ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Overview of California's New School Dashboard Report

Teaching and Learning

April 25, 2017

Presentation Goals

1. Provide an overview of California's new accountability reporting including (a) the state dashboards and (b) the 5 x 5 grid placement reports

2. Review our district's performance as presented by the dashboard and 5 x 5 grid placement reports

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New State Accountability Model for California

Under the new accountability system, district and school performance will be measured in 10 key areas:

6 State Indicators:
- College and Career
- Academics
- Chronic Absenteeism
- Graduation Rate
- English Learner
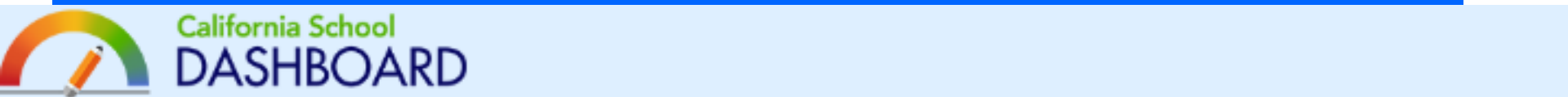- Suspension Rate

4 Local Indicators:
- Basic Conditions
- Parent Engagement
- Implementation of Academic Standards
- School Climate

The 6 state indicators are assessed using state-defined rubrics, while the 4 local indicators are assessed within each district using locally-defined methods.

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Timeline

2013	Local Control Funding Formula introduced
2015-16	Development of New Accountability System
January 2017	Private release of Dashboard Data (Based on data available as of September 2016)
March 2017	Public release of Dashboard Data
Fall 2017	Addition of College and Career Readiness Indicator Data *(specific date TBD)*
Fall 2018	Addition of Chronic Absenteeism Indicator Data *(specific date TBD)*

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The California School Dashboard

California School **DASHBOARD**

Home   FAQ   Logout   Search for L

Home / Alameda Unified - Alameda / Equity Report

Equity Report

Alameda Unified - Alameda County

E[...] [...]ically Disadvantaged: 28%   English Learners: 18%   Foster Youth: N/A   Grade Span: K-Adult   Reporting Year: Spring 2017

Status and Change for each indicator

Performance by indicator for student subgroups

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indica[...] many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each

ALL student Performance

State Indicators	[...]ormance	Total Student Groups	Student Groups in Red/Oran[...]
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0

What is meant by 'Performance?'

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number performance level for each indicator and how many of those student group groups may vary due to the number of grade levels included within each in

State Indicators	All St	Gr
Chronic Absenteeism	N/A	
Suspension Rate (K-12)	🟢	
English Learner Progress (K-12)	🟡	
Graduation Rate (9-12)	🟢	
College / Career		
Available Fall 2017. Select for Grade 11 assessment results.		
English Language Arts (3-8)	🟢	

Performance is a **combination** of 'Status' (student outcomes in most recent data available) and 'Change' (the increase/decrease from previous year(s))

By measuring 'Change,' the state is prioritizing growth/progress over time

Understanding the Pies
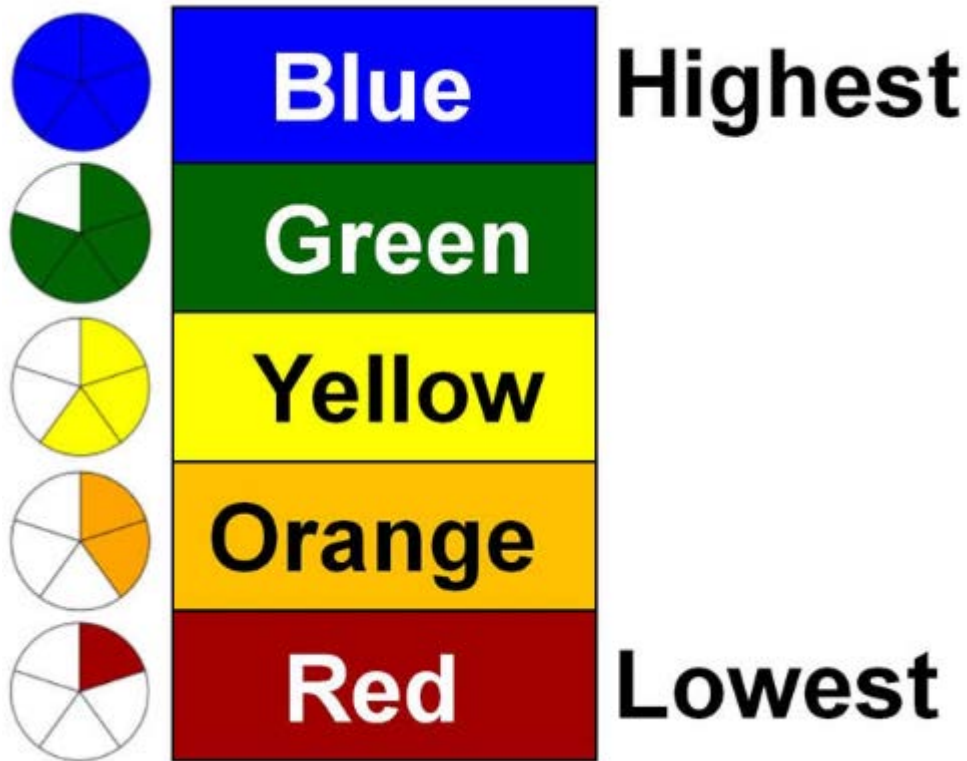
The 'pie' images indicate performance for each indicator, with blue being the highest and red the lowest. Again, this performance is a **combination** of status **and** change.

The 'pie' images do **NOT** translate to percentages. Example: the yellow pie will ALWAYS have 3 slices, even when the status is above or below 60%.

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How is 'Performance' determined?

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Performance in a given indicator is determined by a **combination** of status **and** change using the 5 x 5 rubrics.

Example: a district with a status of 'Medium' that increased its performance would have a performance rating of **green.**

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The 5 x 5 Grid Placement Reports

A district's or school's breakdown of performance will also be available in the 5 x 5 grid placement reports.

LEVEL	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue (None)	Blue • Asian	Blue (None)
Low	Orange (None)	Yellow (None)	Green • Filipino	Green • English Learners • White	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow (None)	Green • All Students (District Placement) • Hispanic or Latino • Native Hawaiian or Pacific Islander • Two or More Races	Green (None)
High	Red (None)	Orange (None)	Orange (None)	Yellow • Socioeconomically Disadvantaged	Yellow (None)
Very High	Red (None)	Red • Students with Disabilities • Black or African American	Red (None)	Orange • American Indian or Alaska Native	Yellow (None)

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What data is being used to calculate status?

The following table summarizes the precise data used to measure status in each state indicator:

Indicator	Description of Data
Graduation Rate	Percent of a given cohort who earn a diploma by the end of their fourth year in high school
English Learner Progress	Percent of ELs who make ***progress*** from prior year to current year on either the CELDT or through reclassification
Suspension Rate	Percent of students suspended while enrolled at the district for any period of time during the current year
Chronic Absenteeism Rate	Percent of students missing 10% or more of school days for any reason during the days enrolled in school during the current year
Academics	For the CAASPP Math and ELA, the average distance of student scaled scores from Level 3 (Standard Met)
College and Career Readiness	Percent of students who have earned their HS Diploma ***and*** met at least 1 additional measure (additional measures include Math/ELA SBAC performance, dual enrollment, CTE pathway completion, AP Exam performance, and UC a-g coursework completion)

Academic Indicator Calculation

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 |

$$\text{Distance From Level 3 Average} = \frac{-20 + 14 + 20 - 13 + 6 + 23}{6}$$

$$= 5 \text{ points above DF3}$$

Academic Indicator Calculation continued

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).

increased **12** points

7 points below DF3

5 points above DF3
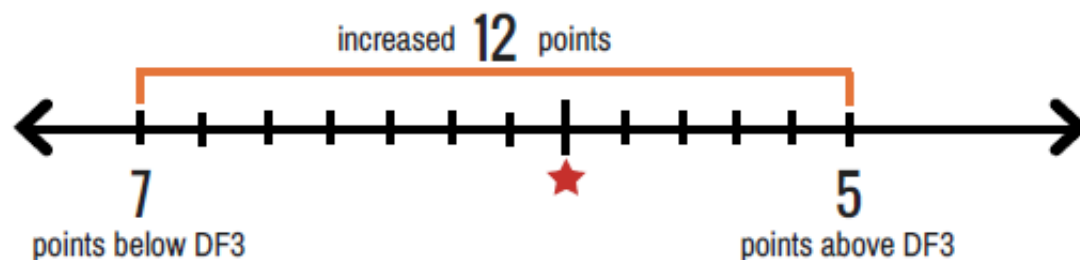
Performance

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`

Infographic courtesy of ACOE

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How current is the data?

The following table summarizes, by indicator, the years of data used to calculate status and the window of time used to calculate

Indicator	'Current' Year Status	'Previous' Year(s) Status	Change
Graduation Rate	2014-15	2011-12 through 2013-14	Difference between 2014-15 and average of previous three years
English Learner Progress	2014-15 (CELDT) 2013-14 (RFEPs)	2013-14 (CELDT) 2012-13 (RFEPs)	Difference between Current Year (students improving at least 1 level on 2014-15 CELDT *plus* students who RFEP'd in 2013-14) and Previous Year (students improving at least 1 level on 2013-14 CELDT *plus* students who RFEP'd in 2012-13)
Suspension Rate	2014-15	2013-14	Difference between 2014-15 and 2013-14
Academics	2015-16	2014-15	Difference between 2014-15 and 2015-16

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Subgroup Size and Reporting

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian							
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A							
Suspension Rate (K-12)	🟢	🟢	N/A	N/A	🟡	🔴	🟠	🔵	🔴	🟢	🟢	🟢	🟢	🟢
English Learner Progress (K-12)	🟡	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Graduation Rate (9-12)	🟢	🟢	N/A	N/A	🟡	🟠	N/A	🟢	🟡					
College / Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
English Language Arts (3-8)	🟢	🟡	N/A	N/A	🟡	🟡	N/A	🔵	🟡	🟡	🟢	🟠	🔵	🔵
Mathematics (3-8)	🟢	🟢	N/A	N/A	🟠	🟠	N/A	🔵	🟡	🟡	🟡	🔴	🟢	🟢

Performance Levels: 🔵 Blue (Highest) 🟢 Green 🟡 Yellow 🟠 Orange 🔴 Red (Lowest)

While any subgroup with 11 or more students will have a status reported, only subgroups of 30 or more will have performance level calculated.

As different indicators include different grade spans, the reporting of a given subgroup may vary.

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Our District Dashboard

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(green)	Low 2.4%	Declined -0.5%
English Learner Progress (K-12)	(yellow)	High 80.6%	Declined -1.6%
Graduation Rate (9-12)	(green)	High 93.2%	Increased +2.7%
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)	(green)	High 31.7 points above level 3	Maintained +6.1 points
Mathematics (3-8)	(green)	High 12.8 points above level 3	Maintained +2 points

Performance Levels: (blue) Blue (Highest) (green) Green (yellow) Yellow (orange) Orange (red) Red (Lowest)

Bottom Line:

- For all students, Alameda's Dashboard indicates a high status across all areas and low suspension rate.

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Drilling Down: Graduation Rate

	Student Performance	Number of Students	Status	Change
All Students	🟢	732	High 93.2%	Increased +2.7%
English Learners	🟢	156	Medium 87.2%	Increased +3.8%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged	🟡	315	Medium 88.3%	Maintained -0.3%
Students with Disabilities	🟠	60	Low 70%	Maintained +0.3%
African American	🟡	62	Low 83.9%	Increased +3.2%
American Indian	*	*	*	*
Asian	🟢	283	High 94%	Increased +1.6%
Filipino	🔵	57	Very High 98.3%	Increased Significantly +5.8%
Hispanic	🔵	121	High 90.1%	Increased Significantly +5.1%
Pacific Islander		5	*	*
Two or More Races	🔵	31	Very High 100%	Increased Significantly +12.5%
White	🟢	173	High 94.8%	Increased +2.4%

Bottom Line:

- For all students and 6 of 9 subgroups, AUSD's student performance is GREEN or BLUE.
- For three subgroups (SED, SWD, and AA), AUSD's student performance is YELLOW or ORANGE. Two of these groups 'maintained' their status and one 'increased.'

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Our District Results Summarized

Group	Graduation Rate	Suspension Rate	Academic: Math	Academic: ELA
All Students	GREEN	GREEN	GREEN	GREEN
English Learners	GREEN	GREEN	GREEN	YELLOW
Socioeconomically Disadvantaged	YELLOW	GREEN	ORANGE	YELLOW
Students with Disabilities	ORANGE	RED	ORANGE	YELLOW
African American	YELLOW	RED	YELLOW	YELLOW
Asian	GREEN	BLUE	BLUE	BLUE
Filipino	BLUE	GREEN	YELLOW	YELLOW
Hispanic	BLUE	GREEN	YELLOW	GREEN
Pacific Islander	N/A	ORANGE	RED	ORANGE
Two or More Races	BLUE	GREEN	GREEN	BLUE
White	GREEN	GREEN	GREEN	BLUE

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Recent Status and Change

Student Group	12-13 Status	13-14 Status	14-15 Status	15-16 Status	16-17 Status to Date
Suspension Rate	2.7%	3.4%	2.8%	3.2%	2.1%*
Graduation Rate	84.7%	86%	89.8%	86.9%	N/A

Provided above are recent data for ALL students.

NOTE: This data is not finalized as CDE may utilize additional internal calculations to arrive at the final status, change, and overall performance color.

*At this same time last year our suspension rate was 2.6%, resulting in a final 3.2%. If the current year trend continues, AUSD would achieve an overall decrease in the suspension rate from 2015-16 to 2016-17. If the total 2016-17 suspension rate is 2.9% or less, this would result in a *projected* GREEN performance rating.

Resources

California Department of Education (CDE) School Dashboard Main Page:

http://www.cde.ca.gov/ta/ac/cm/

California Parent Teacher Association (CAPTA) Dashboard Overview PPT:

http://capta.org/resource/sneak-peek-californias-school-accountability-dashboard/

California Collaborative for Educational Excellence (CCEE): http://ccee-ca.org/

Alameda County Office of Education (ACOE) Infographics

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