



District Data Dashboard Update

October 14, 2015



Background

- District Data Dashboard Board Policy adopted August 27, 2008
- District Data Dashboard populated in 2009
- Adoption revisions to the District Data Dashboard November 12, 2014
 - ▣ **2014/15 is a new baseline year**

DISTRICT GOALS

TO ACCOMPLISH THE FOUR DISTRICT GOALS, IT IS EXPECTED THAT ALL STUDENTS WILL BE IN SCHOOL, ON TIME AND READY TO LEARN EVERY DAY.

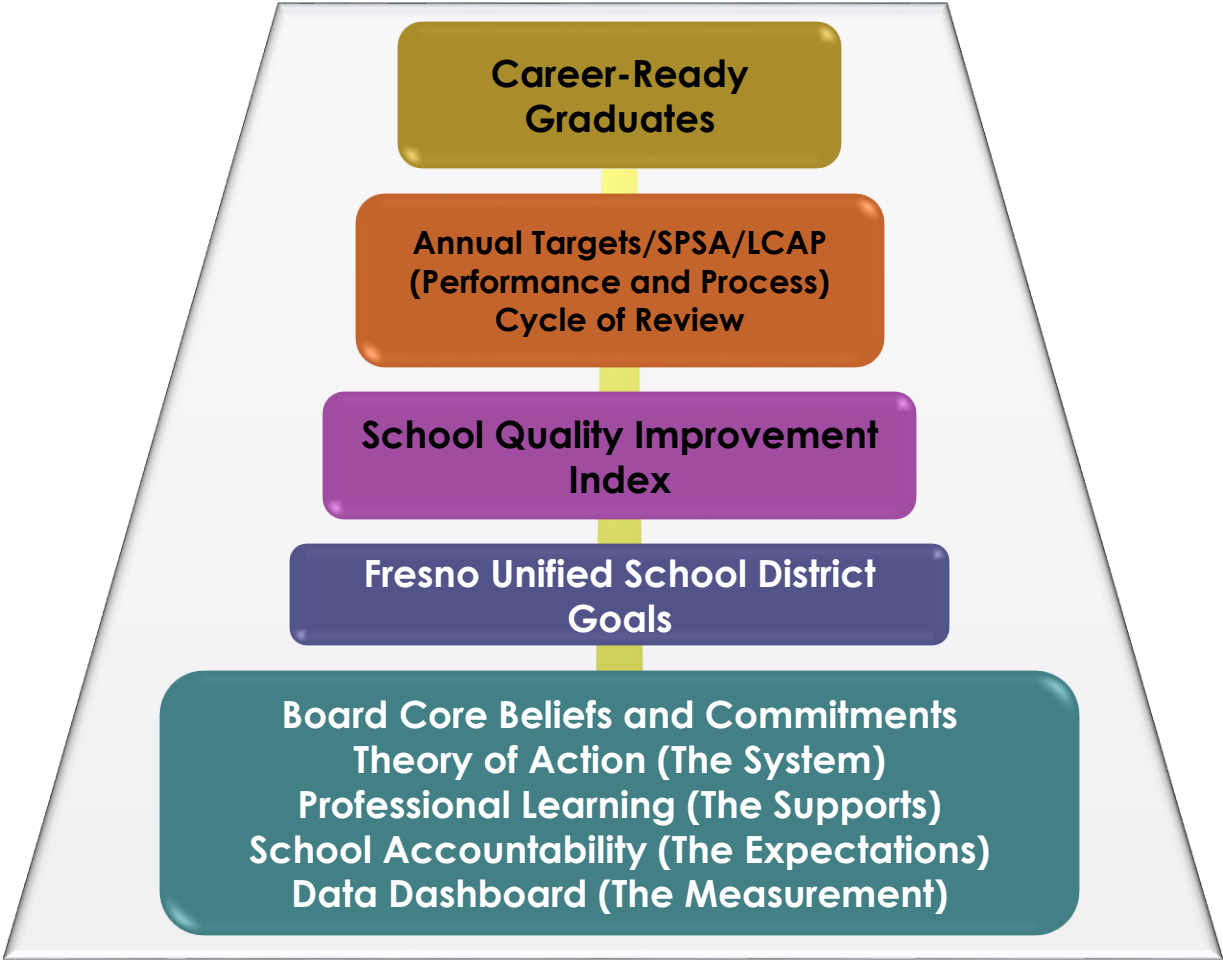
- 1. ALL STUDENTS WILL EXCEL IN READING, WRITING AND MATH**
- 2. ALL STUDENTS WILL ENGAGE IN ARTS, ACTIVITIES, AND ATHLETICS**
- 3. ALL STUDENTS WILL DEMONSTRATE THE CHARACTER AND COMPETENCIES FOR WORKPLACE SUCCESS**
- 4. ALL STUDENTS WILL STAY IN SCHOOL ON TARGET TO GRADUATE**



Career Ready Definition and Equity and Access Principle

- Career Ready Definition - A career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school.
- Equity and Access Principle - This translates to the adoption of practices and procedures that ensure all students are given an equal opportunity to graduate having the greatest number of postsecondary choices from the widest array of options.

Fresno Unified Roadmap to Excellence 2014-2019

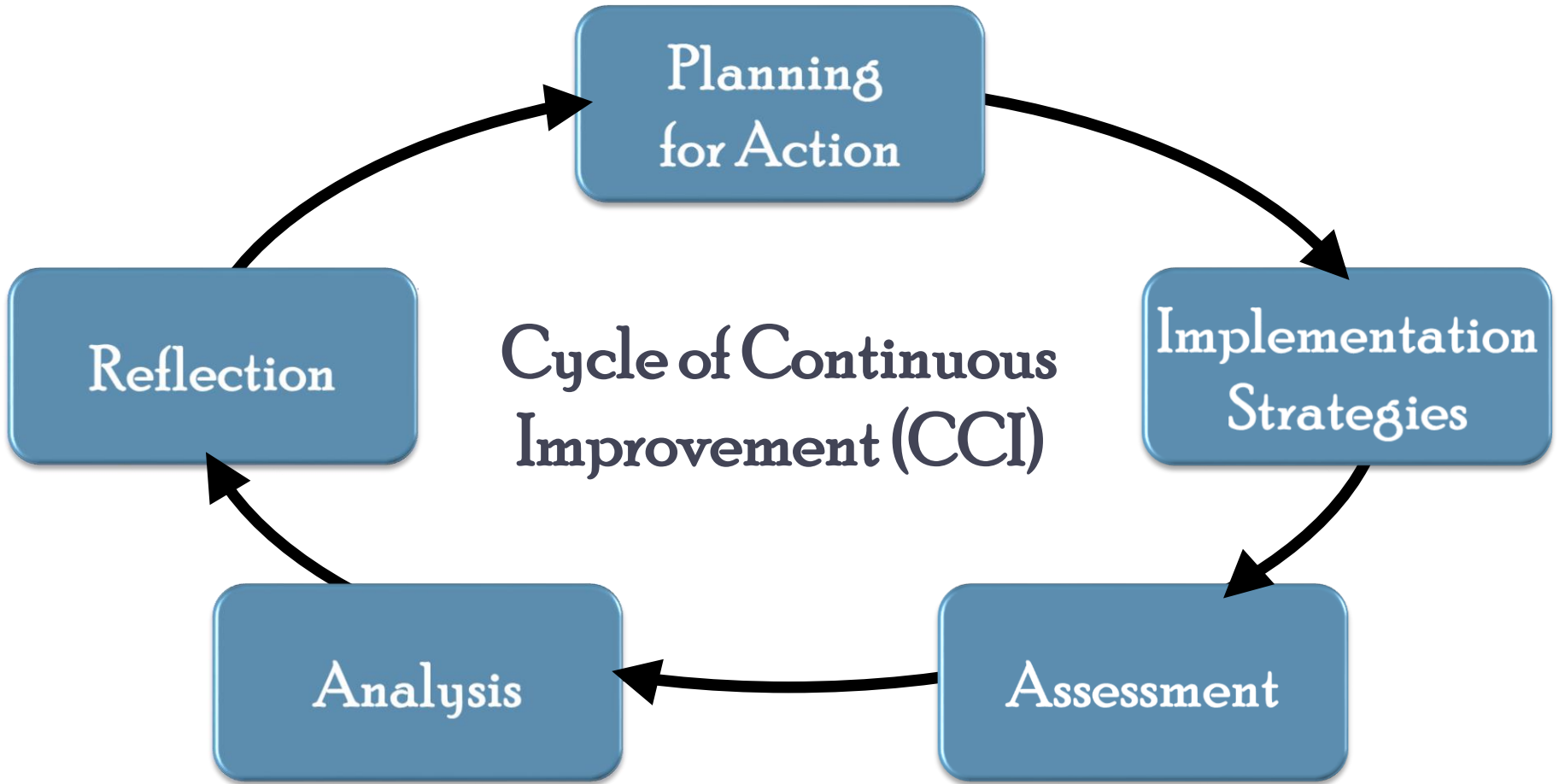




What's included in Data Dashboard?

- Measurements that matter
 - ▣ We measure what we treasure
 - ▣ Link to key district initiatives
- Usually a multi-year data trend of the measurement
- A target or goal for the measurement
- A status indicator of actual performance versus the target

7 Data Dashboard Supports CCI



Board Management Oversight

Forward District Work and Accelerate Progress



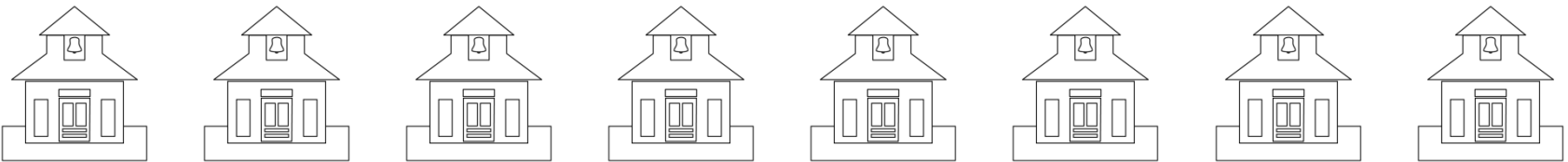
Superintendent
Evaluation

Data Dashboard

Student Achievement

Strategic Supports

Schools





Dashboard's Multiple Measures

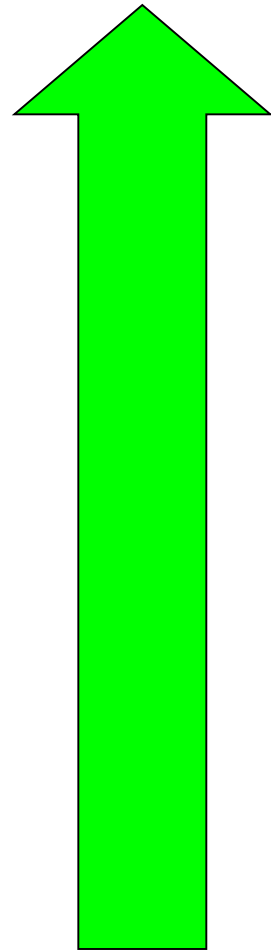
- Student performance and engagement
- Management of resources
- Recruitment and development of leaders and staff
- Connection to families and constituents
- The intersections of the professional learning (supports) and accountability (expectations) policies

Dashboard Summary

Focus Area	Total Indicators	Number of Indicators Populated
All students will excel in reading, writing and math	23	18
All students will engage in arts, activities, and athletics	2	1
All students will demonstrate the character and competencies for workplace success	2	1
All students will stay in school on target to graduate	13	11
Operational Effectiveness	15	12
Grand Total	55	43

Areas of Strength

- Improving Graduation, a-g completion and Re-designation Rates
- Encouraging Social Emotional results
 - Continued declines in behaviors leading to suspensions and/or expulsions
- Strong management of human capital and fiscal resources
 - Benchmark as stronger performer (e.g. reserve, teacher recruitment, etc.)
- Increased pool of students engaged in Goal 2



Areas of Opportunity

- SBAC results are not yet reliable
- College Readiness as measured by the Early Assessment Program is very low
 - 2.36% of students scored “college ready” in ELA and Math
- Achievement Gaps and Behavior Disproportionality remain
 - 2% of English Learner students scored “Met or Exceeded” in SBAC ELA
 - The African-American suspension per 100 rate remains over 2.5 times higher than the district average



Dashboard Results – Goal 1

Indicator	14/15 Results
SBAC: % of students scoring Met or Standard Exceeded on ELA SBAC	26.96%
SBAC: % of students scoring Met or Standard Exceeded on Math SBAC	17.87%
SBAC ELA Growth	TBD
SBAC Math Growth	TBD
SBAC: % of 3 rd graders scoring Met or Standard Exceeded on ELA SBAC	24.62%
SBAC: % of 3 rd graders scoring Met or Standard Exceeded on Math SBAC	26.15%
SBAC: % of 5 th graders scoring Met or Standard Exceeded on ELA SBAC	28.01%
SBAC: % of 5 th graders scoring Met or Standard Exceeded on Math SBAC	14.64%
SBAC: % of 8 th graders scoring Met or Standard Exceeded on ELA SBAC	27.89%
SBAC: % of 8 th graders scoring Met or Standard Exceeded on Math SBAC	15.57%
*1 st Time CAHSEE Passing Rate (ELA)	74.78%
*1 st Time CAHSEE Passing Rate (Math)	75.39%

*CAHSEE exam has been suspended.

Dashboard Results – Goal 1

Indicator	14/15 Results	▲
KSEP: % of Kindergarten students scoring “Ready to Go” based on overall rating	33.43%	↑
Percentage of 8 th grade students completing 8 th grade math course with C or better	78.06%	↑
Percentage of 9 th grade students enrolled in Algebra I	60.24%	↑
Percentage of 9 th through 12 grade students completing AP/IB courses	24.18%	↑
Number of AP/IB exams taken	6,377	↑
Percentage of Advanced Placement (AP) exams passed scoring 3 and above	29.33%	↓
Percentage of International Baccalaureate exams passed scoring 4 and above	28.74%	↓
Percentage of English Learner Students Redesignated	17.81%	↑
Middle School Redesign Performance	TBD	
Effectiveness Measures of Staff Training	TBD	
Percentage of students passing the CELDT	TBD	

Dashboard Results – Goals 2 & 3

Goal 2

Indicator	14/15 Results	▲
Percentage of students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	62.04%	↑
Percentage of schools which have active engagement with parents	TBD	

Goal 3

Indicator	14/15 Results	▲
Percentage of 9 th through 12 th grade students enrolled in a CTE pathway	38.09%	↑
Percentage of students who graduate career ready	TBD	

Dashboard Results – Goal 4

Indicator	14/15 Results	▲
¹ Four-Year Cohort Graduation Rate	81.81%	↑
Percentage of students with 95% plus Attendance	64.81%	↓
On-campus suspension incidents per 100	3.03	↓
Out of school suspension incidents per 100	11.83	↓
Expulsions per 100	0.20	↓
² Percentage of students (2 nd through 12 th grade) with a D or F on their report during the school year	58.10%	
Percentage of students participating in free breakfast program	35.30%	↑

¹Estimate based on CAHSEE suspension.

²First time measuring 2nd – 12th grade. Previously only measured secondary.

Dashboard Results – Goal 4

Indicator	14/15 Results	▲
Percentage of students participating in free lunch program	76.60%	↑
School Climate Survey Measure	TBD	
Percentage of 10 th grade students who are on-track to graduate that enrolled in the 8 th grade	TBD	
Percentage of graduates who completed A-G requirements	47.88%	↑
Percentage of students who scored “college ready” for higher education (ELA and Math) on SBAC	2.36%	
Percentage of students who enrolled in an institution of higher education	Fall Update	

Dashboard Results – Operational Effectiveness

Indicator	14/15 Results	▲
Annual Retention Rate for all employees	94.68%	↓
Number of highly qualified applicants per general teaching position	4 to 1	-
Number of highly qualified applicants per teaching positions classified as “hard to fill”	2 to 1	↓
Percentage of teaching positions filled by June 1 st	89.00%	↓
³ Summary evaluations of staff performance completed on time	98.84%	
Certificated and Classified staff have goals and professional learning plan completed on time	TBD	
Teacher, principal and school supervisor evaluations include student outcomes	TBD	
System of Professional Learning Measure	TBD	

³Note: Evaluations were suspended for all employees in good standing during 13/14.



Dashboard Results – Operational Effectiveness

Indicator	14/15 Results	▲
Local Participation Rate on Measure Q projects	90.00%	-
Maintenance and cleanliness customer satisfaction survey: Percent responding either satisfied or very satisfied with overall customer service	92.00%	
Total number of computers in inventory	41,342	↑
Network up-time percentage (excluding planned outages)	99.90%	-
Central Office administration ratio as percent of the unrestricted general fund	4.17%	↓
Financial Reserve percentage	6.87%	↓
Balanced Budget	YES	-

Dashboard Challenges

- ❑ Integrating the School Quality Improvement Index as appropriate
- ❑ Completing the development of “TBD” dashboard indicators
- ❑ Setting baseline targets for dashboard indicators
- ❑ Continuing to define performance management as formative support versus summative “gotcha”
- ❑ Leveraging technology to ensure information is secure, accurate, timely and actionable
- ❑ Creating indicators which provide the urgency and professional learning to focus resources and improve results