Instructions for Completing the Data Observation Tool ⚙ Section 4, 3.1

1. Go to www.caschooldashboard.org and type in the name of your school district or school.
2. Click on your school name from the resulting list and press "Search". Your school district or school's report will be displayed.
3. The Equity Report is the report that is displayed when you are first taken to the *California School Dashboard* for your school district or school. From the Equity Report you can complete Box A of the Data Observation Tool – the overall performance category for each indicator and Box D – the number of student groups in the orange/red categories.
4. Click on the tab for the "Status and Change Report" to complete Boxes B and C on the Data Observation Tool – the performance level associated with the school district or school for "Status" and "Change".

Once your team has completed the Data Observation Tool for each of the six indicators, you will be ready to consolidate that information onto the Overall Data Observations Sheet.

Guiding Questions:

The Guiding Questions listed in Box E on the Data Observation Tool offer a starting point for your team's discussions. The data included in the *California School Dashboard* can provide answers to each guiding question.

Additional guiding questions are also critical to this comprehensive process. These questions appear in Box F on the Data Observation Tool and require the use of data sources other than the *California School Dashboard*.

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies

29

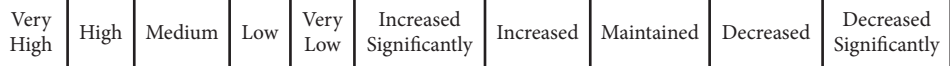## Data Observation Tool: Chronic Absenteeism

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Equity Report on the *California School Dashboard*.)					B. Status (Circle the Status from the Status and Change Report on the *California School Dashboard*.)					C. Change (Circle the Change from the Status and Change Report on the *California School Dashboard*.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the *California School Dashboard*.)
					Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:

- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?
- Is the **Change** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?

F. Other Questions to Consider:

- Are there any patterns of absences that are evident in the data? Do more absences occur on certain days of the week?
- Are any patterns observed consistent across student groups or are they restricted to only one or some student groups?
- What are the reasons for absences?
- Do those reasons differ by day of the week? Are different reasons associated in some way with different student groups?

G. Observations:

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies

Data Observation Tool: English Learner Progress Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Equity Report on the *California School Dashboard*.)	B. Status (Circle the Status from the Status and Change Report on the *California School Dashboard*.)					C. Change (Circle the Change from the Status and Change Report on the *California School Dashboard*.)				
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly

D. Guiding Questions (local data needed to answer these questions):

- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?
- Is the **Change** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?

E. Other Questions to Consider:

- What percentage of English learners with disabilities are making annual English progress? How does this compare to other English learners? How do these results differ across schools?
- What percentage of English learners with disabilities are reclassified to fluent-English proficient status? How does this compare to other English learners? How do these results differ across schools?
  - Do any patterns emerge regarding English language progress or reclassification rates among the English learners with disabilities from different language groups?

F. Observations:

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies

Data Observation Tool: Graduation Rate Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Equity Report on the *California School Dashboard*.)	B. Status (Circle the Status from the Status and Change Report on the *California School Dashboard*.)					C. Change (Circle the Change from the Status and Change Report on the *California School Dashboard*.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the *California School Dashboard*.)
⬤ 🟢 🟠 🟡 🔴	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:	F. Other Questions to Consider:
• Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? • Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	• What percentage of the SWD are on a graduation track? • What percentage of the SWD are on track for a certificate of completion? • What is the breakdown of students in each track by disability?

G. Observations:

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies

32

Data Observation Tool: Suspension Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Equity Report on the *California School Dashboard*.)	B. Status (Circle the Status from the Status and Change Report on the *California School Dashboard*.)					C. Change (Circle the Change from the Status and Change Report on the *California School Dashboard*.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the *California School Dashboard*.)
⬤⬤⬤⬤⬤	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:	F. Other Questions to Consider:
• Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? • Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	• What type of suspensions are occurring overall? • Do these suspensions differ by student group? By grade? By school? • Is there a particular time of day when more suspension occur? • Is there a particular location where more suspensions occur?

G. Observations:

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies

Data Observation Tool: English Language Arts/Literacy Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Equity Report on the *California School Dashboard*.)	B. Status (Circle the Status from the Status and Change Report on the *California School Dashboard*.)					C. Change (Circle the Change from the Status and Change Report on the *California School Dashboard*.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the *California School Dashboard*.)
⬤ ⬤ ⬤ ⬤ ⬤	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:

- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?
- Is the **Change** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?

F. Other Questions to Consider:

- Is performance in English-language arts/literacy different from observed performance in mathematics? If so, how?

G. Observations:

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies

Data Observation Tool: Mathematics Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Equity Report on the *California School Dashboard*.)	B. Status (Circle the Status from the Status and Change Report on the *California School Dashboard*.)	C. Change (Circle the Change from the Status and Change Report on the *California School Dashboard*.)	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the *California School Dashboard*.)

		Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:

- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?
- Is the **Change** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?

F. Other Questions to Consider:

- Is performance in mathematics similar to performance in English-language arts/literacy?

G. Observations:

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Overall Data Observation Sheet ⚙ Section 4, 3.2

Use this chart to consolidate information on the Data Observation Tool. This chart highlights commonalities, and guides in the development of one or more problem statements.

Chronic Absenteeism	**Suspension Rate**
Graduation Rate	**English Learner Progress**
English-Language Arts	**Mathematics**

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