

# State Dashboards

June 26, 2017

# NY Sample School-At-A-Glance

**HS GRAPHICS DRAFT**

## 2017-2018 New York Sample School At-a-Glance

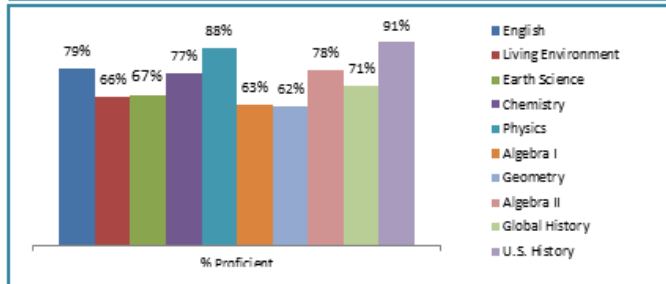
At-a-Glance Environment Serving Special Needs Educators Financial Supports Annual Assessments Preparing Students for College & Careers Accountability

**ACCOUNTABILITY STATUS: IN GOOD STANDING**



Scores out of 4  
**Academic Achievement:** Test scores  
**Progress:** Improvement made in test scores over previous year  
**English Language Proficiency:** Progress over previous year made by English language learners in becoming proficient in English  
**Chronic Absenteeism:** Absent at least 10% of school days student enrolled  
**Graduation Rate:** Students who entered grade 9 in the same year who earned a local or Regents diploma  
**College, Career & Civic Readiness:** Diplomas, advanced/dual coursework, & CTE & Biliteracy achievement

### HIGH SCHOOL ASSESSMENTS

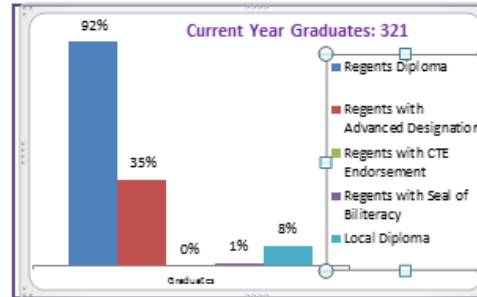


### ENVIRONMENT



Category	Value
School Grade Configuration	9-12
Enrollment	1,635
Attendance	93%
Suspensions	4%
Incidences of Violence	3

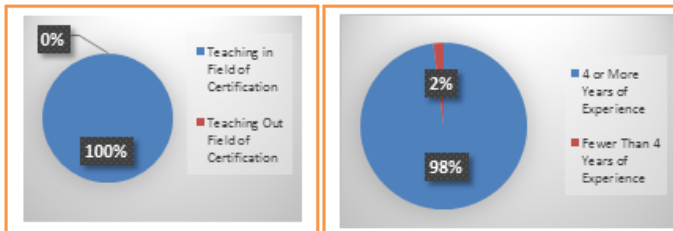
### PREPARING STUDENTS FOR COLLEGE AND CAREERS



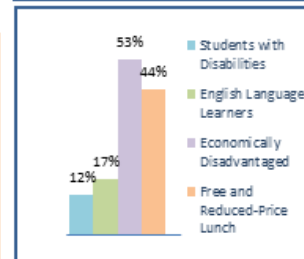
Category	Percentage
Graduates Enrolled in NYS College after Graduating...	36%
Students who Earned HSE Diploma in Current Year...	0%
12 <sup>th</sup> Graders Still Enrolled	3%
Grades 7-12 Who Dropped Out	7%
Grades 9-12 Enrolled in Accelerated Coursework	9%

### EDUCATORS

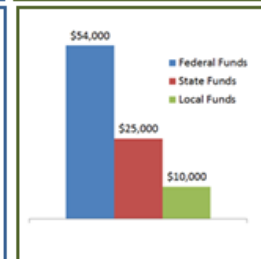
Number of Teachers: 101



### SERVING SPECIAL NEEDS



### FINANCIAL SUPPORTS



# “Thinking Aloud”

1. Quickly form pairs...
2. We are presenting you with two different “At a Glance” reports for either K-8 or HS
3. One Regent will be the recorder and one will be the “thinker” and talker
4. The “talking” Regent will review the report and talk out loud about her/his interpretations about the school. For example:
  - a. What is going well at this school? What needs work?
  - b. Do any of the data raise questions or puzzles?
  - c. What else would you want to know about this school?
5. The “recording” Regent will keep notes about what the talker says. This should take about 10 minutes.
6. Switch roles and switch the “At a Glance” reports
7. Repeat steps 4-5.

# Debriefing Think Aloud Exercise

- 1. How common/different were your interpretations?**
- 2. What features made things easy to understand?**
- 3. What made things a little more challenging to understanding?**

**This approach for evaluating report utility (think aloud) is common for evaluating test items and other interpretative documents/items.**

# Considerations for a Dashboard

- **Policy Levers** – What do you want people to focus on as levers to improve education?
- **Transparency** – What do educators and members of the public need to know in easily understandable ways?
- **Equity** – How can equity status and issues be known so that they can be addressed?

# Michigan Dashboard Summary Page

# 2016-2017 School Name Report Card

Address Street  
Address City, State, Zip



Student Groups Meeting Goals

## Key Indicators



### STUDENT PROFICIENCY

Students proficient in math or English language arts.

36%  
SCHOOL VALUE

38%  
STATE VALUE



### STUDENT GROWTH

Student growth in math or English language arts.

41.5%  
SCHOOL VALUE

35%  
STATE VALUE



### GRADUATION RATE

Students graduating on time/within 4 years of first entering high school.

81%  
SCHOOL VALUE

78%  
STATE VALUE



### ENGLISH LEARNER PROGRESS

Progress of English learners toward English language proficiency.

34%  
SCHOOL VALUE

40%  
STATE VALUE



### SCHOOL QUALITY/STUDENT SUCCESS

School quality and student success attainment.

100%  
SCHOOL VALUE

90%  
STATE VALUE



### ASSESSMENT PARTICIPATION

Students participating in statewide testing.

88.35%  
SCHOOL VALUE

85%  
STATE VALUE

## Additional Indicators

### Postsecondary Readiness

Remedial enrollment  
Postsecondary entrance rate

Postsecondary completion rate

College-ready graduation rate from high school

### Access/Equity

Access to technology

Art access

Early learning access in public school system

Achievement gap indicators

### School Climate/Culture

Climate/Student Surveys (students, parent, teacher)

Support Titles (counselors, school nurses, librarians, etc.)

Suspension (new data collection)

Expulsion

Class Size

### Student Factors

Dropout rate

Student mobility

Attendance/Chronic Absenteeism

Extracurriculars

LinkCrews (Special Education)

### Educator Engagement

Professional development opportunities

Appropriate placement of educators

### Advanced Coursework

AP course completion  
AP test taking/Passing

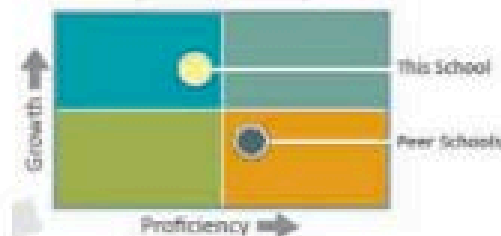
CTE program completion

Dual enrollment course completion

IB completion

Michigan Merit Curriculum completion

## PERFORMANCE COMPARISON (with similar schools)



# Alberta Example Pages

Source: [https://education.alberta.ca/media/3273036/apori\\_201610\\_province\\_province-report.pdf](https://education.alberta.ca/media/3273036/apori_201610_province_province-report.pdf)



# Accountability Pillar Overall Summary

## Annual Education Results Reports - Oct 2016

### Province: Alberta

Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	90.1	89.5	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	76.5	76.5	75.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	19.4	18.8	18.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	21.0	21.0	20.5	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	54.6	54.4	53.5	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	80.9	80.7	80.5	High	Improved	Good
Continuous Improvement	Excellent	School Improvement	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	<b>Achievement</b>				
<b>Improvement</b>	<b>Very High</b>	<b>High</b>	<b>Intermediate</b>	<b>Low</b>	<b>Very Low</b>
Improved Significantly	<b>Excellent</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Acceptable</b>
Improved	<b>Excellent</b>	<b>Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Issue</b>
Maintained	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Issue</b>	<b>Concern</b>
Declined	<b>Good</b>	<b>Acceptable</b>	<b>Issue</b>	<b>Issue</b>	<b>Concern</b>
Declined Significantly	<b>Acceptable</b>	<b>Issue</b>	<b>Issue</b>	<b>Concern</b>	<b>Concern</b>

# Ohio Dashboard Example Pages

**Source:**

<http://reportcard.education.ohio.gov/Pages/District-Report.aspx?DistrictIRN=048934>

**Note:** "Component grade" modified from the original website text.

# Ohio Example—overall grade & grades by indicator

Link

## 2015 - 2016 Report Card for Dublin Scioto High School [View Printable PDF](#)

Overview

Achievement

Progress

Gap Closing

Graduation Rate

K-3 Literacy

Prepared for Success

### SCHOOL GRADE

Coming in  
2018

### SCHOOL DETAILS

[VIEW DISTRICT](#)



### Financial Data

These measures answer several questions about spending and performance. How much is spent, the source of the revenue and how do these measures compare across districts?

[VIEW DATA](#)



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

#### COMPONENT GRADE

3

[VIEW MORE DATA](#)

[VIEW GIFTED DATA](#)

Performance Index 72.7%.....	3
Indicators Met 53.8%.....	2



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

#### COMPONENT GRADE

3

[VIEW MORE DATA](#)

Value-Added	
Overall.....	4
Gifted.....	4
Lowest 20% in Achievement.....	4
Students with Disabilities.....	2



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

#### COMPONENT GRADE

1

[VIEW MORE DATA](#)

Annual Measurable Objectives 45.5%.....	1
--	---



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

#### COMPONENT GRADE

3

[VIEW MORE DATA](#)

Graduation Rates	
92.3% of students graduated in 4 years.....	3
93.9% of students graduated in 5 years.....	3



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

#### COMPONENT GRADE

Not Rated

[VIEW MORE DATA](#)

K-3 Literacy Improvement NC.....	NR
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### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

#### COMPONENT GRADE

2

[VIEW DATA](#)



**Superintendent:** Daniel P. Parent  
**Address:** 9451 E Harbor Rd  
 Lakeside Marblehead, OH 43440-1310

**Phone:** (419) 798-5185  
**County:** Ottawa

[BACK TO OVERVIEW](#)

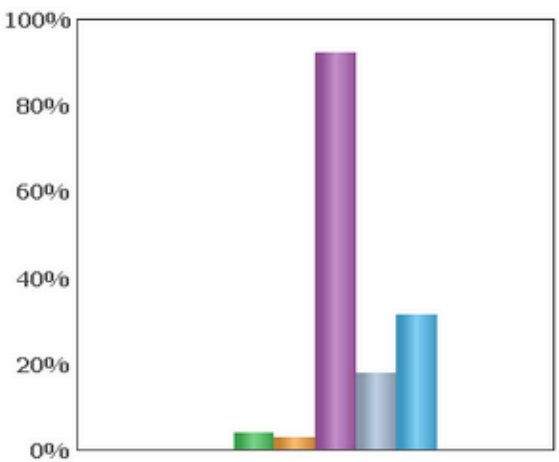
**Career Technical Planning District:** [EHOVE JVSD CTPD](#)

*Directory information current as of the 2015-2016 Report Card publication date.*

## Your District's Students

### Enrollment

Percentages  Data Table  Trend

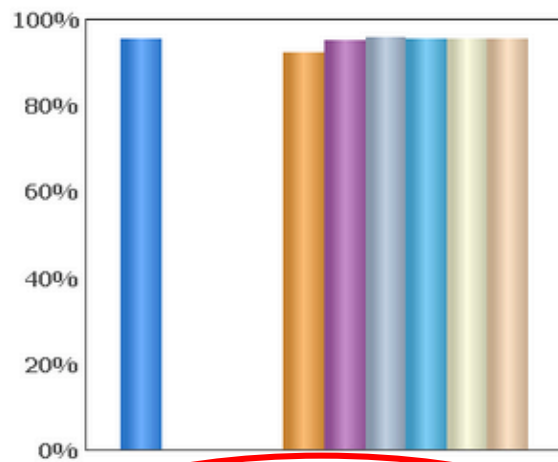


American Indian...  
 Black, Non-Hisp...  
 Hispanic  
 Multiracial  
 White, Non-Hisp...  
 Students with D...  
 Economic Disadv...  
 Limited English...  
 Migrant

Enrollments of less than 10 students are not shown.

### Attendance

Attend Rates  Data Table  Trend

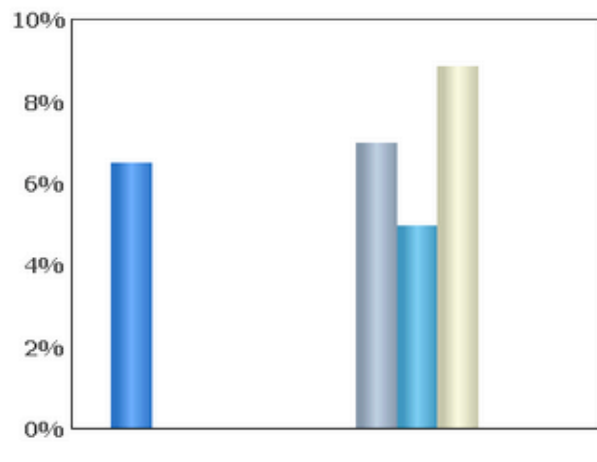


All Students  
 American Indian...  
 Asian or Pacifi...  
 Black, Non-Hisp...  
 Hispanic  
 Multiracial  
 White, Non-Hisp...  
 Male  
 Female  
 Students with D...

Attendance Rate is not shown if enrollment is less than 10.

### Mobility

District Mobility  Data Table  Trend



All Students  
 American Indian ...  
 Asian or Pacific...  
 Black, Non-Hispanic  
 Hispanic  
 Multiracial  
 White, Non-Hispanic  
 Students with Di...  
 Economic Disadv...  
 Limited English ...  
 Migrant

This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

**Chronic Absenteeism Rate: 8.7%**

**Number of Limited English Proficiency Students Excluded from Accountability Calculations: --**

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English.

[Click here for information about your district's OELPA results.](#)

## Your District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	100.0	0.0	100.0
Percentage of teachers with at least a Master's Degree	67.1	0.0	81.3
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	1	--	0
Percentage of core academic subject and elementary classes taught by properly certified teachers	99	--	100
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	0

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

Attendance Rate

**95.9%**

Average Salary

**\$68,469**

Average Years of Experience

**12**

Lead or Senior Teachers

**0.0**

## Educators in your District

	#	Staff	
		Per 1000 Students	State Avg per 1000 Students
School Counselors	2.0	2.0	2.3
School Nurses	1.0	1.0	1.1
School Psychologists	1.0	1.0	1.2
Interpreters	0.0	0.0	0.2
Library or Media Specialists	1.0	1.0	1.4
Audiologist	0.0	0.0	0.0
Physical/Occupational Therapist	0.0	0.0	0.8
Social Worker	0.0	0.0	0.2
General Education Teachers	32.0	32.0	46.4
Career-Technical Teachers	1.0	1.0	2.3
Special Education Teachers	1.5	1.5	10.6
Teacher Aides	12.0	12.0	7.0
Gifted Intervention Specialists	0.0	0.0	0.6
Fine Arts Teachers	3.0	3.0	3.0
Music Teachers	2.0	2.0	2.5
Physical Education Teachers	2.0	2.0	2.9
ELL Specialists	1.0	1.0	0.3

## Your District's Principals

Percentage of principals with at least a Bachelor's Degree 100.0%

Percentage of principals with at least a Master's Degree 100.0%

Overview continued  
(scrolling down from content  
on previous slide)

## Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

# 3

### GRADE

# 3

### Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and schools receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

#### Performance Index

Calculation
  Pie Chart
  Trend



# 72.7%

87.2 of a possible 120.0

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	12.9	x	1.2	=	15.5
Accelerated	20.5	x	1.1	=	22.5
Proficient	33.5	x	1.0	=	33.5
Basic	19.0	x	0.6	=	11.4
Limited	14.1	x	0.3	=	4.2
Untested	0.0	x	0.0	=	0.0
					<b>87.2</b>

### GRADE

# 2

### Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

[Click here](#) for a complete list of passage rates required to meet each indicator.

#### Indicators Met %

Indicators
  Comparison
  Achievement Levels
  Trend



# 53.8%

7 out of 13

OGT, 11th Graders	Mathematics	96.2%	✓
	Reading	96.8%	✓
	Science	93.6%	✓
	Social Studies	93.6%	✓
	Writing	95.2%	✓
	HS	Algebra I	53.0%
	Biology	80.3%	✓
	English I	72.7%	✗
	English II	74.2%	✗
	Geometry	57.1%	✗



## Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

For more detailed data on Progress and Value-Added, [click here](#).

### COMPONENT GRADE

**3**

#### GRADE

**4**

### Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

#### GRADE

**4**

### Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

#### GRADE

**4**

### Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

#### GRADE

**2**

### Students with Disabilities

This measures the progress for students with disabilities.

## Progress Details

- Value-Added Data
- Progress vs. Performance Index

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	4.95	-0.26	3.89

Test Grade		Progress Score	Test Grade		Progress Score
High School	English I	3.65	High School	Algebra I	1.56
	English II	3.34		Geometry	-2.01



## Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

1

### GRADE

### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in ELA, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

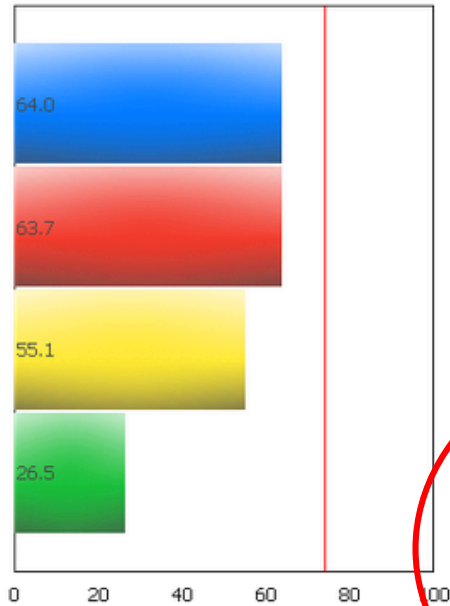
1

#### AMO Points



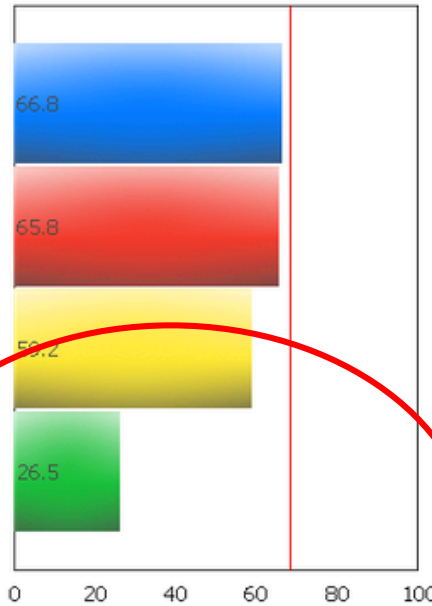
35.0%

### English Language Arts



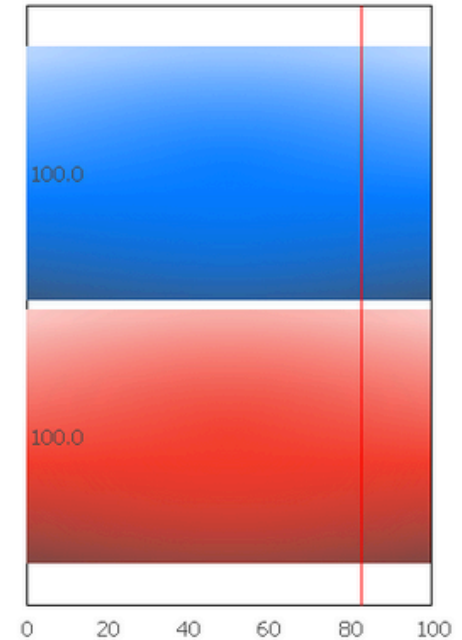
White All Students  
Econ Disadvantage Students w/ Disab...

### Math



White All Students  
Econ Disadvantage Students w/ Disab...

### Graduation Rate



All Students White

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



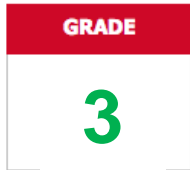
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

3

### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2015 who graduated within four years, i.e. students who entered the 9th grade in 2012 and graduated by 2015.

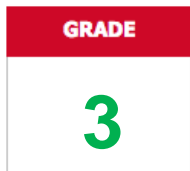


92.3%



### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.



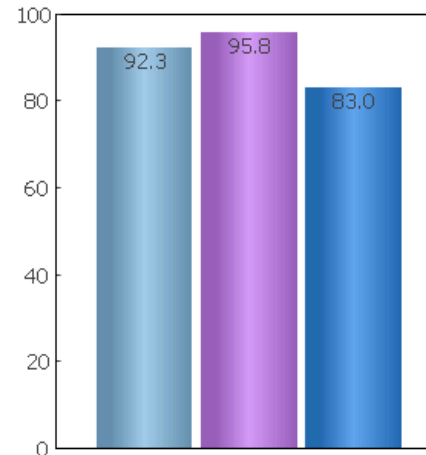
93.9%



Comparison

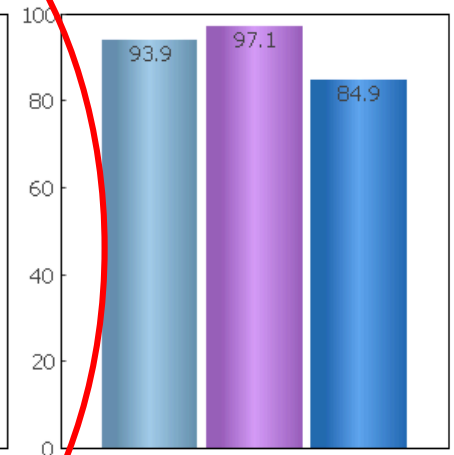
Trend

4-Year Rate



School District  
State Average

5-Year Rate



School District  
State Average

## Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

# 2

### GRADE

# 2



## 40.6%

0.0%  
1.9%  
1.9%  
3.9%  
.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

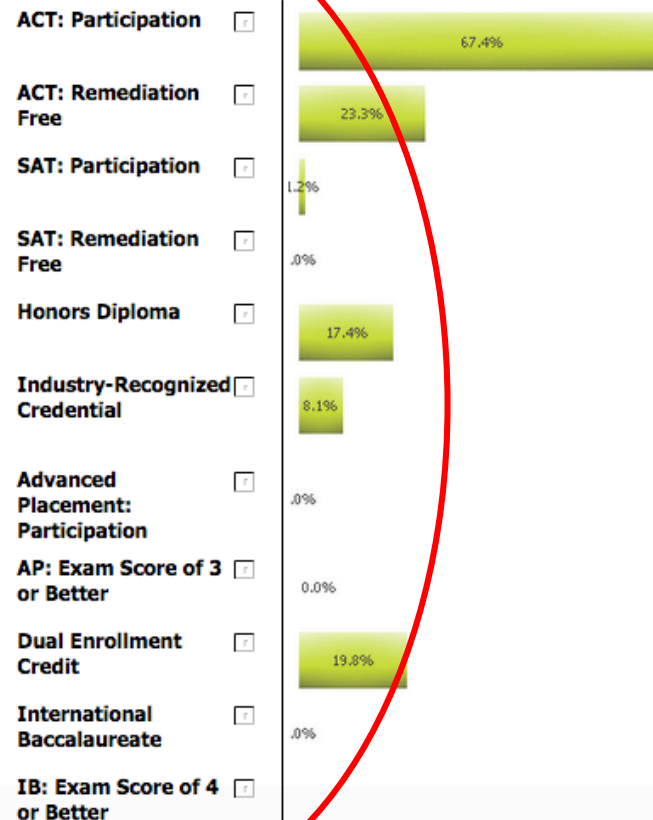
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

Number of	Point Value	Points Earned
31	1	31.0
13	0.3	3.9
<b>Total Points:</b>		<b>34.9</b>
<b>Graduation Cohort:</b>		<b>86</b>
<b>Percentage:</b>		<b>40.6%</b>

 Graduates Ready

 College Ready

### How Prepared were Your 2014 and 2015 Graduating Classes?



# New York City Example Pages

NYC Department of Education

# 2016 School Performance Dashboard

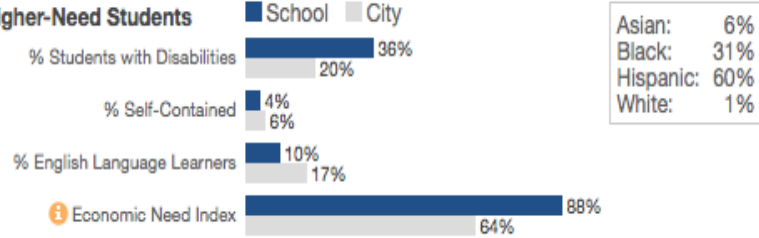
→Select School: 01M015 [ES] — P.S. 015 Roberto Clemente

→Select View: City (City includes 661 ES)

## Student Population 2016

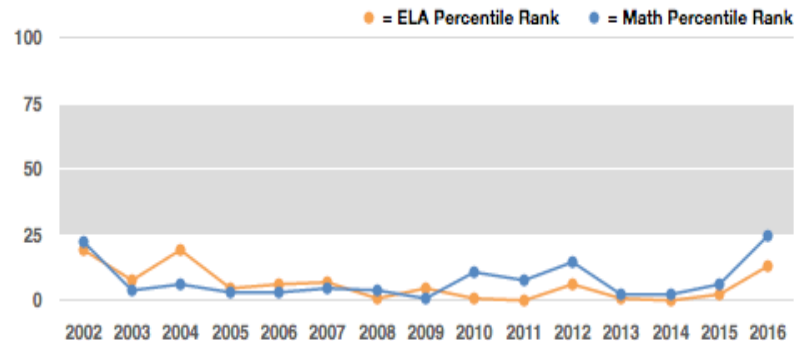
Grades	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	Total
Enrollment	14	32	33	39	23	17	18								162

### Higher-Need Students



## Citywide Percentile Rank: State Test Results 2002 - 2016

Shaded regions are middle two quartiles citywide. Results above shaded regions were in top 25%, and results below the shaded regions were in the bottom 25% citywide.

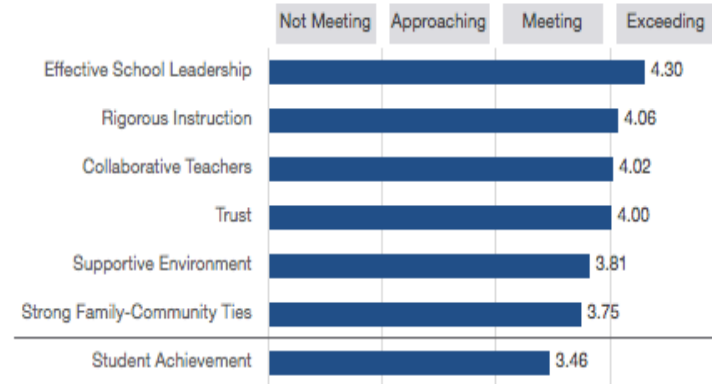


Principal: Irene Sanchez / Superintendent: Daniella Phillips

Programs and Designations (2016-17): NYSED "Focus" School; Colocated (75M094); Renewal; Field Support Center - Manhattan

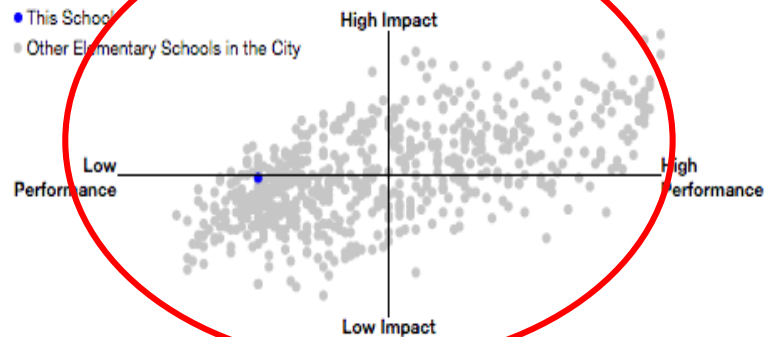
## Framework Scores 2016

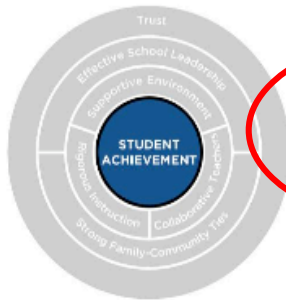
School practices and conditions (measured by Quality Review and NYC School Survey) that drive student achievement. Scores are on scale from 1.00 - 4.99.



## Impact and Performance 2016

Based on all student achievement metrics, **Impact** measures school against expected outcomes, adjusted for incoming student factors; **Performance** is unadjusted performance.





**Student Achievement** This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for middle school.

**Growth on State Tests**

**English**

How well did this school help students improve on their State English tests?

All Students at this School

School's Lowest Performing Students

**Math**

How well did this school help students improve on their State math tests?

All Students at this School

School's Lowest Performing Students

**Closing the Achievement Gap**

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners		
Students with Special Needs		
City's Lowest Performing Students		

**Performance on State Tests**

**English**

**17%**

met State standards on the State English test; the average score at this school was 2.3 out of 4.5

Comparison Group\*: 17%  
District: 43%  
City: 39%

**Math**

**20%**

met State standards on the State math test; the average score at this school was 2.3 out of 4.5

Comparison Group\*: 19%  
District: 47%  
City: 40%

At this school, how did students from different starting points in 3rd grade perform on state tests in 5th grade?

English		
Starting Point (3rd grade level)	5th Grade Outcomes (on state ELA test)	Comp Group*
Level 3 or 4	N/A scored 3 or 4	N/A
Level 2	9% scored 3 or 4	14%
Level 1	N/A scored 2, 3, or 4	N/A

Math		
Starting Point (3rd grade level)	5th Grade Outcomes (on state math test)	Comp Group*
Level 3 or 4	N/A scored 3 or 4	N/A
Level 2	11% scored 3 or 4	12%
Level 1	N/A scored 2, 3, or 4	N/A

**Passing Courses**

**Next Level Readiness**

**56%**

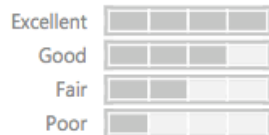
pass rate by this school's former 5th graders in their 6th grade classes in math, English, social studies, and science

Comparison Group\*: 86%  
District: 74%  
City: 94%

**Which middle schools did students from this school most frequently attend?**

- 29% Tompkins Square Middle School
- 17% School For Global Leaders
- 13% P.S. 034 Franklin D. Roosevelt
- 8% Technology, Arts, And Sciences Studio
- 8% Great Oaks Charter School

**KEY:**



\*Comparison Group is made up of students from other schools across the city who were the most similar to the students at this school, based on their prior test scores, disability status, and economic need. The "comparison group" result is an estimate of how the students at this school would have performed if they had attended other schools throughout the city.

The section ratings are based on more information than what is included in this summary report. For more information, please see: <http://schools.nyc.gov/Accountability>



# Student Achievement Metrics

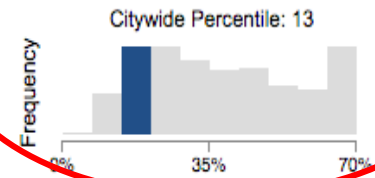
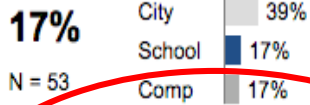
Detailed school, Comparison Group, and Citywide results and comparisons for three selected metrics.

2016 Data

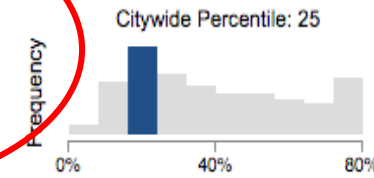
**Results and Comparisons**  
Comparison Group ("Comp") shows expected outcomes, adjusted for incoming student factors.

**School within City Distribution**  
Shows distribution of Citywide results  
Position of school's result

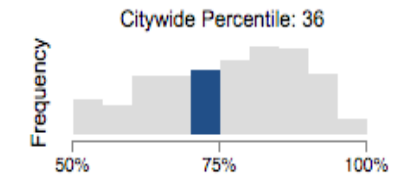
ELA - Percent at Level 3 or 4



Math - Percent at Level 3 or 4



Pct with 90%+ Attendance



Multi-Year Data (2013-2016)

**School Year Ending:**

School's Result for Metric:

**Trends Over Time**

- School
- Comparison Group
- City

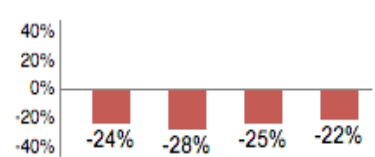
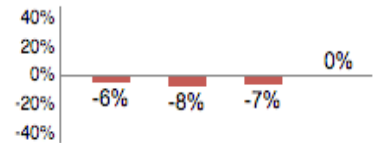
**School vs. Comparison Group**  
(% = percentage-point difference)

- School above Comp Group
- School similar to Comp Group
- School below Comp Group

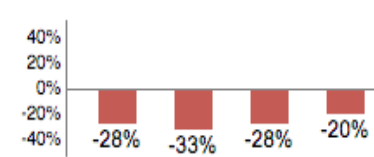
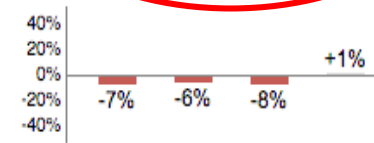
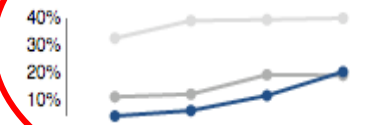
**School vs. City**  
(% = percentage-point difference)

- School above City Avg
- School similar to City Avg
- School below City

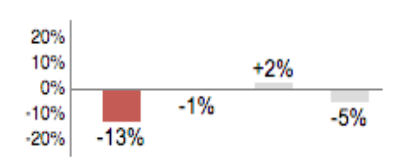
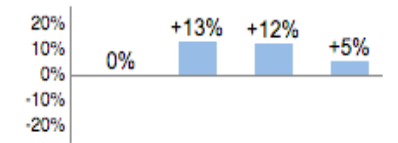
2013	2014	2015	2016
4%	2%	5%	17%

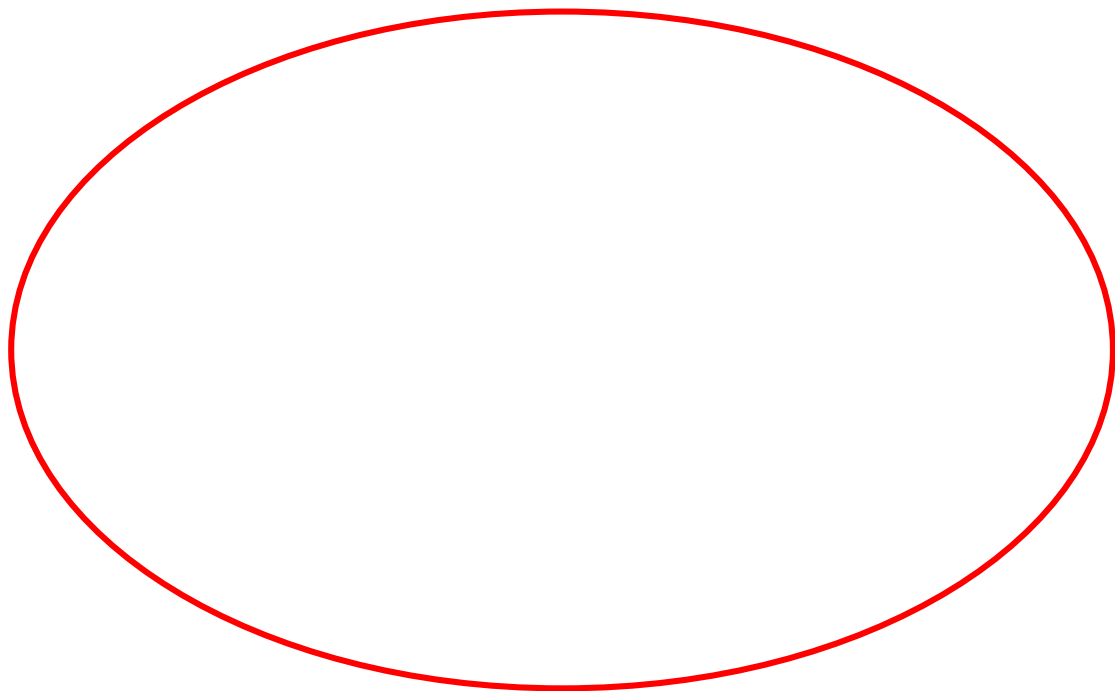


2013	2014	2015	2016
4%	6%	12%	20%



2013	2014	2015	2016
66%	77%	82%	76%







# Questions

- 1. What categories of data are important to you?**
- 2. What kinds of comparisons are important to you?**
  - **Trends over time**
  - **Comparisons with other schools in district, state, similar schools**
  - **Subgroup comparisons**
- 3. What kind of displays help make the data easier to understand? (e.g. graphs and charts, color coding, tables, pictures, etc.)**

# New York State Report Card Dashboard Mock-Up







DRAFT

# Potential tabs

1. Accountability
2. Academic assessments
3. Postsecondary Readiness
4. School climate
5. Equity

# Potential Tab

# Accountability

State Indicators	All Students Performance	Status	Status Value	Change	Change Value
<a href="#">English Language Arts (3-8)</a>		High	31.7 points above level 3	Maintained	+0.6 points
<a href="#">Mathematics (3-8)</a>		High	12.8 points above level 3	Maintained	+0.9 points
<a href="#">Student Growth (4-8)</a>		Low	2.4%	Declined	-0.5%
<a href="#">School Progress (4-8)</a>		High	80.6%	Declined	-1.6%
<a href="#">Graduation Rate (9-12)</a>		High	93.2%	Increased	+2.7%
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A
<a href="#">College/Career</a>	N/A	N/A	N/A	N/A	N/A
English Learner Progress (K-12)		High	80.6%	Declined	-1.6%
Suspension Rate (K-8)	N/A	N/A	N/A	N/A	N/A

# Potential Accountability Tab

## Graduation Rates by Subgroup

Graduates with Regents Diploma, Graduates with Local Diploma, Graduates with Seal of Biliteracy, etc.

Diploma Type	Student Performance	Number of Students	Status	Status Value	Change	Change Value
<a href="#">All Students</a>	★★★★★	732	High	93.2%	Increased	+2.7%
<a href="#">English Learners</a>	★★★★☆	156	Medium	87.2%	Increased	+3.8%
Foster Youth		N/A	N/A		N/A	
Homeless		N/A	N/A		N/A	
<a href="#">Socioeconomically Disadvantaged</a>	★★★☆☆	315	Medium	88.3%	Maintained	-0.3%
<a href="#">Students with Disabilities</a>	★★☆☆☆	60	Low	70%	Maintained	+0.3%
<a href="#">African American</a>	★★★☆☆	62	Low	83.9%	Increased	+3.2%
<a href="#">American Indian</a>	*		*		*	
<a href="#">Asian</a>	★★★★☆	283	High	94%	Increased	+1.6%
<a href="#">Filipino</a>	★★★★★	57	High	98.3%	Increased	+5.8%
<a href="#">Hispanic</a>	★★★★★	121	High	90.1%	Increased	+5.1%
<a href="#">Pacific Islander</a>	*	5	*		*	

# Potential Tab

# Academic Assessments

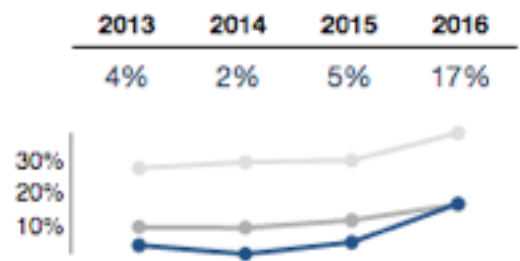
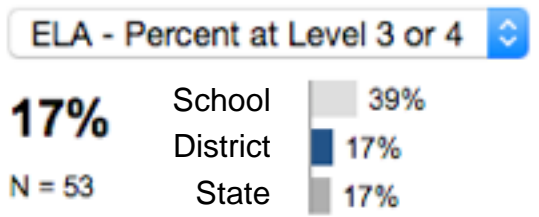
Dropdown menu to select specific assessment (Elementary/Middle, Regents, Alternative Assessment, etc.)

Everest Elementary

2013 All Grades All Students

PSSA % By Performance Level

Subject	%	N	N	Below	Basic	Proficient	Advanced
Math	92%	606	20	2	6	19	73
ELA	89%	601	78	5	6	33	57
Science	96%	202	43	2	2	22	73



English Learner Progress % By Performance Level

NYSELAT	%	N	Entering	Emerging	Transitioning	Commanding
English Language Learners			8	29	36	27
Multilingual Learners			7	14	36	43

# Postsecondary Readiness

GRADUATION

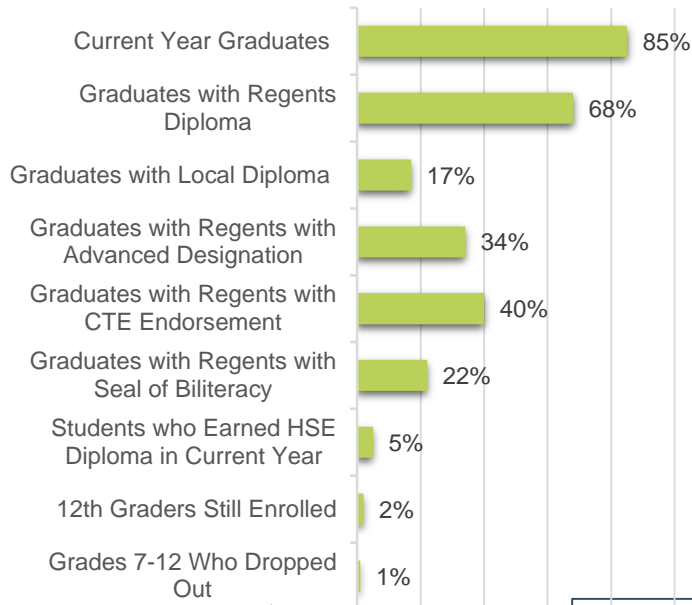
3 / 4

COLLEGE & CAREER

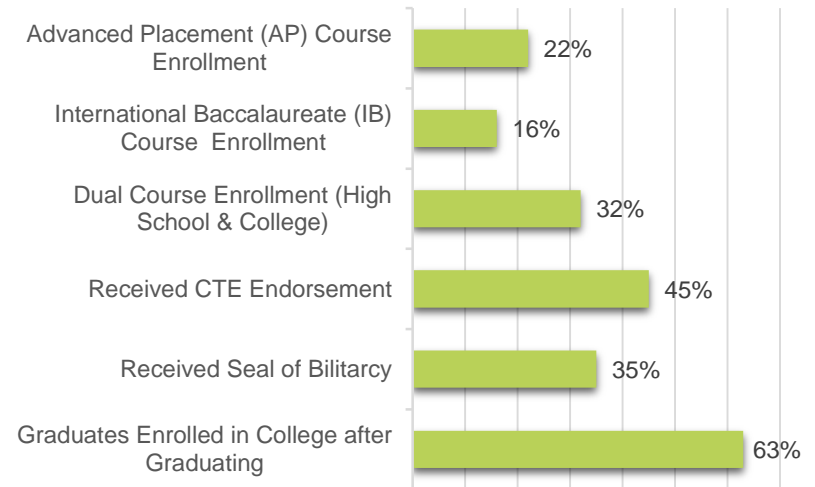
3 / 4

85% of students graduated. 68% received a Regents diploma.

## Graduation Statistics



## College and Career Readiness



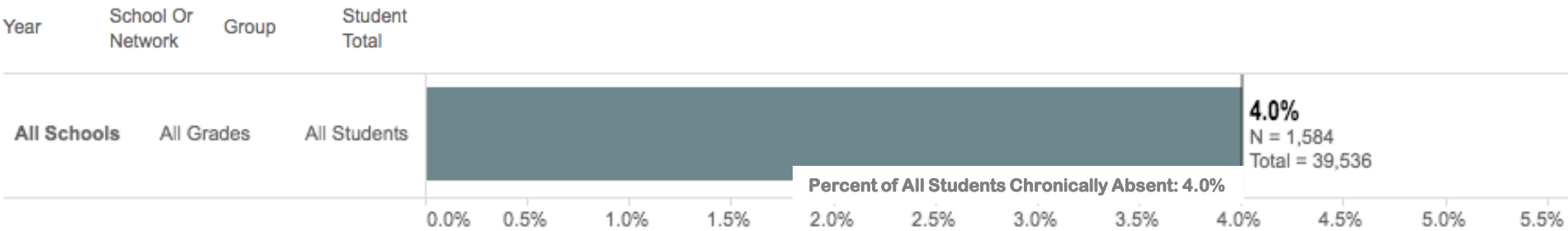
Click on an indicator to see trends over time and by subgroup.

# School Climate



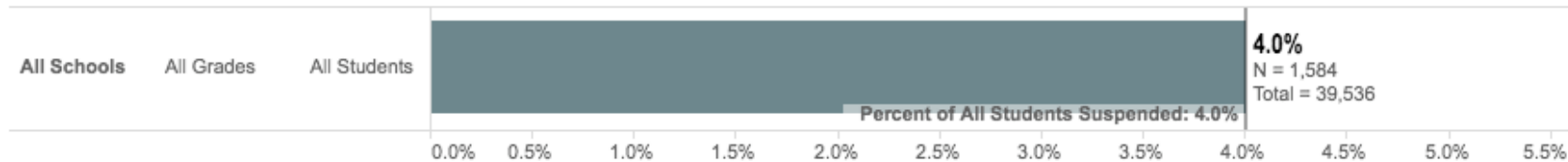
## Chronic Absence Rates

Select Academic Year: 2015-16 | 
 Select Grade: (All) | 
 View by Network/Scho...: District | 
 Select Network/School: All Schools | 
 View by Subgroup: All Students | 
 Select Subgroup: All Students



## Snapshot of Students Receiving Suspensions

Select Academic Year: 2015-16 | 
 View by Network/School: District | 
 Select Network/School: All Schools | 
 View by Grade: All Grades | 
 Select Grade(s): All Grades | 
 View by Group: All | 
 Select Group(s): All Students



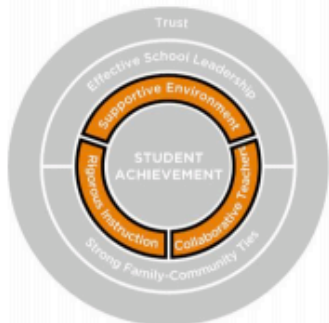


# Potential School Climate Tab

## Option to link to local school climate reports

### 2015-16 School Quality Snapshot / HS

John Adams High School (27Q480)

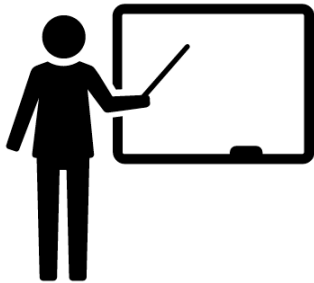


<sup>1</sup> **Quality Review**  
Ratings from an experienced educator who visited and evaluated the school on April 5, 2016

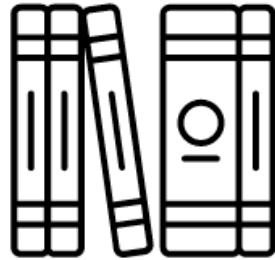
<h3>Rigorous Instruction</h3> <p>Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.</p>		
<p><b>Quality Review <sup>1</sup></b></p> <p>How interesting and challenging is the curriculum? [Progress bar]</p> <p>How effective is the teaching and learning? [Progress bar]</p> <p>How well does the school assess what students are learning? [Progress bar]</p>	<p><b>Survey <sup>2</sup></b></p> <p><b>76%</b> responded positively to questions about Rigorous Instruction</p> <p>Borough: 81% City: 81%</p>	<p><b>Selected Questions</b></p> <p>56% of students say that they learn a lot from feedback on their work (City: 65%)</p> <p>77% of students know what their teacher wants them to learn in class (City: 80%)</p> <p>59% of teachers say that students build on each other's ideas during class discussions (City: 65%)</p>
<h3>Collaborative Teachers</h3> <p>Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.</p>		
<p><b>Quality Review</b></p> <p>How well do teachers work with each other? [Progress bar]</p>	<p><b>Survey</b></p> <p><b>75%</b> responded positively to questions about Collaborative Teachers</p> <p>Borough: 81% City: 80%</p>	<p><b>Selected Questions</b></p> <p>79% of teachers say that they work together to design instructional programs (City: 87%)</p> <p>77% of teachers say that they have opportunities to work productively with colleagues in their school (City: 83%)</p> <p>86% of teachers say that they feel responsible that all students learn (City: 86%)</p>

# Potential Tab

## Equity Metrics



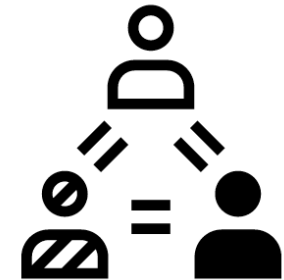
Staff



Access to a  
broad, rich  
curriculum



Resources

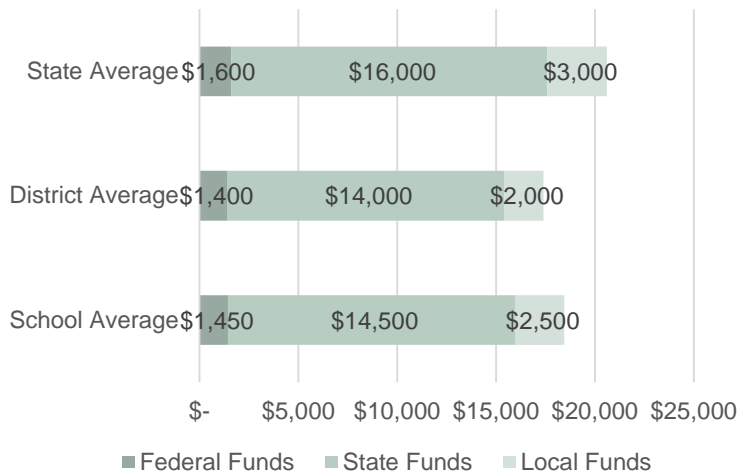


Student  
Integration  
*Coming soon!*



# Potential Equity Tab Resources

## Funding per Pupil



## Students per staff



## Average class size

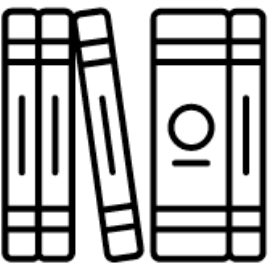
Select Grade

(All)

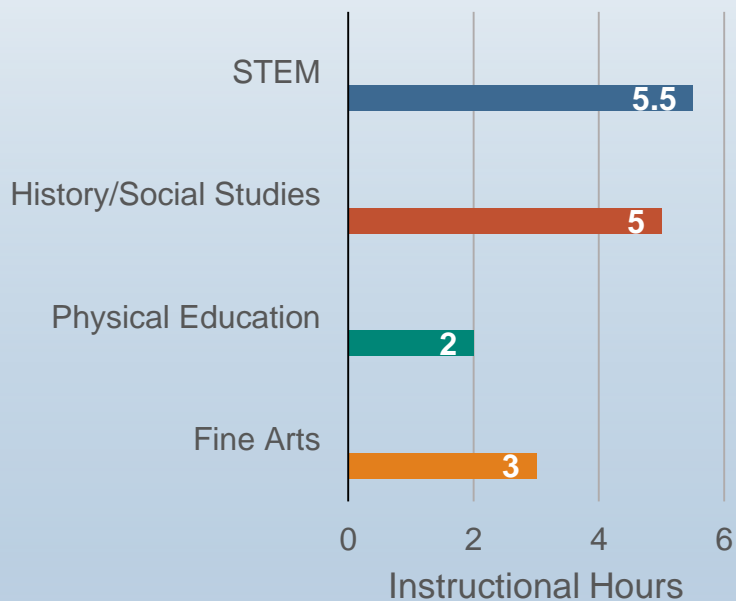
21

students per class

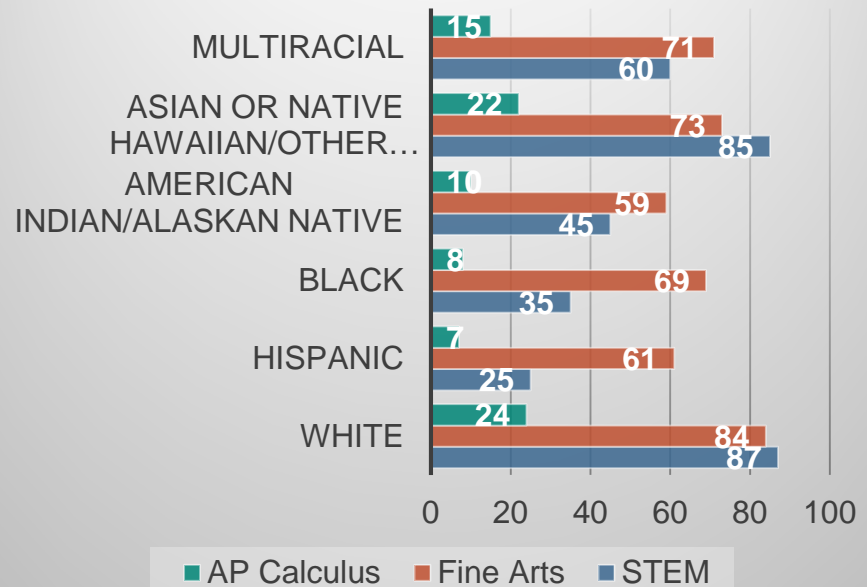
# Access to a Broad, Rich Curriculum



### Students Access to Course by Instructional Hours



### Percent of Students Enrolled by Course



Might also show:

- Teacher turnover
- Teacher absence
- Teacher survey responses, such as satisfaction rates and access to professional development

Might also compare to the state average.



## TEACHERS AT THIS SCHOOL



Teachers are one of the most influential factors in determining school and student success. This measure provides information about the qualifications of teachers in your school.

### Experienced

More than 3 years teaching in the classroom

78%

[VIEW DEFINITION](#)

### Teaching Outside of their Area of Certification

8%

[VIEW DEFINITION](#)

### Teaching with an Emergency Certificate

5%

[VIEW DEFINITION](#)

## EXPERIENCED TEACHERS: COMPARISON TO OTHER SCHOOLS

### EXPERIENCED

South Bernhardt

78%

District Average

72%

[COMPARE ALL DISTRICT SCHOOLS](#)

## EXPERIENCED TEACHERS: 3 YEAR TRENDS

