Prepared for:
Senate and Assembly Education Committees

Presented by:
L. Karen Monroe
Alameda County Superintendent of Schools
Dear Senate and Assembly Education Committee Members:

Believing that together we are stronger, the Alameda County Office of Education (ACOE) developed the ACOE California School Dashboard Toolkit to better inform, involve, and inspire stakeholders across the county for improved student success. This toolkit provides a series of infographics that both define the indicator and describe performance across twenty-five color categories in an engaging manner for an overview of the California School Dashboard and the following five indicators:

- College and Career Indicator,
- Graduation Rate Indicator,
- Academic Indicator,
- English Learner Progress Indicator, and
- Suspension Rate Indicator.

As you know, with the advent of the new state fiscal and accountability systems, I am charged with the fiscal and academic oversight of all 18 school districts in Alameda County, supporting more than 220,000 students and 10,000 teachers. We at ACOE stand together in partnership with our districts. We believe that long-term county-district partnerships are needed to effectively measure, monitor and ultimately, improve student learning.

Sincerely,

L. Karen Monroe
Alameda County Superintendent of Schools
CALIFORNIA SCHOOL DASHBOARD
(LCFF Evaluation Rubrics)

10 Indicators to Measure Performance

6 State Indicators
Performance Categories:

- **College & Career** *
  Percent of students prepared for college & career

- **Graduation Rate**
  Percent of students who earn a regular H.S. diploma

- **Academics**
  Distance from the lowest score needed for "Standard Met"

- **English Learner Progress**
  Percent of English Learners making one year's progress

- **Chronic Absenteeism** *

- **Suspension Rate**
  Percent of students who were suspended

4 Local Indicators
Criteria Categories:
Met / Not Met / Not Met for Two or More Years

- **Basic Conditions**
- **Implementation of Academic Standards**
- **Parent Engagement**
- **School Climate**

* Implementing in 2017 - 2018
* Pending adoption by the State Board of Education in 2017 - 2018

February 6, 2017
3 Levels of Support

Under the LCFF statutes, LEA eligibility for differentiated assistance and intensive intervention is based on student group performance in each LCFF priority area as measured by state & local indicators.

Level 1: All
State and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance and narrow disparities among student groups across the LCFF priorities. The primary goal of the first level of support is to provide all LEAs and schools with early support so that they don't require more intensive assistance at the second and third levels of support, based on low performance.

Level 2: Differentiated
County superintendents and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for LEAs and schools, in the form of individually designed technical assistance, to address identified performance issues.

Level 3: Intensive
The Superintendent of Public Instruction may require more intensive interventions for LEAs and/or schools with persistent performance issues and a lack of improvement over a specified time period.
COLLEGE AND CAREER INDICATOR

For this indicator, "Status" is the percent of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared."

Not Prepared

Students did not meet any measures

Approaching Prepared

High School Diploma
& any one of the following:

- Dual Enrollment: Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- CTE: Career Technical Education Pathway completion
- UC A-G: Completion of courses that meet the University of California A-G criteria
- Smarter Balanced Summative Assessments: Scored at least "Standard Nearly Met" on one or both ELA and Mathematics

Prepared

High School Diploma & any one of the following:

- Dual Enrollment: Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE)
- CTE: Career Technical Education Pathway Completion plus one of the following criteria:
  - One semester/two quarters of Dual Enrollment with a passing grade (Academic/CTE subjects)
  - Smarter Balanced Summative Assessments: At least "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least "Standard Nearly Met" in the other subject area
- UC A-G: Completion of courses that meet the University of California A-G criteria plus one of the following criteria:
  - One semester/two quarters of Dual Enrollment with a passing grade (Academic/CTE subjects)
  - CTE Pathway completion
  - Smarter Balanced Summative Assessments: At least "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least "Standard Nearly Met" in the other subject area
  - Passing score on one AP Exam OR on one IB Exam
- Smarter Balanced Summative Assessments: At least "Standard Met" on both ELA and Mathematics
- AP/IB Exams: Passing Score on two Advancement Placement (AP) Exams or two International Baccalaureate (IB) Exams
COLLEGE AND CAREER (CCI)

**Status** is the percentage of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared"

**Change** is based on the difference in "Status" from current year to prior year

**Performance** is the 25 color categories based on "Status" and "Change"

### Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly by more than 10%</th>
<th>Declined by 1.5% - 10%</th>
<th>Maintained Declined or increased by less than 1.5%</th>
<th>Increased by 1.5% to less than 10%</th>
<th>Increased Significantly by 10% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 60% or more</td>
<td>Yellow</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>High 45% to less than 60%</td>
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<td>Yellow</td>
<td>Green</td>
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<td>Blue</td>
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<tr>
<td>Median 25% to less than 45%</td>
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<td>Yellow</td>
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<tr>
<td>Low 10% to less than 25%</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low Less than 10%</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

### Examples

#### District in the Zone
- **Status**: 60% of graduates met the CCI benchmark for "Prepared"
- **Change**: 1.5% more graduates met the CCI benchmark for "Prepared" from prior year (58.5%) to current year (60%)
- **Performance**: Blue based on a "Very High" Status and "Increased" Change

#### District on the Rise
- **Status**: 28% of graduates met the CCI benchmark for "Prepared"
- **Change**: 15% more graduates met the CCI benchmark for "Prepared" from prior year (13%) to current year (28%)
- **Performance**: Green based on a "Median" Status and "Increased Significantly" Change

#### District in the Middle
- **Status**: 35% of graduates met the CCI benchmark for "Prepared"
- **Change**: 1% more graduates met the CCI benchmark for "Prepared" from prior year (34%) to current year (35%)
- **Performance**: Yellow based on a "Median" Status and "Maintained" Change
GRADUATION RATE INDICATOR

For this indicator, "Status" is the current four-year cohort graduation rate (i.e. 2014-15). The graduation rate is calculated by dividing the number of students who earn a regular high school diploma by the number of first-time grade nine students.

Did Not Graduate
Students who did not earn a high school diploma.

- Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted as high school graduates but are included in the denominator.

Graduated
Students who earn a regular high school diploma.
**Status** is the current four-year cohort graduation rate (i.e. 2015-16)

**Change** is the difference between the current four-year cohort graduation rate and a three-year average (e.g. 2012-13, 2013-14, and 2014-15)

**Performance** is the 24 color categories based on "Status" and "Change"

### Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly by more than 5%</th>
<th>Declined by 1% - 5%</th>
<th>Maintained Declined or improved by less than 1%</th>
<th>Increased by 1% to less than 5%</th>
<th>Increased Significantly by 5% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>Not applicable</td>
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<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
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<td>95% or greater</td>
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<td></td>
<td></td>
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<td>Blue</td>
</tr>
<tr>
<td>90% to less than 95%</td>
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<td></td>
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<tr>
<td>Median</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>85% to less than 90%</td>
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<tr>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>67% to less than 85%</td>
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<tr>
<td>Very Low</td>
<td>Red</td>
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<td>Red</td>
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<td>Red</td>
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<tr>
<td>* Less than 67%</td>
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</table>

* Every Student Succeeds Act (ESSA) requires states to identify high schools with a graduation rate of less than 67% for support

### Examples

**District in the Zone**
- **Status**: 93% graduation rate for the current four-year cohort
- **Change**: 7% increase between the current four-year cohort graduation rate (93%) and a three-year average (86%)
- **Performance**: Blue based on a "High" Status and "Increased Significantly" Change

**District on the Rise**
- **Status**: 88% graduation rate for the current four-year cohort
- **Change**: 3% increase between the current four-year cohort graduation rate (88%) and a three-year average (85%)
- **Performance**: Green based on a "Median" Status and "Increased" Change

**District in the Middle**
- **Status**: 86% graduation rate for the current four-year cohort
- **Change**: 0.2% decline between the current four-year cohort graduation rate (86%) and a three-year average (86.2%)
- **Performance**: Yellow based on a "Median" Status and "Maintained" Change
**Status**

A district's "Status" is calculated by adding the 'Distance From Level 3' (DF3) scores of all students in grades 3rd - 8th, and dividing the sum by the total number of students. "Distance from Standard Met" measures how far (or the distance) each student is from the lowest scale score for "Standard Met" Smarter Balanced performance level.

For example:

- 3rd grade student's DF3 is -20 points
- 4th grade student's DF3 is +14 points
- 5th grade student's DF3 is +20 points
- 6th grade student's DF3 is -13 points
- 7th grade student's DF3 is +6 points
- 8th grade student's DF3 is +23 points

\[
\text{Distance From Level 3 Average} = \frac{-20 + 14 + 20 - 13 + 6 + 23}{6} = 5 \text{ points above DF3}
\]

**Change**

A district's "Change" is calculated by finding the difference between the current year's and the prior year's "Status." The example below illustrates a district's "Change" from 2015 (7 points below DF3) to 2016 (5 points above DF3).

- Increased 12 points
- 7 points below DF3
- 5 points above DF3

**Performance**

- Status: The district's average 'Distance From Level 3' score of students in grades 3rd - 8th is +5 points.
- Change: The district's average 'Distance From Level 3' score of students in grades 3rd - 8th increased by 12 points from 2015 to 2016.
- Performance: Based on a "High" Status and an "Increased" Change, this district would be Green.
**Status** is measured by the average Distance From Level 3 (DF3) of all students in grades 3rd - 8th.

**Change** is based on the difference in "Status" from current year to prior year.

**Performance** is the 25 color categories based on "Status" and "Change."

### Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly by more than 15 points</th>
<th>Declined by 1 to 15 points</th>
<th>Maintained Declined by less than 1 point or improved by less than 7 points</th>
<th>Increased by 7 to less than 20 points</th>
<th>Increased Significantly by 20 points or more</th>
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<tbody>
<tr>
<td>Very High</td>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
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<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Median</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
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<tr>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

### Examples

**District in the Zone**
- **Status**: The district averaged 30 points above the lowest score for 'Standard Met'
- **Change**: The average for this district increased by 25 points from the prior year (5 points above the lowest score for 'Standard Met')
- **Performance**: Blue based on a "High" Status and "Increased Significantly" Change

**District on the Rise**
- **Status**: The district averaged 8 points above the lowest score for 'Standard Met'
- **Change**: The average for this district increased by 11 points from the prior year (3 points below the lowest score for 'Standard Met')
- **Performance**: Green based on a "Median" Status and "Increased" Change

**District in the Middle**
- **Status**: The district averaged 7 points below the lowest score for 'Standard Met'
- **Change**: The average for this district increased by 5 points from the prior year (12 points below the lowest score for 'Standard Met')
- **Performance**: Yellow based on a "Low" Status and "Maintained" Change
ENGLISH LEARNER PROGRESS INDICATOR

For this indicator, "Status" is the percent of English Learners that moved up at least one proficiency level on the California English Language Development Test (CELDT) and the percent of English Learners who were Reclassified Fluent English Proficient (RFEP) from prior year to current year.

**No Progress**
Student did not progress by at least one proficiency level on CELDT and was not Reclassified Fluent English Proficient (RFEP).

**Progress**
Student progressed by at least one proficiency level on CELDT and/or was Reclassified Fluent English Proficient (RFEP).

**CELDT: California English Language Development Test**
Student progressed by at least one proficiency level on CELDT:
- Beginning
- Early Intermediate
- Low Intermediate
- High Intermediate
- Early Advanced
- Advanced

**RFEP: Reclassified Fluent English Proficient**
Each step must be completed consecutively (i.e. the student must pass their English language proficiency assessment, in order to get a teacher evaluation).

1. **Assessment of English language proficiency**
   - CELDT
   - District Determined Academic Performance
     - Overall score of Early Advanced or Advanced
     - A minimum score of Low Intermediate on all sections assessed
     - e.g.: Smarter Balanced Assessment Consortium (SBAC), Developmental Reading Assessment (DRA), etc.

2. **Teacher evaluation**

3. **Parent consultancy**
**Status** is the current percent of English Learners that moved up at least one proficiency level on the California English Language Development Test (CELDT) and the percent of English Learners who were Reclassified Fluent English Proficient (RFEP) from prior year to current year.

**Change** is the difference between the current year's percentage and the prior year.

**Performance** is the 25 color categories based on "Status" and "Change."

### Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly by more than 10%</th>
<th>Declined by 1.5% - 10%</th>
<th>Maintained Declined or improved by less than 1.5%</th>
<th>Increased by 1.5% to less than 10%</th>
<th>Increased Significantly by 10% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 85% or more</td>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>High 75% to less than 85%</td>
<td>Orange</td>
<td>Yellow</td>
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<td>Blue</td>
</tr>
<tr>
<td>Median 67% to less than 75%</td>
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<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Low 60% to less than 67%</td>
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<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low Less than 60%</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
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</tbody>
</table>

### Examples

**District in the Zone**
- **Status:** 90% of English Learners moved up at least one proficiency level on the California English Language Development Test (CELDT) or were Reclassified Fluent English Proficient (RFEP) from prior year to current year
- **Change:** 2% increase between the current percentage (90%) and the prior year (88%)
- **Performance:** Blue based on a "Very High" Status and "Increased" Change

**District on the Rise**
- **Status:** 73% of English Learners moved up at least one proficiency level on the California English Language Development Test (CELDT) or were Reclassified Fluent English Proficient (RFEP) from prior year to current year
- **Change:** 8% increase between the current percentage (73%) and the prior year (65%)
- **Performance:** Green based on a "Median" Status and "Increased" Change

**District in the Middle**
- **Status:** 67% of English Learners moved up at least one proficiency level on the California English Language Development Test (CELDT) or were Reclassified Fluent English Proficient (RFEP) from prior year to current year
- **Change:** 1% increase between the current percentage (67%) and the prior year (66%)
- **Performance:** Yellow based on a "Median" Status and "Maintained" Change

February 6, 2017
SUSPENSION RATE INDICATOR

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.

Not Suspended
Student is not suspended while enrolled at the district at any time.

Suspended
Student is suspended while enrolled at the district for any period of time.

- All suspensions are counted the same (e.g. violent behavior, possession of a dangerous weapon, etc.)
- No matter how many times a student is suspended in a school year, that student counts as one suspension
- Cumulative enrollment includes all students that have enrolled for any period of time (e.g. one month, half a school year, or entire school year)
**SUSPENSION RATE INDICATOR**
**UNIFIED SCHOOL DISTRICT**

*Status* is the current year suspension rate.

*Change* is the difference between the current year suspension rate and the prior year suspension rate.

*Performance* is the 25 color categories based on "Status" and "Change."

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### Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Increased Significantly by greater than 2%</th>
<th>Increased by 0.3% to 2%</th>
<th>Maintained Declined or increased by less than 0.3%</th>
<th>Declined by 0.3% to less than 2%</th>
<th>Declined Significantly by 2% or greater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low 1.0% or less</td>
<td>Not applicable</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Low greater than 1.0% to 2.5%</td>
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<td>Yellow</td>
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<td>Median greater than 2.5% to 4.5%</td>
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<td>Very High greater than 8.0%</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

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### Examples

**District in the Zone**
- **Status:** 0.5% suspension rate for the current year
- **Change:** 2% decrease between the current year's rate (0.5%) and the prior year's rate (2.5%)
- **Performance:** Blue based on a "Very Low" Status and "Declined Significantly" Change

**District on the Rise**
- **Status:** 2% suspension rate for the current year
- **Change:** 1% decrease between the current year's rate (2%) and the prior year's rate (3%)
- **Performance:** Green based on a "Low" Status and "Declined" Change

**District in the Middle**
- **Status:** 7% suspension rate for the current year
- **Change:** 0.5% decline between the current year's rate (7%) and the prior year's rate (7.5%)
- **Performance:** Yellow based on a "High" Status and "Declined" Change

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February 6, 2017