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.
- 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.)	ts (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 California School Dashboard.)							
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
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 televels? • Is the <u>Change</u> for the Stude group different from other much? • When looking at <u>Change</u> , forming the same or are gaps data? If gaps are illustrated performing well ("Very High")	Questions: Status for the Students with Disabilities student different from other student groups? By how? looking at Status, are all student groups performe same or are gaps illustrated with the data? If re illustrated, which student groups are performel ("Very High" or "High") and which student sare performing at the "Low" or "Very Low" Change for the Students with Disabilities student different from other student groups? By how? looking at Change, are all student groups pering the same or are gaps illustrated with the figaps are illustrated, which student groups are ming well ("Very High" or "High") and which at groups are performing at the "Low" or "Very			orm- f rm- t lent	F. Other Questions to Consider: • Are there any patterns of absences that are evident in the orange of Do more absences occur on certain days of the week? • Are any patterns observed consistent across student group						
G. Observations:											

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 California School Dasi		ange Repor	rt on the	C. Change (Circle the Ch California Sch	ange from the	e Status and Ch	ange Report (on the		
	Very High High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly		
 D. Guiding Questions (local decorption) Is the <u>Status</u> for the Student from other student groups When looking at <u>Status</u>, as are gaps illustrated with the groups are performing we groups are performing at the <u>Change</u> for the Student from other student groups When looking at <u>Change</u>, are gaps illustrated with the groups are performing we groups are performing we groups are performing at the groups are performed at the groups are performing at the groups are performed at the groups	nts with Disabilit. Property By how much? The all student grown and ata? If gaps and are "Very High" of the "Low" or "Verents with Disability? By how much? The are all student grown are data? If gaps and are all ("Very High" of the series with Disability?	es student groups performine illustrated, verified in the contraction of the contraction	g the savhich strong the savhich strong different strong the strong which strong the savhich sa	erent me or udent tudent ferent ame or udent	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:											

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.)	(Circle the Status from the Status and			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 California School Dashboard.)				
	Very High Hi	gh Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
 E. Guiding Questions: Is the <u>Status</u> for the Studer 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 Stude group different from other much? When looking at <u>Change</u>, forming the same or are galf gaps are illustrated, which forming well ("Very High" dent groups are perform Low" levels? 	re all student lustrated student gents with are all student are all student ch student or "High" or "High	groups? By lent groups with the da groups are ad which st or "Very I Disabilitie groups? By adent group rated with t at groups an ") and whi	performance performance performance per che da re per che streeper che da re per che d	ent - ta?	• What compl	percentaş percentaş etion?	ge of the S' ge of the S'	WD are o		tion 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 California School Dashboard.)	(Circle the Status from the Status and			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 California School Dashboard.)					
	Very High Hi	igh Mediu	n Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
 E. Guiding Questions: Is the <u>Status</u> for the Studer 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 "I groups are performing at t levels? Is the <u>Change</u> for the Stude group different from other much? When looking at <u>Change</u>, forming the same or are gadata? If gaps are illustrated performing well ("Very High" town levels? 	re all student student student shigh") and he "Low" ents with are all student student student student student shigh" or "H	groups? I lent grou with the groups ar ad which " or "Very Disabilit groups? I ident gro rated with student g High") an	os perf data? I e perfo studen ' Low" ies stud By how ups per the coups a	form- form- t dent	• Do the school	type of suese susper? ? e a partic	uspensions nsions diff cular time	are occur er by stud	en more su	ll? 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 California School Dashboard.)	B. Status (Circle the St Change Repo 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 California School Dashboard.)			
	Very High Higl	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
 E. Guiding Questions: Is the <u>Status</u> for the Studengroup different from other much? When looking at <u>Status</u>, a ing the same or are gaps illustrated, which ing well ("Very High" or "groups are performing at 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 data? If gaps are illustrated 	re all stude lustrated w student gr High") and he "Low" ents with I student g are all stud aps illustra l, which st	nt groups? By ith the da oups are which st or "Very l bisabilitie roups? By ent group ted with to	how sperfo ata? If perfo udent Low" s study how ps per the pups a	orm- f rm- t lent		ormance	in English	ı-language	e arts/litera	cy different from how?
performing well ("Very H student groups are perform Low" levels? G. Observations:										

Data Observation Tool: Mathematics Indicator

Students (Circle the Status from the Status and				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 California School Dashboard.)							
		Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	
E. Guiding Ques	tions:						F. Other Q	uestions	to Consid	er:	-1	
ing well ("Ve groups are plevels? Is the Change group differed much? When looking forming the	ag at Status, a or are gaps il trated, which ry High" or "erforming at for the Student from others are illustrated are illustrated well ("Very H	r stude re all st lustrat stude: High") the "Lo ents war stude are all aps illu d, whice igh" or	ent gro tuden ed wint nt gro and v ow" on ith Di ent gro stude astrate th stude	t groups? By th the da ups are p which st "Very I sabilities oups? By th group d with the	performance how how he ups a which	orm- rm- ent	_		in mather ge arts/lite		nilar to perf	Formance in
G. Observations												

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