

00:00:00,140 --> 00:00:04,260
- Hi, I'm Jasmine Vance
with the El Dorado SELPAs.

2
00:00:04,260 --> 00:00:06,340
Welcome to our web module series

3
00:00:06,340 --> 00:00:09,240
on Improving Performance of
Students with Disabilities,

4
00:00:09,240 --> 00:00:13,850
Section One: California's
Accountability System.

5
00:00:13,850 --> 00:00:16,160
This web module provides an overview

6
00:00:16,160 --> 00:00:18,830
of California's Accountability System,

7
00:00:18,830 --> 00:00:21,770
specifically the
California School Dashboard

8
00:00:21,770 --> 00:00:24,680
and participation of
students with disabilities

9
00:00:24,680 --> 00:00:27,300
in California's assessment system.

10
00:00:27,300 --> 00:00:29,460
I have tons of information
to share with you

11
00:00:29,460 --> 00:00:31,073
so let's dive in.

12
00:00:32,940 --> 00:00:34,350
The Improving Performance

13
00:00:34,350 --> 00:00:36,900
of Students with Disabilities Handbook

14
00:00:36,900 --> 00:00:38,550
was created in partnership

15
00:00:38,550 --> 00:00:42,170
by the El Dorado County
Office of Education

16
00:00:42,170 --> 00:00:45,270
and Sacramento County Office of Education,

17
00:00:45,270 --> 00:00:48,330
for publication by the California County

18
00:00:48,330 --> 00:00:52,070
Superintendents Educational
Services Association

19
00:00:52,070 --> 00:00:54,500
known as CCSESA.

20
00:00:54,500 --> 00:00:57,780
The handbook provides
resources and guidance

21
00:00:57,780 --> 00:01:01,210
for leadership teams
supporting charter school staff

22
00:01:01,210 --> 00:01:04,370
to understand the
California School Dashboard

23
00:01:04,370 --> 00:01:07,480
and use the data
presented on the Dashboard

24
00:01:07,480 --> 00:01:10,540
to make adjustments to
programs and services

25
00:01:10,540 --> 00:01:12,530
for students with disabilities

26

00:01:12,530 --> 00:01:15,380
within an improvement process.

27
00:01:15,380 --> 00:01:16,790
The Improving Performance

28
00:01:16,790 --> 00:01:19,480
of Students with Disabilities Handbook

29
00:01:19,480 --> 00:01:22,010
is divided into four sections.

30
00:01:22,010 --> 00:01:26,600
Section one: California's
Accountability System.

31
00:01:26,600 --> 00:01:30,750
Section two: Support for
Students with Disabilities.

32
00:01:30,750 --> 00:01:33,550
Section three: Improvement.

33
00:01:33,550 --> 00:01:36,610
And section four: Toolkit.

34
00:01:36,610 --> 00:01:39,100
A downloadable copy of the handbook

35
00:01:39,100 --> 00:01:42,023
is attached to this module for reference.

36
00:01:43,570 --> 00:01:45,700
The guidance in the Improving Performance

37
00:01:45,700 --> 00:01:48,410
of Students with Disabilities Handbook

38
00:01:48,410 --> 00:01:51,320
was based on six guiding principles

39
00:01:51,320 --> 00:01:54,300
taken from known
effective program elements

40
00:01:54,300 --> 00:01:57,350
necessary for students with disabilities

41
00:01:57,350 --> 00:02:01,600
and a recent 2015
statewide task force report

42
00:02:01,600 --> 00:02:04,290
on special education entitled

43
00:02:04,290 --> 00:02:09,290
One System: Reforming Education
to Serve All Students.

44
00:02:09,490 --> 00:02:12,200
The task force report can be found on

45
00:02:12,200 --> 00:02:15,280
the San Mateo County
Office of Education website

46
00:02:15,280 --> 00:02:17,040
at www.SMCOE.org.

47
00:02:22,270 --> 00:02:24,340
The six guiding principles are:

48
00:02:24,340 --> 00:02:28,110
one, general education
and special education

49
00:02:28,110 --> 00:02:32,610
work together seamlessly
as one coherent system.

50
00:02:32,610 --> 00:02:35,970
Two, educational programs are organized

51
00:02:35,970 --> 00:02:39,570
within the context of a
Multi-tiered System of Support

52
00:02:39,570 --> 00:02:41,870

or MTSSS framework

53

00:02:41,870 --> 00:02:44,310
to ensure academic and behavioral supports

54

00:02:44,310 --> 00:02:46,373
are provided for all students.

55

00:02:47,720 --> 00:02:50,330
Number three, instructional programs

56

00:02:50,330 --> 00:02:54,140
incorporate high-quality,
standards aligned,

57

00:02:54,140 --> 00:02:57,440
evidence-based practices
and use of principles

58

00:02:57,440 --> 00:03:01,030
of Universal Design for Learning or UDL.

59

00:03:01,030 --> 00:03:04,460
Number four, data systems are integrated

60

00:03:04,460 --> 00:03:06,850
to combine relevant information

61

00:03:06,850 --> 00:03:09,380
from state and local assessments

62

00:03:09,380 --> 00:03:12,900
including formative and summative data,

63

00:03:12,900 --> 00:03:14,890
universal screening measures,

64

00:03:14,890 --> 00:03:19,350
and anecdotal observations
from parents and teachers.

65

00:03:19,350 --> 00:03:23,530
Number five, site teams monitor progress,

66

00:03:23,530 --> 00:03:27,720
identify interventions, and
adapt instructional practices

67

00:03:27,720 --> 00:03:32,080
and behavior supports to
promote success for all students

68

00:03:32,080 --> 00:03:35,390
using evidence-based systems of inquiry.

69

00:03:35,390 --> 00:03:38,330
Number six, programs are culturally

70

00:03:38,330 --> 00:03:41,140
and linguistically responsive.

71

00:03:41,140 --> 00:03:43,400
The ideas from these principles

72

00:03:43,400 --> 00:03:45,660
form the foundation of the handbook

73

00:03:45,660 --> 00:03:47,290
which will be further explored

74

00:03:47,290 --> 00:03:49,970
through this web module series.

75

00:03:49,970 --> 00:03:52,970
Four separate web
modules have been created

76

00:03:52,970 --> 00:03:57,250
to assist charter schools in
gaining a deeper understanding

77

00:03:57,250 --> 00:04:00,190
of the content within
the improving performance

78

00:04:00,190 --> 00:04:03,100
of Students with Disabilities Handbook.

79
00:04:03,100 --> 00:04:05,440
The four web modules are

80
00:04:05,440 --> 00:04:09,930
Module One: California's
Accountability System.

81
00:04:09,930 --> 00:04:14,210
Module Two: Support for
Students with Disabilities.

82
00:04:14,210 --> 00:04:19,210
Module Three: Improvement
Process Part One: Prepare.

83
00:04:19,240 --> 00:04:23,240
And Module Four: Improvement
Process Part Two:

84
00:04:23,240 --> 00:04:26,440
Launch, Reflect, and Adjust.

85
00:04:26,440 --> 00:04:29,520
Let's take a closer
look at Web Module One,

86
00:04:29,520 --> 00:04:32,660
California's Accountability System.

87
00:04:32,660 --> 00:04:35,650
Web Module One provides an overview

88
00:04:35,650 --> 00:04:38,360
of California's Accountability System,

89
00:04:38,360 --> 00:04:41,540
specifically the
California School Dashboard

90
00:04:41,540 --> 00:04:44,700
and participation of
students with disabilities

91
00:04:44,700 --> 00:04:47,750

in California's assessment system.

92

00:04:47,750 --> 00:04:51,270

The following topics are
included in this module.

93

00:04:51,270 --> 00:04:54,860

An overview of California
School Dashboard,

94

00:04:54,860 --> 00:04:59,110

review of the state and local
indicators of school success,

95

00:04:59,110 --> 00:05:02,090

getting to know the
reports in the Dashboard,

96

00:05:02,090 --> 00:05:05,500

statewide assessment
accessibility supports,

97

00:05:05,500 --> 00:05:08,580

participation of students
with disabilities

98

00:05:08,580 --> 00:05:11,020

in California's assessment system,

99

00:05:11,020 --> 00:05:12,840

and disaggregated data,

100

00:05:12,840 --> 00:05:16,060

a closer look at students
with disabilities.

101

00:05:16,060 --> 00:05:19,700

Please note that the contents
of the Web Module One,

102

00:05:19,700 --> 00:05:23,160

understanding California's
Accountability System

103

00:05:23,160 --> 00:05:26,560

corresponds with Section One
of the Improving Performance

104

00:05:26,560 --> 00:05:28,900
of Students with Disabilities Handbook.

105

00:05:28,900 --> 00:05:33,400
California uses a single
coherent accountability system

106

00:05:33,400 --> 00:05:37,930
that meets requirements of
both Federal and state law.

107

00:05:37,930 --> 00:05:41,980
This system includes
multiple measures of success.

108

00:05:41,980 --> 00:05:44,290
The accountability system is tied

109

00:05:44,290 --> 00:05:48,810
to the 2013 Local Control Funding Formula

110

00:05:48,810 --> 00:05:53,810
and is focused on three key
factors: transparency, equity,

111

00:05:54,360 --> 00:05:57,683
and supporting local
continuous improvement efforts.

112

00:05:58,720 --> 00:06:01,180
As the single coherent system,

113

00:06:01,180 --> 00:06:03,820
California's Accountability System

114

00:06:03,820 --> 00:06:06,530
provides information
about school districts,

115

00:06:06,530 --> 00:06:08,910
county offices of education,

116
00:06:08,910 --> 00:06:11,620
all schools including charter schools,

117
00:06:11,620 --> 00:06:14,830
and student groups such
as ethnic racial groups,

118
00:06:14,830 --> 00:06:19,320
English learners, low-income,
students with disabilities,

119
00:06:19,320 --> 00:06:21,880
homeless, and foster youth.

120
00:06:21,880 --> 00:06:25,370
It is important to note that
while the focus of this module

121
00:06:25,370 --> 00:06:27,790
is targeted on improving the performance

122
00:06:27,790 --> 00:06:30,270
of students with disabilities group,

123
00:06:30,270 --> 00:06:33,020
the information and the
process you'll go through

124
00:06:33,020 --> 00:06:34,550
to learn more about the performance

125
00:06:34,550 --> 00:06:36,650
of your students with disabilities group

126
00:06:36,650 --> 00:06:38,733
can be applied to any student group.

127
00:06:44,550 --> 00:06:47,200
California's Accountability System

128
00:06:47,200 --> 00:06:50,730
is intended to promote
equity for all students

129

00:06:50,730 --> 00:06:53,840
and highlight disparities
among student groups

130

00:06:53,840 --> 00:06:55,750
so that schools can plan

131

00:06:55,750 --> 00:06:58,400
and implement instructional programs

132

00:06:58,400 --> 00:07:00,730
that improve academic performance,

133

00:07:00,730 --> 00:07:04,523
and address identified gaps
of learning for all students.

134

00:07:05,800 --> 00:07:07,400
The graphic to the right

135

00:07:07,400 --> 00:07:09,100
is intended to show the network

136

00:07:09,100 --> 00:07:11,530
of state-funded support providers

137

00:07:11,530 --> 00:07:14,010
under this system of support.

138

00:07:14,010 --> 00:07:17,390
At the heart of California's
new accountability system

139

00:07:17,390 --> 00:07:22,390
is a focus on continuous
improvement for all student groups.

140

00:07:22,470 --> 00:07:23,960
One of the key components

141

00:07:23,960 --> 00:07:26,600
to California's Accountability System

142

00:07:26,600 --> 00:07:29,310
is the California School Dashboard.

143
00:07:29,310 --> 00:07:32,170
Launched in the spring of 2017,

144
00:07:32,170 --> 00:07:34,420
the dashboard is the mechanism

145
00:07:34,420 --> 00:07:37,600
by which performance of
school districts, schools,

146
00:07:37,600 --> 00:07:39,760
and student groups are measured.

147
00:07:39,760 --> 00:07:42,780
The California School
Dashboard displays results

148
00:07:42,780 --> 00:07:45,960
for schools, districts,
and charter schools

149
00:07:45,960 --> 00:07:48,120
on a variety of indicators

150
00:07:48,120 --> 00:07:51,360
and provides rating for
overall student results

151
00:07:51,360 --> 00:07:53,630
as well as for groups of students

152
00:07:53,630 --> 00:07:55,977
including students with disabilities.

153
00:07:55,977 --> 00:07:59,030
The Dashboard consists
of a series of reports

154
00:07:59,030 --> 00:08:00,560
that display information

155

00:08:00,560 --> 00:08:03,770
on multiple measures called indicators.

156
00:08:03,770 --> 00:08:05,240
Within the Dashboard,

157
00:08:05,240 --> 00:08:09,040
there are a total of 11
indicators of performance.

158
00:08:09,040 --> 00:08:11,770
Six of the 11 indicators of performance

159
00:08:11,770 --> 00:08:14,520
are considered state indicators.

160
00:08:14,520 --> 00:08:18,880
State indicators are measured
by data collected and reported

161
00:08:18,880 --> 00:08:23,120
by the California Department
of Education or CDE.

162
00:08:23,120 --> 00:08:26,710
The remaining five of the
11 indicators of performance

163
00:08:26,710 --> 00:08:29,430
are considered local indicators.

164
00:08:29,430 --> 00:08:33,250
Local indicators are
collected and reported locally

165
00:08:33,250 --> 00:08:34,623
by the charter school.

166
00:08:35,610 --> 00:08:39,590
Let's take a closer look
at state indicators.

167
00:08:39,590 --> 00:08:41,360
The six state indicators

168

00:08:41,360 --> 00:08:45,600
include a range of reports
compiled by the CDE

169

00:08:45,600 --> 00:08:49,560
detailing different aspects
of school performance.

170

00:08:49,560 --> 00:08:52,410
The six state indicators are common

171

00:08:52,410 --> 00:08:55,223
for all charter schools and districts.

172

00:08:56,210 --> 00:09:00,510
The six state indicators
are: chronic absenteeism,

173

00:09:00,510 --> 00:09:04,490
suspension rate, English learner progress,

174

00:09:04,490 --> 00:09:09,070
high school graduation rate,
college and career readiness,

175

00:09:09,070 --> 00:09:11,000
and academic performance

176

00:09:11,000 --> 00:09:14,180
in English, language arts, and mathematics

177

00:09:14,180 --> 00:09:16,550
as measured through the
statewide assessment

178

00:09:16,550 --> 00:09:18,750
of the California Assessment

179

00:09:18,750 --> 00:09:21,933
of Student Progress and
Performance or CAASPP.

180

00:09:23,320 --> 00:09:25,530
There are five local indicators

181
00:09:25,530 --> 00:09:28,800
based on information
collected by charter schools,

182
00:09:28,800 --> 00:09:32,680
school districts, and
county offices of education.

183
00:09:32,680 --> 00:09:35,670
The five local indicators include:

184
00:09:35,670 --> 00:09:39,600
basic conditions such as
teacher qualifications,

185
00:09:39,600 --> 00:09:44,280
and safe and clean buildings,
textbooks for all students,

186
00:09:44,280 --> 00:09:47,150
implementation of academic standards,

187
00:09:47,150 --> 00:09:51,730
school climate surveys, parent
involvement and engagement,

188
00:09:51,730 --> 00:09:54,730
and access to a broad course of study.

189
00:09:54,730 --> 00:09:57,490
State and local indicators are displayed

190
00:09:57,490 --> 00:10:00,260
on the dashboard in two different methods.

191
00:10:00,260 --> 00:10:03,520
State indicators are
displayed on the dashboard

192
00:10:03,520 --> 00:10:07,360
through the use of a five
color-coded performance level.

193

00:10:07,360 --> 00:10:09,300
Performance of local indicators

194
00:10:09,300 --> 00:10:12,910
do not include the use of
the five-color rating scale.

195
00:10:12,910 --> 00:10:17,360
Instead, performance is
displayed as met, not met,

196
00:10:17,360 --> 00:10:19,530
and not met for two years.

197
00:10:19,530 --> 00:10:21,500
The next three slides will detail

198
00:10:21,500 --> 00:10:24,230
state indicator
performance levels further.

199
00:10:24,230 --> 00:10:27,550
Each LEA, school, or student group

200
00:10:27,550 --> 00:10:30,620
receives one of five
color-coded performance levels

201
00:10:30,620 --> 00:10:32,750
for each state indicator.

202
00:10:32,750 --> 00:10:33,950
The performance levels

203
00:10:33,950 --> 00:10:38,950
are blue, green, yellow, orange, and red.

204
00:10:39,420 --> 00:10:41,370
The green and blue performance levels

205
00:10:41,370 --> 00:10:45,170
indicate the LEA, school, or student group

206
00:10:45,170 --> 00:10:48,180

is meeting the state expectations.

207

00:10:48,180 --> 00:10:51,870

Yellow, orange, and red
performance levels show

208

00:10:51,870 --> 00:10:55,150

that the LEA, schools, or student group

209

00:10:55,150 --> 00:10:58,313

needs improvement to
meet state expectations.

210

00:10:59,400 --> 00:11:01,300

The overall performance level

211

00:11:01,300 --> 00:11:05,040

is a combination of the
LEA, charter school,

212

00:11:05,040 --> 00:11:09,770

or student groups' current
performance known as the status,

213

00:11:09,770 --> 00:11:14,770

compared to the past
performance known as the change.

214

00:11:15,160 --> 00:11:19,020

There are five levels of status
and five levels of change

215

00:11:19,020 --> 00:11:22,260

presented in a five-by-five
reference chart.

216

00:11:22,260 --> 00:11:25,050

The intersection of status and change

217

00:11:25,050 --> 00:11:28,000

results in the overall performance level.

218

00:11:28,000 --> 00:11:30,360

The figure located on this slide

219
00:11:30,360 --> 00:11:33,960
displays an example of a
colored five-by-five table

220
00:11:33,960 --> 00:11:37,780
for the state indicator of
high school graduation rate.

221
00:11:37,780 --> 00:11:42,780
Both status and change are
divided into five categories.

222
00:11:42,870 --> 00:11:47,670
Graduation rate status is
shown on the vertical axis

223
00:11:47,670 --> 00:11:52,530
and graduation rate change is
shown on the horizontal axis.

224
00:11:52,530 --> 00:11:54,510
Dashboard reports are produced

225
00:11:54,510 --> 00:11:59,190
at the local education agency
level and the school level.

226
00:11:59,190 --> 00:12:02,290
Please note: charter
schools that are affiliated

227
00:12:02,290 --> 00:12:06,670
with a larger charter
management organization or CMO

228
00:12:06,670 --> 00:12:08,660
will receive Dashboard reports

229
00:12:08,660 --> 00:12:12,130
at the school level for
each charter school,

230
00:12:12,130 --> 00:12:14,630
a comprehensive Dashboard report

231
00:12:14,630 --> 00:12:19,400
detailing the cross-analysis
data or the CMO as a whole

232
00:12:19,400 --> 00:12:22,990
does not exist within
a California Dashboard.

233
00:12:22,990 --> 00:12:26,093
Reports also include
specific student groups.

234
00:12:27,310 --> 00:12:29,230
To access the Dashboard,

235
00:12:29,230 --> 00:12:32,590
log on to www.caschooldashboard.org.

236
00:12:35,900 --> 00:12:40,010
The Dashboard landing page
is the first viewable image.

237
00:12:40,010 --> 00:12:42,990
The Dashboard landing page allows users

238
00:12:42,990 --> 00:12:46,900
to type in the name of a charter
school or school district

239
00:12:46,900 --> 00:12:50,850
into the search bar to
find the Dashboard report.

240
00:12:50,850 --> 00:12:53,440
There is an additional introduction video

241
00:12:53,440 --> 00:12:56,420
available on the landing page as well.

242
00:12:56,420 --> 00:12:59,150
The About tab at the top of the screen

243
00:12:59,150 --> 00:13:01,690
includes links to additional resources

244

00:13:01,690 --> 00:13:06,270
such as a Dashboard FAQ,
info on accountability,

245

00:13:06,270 --> 00:13:10,800
and additional resources such
as a communications toolkit.

246

00:13:10,800 --> 00:13:12,780
The communications toolkit

247

00:13:12,780 --> 00:13:16,050
now leads to CDE's accountability page

248

00:13:16,050 --> 00:13:18,820
with many Dashboard resources.

249

00:13:18,820 --> 00:13:20,980
Under the Translations tab,

250

00:13:20,980 --> 00:13:23,180
Beginning to Know Dashboard Flyer

251

00:13:23,180 --> 00:13:26,660
is now available in multiple languages.

252

00:13:26,660 --> 00:13:29,710
When the name of a charter
school or school district

253

00:13:29,710 --> 00:13:32,150
is typed into the search box field

254

00:13:32,150 --> 00:13:34,300
and selected from the search results,

255

00:13:34,300 --> 00:13:36,470
a landing page will appear.

256

00:13:36,470 --> 00:13:40,080
The landing page has
three primary sections.

257

00:13:40,080 --> 00:13:44,330

At a glance, student
population and indicator cards.

258

00:13:44,330 --> 00:13:46,340

The first section is an at-a-glance

259

00:13:46,340 --> 00:13:48,350

of the performance of each of the state

260

00:13:48,350 --> 00:13:50,850

and local measure indicators.

261

00:13:50,850 --> 00:13:53,270

The figure on this slide is an example

262

00:13:53,270 --> 00:13:56,570

of a charter school's
at-a-glance landing page,

263

00:13:56,570 --> 00:14:00,460

including the local
indicators of basic conditions

264

00:14:00,460 --> 00:14:02,610

such as teacher qualifications

265

00:14:02,610 --> 00:14:04,750

and safe and clean buildings,

266

00:14:04,750 --> 00:14:06,740

textbooks for all students,

267

00:14:06,740 --> 00:14:09,400

implementation of academic standards,

268

00:14:09,400 --> 00:14:10,800

school climate survey

269

00:14:10,800 --> 00:14:15,010

such as safety and connection
to school, parent engagement,

270

00:14:15,010 --> 00:14:17,483
and access to a broad course of study.

271
00:14:18,360 --> 00:14:21,660
The second section of
the school's landing page

272
00:14:21,660 --> 00:14:24,930
is an overview of the student population.

273
00:14:24,930 --> 00:14:29,080
Student population displays
information on enrollment

274
00:14:29,080 --> 00:14:30,370
and percentage of students

275
00:14:30,370 --> 00:14:34,850
who are identified as
socioeconomically disadvantaged,

276
00:14:34,850 --> 00:14:37,980
English learners, and foster youth.

277
00:14:37,980 --> 00:14:40,960
Please note that the data on enrollment

278
00:14:40,960 --> 00:14:45,523
is reflective of prior years'
CALPADS' fall census data.

279
00:14:46,440 --> 00:14:49,320
The third section of the
school's landing page,

280
00:14:49,320 --> 00:14:53,810
indicator cards, provides
additional data on each measure

281
00:14:53,810 --> 00:14:57,800
such as charter school or
district results for current year

282
00:14:57,800 --> 00:15:01,140
and whether improvement was

made from the prior year.

283

00:15:01,140 --> 00:15:05,090
Toggling back and forth
between all students and state

284

00:15:05,090 --> 00:15:07,270
allows you to compare student results

285

00:15:07,270 --> 00:15:11,110
for your charter school
within statewide results.

286

00:15:11,110 --> 00:15:13,360
There is also an equity report

287

00:15:13,360 --> 00:15:15,490
displayed at the bottom of each card

288

00:15:15,490 --> 00:15:17,610
for each state measure.

289

00:15:17,610 --> 00:15:19,570
This shows the number of student groups

290

00:15:19,570 --> 00:15:22,303
placed in each performance level or color.

291

00:15:23,840 --> 00:15:27,000
The equity report is the default report.

292

00:15:27,000 --> 00:15:32,000
Selecting the View More Details
link below the equity report

293

00:15:32,020 --> 00:15:34,350
will connect the viewer to a page

294

00:15:34,350 --> 00:15:36,080
that gives detailed information

295

00:15:36,080 --> 00:15:40,060
on how student groups
performed on that indicator.

296

00:15:40,060 --> 00:15:43,810

The student group report
displays status, change,

297

00:15:43,810 --> 00:15:46,000
and performance level or color

298

00:15:46,000 --> 00:15:50,010
for all student groups across
the six state indicators.

299

00:15:50,010 --> 00:15:52,750
Its purpose is to focus on the performance

300

00:15:52,750 --> 00:15:54,073
of student groups.

301

00:15:54,940 --> 00:15:58,340
This report shows for each state indicator

302

00:15:58,340 --> 00:16:01,600
how many student groups
received a colored rating

303

00:16:01,600 --> 00:16:05,600
and how many of those
groups are in orange or red,

304

00:16:05,600 --> 00:16:07,803
indicating low performance.

305

00:16:08,900 --> 00:16:12,860
The state indicators apply
to all charter schools.

306

00:16:12,860 --> 00:16:16,090
Student groups including
race and ethnicity,

307

00:16:16,090 --> 00:16:20,110
socioeconomically
disadvantaged, English learners,

308

00:16:20,110 --> 00:16:24,600
students with disabilities,
foster and homeless youth.

309
00:16:24,600 --> 00:16:26,570
And progress on the indicators

310
00:16:26,570 --> 00:16:29,070
is reported through the Dashboard.

311
00:16:29,070 --> 00:16:31,800
Please note that color code of performance

312
00:16:31,800 --> 00:16:35,530
on state indicators are
displayed for charter schools

313
00:16:35,530 --> 00:16:38,700
with 30 or more students in the group.

314
00:16:38,700 --> 00:16:40,930
Additionally, when students share

315
00:16:40,930 --> 00:16:43,120
one demographic characteristic,

316
00:16:43,120 --> 00:16:46,150
it does not mean that
the group is homogeneous.

317
00:16:46,150 --> 00:16:48,860
To fully analyze the data reports,

318
00:16:48,860 --> 00:16:51,980
a key step is to learn
more about the students

319
00:16:51,980 --> 00:16:54,930
who comprise the students
with disabilities group

320
00:16:54,930 --> 00:16:56,970
by just aggregating the data

321

00:16:56,970 --> 00:16:59,733
and with your local
student information system.

322
00:17:00,800 --> 00:17:02,790
Charter schools with a population

323
00:17:02,790 --> 00:17:05,690
of less than 30 students with disabilities

324
00:17:05,690 --> 00:17:09,060
will not have Dashboard
results for state indicators

325
00:17:09,060 --> 00:17:12,550
displayed on a color code
of performance speedometer.

326
00:17:12,550 --> 00:17:16,030
To view data on the students
with disabilities group,

327
00:17:16,030 --> 00:17:19,800
charter schools can view
the detailed student report.

328
00:17:19,800 --> 00:17:21,430
The figure on this slide

329
00:17:21,430 --> 00:17:24,420
displays the students
with disabilities group.

330
00:17:24,420 --> 00:17:27,490
No performance color is identified.

331
00:17:27,490 --> 00:17:30,220
The students with
disabilities group as a whole

332
00:17:30,220 --> 00:17:35,020
achieved 111.5 points below standard.

333
00:17:35,020 --> 00:17:39,830
This demonstrates that the

2018 Dashboard performance

334

00:17:39,830 --> 00:17:43,083
declined 29.3 points.

335

00:17:44,810 --> 00:17:47,020
The total population size

336

00:17:47,020 --> 00:17:50,320
of students with disabilities
in this charter school

337

00:17:50,320 --> 00:17:52,023
is 14 students.

338

00:17:52,980 --> 00:17:55,760
To access the detailed student report,

339

00:17:55,760 --> 00:17:57,910
you will do the following.

340

00:17:57,910 --> 00:17:59,770
From the landing page,

341

00:17:59,770 --> 00:18:04,100
scroll down to the academic
performance indicator cards.

342

00:18:04,100 --> 00:18:07,640
Select the academic performance
you would like to view.

343

00:18:07,640 --> 00:18:12,050
In this situation, we're
using English language arts.

344

00:18:12,050 --> 00:18:16,120
Locate the bottom of the academic
performance indicator card

345

00:18:16,120 --> 00:18:18,913
and select View More Details.

346

00:18:19,750 --> 00:18:22,320

Once View More Details are selected,

347

00:18:22,320 --> 00:18:25,483
you can then explore student
group performance levels.

348

00:18:26,540 --> 00:18:29,950
To view student groups
without a performance color,

349

00:18:29,950 --> 00:18:34,220
select the tab entitled
No Performance Color.

350

00:18:34,220 --> 00:18:36,270
A numerical value will be listed

351

00:18:36,270 --> 00:18:38,143
on the Performance Color tab.

352

00:18:39,330 --> 00:18:42,870
The numerical value identifies
the amount of students

353

00:18:42,870 --> 00:18:45,860
with no color-coded performance.

354

00:18:45,860 --> 00:18:49,070
As a reminder, this
only relates to schools

355

00:18:49,070 --> 00:18:52,220
with less than 30 students
in a student group.

356

00:18:52,220 --> 00:18:54,620
Selecting the detailed student report

357

00:18:54,620 --> 00:18:58,270
will also allow charter
schools to view a comparison

358

00:18:58,270 --> 00:19:01,570
of the state indicator
performance of a charter school

359
00:19:01,570 --> 00:19:05,500
against the overall performance
of students in California.

360
00:19:05,500 --> 00:19:08,420
Participation of students
with disabilities

361
00:19:08,420 --> 00:19:11,010
in California's Assessment System

362
00:19:11,010 --> 00:19:13,470
directly impacts the state indicator

363
00:19:13,470 --> 00:19:17,790
of college and career readiness
and academic performance.

364
00:19:17,790 --> 00:19:19,540
All students participating

365
00:19:19,540 --> 00:19:22,390
in The Smarter Balanced
Summative Assessments

366
00:19:22,390 --> 00:19:24,870
including students with disabilities

367
00:19:24,870 --> 00:19:28,470
have access to a variety
of accessibility supports

368
00:19:28,470 --> 00:19:32,810
designed to ensure universal
access to the assessment

369
00:19:32,810 --> 00:19:36,470
and increase the likelihood
that students with disabilities

370
00:19:36,470 --> 00:19:40,610
are able to demonstrate what
they know and are able to do.

371
00:19:40,610 --> 00:19:42,090
A primary component

372
00:19:42,090 --> 00:19:44,800
of The Smarter Balanced
System of Assessment

373
00:19:44,800 --> 00:19:46,877
and other statewide assessments

374
00:19:46,877 --> 00:19:50,310
are the available accessibility resources.

375
00:19:50,310 --> 00:19:53,020
Accessibility resources allow students

376
00:19:53,020 --> 00:19:55,980
to access the test content and demonstrate

377
00:19:55,980 --> 00:19:58,910
what they know and are able to do.

378
00:19:58,910 --> 00:20:01,400
The three types of accessibility supports

379
00:20:01,400 --> 00:20:03,580
through the CAASPP System are:

380
00:20:03,580 --> 00:20:08,580
universal tools, designated
supports, and accommodations.

381
00:20:09,530 --> 00:20:13,260
Universal tools are
available to all students

382
00:20:13,260 --> 00:20:15,800
and do not require any specific settings

383
00:20:15,800 --> 00:20:18,960
to be applied in the testing interface.

384
00:20:18,960 --> 00:20:22,730

Designated supports are
available to any student

385

00:20:22,730 --> 00:20:24,670
who can benefit from its use

386

00:20:24,670 --> 00:20:27,200
as determined by a team of educators

387

00:20:27,200 --> 00:20:28,683
familiar with the student.

388

00:20:29,600 --> 00:20:32,170
Accommodations are only available

389

00:20:32,170 --> 00:20:36,400
for students with an individualized
education plan or IEP

390

00:20:36,400 --> 00:20:38,960
or Section 504 Plan.

391

00:20:38,960 --> 00:20:41,340
While knowing which students are eligible

392

00:20:41,340 --> 00:20:44,440
for which support is
key to appropriate use,

393

00:20:44,440 --> 00:20:46,810
there are many other issues to consider

394

00:20:46,810 --> 00:20:50,050
when talking about accessibility supports.

395

00:20:50,050 --> 00:20:52,030
Charter schools should be carefully

396

00:20:52,030 --> 00:20:55,600
and consistently evaluating
all of their students

397

00:20:55,600 --> 00:20:59,240
for a potential use of

accessibility supports.

398

00:20:59,240 --> 00:21:01,280

Once students are identified

399

00:21:01,280 --> 00:21:04,270

as benefiting from accessibility supports,

400

00:21:04,270 --> 00:21:06,660

provide the student with practice

401

00:21:06,660 --> 00:21:09,980

before the springtime

summative assessment.

402

00:21:09,980 --> 00:21:12,700

Accessibility supports can be practiced

403

00:21:12,700 --> 00:21:15,350

on the Smarter Balanced

Interim Assessments

404

00:21:15,350 --> 00:21:17,520

or on the practice tests.

405

00:21:17,520 --> 00:21:20,460

I can't emphasize enough

how important it is

406

00:21:20,460 --> 00:21:23,763

to provide students with

the opportunity to practice.

407

00:21:24,860 --> 00:21:28,100

When considering accessibility resources,

408

00:21:28,100 --> 00:21:31,130

it is important to note

the continuum of supports

409

00:21:31,130 --> 00:21:34,480

within the students of

disability student group.

410

00:21:34,480 --> 00:21:37,350
All students with disabilities participate

411
00:21:37,350 --> 00:21:39,200
in the California Assessment

412
00:21:39,200 --> 00:21:43,320
of Student Performance and
Progress or CAASPP System.

413
00:21:43,320 --> 00:21:44,920
Some students with the most

414
00:21:44,920 --> 00:21:47,370
significant cognitive disabilities

415
00:21:47,370 --> 00:21:50,550
participate in the California
Alternate Assessment

416
00:21:50,550 --> 00:21:53,490
in English-language arts, literacy,

417
00:21:53,490 --> 00:21:56,180
mathematics, and science.

418
00:21:56,180 --> 00:21:58,290
The Dashboard includes the results

419
00:21:58,290 --> 00:22:00,500
of the California Alternate Assessment

420
00:22:00,500 --> 00:22:02,840
and participation rates.

421
00:22:02,840 --> 00:22:05,320
This is usually 1% or fewer

422
00:22:05,320 --> 00:22:08,630
of the students with
disabilities at a school.

423
00:22:08,630 --> 00:22:12,240
Currently, results from the

California Alternate Assessment

424

00:22:12,240 --> 00:22:14,350
in language, arts, or mathematics

425

00:22:14,350 --> 00:22:18,540
is not included in the Dashboard's
status and change reports

426

00:22:18,540 --> 00:22:22,290
but detailed reports provide
a percentage of students

427

00:22:22,290 --> 00:22:24,020
scoring at each level

428

00:22:24,020 --> 00:22:26,690
on the California Alternate Assessments

429

00:22:26,690 --> 00:22:28,713
are included in the Dashboard.

430

00:22:29,770 --> 00:22:33,040
Charter schools should
employ a standard process

431

00:22:33,040 --> 00:22:36,580
for identifying students
for accessibility supports,

432

00:22:36,580 --> 00:22:39,930
assigning supports that
meet the individual needs

433

00:22:39,930 --> 00:22:42,930
and allowing them time to
practice with those supports

434

00:22:42,930 --> 00:22:45,030
is critically important.

435

00:22:45,030 --> 00:22:47,770
With this in mind, charter school staff

436

00:22:47,770 --> 00:22:50,720
should be able to answer
the two questions:

437
00:22:50,720 --> 00:22:53,970
who in your charter school is responsible

438
00:22:53,970 --> 00:22:56,990
for implementing a systematic process

439
00:22:56,990 --> 00:22:59,520
for the effective and equitable use

440
00:22:59,520 --> 00:23:02,170
of accessibility resources?

441
00:23:02,170 --> 00:23:06,770
Also, who is responsible for
training teachers and others

442
00:23:06,770 --> 00:23:10,250
on the available accessibility resources?

443
00:23:10,250 --> 00:23:14,060
Please keep in mind that
accessibility resources

444
00:23:14,060 --> 00:23:17,190
are for all students, not just students

445
00:23:17,190 --> 00:23:20,263
with an IEP or Section 504 Plan.

446
00:23:21,410 --> 00:23:24,040
As charter schools continue to focus

447
00:23:24,040 --> 00:23:27,620
on improving the outcomes of
students with disabilities,

448
00:23:27,620 --> 00:23:31,253
it is important to let data
drive continuous improvement.

449

00:23:32,430 --> 00:23:35,020
Charter schools will
need to further analyze

450
00:23:35,020 --> 00:23:38,970
the following datasets of
students with disabilities.

451
00:23:38,970 --> 00:23:42,200
What is the racial and ethnic breakdown?

452
00:23:42,200 --> 00:23:45,460
What is the socioeconomic breakdown?

453
00:23:45,460 --> 00:23:48,470
What are the English proficiency levels?

454
00:23:48,470 --> 00:23:50,683
What kind of disabilities exist?

455
00:23:51,570 --> 00:23:54,920
Additionally, charter
schools should consider

456
00:23:54,920 --> 00:23:57,750
a further analysis of the following.

457
00:23:57,750 --> 00:24:02,120
Does performance differ
by identified disability?

458
00:24:02,120 --> 00:24:05,300
Does performance differ by grade?

459
00:24:05,300 --> 00:24:07,990
Does performance differ
for elementary schools

460
00:24:07,990 --> 00:24:10,370
compared to middle or high?

461
00:24:10,370 --> 00:24:12,210
Are there performance differences

462

00:24:12,210 --> 00:24:14,330
for students with disabilities

463
00:24:14,330 --> 00:24:16,770
who are also English learners?

464
00:24:16,770 --> 00:24:18,500
Are there performance differences

465
00:24:18,500 --> 00:24:20,570
for students with disabilities

466
00:24:20,570 --> 00:24:22,143
who are also low-income?

467
00:24:23,820 --> 00:24:26,880
The process that charter
schools will undertake

468
00:24:26,880 --> 00:24:29,250
in examining the factors that contribute

469
00:24:29,250 --> 00:24:32,050
to continuously improving the outcomes

470
00:24:32,050 --> 00:24:35,000
of students with
disabilities is imperative

471
00:24:35,000 --> 00:24:39,520
and must occur in all
schools across California.

472
00:24:39,520 --> 00:24:43,000
According to the fall 2018 Dashboard,

473
00:24:43,000 --> 00:24:48,000
65%, that's 244 out of 374 LEAs

474
00:24:50,430 --> 00:24:54,260
that became eligible for
differentiated assistance

475
00:24:54,260 --> 00:24:57,030

were identified based on the performance

476

00:24:57,030 --> 00:24:59,980
of their students with disabilities.

477

00:24:59,980 --> 00:25:03,700
Differentiated assistance
represents level two

478

00:25:03,700 --> 00:25:06,963
of the California's
Three-Tiered System of Support.

479

00:25:08,430 --> 00:25:12,830
This module reviewed how
California's Accountability System

480

00:25:12,830 --> 00:25:15,240
provides the reporting system

481

00:25:15,240 --> 00:25:18,600
intended to promote
equity for all students

482

00:25:18,600 --> 00:25:22,190
and highlight disparities
among student groups.

483

00:25:22,190 --> 00:25:25,220
Module Two dives deeper into models

484

00:25:25,220 --> 00:25:29,270
and processes intended to
help charter schools plan

485

00:25:29,270 --> 00:25:32,040
and implement instructional programs

486

00:25:32,040 --> 00:25:33,900
that improve academic performance

487

00:25:33,900 --> 00:25:37,900
and address identified gaps
in learning for all students.

488
00:25:37,900 --> 00:25:40,000
Thank you for viewing this we module

489
00:25:40,000 --> 00:25:42,750
on supports for students
with disabilities.

490
00:25:42,750 --> 00:25:45,450
I hope you found this
information valuable.

491
00:25:45,450 --> 00:25:47,440
Should you need further information

492
00:25:47,440 --> 00:25:50,890
on improving performance of
students with disabilities,

493
00:25:50,890 --> 00:25:54,156
please refer to the additional
web modules in this series.

494
00:25:54,156 --> 00:25:56,739
(bright music)