



# 2022 California School Dashboard Overview

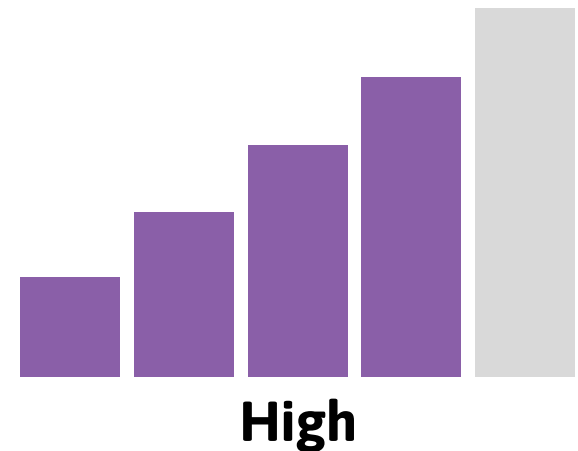
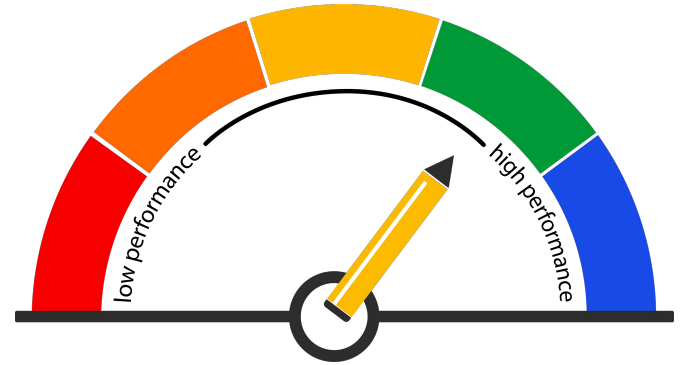


## **Magruder Middle School**

**January 2023**

# State Accountability

## The California School Dashboard

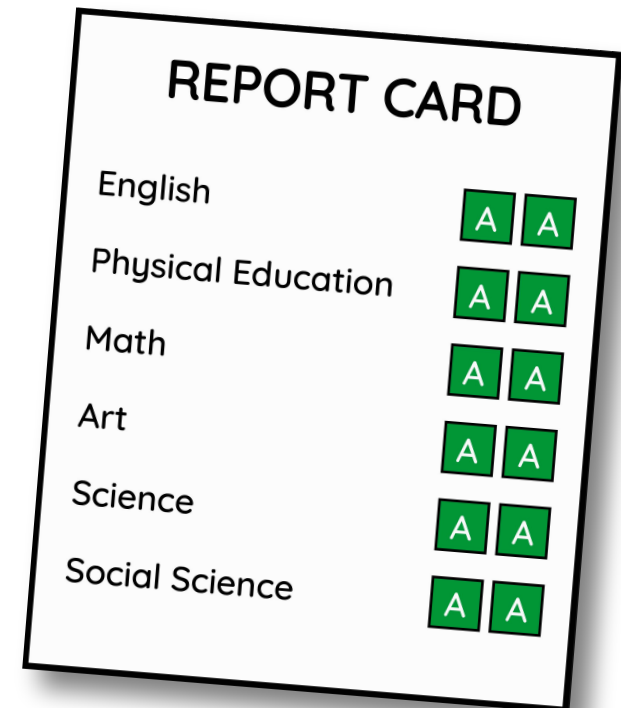




# Why is the California School Dashboard important?

The Dashboard is like a report card for our schools and districts







- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies schools and districts that may need extra support
- Focuses attention on 8 State Priorities (10 for County Offices of Education)
- Informs annual budget and strategic planning processes





# Dashboard Metrics by State Priority

4

1. Basic Services and Conditions at School	2. Implementation of State Academic Standards	3. Parent Engagement
Local Indicator	Local Indicator	Local Indicator
4. Student Achievement	5. Pupil Engagement	6. School Climate
 Academic Performance  English Learner Progress	 Graduation Rate  Chronic Absenteeism	Local Indicator and  Suspension Rate
7. Access to Broad Course of Study		8. Outcomes in a Broad Course of Study
Local Indicator		 College and Career Readiness

4



# What are the State's priorities for our schools and districts?

## 1. Conditions of Learning

- a. Basic Services
- b. Implementation of State standards
- c. Course Access

## 2. Engagement

- a. Parent Engagement
- b. Pupil Engagement
- c. School Climate

## 3. Pupil Outcomes

- a. Pupil Achievement
- b. Other Pupil Outcomes

These same 8 priorities are used throughout the Local Control and Accountability Plan (LCAP)

The LCAP is a plan that uses data to identify our needs and specifies the resources and actions to reach our goals for improved student outcomes



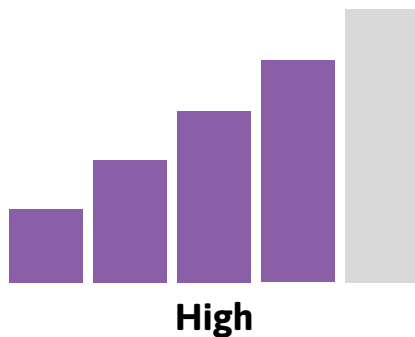
# How does the Dashboard measure performance and progress for the State priorities?

## State Indicators

Data is pulled out of CALPADS

Measures are **objective** across the state - for example, a suspension in one school district has the same meaning as a suspension in another

Ratings range from “**VERY LOW**” to “**VERY HIGH**.”



## Local Indicators

LEAs present local indicators at a regularly scheduled board meeting

These data are **subjective** measures made by LEA staff and their communities

Data is **self-reported** by LEAs to CDE

Ratings include “**MET**,” “**NOT MET**” or “**NOT MET FOR TWO YEARS**”

**STANDARD MET**

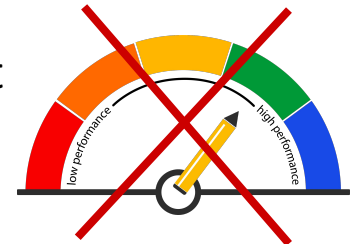
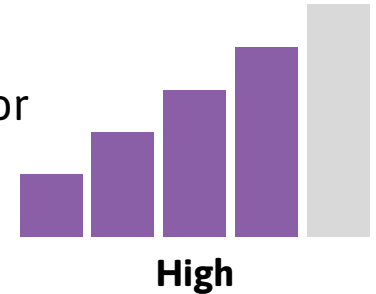
*The number of purple bars indicates if rating is good or bad (like a cell phone) - 1 bar is worst performance and 5 bars is best.*



# What's new or different for 2022?

For  
2022

- Only Performance is Being Reported this Year
  - No progress is being measured as previous results that would normally be used for comparisons were either not available or dramatically impacted by the pandemic
- Purple Bar Charts
  - The Dashboard will report scores using purple bar charts rather than the five-color gauge
- No College And Career Indicator for 2022
- Schools Can Not Receive an Indicator that is Higher or Lower than Their Performance
  - In a normal year, a school or district with low performance could have a medium/high rating based on progress made, but this year low performance will be presented as low. Similarly, high performing schools and districts that had decreased performance will not have their rating impacted by those decreases and their performance will be presented as high





# **How did our school perform on the California School Dashboard?**







# School Demographics

PHILIP MAGRUDER MIDDLE

## Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

**528**

View More Information →

LEARN MORE

Socioeconomically  
Disadvantaged

**46.8%**

LEARN MORE

English Learners

**12.7%**

LEARN MORE

Foster Youth

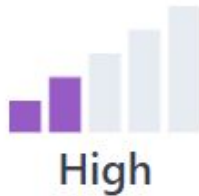
**0.2%**



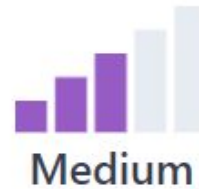
# Dashboard Overview

## Philip Magruder Middle

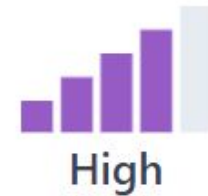
### Chronic Absenteeism



### Suspension Rate



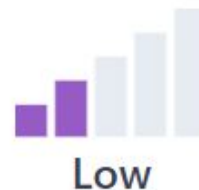
### English Learner Progress

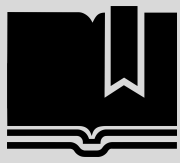


### English Language Arts

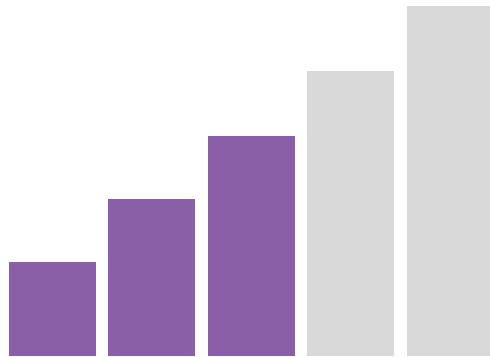


### Mathematics





# English Language Arts: How did our student groups perform?



**Medium**

**Magruder MS**  
**Overall Performance Level**  
**for All Students**  
**8.6 Points Above Standard**



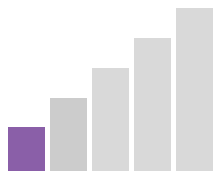
**TUSD:**

**High**  
**40.6 Above**



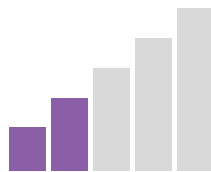
**California:**

**Low**  
**12.2 Below**



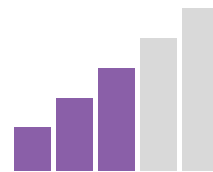
**Very Low**

Students with  
Disabilities



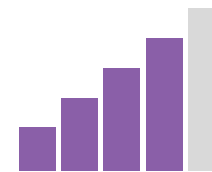
**Low**

African American  
English Learners



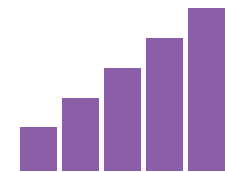
**Medium**

Hispanic  
White  
Socioeconomic  
Disadvantaged



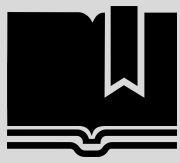
**High**

Asian



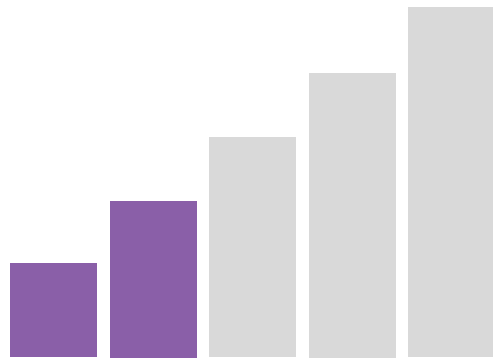
**Very High**

None



# Math:

## How did our student groups perform?

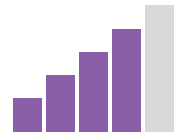


**Low**

**Magruder MS**  
**Overall Performance Level**  
**for All Students**

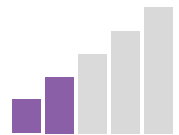
**26.4 Points Below Standard**

**TUSD:**

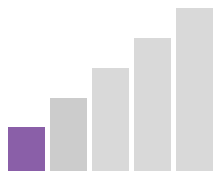


**High**  
**13.4 Above**

**California:**

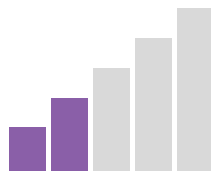


**Low**  
**51.7 Below**



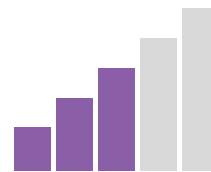
**Very Low**

Students with  
disabilities



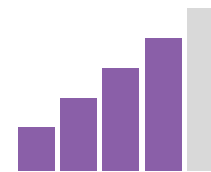
**Low**

African American  
Hispanic  
English Learners  
Socioeconomic  
Disadvantaged



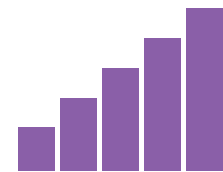
**Medium**

White



**High**

Asian

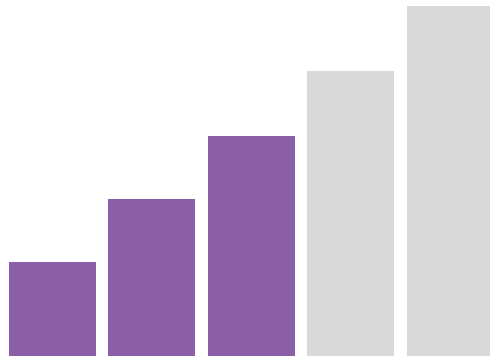


**Very High**

None



# Suspension Rate: How did our student groups perform?



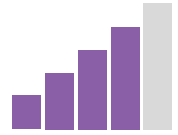
**Medium**

**Magruder MS**

**Overall Performance Level for  
All Students**

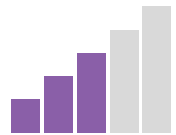
**5.7% Suspended at Least One Day**

**TUSD:**

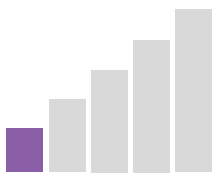


**Low  
1.5%**

**California:**

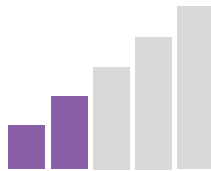


**Medium  
3.1%**



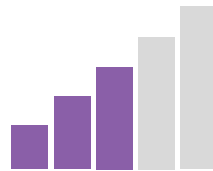
**Very High**

None



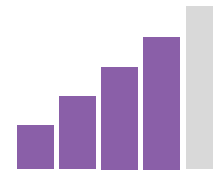
**High**

African American  
Students with  
Disabilities



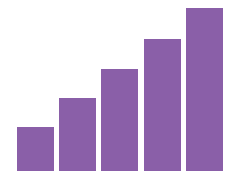
**Medium**

Hispanic  
White  
English Learners  
Socioeconomic  
Disadvantaged



**Low**

Asian

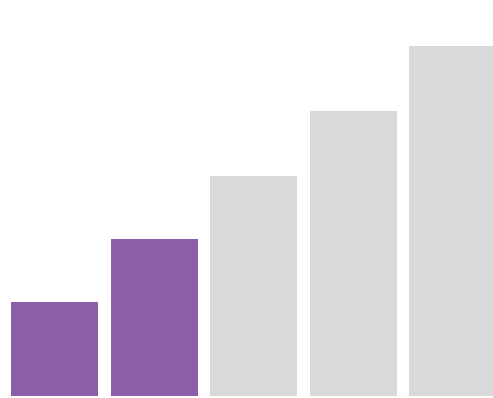


**Very Low**

Two or More Races



# Chronic Absenteeism: How did our student groups perform?



**High**

**Magruder MS**

**Overall Performance Level for  
All Students**

**18.6% Chronically Absent**



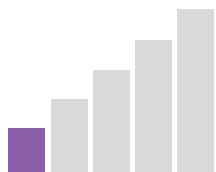
**TUSD:**

**High  
12.8%**

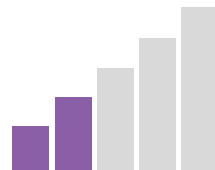


**California:**

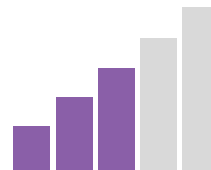
**Very High  
30%**



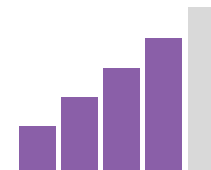
**Very High**



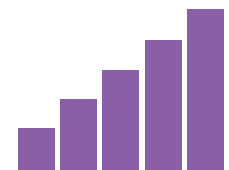
**High**



**Medium**



**Low**



**Very Low**

Hispanic  
Two or More Races  
White

African American  
Asian

None

None

None

English Learners  
Socioeconomic  
Disadvantaged

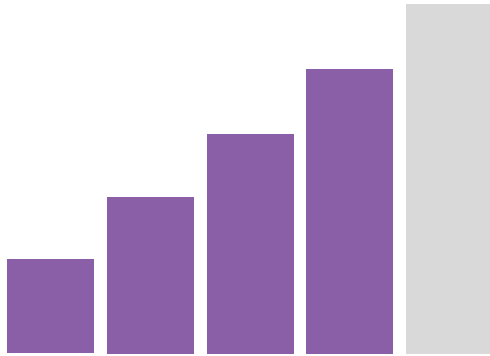
Students with Disabilities



# English Learner Progress Indicator



15



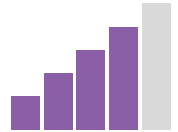
**High**

**Magruder MS**

**Overall Performance Level for All Students**

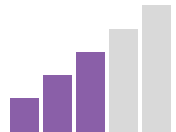
**57.1% Making Progress Towards English Language Proficiency**

**TUSD:**



**High  
60.9%**

**California:**



**Medium  
50.3%**

## Which students are included?

- Students in grades 1-12 who are English Learners and have 2 years of ELPAC scores.

## How are the scores calculated?

- The total number of students who show progress toward English language proficiency by increasing at least one level from the previous year or maintaining a level 4 from one year to the next are divided by the total number of English Learners.



# Student Group Performance on State Indicators



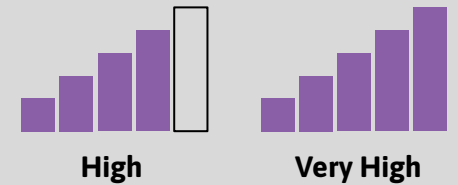
STUDENT GROUP	ELA PERFORMANCE	MATH PERFORMANCE	CHRONIC ABSENTEEISM	SUSPENSION RATE
Students w/ Disabilities	Very Low	Very Low	Very High	High
Socioeconomically Disadvantaged	Medium	Low	Very High	Medium
African American	Low	Low	High	High
Hispanic	Medium	Low	Very High	Medium
English Learners	Low	Low	Very High	Medium
Two or More Races	None	None	Very High	Very Low
White	Medium	Medium	Very High	Medium
Asian	High	High	High	Low



# Important Considerations for the 2022 Dashboard

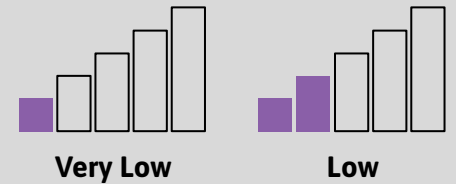
- The data used to calculate CA School Dashboard scores is not the same data used on the CDE Dataquest website, there are different data and different calculations used
- The students who are included in the calculations for each of the State Indicators is different
- The time to make an impact on the results could be 2 or more years before the results are presented, which means the work being done today will be reflected in the Dashboard 2 or more years from now
- Although students can demonstrate College and Career Readiness in multiple ways, course grades and test performance are part of all of those options
- Although attendance matters for all students, the chronic absentee indicator does not include absentee rates for high school students
- The CAASPP tests have the largest impact on Dashboard results impacting 4 different State Indicators (ELA Performance, Math Performance, College Career Indicator, and English Learner Progress because one of the measures used to determine if a student remains an English Learner is the CAASPP ELA test)
- For the English Learner Progress Indicator, scores are only presented for English Learners; no scores are presented for 12 of the 13 student groups that receive scores on the other indicators
- The Suspension Rate Indicator is the only measure of all students in grades K through 12

# Actions that we will take to maintain high performance...



- Before/After School Intervention Programs
- Library services, availability of books
- Book club? Awareness of library and book check out?
- Promoting reading
- Staffing help in the library? Library programming?
- Accelerated math during the summer
- Focus on student specific needs (RTI process)
- ELD Program services, Summer Slide

# Actions that we will take to improve low performance...



- PLC Cycle
- Attendance letters, tardy consequences
- Others means of correction, ATS
- CAASPP Incentive?
- iReady Incentive?
- Attendance at after school programs? Follow up with parents?  
Rewards for students who do attend? Tangible? Student store credit?
- Extra study pages in Math, link to AMP?
- Front of the line passes



# Thank You



## Any Questions or Comments?