

Cradle-to-Career Data and Tools and Community Engagement Advisory Boards Staff Report

Date Report Issued: June 27, 2024
Attention: Members of Data and Tools and Community
Engagement Advisory Boards
Subject: **2024 Proposals Received by the Public**
Staff Contact: Marykate Cruz Jones, Chief of Strategic Initiatives and
Partnerships

At this meeting, the members of the Data and Tools Advisory Board (DTAB) and Community Engagement Advisory Board (CEAB) will have the opportunity to review and discuss the 2024 proposal forms the Office of Cradle-to-Career Data (the Office) received from the public.

Requested Action:

There is no requested action for this item. This is an informational item only.

Background:

As outlined in the [Governance Manual](#), the DTAB can address a significant gap via the proposal process by recommending 1) changes to the data request process, 2) changes to tools such as dashboards or operational tools for students, and 3) additional data points to the P20W Data System. The Governance Manual also states, the CEAB can address a significant gap via a proposal process by recommending 1) ways to improve feedback loops with data users and ensure equitable access to actionable information, 2) professional development and technical assistance models that foster evidence-based decision-making, strengthening analytical capacity to use available data tools, and enable end users to understand structure factors that influence outcomes, 3) communication structures that ensure a broad range of Californians know about and are using the tools, and 4) additional tools that will address strategic objectives for the data system.

2024 Public Proposal Process:

Beginning this year, members of the public were able to submit proposals. The public submission window spanned from March 19th to June 24th, 2024. To prepare members of the public for this process, the Office held a virtual [community conversation](#). During this conversation, the Office walked attendees through the proposal process, how they could get involved, and highlighted new resources, including a redesigned [Advisory Board proposal page](#) on the C2C website. This conversation was provided in English and Spanish and both the Data and Tools and Community Engagement Advisory Boards proposal forms were available in English and Spanish as well.

In total, the Office received five public proposal submissions for the Data and Tools Advisory Board. All proposals are housed in the [proposal archive](#) which can be found on the C2C website. These proposals can also be found in Attachment A, Attachment B, Attachment C, Attachment D, and Attachment E.

Next Steps for Advisory Board Members:

As the proposal process is a valuable tool for providing expertise to the Governing Board and the Office, DTAB members may choose to submit their own proposal form, sponsor a proposal form that was received from a member of the public, or further refine concepts from a public proposal form or a DTAB member from last year. The option available to CEAB members is submitting their own proposal form since the public did not submit any proposals and the only proposal provided last year by a CEAB member was taken to the [Governing Board in May 2024](#).

At the July 10 joint Advisory Boards meeting, members will have a public space to discuss the public proposals received in preparation for their own submissions. As a reminder, all proposal forms are due from members on July 24, 2024. After that time, members will use the proposal rubric and a pre-meeting survey to determine which proposals should advance to the fall Advisory Board meetings. In total, only three proposals will be prioritized for discussion and evaluation and

in the fall, Advisory Board members determine if the proposals should undergo a feasibility study.



Cradle-to-Career Data and Tools Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) proposal forms submitted will address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

Gini Beran, Director, CLEP Outreach and Account Management, College Board

Proposal Title: no more than 50 characters

Adding CLEP Exam Performance as a new P20W Data Set

Type of Proposal¹:

- Changes to practical tools for students (*Complete section one*)
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points (*Complete section two*)
 - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

Section One: Changes to Practical Tools

¹ The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

1. What is the nature of the gap regarding access to actionable information?

2. What type of tool should be developed?

3. How would a tool address the gap?

4. Who would be the likely user(s) of the tool?

5. How does the tool relate to the [mission and vision](#) of C2C?

[Section Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points](#)

1. Please state the research question of interest that cannot be fully addressed with the [existing data elements](#) in the P20W Data System.

Students have access to a range of courses and tools that lead to college credit, including dual enrollment and Advanced Placement courses. Currently, the Data System does not include results of College Board's College Level Examination Program (CLEP). CLEP exams prepare students of all ages for success in postsecondary education and provide opportunities for them to earn college credit. CLEP offers 34 exams that cover introductory level college course material. CLEP exam scores range from 20-80, with scores of 50 and above correlating to successful college course grades. Research shows that CLEP students who earn an exam score of 50 or higher perform as well or better in subsequent course work as compared to non-CLEP students who completed the introductory course at a college or university. Given the

consistent findings that students who earn minimum CLEP exams scores of 50 demonstrate college success.

2. How does this research question relate to the [mission and vision](#) of C2C?

Bridging pre-college and college outcomes and helping all levels of the education system make decisions about the most effective and efficient strategies for earning college credit supports individual decision-making and state-level evidence-based policy making.

3. Please propose additional data element(s) needed in order to successfully address the research question of interest.

Learner-level outcomes on the College Level Examination Program, including exams attempted, scores earned, and accompanying demographic data.

4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.

CLEP does not exist in the P20W Data System.

5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?

No, CLEP scores are not derivable from existing elements.

6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.

The Data System contains multiple elements that capture outcomes on early postsecondary assessments, such as those listed below. To answer questions about how different options compare to each other requires as comprehensive a data set as possible; CLEP exams are notably missing.

- Completed a K-12 Advanced Placement course (CDE [K12])
- Completed a K-12 International Baccalaureate course (CDE [K12])
- Completed a college course while in high school (CDE [K12])
- K-12 individual College and Career Indicator level (CDE [K12])

7. C2C keeps a [repository](#) of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)

N/A

8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.

No.

9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.

N/A

10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.

California Department of Education, in collaboration with College Board

11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.

Individual-level exam participation and performance data, secondary and postsecondary institution score data.

12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.

Comparative data about post-secondary success rate of learners using different early postsecondary strategies data elements available for incorporation into research and policy studies.



Cradle-to-Career Data and Tools Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) proposal forms submitted will address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

Wendy Threatt, Senior Policy Fellow, Teach Plus California

Proposal Title: no more than 50 characters

Demographic & Program Data in Teacher Dashboard

Type of Proposal¹:

- Changes to practical tools for students (*Complete section one*)
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points (*Complete section two*)
 - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

Section One: Changes to Practical Tools

¹ The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

1. What is the nature of the gap regarding access to actionable information?

2. What type of tool should be developed?

3. How would a tool address the gap?

4. Who would be the likely user(s) of the tool?

5. How does the tool relate to the [mission and vision](#) of C2C?

[Section Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points](#)

1. Please state the research question of interest that cannot be fully addressed with the [existing data elements](#) in the P20W Data System.

1. What are the trends regarding educator demographic data, with the most recent demographic data, including race and ethnicity, languages spoken other than English, and years of service, including all of the following information:
 - a. The ways in which the race or ethnicity of newly credentialed teachers compares to those of the pupils they teach?
 - b. The relationship between the racial mix of newly credentialed teachers and types of pupils in schools where they teach?
 - c. The relationship between the racial mix of newly credentialed teachers and the geographic location of the schools where they

teach?

2. How do retention rates differ for teachers by teacher characteristics, with the most updated demographic data?
3. What is the efficacy of particular policies and programs (e.g. Residency Grants, Classified Employee Credential Program, Golden State Teacher Grant Program, National Board Certification Incentive Grant Program) in bringing new teachers into the profession, including specifically targeted populations with the most updated teacher demographic data?
4. What is the efficacy of particular policies and programs (e.g. Residency Grants, Classified Employee Credential Program, Golden State Teacher Grant Program, National Board Certification Incentive Grant Program) in retaining teachers in the profession, including specifically targeted populations with the most updated teacher demographic data?
5. What are the trends regarding participation in programs for addressing teacher shortages and teacher diversity, including the Teacher Residency Grant Program, the California Classified School Employee Teacher Credentialing Program, the Golden State Teacher Grant Program, and the National Board for Professional Teaching Standards Certification Incentive Program. Data on these programs shall address all of the following topics, to the extent applicable, disaggregated by race and ethnicity:
 - a. The number and percentage of program participants, additionally disaggregated by cohort, who complete a teacher preparation program and earn a preliminary teaching credential.
 - b. The extent to which program graduates are teaching in high-need subjects and locations.
 - c. The extent to which program graduates increase the diversity of the grant recipient's workforce, including the number and percentage of program graduates who are members of underrepresented groups.
 - d. Teacher retention rates for program graduates, within the boundaries of the grant recipient and within California public schools.
 - e. Program graduate achievement, as determined by first-time pass rates on the state teaching performance assessment
 - f. The percentage of program participants who complete a

beginning teacher induction program and earn a clear teaching credential.

- g. Results from candidate and program graduate surveys of the quality of preparation they received.

2. How does this research question relate to the [mission and vision](#) of C2C?

- This research will allow California citizens, organizations, and leaders to uncover K-12 educational inequities rooted in the educator workforce and, in turn, foster evidence-based decision-making to help California build a more equitable future.
- Data responding to these research questions will help empower individuals interested in pursuing education to make informed decisions to reach their full potential.
- The research questions above connect with the mission and vision of the CTC which states it wants to “build a more equitable future” by fostering “evidence-based decision-making”. Having these questions answered as suggested in Section 2 #4 will allow for these proposed data elements to exist in the C2C dashboard.

3. Please propose additional data element(s) needed in order to successfully address the research question of interest.

- Teacher Shortages / Vacancy Data
- Teacher Misassignment Data
- Teacher Residency Program Enrollees, Disaggregated by Race and Cohort
- Teacher Residency Program Completers, Disaggregated by Race and Cohort
- Golden State Teacher Grant Recipients, Disaggregated by Race
- The California Classified School Employee Teacher Credentialing Program Recipients, Disaggregated by Race and Cohort
- National Board for Professional Teaching Standards Certification Incentive Program Recipients, Disaggregated by Race
- Hiring Rate, disaggregated by Race*

4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.

- Teacher Shortages / Vacancy Data
- Program Enrollees, Disaggregated by Race and Cohort
- Program Completers, Disaggregated by Race and Cohort
- Hiring Rate, disaggregated by Race*
- According to analysis done in partnership with colleagues at the Education Trust-West, the Teacher Shortages / Vacancy Data is currently being collected by the CDE, but it's not in the C2C's Data elements.
- According to analysis done in partnership with colleagues at the Education Trust-West, the Program Enrollees, Disaggregated by Race and Cohort, is currently being collected by the CTC, but it's not in the C2C's Data elements.
- According to the analysis done in partnership with colleagues at the Education Trust-West, the Program Completers, Disaggregated by Race and Cohort, is to be collected by the CTC, but it is currently not and it is also not in the C2C's Data elements.
- According to analysis done in partnership with colleagues at the Education Trust-West, the Hiring Rate, disaggregated by Race, is not being currently collected by any agency and it is also not in the C2C's Data elements.

5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?

The "Teacher Shortages / Vacancies" data point could be pulled from the California Department of Education.

The data points for "Program Enrollees, Disaggregated by Race and Cohort", "Program Completers, Disaggregated by Race and Cohort", and "Hiring Rate, disaggregated by Race" are not in any existing data elements; however, West Ed's [example on Teacher Residencies](#) may provide a basis of how it could look.

6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.

There are currently data elements for "Program Completers, Disaggregated by Program Route". This data element collects broad teaching program information as the added element of "Program Completers, Disaggregated by Race and Cohort" needs to be identified by individual. The same is needed to accommodate elements of "Program Enrollees, Disaggregated by Race and Cohort."

7. C2C keeps a [repository](#) of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)

None of these data elements proposed overlap with the data elements in the repository. This new proposal builds on the current plan for the Teacher Recruitment and Retention Dashboard but no external proposals.

8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.

Yes and no

9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.

Program Enrollees, Disaggregated by Race and Cohort"; California Commission on Teacher Credentialing (CTC) collects data on teacher preparation program enrollees.

10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.

For "Teacher Shortages / Vacancies"; the California Department of Education could be the entity collecting the data since they collect the data on CBEDS Data about Schools & Districts.

"Program Completers, Disaggregated by Race and Cohort" is currently not being collected and should be collected by the CTC since they collect data on program enrollees.

Hiring Rate, disaggregated by Race" should be collected by school districts.

11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.

- Teacher Shortages / Vacancy Data
Institution and LEA level
- Teacher Misassignment Data
Institution and LEA Level
- Teacher Residency Program Enrollees, Disaggregated by Race and Cohort Institution Level
- Teacher Residency Program Completers, Disaggregated by Race and Cohort Institution Level

12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.

The proposed data elements can be used to augment the Teacher Recruitment and Retention Dashboard to enrich the picture of trends around

the educator workforce, with a particular focus on enriching the picture of the demographic trends in the educator workforce. They can also be used in research requests to study the efficacy and impact of key state grant programs, like the Golden State Teacher Grant, National Board Incentive, and Teacher Residency programs to attract and retain teachers.



Cradle-to-Career Data and Tools Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) proposal forms submitted will address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

Sharon Harvey

Proposal Title: no more than 50 characters

Visualizing the State of Education: New Data

Type of Proposal¹:

- Changes to practical tools for students (*Complete section one*)
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points (*Complete section two*)
 - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

Section One: Changes to Practical Tools

1. What is the nature of the gap regarding access to actionable information?

¹ The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

2. What type of tool should be developed?

3. How would a tool address the gap?

4. Who would be the likely user(s) of the tool?

5. How does the tool relate to the [mission and vision](#) of C2C?

[Section Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points](#)

1. Please state the research question of interest that cannot be fully addressed with the [existing data elements](#) in the P20W Data System.

The ability to gain strategies for fostering data literacy, community engagement, and cross-sector partnerships to turn insights into action.

2. How does this research question relate to the [mission and vision](#) of C2C?

- Utilize community level data from counties to overlay student achievement, wellbeing, and other school district data
- Utilize school and student level data from school districts to make information as close to real time as possible
- Utilize other data available at local, state and federal level
- Utilize data from Community College Districts to inform outcomes from postsecondary outcomes for matriculating students

3. Please propose additional data element(s) needed in order to successfully address the research question of interest.

The scalable tool developed by LACOE integrates information from 50+ sources and transforms the data into 1500+ viewable metrics across 10 Dashboard Categories:

1. Academic Performance
2. Community Factors
3. School/District Climate Safety
4. School/District Demographics
5. School/District Diversity, Equity and Inclusion
6. District Funding
7. School/District Parent Engagement
8. School/District Staffing
9. School/District Student Engagement
10. Student Demographics

4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.

There are several data elements which currently exist in the P20 Data System. The innovative aspect of the LACOE Data Visualization Tool is the increased accessibility by presenting data sets in one platform.

5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?

Unknown.

6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.

The LACOE system integrates data across each of these categories for presentation in one platform:

1. Academic Performance
2. Community Factors
3. School/District Climate Safety
4. School/District Demographics
5. School/District Diversity, Equity and Inclusion
6. District Funding
7. School/District Parent Engagement
8. School/District Staffing
9. School/District Student Engagement
10. Student Demographics

7. C2C keeps a [repository](#) of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)

LACOE Proposed Categories and Subcategories:

- Academic Performance
 - ELA
 - Math
 - Science
 - Spanish
 - Graduation Rate
 - College and Career Readiness
 - College Going Rate
 - EL Proficiency

- Student Engagement
 - Dropout Rate
 - Chronic Absenteeism

- Stability Rate
- Student Engagement Index
- Social Emotional Learning (District)

- Community Factors
 - Non-English Home Language
 - Crime
 - Educational Attainment
 - Social Indexes
 - Poverty
 - Income per Capita
 - Digital Equity
 - Homeless Population
 - Population Growth and Decline
 - Health
 - Race and Ethnicity
 - Housing
 - Social Characteristics
 - Household Characteristics
 - Environmental Factors

- Student Demographics
 - Race Ethnicity Composition
 - Homeless Students
 - Foster Students
 - Economically Disadvantaged
 - Students with Disabilities
 - English Learners
 - District and School Demographics
 - Early Ed Enrollment
 - Public School Enrollment
 - Private School Enrollment

- School Climate and Safety (District)
 - School Connectedness
 - Caring Adult Relationships
 - High Expectations

- Opportunities for Meaningful Participation
- College and Career Readiness
- Staff Collegiality and Meaningful Relationships
- Student Peer Relationships
- Respect for Diversity
- Support for Learning
- Perceived School Safety
- Harassment and Bullying
- School Responses to Bullying
- Physical Violence
- Discipline and Order
- Substance Use

- District and School Demographics
 - Early Ed Enrollment
 - Public School Enrollment
 - Private School Enrollment

- Diversity, Equity and Inclusion
 - Race Ethnicity Gap
 - Student with Disabilities Gap
 - Socioeconomically Disadvantaged Gap
 - Foster Youth Gap
 - English Learner Gap
 - Migrant Gap
 - Gender Gap

- District Funding
 - Per Pupil Spend
 - Resources
 - Expenses by Object
 - Expenses by Goal
 - Expenses by Function
 - Personnel Costs
 - Federal Funding by Student Group

- Parent Engagement and Support (Service Planning Area)

- Parent Communications
- Parent View of Student Learning
- Promotion of Parent Involvement
- Parent View of School Discipline
- Parent View of Substance View

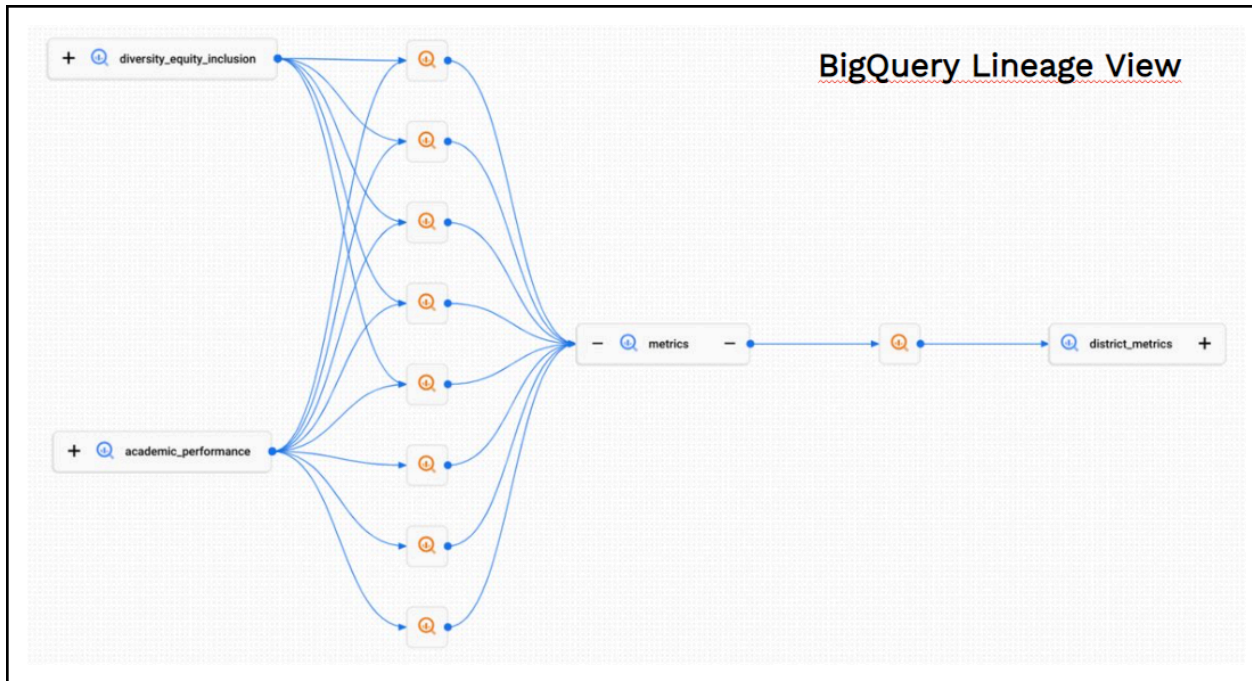
- School Staffing
 - Total FTEs
 - Teaching Experience
 - Teacher Student Ratio
 - Staff Satisfaction
 - Staff Diversity

8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.

Yes. Some of the proposed data elements are already collected by the California Department of Education via CALPADS and other reports.

9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.

Example: See the schema below.

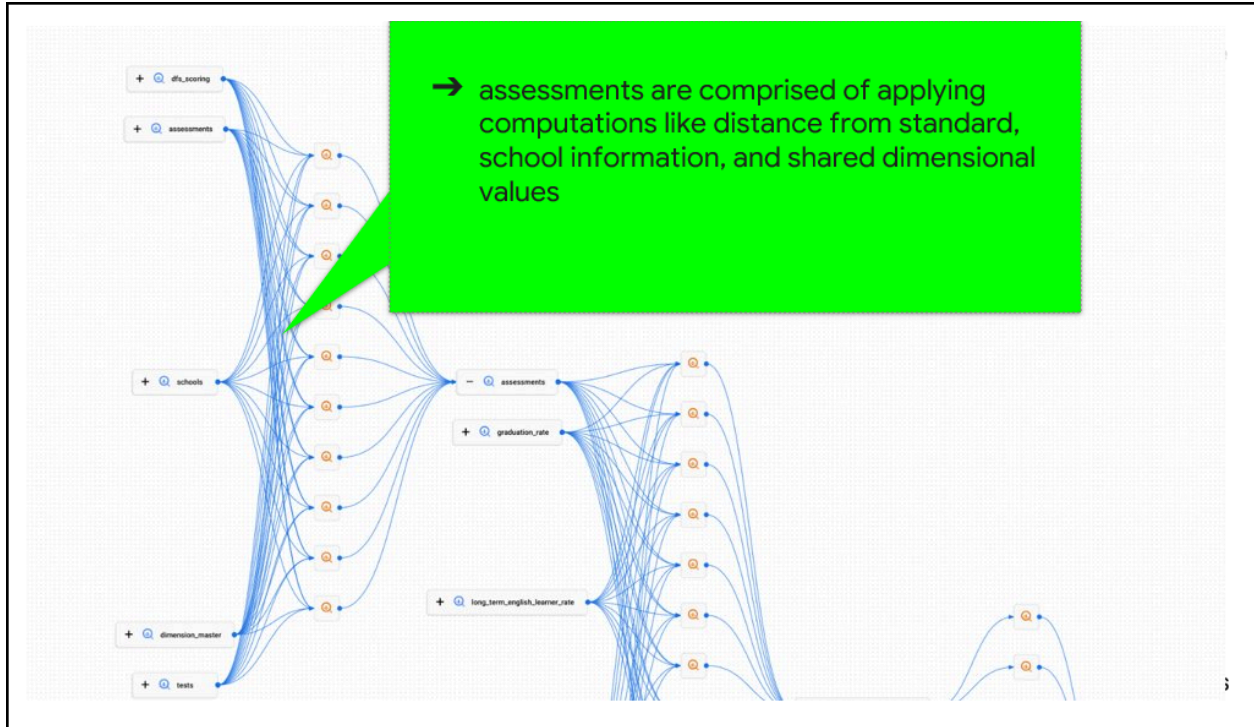


10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.

The Los Angeles County Office of Education has the capability to address an expanded data collection effort.

11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.

Currently data is aggregated and goes down to school/institution level.



12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.

Proposed use cases by audience:

District Administrators

Strategic Planning:

Offers a macro view of school and district-wide performance trends, informing strategic planning, policy formulation, and resource distribution.

Compliance and Reporting:

Simplifies the process of generating reports for state and federal compliance, ensuring accuracy and saving time.

Community Partners

Simplifies the process of generating reports for state and federal compliance, ensuring accuracy and saving time.

Community Partners

Transparency and Accountability:

Provides clear, accessible data on school and district performance, fostering a culture of accountability

Community Engagement:

Enables informed community involvement and support by highlighting areas of success and need within the district, guiding volunteer efforts, and philanthropic contributions

County Agencies

Regional Oversight:

Empowers with comprehensive data analytics to oversee and compare school and district performance across the county, identifying high-performing schools and those in need of support.

Resource Optimization:

Facilitates more effective allocation of county-level resources and interventions based on data-driven insights into the specific needs and challenges of schools and districts.

School Staff

Data-Driven Decision Making:

Provides instant access to student performance data, enabling teachers to tailor instruction to meet the needs of individual students or groups.

Professional Development:

Identifies trends and gaps in teaching effectiveness and student outcomes, guiding professional development and resource allocation.

Parents and Caregivers

Enhanced Insight:

Allows access to school and district academic performance, attendance, and behavioral data, fostering a deeper understanding of factors that impact their child's educational journey.

Proactive Engagement:

Facilitates informed conversations with teachers and school officials about their child's progress and areas needing attention, leading to proactive engagement in their education

Students

Self-Awareness:

Provides students with an overview of academic performance and community factors across the county, encouraging self-reflection on their academic progress and areas for improvement

Goal Setting:

Facilitates researching schools, planning their educational journey, and enabling students to set realistic, achievable goals and monitor their own progress over time.



Cradle-to-Career Data and Tools Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) proposal forms submitted will address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

Sharon Harvey

Proposal Title: *no more than 50 characters*

Visualizing the State of Education: Practical Tools

Type of Proposal¹:

- Changes to practical tools for students (*Complete section one*)
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points (*Complete section two*)
 - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

Section One: Changes to Practical Tools

1. What is the nature of the gap regarding access to actionable information?

¹ The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

The COVID-19 pandemic has demonstrated the critical role of schools in providing essential resources and services, in addition to a quality public education. In order to ensure that schools are receiving the resources and support needed for students to succeed, we need to be able to conduct assessments to understand the needs and assets through data-informed mechanisms. We learned there is a need for unified/integrated data visualization tools across all school districts and county departments to tell the story of the state of education. The data-informed tool would include indicators that demonstrate student emotional, physical, and mental wellbeing, academic achievement, resource cataloging, and other community level indices.

2. What type of tool should be developed?

A data visualization platform which incorporates academic, socioeconomic, health, and community data into an intuitive digital dashboard.

3. How would a tool address the gap?

Through captivating visualizations, gain a panoramic view of the complex factors influencing student outcomes across diverse school districts. A powerful resource which would empower educators, policymakers and communities to illuminate paths forward, identify gaps, allocate resources strategically, and develop targeted interventions to uplift vulnerable populations.

4. Who would be the likely user(s) of the tool?

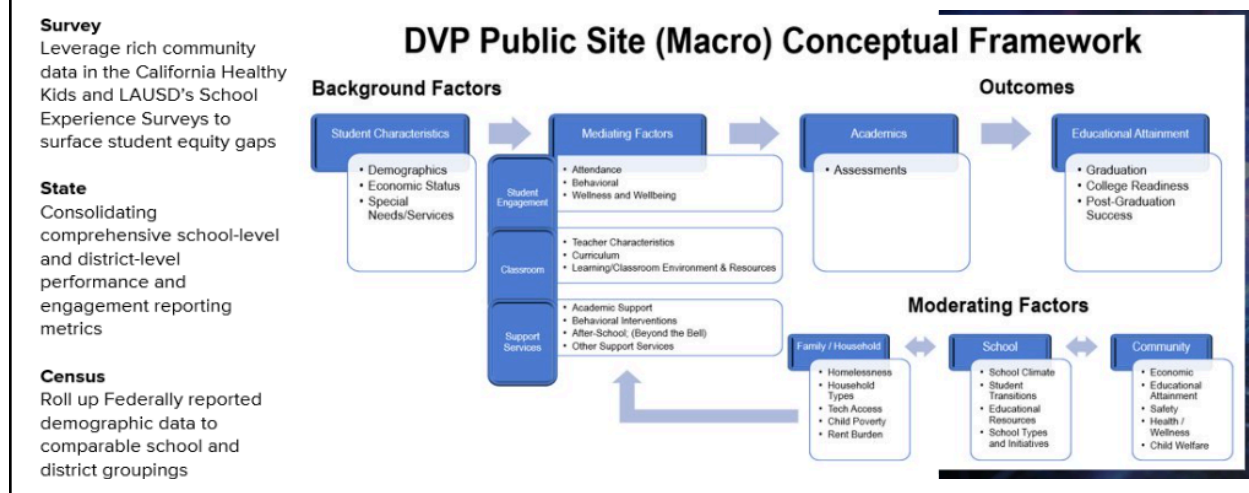
Listed are the likely users and possible use cases:
District Administrators – Strategic Planning and Compliance and Reporting
Community Partners – Transparency and Accountability and Community Engagement
County Agencies – Regional Oversight and Resource Optimization
School Staff – Data-Driven Decision Making and Professional Development

Parents and Caregivers – Enhanced Insight and Proactive Engagement
 Students – Self Awareness and Goal Setting

5. How does the tool relate to the [mission and vision](#) of C2C?

The Data Visualization Tool being developed by the Los Angeles County Office of Education serves to provide a comprehensive “holistic” view of education by integrating a wide range of academic, schools, health and well-being, and community data. Designed to integrate data indicative of the “Whole Child Framework”.

Understanding the variation in performance across schools, school systems and student group in the context of their school communities, child well-being factors, and resource allocation is a key first step toward solving problems in our education system. A data visualization tool, to integrate and aggregate student achievement, wellbeing, school and school system performance overlaid with community level data provides unique insights into who is best serving youth and where the needs are. Once this information is gathered and outlined in a visually friendly format, school districts, educators, support staff, administrators, students, parents/guardians/families, community, philanthropists, community-based organizations, university/research partners, etc. will be able to utilize as an informational tool and view the state of education at a glance.



[Section Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points](#)

1. Please state the research question of interest that cannot be fully addressed with the [existing data elements](#) in the P20W Data System.

The ability to gain strategies for fostering data literacy, community engagement, and cross-sector partnerships to turn insights into action.

2. How does this research question relate to the [mission and vision](#) of C2C?

- Utilize community level data from counties to overlay student achievement, wellbeing, and other school district data
- Utilize school and student level data from school districts to make information as close to real time as possible
- Utilize other data available at local, state and federal level
- Utilize data from Community College Districts to inform outcomes from postsecondary outcomes for matriculating students

3. Please propose additional data element(s) needed in order to successfully address the research question of interest.

The scalable tool developed by LACOE integrates information from 50+ sources and transforms the data into 1500+ viewable metrics across 10

Dashboard Categories:

- Academic Performance
- Community Factors
- School/District Climate Safety
- School/District Demographics
- School/District Diversity, Equity and Inclusion
- District Funding
- School/District Parent Engagement
- School/District Staffing
- School/District Student Engagement
- Student Demographics

4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.

There are several data elements which currently exist in the P20 Data System. The innovative aspect of the LACOE Data Visualization Tool is the increased accessibility by presenting data sets in one platform.

5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?

Unknown.

6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.

The LACOE system integrates data across each of these categories for presentation in one platform:

- Academic Performance
- Community Factors
- School/District Climate Safety
- School/District Demographics
- School/District Diversity, Equity and Inclusion
- District Funding
- School/District Parent Engagement
- School/District Staffing
- School/District Student Engagement
- Student Demographics

7. C2C keeps a [repository](#) of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)

LACOE Proposed Categories and Subcategories:

- Academic Performance
 - ELA
 - Math
 - Science
 - Spanish
 - Graduation Rate
 - College and Career Readiness
 - College Going Rate
 - EL Proficiency

- Student Engagement
 - Dropout Rate
 - Chronic Absenteeism
 - Stability Rate
 - Student Engagement Index
 - Social Emotional Learning (District)

- Community Factors
 - Non-English Home Language
 - Crime
 - Educational Attainment
 - Social Indexes
 - Poverty
 - Income per Capita
 - Digital Equity
 - Homeless Population
 - Population Growth and Decline
 - Health
 - Race and Ethnicity
 - Housing
 - Social Characteristics
 - Household Characteristics
 - Environmental Factors

- Student Demographics
 - Race Ethnicity Composition

- Homeless Students
- Foster Students
- Economically Disadvantaged
- Students with Disabilities
- English Learners
- District and School Demographics
- Early Ed Enrollment
- Public School Enrollment
- Private School Enrollment

- School Climate and Safety (District)
 - School Connectedness
 - Caring Adult Relationships
 - High Expectations
 - Opportunities for Meaningful Participation
 - College and Career Readiness
 - Staff Collegiality and Meaningful Relationships
 - Student Peer Relationships
 - Respect for Diversity
 - Support for Learning
 - Perceived School Safety
 - Harassment and Bullying
 - School Responses to Bullying
 - Physical Violence
 - Discipline and Order
 - Substance Use

- District and School Demographics
 - Early Ed Enrollment
 - Public School Enrollment
 - Private School Enrollment

- Diversity, Equity and Inclusion
 - Race Ethnicity Gap
 - Student with Disabilities Gap
 - Socioeconomically Disadvantaged Gap
 - Foster Youth Gap

- English Learner Gap
- Migrant Gap
- Gender Gap
- District Funding
 - Per Pupil Spend
 - Resources
 - Expenses by Object
 - Expenses by Goal
 - Expenses by Function
 - Personnel Costs
 - Federal Funding by Student Group
- Parent Engagement and Support (Service Planning Area)
 - Parent Communications
 - Parent View of Student Learning
 - Promotion of Parent Involvement
 - Parent View of School Discipline
 - Parent View of Substance View
- School Staffing
 - Total FTEs
 - Teaching Experience
 - Teacher Student Ratio
 - Staff Satisfaction
 - Staff Diversity

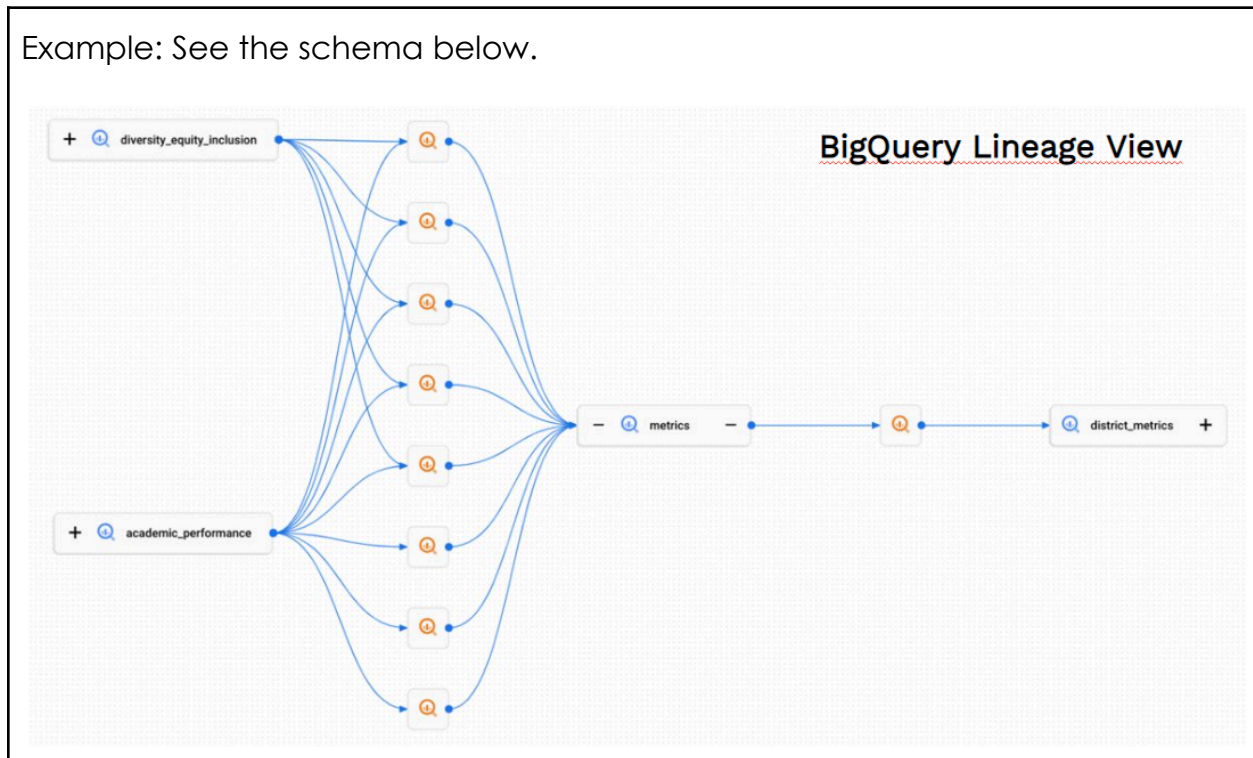
8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.

Yes. Some of the proposed data elements are already collected by the California Department of Education via CALPADS and other reports.

9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant

details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.

Example: See the schema below.

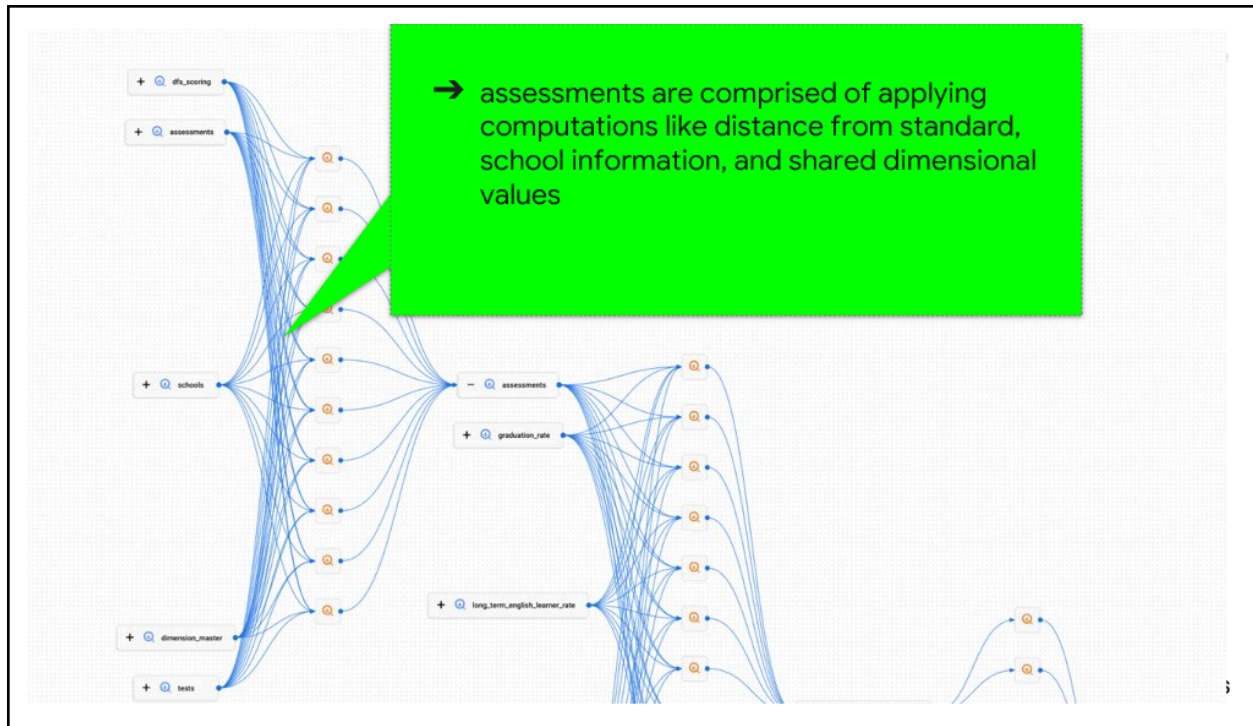


10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.

The Los Angeles County Office of Education has the capability to address an expanded data collection effort.

11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.

Currently data is aggregated and goes down to school/institution level.



12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.

Proposed use cases by audience:

District Administrators

Strategic Planning:

Offers a macro view of school and district-wide performance trends, informing strategic planning, policy formulation, and resource distribution.

Compliance and Reporting:

Simplifies the process of generating reports for state and federal compliance, ensuring accuracy and saving time.

Community Partners

Simplifies the process of generating reports for state and federal compliance, ensuring accuracy and saving time.

Community Partners

Transparency and Accountability:

Provides clear, accessible data on school and district performance, fostering a culture of accountability

Community Engagement:

Enables informed community involvement and support by highlighting areas of success and need within the district, guiding volunteer efforts, and philanthropic contributions

County Agencies

Regional Oversight:

Empowers with comprehensive data analytics to oversee and compare school and district performance across the county, identifying high-performing schools and those in need of support.

Resource Optimization:

Facilitates more effective allocation of county-level resources and interventions based on data-driven insights into the specific needs and challenges of schools and districts.

School Staff

Data-Driven Decision Making:

Provides instant access to student performance data, enabling teachers to tailor instruction to meet the needs of individual students or groups.

Professional Development:

Identifies trends and gaps in teaching effectiveness and student outcomes, guiding professional development and resource allocation.

Parents and Caregivers

Enhanced Insight:

Allows access to school and district academic performance, attendance, and behavioral data, fostering a deeper understanding of factors that impact their child's educational journey.

Proactive Engagement:

Facilitates informed conversations with teachers and school officials about their child's progress and areas needing attention, leading to proactive engagement in their education

Students

Self-Awareness:

Provides students with an overview of academic performance and community factors across the county, encouraging self-reflection on their academic progress and areas for improvement

Goal Setting:

Facilitates researching schools, planning their educational journey, and enabling students to set realistic, achievable goals and monitor their own progress over time.



Cradle-to-Career Data and Tools Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) proposal forms submitted will address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

EdTrust-West and Californians Together

Proposal Title: no more than 50 characters

Weaving Disaggregated Multilingual Learner Data into C2C

Type of Proposal¹:

- Changes to practical tools for students (*Complete section one*)
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points (*Complete section two*)
 - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

Section One: Changes to Practical Tools

1. What is the nature of the gap regarding access to actionable information?

¹ The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

2. What type of tool should be developed?

3. How would a tool address the gap?

4. Who would be the likely user(s) of the tool?

5. How does the tool relate to the [mission and vision](#) of C2C?

[Section Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points](#)

1. Please state the research question of interest that cannot be fully addressed with the [existing data elements](#) in the P20W Data System.

- How does Dual Language Learner (DLL), long-term English learner (LTEL) status, Newcomer, Dually identified English Learners, and At-risk English learner (ARLTEL) status correlate with academic performance throughout a student's educational journey, from early learning and care to high school graduation?
 - How does long-term English learner (LTEL) status impact post-secondary education enrollment completion rates, employment prospects, and overall socio-economic outcomes?
 - What are the educational trajectories of at-risk, dually identified English Learners, and long-term English learners (LTELs) compared to other student populations, such as reclassified fluent English proficient (RFEP) or non-English learners? Specifically, what are the differential outcomes

between different EL types, including LTELs in K-12, postsecondary, and workforce?

- Where are there concentrations of DLLs, ARELs, Newcomers, and LTELs across the state?
- For dually identified ARLTELs and LTELs what disabilities trigger special education identification?
- What services and differentiated instruction are provided to ARLTELs and LTELs?
- For English learners who are identified within Specific Learning Disabilities, what disability led to the identification?
- What are the enrollment procedures for older newcomer students?
- What language approaches are provided to Dual Language Learners?
- In what program models are ELs enrolled?

2. How does this research question relate to the [mission and vision](#) of C2C?

The educational experiences and outcomes among multilingual learners in California's educational systems differ, with some students being supported to develop English proficiency and others remaining as English learners for extended periods of time. Data on outcome metrics like math and English Language arts proficiency reveal disparities between students who are designated as Long-Term English Learners and their peers who are reclassified as English proficient, and newly disaggregated data on students at-risk of becoming long-term ELs will likely shed additional light on nuanced educational needs and experiences. With this in mind, these research questions included in this proposal relating to including additional information on students' EL status beyond what is currently planned for inclusion in the P20W data system) directly support C2C's mission to serve as a source of actionable data on educational outcomes. These questions and classifications also support C2C's vision of providing insights into critical milestones on students' educational trajectory. The ability to trace the educational trajectory of students designated as any of the above classification, both preceding and following their assumption of said designations, can equip educators and policymakers with information needed to better support multilingual learners to reach their full potential.

3. Please propose additional data element(s) needed in order to successfully address the research question of interest.

- Long-term English learner (LTEL) classification
- At-risk English learner classification (ARLTEL)
- Newcomers
- Dual Language Learners (DLLs)
- Dually Identified (ELs with IEPs)

4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.

The data system currently only includes:

(see website: [Childhood English Language Learner - California Cradle-to-Career Data System | C2C](#))

Display Options

- Never an English language learner
- Assessed and determined to be proficient in English
- English language learner
- English language learner who became proficient
- Not Reported

Available Years

- Early learning and care data: 2009-10
- K-12 data: N/A
- Postsecondary data: N/A

Time Frame

- If ever: Any time up to and including the selected academic year
- School Year: July 1 – June 30

Geography/Locale

- Display level selected (such as institution, region, statewide)

5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?

Yes, LTEL status and At-risk EL status can be derived and integrated into C2C in two ways:

- Calculated by the number of years a student has been reported as an English learner in the school system (LTEL=6 or more years; AREL=4-5 years) and adding two classifications for these two subgroups
- Integrated directly from CDE's available EL-status data and adding two additional classifications for these two subgroups

Newcomer, Dual Language Learner, and Dually Identified ELs:

- Newcomers and Dual Language Learners now have been defined and data will be available in 2025
- Dually identified for IEPs has been collected by CDE as well.

6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.

Currently, the P20W data point included is "English language learner" followed by a "Time Frame" that is defined as "If ever: Any time up to and including the selected academic year" which may include the number of years that a student has been designated as an English learner. However, these two elements may not be sufficient in answering the proposed research questions if the two elements are not included in the dashboards and tools to fully answer LTEL, ARLTEL, DLL, etc. specific questions.

7. C2C keeps a [repository](#) of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)

No

8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.

Yes, this data is housed within CDE. Additionally, classifications for DLLs will be collected and housed by DSS.

9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.

- CDE collects and houses At-Risk and LTEL data. In 2022, Governor Newsome also signed [AB 1868 \(2022\)](#) which required CDE to report disaggregated standardized test scores in English language arts, math, and science for different subgroups of ELs, including long-term English learners (LTELs), those at risk of becoming long-term English learners, current ELs, and ELs that have been reclassified. It also required the department to report how many English learners have been dual-identified as having a disability.
- "At-Risk" and Long-Term English Learners (LTEL)
- 2015-16 school year
- AB 714 (2023) requires the identification of newcomers
- AB 393 (2023) requires the identification of DLLs

See: [At-Risk and Long-Term English Learners \(LTEL\) by Grade \(ca.gov\)](#)

10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.

For dual language learners, DSS may best positioned to collect this data during the built out of the Early Childhood Integrated Data System (ECIDS).

11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.

- Individual-level (Student characteristic)
- Individual School, District, County, State

12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.

These data elements (LTEL, At-risk LTEL, newcomer, DLL and dually identified status) could be displayed as data points and disaggregation options in the Student Pathways Diagram, dashboards, query builder, and the research request tool.