



CASCWA APRIL 2017
DASHBOARD LOCAL INDICATORS HANDOUT

Use the questions below to reflect on the tasks your LEA might need to accomplish or the ideas your LEA might have about local indicators. Identify one local indicator that will be reported in the Dashboard and then respond to the questions below.

Local Indicator: _____

What might your LEA want to learn?
What data might your LEA collect? (How to collect and interpret data for the local indicator?)
How might the data be used to make decisions?
How might your LEA communicate throughout the process with stakeholders?
Who might need to be included in these discussions/decisions?

Note: this handout was used in the CCEE Spring 2017 Workshop Local Indicator Breakout Session (<http://ccee-ca.org/workshops-trainings-spring2017-materials.asp>).



CASCWA APRIL 2017 DASHBOARD STATE INDICATORS HANDOUT

Suspension Rate:

- How do the performance levels for suspension rate differ between your student groups?
- What other disciplinary or student behavior outcomes does suspension rate miss or obscure? How could you measure these outcomes?

English Learner Progress:

- Are there any recent changes at your LEA in how you identify and support ELs that might help you better understand your EL Progress Indicator performance levels?
- How might the number of EL students and any transiency in your EL student body help you better understand your EL Progress Indicator performance levels?
- How might the move from the CELDT to the ELPAC affect your EL Progress Indicator performance levels?

Graduation Rate:

- How do the performance levels for graduation rate differ between your student groups?
- How might the baseline academic performance for new students impact your graduation rate?
- Does your LEA track graduation using other metrics?

Academic Indicator:

- How do the performance levels for ELA and Math SBAC assessments differ between your student groups?
- How does performance level differ for actual ELs as opposed to RFEP students?
- What information does the Distance from Level 3 calculation offer that a proficiency/standard met percent does not?
- How else does your LEA track achievement in ELA and math?

College & Career:

- Given the numerous inputs for how this indicator is calculated, how does each input impact your performance levels for all students and for your student groups?
- Does your LEA track college and career readiness in other ways?

Note: these reflective questions were developed in partnership with Monterey COE, Alameda COE, San Diego COE, & CCSESA.