

This update is shared four times a year with the campus as a summary of policies, issues and current events in K-12, state, and national arenas that sharpen our focus on educator preparation across the campus.

CA State Board of Education Approves New Groundbreaking School Accountability System

(<http://www.cde.ca.gov/nr/ne/yr16/yr16rel59.asp>): The Board acted to:

- Adopt four state indicators of school success with performance standards: readiness for college and careers, graduation rates, progress of ELs, suspension rates;
- Adopt two state indicators of schools success, with performance standards (pending): scores on standardized tests, chronic absenteeism;
- Adopt four local indicators with performance standards: basic conditions at a school, progress in implementing standards, parent engagement, school climate;
- Establish a system for technical assistance to schools who do not meet performance standards;
- Provide information on model practices of schools performing well, and providing resources.

The CORE Data Collaborative is a network of districts, including Long Beach Unified, that are examining data beyond student test scores and graduation rates to access a more complete picture of school performance. The founding CORE Districts (Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana) developed their own school performance index under a federal government waiver from NCLB. Now they are expanding the network and developing their own methods to supplement the new state accountability system. Measures could include middle school students' readiness for high school, surveys, and self-evaluations to measure social-emotional skills and habits of mind like perseverance. (see <https://edsources.org/2016>)

CSU's Graduation Initiative 2025 (<https://www2.calstate.edu/csu-system/why-the-csu-matters/pages/graduation-initiative-2025.aspx#>) includes six ambitious objectives:

- Increasing the six-year graduation rate for first-time freshmen to 60 percent
- Increasing the four-year graduation rate for first-time freshmen to 24 percent
- Increasing the four-year graduation rate for transfer students to 76 percent
- Increasing the two-year graduation rate for transfer students to 35 percent
- Closing the achievement gap for historically underrepresented students to seven percent
- Closing the achievement gap for low-income students to five percent

Practicing our own data literacy:

Where can we all get more data to help us understand these goals?

What is the educator's role in student success? What are some measures of this?

How can the teachers we prepare help future CSULB students be ready for college?

What does it Mean for Teachers to be Data Literate: Laying out the Skills, Knowledge, and Dispositions

(Mandinach and Gummer, WestEd 2016, <http://dx.doi.org/10.1016/j.tate.2016.07.011>) "Data use has become an emphasis in education but few educators have received sufficient training or preparation pertaining to data literacy skills" (p. 1). The authors suggest that this literacy begins in college courses and educator preparation. For example, rather than just focusing on findings from studies, faculty might provide data sets and provide students with the opportunity to interpret the data and draw inferences. Dispositions or habits of mind that influence data use: 1) belief that all students can learn; 2) belief in data and think critically; 3) Belief that improvement in education requires a continuous inquiry cycle; 4) ethical use of data; 5) collaboration vertically and horizontally; and 6) communication skills with multiple audiences (p. 7).