



Fresno Unified
School District

California School Dashboard, Part Two—Differentiated Assistance

Board of Education
October 17, 2018



Equity & Access Mission, Vision, and Core Values

Mission and Vision

The mission of Equity and Access is to advance educational equity from cradle to career by improving learning opportunities and addressing disparities that result in social inequality.

We will apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking.

Core Values

We believe in dependable, tailored, and differentiated service with compassion, respect, and transparency to foster the growth of the individuals we serve.



Equity & Access Objectives

Increase transparency of information and processes

Increase data and assessment literacy toward systems improvement

Increase support for students needs from cradle to career



California Dashboard Board Presentation Alignment

- Goal of Transparency: We commit to using all tools and resources available toward communicating data and information as accurately, timely, and responsibly as possible.
- Goal of Assessment / Data Literacy: We commit to sharing not only how information is gleaned from data, but how sites, regions, district personnel, and our board can actively engage in assessments and data elements.
- Goal of Supporting Student Needs: We commit to ensuring all data and information is provided alongside best practices gathered from experts within our district toward enhancing student experiences and shattering gaps present in the system.

State Accountability System

Priority Area	State Indicator	Local Indicator
1—Basic Services		Basic Conditions at School
2—Academic Standards		Implementation of State Academic Standards
3—Parent Engagement		Annual Parent Survey
4—Student Achievement	Academic Indicator/English Learner Progress Indicator	
5—Student Engagement	Graduation Rate/ <i>Chronic Absenteeism</i>	
6—School Climate	Suspension Rate	Local Climate Survey
7—Access to a Broad Course of Study	<i>College/Career Indicator (Pending removal this Fall)</i>	<i>Local Indicator (reporting this Fall)</i>
8—Outcomes in a Broad Course of Study	<i>College/Career Indicator</i>	



Differentiated Assistance— Levels of Support

Levels of Support	Eligibility Criteria for Support
Level One—Support for All	Support is available to all districts/schools on a voluntary basis.
Level Two— Differentiated Assistance	A school district or COE is eligible for differentiated assistance if any student group is red (red or orange on Priority 4) in two or more priority areas indicated in the dashboard.
Level Three—Intensive Intervention	A school district or COE is eligible for intensive intervention if three or more student groups are red (red or orange on Priority 4) for two or more areas indicated on the Dashboard.

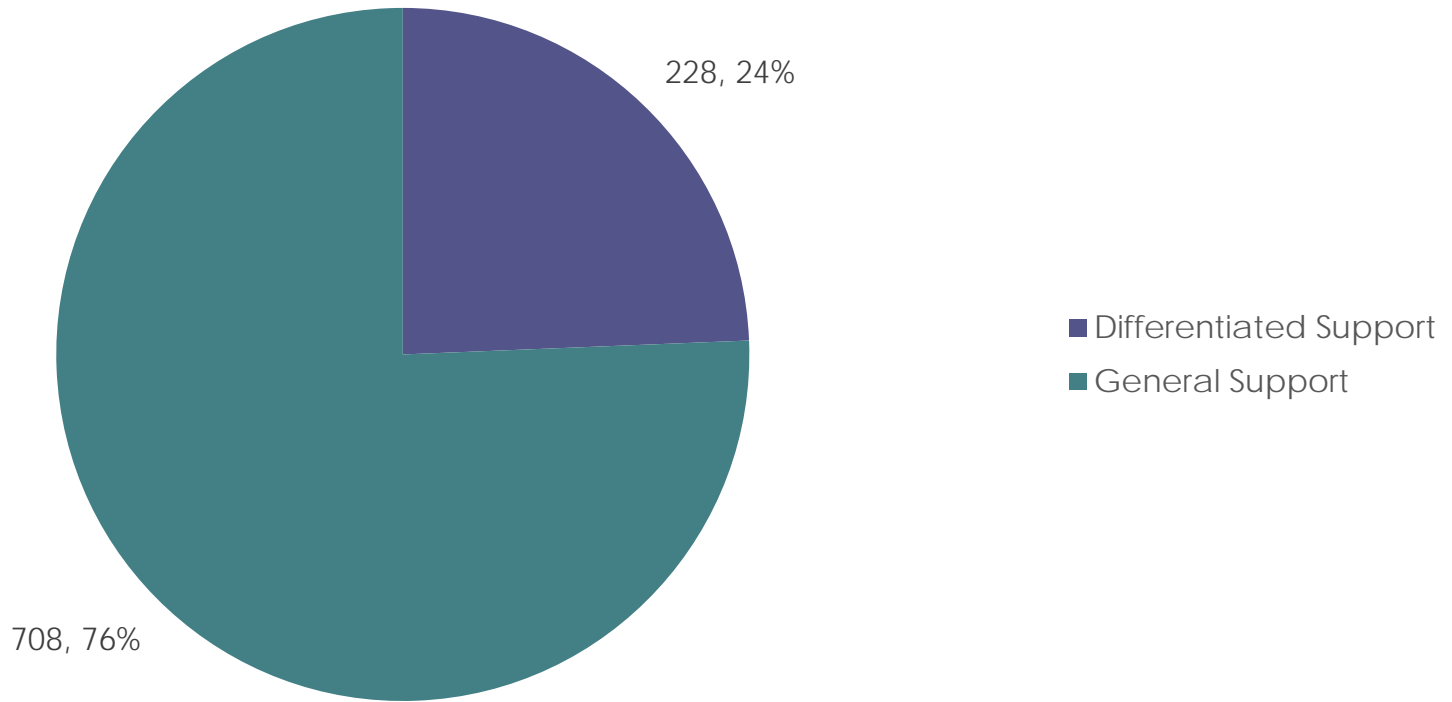
Districts were identified in December 2017.

County Offices must offer assistance via data review, assessing strengths, and underlying causes.



Differentiated Assistance Statewide

Number of Agencies in the State





Student Groups Associated with Differentiated Assistance Statewide

Race/Ethnicity	#	%
African American	27	12%
American Indian	8	34%
Asian American	0	0%
Filipino	0	0%
Hispanic	5	2%
Multiple Races	1	<1%
Pacific Islander	1	<1%
White	4	2%

Program	#	%
English Learner	19	8%
Foster Youth	41	18%
Homeless	45	20%
Socioeconomically Disadvantaged	12	5%
Students with Disabilities	163	71%



Differentiated Assistance

The state has 8 priorities:

1. Basic Services
2. Academic Standards
3. Parent Engagement
4. Student Achievement—Academic and English Learner Indicators
5. Student Engagement—Graduation Rate and Chronic Absenteeism* Indicators
6. School Climate—Suspension Rate Indicator and Local Climate Survey
7. Access to a Broad Course of Study
8. Outcomes in a Broad Course of Study—College/Career Indicator*

*Coming this fall

Groups in Need of Differentiated Assistance in Fresno Unified:

- African American Student Group
 - Met for priorities 4 and 6
- Foster Youth Student Group
 - Met for priorities 4 and 6
- Students with Disabilities
 - Met for priorities 4, 5, and 6

Differentiated Assistance— Foster Youth

Equity Report Status and Change Report Detailed Report **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asia
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>									
<u>English Learner Progress (1-12)</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>								*	
<u>English Language Arts (3-8)</u>									
<u>Mathematics (3-8)</u>									

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Differentiated Assistance— Students with Disabilities

Equity Report Status and Change Report Detailed Report **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asia
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>									
<u>English Learner Progress (1-12)</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>								*	
<u>English Language Arts (3-8)</u>									
<u>Mathematics (3-8)</u>									

Performance Levels:
 Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

Differentiated Assistance— African American

Equity Report Status and Change Report Detailed Report **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asia
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>									
<u>English Learner Progress (1-12)</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>								*	
<u>English Language Arts (3-8)</u>									
<u>Mathematics (3-8)</u>									

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

California Dashboard 5x5 Suspension Grid—Fall 2017

Level	Increased Significantly by greater than 2.0%	Increased by 0.3 to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0%
Very Low 1.0% or less					
Low Greater than 1.0% or 2.5%		Asian			
Medium Greater than 2.5% to 4.5%		English Learners Filipino	Native Hawaiian or Pacific Islander		
High Greater than 4.5% to 8.0%		All Students (District Placement) Socioeconomically Disadvantaged Hispanic White			
Very High Greater than 8.0%	Foster Youth	Students with Disabilities American Indian/Alaska Native Two or More Races	African American	Homeless	

Title: California Dashboard, Part Two—DA Prepared by: Equity & Access
Data Source: California Department of Education

California Dashboard 5x5 English Language Arts (3-8) Grid—Fall 2017

Level	Decreased Significantly by more than 15 points	Decreased by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above					
High 10 points above to less than 45 points above				Filipino	
Medium 5 points below to less than 10 points above			White		
Low More than 5 points below to 70 points below		Native Hawaiian or Pacific Islander	All Students (District Placement) American Indian or Alaska Native	English Learners Socioeconomically Disadvantaged Asian Hispanic Two or More Races	
Very Low More than 70 points below			Foster Youth Homeless Students with Disabilities African American		

Title: California Dashboard, Part Two—DA Prepared by: Equity & Access
Data Source: California Department of Education

California Dashboard 5x5 Mathematics(3-8) Grid—Fall 2017

Level	Decreased Significantly by more than 15 points	Decreased by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High 0 points above to less than 35 points above				Filipino	
Medium 25 points below to zero					
Low More than 25 points below to 95 points below		Native Hawaiian or Pacific Islander		All Students (District Placement) American Indian or Alaska Native English Learners Socioeconomically Disadvantaged Asian Hispanic Two or More Races White	
Very Low More than 95 points below			Foster Youth Homeless Students with Disabilities African American		

Title: California Dashboard, Part Two—DA Prepared by: Equity & Access
Data Source: California Department of Education

California Dashboard 5x5 Graduation(Class of 2016) Grid—Fall 2017

Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or Increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95% or greater					
High 90.0% to less than 95.0%				All Students (District Placement) Socioeconomically Disadvantaged Asian Hispanic	African American
Medium 85.0% to less than 90.0%		White	Two or more races		
Low 67.0% to less than 85.0%				English Learners Homeless	Foster Youth
Very Low less than 67.0%					Students with disabilities

California Dashboard 5x5 Graduation(Class of 2016) Grid—Fall 2017

Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or Increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95% or greater					
High 90.0% to less than 95.0%				All Students (District Placement) Socioeconomically Disadvantaged Asian Hispanic	African American
Medium 85.0% to less than 90.0%		White	Two or more races		
Low 67.0% to less than 85.0%				English Learners Homeless	Foster Youth
Very Low less than 67.0%					Students with disabilities

Differentiated Assistance

How does our school get out of differentiated assistance?

The Dashboard results are updated every fall based on the most recent year of data available. The criteria are applied each year. Improving the performance of the student group(s) that met the criteria will mean that in future years the student group will no longer meet the criteria and the school district will no longer be eligible for differentiated assistance.

Upcoming Information

- October 29th-November 1st—Small Group Board Sessions
- November 14th—California Dashboard, Part 3—Local Indicators
- Date to be determined—California Dashboard, Part 4—Fall 2018 California Dashboard