



Mountain View  
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School District

# California Dashboard

January 4, 2018





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# 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**

# 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
  - Report the results at a regularly scheduled public meeting of the governing board
  - Publicly report the results through the Dashboard



# Local Indicators

- The three performance levels for the local indicators are:
  - Met
  - Not Met
  - Not Met for Two or More Years
- Districts demonstrate that the standard is met based on whether they collected and reported performance data for each indicator
- For fall of 2017, Districts must upload local indicators to the Dashboard no later than December 1st
- If this is not completed the Dashboard will show as Not Met on December 2nd
- Technical Assistance based on local indicators begins with the Fall 2018 Dashboard

# 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.
- Two years of data (status and change) are required to receive a color

# Status and Change

- **Status** is based on *current* year performance.
- **Change** is the difference between *prior* year performance and *current* year performance.
- **Exception:** The graduation rate Indicator is the only state indicator that uses a multi-year average rather than prior year data

# Status and Change

<b>Five Status Levels</b>	<b>Five Change Levels</b>
Very High	Increased Significantly
High	Increased
Medium	Maintained
Low	Declined
Very Low	Declined Significantly

# 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 SBE
- 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:



# Who Gets a Performance Category

- The model will be applied to all LEAs, schools, and student groups with 30 or more students.
- The data used to determine “30 or more” differs for each indicator.
- While a performance category (or color) will not be determined for LEAs, schools, or student groups with fewer than 30 students, the Status and Change data will be reported for groups with 11-29 students.
  - In these instances, an asterisk (\*) will be reported to indicate that because there are fewer than 30 students, the LEA/school will not receive a performance category.
- Data for fewer than 11 students will not be reported due to privacy reasons and a “- - -” will be displayed.
- Data that is not yet available will be noted with an N/A





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# State Indicators and District Performance

# 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.
  - Is the total number of days a student is present divided by total number of days the student is enrolled.
  - Chronic absence is different from truancy which counts only unexcused absences and indicates a violation of California's compulsory attendance laws.

# Chronic Absenteeism Indicator

- The Fall 2018 Dashboard will link to DataQuest
- CDE will develop recommendations for
  - Proposed status cut scores for Fall 2017 update in March
  - Proposed change cut scores for 2018 dashboard
- The fall 2018 will display Chronic Absenteeism ratings

# Chronic Absenteeism Indicator

<b>Sub-Group</b>	<b>MVWSD</b>	<b>Santa Clara County</b>	<b>State</b>
All	6.2%	9.20%	10.80%
African American	3.5%	14.3%	18.8%
Asian	2.5%	2.9%	3.6%
Filipino	1.9%	5.3%	5%
Hispanic/Latino	9.1%	15.0%	11.8%
Pacific Islander	6.5%	15.1%	15.5%
White	5.6%	7.4%	9.7%
Two or More Races	3.8%	6.1%	10.3%

# 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

**Status:** The 2016-17 suspension rate will be used for Status for the release of the 2017 Dashboard

**Change:** Change uses current and prior year suspension rates.



















## Change Formula:

- 2016-17 rate *minus* 2015-16 rate
- It is important to remember that for this indicator, the goal is reversed.
- For all other state indicators, the desired outcome and goal is to achieve a **high** percent for Status and Change.
- The desired outcome and goal for the Suspension Rate Indicator is to have a **low** suspension rate, which translates to a **low** percent for Status and Change.

# 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
All Students	 Green	 Green
English Learners	 Orange	 Green
Homeless		 Green
Socioeconomically Disadvantaged	 Yellow	 Green
Students with Disabilities	 Orange	 Yellow
African American	 Green	 Blue
Asian	 Green	 Yellow
Filipino	 Blue	 Blue
Hispanic/Latino	 Green	 Green
Pacific Islander	 Blue	
Two or More Races	 Yellow	 Green
White	 Yellow	 Orange



# Data Trends

- Overall rating stayed green
- All subgroups maintained or improved overall rating except Asian and White
- Students with Disabilities (decrease of 0.8%) and Asian (increase of 0.6%) students have overall ratings of yellow
- White students have overall rating of orange (increase of 0.6% in suspension rate)
- Need to continue to work on alternatives to suspension

# English Learner Indicator for 2017



Annual CELDT Takers Who Increased at least 1 CELDT Level  
Plus  
Annual CELDT Takers Who Maintained English Proficiency in the Early  
Advanced/Advanced CELDT Levels  
Plus  
ELs Who Were Reclassified in the Prior Year  
Plus  
LTEL CELDT Takers Who Increased at Least 1 CELDT Level (new criteria)  
Divided by Total Number of Annual CELDT Takers in the Current Year  
plus  
ELs Who Were Reclassified in the Prior Year

# English Learner Indicator

Difference between the current and prior year status

$$\begin{array}{c} \textbf{Current Status} \\ (2016\text{--}17 \text{ CELDT} + 2016 \text{ RFEP Data}) \\ \textit{minus} \\ \textbf{Prior Status} \\ (2015\text{--}16 \text{ CELDT} + 2015 \text{ RFEP Data}) \end{array}$$

# MVWSD English Learner Indicator

Group	2016 Performance	2017 Performance
All Students	 Green	 Green

- MVWSD maintained overall rating of green
- 2016: high status 79.6% and increase of 1.6%
- 2017: high status 81.4% and increase of 1.9%

# Academic Indicator

**Distance from Level 3 (DF3):** 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 Level 3 - DF3

## Grade 6 math scale range



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)

# Distance from Level 3 - DF3

- **Status**
  - The 2017 DF3 average will be used for Status in the release of the Dashboard
- **Change**
  - Change uses current and prior year DF3.
- **Change Formula**
  - 2017 DF3 average *minus* 2016 DF3 average.









\*English Learners: The English Learner subgroup includes all English Learners and 4 years of Reclassified students

# Why Updates to Academic Indicators

- Need to control for large swings in performance levels year to year
  - High performing schools may not be able to sustain continued improvement
  - Low performing schools could move up levels with small increases
- Revised “high” and “medium” status cut scores for math
- Revised change cut scores for ELA and math
- It is anticipated that the new cut points for ELA and Math will be revised again. The state needs three years of stable trend data in order to make more permanent cut points.



# MVWSD Academic Indicator - ELA

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

# Data Trends in ELA

- MVWSD's overall rating in ELA is green with a current status of high and a 1.0 point increase
- ELA scores were flat and while most subgroups received a change rating of “maintained” the current status rating of “low” caused lower performance ratings
  - English Learners (English Learners plus 4 years of reclassified students), Socioeconomically Disadvantaged, African American, and Hispanic/Latino received orange ratings
- English Learners only and Reclassified English Learners subgroups declined in ELA performance

# MVWSD Academic Indicator - Math

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

# Data Trends in Math

- MVWSD's overall rating in math is green with a current status of high and a 4.8 point increase
- Math scores were flat and while most subgroups received a change rating of "maintained" the current status rating of "low", caused low performance ratings
  - Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic/Latino received orange ratings
  - English Learners (English Learners plus 4 years of reclassified students) received yellow ratings
- The English Learners only and Reclassified English Learners declined in math performance

# California System of Support

## Level 1: Support for all districts

- Workshops for teachers and coaches for sharing of best practices

## Level 2: Support to Districts and schools struggling to lift up the performance of the same student group across two or more Dashboard indicators that represent two or more LCFF priorities

- 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
- Release of districts identified for support the week December

## Level 3: State intervention for districts that fail to improve student group performance in three out of four years

**Note:** The lowest performing 5% of Title 1 schools will be identified using data from the fall Dashboard (Required by the Every Student Succeeds Act (ESSA))





- Criteria will be determined at the January State Board of Education Meeting


# Criteria for Technical Assistance - 2017


## Technical Assistance (LEAs Identified in Fall 2017)

An LEA is eligible for technical assistance if the **same student group** meets **at least two** of the following criteria (e.g., LCFF priority areas 4 and 5; 4 and 6; or 5 and 6)(EC sections 52071[b] and 52071.5[b]):

### Priority Area 4: Meet One of the Following:

Both ELA and Math =   
or  
ELA/Math =  and   
or  
ELPI = 

Priority Area 5:  
Graduation Rate = 

Priority Area 6:  
Suspension Rate = 

**\*Neither MVWSD or any schools were identified for technical assistance for 2017-18**

# Criteria for Technical Assistance

## **Basics (Priority 1)**

- *Not Met for Two or More Years* on Local Performance Indicator

## **Implementation of State Academic Standards (Priority 2)**

- *Not Met for Two or More Years* on Local Performance Indicator

## **Parent Engagement (Priority 3)**

- *Not Met for Two or More Years* on Local Performance Indicator

## **Pupil Achievement (Priority 4)**

- *Red* on both English language arts and math tests, **or**
- *Red* on English language arts or math test **and Orange** on the other test, **or**
- *Red* on the English Learner Progress Indicator (EL student group only)

## **Pupil Engagement (Priority 5)**

- Red* on Graduation Rate Indicator, **or**
- *Red* on Chronic Absence Indicator

## **School Climate (Priority 6)**

- *Red* on Suspension Rate Indicator, **or**
- *Not Met for Two or More Years* on Local Performance Indicator

## **Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)**

- *Red* on College/Career Indicator

## **Coordination of Services for Expelled Pupils – COEs Only (Priority 9)**

- *Not Met for Two or More Years* on Local Performance Indicator

## **Coordination of Services for Foster Youth – COEs Only (Priority 10)**

- *Not Met for Two or More Years* on Local Performance Indicator



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# MVWSD Plan of Action



# 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 student attendance data, outcomes and next steps regarding site based Student Attendance Review Teams
  - The District will partner with outside community agencies to provide support to removing attendance barriers discussed at SARB meetings

# 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 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.

# 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 beginning in Sept, 2017
- Provide training and implement alternatives to suspension menu (Goal 4, Action 9)
  - Monthly Principal training includes alternative to suspension

# 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)
  - Beginning September 2017, 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

## Sheltered Instruction Observation Protocol (SIOP) (SP Goal 2.1)

- District Focus:
  - **Lesson Preparation**
    - Language Objectives
  - **Building Background**
    - Key Vocabulary
- SIOP Walkthroughs with site and District staff
- 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)

- Target list of At-Risk and LTEL students to support

## District English Learner Advisory Committee

# English Learner Progress District Wide

## RFEP monitoring:

- 6 months, 1 year, 2 years
- recently added for years 3 and 4

## Analysis of data on recently reclassified students

- Did changing the criteria have an effect on CAASPP scores?
  - Writing component removed
  - Literably reading assessment added as additional indicator for reclassification
    - Literably assesses reading fluency, accuracy, and comprehension but is not a comprehensive assessment of English Language Arts

# English Learner Progress Elementary

- Response to Instruction at all elementary sites (SP Goal 1.3)
- Benchmark Advance English Language Development (ELD) program (aligns with core English Language Arts curriculum)
- Additional ELD instruction for At-Risk students at ML, TH and BB in grades 4-5 using English 3D curriculum
- Professional Development for online programs and purchased curriculum
- K-3 Safety Net to be developed and begun during summer 2018

# English Learner Progress Middle School

- English Language Development (ELD) release days for middle schools with a focus on ELD for LTEL's
- ELD instruction for LTEL's at middle schools using English 3D curriculum with a focus on writing
- Achievement for Language Learners (ALL) Summer Program for LTEL's in grades 5-7
  - Follow up parent meetings for ALL students throughout the school year
- At-Risk Supervisors at middle schools
  - Target list of students to support - At-Risk and LTEL



# Academic Indicator - ELA and Math

## Professional Development

- Professional development for principals (LCAP Goal 1, Action 5)
  - Monitoring Instruction
- Optional summer professional development for teachers (LCAP Goal 1, Action 5)
  - English Language Arts - connecting assessments and instructional planning
  - Eureka Math for new teachers
  - Middle School Department planning
- Professional development for teachers within the school year
  - SIOP for all staff
  - Optional after school professional development
    - Eureka Math
    - ELD

# 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
    - Pacing
    - Standards progression
    - Data
    - Supporting SIOP
- Pacing Guides
- Evaluation, Feedback, and Accountability (SP Goal 4.1)
  - Coaching for principals
  - New evaluation process

# Academic Indicator - ELA and Math

## Student Supports

- RTI (SP Goal 1.3)
- SIOP (SP Goal 2.1)
- Summer School (SP Goal 2.1)
- Middle School Schedules (SP Goal 2.1)
- Co-Teaching (SP Goal 2.1)



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# 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
- Measure progress on District Dashboard
- Continue to monitor performance on state and local indicators
- Develop safety net for English Language Learners
- Recommend new middle school schedule
- Administer District climate and LCAP surveys and analyze data in order to revise LCAP and Strategic plan