



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: January 18, 2018

Subject: Sacramento City Unified School District's (SCUSD) Improvement and Accountability Indicators: The Integration of the California School Dashboard and the SCUSD Performance and Targeted Action Index

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

Division: Office of the Superintendent; Continuous Improvement and Accountability Office and Academic Office

Recommendation: Receive information about the reporting provided in the Fall 2017 California School Dashboard and the district's internal dashboard, the Performance and Targeted Action Index.

Background/Rationale: The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. The Dashboard's ratings are a helpful first step in shining a light on disparities among student groups. The district's internal dashboard will track the same – and more – student data and performance indicators in real time.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. California School Dashboard Equity Report
3. California School Dashboard Status and Change Report
4. California School Dashboard Detailed Report
5. California School Dashboard Student Group Report

Estimated Time of Presentation: 15 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer

Iris Taylor, Chief Academic Officer

Cathy Morrison, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

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I. OVERVIEW / HISTORY

The State of California's new accountability system includes multiple measures, and addresses each of the eight state priorities outlined in the Local Control and Accountability Plan (LCAP). The multiple-measure state accountability system was officially released December 7, 2017, under the name California School Dashboard (Dashboard). Following this official launch, the Dashboard will be updated and released annually every fall. The Dashboard is the state's tool to identify areas of need in order to provide support for schools and districts in the new system of continuous improvement.

One of the limitations of the California School Dashboard is that the data is based on prior years' results. The district has developed an internal dashboard, the Performance and Targeted Action Index (PTAI), that will track student data and performance indicators in real time, allowing earlier interventions that are targeted to help the district's students reach their goals.

II. DRIVING GOVERNANCE

Statute (Education Code §52064.5) requires the adoption of evaluation rubrics for the following purposes:

- a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
- b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The evaluation rubrics (now known as the California School Dashboard) shall reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. State indicators are those for which the state already collects data; local indicators are those for which Local Education Agencies (LEA) self-assess and self-report.

The Dashboard plays a key role in California's school accountability system of continuous improvement. Based on the review of student group performance, Sacramento City Unified School District (SCUSD) meets the state's criteria for differentiated technical assistance. Under

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the Local Control Funding Formula (LCFF), County Offices of Education, the California Collaborative for Educational Excellence (CCEE), and the California Department of Education have specific responsibilities for providing assistance and support to districts.

III. BUDGET

The implementation of the California School Dashboard presents no impact to the district budget. The development of the Performance and Targeted Action Index is funded by the Data System Process & Protocols Grant awarded by the College Futures Foundation, approved by the Board on June 22, 2017, and is being produced in partnership with the University of California, Merced.

IV. GOALS, OBJECTIVES, AND MEASURES

The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. Every Local Education Agency in California (except alternative schools) is represented by a Dashboard.

The following measures are included in the Dashboard:

State Indicators	Local Indicators
<ul style="list-style-type: none">• Chronic Absenteeism• Suspension Rate• English Learner Progress Indicator• Graduation Rate• Academic Indicator (ELA/Math)• College-Career Indicator	<ul style="list-style-type: none">• Basic Services• Implementation of State Standards• Parent Involvement• School Climate

The Performance and Targeted Action Index includes sub-elements that align to the California School Dashboard, and other sub-elements that reflect interim steps for ensuring that students make progress, and stay on track.

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Data Sources and Methodology used for State Indicators

The official release of the California School Dashboard includes the most recent data available that is collected by the state. The data for status and change varies by indicator as shown below. Full information about the calculation of each indicator is included in the technical manual found at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf>.

Indicator	Status Year(s)	Change Year(s)
Chronic Absenteeism	2016-17 chronic absence rate (status reported in DataQuest)	Not applicable yet
Suspension	2016-17 suspension rate	2015-16 suspension rate
English Learner Progress	2016-17 CELDT and LTEL and 2015-16 reclassification	2015-16 CELDT and LTEL and 2014-15 reclassification
Graduation Rate	Class of 2016 four year cohort rate	Average of the previous three years' cohort rate
College/Career	Class of 2016 graduates (status only reported)	Not applicable yet
Academic Indicator	2016-17 CAASPP English Language Arts and Math Grades 3 - 8	2015-16 CAASPP English Language Arts and Math grades 3 - 8

Chronic Absenteeism:

The state has collected data for the 2016-17 year, which serves as the Status for districts and schools. The Change calculation and color performance rating will be included in the Fall 2018 Dashboard. On the Fall 2017 Dashboard, this indicator is linked to the California Department of Education DataQuest site, which allows users to view chronic absenteeism rates by district, school, segment and more.

Suspension Rate:

For this indicator, Status is the percent of students who were suspended in the current school year. The suspension rate is calculated by dividing the number of students suspended by the cumulative enrollment multiplied by 100. Change is the previous year rate subtracted from the current year rate.

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English Learner Progress Indicator:

The calculation for this indicator was modified for the Fall 2017 Dashboard. It is a composite indicator using English Learner student progress towards English proficiency on the annual California English Learner Development Test (CELDT) and also weights the English Learner students who were reclassified as fluent. Status is comprised of: Annual CELDT test takers who increase at least one level; CELDT test takers who maintain proficiency in the Early Advanced/Advanced levels; English Learner students who were reclassified in the prior year and Long-Term English Learners who increased at least one level on the CELDT, divided by the total number of CELDT takers in the current year plus the number of English Learners who were reclassified in the prior year.

In the next year, this indicator will be modified by the state to incorporate the new test for English Learner proficiency, the ELPAC, as the CELDT is phased out.

Graduation Rate:

The Graduation Rate indicator is based on four-year cohort graduation rates. Status for the Class of 2016 graduation rate is the number of students who earn a high school diploma, divided by the total number of students who entered grade 9 in the 2012-13 school year. Change is determined by subtracting a three year weighted average from the current year status, which is unique to this indicator. Because the Graduation Rate indicator does not include alternative schools, the district's graduation rate as reported by the California School Dashboard does not match what is reported on the California Department of Education's DataQuest site.

College/Career Indicator:

Fall 2017 is the first year of reporting for the College/Career Indicator (CCI). Status is determined by a student's placement on one of three levels: Prepared, Approaching Prepared, and Not Prepared. High school graduates are Prepared when they meet at least one of these measures in addition to receiving a diploma:

- Score of Level 3 or higher on both English Language Arts and Mathematics Smarter Balanced assessments in 11th grade
- Score of 3 or higher on two Advanced Placement exams
- Score of 4 or higher on two International Baccalaureate exams
- Completion of two semesters (or three quarters) of college course work with a grade of C- or better

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- Completion of the University of California and California State University a-g requirements
- Completion of a Career Technical Education (CTE) Pathway with a grade of C- or better in the capstone class, plus additional criteria (Level 3 on the SBAC, college coursework, Advanced Placement exam support)

As this is the first year, there is no Change calculation or color performance rating for the CCI. The state has indicated that this model is still under development. There are future changes anticipated, such as the incorporation of new measures, particularly for career.

Academic Indicator (English Language Arts and Mathematics)

The academic indicator uses the California Assessment of Student Performance and Progress (CAASPP) scale scores for grades 3 through 8. The methodology for Status averages the distance from Level 3 (also known as "Met") to produce a school-level, district-level, or student group level score. Change is the previous year rate subtracted from the current year rate.

Technical Assistance and Continuous Improvement

California's new accountability and continuous improvement system is based on a three-tiered framework, with the first tier made up of resources and assistance available to all local education agencies. Differentiated assistance is the second tier of assistance that is required by statute to provide to districts that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a period of time.

Based on a review of the district's student group performance on Dashboard indicators, SCUSD has been identified as meeting the criteria for Level 2 differentiated technical assistance based on the **red** performance rating of these student groups in these State Priorities/indicators:

Student Group	English/Language Arts and Math	Graduation Rate	Suspension Rate
Foster Youth	X	X	X
Students with Disabilities	X	X	X
African-American students	X		X
Homeless	X		X

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Differentiated technical assistance will follow this approach:

- The state will not dictate a specific set of interventions or establish top-down directives for improvement strategies.
- Sacramento County Office of Education is required to offer assistance to identify underlying causes, possible solutions, resources or expertise.
- There is no requirement to create a new improvement plan. Instead, SCUSD will be expected to leverage the Local Control and Accountability Plan (LCAP) process to strengthen/change the LCAP through the annual update cycle.
- The assistance is not limited to the student groups and indicators that led to identification.

V. MAJOR INITIATIVES

The California School Dashboard builds on the foundations of LCFF, state priorities and implementation of new student academic standards and assessments. Use of the information provided by the Dashboard will increase district and school capacity and drive continuous improvement. Differentiated assistance will be tailored to locally identified needs, rather than imposed as a one-size-fits-all solution.

The Equity, Access and Social Justice principle that is the driving theory of action for SCUSD provides that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. The alignment of the state Dashboard with the district's improvement and accountability indicators ensures that these defining points are held true:

- Equity, Access and Social Justice requires displaying data in real-time in such a way that data triggers a moral call to action irrespective of parent advocacy or (in)ability to navigate our Sacramento City Unified system;
- Equity, Access, and Social Justice act as a "check and balance" to ensure that "downdrafting" practices, procedures, processes, and traditions are identified and researched to determine the purpose of their continued use; and
- Equity, Access, and Social Justice is about respecting the value of data and establishing a continuous improvement and accountability framework that is transparent and looks at data by student, by name, by need, and by *inequity and injustice!*

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VI. RESULTS

Sacramento City Unified embraces the use of data to identify and reduce academic, socio-emotional, and discipline disparities within our system. It is extremely concerning that many of our student groups are experiencing poorer outcomes, while encountering obstacles to success at higher rates, than others. The California School Dashboard provides a helpful first step by shining a light on different areas of disparities. The district acknowledges these findings and will work arduously toward identifying programmatic changes to better support our lowest-performing student groups in the district's Local Control and Accountability Plan (LCAP).

Recognizing that the California School Dashboard is based on prior year results and that students deserve that conditions be changed in the present to advance equity, access and social justice in our schools, the district's internal dashboard will track the same – and more - student data and performance indicators in real-time. This system will help us monitor and understand the conditions that are resulting in positive outcomes for some students; while identifying high risk and lower performing students earlier in the school year, allowing us to intervene and help these students overcome obstacles before it is too late.

Through active and systematic use of the California School Dashboard and the Performance and Targeted Action Index, we expect that our district will become an active learning organization that improves student outcomes.

VII. LESSONS LEARNED / NEXT STEPS

- District leadership will use the state indicators and local indicators contained in the Dashboard and the Performance and Targeted Action Index (PTAI) to understand areas of strength, need, and performance gaps to help inform the development of the district's LCAP and the Single Plan for Student Achievement (SPSA) at school sites.
- The PTAI will be used by school sites to identify students in need of support and intervention, and to inform the development of the SPSA.
- A series of Town Hall meetings will be scheduled in the spring to help parents, students and community members understand how these systems work together to support improved student outcomes.

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- A California School Dashboard hands-on workshop will be offered at the Serna Center on January 29, during the Parent Information Exchange meeting at 11:30 a.m., and again at 6:00 p.m.

California School Dashboard Equity Report

<https://caschooldashboard.org/#/Details/34674390000000/3/EquityReport>



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Equity Report




Sacramento City Unified - Sacramento County

List of all schools in this district

Enrollment: 41,085Socioeconomically Disadvantaged: 70.3%English Learners: 19.8%Foster Youth: 0.6%Dashboard Release:
Grade Span: K-AdultCharter School: NoFall 2017

Equity ReportStatus and Change ReportDetailed ReportStudent 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 indicator and how 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 indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		13	11
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		12	8
College/Career (9-12) <small>Select for one year of available data</small>	N/A	N/A	N/A
English Language Arts (3-8)		13	11
Mathematics (3-8)		13	10

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met



Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

California School Dashboard Status and Change Report

<https://caschooldashboard.org/#/Details/34674390000000/3/Status>



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Status and Change Report

Sacramento City Unified - Sacramento County

List of all schools in this district





Enrollment: 41,085 Socioeconomically Disadvantaged: 70.3% English Learners: 19.8% Foster Youth: 0.6%

Grade Span: K-Adult Charter School: No



Dashboard Release: Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

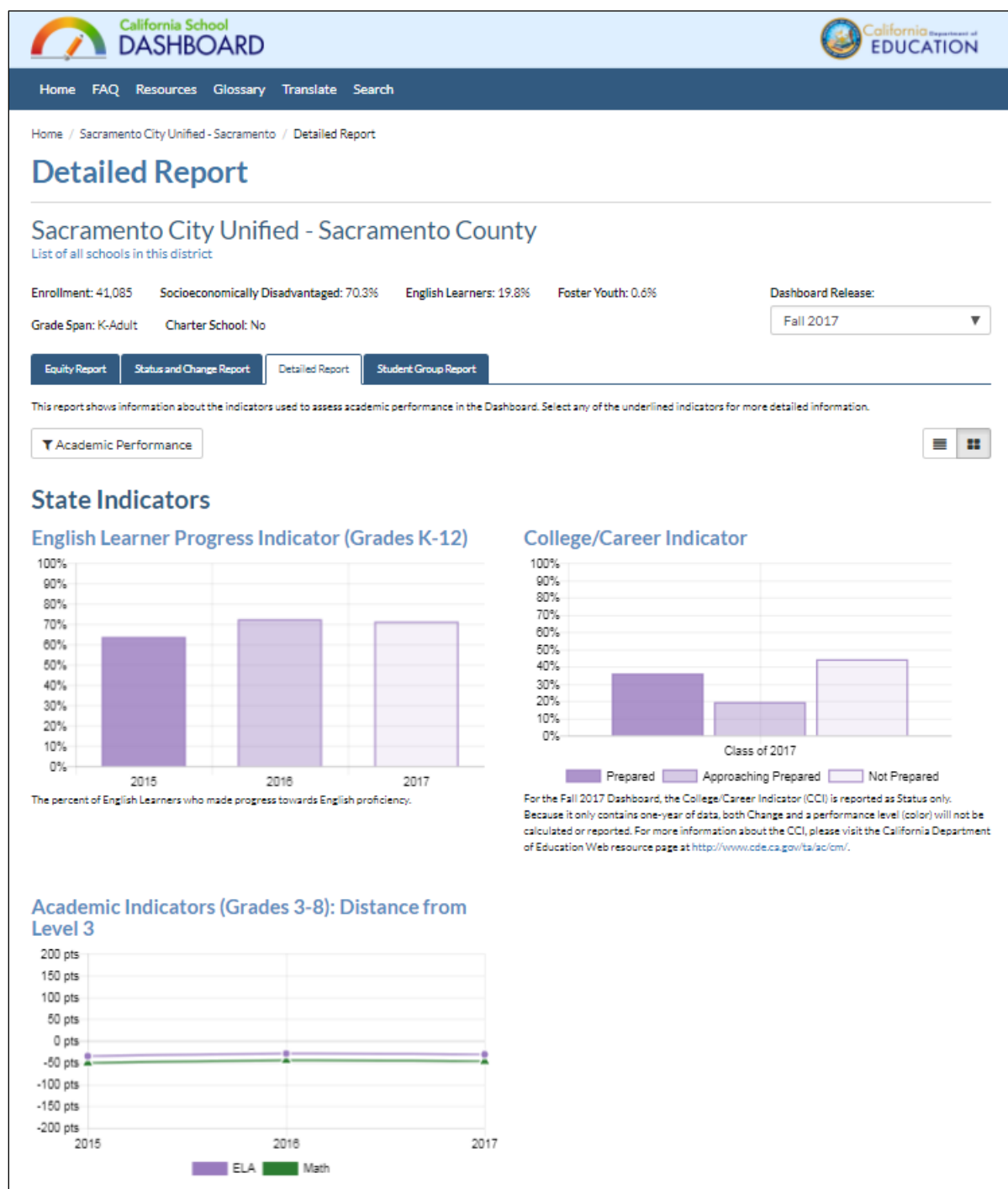
State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 6%	Increased +0.6%
English Learner Progress (1-12)		Medium 71.3%	Maintained -1.1%
Graduation Rate (9-12)		Medium 86.6%	Declined -1.8%
College/Career (9-12) Select for one year of available data	N/A	Medium 26.1%	N/A
English Language Arts (3-8)		Low 21.7 points below level 3	Declined -3.3 points
Mathematics (3-8)		Low 46.7 points below level 3	Maintained -1.2 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

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<https://caschooldashboard.org/#/Details/34674390000000/3/DetailedReport>



<https://caschooldashboard.org/#/Details/34674390000000/3/StudentGroupReport>

Student Group Report

Sacramento City Unified - Sacramento County

List of all schools in this district

Enrollment: 41,085

Socioeconomically Disadvantaged: 70.3%

English Learners: 19.8%

Foster Youth: 0.6%

Dashboard Release: Fall 2017

Grade Span: K-Adult

Charter School: No

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ^(*)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)														
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)								.						
English Language Arts (3-8)														
Mathematics (3-8)														

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.