by 1/4:
  - **0.25 X 16 = 4 points**
- Reduce schoolwide DFS by 4 points (18.9 - 4)
- New DFS is +**14.9**

# Academic Indicator and Participation Rates

- Calculate for each district, school, and student group, and for each subject area

  - Based on participation in both the Smarter Balanced Summative Assessments and the CAAs

- Calculate percentage points that district, school, or student group is below the 95 percent participation rate target

- Multiply that number by ¼ (or 0.25)

- Subtract from Distance From Standard Score

- This is not explicitly noted on the Dashboard

- MVWSD did not have any reportable groups below 95% participation so did not incur any penalties

# MVWSD Academic Indicator - ELA

| Group | 2017 Performance | 2018 Performance |
|---|---|---|
| All Students | Green | Green |
| English Learners | Orange | Orange |
| Homeless | Orange | Orange |
| Socioeconomically Disadvantaged | Orange | Orange |
| Students with Disabilities | Yellow | Red |
| African American | Orange | Blue |
| Asian | Blue | Blue |
| Filipino | Green | Green |
| Hispanic/Latino | Orange | Orange |
| Two or More Races | Green | Blue |
| White | Blue | Blue |

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# Data Trends in ELA

- MVWSD's overall rating in ELA is green with a current status of high and a 3.1 percentage point increase
- English Learners , Socioeconomically Disadvantaged, Homeless, and Hispanic/Latino students  received orange ratings
- Students with Disabilities received a rating of red
- All schools except Castro (orange)  have overall ratings of blue or green.
- Theuerkauf,  Stevenson, Monta Loma, and Landels had significant increases in ELA scores
- Socioeconomically Disadvantaged students at Mistral have an orange rating and have shown no growth for two years
- English Learners, Socioeconomically Disadvantaged, and Hispanic Latino students at Graham and Crittenden continued to have orange ratings
- Students with Disabilities have ratings of red at both Crittenden and Graham

# MVWSD Academic Indicator - Math

| Group | 2017 Performance | 2018 Performance |
|---|---|---|
| All Students | Green | Green |
| English Learners | Yellow | Orange |
| Homeless | Orange | Yellow |
| Socioeconomically Disadvantaged | Orange | Orange |
| Students with Disabilities | Orange | Orange |
| African American | Orange | Orange |
| Asian | Blue | Blue |
| Filipino | Green | Green |
| Hispanic/Latino | Orange | Orange |
| Two or More Races | Blue | Blue |
| White | Blue | Blue |

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# Data Trends in Math

- MVWSD's overall rating in math is green with a current status of high and maintained with a 2.1 point increase
- English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American and  Hispanic/Latino received orange ratings
- All schools except Castro (yellow) have overall ratings of blue or green.
- Landels and Theuerkauf had significant increases in math scores
- English Learners at Monta Loma have an orange rating and have shown no growth for two years
- English Learners, Socioeconomically Disadvantaged, and Hispanic Latino students at Graham and Crittenden have orange ratings  with students in these subgroups at Graham showing no growth for two years.
- Students with Disabilities have ratings of red at both Crittenden and Graham

# Support Systems

# Support Systems

California has two support systems for schools that are struggling with making progress on the California Dashboard

- California Levels of Support
- Comprehensive and Targeted Support and Improvement
  - Required by the Every Student Succeeds Act (ESSA)

# California Levels of Support

- All LEAs are eligible for LCFF support based on student group performance in each LCFF state priority area.

- Both the state and local indicator results reported in the 2018 Dashboard will be used to identify districts and County Offices of Education for technical assistance.

  - Local indicator data used for first time

  - County Offices of Education identified for first time

# California Levels of Support

**Level 1:  Support for all districts**

– Workshops for teachers and coaches for sharing of best practices

**Level 2:  Differentiated Assistance:**  Support to Districts and schools to address identified performance issues including significant disparities in performance among student groups

– Example:  School has a student group in "red" on Academic Indicator (Priority 4) and that same student group is in "red" on the Suspension Rate indicator (priority 6) then the school is identified for assistance

– Districts will be contacted by their County Offices of Education

**Level 3:  Intensive intervention:  Support for districts that fail to improve student group performance over a specific time period**

# Criteria for Technical Assistance

| LCFF State Priority Areas 1-5 | LCFF State Priority Areas 6-10 |
|---|---|
| **Basics (Priority 1)**<br>• Not Met for Two or More Years on Local Performance Indicator | **School Climate (Priority 6)**<br>• Red on Suspension Rate Indicator, or<br>• Not Met for Two or More Years on Local Performance Indicator |
| **Implementation of State Academic Standards (Priority 2)**<br>• Not Met for Two or More Years on Local Performance Indicator | **Access to a Broad Course of Study (Priority 7)**<br>• Not Met for Two or More Years on Local Performance Indicator |
| **Parent Engagement (Priority 3)**<br>• Not Met for Two or More Years on Local Performance Indicator | **Outcomes in a Broad Course of Study (Priority 8)**<br>• Red on College/Career Indicator |
| **Pupil Achievement (Priority 4)**<br>• Red on both English language arts and math tests, or<br>• Red on English language arts or math test and Orange on the other test, or<br>• Red on the English Learner Progress Indicator (EL student group only) | **Coordination of Services for Expelled Pupils – COEs Only (Priority 9)**<br>• Not Met for Two or More Years on Local Performance Indicator |
| **Pupil Engagement (Priority 5)**<br>• Red on Graduation Rate Indicator, or<br>• Red on Chronic Absence Indicator | **Coordination of Services for Foster Youth – COEs Only (Priority 10)**<br>• Not Met for Two or More Years on Local Performance Indicator |

# Comprehensive and Targeted Support

# California System of Support - ESSA

**ESSA requires states to identify multiple categories of schools for different types of support**

- **Comprehensive Support and Improvement (CSI) - school wide performance**
  - At least the lowest performing 5 percent of Title 1 schools
  - High schools with graduation rates under 67 percent
- **Targeted Support and Improvement (TSI) - student group performance**
  - Schools with consistently underperforming student groups
- **Additional Targeted Support and Improvement (ATSI) - student group performance**
  - Schools already identified for TSI where a student group on its own is performing at or below the the level of schools identified under CSI

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# Comprehensive Support and Improvement

- **Schools are selected for CSI (lowest five percent of Title 1 schools) based on the following criteria which is part of California's approved ESSA plan**
  - Schools with all red indicators
  - Schools with all red but one indicator of any other color
  - Schools with all red and orange indicators
  - Schools with five of more indicators where the majority are red
- Schools are Identified once every 3 years starting in 2018
- California is proposing to do another round of CSI identification  in 2019

# Targeted Student Support (TSI)

- Any school can be identified for TSI (not just Title 1 schools)
- Schools are selected for TSI based on the following criteria which is part of California's approved ESSA plan
  - When one or more student groups that, for two consecutive years, receive at least two Dashboard colors and meet the same criteria used to identify Title 1 schools

- California will identify schools for TSI beginning in 2018–19 based on data from the 2016–17 and 2017–18 school years.

- Schools are Identified every year and timeline will be further discussed at future State Board of Education meetings

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# Additional Targeted Student Support (ATSI)

- Any school can  be identified for ATSI  (not just Title 1 schools)
- Schools are selected for ATSI based on the following criteria which is part of California's approved ESSA plan
  - Schools already  identified for TSI where a student group on its own is performing at or below the the level of schools identified under CSI
- Schools will be selected for ATSI beginning with the 2018 Dashboard and again in 2019
  - To meet this requirement Schools will be identified for Additional Targeted Support and Improvement (ATSI) from among schools that are identified for TSI.
- After 2019 ATSI schools will be identified every three years

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# CSI, TSI and ATSI

- Schools are identified for support under one category at at time
  - A school that meets the criteria for CSI will not meet the criteria for TSI or ATSI at the same time
  - Any school that is not identified for CSI will remain eligible to be identified as TSI
- Schools may exit CSI, TSI, and ATSI annually if they no longer meet the criteria that they were identified under, **AND** the Status for the indicators have increased.
- The LCAP and Single Plan for Student Achievement serve as the school improvement process - there is no prescribed plan like in previous years (program improvement)

# Support for MVWSD

- It is not clear yet how the two systems in California will work together
- The District does not anticipate that either Title 1 school will qualify for Comprehensive Support and Intervention
- Schools that may qualify for support through one of the systems with not growth for two years:
  - Graham Middle School  - ELA and Math
    - SED, ELL, Hispanic/Latino, SWD
  - Crittenden Middle School - Math
    - SED, ELL, Hispanic/Latino
  - Crittenden - ELA
    - SWD
  - Castro - Suspensions
    - SWD
  - Monta Loma - Math
    - ELL
  - Mistral - ELA
    - SED

# MVWSD Plan of Action

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# Chronic Absenteeism

**Local Control Accountability Plan  - (Goal 4)**

- Sites will continue to include a climate and goal and action plan in the School Single Plan for Student Achievement and include metrics for attendance and suspension rates (Goal 4, Action 2)
- Continue implementation of the School Attendance Review Team (SART) and fully implement the  District School Attendance Review Board (SARB) protocols (Goal 4, Action 6)
  - Sites and District will partner monthly to monitor and review student attendance data, outcomes and next steps by site based Student Attendance Review Teams
  - The District and Sites will partner with outside community agencies to provide support to removing attendance barriers discussed at SART and SARB meetings

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# Chronic Absenteeism

**Local Control Accountability Plan  - Goal 4**

- Add monthly communications about the importance of attendance in school and District newsletters (Goal 4, Action 6)
- Add attendance as a metric in school climate goals (Goal 4, Action 6)
- Review attendance data monthly at Instructional Leadership Team meetings (Goal 4, Action 6)
  - Members of the District's Leadership Team to monitor and review monthly attendance data monitoring students who are chronically absent
  - District Leadership Team Members will develop a list of strategies that will support chronically absent students and their families in overcoming attendance barriers including a plan to better support our students who are homeless

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# Suspensions

**Local Control Accountability Plan  - Goal 4**

- Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool (Goal 4, Action 8)
    - Principal monthly training monitoring discipline and suspension data
- Complete and revise alternatives to suspension menu and train new administrators as needed (Goal 4, Action 9)
    - Monthly Principal training includes alternatives to suspension

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# Suspensions

**Local Control Accountability Plan  - Goal 4**

- Add suspension as a metric in school climate goals  Goal 4, Action 14)
- Review suspension data monthly at Instructional Leadership Team meetings (Goal 4, Action 14)
  - Principals review monthly suspension data specific to school demographic data to determine if disproportionality of discipline data exists
  - Principals will begin a root cause analysis regarding suspension data to determine and understand the mechanisms that create and drive the disparities

# English Learner Progress District Wide

| 2017-2018 **Sheltered Instruction Observation Protocol (SIOP)** (SP Goal 2.1 LCAP Goal 2, Action 4) | 2018-2019 **Sheltered Instruction Observation Protocol (SIOP)** (SP Goal 2.1 LCAP Goal 2, Action 4) |
|---|---|
| **Lesson Preparation**<br>• Language Objectives<br>• Sites choose a 2nd deep focus area based on data<br><br>**Building Background**<br>• Key Vocabulary<br>• Sites choose a 2nd deep focus area | **Interactions**<br><br>• Frequent Opportunities for Interactions<br>• Sites choose a 2nd deep focus area based on data<br><br>**Strategies**<br>• Scaffolding techniques consistently used, assisting and supporting students' understanding<br>• Must choose a 2nd deep focus area |

English Learner goals on all site plans are targeted at reducing the number of Long Term English Learners (LTEL)

**School and Community Engagement Facilitators (SCEF) LCAP Goal 4, Action 4**

• Target list of English learner At-Risk and LTEL students to support

**At-Risk Supervisors at middle schools ( LCAP Goal 4, Action 22)**

• Target list of students to support English learner At-Risk and LTELs

**District English Learner Advisory Committee**

• One ELAC representative per site attends meetings held once a month

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# English Learner Progress District Wide

**Reclassified Fluent English Learner (RFEP) Site Plan Goals**

- Required RFEP goals in site plans beginning 2018-2019 school year
- English Learner goals on all site plans are targeted at reducing the number of Long Term English Learners (LTEL)

**RFEP/English Learner (EL) Monitoring**

- RFEPs monitored at 6 months and annually each year up to year 4 (as of 2018)
- ELs monitored throughout the year as a part of data review at sites
- EL anticipated progress monitoring matrix updated to align to new ELPAC and reviewed with principals fall 2018

**Reclassification Timeline**

- Spring 2018 ELPAC summative 1st administration
- Board update of district reclassification criteria with ELPAC data requirement (changed from CELDT)
- November 2018 identify eligible reclassification students
- January 2019 MVWSD 1st reclassification cohort under new ELPAC
- January/February 2019 anticipated state reclassification criteria
- March-April 2019 2nd ELPAC summative administration

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# English Learner Progress Elementary

**K-3 Safety Net**

- Developed and began during summer 2018
- Identification of key practices for district replication-Spring 2019

**Curriculum--English Language Development (ELD) Instruction**

- *English 3-D*
  - Targeted LTEL instruction model at select sites for grades 4-5
  - Monta Loma, Theuerkauf, Bubb participation to hone model of successful implementation
  - High interest materials, focused integration of writing instruction
- B*enchmark Advance*
  - ELD program aligns with core English Language Arts curriculum

**Professional Development for online programs, purchased curriculum and English learner strategies**

# English Learner Progress Middle School

## Achievement for Language Learners (ALL)

- Continued summer support program for long term English learners (LTELs)
- Study skills, social emotional learning and literacy based instruction
- Trimester follow up parent meetings for ALL students throughout the school year (parent attendance mandatory)

## Curriculum--English Language Development (ELD) Instruction

- *English 3-D*
  - Used for All grade levels of ELD instruction
  - High interest materials, focus on writing

## Professional Development

- English learner specific online programs, purchased curriculum and English learner strategies
- English Language Development (ELD) release days for middle schools with a focus on ELD for LTEL's

# Academic Indicator - ELA and Math

## ELA - Growth in average percent correct from Trimester 1 2017 to Trimester 1 2018

| ELA | Grade 1 Growth | Grade 2 Growth | Grade 3 Growth | Grade 4 Growth | Grade 5 Growth |
|---|---|---|---|---|---|
| District | 0.6 | 2 | 2 | 1.6 | 13.1 |
| Bubb | -0.8 | 0 | 1.5 | -1.5 | 8.5 |
| Castro | -3.8 | -6.8 | 5.4 | -5.5 | 9.9 |
| Huff | -3.5 | 0.5 | 5.5 | -4.7 | 15.7 |
| Landels | 1.7 | 7 | 3.9 | 0.3 | 15.6 |
| Mistral | 16.7 | -8.5 | 1.2 | 14.7 | 18.5 |
| Monta Loma | 4 | 8.8 | -4.9 | 3.9 | 9.6 |
| Stevenson | 2 | 5.7 | 1.1 | 1.2 | 10.1 |
| Theuerkauf | 0.5 | -0.9 | 2.5 | 7 | 16.6 |

| ELA | Grade 6 Growth | Grade 7 Growth | Grade 8 Growth |
|---|---|---|---|
| Crittenden | 0.8 | 2.7 | 4.9 |
| Graham | 1 | -0.7 | -2.2 |

Mountain View Whisman School District

# Academic Indicator - ELA and Math

## Math - Growth in average percent correct from Trimester 1 2017 to Trimester 1 2018

| Math | Grade 1 Growth | Grade 2 Growth | Grade 3 Growth | Grade 4 Growth | Grade 5 Growth |
|------|----------------|----------------|----------------|----------------|----------------|
| District | 3.9 | 5.1 | 0.1 | 0.2 | 3.4 |
| Bubb | 0.9 | 4.8 | 1.3 | 6.9 | -5.7 |
| Castro | 7.8 | 8.6 | 0.3 | -5.7 | -4.6 |
| Huff | 4 | 3.9 | 2.4 | -6.4 | 9 |
| Landels | 0.3 | 8.3 | -2.6 | -0.7 | 8.7 |
| Mistral | 13.9 | -4.8 | -2.1 | 6.2 | 6.1 |
| Monta Loma | 1.9 | 6.4 | -4.9 | 4.3 | -0.7 |
| Stevenson | 8 | 2.9 | 0.7 | -5.5 | -4.9 |
| Theuerkauf | 4.3 | 7 | 2.2 | -1.2 | 19 |

| Math | Grade 6 Growth | Grade 7 Growth | Grade 8 Growth |
|------|----------------|----------------|----------------|
| Crittenden | -1.6 | 5.1 | 2.9 |
| Graham | -7.4 | -4.6 | -5.6 |

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# Academic Indicator - ELA and Math

**Professional Development** (LCAP Goal 1, Action 5)

- Monthly professional development for principals
  - Alignment work facilitated by Orgametrics
- Professional Development Committee
  - Convened a group of teachers facilitated by Tara Vikjord
  - Surveyed  teachers to determine needs
  - Created a year-long menu of professional development opportunities
    - Series of trainings offered
      - Teachers can attend full series or individual sessions

Mountain View Whisman School District

# Academic Indicator - ELA and Math

**Professional Development** (LCAP Goal 1, Action 5)

- Required professional development for teachers within the school year
  - SIOP for all staff
- Optional professional development topics include:
  - K-5 Writing
  - Eureka Math
  - Eureka Math for New Teachers
  - ELA Curriculum
  - Middle School History/Social Studies Framework training
  - Middle School Science - Cross Cutting Concepts
  - SIOP for new teachers
  - EL support
  - Rigor
  - Behavior and Emotional Support
  - Technology
  - Assessment

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# Academic Indicator - ELA and Math

**Professional Development**

- Release Days (LCAP Goal 2, Action 2)
    - Grade level/department teams working with coaches
- Instructional Coaching (SP Goal 4.2)
    - Professional development for coaches
        - RTI
        - Assessment and Data
        - Curriculum and Instruction
        - Supporting SIOP
- Focus on middle school English Language Arts (LCAP Goal 2, Action 20)

# Academic Indicator - ELA and Math

**Student Supports**

- New MIddle School Schedule  (LCAP Goal 3, Action 1)
  - New schedule implemented in 2018-19
  - Schedule includes Response to Instruction periods for ELA and Math for intervention and enrichment (LCAP Goal 2, Action 10
- Co-Teaching at the middle schools (SP Goal 2.1, LCAP Goal 2, Action  18)
- Elementary Response to Instruction Elementary  (SP Goal 1.3, LCAP Goal 2, Action 10)
- SIOP (SP Goal 2.1, LCAP Goal 2, Action 4)
- Summer School (SP Goal 2.1, LCAP Goal 2, Action 13)

# Next Steps

# Next Steps

- Share site dashboard ratings with stakeholders
  - Principals with staff, School Site Council, English Language Advisory Committees
- Sites will review site plans and make adjustments as necessary.
- Move to new state site plan format for 2019-20
- Monitor progress on initiatives including RTI, co-teaching, science plan, and dual immersion
- Administer District climate and LCAP surveys and analyze data from Dashboard in order to revise LCAP and Strategic plan with a focus on subjects/subgroups with red and orange ratings
- Reconvene the professional development committee to determine offerings for 2019-20
- Work with Board of Trustees to determine needs and wants and make budgetary decisions for 2019-20 and beyond

# **Resources**

The District has a webpage dedicated to the California Dashboard with lots of resources.

[www.mvwsd.org/dashboard](http://www.mvwsd.org/dashboard)