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

- 1. Go to <u>www.caschooldashboard.org</u> 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.
- 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*.

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 Ch California Sch	ange from th	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the <i>California</i> <i>School Dashboard.</i>)					
			Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
 Is the group much? When ing the gaps a ing we group levels? Is the group much? When formin data? perfor studer Low" 	 High High Medium Low Low E. Guiding Questions: Is the <u>Status</u> for the Students with Disabilities student group different from other student groups? By how much? When looking at <u>Status</u>, 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 <u>Change</u> for the Students with Disabilities student group different from other student groups? By how much? 						orm- f rm- t lent re	 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. Observ	ations:												

SECTION 4

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 <i>California</i> <i>School Dashboard.</i>)	B. Status (Circle the St California Sci		e Status and Cha ard.)	ange Repor	rt on the	C. Change (Circle the Change from the Status and Change Report on the <i>California School Dashboard.</i>)						
	Very High	High	Medium	Low	Increased	Maintained	Decreased	Decreased Significantly				
 D. Guiding Questions (local d Is the <u>Status</u> for the Studen from other student groups When looking at <u>Status</u>, at are gaps illustrated with th groups are performing we groups are performing at t Is the <u>Change</u> for the Studen from other student groups When looking at <u>Change</u>, are gaps illustrated with th groups are performing we groups are performing we groups are performing we groups are performing at t 	nts with Di s? By how p re all stude ne data? If § Il ("Very H the "Low" ents with I s? By how p are all stud ne data? If §	sabilities nuch? nt groups gaps are i ligh" or "I or "Very I Disabilitie nuch? lent grou gaps are i ligh" or "I	student gro s performing llustrated, w High") and w Low" levels? es student gr ps performin llustrated, w High") and w	up diffe g the sat which st which s oup diff ng the s which st	erent me or udent tudent ferent eame or udent	 What j abilitie How d ers? H What j disabil profici other J 	percentage es are maki loes this co ow do thes percentage ities are re ent status? English lea across scho Do any p English l reclassifie	patterns em anguage pr cation rates with disabi	e learners y English protection other Engli iffer across learners y o fluent-E this comp w do these erge regar rogress or s among th	rogress? lish learn- s schools? with nglish pare to e results rding he English		
F. Observations:												

SECTION 4

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 Ch California Sch	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the <i>California</i> <i>School Dashboard.</i>)				
	Very High	High	Medium	Llow (I Increased Maintained Decreased						Decreased Significantly	
E. Guiding Questions:	n					F. Other Q	uestions	to Consid	er:		
 Is the <u>Status</u> for the Studen group different from other much? When looking at <u>Status</u>, at ing the same or are gaps il gaps are illustrated, which ing well ("Very High" or " groups are performing at the levels? Is the <u>Change</u> for the Stud group different from other much? When looking at <u>Change</u>, forming the same or are g If gaps are illustrated, whi forming well ("Very High" dent groups are perform Low" levels? 	r stude: re all st lustrate studer High") the "Lo ents wi r stude are all s are all s aps illu ch stud ' or "H	nt gro tuden ed wit nt gro and v ow" or ith Di nt gro stude stude lent g igh")	oups? By t groups th the da ups are j which stu c "Very I sabilities oups? By nt group ed with t roups ar and whi	how perfo udent ow" s stud how s per- he da e per- ch stu	ent ta?	• What complete	percentagetion?	ge of the S	WD are o		ion track? a certificate of ck by disability?

G. Observations:

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 <i>California</i> <i>School Dashboard</i> .)	B. Status (Circle the Status from the Status and Change Report on the <i>California School</i> <i>Dashboard</i> .)					C. Change (Circle the Ch California Scho	rt on the	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the <i>California</i> <i>School Dashboard.</i>)			
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
E. Guiding Questions:						F. Other Q					
 Is the <u>Status</u> for the Studen group different from other much? When looking at <u>Status</u>, as ing the same or are gaps il gaps are illustrated, which ing well ("Very High" or "groups are performing at the levels? Is the <u>Change</u> for the Studen group different from other much? When looking at <u>Change</u>, forming the same or are g data? If gaps are illustrated performing well ("Very H student groups are performing the same perform Low" levels? 	r stude re all st lustrat studer High") the "Lo ents wa r stude are all aps illu d, whic igh" or	ent gro tudent red wit nt gro and v ow" or ith Dia ent gro studen ustrate ch stuc c" "Higl	oups? By t groups th the da ups are p which stu "Very I sabilities oups? By nt group ed with t dent group h") and w	how perfor udent Low" s stud how os per he ups an which	ent	 Do the school Is there 	se suspei ? e a partic	ular time o	er by stud of day wh	en more su	l? By grade? By spension occur? ensions occur?
G. Observations:											

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 <i>California</i> <i>School Dashboard</i> .)	B. Status (Circle the Status from the Status and Change Report on the <i>California School</i> <i>Dashboard.</i>)					C. Change (Circle the Ch California Sch	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the <i>California</i> <i>School Dashboard.</i>)				
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
E. Guiding Questions:						F. Other Q					
 Is the <u>Status</u> for the Studen group different from other much? When looking at <u>Status</u>, as ing the same or are gaps il gaps are illustrated, which ing well ("Very High" or "groups are performing at t levels? Is the <u>Change</u> for the Studgroup different from other much? When looking at <u>Change</u>, forming the same or are g data? If gaps are illustrated performing well ("Very H student groups are perform Low" levels? 	r stude re all st lustrat studer High") the "Lo ents wa r stude are all aps illu d, whic igh" or	ent gro tuden ed wit nt gro and v ow" or ith Di ent gro stude istrate ch stude	oups? By t groups th the da ups are j which st "Very I sabilities oups? By nt group ed with t dent gro h") and	how perfor udent Low" s stud how bs per he ups a which	ent					e arts/litera tics? If so, ł	cy different from now?
G. Observations:											

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 Ch California Scho	ange from th	rt on the	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report on the <i>California</i> <i>School Dashboard.</i>)						
\bigcirc					Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
	ıiding	-								F. Other Q					
g n V iii g ld I I g n V f d d P s S I	roup d nuch? Vhen l ng the aps are ng well roups evels? s the <u>C</u> roup d nuch? Vhen l orming ata? If erform tudent ow" le	ifferen ooking same o e illust ("Ver are pe hange ifferen ooking gaps a ning w group vels?	nt from g at <u>Sta</u> or are rated, ry Higl rform for th nt from g at <u>Ch</u> ame o ure illu rell ("V	n other atus, ar gaps il which h" or "I ing at t e Stude n other nange, r are ga stratec /ery Hi	r stude re all st lustrat studer High") he "Lo ents wi r stude are all aps illu l, whic igh" or	ent gro tudent ed wit nt gro and v ow" or ith Di ent gro stude: ustrate ch stude:	abilities s oups? By t groups th the da oups are p which stu r "Very I sabilities oups? By nt group ed with t dent grou h") and w	how perfor udent ow" s stud how os per- he ups an which	ent	-		in mathen ge arts/lite		ilar to perf	ormance in
G. 0	bserva	tions:													

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.

<u>Chronic Absenteeism</u>	<u>Suspension Rate</u>
Graduation Rate	English Learner Progress
English-Language Arts	Mathematics