CCSESA Training

2016-17   Session 5

Plan for Today

- Review the most recent updates from CDE

- Explore navigating the California School Dashboard to build understanding and identify district performance indicators and the trends and patterns that exist

- Engage in reflection of data with colleagues across regions via chat rooms to determine areas of strength, need and improvement to guide districts through an inquiry process of continuous improvement

- Understand the role communication plays in creating coherent messaging

- Review additional resources to support the LCAP continuous improvement cycle

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California School Dashboard:

Navigating the System

http://cde.ca.gov/dashboard

Purpose

- Understanding how the new local, state, and federal accountability system will provide a more complete picture of what contributes to a positive educational experience for students by reporting performance on multiple measures across the LCFF priorities.

- Delving into how the ***Dashboard*** will assist LEAs in identifying strengths, weaknesses, and areas in need of improvement across all LCFF priorities.

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Updates - January - February 2017

- **January 11** – SBE approved "Distance from Met" as the Performance Standard methodology for the Academic Indicator

- **January 24** - School Dashboard Coordinator Designee letter (via email) to LEA Superintendents

- **January 31** - California School Dashboard Webinar series hosted by WestEd via WebEx

  - **February 6** - Schedule released for In-depth Dashboard Webinar series provided by the CDE

- **February 10** - Preview credentials emailed to LEA Dashboard Coordinator

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<u>**Updates -**</u> <u>February - March 2017</u>

- **February 13** - CDE provides Public Information Officers with Media Toolkit. *The week of February 13th-* CDE adds data files and five-by-five Detailed Reports to LEA private preview.

- **February 22** - Webinar - *English Learner Progress Indicator & Suspension Rate Indicator.* Dashboard Embargo ends.

- **February 28** - Webinar - *Graduation Rate & Career/College Indicator*

- **March 6** - Webinar - *Local Performance Indicators & Chronic Absenteeism*

- **March** – Public release of Dashboard

Definitions

- **California School Dashboard** - Web-based display reflecting performance data from the evaluation rubrics for LEAs and the public

- **LCFF Evaluation Rubrics** - A new accountability tool required by LCFF that includes a set of state and local indicators to assist districts in identifying areas in need of additional support.

- **Indicator -** Provides evidence whether certain results have or have not been achieved.
    - *State Indicators* are those where the data is loaded into the dashboard by CDE
    - *Local Indicators* are those where the determination is uploaded to the dashboard by the district.

Performance Standards set for all LCFF Priorities

LCFF Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Progress Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

*High School Only   **COE Only

Performance Levels

State Indicators

High

Low

Performance determined by state based on reference charts

Local Indicators

Met

Not Met

Not Met for Two or More Years

Performance determined by LEA based on state-created standards

Local Indicators: Uploading Data

➢ Dashboard Coordinators are able to upload local information to meet the standards for the local indicators.

➢ **No deadline** for uploading information during the field test:

  ➢ If the LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the Equity Report will show *Met*.

  ▸ If the LEA does not complete the self-reflection tool for a local indicator, the Equity Report will show an N/A.

➢ LEAs are **strongly encouraged** to use this functionality prior to the full implementation of the Dashboard in 2017–18.

  ➢ Beginning in 2017–18, there will be a date-certain in the fall when LEAs must complete the self-reflection tool in order to receive a *Met* rating.
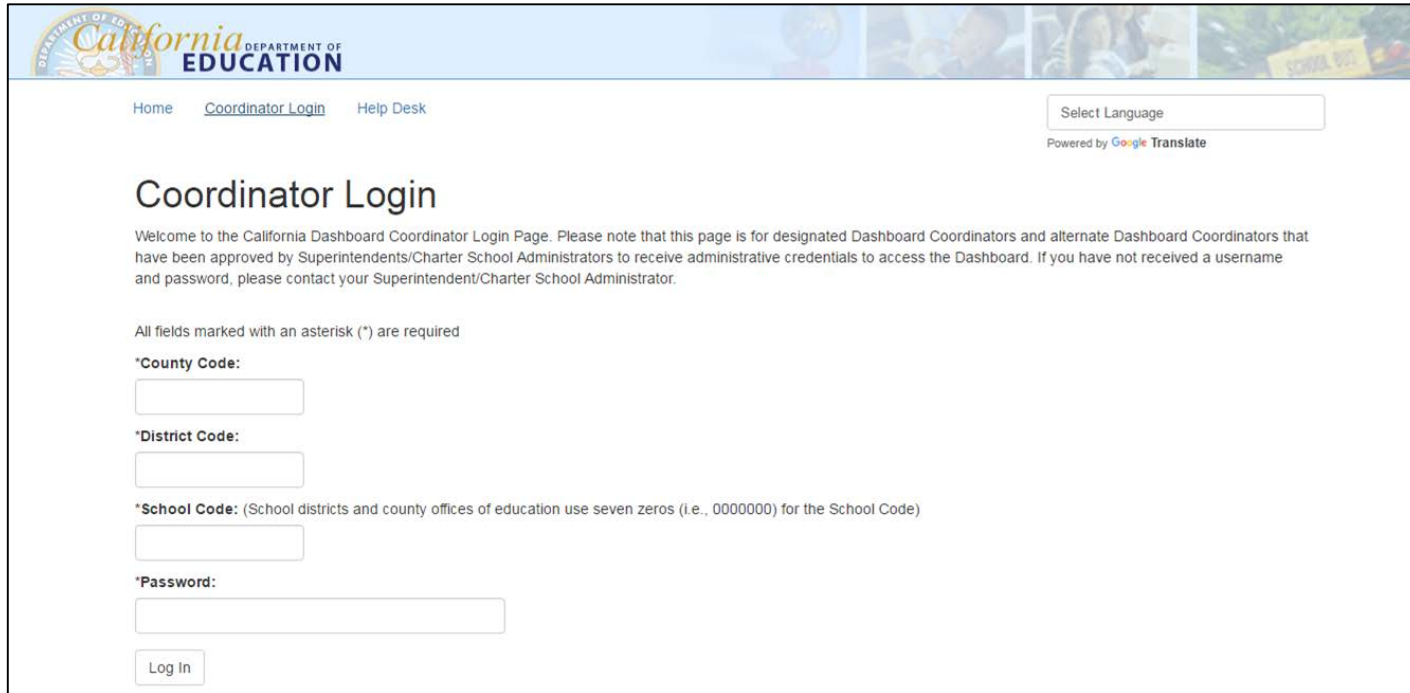
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Embargo

The LEA private preview window extends through **Wednesday, February 22, 2017** at **8:00 am**

- You cannot share any of the Dashboard reports or data in the Dashboard outside employees of your LEA during the embargo period

- All LEA employees who receive Dashboard reports or data during the preview period must understand and agree to honor the embargo

Navigating the CA School Dashboard

Coordinator Login Page: https://www.caschooldashboard.org/#/coordinator

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Numerically Significant Student Groups

Less than 30 students

- **No performance level reported** for any indicator with fewer than 30 students
- **Status and change displayed** for student groups with 11 to 29 students
- Reported as an **asterisk (*)** for all students and student groups

No Available Data

- Where data is currently not available, it is reported as **not applicable (N/A)**

Implications for small schools and charters:
- Focus on the "*All Students*" group as these results will be the most statistically accurate
- May not have enough students to generate student subgroup displays/reports
- The smaller the student group, the greater volatility to Indicator results based upon individual student performance

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Navigating the CA School Dashboard

Timeline to Support LEAs and Schools

2016-17
- COE support for LEAs and schools
- CCEE upon request

2017-18
- COEs (or the SPI/CDE) provide **differentiated assistance** to LEAs *[EDC 52071; EDC 47607.3]*
- CCEE upon request

2018-19
- COEs provide **differentiated assistance** to LEAs and schools
- CCEE **intensive intervention** to LEAs and schools *[EDC 52072]*

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Modeled Experience:

Changing Our Mindset

Facilitated Reflection of Indicators

Purpose

- Using the interactive dashboard, engage in data reflection to determine areas of strength, need and improvement to guide districts through an inquiry process of continuous improvement

- Develop awareness of an Improvement Process that supports LEAs in targeting areas of focus that will inform their LCAP goals, actions and services in promoting improved outcomes for students

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How do we help Districts improve through a **Continuous Improvement Process?**

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Focused Area of LCAP and State Priority Area

Identify Student Needs
Be Problem-Focused & User-Centered

Attend to Variability
Identify Needs Across Contexts

See the System
Identify Needs of System

Engage in Learning to Determine Actions & Services
Learning to Support Development of High-leverage Actions & Services

Embrace Measurement

Revise LCAP
Revisions around goal and actions/services
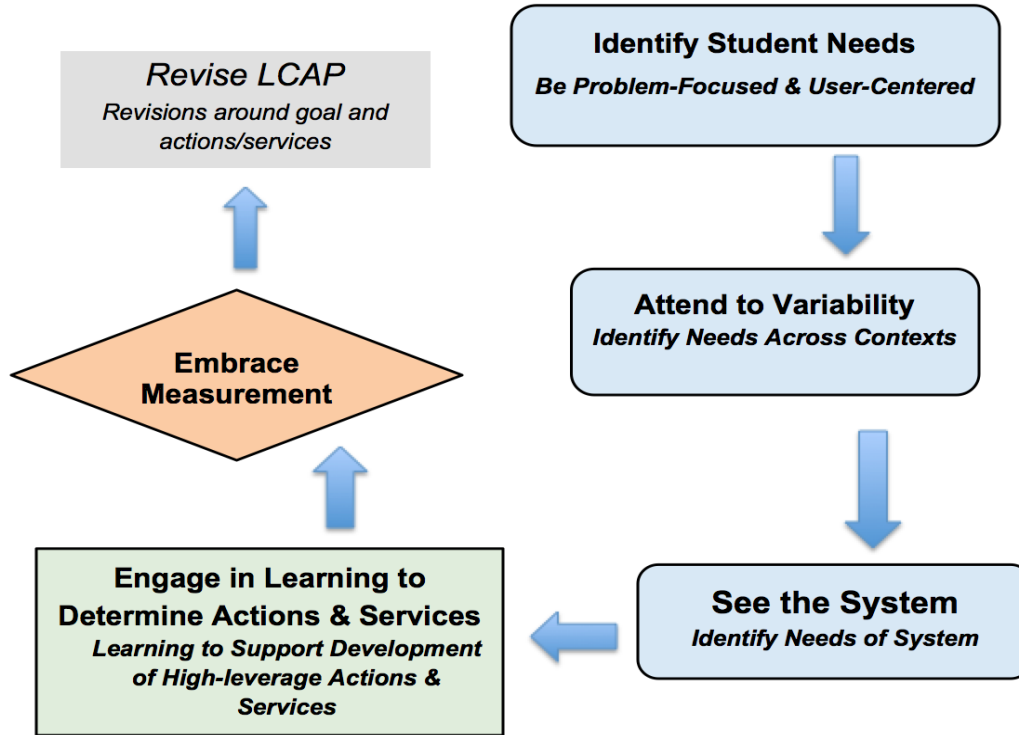
Big Picture: Thinking through an Improvement Process

"*If I had 1 hour to save the world, I would spend 55 minutes defining the problem and 5 minutes solving it.*"

Einstein
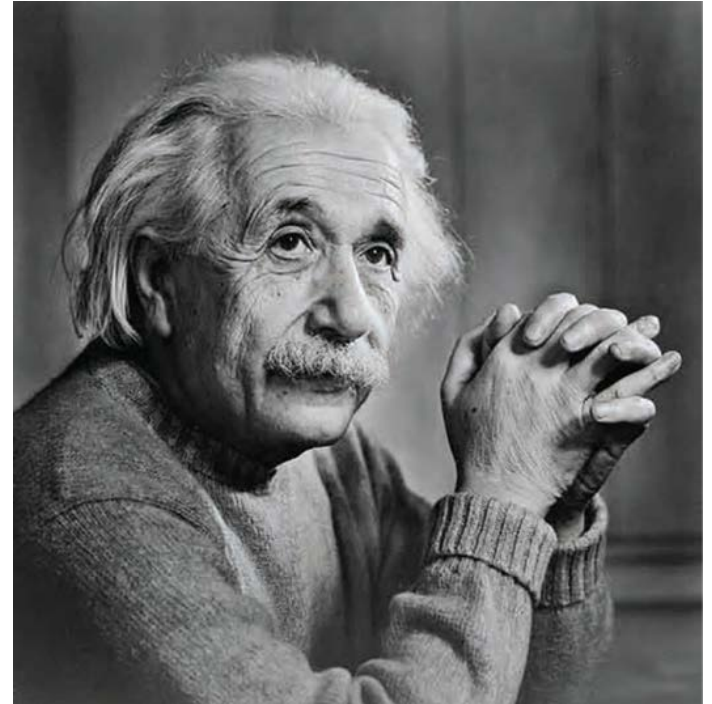
Changing Mindset
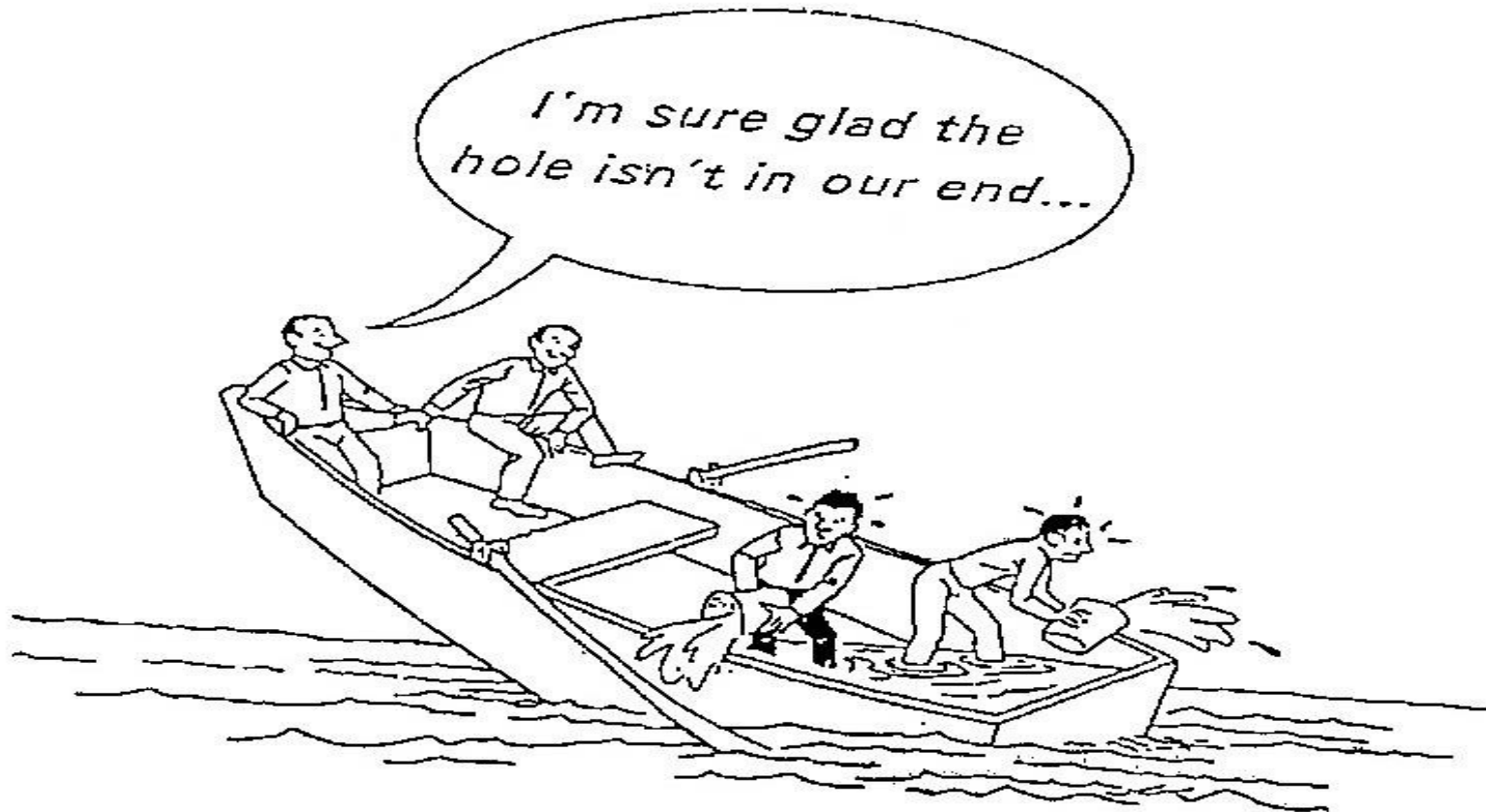
Changing Mindset-Moving to Curiousness

LCFF Accountability Dashboard
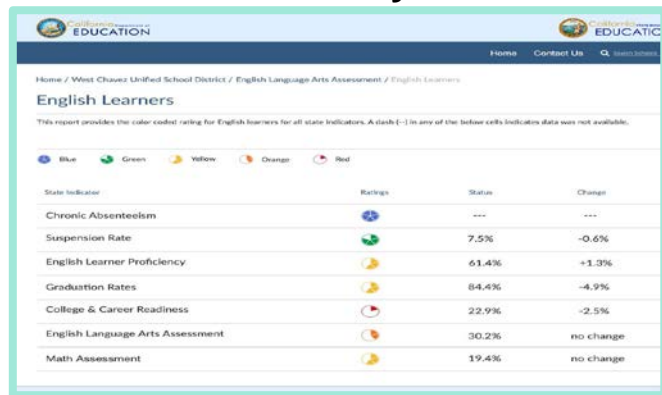
Initial Noticings
- Build understanding of data around performance standards
- Identify strengths, needs, & equity gaps

Determine areas of curiousness

Focused Learning Investigation

- Deeper dive to **understand why** we are getting the current results for this group of students.

Reflection Question:
From the LEA data we saw earlier- What might be an area we need to be more curious about?

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Key Principles of Data Investigations for Improvement

- Data visualization → See data in a form that you can learn from

- Reacting to data → Use data for improvement

- Explore variation → Look at the data in ways that will highlight variation

- Deeper learning questions → Ask the right questions to inform additional data gathering

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Developing a Focused Investigation for Deeper Learning

Thinking about how to take a deeper dive to understand why the system is producing the current results for our students.

Reflection Question:
How do we prioritize areas of focus, in order to leverage impact on multiple areas of need?

1. What we know and what we don't know
2. Asking questions about what we want to further investigate (learning stance)
3. Identify additional data/information that is required to answer questions
4. How will we look at variation

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Example of a Planning Inquiry Tool-
Focused Investigation for Deeper Organizational Learning

Focused Learning Investigation- A Deeper Dive

Purpose: This guide is designed to assist in the planning of a focused data investigation to better understand the current performance data identified in the LCFF Dashboard.

What are we trying to accomplish?

Data on Current Performance What are our initial noticings based upon the LCFF Dashboard (for the focused area)?	
What we know	**What we don't know**

Learning Questions for Further Investigation Looking at Variation	
Identify learning questions that we want to further investigate	Identify additional data/information that are required to answer questions

Investigation Plan (Based upon learning questions and additional data identified above)	
Data Categories	**Describe Plan for Data Collection**
Understanding Current Performance Data	
Understanding User's Perspective	
Understanding Processes in System that Contribute	

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EXAMPLE: Focused Organizational Learning Investigation- A Deeper Dive

Purpose: This tool is designed to assist in the planning of a focused data investigation to better understand the current performance data identified in the LCFF Dashboard.

What are we trying to accomplish?

LCAP Goal: Our student will demonstrate high level of literacy in English (reading, writing, listening and speaking).
- Explore and build understanding around the variation in performance of English learners and Students with Disabilities to understand why we are getting the results we are getting.

Data on Current Performance
What are our initial observations, insights or noticings based upon the LCFF Dashboard (for the focused area)?

What we know	What we don't know
1. In all student groups but American Indian, there was an increase or maintain performance in ELA 2. Student with disabilities are in the "red" category for ELA because of the distance from level 3 3. "All students" are low in status performance with almost 20 points below level three but with a 8.3 point increase in change. 4. After student with disabilities, English Learners are the furthest from level three. American Indians are only performing slightly better than the English Learner subgroup (32 students in that sub group)	1. How does this data look by cohort? 2. This data does not give us the grade level information, which may be helpful in looking across the district 3. This data does not give a picture of what is happening in K-2 or 9-12. 4. The degree that professional learning provided by the district supported teacher practice to increase student outcomes.

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Learning Questions for Further Investigation
Looking at Variation

Identify learning questions that we want to further investigate	Identify additional data/information that are required to answer questions
Are there schools with higher performance for students with disabilities and English Learners? Do we have some positive deviants that we can learn from?	Chart with each school's performance as well as performance by grade level.
What type of professional learning have teachers and principals had related to English Learners and Student with Disabilities and do we have evidence that instructional practices are changing?	Outcomes from professional learning # of participants by school Learning walk data

Investigation Plan
(Based upon learning questions and additional data identified above)

Data Categories	Describe Plan for Data Collection
Understanding Current Performance Data	Benchmark data Student work
Understanding User's Perspective	LCAP surveys Interviews with Students, staff- specifically what literacy routines are successful with students with disability and English Learners. What has not been successful?
Understanding Processes in System that Contribute	Process data for instructional routines for teaching English language development Monitor system process for English Learners from each Elementary School

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Final Thoughts- Continuous Improvement
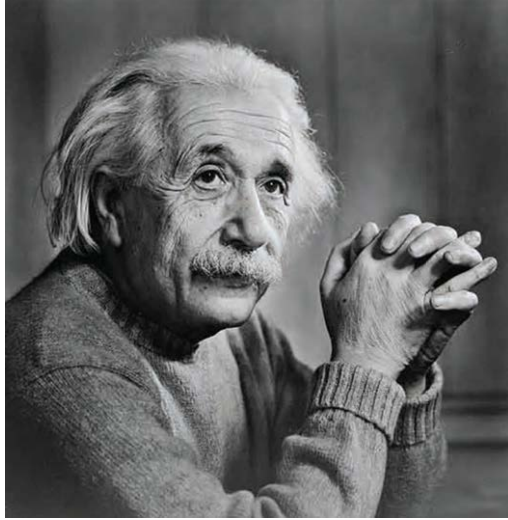
Step-by-step incremental improvements based upon belief that continual improvement can occur by never-ending series of focused changes.

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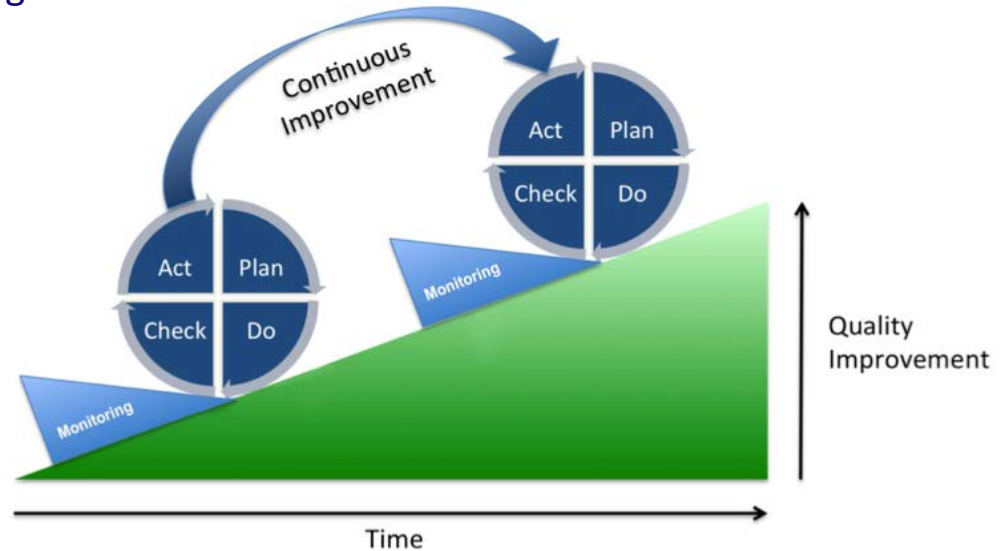
Communication:

Coherent Messaging & Talking Points

Purpose

- Provide County Office leaders with key considerations in designing a multi-layered communication plan related to the California School Dashboard

- Suggest possible tools to be developed to support a multi-layered communication plan

- Facilitate thinking around how the California School Dashboard might be used by various stakeholders (parents, teachers, and administrators) to focus efforts to address the needs of all students
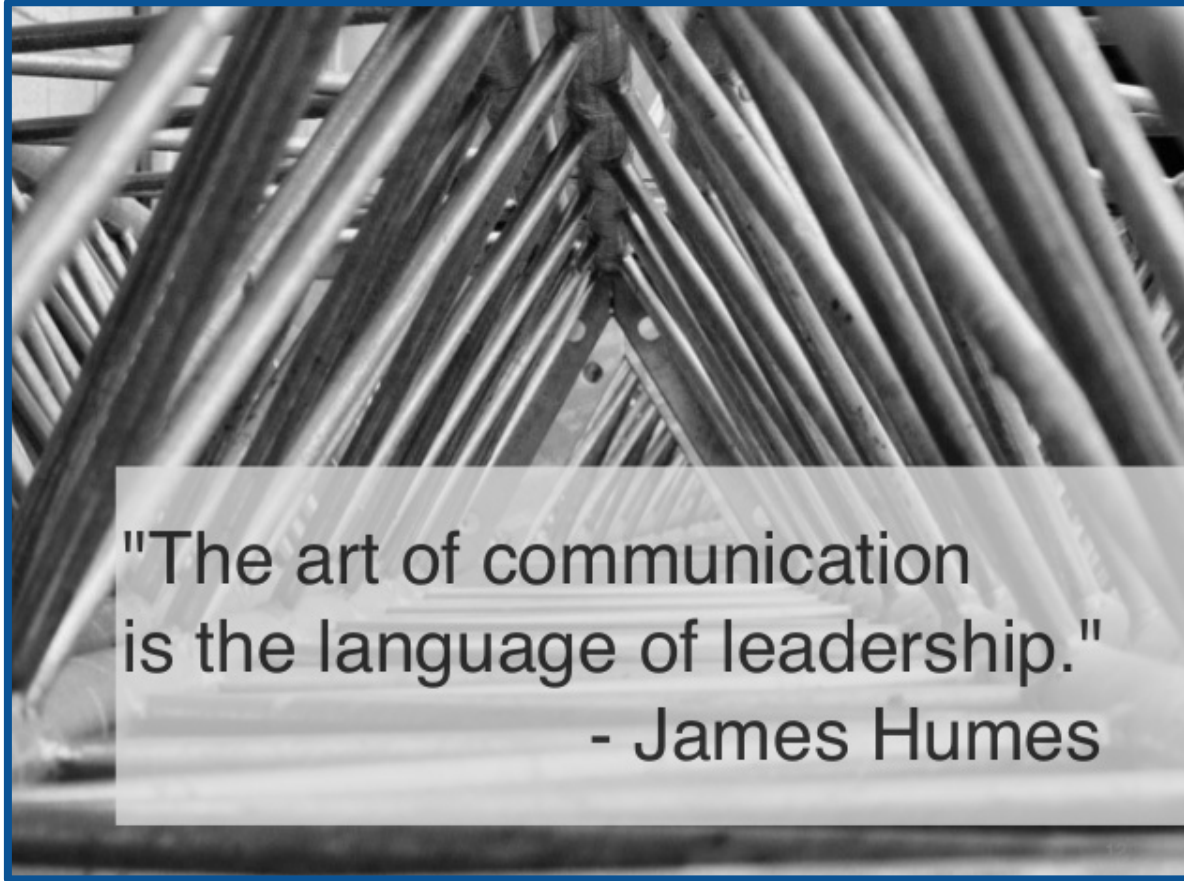
"The art of communication is the language of leadership."
- James Humes

The Sphere of communication related to the California School Dashboard

County Office of Education Staff
Building context around common language, common agreements around how and what we communicate

A — County Office of Ed

District Office Staff
District Office leader communication toolkit

B — District Office

Site Level Leadership
Interpreting the site level dashboard

C — School Site Level

Site Level Instructional Staff
Talking points to be incorporated into trainings and utilizing data at the classroom level

D — Instructional Staff

Stakeholders
Resources that are accessible for use with a range of stakeholder groups

E — Stakeholders

Internal- County Office of Education Staff

External- District Office

External- School Site Level Leadership

External- Site Level Instructional Staff

External- Stakeholders

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Key Shifts
for communication

More than a single number	To help schools improve, the new accountability system reflects a quality education that is defined by more than a single test score.
Equity	The dashboard increases focus addressing disparities among student groups on any measure.
Supporting Local Decision-Making	The Dashboard will support the local strategic planning process; helping parents, educators and the public understand how schools and districts are performing on the concise set of measures that: • Contribute to student success • Identify strengths and weaknesses • Highlight areas where improvement efforts should focus

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Communications Planner
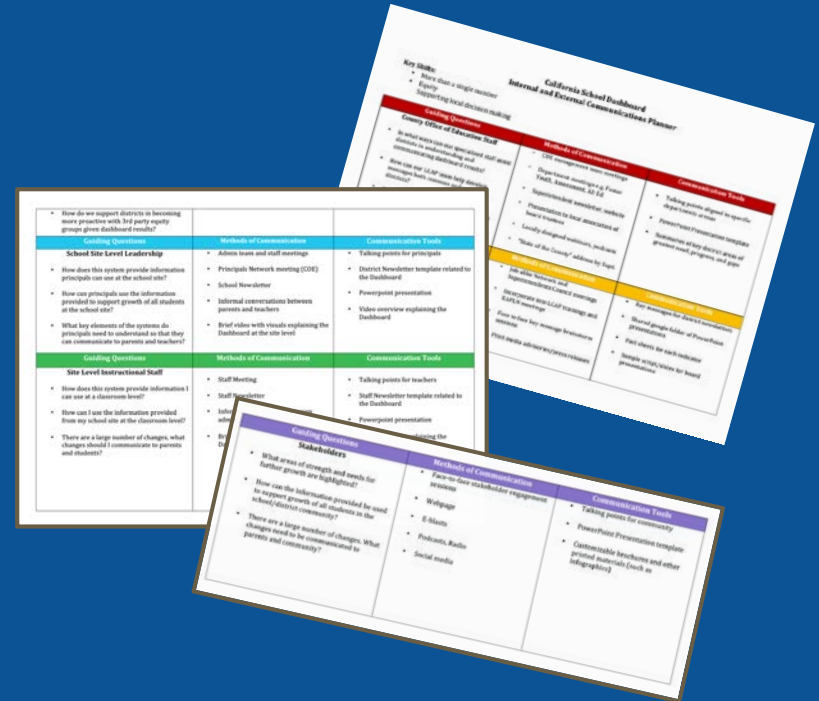
Digital Handout

Coherent Communication
Internal- County Office of Education Staff

Internal- County Office of Education Staff

External- District Office

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Building context around common language, common agreements around how and what we communicate

External- School Site Level Leadership

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B — District Office
C — School Site Level
D — Instructional Staff
E — Stakeholders

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Coherent Communication
Internal- County Office of Education Staff

Key Shifts	Guiding Questions	Methods of Communication	Communication Tools
More than a single number Equity Supporting local decision making	• In what ways can our specialized staff assist districts in understanding and communicating dashboard results? • How can our LCAP team help develop messages both common and unique to districts? • How can COE's address significant gaps in student achievement with systems of support?	• COE management team meetings • Department meetings e.g. Foster Youth, Assessment, Alt Ed • Superintendent newsletter, website • Presentation to local association of board trustees • Locally designed webinars, podcasts • "State of the County" address by Supt.	• Talking points aligned to specific departments arenas • PowerPoint Presentation template • Summaries of key district areas of greatest need, progress, and gaps

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Coherent Communication
External- District Office Staff

County Office of Education Staff
Building context around common language, common
agreements around how and what we communicate

A

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Office of Ed

Internal- County Office of Education Staff

External- District Office

District Office Staff
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District Office

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Instructional Staff

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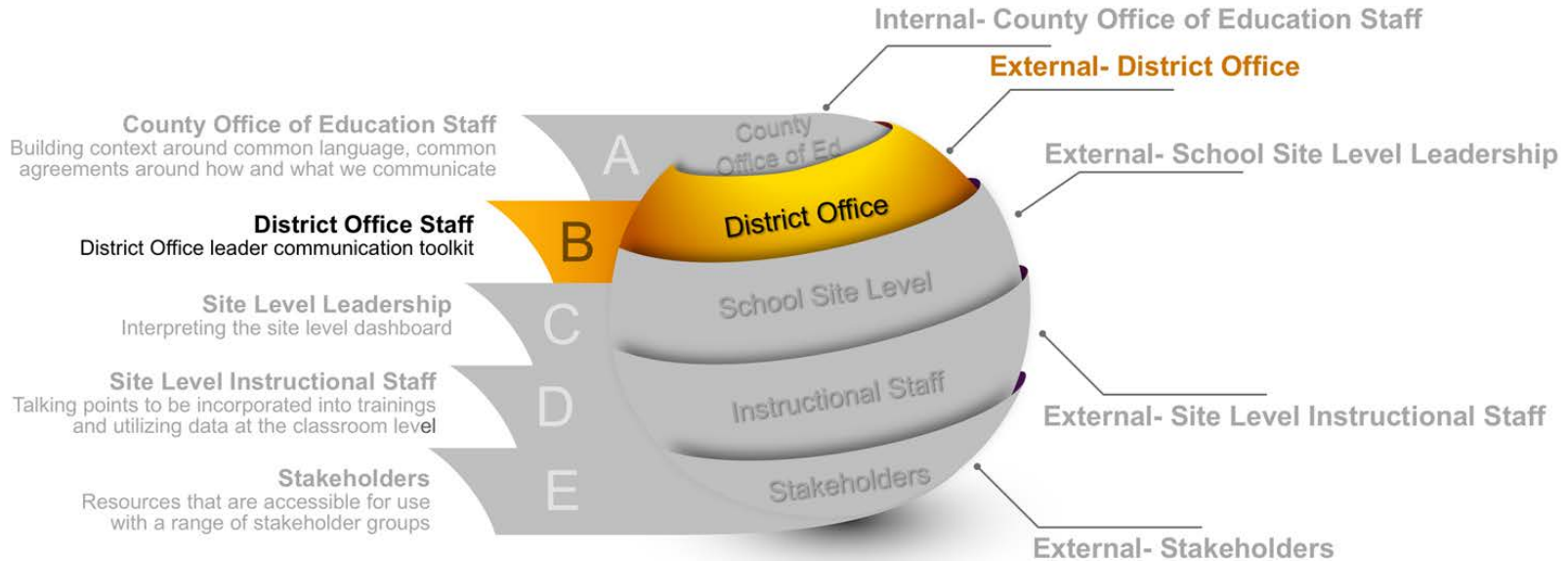
E

Stakeholders

External- Stakeholders

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Coherent Communication
External- District Office Staff

Key Shifts	Guiding Questions	Methods of Communication	Communication Tools
More than a single number Equity Supporting local decision making	• What assistance does each district team need to craft their unique response? • How do dashboard results align with current district strategic plans/goals/LCAP? • How do we assist districts in narrowing their focus amidst significant number of new data/reports • How do we support districts in becoming more proactive with 3rd party equity groups given dashboard results?	• Job alike Network and Supts Council meetings • Incorporate into LCAP trainings and EAPLN meetings • Face to face key message brainstorm sessions • Print media advisories/press releases	• Key messages for district newsletters • Shared google folder of powerpoint presentations • Fact sheets for each indicator • Sample script/slides for board presentations

Coherent Communication
External- School Site Level Leadership

Internal- County Office of Education Staff

External- District Office

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C — School Site Level
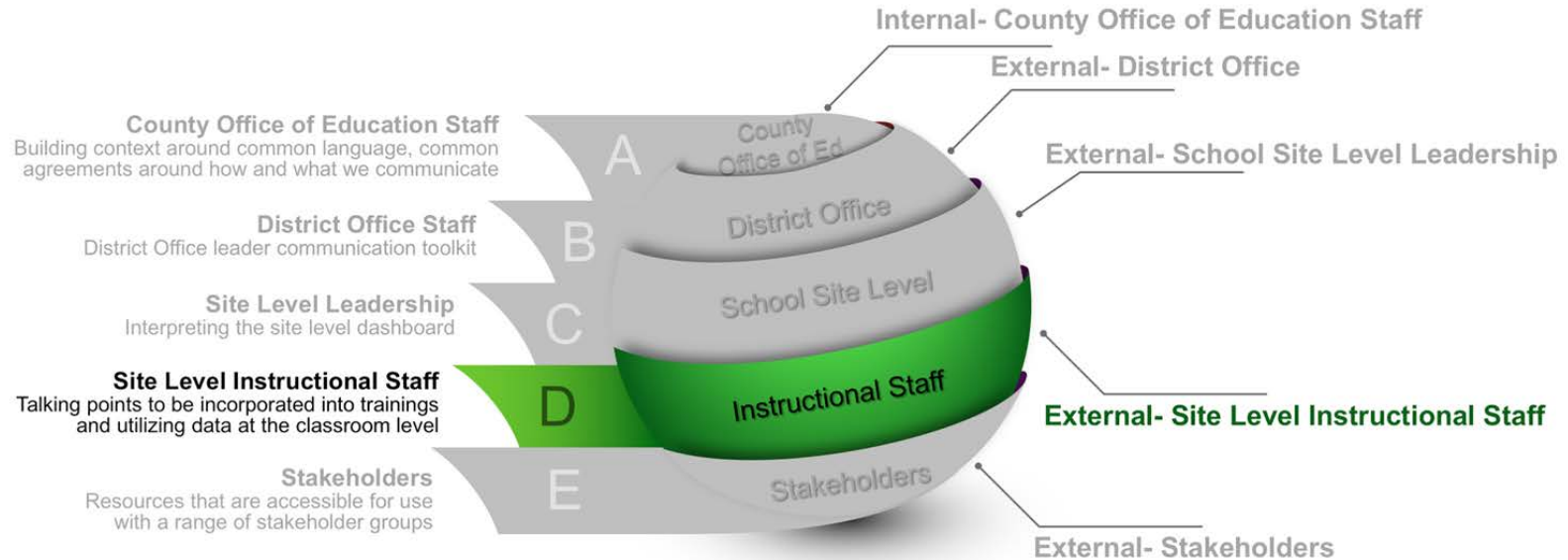D — Instructional Staff
E — Stakeholders

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Coherent Communication
External- School Site Level Leadership

Key Shifts	Guiding Questions	Methods of Communication	Communication Tools
More than a single number Equity Supporting local decision making	● How does this system provide information principals can use at the school site? ● How can principals use the information provided to support growth of all students at the school site? ● What key elements of the systems do principals need to understand so that they can communicate to parents and teachers?	● Admin team and staff meetings ● Principals Network meeting (COE) ● School Newsletter ● Informal conversations between parents and teachers ● Brief video with visuals explaining the Dashboard at the site level	● Talking points for principals ● District Newsletter template related to the Dashboard ● Powerpoint presentation ● Video overview explaining the Dashboard

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Coherent Communication
External- Site level instructional staff

Internal- County Office of Education Staff

External- District Office

County Office of Education Staff
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Instructional Staff

External- Site Level Instructional Staff

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E

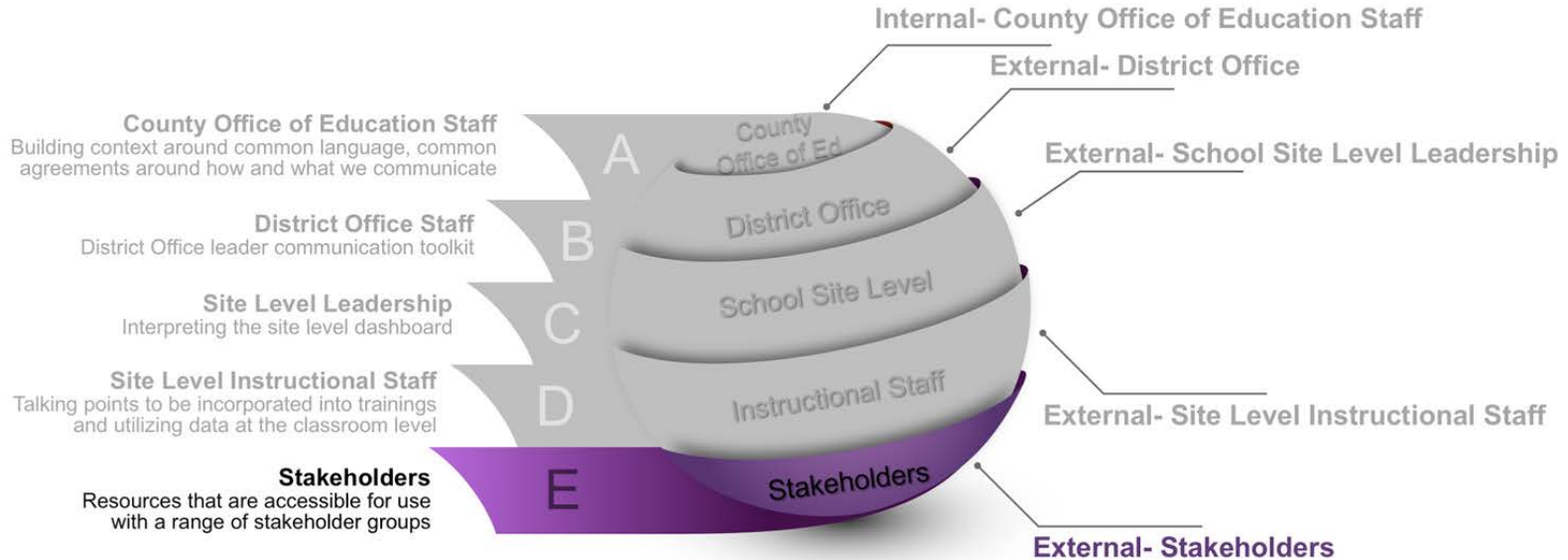Stakeholders

External- Stakeholders

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Coherent Communication
External- Site level instructional staff

Key Shifts	Guiding Questions	Methods of Communication	Communication Tools
More than a single number Equity Supporting local decision making	● How does this system provide information I can use at a classroom level? ● How can I use the information provided from my school site at the classroom level? ● There are a large number of changes, what change should I communicate to parents and students?	● Staff Meeting ● Staff Newsletter ● Informal conversations between administrators and teachers ● Brief video with visuals explaining the Dashboard at the site level	● Talking points for teachers ● Staff Newsletter template related to the Dashboard ● Powerpoint presentation ● Video overview explaining the Dashboard

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Coherent Communication
External- Stakeholders

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External- School Site Level Leadership

External- Site Level Instructional Staff

External- Stakeholders

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Coherent Communication
External- Stakeholders

Key Shifts	Guiding Questions	Methods of Communication	Communication Tools
More than a single number Equity Supporting local decision making	• What areas of strength and needs for further growth are highlighted? • How can the information provided be used to support growth of all students in the school/district community? • There are a large number of changes. What changes need to be communicated to parents and community?	• Face-to-face stakeholder engagement sessions • Webpage • E-blasts • Podcasts, Radio • Social media	• Talking points for community • PowerPoint Presentation template • Customizable brochures and other printed materials (such as infographics)