Differentiated Assistance for Continuous Improvement

San Diego & Tulare County Offices of Education

CISC Leadership Symposium, February 2018
Interaction Among LCAP, CA School Dashboard & Assistance/Supports

July 1
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February - March
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Stakeholder Engagement

Implement LCAP
Finalize and adopt LCAP/Annual Update

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Implement LCAP

Plan for next LCAP/Annual Update
Use data analysis and self-reflection from CA School Dashboard

Progress Monitor LCAP
Three Levels of Support for LEAs & Schools

- **Level 1**: Supports for all LEAs & Schools
  - Provided by COEs
  - Differentiated Assistance

- **Level 2**: Provided by COEs
  - Intensive Intervention

- **Level 3**: SPI Intervention

Three levels of support to LEAs and schools to promote continuous improvement and equity.
LEAs are eligible for technical assistance if the LEA “fails to improve pupil achievement across more than one state priority for one or more pupil subgroups.”

In the initial year that an LEA becomes eligible for technical assistance, technical assistance will involve identification in writing of the LEAs strengths and weaknesses...This identification shall include a review of effective, evidence-based programs that apply to the school district’s goals.

EC 52071 (a) (1), (b)
Criteria for Determining Differentiated Assistance

more than one state priority

for one or more student groups
(30+ students)

English Learners
Foster Youth (15+)
Homeless (15+)
Low Income
Students with Disabilities

American Indian
Asian
African American
Filipino
Hispanic
Pacific Islander
Two/+ Races
White

Pupil Achievement (Priority 4)
- Red on both English Language Arts and Math tests OR
- Red on English Language Arts or Math test AND Orange on the other test OR
- Red in the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)
- Red on Graduation Rate Indicator

School Climate (Priority 6)
- Red on Suspension Rate Indicator
Criteria for Determining Differentiated Assistance

2018-2019

more than one state priority

for one or more student groups
(30+ students)

English Learners
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Low Income
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American Indian
Asian
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K-12
Implementation of State Academic Standards (Priority 2)
- Not Met for Two or More Years on Local Performance Indicator

K-12
Parent Engagement (Priority 3)
- Not Met for Two or More Years on Local Performance Indicator

3-8
Pupil Achievement (Priority 4)
- Red on both English Language Arts and Math tests OR
- Red on English Language Arts or Math test AND Orange on the other test OR
- Red on the English Language Arts test for English learner student group only

3-8
Pupil Engagement (Priority 5)
- Red on Graduation Rate Indicator OR
- Red on Chronic Absence Indicator

K-12
School Climate (Priority 6)
- Red on Suspension Rate Indicator OR
- Not Met for Two or More Years on Local Performance Indicator

K-12
Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)
- Red on College/Career Indicator

K-12
Coordination of Services for Expelled Pupils – COEs Only (Priority 9)
- Not Met for Two or More Years on Local Performance Indicator

K-12
Coordination of Services for Foster Youth – COEs Only (Priority 10)
- Not Met for Two or More Years on Local Performance Indicator
The new joint work of districts and County Offices:

- shifts from compliance to a commitment for mutual capacity building for the purpose of producing measurable gains in student learning and achievement
- fosters systemic collaboration to improve student outcomes
- builds a culture of co-learning and reflective inquiry that leads to sustainable change
- promotes a climate of candor, evidence, and urgency for action
## Shifts in California’s Approach to Improvement

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Differentiated Assistance Process

1. Dashboard Analysis
2. Local Measures Analysis
3. System Analysis
4. Root Cause Analysis into One Identified Area
5. Synthesis of Findings
6. Written Summary Letter to LEA
Key Improvement Questions

How is the System Performing?
1. Dashboard Analysis
2. Local Measures Analysis

How is the System Designed?
3. System Analysis

What are Possible Causes for a Specific System Outcome?
4. Root Cause Analysis into One Identified Area
Pause and Process

What is familiar?
What is new?

What are your wonderings?
Change begins with...

Dissatisfaction with the status quo and a recognition that existent outcomes are either not desirable or just not good enough.
So what do we typically do?

Roll out

Innovate

Say it louder

Superhero

Train

ACCOUNTABILITY
A systematic approach to making changes that draws on the efforts of everyone to collectively learn their way into stronger system performance and better outcomes for students.
Learning to Improve
How America’s Schools Can Get Better at Getting Better
Anthony S. Bryk
Louis M. Gomez
Alicia Grumow
Paul G. LeMehieu

6
CORE PRINCIPLES OF IMPROVEMENT

Be problem-focused
and user-centered

Organize as
networks

Attend to
variability

Learn through
disciplined inquiry

See
the system

Embrace
measurement
Our Approach

“If I had 1 hour to save the world, I would spend 55 minutes defining the problem and 5 minutes solving it.”

-Einstein
Overview of the DA Process

Identification of Strengths & Weaknesses

- Review of Effective Practices
- Synthesis of Finding
- Root Cause Analysis
- System Analysis
- Dashboard Analysis

How do we understand the system and the results its producing?

Coherent Approach

Consistent Messaging

How is the system running?

How is the system designed?

What are the possible causes for a specific system outcome?

What have we learned about our system and how do we think about moving forward?
Differentiated Assistance PROCESS

- LEA Orientation
- Dashboard Analysis
- Local Measure Analysis
- System Analysis
- Root Cause Analysis
- Synthesis of Findings
- Summary Letter
Overview of the DA Process

Features of the Differentiated Assistance Model

- Not a “Fix-It” approach
- Collaborative, flexible, and tailored to local needs
- Inquiry stance to promote further exploration
- Consistent approach
- System Analysis
- Informs LCAP
Pause and Process

What about this approach resonates with you?

What are your wonderings?
San Diego County Office of Education

Differentiated Assistance Days 1-4
While there is urgency to begin this work, there are no quick fixes for developing capacity. This effort requires long-term commitment so that improvement can be sustained.
SDCOE as a Partner

**CONTINUOUS IMPROVEMENT**

- **LCAP**
  - Local Control and Accountability Plan (LCAP)
- Implement Resources and Supports for Students
- **SCHOOL DISTRICT**
- Community Input and Stakeholder Engagement
- Develop Resources and Support for Students

**CALIFORNIA SCHOOL DASHBOARD**

**DIFFERENTIATED ASSISTANCE**

- SDCOE OFFERS
  - Data Analysis Institute
  - System Analysis PLN
  - Root Cause Institute
  - Synthesis of Findings PLN
  - Expert coaches trained in improvement science techniques
Differentiated Assistance

Identification of Strengths and Weakness
How do we understand the system and the results its producing?

Data Analysis
How is the system running?

Root Cause Analysis
What are the possible causes for a specific system outcome?

PLN
How is the system designed?

PLN
What have we learned about our system and how do we think about moving forward?
Differentiated Assistance Process

**Data Analysis Institute**
Inquiry into current reality behind results on CA School Dashboard & other measures

**01 Action Period Learning**

**Root Cause Analysis**
Using tools to begin to understand and target area of focus

**02 Action Period Learning**

**Systems Analysis**
Continue to build picture of your system through collaborative analysis with PLN

**03 Action Period Learning**

**Consolidation of Learning**
Synthesis of learning to identify strengths and areas of need

**04 Action Period Learning**
Tulare County Office of Education

Differentiated Assistance

Educational Resource Services
Collaborative Planning Session
Part II: Identification of Strengths and Weaknesses State Priorities and Review of Effective Practices or Programs That Relate to LEA Goals

1. Dashboard Analysis - Identify performance strengths and weaknesses.

How is the System Performing?
- Dashboard Analysis Summary Protocol and Review of Local Data
- Overall Performance - District ABC Dashboard Student Group Report

<table>
<thead>
<tr>
<th>Student Group Red Performance Categories</th>
<th>Student Group Orange Performance Categories</th>
<th>Qualifying Student Groups &amp; Priority Areas</th>
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<tbody>
<tr>
<td>Graduation Rate</td>
<td>Suspension</td>
<td>Student Groups</td>
</tr>
<tr>
<td>Homeless</td>
<td>African American</td>
<td>Homeless</td>
</tr>
<tr>
<td>ELA</td>
<td>English Learners</td>
<td>Priority Areas</td>
</tr>
<tr>
<td>Homeless</td>
<td>SWD</td>
<td>State Priority 4: Pupil Achievement</td>
</tr>
<tr>
<td>African American</td>
<td>SED</td>
<td>State Priority 5: Pupil Engagement</td>
</tr>
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<td>Math</td>
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Greatest Progress
- State Indicators
  - Suspension
  - Suspension 5 x 5
  - Suspension Detailed Report
  - Graduation Rate
  - Graduation Rate 5 x 5
  - Graduation Rate Detailed Report
  - ELA Performance
  - ELA 5 x 5
  - ELA Detailed Report
  - ELA 5 x 5 by School
  - Math Performance
  - Math 5 x 5
  - Math Detailed Report
  - Math 5 x 5 by School
  - Math by School Detailed Report

Performance GAPs (Student groups performing 2 or more performance levels below All Students) - District ABC Dashboard Student Group Report

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<th>Graduation Rate</th>
<th>English Language Arts</th>
<th>Mathematics</th>
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<tbody>
<tr>
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<td>All Students</td>
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<td>English Learners</td>
<td>Students with Disabilities</td>
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<tr>
<td></td>
<td>Students with Disabilities</td>
<td>Hispanic</td>
<td>Socioeconomically Disadvantaged</td>
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<td></td>
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Data Sources Fall 2017
Engaging Whole Staff in Differentiated Assistance

- **Context**
  - Small, single school district
  - Rural/isolated
  - Experiencing high staff turnover

- **Format Requested**
  - Whole staff involvement
  - TCOE role model
Customized Support
Engaging Stakeholders in Differentiated Assistance

- **Context**
  - K-12 district
  - Strong central office
  - Engaged in various initiatives

- **Format Requested**
  - Accelerated format
  - Cabinet members/managers at various meetings
  - TCOE established relationships

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Pause and Process

What elements of this approach might influence your improvement journey?

What are your wonderings?
Resources for Learning More

- **Spotlight Session**: Friday 8:00-10:00 AM Networked Communities Engaged in Improvement Science; Dr. LeMahieu

- **Carnegie Foundation Summit** on Improvement in Education, April 2018

- **Online Training**: EdX Improvement Science in Education

- **2018-19 Carnegie/COE IS Training** (TBA)
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