SLC DASHBOARD
User Guide

So many dashboards! What are the differences and how can each be used?

SLC Dashboard	Academic Tracker	College-Readiness Dashboard
DATA Includes real-time student data (see description below)	**_DATA_** Includes stored data identifying student progress toward meeting Aspire's graduation requirements	**_DATA_** Includes stored data identifying whether or not a student has met the UC/CSU non-remediation threshold in ELA and Mathematics
Data refreshed every 24 hours!	**Data refreshed every semester**	**Data refreshed after assessments or every semester**
USE For updating students and families on current data points (student-led conferences, Advisory check-ins, support meetings, etc)	**_USE_** For updating students and families on progress toward graduation (Check-ins between college/ academic counselors and students / families)	**_USE_** For updating students and families on whether or not student will need to enroll in remedial courses in college

The Student-Conference (SLC) dashboard includes the following student information and data points:
- Student ID / School / Grade / Ethnicity / FRL status / ELL status / ASP participant
- Grade point averages
- College-ready indicators
- Current course grades and attendance trends
- Assessment data
- Behavior (consequence) data
- Support data
- Social and Emotional data (TBD)

Recommended Uses: **Recommended Cadence*:**
- ★ During Student-Led Conferences   @ end of grading periods (2-4 times/year)
- ★ During Advisory check-ins   when grades are updated (every-other week)
- ★ During meetings with parents   as applicable
- ★ For progress monitoring RIGHT NOW   as applicable

*There are likely site-based expectations that may alter the cadence of meetings.

Potential use scenarios:

User	Wants to:	So that:
Principal	Pull up a student's comprehensive data immediately because a parent/guardian is in my office, unannounced, wondering about his/her child's progress	I can have a meaningful conversation about the student's progress without having teachers/advisor present
Teacher/Advisor	Hold 1:1 check-ins with each of my advisees or students during advisory or class	Review their progress, set actionable goals, and support them as needed (differentiation) or celebrate improvement or success AND to identify potential points of collaboration with staff
	Meet with my advisees'/students' parents/guardians to update them on their student's progress	Clearly show multiple data points to share a comprehensive perspective of the student's progress, goals, and areas needing attention or celebration!
Counselor (College/Academic)	Along with the academic tracker, have key data points on a single student for on/off track meetings	I can be informed and have the full picture before meeting with parents AND to identify potential points of collaboration with staff
Counselor (Social & Emotional)	Be able to see a student's comprehensive data in real time	I can have a clear perspective of how s/he is doing in school to give potential context to behavior/mental health/wellness issues AND to identify potential points of collaboration with staff
Student Support Team (SST) Lead	Be able to quickly see whether a student is on or off track on a single dashboard	I can recommend appropriate interventions for students to get them back on track and recognize areas of success
Student	Be aware of my academic standing, progress toward graduation, and areas needing support in real time	I can advocate for myself and meet the goals that I set OR get help if I need it
Parent	Have a clear document showing me where my student is succeeding and where s/he may need support in real time	So that I can have reasonable consequences for my student based upon his/her performance and can be a partner in her/his academic endeavors
Regular/consistent communication with families	Print a one-page summary of student's current progress and supports	So that I can send them home to inform conversations between students and parents/guardians

Sample Agenda for meeting with student and family (30 minutes):

Time	Agenda Items	Facilitation notes
8 min	*Welcome, introductions, and overview* ● All participants introduce themselves ● Facilitator shares purpose for check-in ● Facilitator asks family if there is anything they would like to address in the check-in	As the facilitator, you should welcome the student and family. Thank them for their time and let them know how important these check-ins are for continuous academic improvement, on-time graduation, and academic preparedness (college ready). Briefly identify the areas that will be addressed today and let participants know that this meeting is being held to ensure the academic and social-emotional success of the student. End this section by asking the family if there are any areas they would like to address.
	Health and wellness check-in ● Student strengths ● Any health or related issues that have come up? ● Any family requests for support or information? ● Special Education check ● Any changes in address/phone #?	This is convenient time to get updates on the student and their family. Ask the team to identify strengths that the student demonstrates inside and outside of school. Additionally, be sure to ask if there have been changes in the life of the family (divorce, immigration issues, health issues, death, etc) that may impact quality of life and school performance. This is another opportunity to give the family an option to identify any concerns they might have, to request support, or make recommendations the school/teacher might consider. Please also check to see if student has a current IEP. If yes, ask family if they have any questions or concerns. Record this in the meeting summary and be sure to alert your site Ed Specialist as necessary. Additionally, this can serve as a check to make sure that contact information (address/phone) has not changed.
15 min	*G.P.A. and College Readiness* ● CSU and CalGrant ● College ready Math/ELA ● Demographic data	This is an opportunity to share (or have the student share) Aspire's mission, our expectation of college readiness (and metrics), and the implications for being so. ★ No need for remediation in college ★ Savings on tuition / CalGrant (3.0 or higher) ★ Opportunity to view the college readiness dashboard for a deeper dive as needed Check to see that demographic data is accurate. If "Y" for ELL, review CELDT process, metrics, and re-designation opportunities. This should re-surface in

		the meeting summary and next steps. This is also an opportunity to share some info about your site's after school program as necessary.
	Course Overview ● Grades ● Attendance and tardies	These are real-time grades and attendance indicators. Review each course grade making sure to address absences/truancies as needed. Be sure to address any failing grades and related actions in the meeting summary. Failing grades may result in not graduating on-time. For a more detailed snapshot, you can access progress reports in PowerSchool.
	Assessment Data ● SBAC and EAP ● ACT ● STAR Ren	Included are SBAC/EAP, ACT, and STAR Ren. Notice any discrepancy between test scores and grades/gpa - address accordingly. If not at grade level on STAR Ren, make sure to address in meeting summary.
	Consequence Snapshot ● Suspensions ● Referrals to Admin ● Lost Instructional Minutes ● Attendance (SART/SARB)	This area provides an opportunity to reflect upon the actions a student takes at school and the resulting negative consequences. It is important to note that all of these result in a loss of instructional time. For a more detailed snapshot, you can access reports in [OnCourse]().
	Support Snapshot ● Support activities ● SSTs	This area provides an opportunity to identify activities initiated by the school or family including current academic and behavioral supports, referrals for supports, meetings, and interventions For a more detailed snapshot, you can access reports in RyeCatcher.
7 min	*Meeting summary and next steps* ● Celebrations ● 2-3 next steps for improvement ● Set follow up date ● Adjourn	This area provides an opportunity to recognize the successes a student has had (meeting or progress toward goals!) OR to initiate a support plan. The support plan should include 3-5 goals with expected outcomes, actions required of the student, supports given by school staff to help student meet these goals, and a follow up date to progress monitor. You may also consider referring student to the SST process, social-emotional counselor, or other site-based support programs.