

# THE CALIFORNIA DASHBOARD

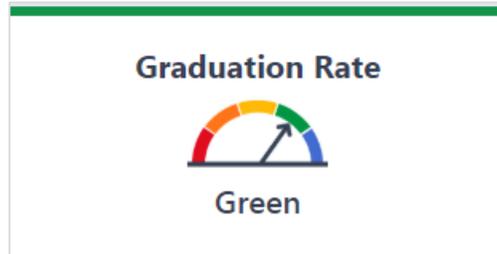
SESSION I:  
AN INTRODUCTION

# Objectives for this session:

Questions throughout the session please submit on the google form.

## OVERVIEW

### Overview of the State's Grading System for Schools



## STATE INTERVENTIONS

### Performance Interventions

- General Assistance
- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- Comprehensive Support and Improvement



## WHERE DO WE STAND?

How are we performing?



One TEST

One SCORE

Overall Student  
Performance



2013 API Ended

**GHC**

GRANADA  
HILLS  
CHARTER

College/Career



Yellow

Suspension Rate



Blue

Graduation Rate



Green

Mathematics



Green

English Language Arts



Green

# SCHOOL PERFORMANCE & THE CALIFORNIA DASHBOARD

THE STATE PRIORITIES



# THE PRIORITY GRADING SYSTEM

HOW ARE SCHOOLS BEING ASSESSED?

# The State's Priorities



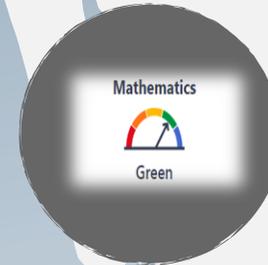
Graduation  
Rate -4 Year  
Cohort



College and  
Career



ELA



Math

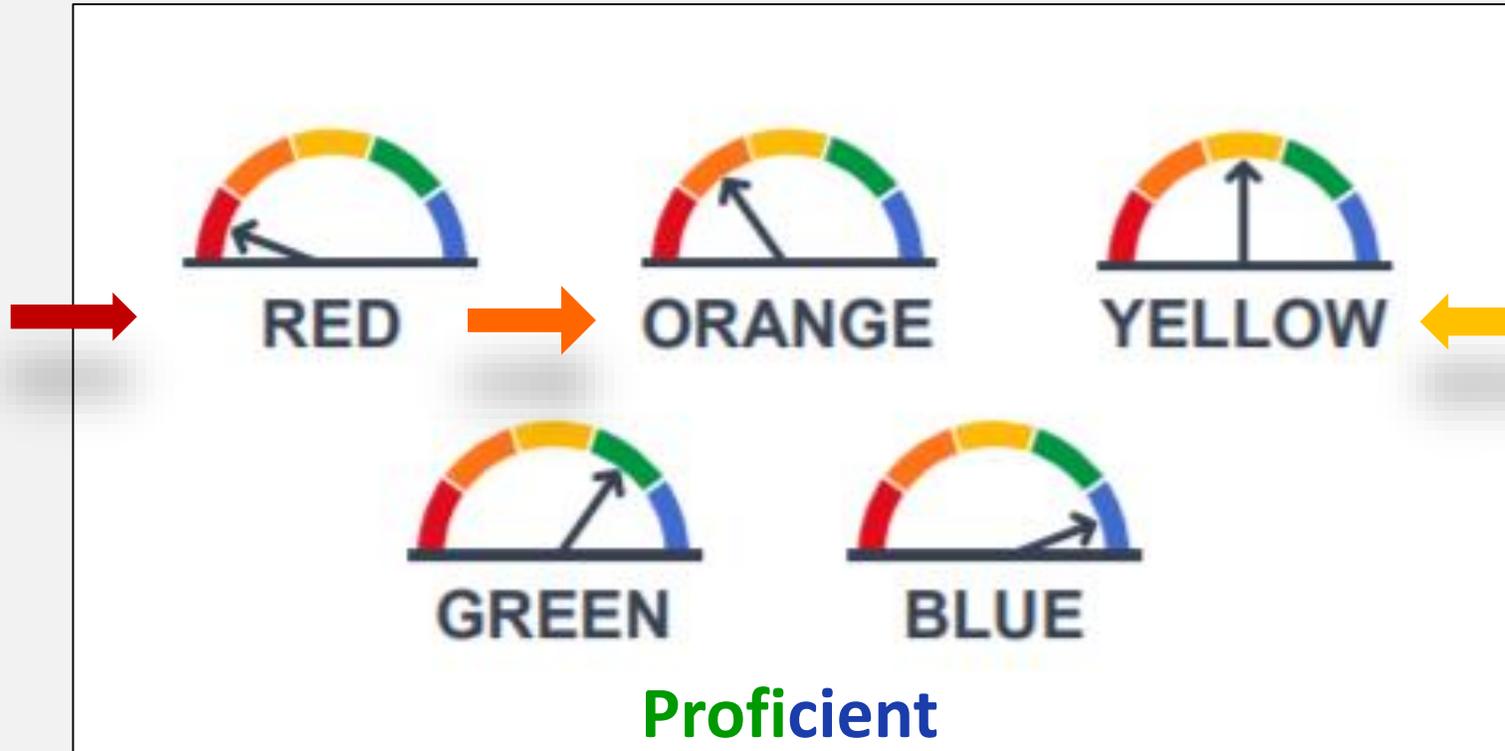


Suspension  
Rate

# THE COLORS ON THE DASHBOARD

## What do they mean?

Needs  
Intervention

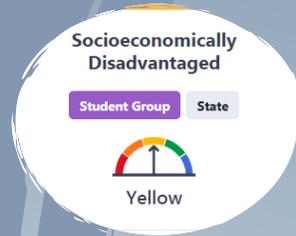


Needs  
Improvement

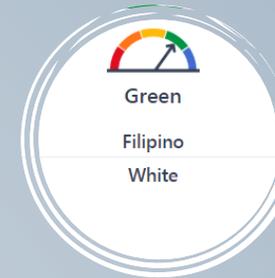
# FOCUS SUBGROUP PERFORMANCE



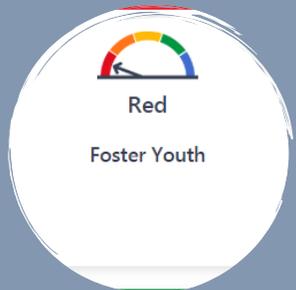
**ENGLISH  
LEARNERS**



**SOCIOECONOMICALLY  
DISADVANTAGED**



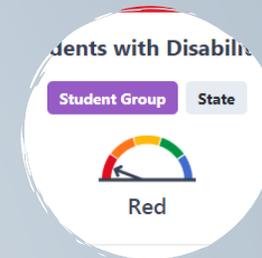
**ETHNICITY**



**FOSTER YOUTH**



**HOMELESS  
YOUTH**



**STUDENTS  
with  
DISABILITIES**

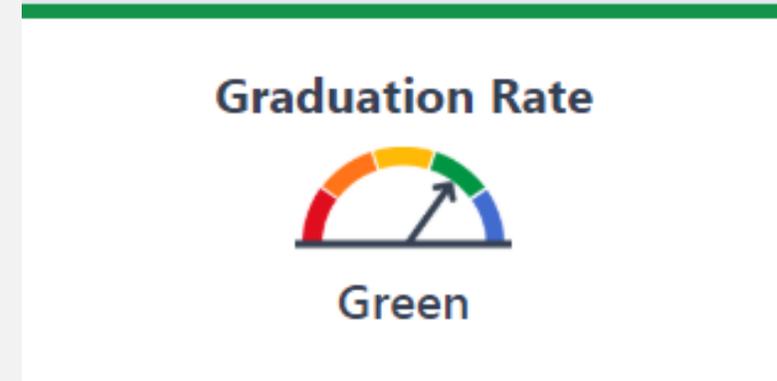


# GRADUATION RATE

# Graduation Rate

Students who graduate with a standard high school diploma – 4 Year Cohort

2017 Maintained 0.2%	2018 Maintained -0.1%	DASHBOARD OVERALL RATING
95.1 %	93.6%	



Overall Performance is Proficient

HOWEVER, the state focuses on subgroups:

**GHC struggling subgroups: English Learners, African American, Students with Disabilities**



# STUDENT ACHIEVEMENT

# Student Achievement

## ELA Student Performance

2017	2018	DASHBOARD OVERALL RATING
70 points above standard	63.1 points above standard Declined -7	



Overall Performance is Proficient

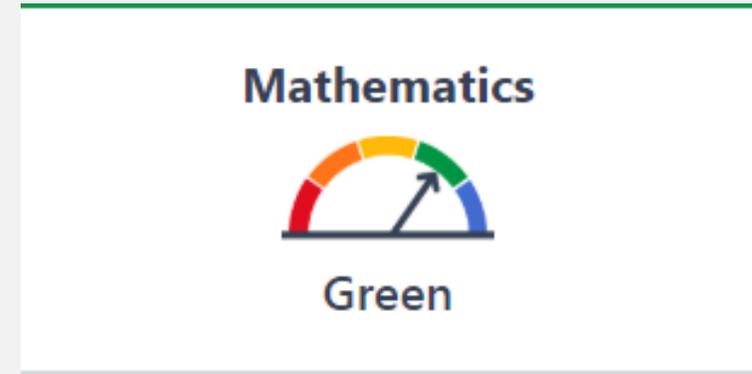
HOWEVER, the state focuses on subgroups:

**GHC struggling subgroups: English Learners, Students with Disabilities**

# Student Achievement

## Math Student Performance

2017	2018	DASHBOARD OVERALL RATING
5.4 Points above standard	7.2 Points above standard Maintained 1.8 points	



Overall Performance is Proficient

HOWEVER, the state focuses on subgroups:

**GHC struggling subgroups: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic**

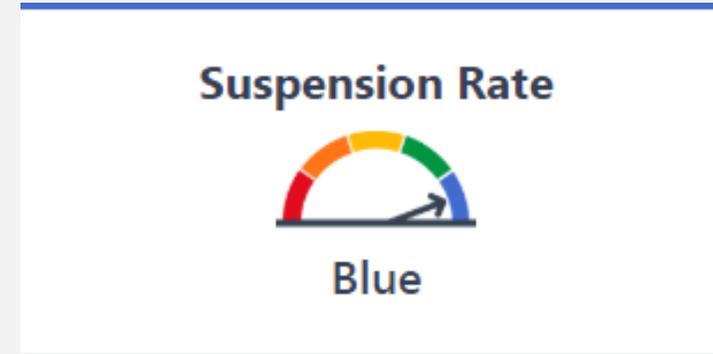


# SUSPENSION RATE

# Suspension Rate

Students suspended at least once

2017	2018	DASHBOARD OVERALL RATING
0.3%	0.4%	
Maintained	Maintained	
0.1%	0.1%	



Overall Performance is Proficient

HOWEVER, the state focuses on subgroups:

**GHC struggling subgroups: English Learners, Students with Disabilities, Foster Youth, African American**

The logo for Granada Hills Charter is contained within a circular graphic that has a white-to-blue gradient and a hand-drawn, brushstroke-like border. The text 'GHC' is prominently displayed in a large, bold, white sans-serif font.

**GHC**

GRANADA  
HILLS  
CHARTER

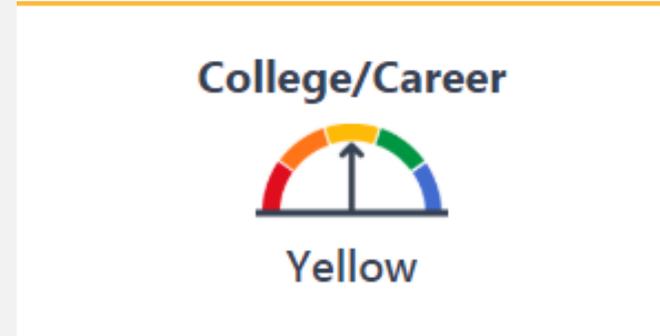
# COLLEGE AND CAREER

# College and Career Indicator

- High School Diploma
- CTE Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and Math (Minimum score of 3)
- AP Exams (Minimum score of 3)
- IB Exams (Minimum score of 4)
- College Credit Course (formerly called Dual Enrollment)
- a-g completion (Passing the course with a “C” or better)
- State Seal of Biliteracy (new for 2018), Leadership/Military Science (New for 2018)

# College and Career Indicator

2017 Baseline	2018 Declined 2.9%*	DASHBOARD OVERALL RATING
72.9%	69.9%	



Overall Performance Needs Improvement

HOWEVER, the state focuses on subgroups:

**GHC struggling subgroups: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic**

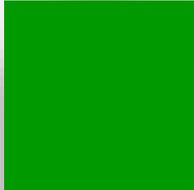
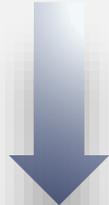


# STATE INTERVENTIONS

# STATE MEASURES

Subgroup Performance

1 Subgroup Performing

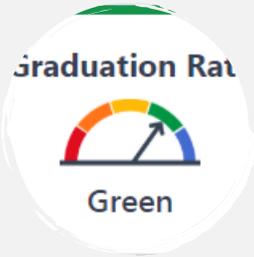


In 2  
Priorities



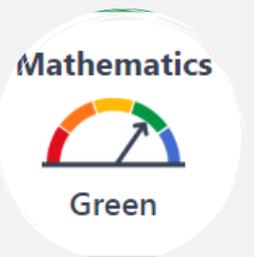
INTERVENTIONS

# STATE INTERVENTIONS



## DIFFERENTIATED ASSISTANCE

Schools who have at least one student group not performing in two or more state priority areas



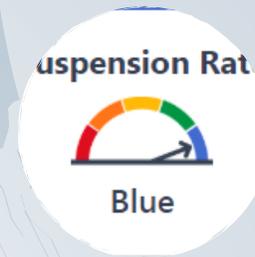
## Additional Targeted Support and Improvement

All schools identified as TSI will be moved into ATSI and the cycle will occur every three years.



## Targeted Support and Improvement

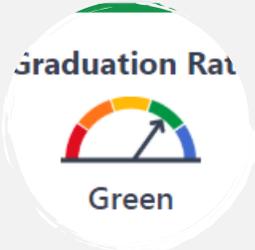
Student group with all Red, Student group with all Red/Orange, Student group with all Red but one indicator of any other color, Student group with 5 indicators where the majority are Red. 2 Consecutive Years



## Comprehensive Support and Improvement

Student group with all Red, Student group with all Red/Orange, Student group with all Red but one indicator of any other color, Student group with 5 indicators where the majority are Red. 2 Consecutive Years

HS Graduation Rates below 67%



# WHERE IS GHC?

Are we on a list? **YES**

Is it bad? **NOT YET**

## DIFFERENTIATED ASSISTANCE

Schools who have at least one student group not performing in two or more state priority areas.

*Students with Disabilities*

*English Learners*

*Socioeconomically Disadvantaged*

*Hispanic*

*African American*



# **MOVING FORWARD**

**OVERSIGHT  
RECOMMENDATIONS**

# Conclusions based on Classroom Visits, Teacher Interviews, Student Interviews and Examination of Documents

## Accountability

- The CSD team will utilize dashboard data to review performance
- Even though we do well overall, our subgroups are not meeting proficiency benchmarks.
- Our performance demonstrates that we have not shifted our practice to meet the needs of our changing populations.

## Observations

- Structures in place
- A school in transition
  - Changing demographics; Span of teacher experience and mindsets; Expansion into TK-8; Approaches to intervention; Grading practices; Instructional techniques; Dashboard
- Must address subgroup performance
- Shore up lesson planning practices as there were many “missed opportunities.”
  - Questioning techniques; Student wait time for responses; Structure in student discourse; Clear objectives; Learning outcomes

# Teacher and Student Interviews

## Teacher Interviews

- Grading practices
- Differentiated instruction

## Student Interviews

- Ongoing Technology Support
- Rethink STA curriculum to include emphasis on student technology use