

SFUSD Data Resources for Use in BSC Planning

Summative Measures – Lagging Indicators

The following data sources can be used in target setting and BSC Planning.

	What It Is	What It Tells You	Where to Find it	Things to Consider
SARC & SARC Highlights	<p>Start your data conversation here. The School Accountability Report Card (SARC), is an overview of school data which provides a context for deeper analysis. Published in late fall for previous year. Key areas to review include: school make-up, academic performance and school climate.</p> <p>School Accountability Report Card (SARC) Highlights is generated by the Achievement Assessments Office (AAO). It includes graphic representations of CST performance by year and by grade. At the elementary level, it also includes CELDT performance.</p>	<ul style="list-style-type: none"> • Number of students enrolled by grade level, and by ethnicity • Average class sizes by grade level • Suspension and expulsion rate, • Percent of students who are proficient or above on STAR, and CAHSEE (HS only) • Drop-out/graduation rates, percentage of graduate meeting “a-g” requirements 	<p>On the SFUSD website:</p> <p>→ SFUSD website (http://sfusd.edu): Click Schools in the left side navigation bar. Select the name of a school. Click on “School Accountability Report Card” or “School Accountability Highlights”</p>	<ul style="list-style-type: none"> • What is the demographic make-up of this school? • What are the CST trends • For which subgroups is the school meeting/NOT meeting AYP?
CST	<p>The California Standards Tests (CSTs), is a part of the Standardized Testing and Reporting (STAR) program which measures what students in grades 2-11 know based on the California content standards* in various subjects areas including English Language Arts (ELA), mathematics, science, and history-social science. Students are tested in the spring of each year; families and schools receive reports in late summer for the previous academic year.</p> <p>STAR includes four tests: the California Standards Tests (CSTs), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and the Standards-based Tests in Spanish (STS). The CST is most often referenced in reporting school results. These assessments along with other factors are used to calculate a school’s Academic Performance Index (API) and Academic Yearly Progress (AYP).</p> <p>* Standards are expectations for grade-level learning outcomes</p>	<ul style="list-style-type: none"> • Patterns of growth or decline in the percentage of students who were Proficient or Advanced CST ELA or CST Math percent proficient. • Percentage of students who were Proficient or Advanced in their grade or course-level standards, as a whole and by subgroup (ex: ELs vs. Non-ELs) • Numbers and percentage of MATCHED students who moved up or down in proficiency on the CST ELA or CST Math assessment from one year to the next. 	<p>On the CDE website:</p> <p>→ Dataquest: View performance by grade level and content area including subgroups by selecting “STAR Test Results”. Go to: http://dq.cde.ca.gov/dataquest/</p> <p>→ School Quality Snapshot: View overview information. Go to: http://www6.cde.ca.gov/schoolqualitysnapshot/</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. Review files in BSC folder or call AAO for assistance.</p> <p>→ DataDirector – Online data management system accessible to teachers and administrators only. See: CST Percent Proficient Trend Analysis, CST Percent Proficient Report, Pivot Table Report</p>	<ul style="list-style-type: none"> • How are students performing at our school from year to year on the CST? Is there a pattern in student performance over time? Are recent results are consistent with, or different from, what has happened before? • How are students performing on the CST in various grade levels (ex: 7th graders vs. 8th graders) or content areas (ex: in ELA vs. Math) • How is the school doing at reaching all students? Are their different results for different groups of students (ex: did Basic students move differently from Below Basic students?) • How are students performing in relation to overall students?
CELDT	<p>Students in kindergarten through grade twelve whose home language is not English are required by law to take an English skills test called the California English Language Development Test (CELDT). This test helps schools identify students requiring English Language instruction to improve their skills in 4 areas: listening, speaking, reading, and writing in English. Students are assessed in the fall of each year.</p> <p>Results are available to schools by January of each year. When eligible students demonstrate proficiency on the CELDT, <u>in addition to their performance on the CST and in class, they are reclassified, and no longer require ELD instruction.</u></p> <p>The state reports student performance on the CELDT using Annual Measurable Achievement Objectives (AMAO) which lists expectations for the language and academic progress of ELs, determined by the state and required by Title III of NCLB.</p>	<ul style="list-style-type: none"> • Percent of EL students who have met CELDT proficiency requirements (AMAO 1) • Percent of EL students who have moved into or remained proficient or above on the CELDT (AMAO 2) • Percent of EL students who score proficient or above in ELA and Math on the CST. (AMAO 3) • Percent of students who have been reclassified 	<p>On the CDE website:</p> <p>→ Dataquest: View CELDT performance by proficiency level Go to: http://celdt.cde.ca.gov/reports.asp</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. Review files in BSC folder or call AAO for assistance.</p> <p>→ DataDirector – Online data management system accessible to teachers and administrators only. See: AMAO Report, CELDT Scaled Scores, CELDT Percent Proficient Trend Analysis, CELDT Percent Proficient Report</p>	<ul style="list-style-type: none"> • What percentage of EL students has moved up one proficiency level from year to year? • How does school performance compare to district performance? • In which language development areas are students struggling to reach English proficiency (ex: reading)?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CAHSEE (HS only)</p>	<p>In California, all high school students must pass the CAHSEE (California High School Exit Exam) in Math and English Language Arts to earn a high school diploma. Some students with disabilities are exempted from the CAHSEE. California created the test to improve student achievement in high schools. The test helps to ensure that students graduate from high school with grade level skills in reading, writing, and math.</p> <p>Students first take this test in grade ten and have additional chances to pass in grades 11, and 12 as needed.</p> <p>School level results are reported for 10th grade students in April each year.</p>	<ul style="list-style-type: none"> Percentage of 10th graders who pass the CAHSEE exam in ELA and Math as compared to the district. Percentage of students by subgroup who have passed the CAHSEE as compared to students overall. 	<p>View public information on the CDE website:</p> <p>→ School Quality Snapshot: View 10th grade CAHSEE passing rates in ELA and Math Go to: http://www6.cde.ca.gov/schoolqualitysnapshot/</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. See: Review files in BSC folder or call AAO for assistance.</p> <p>→ DataDirector – Online data management system accessible to teachers and administrators only. See: CAHSEE Report</p>	<ul style="list-style-type: none"> What is the (percentage of 10th grade students who passed the CAHSEE in ELA and Math? How does school CAHSEE performance compare to the district? The state? How do various subgroups perform on the CAHSEE as compared to students overall? (ex: English Language Learners, etc.)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SFUSD School Satisfaction Surveys</p>	<p>SFUSD conducts regular School Satisfaction Surveys of students, families and staff to assess how they feel about their school and district performance in relation to the SFUSD's strategic plan in three categories: Access & Equity, Student Achievement, and Accountability.</p> <p>Surveys are given to all families and teachers each year at the end of the year, and to students in grades 5, 8 and 11. Results are shared each fall for the prior year.</p>	<ul style="list-style-type: none"> Positive or negative trends in school climate. Students, families or rate specific statements which exemplify District Strategic Goals. 	<p>On the SFUSD website:</p> <p>→ District Data Center: View survey results for previous years by school as well as at the district at large. Go to: http://web.sfusd.edu/services/research_public</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. See: Staff Satisfaction Summary and Student Satisfaction Summary in the BSC folder.</p>	<ul style="list-style-type: none"> When reviewing results of a survey, pick one item that is rated high and one item is rated low. Pick one item to review from year to year that relates with an area of school focus (ex: if you are interested in assessing parent communication, you might choose to view family responses to the statement: "Families are informed, included, and involved as partners and decision makers in the education of our children.")
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Attendance</p>	<p>Attendance measures the amount of time that students are present in school. Attendance is important because students are more likely to succeed in academics when they attend school consistently. Attendance is also important because the state of California funds school districts based on student attendance, also known as Average Daily Attendance (ADA). ADA is calculated by dividing the total number of days of student attendance by the number of days of school taught during the same period.</p>	<ul style="list-style-type: none"> Percent present, number of school days, number of absences and number of tardies Attendance can be viewed by semester (MS & HS), trimester (ES) and year end totals for the previous year 	<p>View public information on the CDE website:</p> <p>→ Dataquest: View truancy information for the school as compared to the district and state in the "Expulsion, Suspension and Truancy" section. Go to: http://dq.cde.ca.gov/dataquest/</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. See: the attendance reports in the BSC folder.</p> <p>→ DataDirecto – Online data management system accessible to teachers and administrators only. See: Attendance Absences by Month, Attendance Semester 1, Attendance Semester 2</p>	<ul style="list-style-type: none"> How does school attendance compare to the district? How does subgroup attendance (ex, English Learners) compare to attendance overall? Are there any attendance patterns by class period (ex: in high school or middle school), by grade level, or by time of year?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Suspensions and Expulsions</p>	<p>Suspensions occur when students are temporarily removed from school because of unsafe activities or behavior that disrupts the learning environment. Expulsions occur when students are removed from a school permanently.</p> <p>Reviewing the number of suspensions or expulsions at a school is one way to understand how well the school is doing in creating a safe environment for learning. Looking at suspensions and expulsions of subgroups in comparison to overall students is also a way to gauge how well a school is doing in creating a supportive environment for all students.</p>	<ul style="list-style-type: none"> Number of Suspensions and Expulsions as a percentage of enrolled students Number of students from various subgroups that are receive suspensions or expulsions as compared to overall suspensions or expulsions. 	<p>View public information on the CDE website:</p> <p>→ Dataquest: View truancy information for the school as compared to the district and state in the "Expulsion, Suspension and Truancy" section. Go to: http://dq.cde.ca.gov/dataquest/</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. See: Suspension Comparison Report by Site.</p>	<ul style="list-style-type: none"> How do school suspensions or expulsions compare to the district? How do suspensions or expulsions of subgroups compare to those of students overall? (ex: male students as to all students)

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HS Graduation and “a-g” Requirements</p>	<p>HS Graduation rates show the percentage of students who have met requirements each year to graduate from high school. They can be a good indicator of a school's ability to prepare students for college and career.</p> <p>“a-g” Requirements refers to the high school courses required for entrance to the University of California, the California State University systems and most private universities. They are so-called because there are seven general subject areas labeled “A” through “G”. Students must earn a minimum of a C grade in each course in order to satisfy the requirement.</p> <p>These requirements should not be confused with the courses required by the state of California or individual school districts for high school graduation — requirements are less in some subjects and greater in others.</p> <p>Tracking “a-g” completion rates is a way to measure a schools ability to produce “college and career” ready graduates.</p>	<ul style="list-style-type: none"> • Percentage of students who have graduated in 4 years as compared to district and state averages • Percentage of graduates who have graduated who met “a-g” requirements • Percentage of students by grade level or by subgroup who have met “a-g” requirements as compared to students overall 	<p>On the CDE website:</p> <p>→ Dataquest: Compare graduation rates for schools with district and state averages in the “Graduates” section. View results by subgroup, including: race/ethnicity, socio-economic status, Special Education participation and gender. To view “a-g” graduation rates, results are listed under the heading, 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance Go to: http://dq.cde.ca.gov/dataquest/</p> <p>On restricted access sites:</p> <p>→ DataDisk – District produced reports shared on SFUSD Intranet; available to school administrators only. See: SFUSD “a-g” on Track</p> <p>→ DataDirector – Online data management system accessible to teachers and administrators only. See: a-g Requirements</p>	<ul style="list-style-type: none"> • How many of our graduates are meeting “a-g” requirements? How does this compare to the district? • How are various subgroups doing in meeting “a-g” requirements as compared to students overall? (ex: English Learner students, Special Education Students, etc.) • Where are students having difficulty in meeting “a-g” requirements? Are their specific subject areas that students need extra support (ex: English Learners in meeting college preparatory English requirements, or low-performing students in getting a C or higher in Algebra.)
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