



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.3

Meeting Date: October 6, 2016

Subject: Data Dashboard

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Strategy and Innovation Office & Technology Services

Recommendation: Receive information on the Data Dashboard.

Background/Rationale: Staff will provide information on the district's work to implement the new Data Dashboard that will serve as a reporting tool for the Strategic Plan Key Performance Indicators and the Local Control and Accountability Plan metrics.

Financial Considerations: n/a

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Executive Summary
2. Dashboard Quick Guide
3. Attendance Rate by School
4. Attendance Rate by Subgroup
5. Chronic Absence Rate by School
6. Chronic Absence Rate by Subgroup
7. Discipline
8. District Enrollment 2015-16
9. School Enrollment 2015-16
10. District Enrollment 2016-17
11. School Enrollment 2016-17
12. Dropout Rate
13. Dropout Rate by School
14. EAP by Ethnicity
15. EAP by School

- 16. EAP by Subgroup
- 17. Graduation Rate
- 18. Graduation Rate by School
- 19. State Assessment by Ethnicity
- 20. State Assessment by School
- 21. State Assessment by Subgroup

Estimated Time of Presentation: 10 minutes

Submitted by: Dr. Al Rogers and Elliot Lopez

Approved by: Superintendent José L. Banda



I. OVERVIEW / HISTORY

A key principle of the Local Control Funding Formula (LCFF) and the state-required plan outlining goals for students, the Local Control and Accountability Plan (LCAP), is reflected in the words 'local control'. This principle includes engaging stakeholders in both the planning and the monitoring phases of the plan. As part of the development of the new Sacramento City Unified School District (SCUSD) Strategic Plan for the 2016-2021 school years, systems have been created to allow for better monitoring of District goals and progress by all SCUSD stakeholders.

As referenced in Strategic Plan presentations over the past year, a key resource for providing public access to key district metrics is a new tool called the Data Dashboard. Since the spring, the first phase of the Data Dashboard has been under development through the work of the Technology Services and the Strategy and Innovation Office. Throughout September, the Data Dashboard was previewed to district and site level leaders for feedback. The Data Dashboard will be available to the public effective October 7, 2016.

II. DRIVING GOVERNANCE

The LCAP and the Strategic Plan are both created with the input of SCUSD stakeholders. To allow stakeholders to continue to partner with the District in planning, they also need tools to be able to better monitor our progress by accessing important data points that serve as indicators of our movement toward achieving stated goals.

To this end, the new SCUSD Strategic Plan, adopted on June 28, 2016, includes the core value of transparency. One of the actions included in the Operational Excellence section of the plan is the implementation of a robust data collection and reporting process to make this value a reality.

III. BUDGET

The Data Dashboard is created using Tableau, a digital tool which is already a part of the district's evolving data infrastructure. Data are culled from a variety of existing internal and external sources. Leveraging this resource for this purpose does not generate additional cost to the district.

IV. GOALS, OBJECTIVES, AND MEASURES

The Data Dashboard is a critical piece of SCUSD's commitment to transparency and data reporting. It will make it easier and more convenient for stakeholders to access data that reflect SCUSD's progress toward goals outlined in the LCAP and the Strategic Plan.



Rollout of the new Data Dashboard will include distribution of information and demonstrations of the tool to stakeholder groups this year. We will also review analytics depicting web page (<http://www.scusd.edu/data-dashboard>) usage, to understand usage trends and make adjustments accordingly.

V. MAJOR INITIATIVES

The Data Dashboard presents data points that are aligned with the Strategic Plan Key Performance Indicators (KPIs) and the LCAP metrics. When possible, data presented will be disaggregated by the LCAP subgroups (low-income, English learner, foster youth, homeless youth), race/ethnicity, and school. It will continue to evolve with these initiatives to report on the most current set of KPIs and indicators.

VI. RESULTS

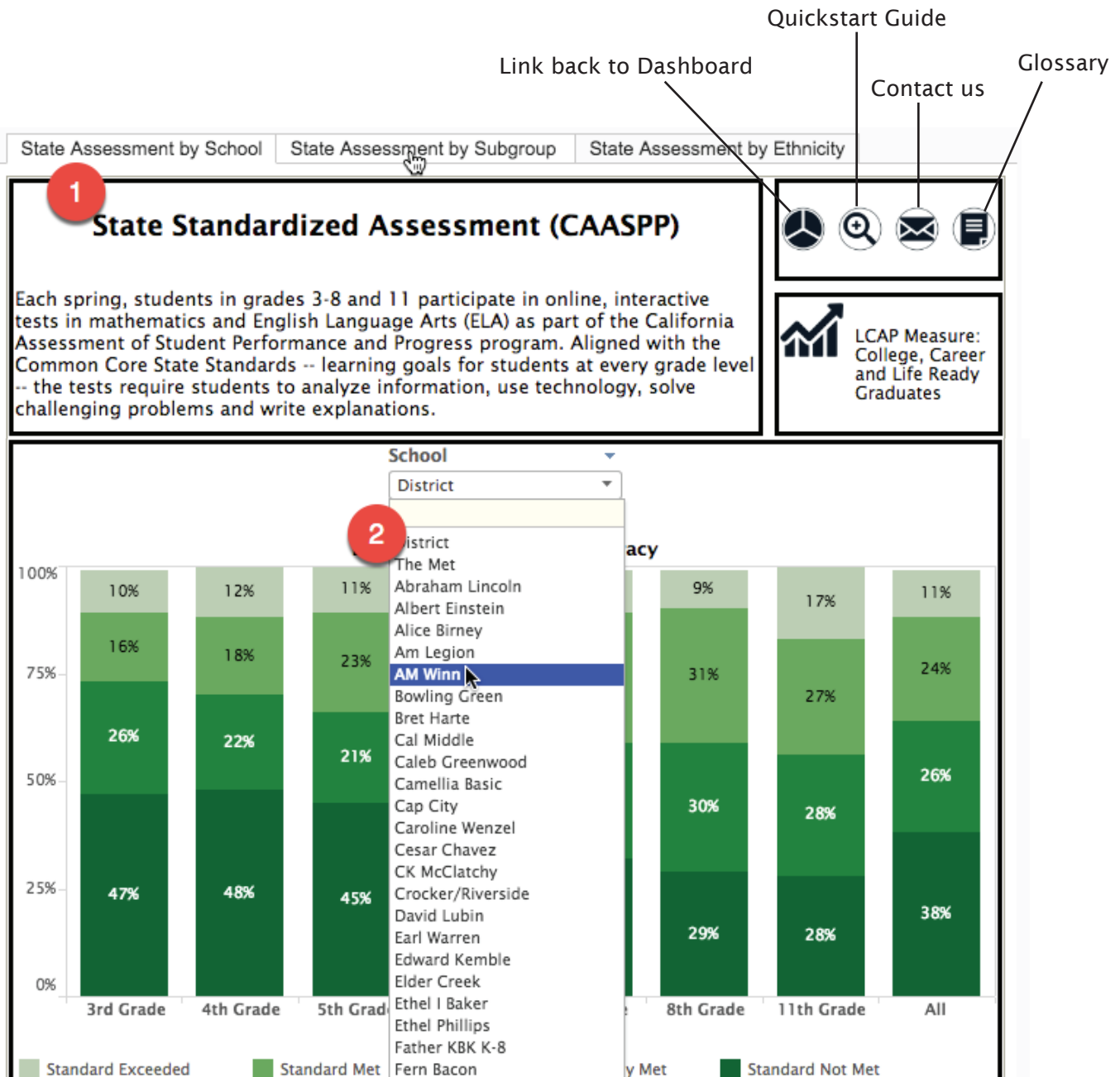
The Data Dashboard presents critical and relevant information in one place, not disparate systems and sources, in an easy to use, visual format with an eye towards customer service and operational excellence. Rollout of the Data Dashboard to principals immediately garnered comments about the usefulness of the tool when working with parents at the sites. The information presented in the Data Dashboard will result in better informed stakeholders that can fully participate in district planning activities and help move SCUSD toward meeting its goals.

VII. LESSONS LEARNED / NEXT STEPS

- Raise awareness of the Data Dashboard with the public
- Continue updating existing dashboards as new data becomes available
- Continue planning for Phase 2 of the Data Dashboard

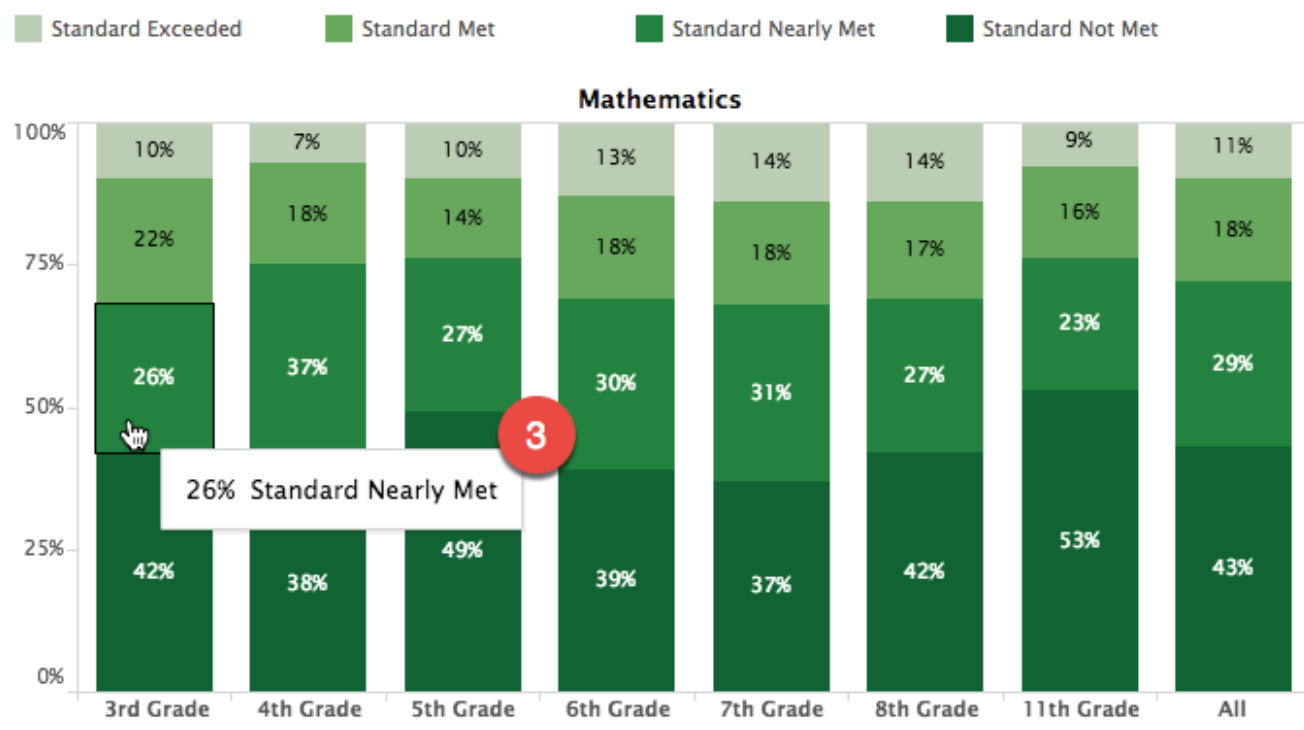
SCUSD Data Dashboard Quickstart Guide

<http://www.scusd.edu/data-dashboard>



1) Click through the tabs to see different views of the visualization.

2) Click on a down arrow to change the data displayed. Many of the visualizations allow you to specify a particular school or subgroup.



3) Hover over the visualization to see tooltips for each piece of data.

Attendance Rate 2015-16

School attendance is important because students are more likely to succeed in academics when they attend school consistently. Attendance rates are calculated using the total number of school days a student is present divided by the total days a student is enrolled.



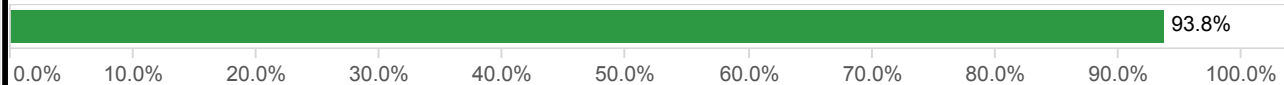
LCAP Measure:
Safe, Emotionally
Healthy, and
Engaged
Students

School Level
All

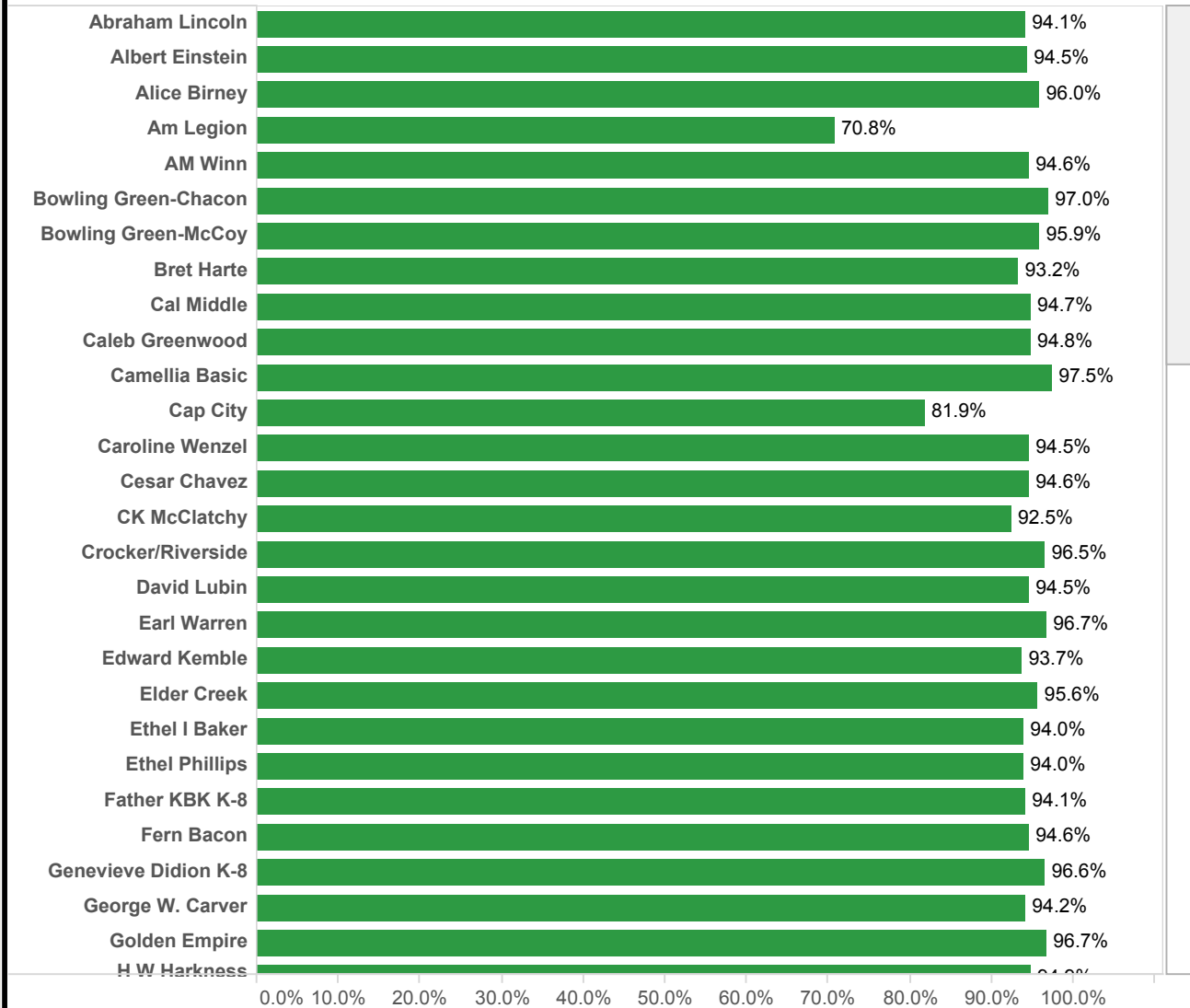
Student Grade
All

Ethnicity
All

District



School



Attendance Rate 2015-16

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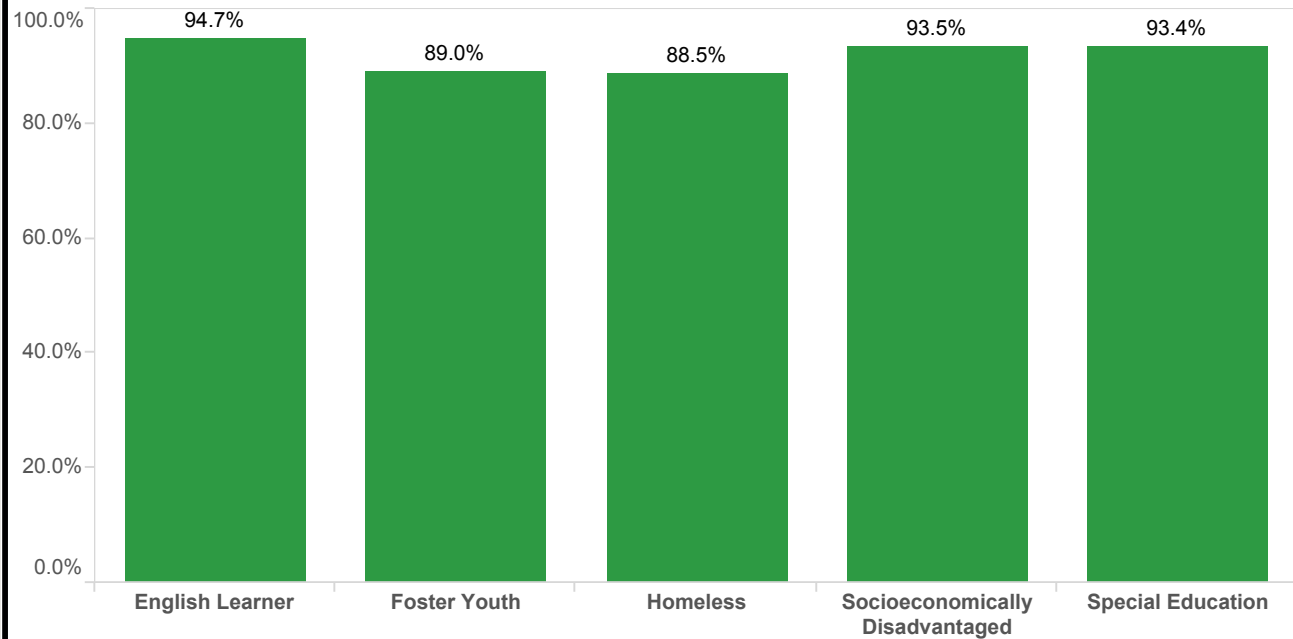


LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

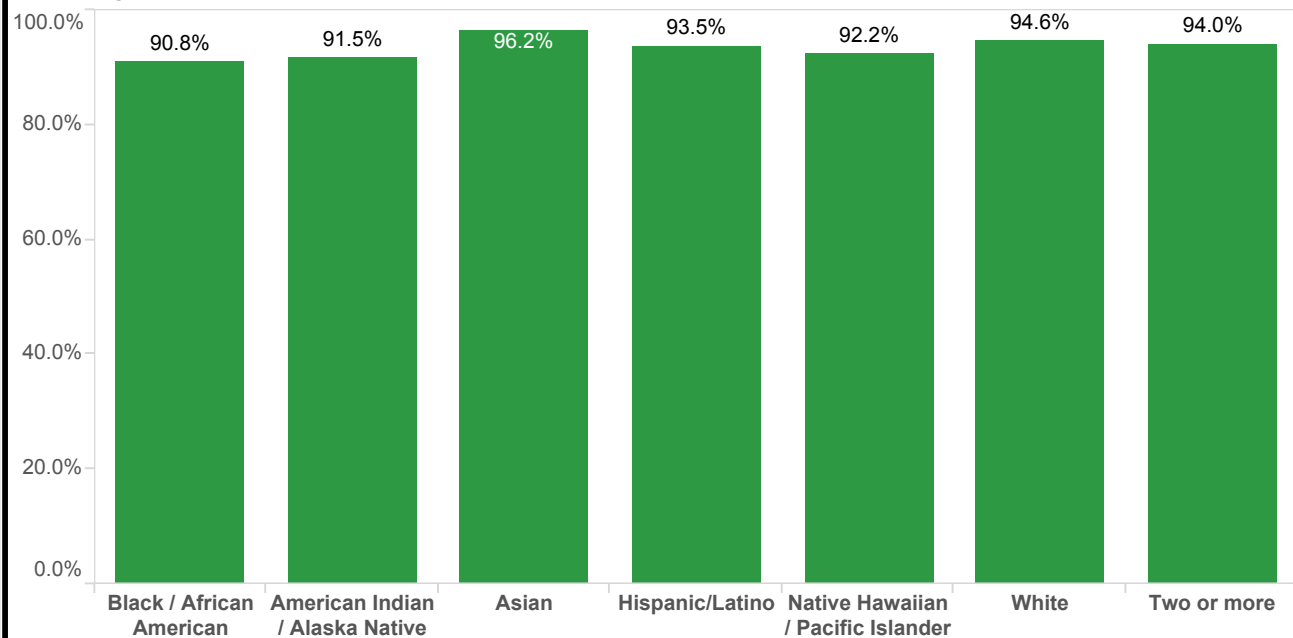
School Level
All

Student Grade
All

Subgroup



Ethnicity



Chronic Absence Rate 2015-16

Students who are chronically absent are at serious risk of falling behind in school. Chronic absenteeism rates reflect the percentage of students who miss 10% or more of the days they are enrolled within a year for any reason, including excused absences.



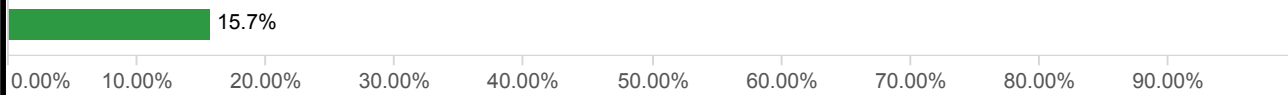
LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

School Level
All

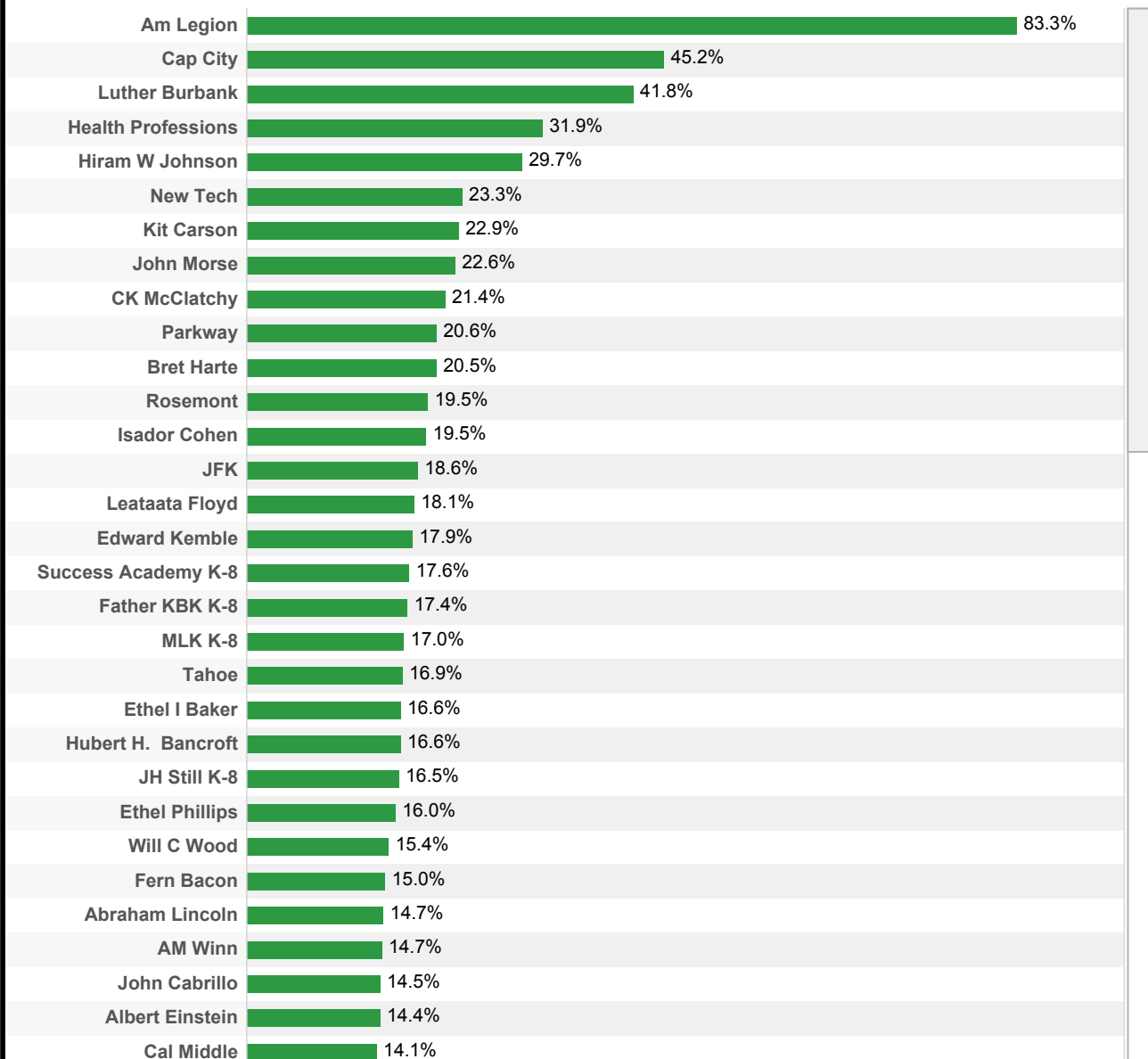
Student Grade
All

Ethnicity
All

District



Schools



Chronic Absence Rate 2015-16



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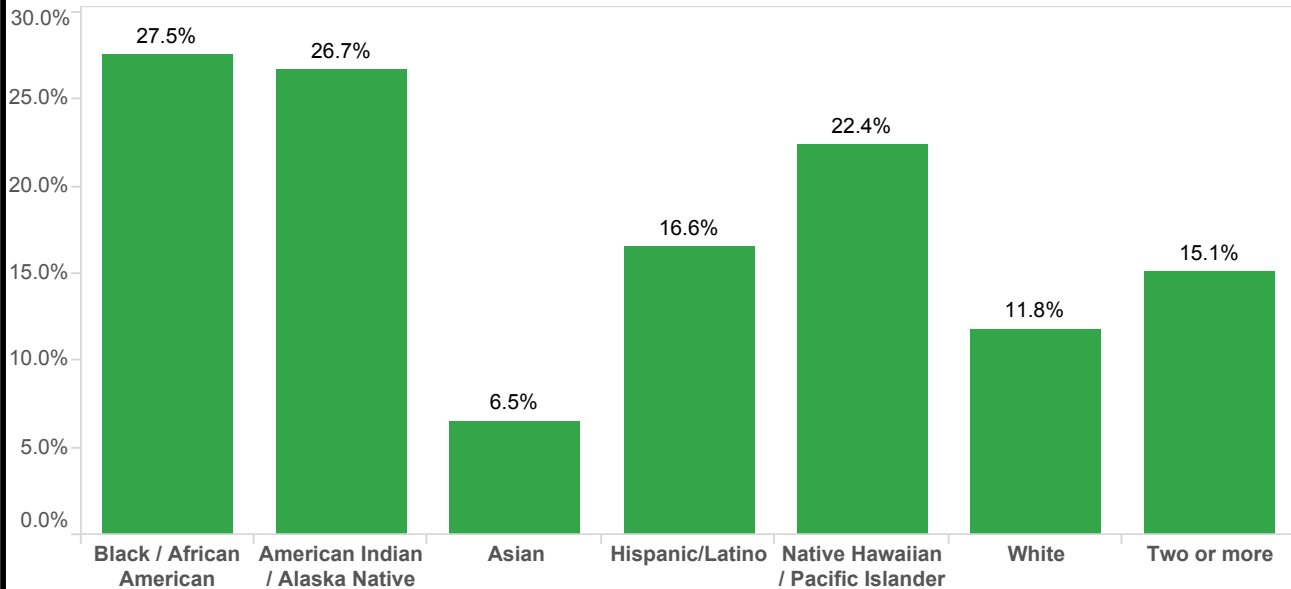


LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

School Level
All

Student Grade
All

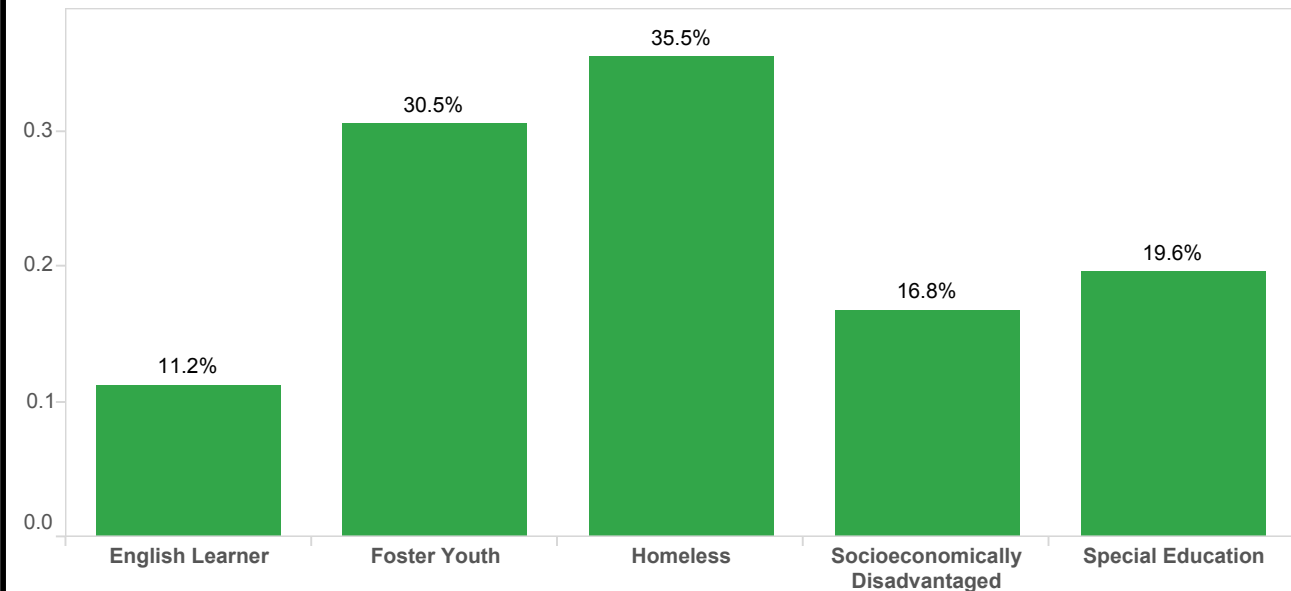
Ethnicity



School Level
All

Student Grade
All

Subgroup



Discipline

Students and teachers deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students. The discipline data provided below can be used to increase awareness of school climate and equity issues and keep more students in class.



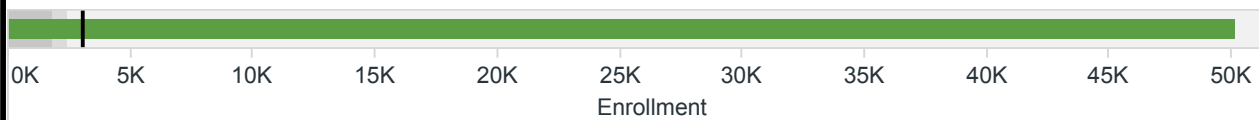
LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

2014-15

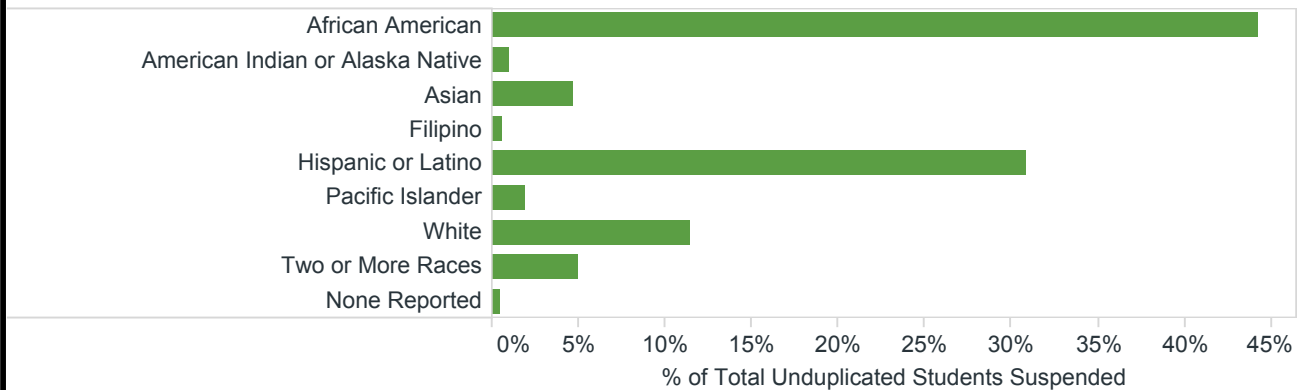
Total Suspensions: 5579

Total Expulsions: 10

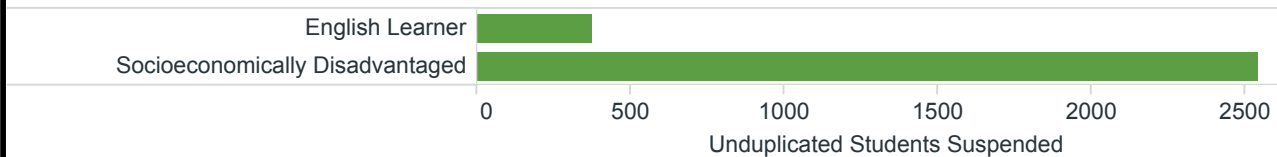
DISTRICT SUSPENSION RATE



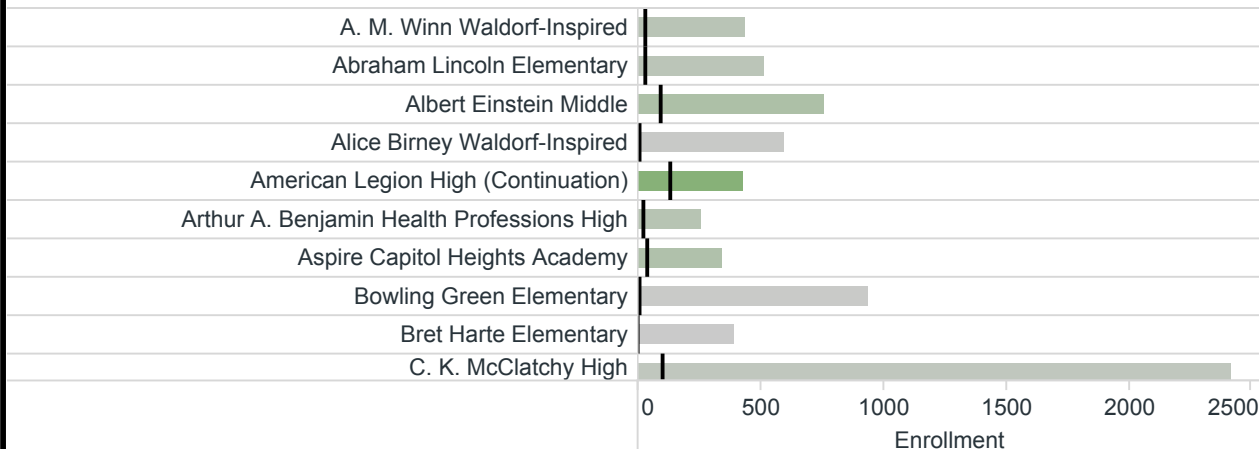
SUSPENSIONS BY RACE/ETHNICITY



SUSPENSIONS BY SUBGROUP



School Suspension Rate

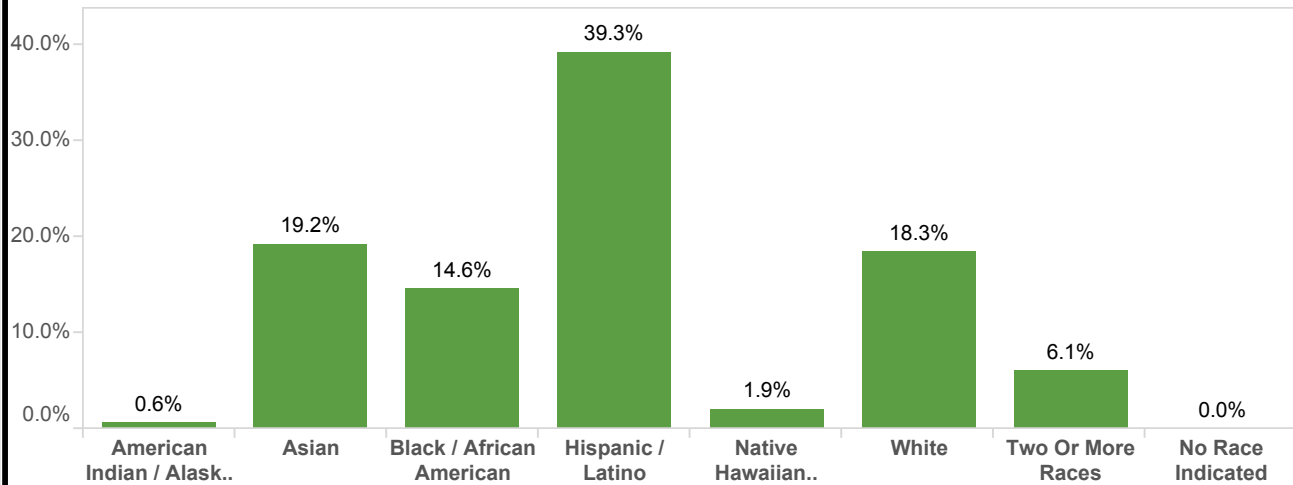


Enrollment and Demographics 2015-16

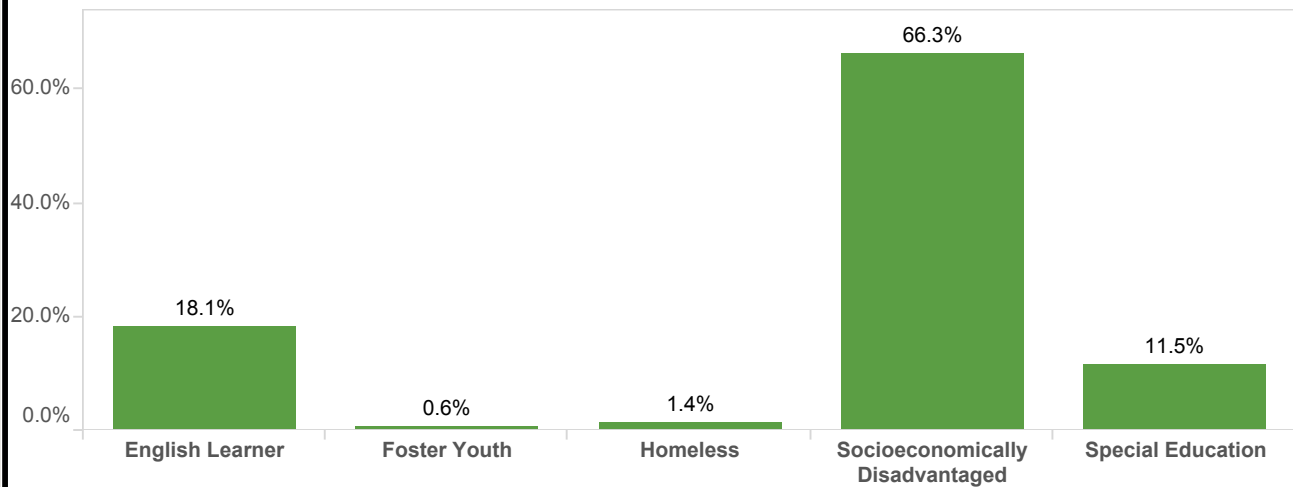


Enrollment as of 10/7/2015: 42864

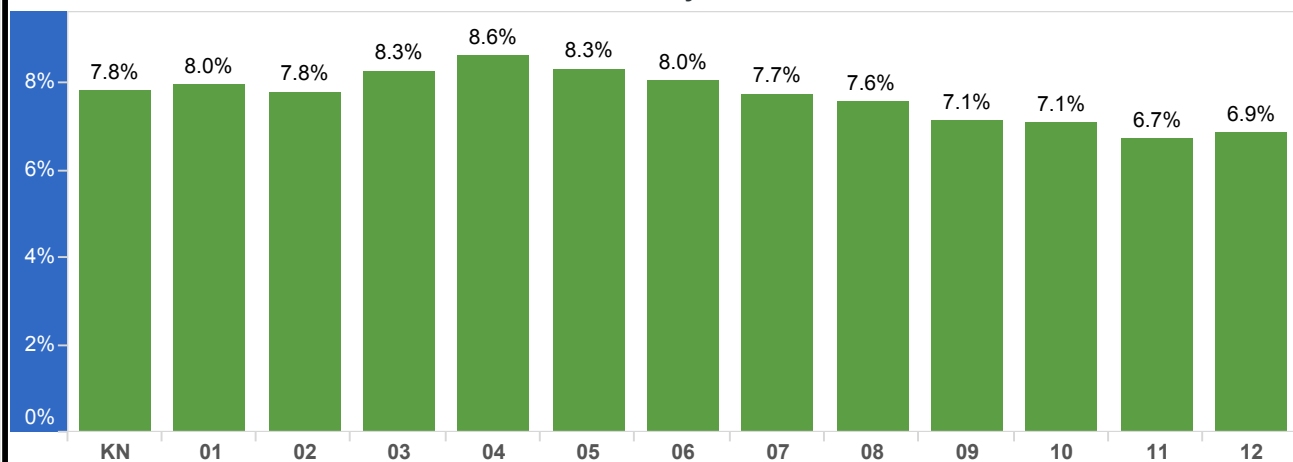
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade



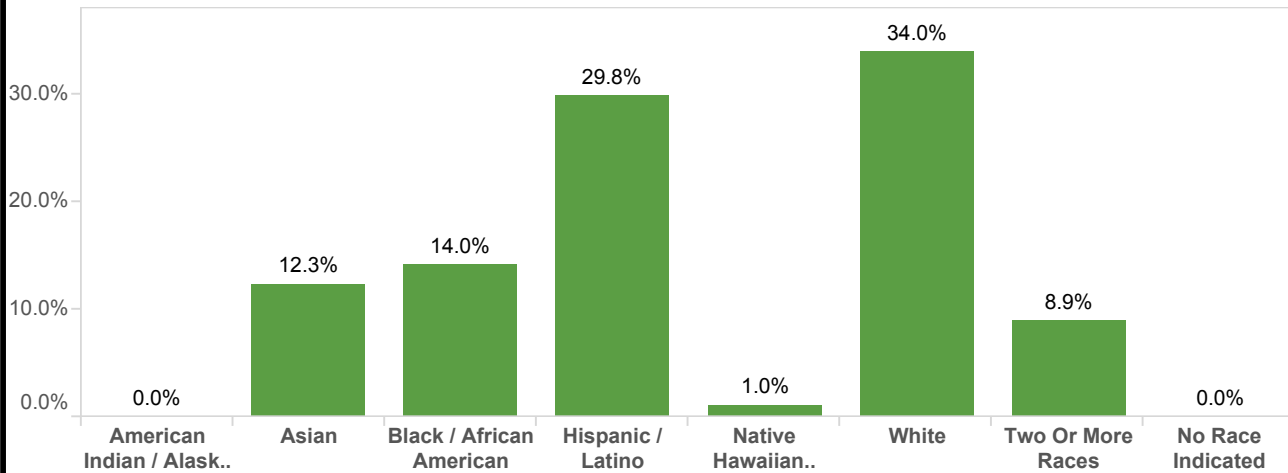
Enrollment and Demographics 2015-16



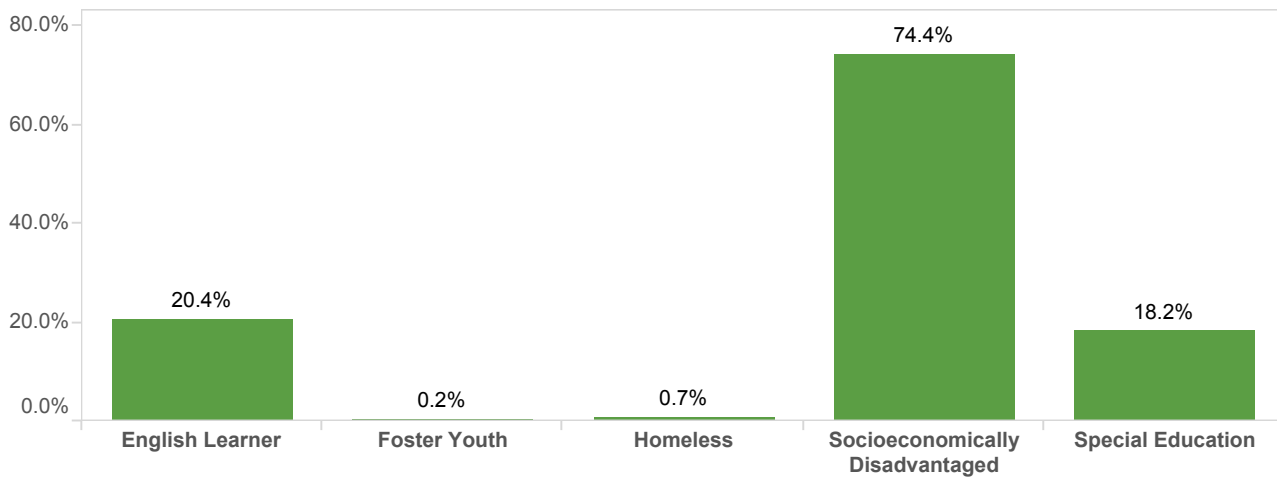
Enrollment as of 10/7/2015: 406

School Name
James Marshall

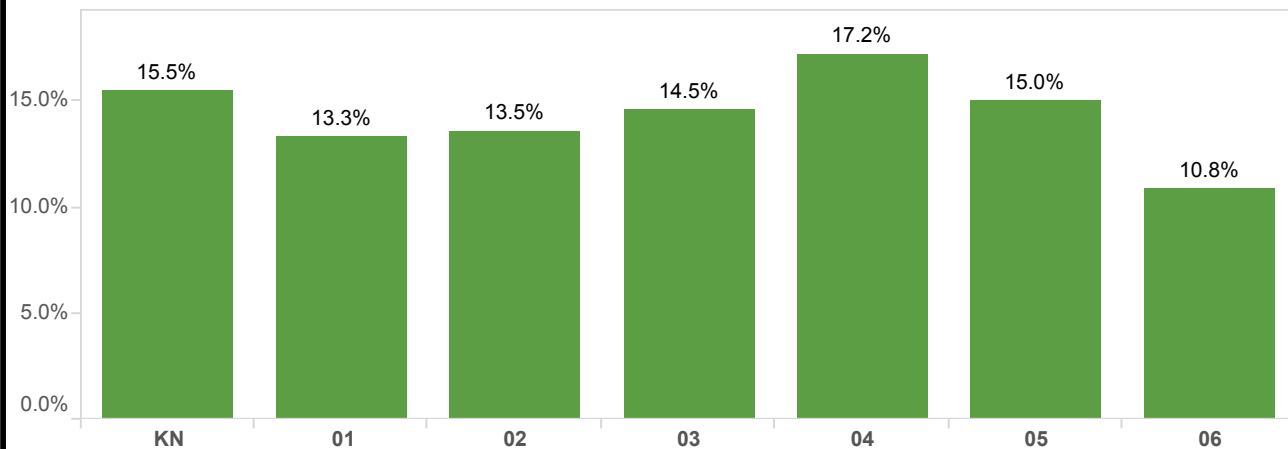
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade

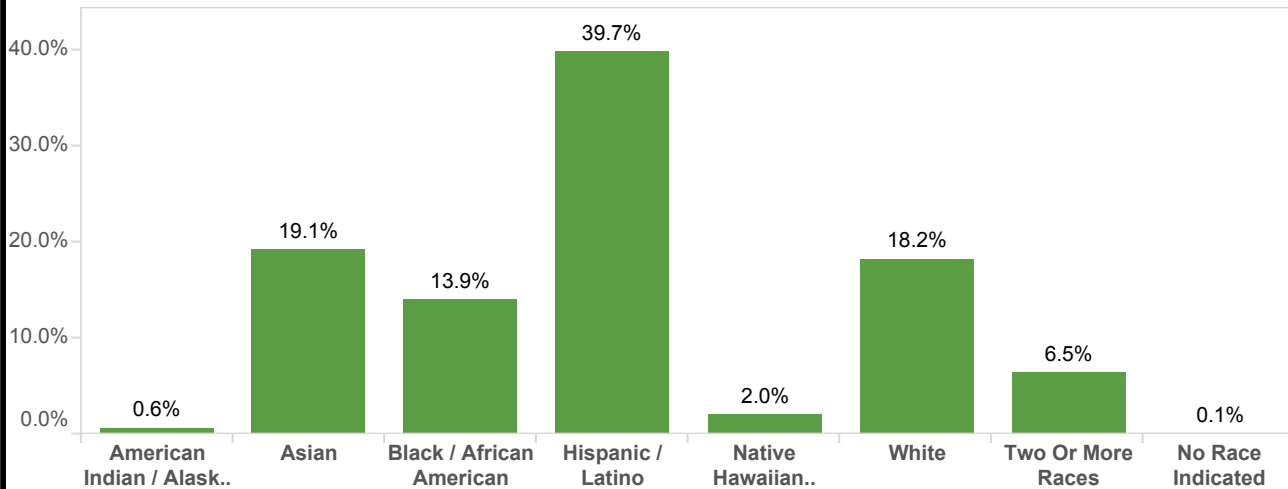


Enrollment and Demographics 2016-17

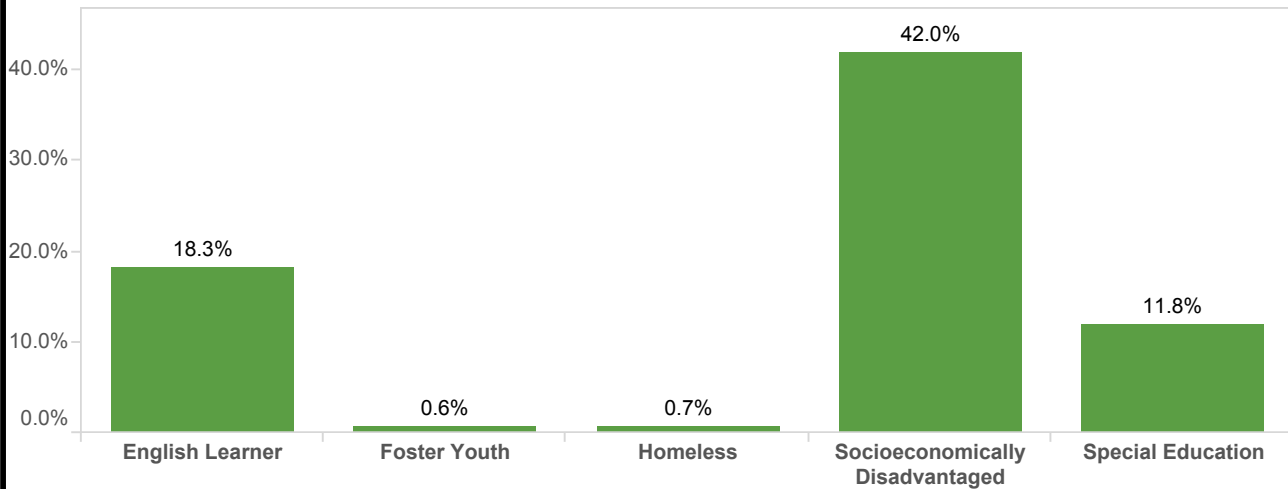


Enrollment as of 9/1/2016: 43082

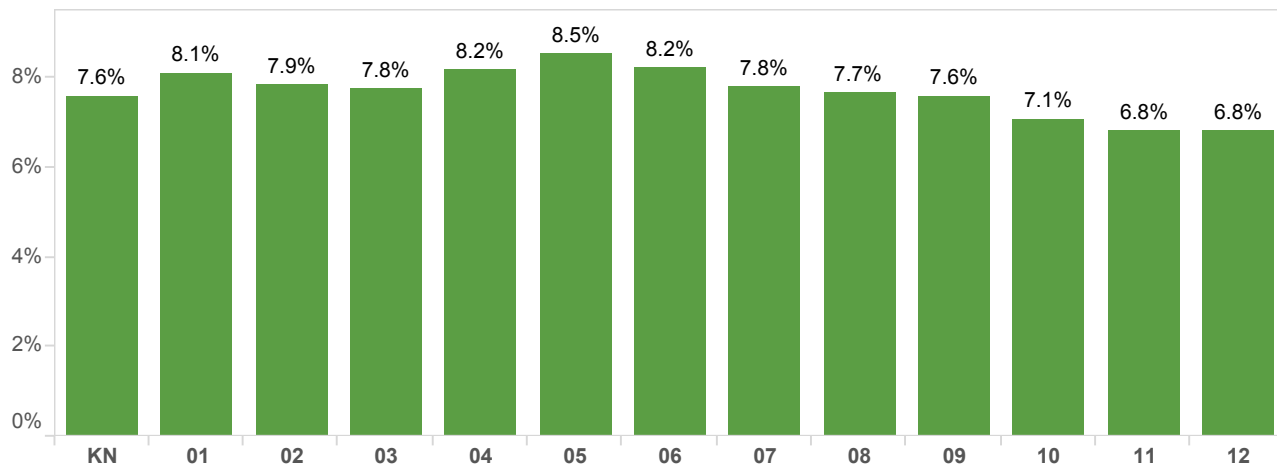
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade



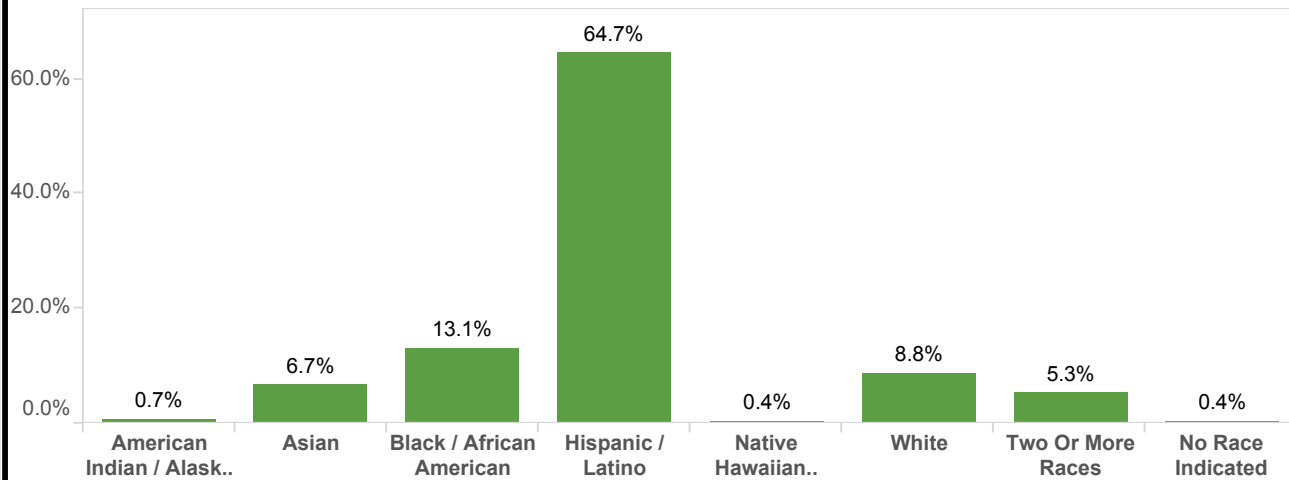
Enrollment and Demographics 2016-17



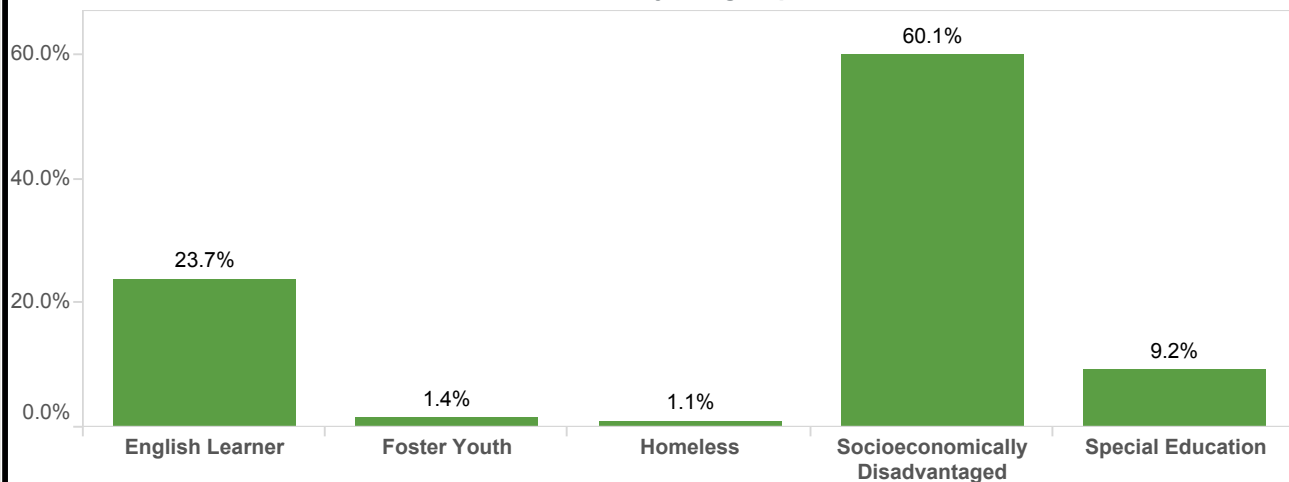
Enrollment as of 9/1/2016: 283

School Name
New Joseph Bonnheim

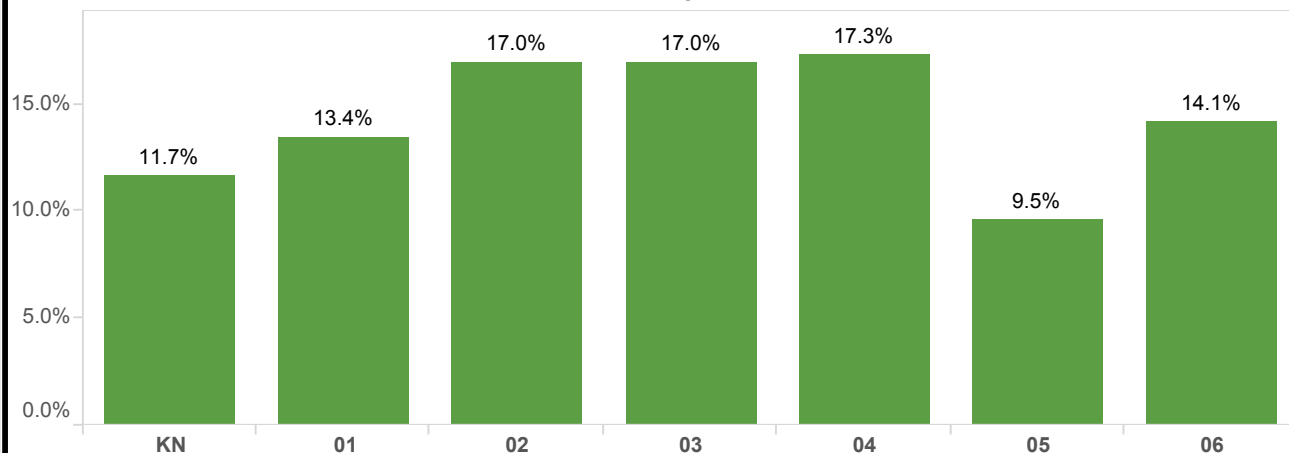
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade



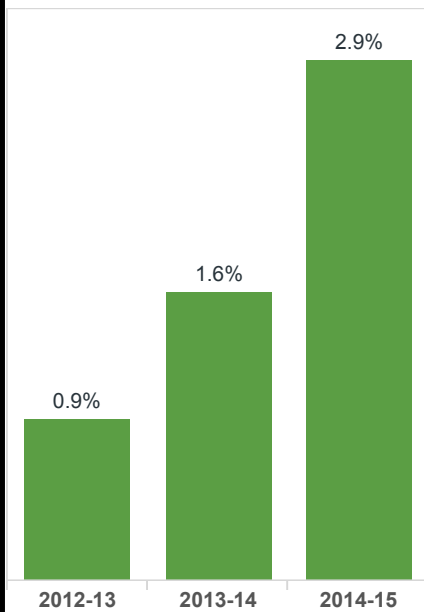
High School Dropout Rate

The drop out rate reflects the percentage of students who started high school as freshmen but dropped out of school before graduating four years later.

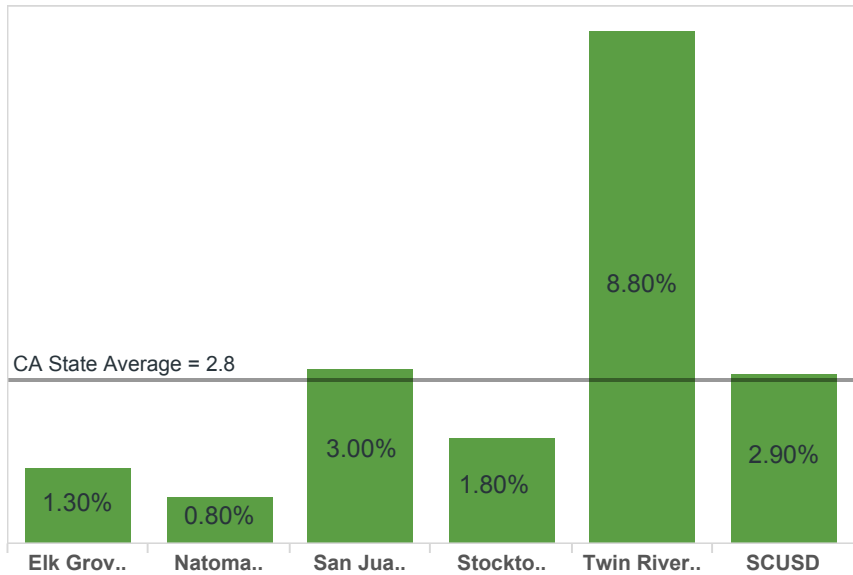


LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

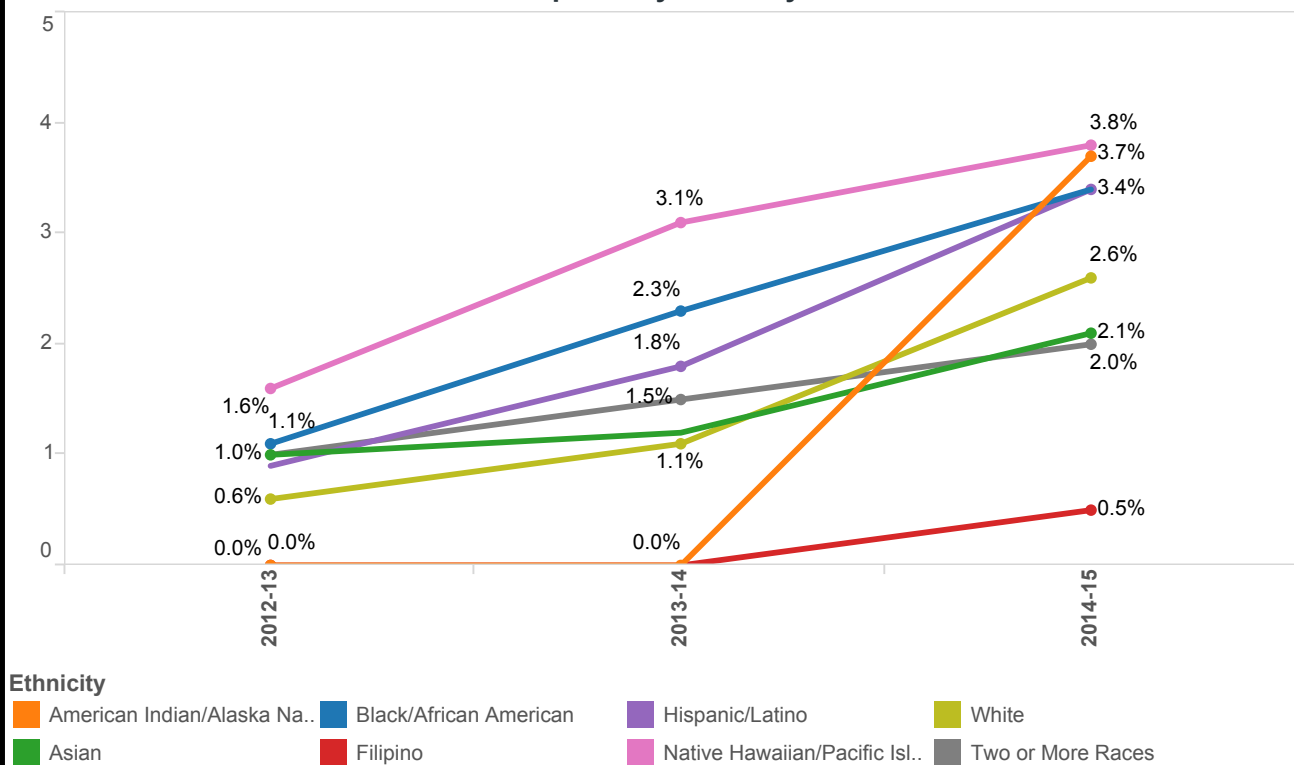
Dropout Rate



How do we compare regionally? 2014-15 Dropout Rates



Dropouts by Ethnicity



High School Dropout Rate

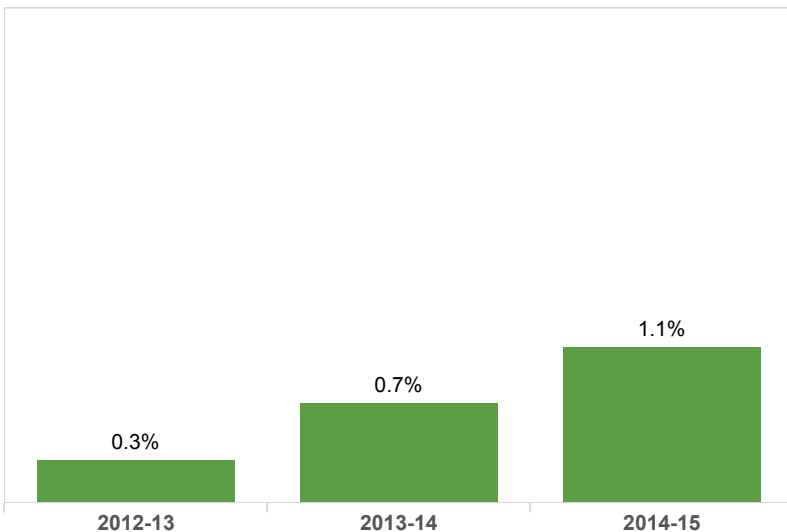
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LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

School Name

- ☐ Arthur A. Benjamin Health Professions High
- ☐ C. K. McClatchy High
- ☐ George Washington Carver School of Arts..
- ☐ Hiram W. Johnson High
- ☐ John F. Kennedy High
- ☐ Luther Burbank High
- ☒ New Technology High
- ☐ Rosemont High
- ☐ School of Engineering & Sciences
- ☐ The MET
- ☐ West Campus



Early Assessment Program 2014-15 (EAP)

The California State University system's Early Assessment Program helps determine whether high school juniors are ready for college-level coursework. EAP status is calculated by analyzing the results of the state's grade 11 online assessments in mathematics and English Language Arts.



LCAP Measure:
College, Career
and Life Ready
Graduates

Ethnicity
Asian

School
District

English Language Arts/Literacy

11th Grade

20%

25%

34%

22%

0%

25%

50%

75%

100%

Standard Not Met Standard Nearly Met Standard Met Standard Exceeded

Mathematics

11th Grade

35%

27%

22%

17%

0%

25%

50%

75%

100%

Early Assessment Program 2014-15 (EAP)

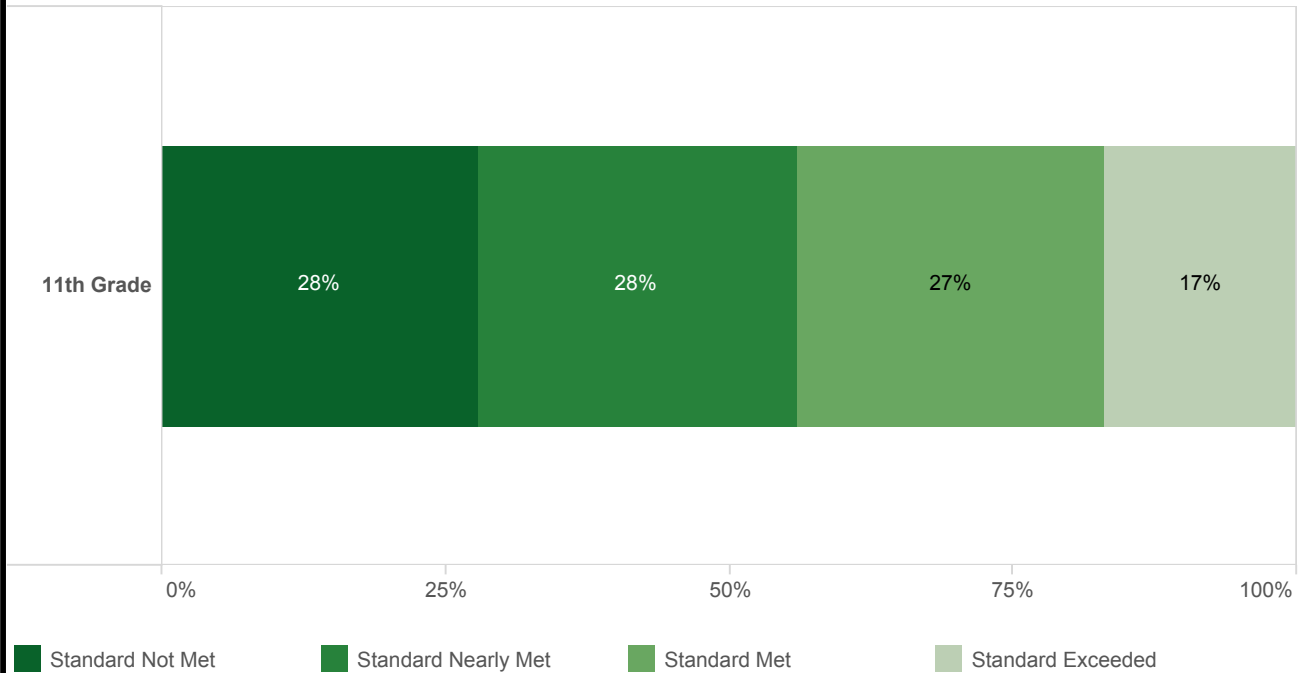
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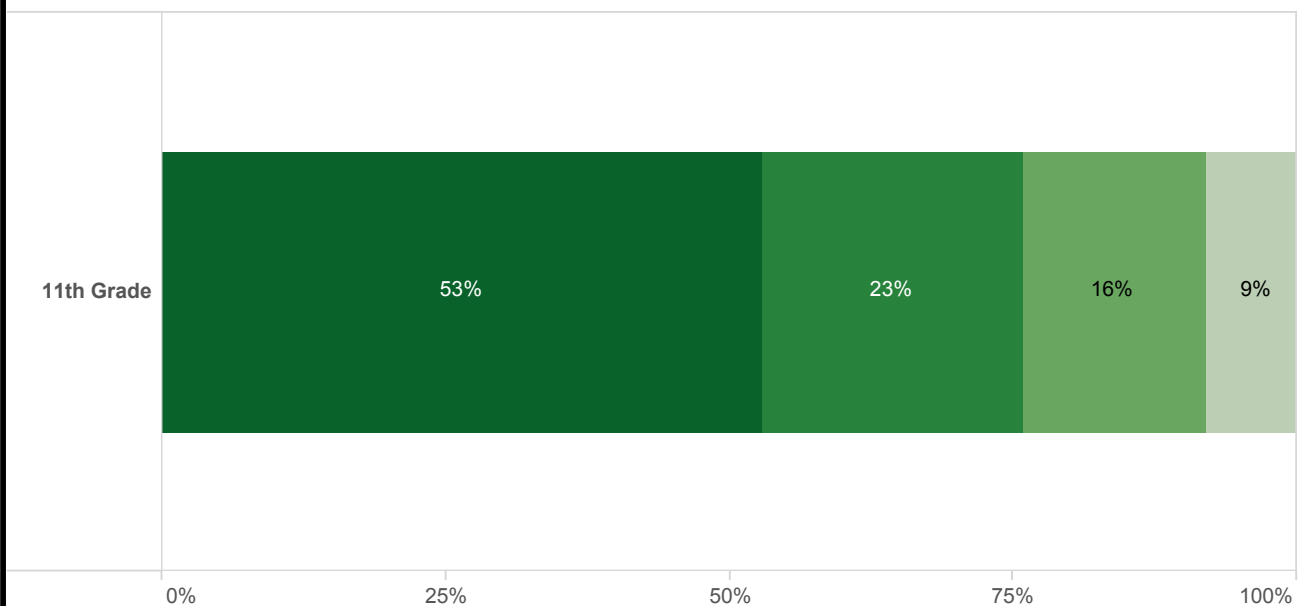
LCAP Measure:
College, Career
and Life Ready
Graduates

School
District

English Language Arts/Literacy



Mathematics



Early Assessment Program 2014-15 (EAP)

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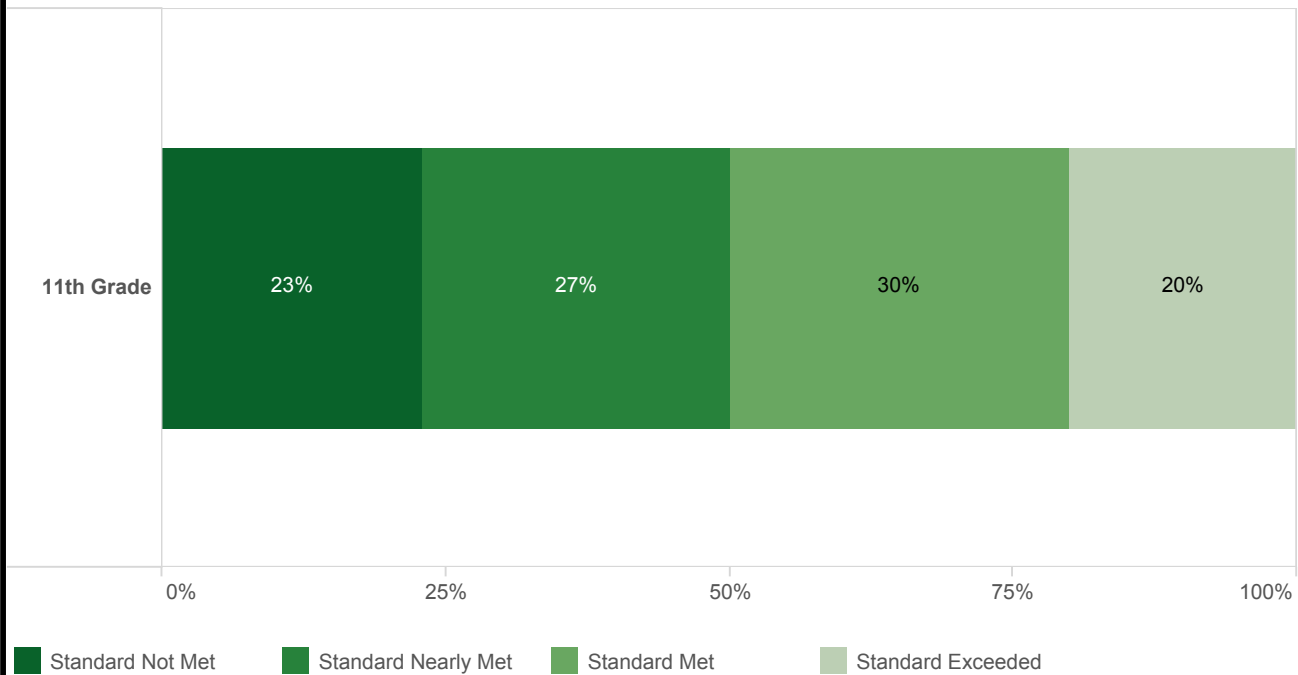


LCAP Measure:
College, Career
and Life Ready
Graduates

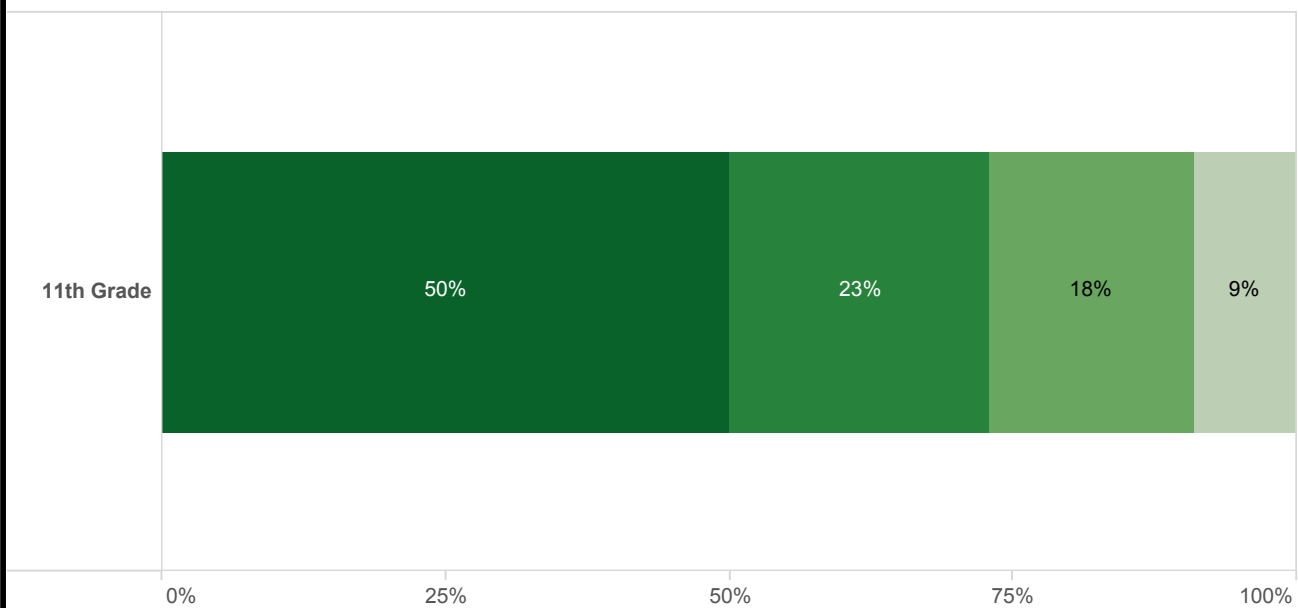
Subgroup
Females

School
District

English Language Arts/Literacy



Mathematics



Graduation Rate

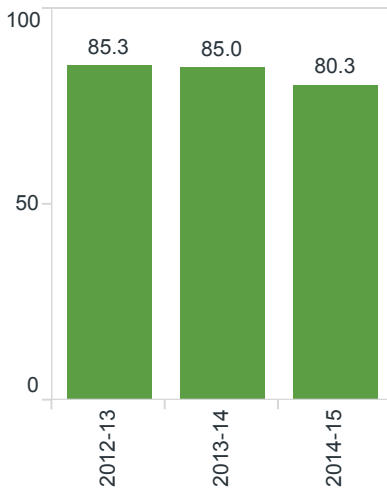
The four-year cohort graduation rate reflects the percentage of students who started high school as freshmen and graduated four years later.



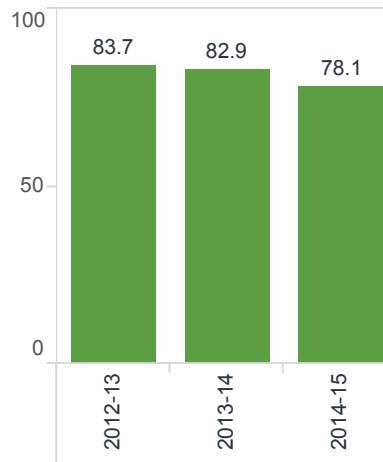
LCAP Measure:
College, Career
and Life Ready
Graduates

Subgroup Socioeconomically D..

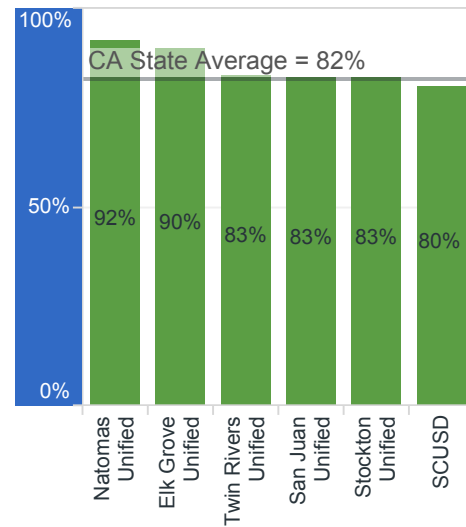
Graduation Rate By Year



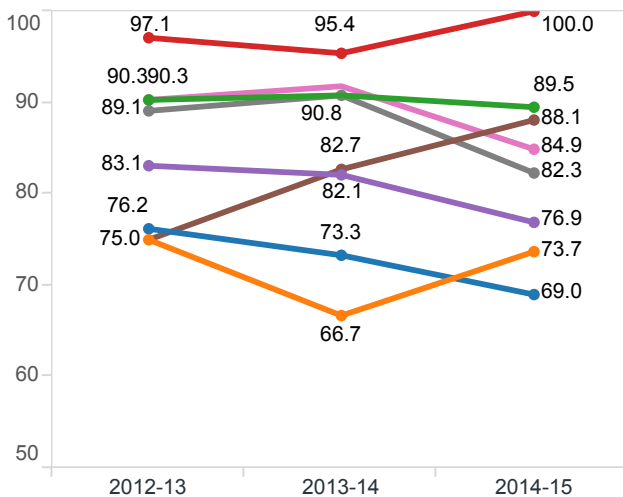
Graduation Rate By Subgroup
Socioeconomically Disadvantaged



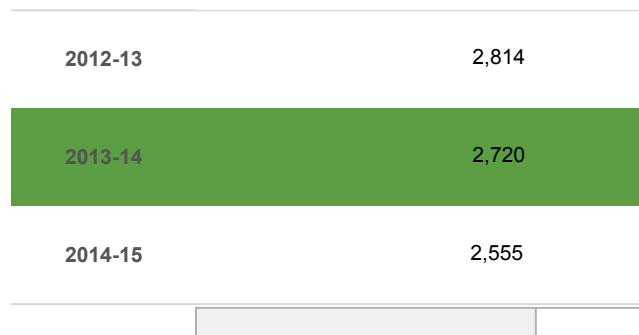
How do we compare regionally?
2014-15 Graduation Rates



Graduation Rates By Ethnicity



Number of Graduates by Year



- American Indian/Alaska Native
- Asian
- Black/African American
- Filipino
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Two or More Races

Graduation Rate

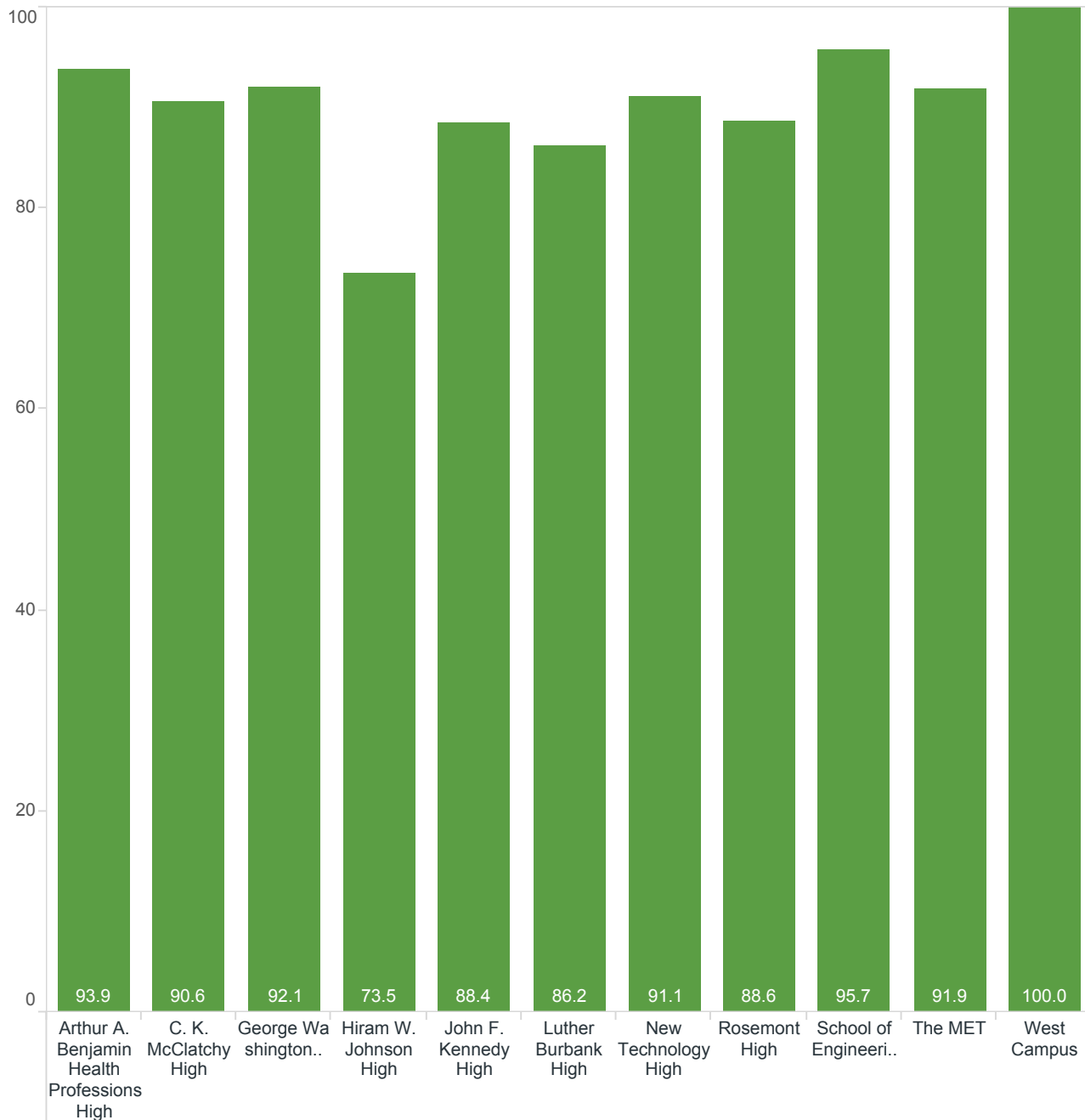


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LCAP Measure:
College, Career
and Life Ready
Graduates

Year
2014-15



State Standardized Assessment 2014-15 (CAASPP)

Each spring, students in grades 3-8 and 11 participate in online, interactive tests in mathematics and English Language Arts (ELA) as part of the California Assessment of Student Performance and Progress program. Aligned with the Common Core State Standards -- learning goals for students at every grade level -- the tests require students to analyze information, use technology, solve challenging problems and write explanations.

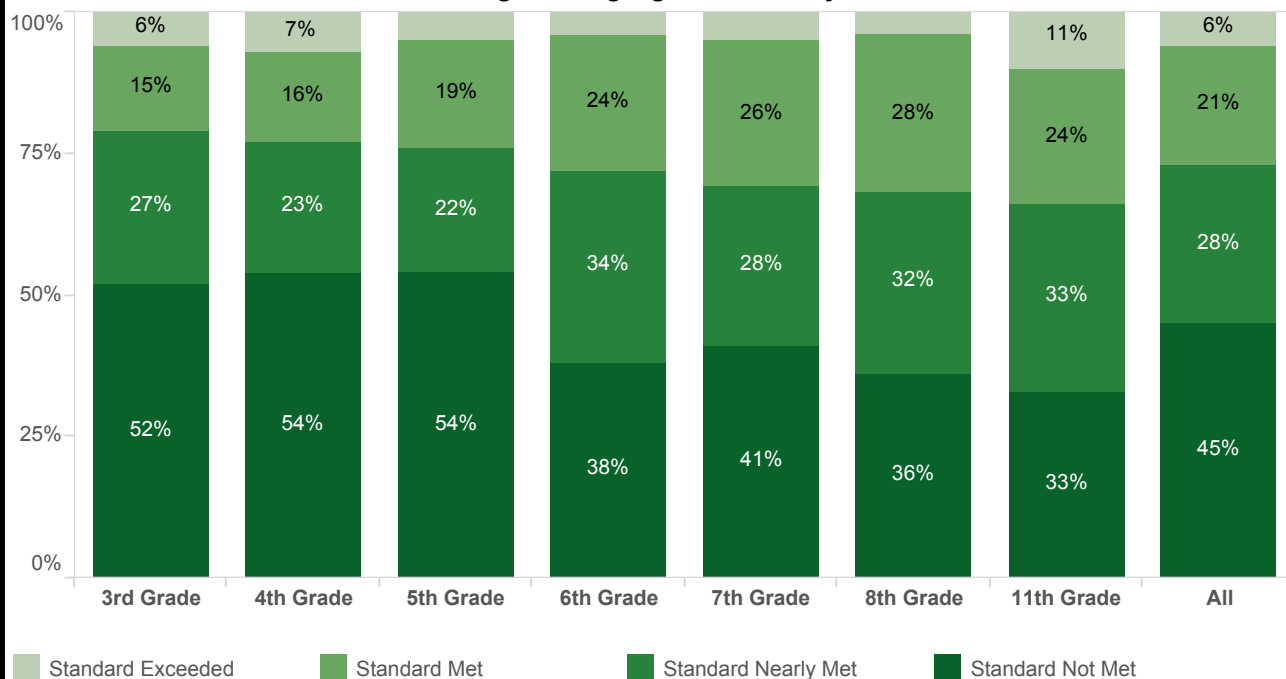


LCAP Measure:
College, Career
and Life Ready
Graduates

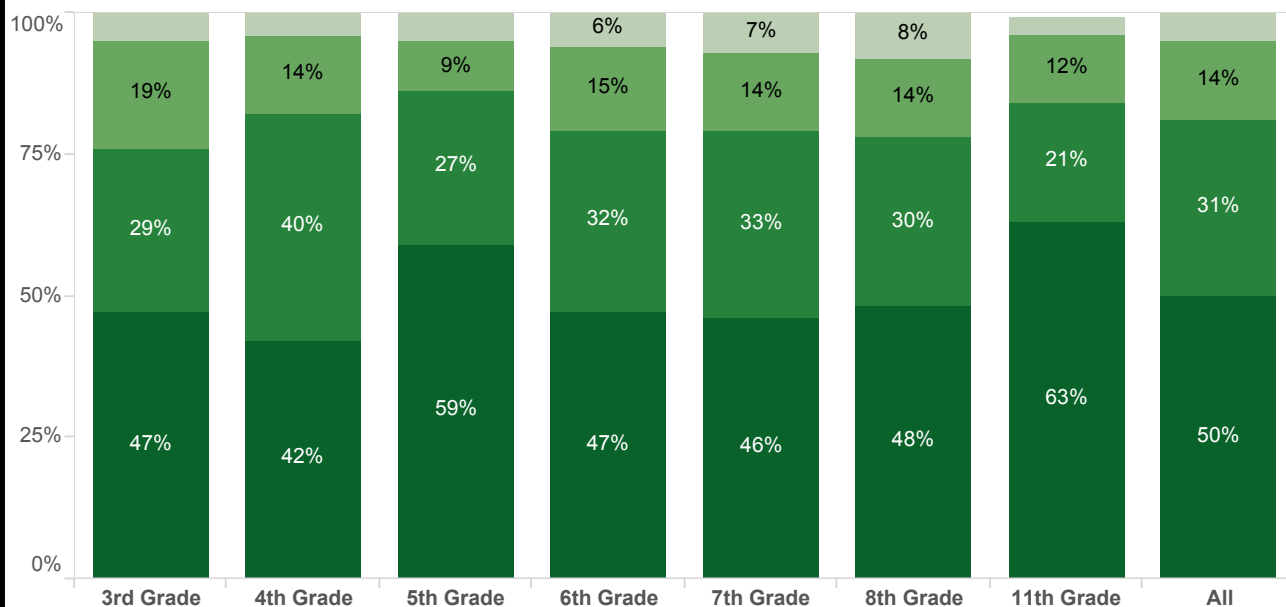
Ethnicity
Hispanic or Latino

School
District

English Language Arts/Literacy



Mathematics



State Standardized Assessment 2014-15 (CAASPP)

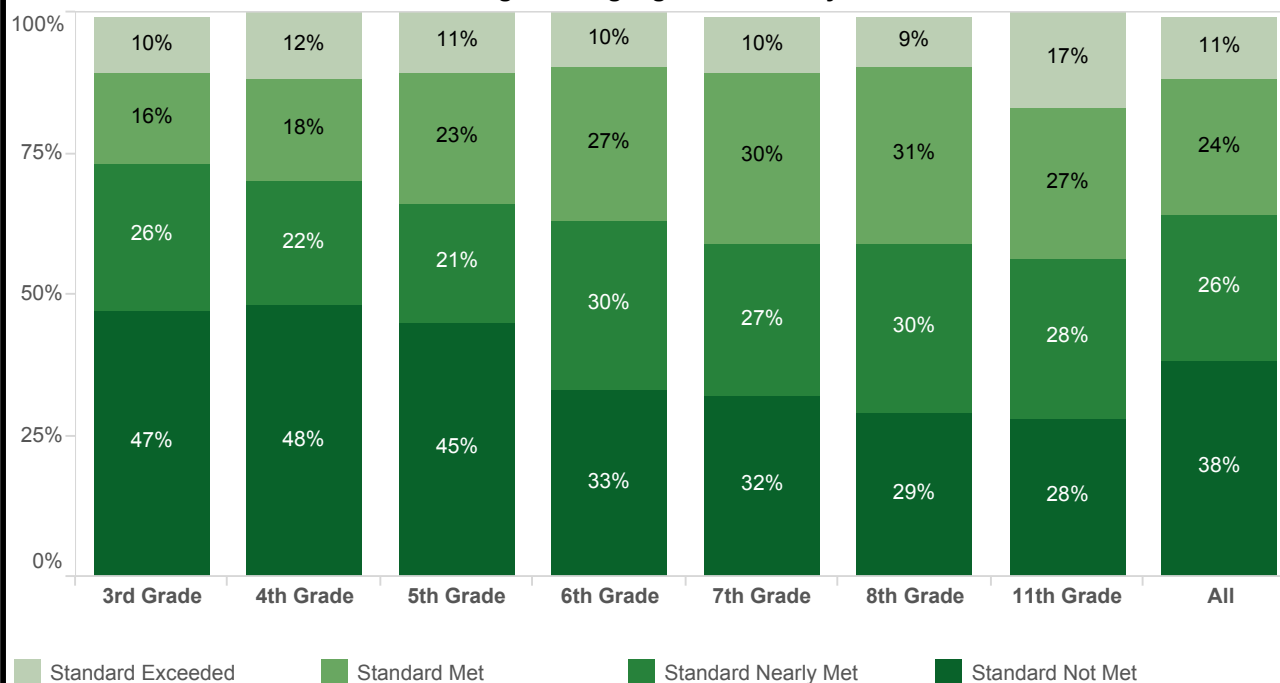
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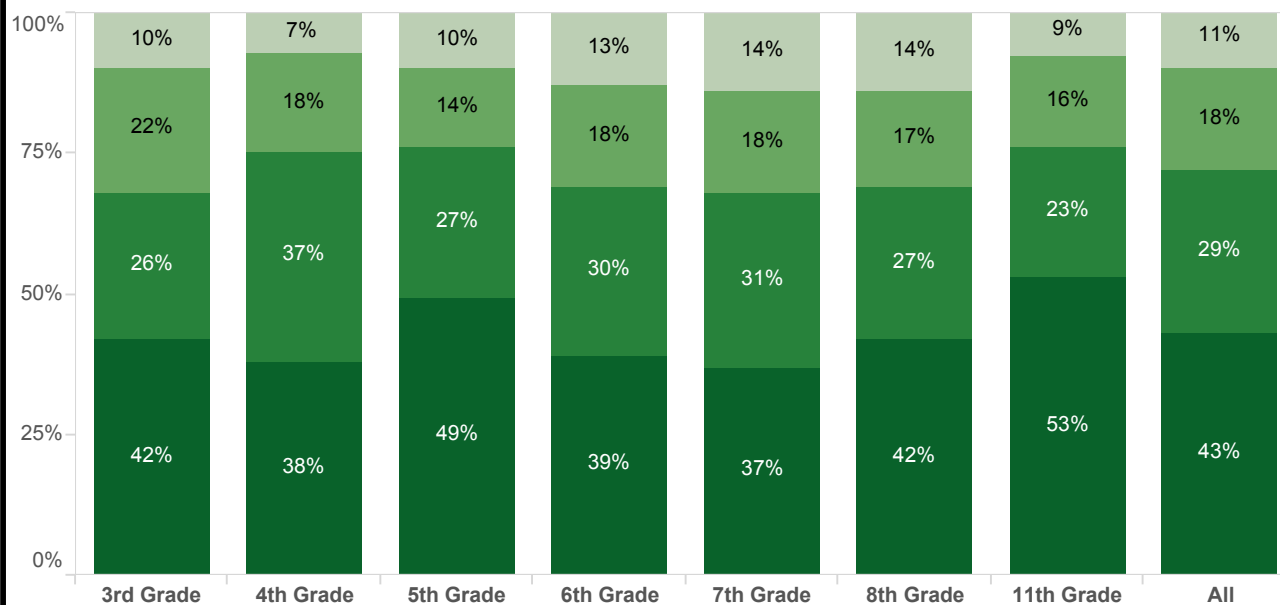
LCAP Measure:
College, Career
and Life Ready
Graduates

School
District

English Language Arts/Literacy



Mathematics



State Standardized Assessment 2014-15 (CAASPP)

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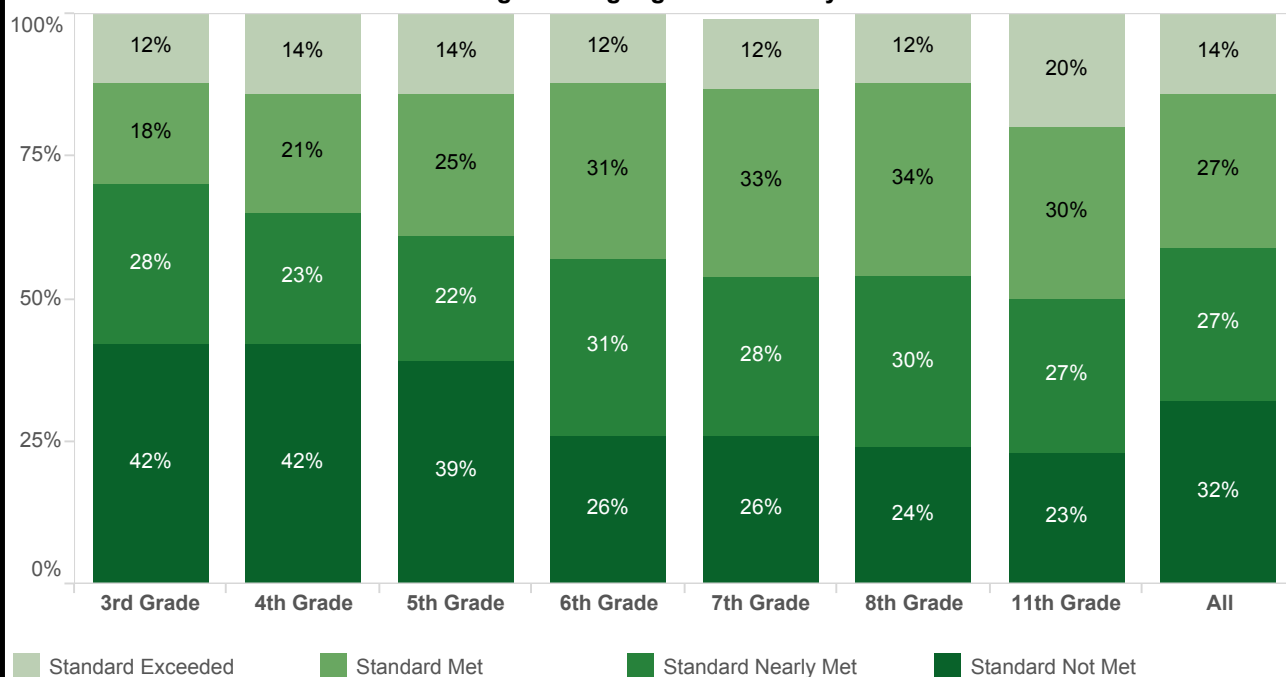


LCAP Measure:
College, Career
and Life Ready
Graduates

Subgroup
Females

School
District

English Language Arts/Literacy



Mathematics

