

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. From the landing page of the California Schools Dashboard for your school district or school, click on “View Additional Reports.” This will take you to the California Department of Education’s web page entitled, School Dashboard Additional Reports and Data. Click on the “Student Group Report” and press “Submit.” From the Student Group 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.
4. Click on “View Other Reports” to return to the list of reports for your school district or school. Click on the “5x5 Placement 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 indicators applicable to your school district or school, 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 questions for consideration 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 Student Group Report.)	B. Status (Circle the Status from the 5x5 Chronic Absenteeism Placement Report.)	C. Change (Circle the Change from 5x5 Chronic Absenteeism Placement Report.)	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
	Very High High Medium Low Very Low	Increased Significantly Increased Maintained Decreased Decreased Significantly	
E. Guiding Questions: <ul style="list-style-type: none"> Is the Status for the Students with Disabilities student group different from other student groups? By how much? When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? Is the Change for the Students with Disabilities student group different from other student groups? By how much? When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		F. Other Questions to Consider: <ul style="list-style-type: none"> Are there any patterns of absences that are evident in the data? Do more absences occur on certain days of the week? Are any patterns observed consistent across student groups or are they restricted to only one or some student groups? What are the reasons for absences? Do those reasons differ by day of the week? Are different reasons associated in some way with different student groups? 	
G. Observations:			

Data Observation Tool: English Learner Progress Indicator

<p>A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)</p>	<p>B. Status (Circle the Status from the Status and Change Report on the 5x5 English Learner Progress Placement Report.)</p>	<p>C. Change (Circle the Change from the Status and Change Report on the 5x5 English Learner Progress Placement Report.)</p>
	<p>Very High High Medium Low Very Low</p>	<p>Increased Significantly Increased Maintained Decreased Decreased Significantly</p>
<p>D. Guiding Questions (local data needed to answer these questions):</p> <ul style="list-style-type: none"> • Is the Status for the Students with Disabilities student group different from other student groups? By how much? • When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? • Is the Change for the Students with Disabilities student group different from other student groups? By how much? • When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		<p>E. Other Questions to Consider:</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> – Do any patterns emerge regarding English language progress or reclassification rates among the English learners with disabilities from different language groups?
<p>F. Observations:</p>		

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 Student Group Report.)	B. Status (Circle the Status from the Status and Change Report on the 5x5 Graduation Rate Placement Report.)	C. Change (Circle the Change from the Status and Change Report on the 5x5 Graduation Rate Placement Report.)	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
	Very High High Medium Low Very Low	Increased Significantly Increased Maintained Decreased Decreased Significantly	
E. Guiding Questions: <ul style="list-style-type: none"> Is the Status for the Students with Disabilities student group different from other student groups? By how much? When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? Is the Change for the Students with Disabilities student group different from other student groups? By how much? When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		F. Other Questions to Consider: <ul style="list-style-type: none"> What percentage of the SWD are on a graduation track? What percentage of the SWD are on track for a certificate of completion? What is the breakdown of students in each track by disability? 	
G. Observations:			

Data Observation Tool: Suspension Indicator

<p>A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)</p>	<p>B. Status (Circle the Status from the Status and Change Report on the <i>5x5 Graduation Rate Placement</i> Report.)</p>	<p>C. Change (Circle the Change from the Status and Change Report on the <i>5x5 Graduation Rate Placement</i> Report.)</p>	<p>D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)</p>
	<p>Very High High Medium Low Very Low</p>	<p>Increased Significantly Increased Maintained Decreased Decreased Significantly</p>	
<p>E. Guiding Questions:</p> <ul style="list-style-type: none"> • Is the Status for the Students with Disabilities student group different from other student groups? By how much? • When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? • Is the Change for the Students with Disabilities student group different from other student groups? By how much? • When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		<p>F. Other Questions to Consider:</p> <ul style="list-style-type: none"> • What type of suspensions are occurring overall? • Do these suspensions differ by student group? By grade? By school? • Is there a particular time of day when more suspension occur? • Is there a particular location where more suspensions occur? 	
<p>G. Observations:</p>			

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 Student Group Report.)	B. Status (Circle the Status from the Status and Change Report on the <i>5x5 Graduation Rate Placement Report</i> .)	C. Change (Circle the Change from the Status and Change Report on the <i>5x5 Graduation Rate Placement Report</i> .)	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
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E. Guiding Questions: <ul style="list-style-type: none"> Is the Status for the Students with Disabilities student group different from other student groups? By how much? When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? Is the Change for the Students with Disabilities student group different from other student groups? By how much? When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		F. Other Questions to Consider: <ul style="list-style-type: none"> Is performance in English-language arts/literacy different from observed performance in mathematics? If so, how? 	
G. Observations:			

Data Observation Tool: Mathematics Indicator

<p>A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)</p>	<p>B. Status (Circle the Status from the Status and Change Report on the <i>5x5 Graduation Rate Placement</i> Report.)</p>	<p>C. Change (Circle the Change from the Status and Change Report on the <i>5x5 Graduation Rate Placement</i> Report.)</p>	<p>D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)</p>
	<p>Very High High Medium Low Very Low</p>	<p>Increased Significantly Increased Maintained Decreased Decreased Significantly</p>	
<p>E. Guiding Questions:</p> <ul style="list-style-type: none"> • Is the Status for the Students with Disabilities student group different from other student groups? By how much? • When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? • Is the Change for the Students with Disabilities student group different from other student groups? By how much? • When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		<p>F. Other Questions to Consider:</p> <ul style="list-style-type: none"> • Is performance in mathematics similar to performance in English-language arts/literacy? 	
<p>G. Observations:</p>			

Data Observation Tool: College/Career Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)	B. Status (Circle the Status from the Status and Change Report on the <i>5x5 Graduation Rate Placement</i> Report.)	C. Change (Circle the Change from the Status and Change Report on the <i>5x5 Graduation Rate Placement</i> Report.)	D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
	Very High High Medium Low Very Low	Increased Significantly Increased Maintained Decreased Decreased Significantly	
E. Guiding Questions: <ul style="list-style-type: none"> Is the Status for the Students with Disabilities student group different from other student groups? By how much? When looking at Status, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? Is the Change for the Students with Disabilities student group different from other student groups? By how much? When looking at Change, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well (“Very High” or “High”) and which student groups are performing at the “Low” or “Very Low” levels? 		F. Other Questions to Consider: For the Students with Disabilities student group: <ul style="list-style-type: none"> What percentage at Grade 11 scored Level 3 “Standard Met” or higher on both English language arts/literacy and mathematics compared to other student groups? What percentage was enrolled in advanced placement courses compared to other student groups? What percentage passed with a score of 3 or higher? What percentage was enrolled in academic/CTE subjects where college credit is awarded compared to other student groups? What percentage completed a-g course requirements with a grade of C- or better compared to other student groups? What percentage completed a CTE pathway capstone course with a grade of C- or better? What percentage completed a work-based learning and certification program compared to other student groups? 	
G. Observations:			