

Accountability Dashboard Information (as of March 1, 2017)

The California School Dashboard is a new online tool soon to be released to the public which provides information on multiple measures of school performance. The Dashboard is an important component of California's new Accountability and Continuous Improvement System, which puts the focus on equity for all students.

KEY MESSAGES:

Multiple Measures

- California is leading the nation in developing a system for evaluating schools and districts that includes multiple measures of student success. The new California School Dashboard is an easy-to-use online tool to access a wealth of information and gives parents, teachers, and community members a fuller picture of a school's progress.
- Instead of relying exclusively on test scores, as the previous accountability system did, this new system not only uses test scores, but also gives a snapshot of a manageable set of indicators. These indicators include high school graduation rates, career and college readiness, English learner progress, and suspension rates.

Focus on Equity

- California's future success depends on preparing every student at every school to meet the challenges of tomorrow. The additional information in the California School Dashboard can help improve equity among student groups by revealing where disparities exist.
- Having access to relevant information helps schools and districts understand where students are struggling and ensures staff can respond with resources.
- Under the previous system, data about student groups was too focused on test scores. The new system provides student group information on a variety of helpful indicators and puts it in one location.

Supporting Local Decision-Making

- The Dashboard supports California's groundbreaking Local Control Funding Formula, which gives districts and schools more flexibility in using state resources.
- Districts and schools have access to the information they need to make the best local decisions about the education of children. New information will help principals, teachers, parents, and community members pinpoint specific areas where schools are underperforming and need help.
- It will also help identify schools that are excelling and can share their methods and practices with other schools.

2016-2017 PILOT TIMELINE:

- February: District Preview Available
- March TBA: Public Release of the Accountability Dashboard by the state

YEARLY TIMELINE:

- March: State board decides on any changes to indicators or measurements for the following year.
- November: Accountability Dashboard for the current year will be released
 - Districts will be identified for Technical Assistance. The first time a district could be identified for intensive intervention would be 2022-2023 school year. Criteria listed on page 4.
- November-March: Districts review their data in preparation for the next year's LCAP.

STATE INDICATORS:

Suspension (all grades)

- The percent of students with one or more days of suspension (home or school).
- Data is a year behind. Preview data is 2014-2015 compared to 2013-2014.

Graduation Data (high school only)

- Cohort graduation data
- Data is a year behind. Preview data is 2014-2015 compared to a 3 year average from 2011-2012, 2012-2013 and 2013-2014.

English Learner Progress Data (all grades)

- Percent of EL students who make one year of progress on the state ELD assessment and those reclassified in prior year.
- Data is a year behind. Preview data is 2014-2015 compared to 2013-2014.

Academic Data for ELA and Mathematics (grades 3-8)

- The average distance from level 3 (standard met). Calculated for each student and then an average is calculated.
- Data is Current. Preview data is 2015-2016 compared to 2014-2015.
- Grade 11 data will be included in the dashboard as a local indicator and only status and change will be reported (no performance level).

College and Career Readiness Data (high school only)

- Percent of seniors who met standards (completed one of the following):
 - CTE Pathway PLUS a 3 on ELA or Math EAP (grade 11 CAASPP) and a 2 on the other subject OR 1 semester dual enrollment with passing grades
 - 3 on both ELA and Math EAP
 - Completion of 2 semesters of Dual Enrollment with passing grades
 - Passing score on TWO AP or IB exams
 - A-G completion PLUS CTE pathway, a 3 on ELA or Math EAP and a 2 on the other subject, 1 semester dual enrollment with passing grades OR passing score on 1 AP/IB exam.
- Data is a year behind. The preview data is two years behind and is based on the senior class of 2013-2014 compared to 2012-2013.

LOCAL INDICATORS: *District Overall Only* (Results reported annually to the board at a board meeting)

Basic Services (Facilities, Instructional Materials, and Credentialing): Report via School Accountability Report Card (SARC)

Implementation of State Academic Standards: Annually includes a narrative summary or use of the state reflection tool.

Parent Engagement: Annually measure progress in (1) seeking input from parents in decision making and (2) promoting parent participation in programs.

School Climate: Administer a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12).

Indicators by Priority Area:

Priority Area	Reported in Dashboard		Additional Indicators Reported in WJUSD LCAP
	State Indicator	Local Indicator	
1 Basic Services		Basics (from SARC)	Williams Compliance Facilities Inspection Tool (FIT)
2 State Standards		Implementation	
3 Parent Involvement		Parent Engagement	% of Parents who attend parent nights # of Annual Surveys Returned # of PIQE Graduates
4 Pupil Achievement	Academic ELA & Math EL Progress College and Career		CAASPP % At/Exceed iReady/NWEA achievement WRITE assessment scores
5 Pupil Engagement	Graduation Rate **Chronically Absent (added in 2018-2019)		Attendance Rate Dropout Rate
6 School Climate	Suspension Rate	Climate Surveys - Students	Expulsion Rate Tiered Fidelity Inventory (TFI)
7 Course Access	College and Career		AP Enrollment Credit Completion
8 Other Pupil Outcomes	College and Career		

English Learner Definition by State Indicator

State Indicator	EL Inclusion Criteria
English Learner Progress	Current EL CELDT test takers (grades 1-12) plus students reclassified in prior year.
Academic	EL students (grades 3-8) plus students who have been reclassified (RFEP) for four years or less.
Graduation	Students with an EL status at any time during grades 9-12
College and Career	Students with an EL status at any time during grades 9-12
Suspension	Current EL students (grades K-12)

Criteria for DISTRICT Technical Assistance (where groups meet criteria for 2 or more priority areas)

Priority Area	Criteria for Technical Assistance
1 Basic Services	<ul style="list-style-type: none"> • Data Not Reported for Two or More Years on Local Indicators (Overall Only)
2 State Standards	
3 Parent Involvement	
4 Pupil Achievement	<ul style="list-style-type: none"> • Red on both ELA and Math Academic Indicator OR • Red on ELA or Math Academic Indicator and Orange on the other OR • Red on EL Progress Indicator
5 Pupil Engagement	<ul style="list-style-type: none"> • Red on Graduation Rate Indicator OR • Red on Chronic Absence Indicator
6 School Climate	<ul style="list-style-type: none"> • Red on Suspension Rate Indicator OR • Not Reported for Two or More Years on Local Student Climate Indicator
7 Course Access	<ul style="list-style-type: none"> • Red on College and Career Indicator
8 Other Pupil Outcomes	