



MOTHER LODGE UNION SCHOOL DISTRICT

- Student Achievement and Success
- Student Engagement & Support
- Parent Engagement & Support
- Staff Engagement & Support

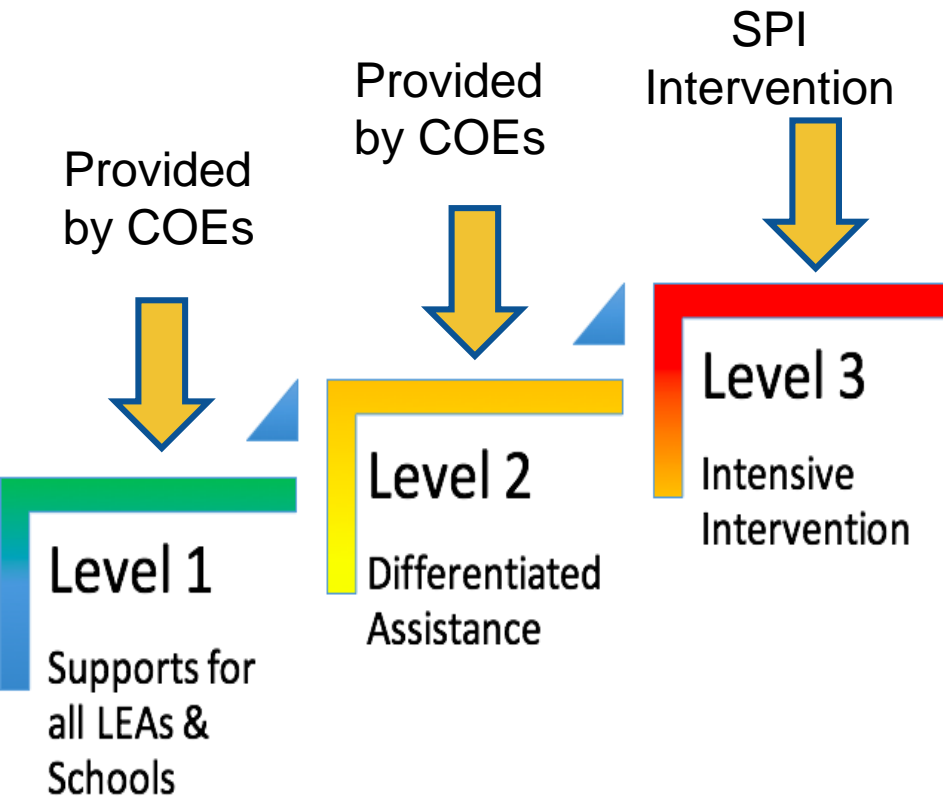
Overview for today

- Getting to know each other
- I wonder, I hope, I am concerned about...
- Purpose of the collaborative process
 - What is differentiated technical assistance?
 - What is the process?
 - How long does it last?
- Improvement Science
- The California Dashboard
- Diving into and discovering the dashboard
- What other data do we need?

Meeting Dates

- 1/16: 3:30-5:30 - Assistance process overview, dashboard overview & analyze dashboard
- 1/29: 3:30-5:30 – Analyze local data, LCAP & begin systems analysis
- 2/8: 3:30-5:30 – Review systems analysis, determine focus area, begin work on focus area
- 2/26: 3:30-5:30 – look at information from focus area and develop problem statement
- 3/19: 3:30-5:30 – Deep root cause analysis
- 3/22: 3:30-5:30 – Review initial report of findings and LCAP implications

*from 5:00-5:30 work with Admin team for site presentations



Three Levels of Support for LEAs & Schools

Criteria for Determining Differentiated Assistance by the COE based on State and Local Indicators

more than one state priority

for one or more pupil subgroups

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention

Basics (Priority 1)

- *Not Met* for Two or More Years on Local Performance Indicator

Implementation of State Academic Standards (Priority 2)

- *Not Met* for Two or More Years on Local Performance Indicator

Parent Engagement (Priority 3)

- *Not Met* for Two or More Years on Local Performance Indicator

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 OR
- *Red* on Chronic Absence Indicator

School Climate (Priority 6)

- *Red* on Suspension Rate Indicator OR
- *Not Met* for Two or More Years on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* in College/Career Indicator

Coordination of Services for Expelled Pupils – COEs Only (Priority 9)

- *Not Met* for Two or More Years on Local Performance Indicator

Coordination of Services for Foster Youth – COEs Only (Priority 10)

- *Not Met* for Two or More Years on Local Performance Indicator

Criteria for LEA Differentiated Assistance and Intensive Intervention

Differentiated Technical Assistance

An LEA would be eligible for differentiated assistance if **any student group** met the performance criteria listed below for **two or more** LCFF priorities.

Education Code (EC) 52071(b) & 52071.5(b)

Intensive Intervention

An LEA would be eligible for intensive intervention if **three or more student groups** met the performance criteria listed below for **two or more** LCFF priorities in **three out of four consecutive years**.

EC 52072 & 52072.5.

Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. -CDE, 2017



California County Superintendents
Educational Services Association

Implementation Science

The study of factors that influence the full and effective use of innovations in practice. The factors are identified or developed and demonstrated in practice, to "influence the full and effective use of innovations." Each factor and the factors in combination are subject to continued study along a continuum of improvement. -NIRN, 2015

Improvement Science

Explicitly designed to accelerate learning-by-doing. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. It is an iterative process often extending over considerable periods of time. -Carnegie Foundation, 2017



Continuous Improvement

Reactive and Fundamental Changes

Reactive Changes

- Keep the system running!
- Solve problems or react
- Return the system to prior condition
- Tradeoff among measures
- Short term impact

Fundamental Changes

- Create a new system of performance
- Design or redesign of some aspect of the system
- Necessary for improvement beyond problems
- Fundamentally alters the system
- Impacts several measures
- Long term impact

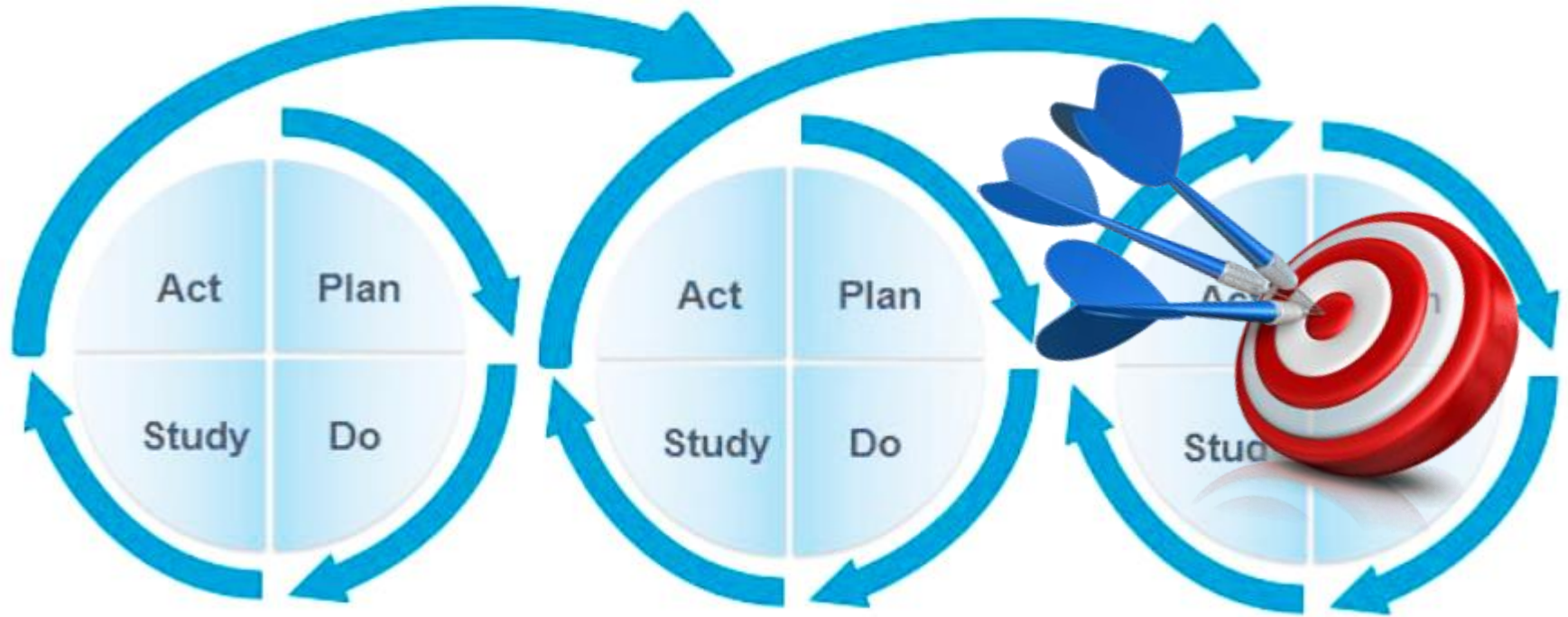
Improvement Science

Definition: 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.

Differentiated Assistance Facilitation Process



Continuous Improvement



California School Dashboard



10 Indicators of School Success

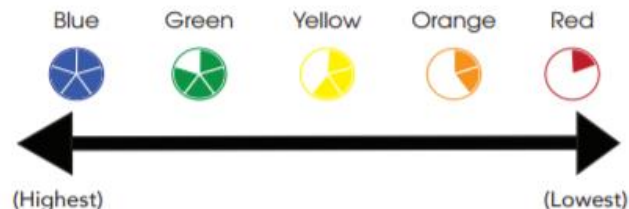
State Indicators

- **SIX** indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

- Based on information collected statewide.
- Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

Local Indicators

- **FOUR** indicators based on information collected by school districts, county offices of education and charter schools.
 - ★ Basic Conditions
 - Teacher qualifications
 - Safe and clean buildings
 - Textbooks for all students
 - ★ Implementation of Academic Standards
 - ★ School Climate Surveys
 - ★ Parent Involvement and Engagement
- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.
 - Met
 - Not met
 - Not met for two or more years
- School and student group information is not available for local indicators.

Enrollment: 1,085 Socioeconomically Disadvantaged: 57.4% English Learners: 16% Foster Youth: 1.2%

Dashboard Release:

Grade Span: K-8 Charter School: No

Fall 2017













Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
Chronic Absenteeism 	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)							*	
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			*	*			*	*
Mathematics (3-8)			*	*			*	*

Enrollment: 1,085

Socioeconomically Disadvantaged: 57.4%

English Learners: 16%

Foster Youth: 1.2%

Dashboard Release:

Grade Span: K-8

Charter School: No

Fall 2017 ▼





Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 9%	Maintained -0.1%
English Language Arts (3-8)		Very Low 92 points below level 3	Declined Significantly -26.9 points
Mathematics (3-8)		Very Low 109.1 points below level 3	Declined Significantly -29.8 points

Herbert C. Green Middle - El Dorado County

List of all schools in this district

Enrollment: 481

Socioeconomically Disadvantaged: 50.9%

English Learners: 10.8%

Foster Youth: 0.8%

Dashboard Release:

Grade Span: 5-8

Charter School: No

Fall 2017





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State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 16.9%	Increased +2.2%
English Language Arts (3-8)		Very Low 101.2 points below level 3	Declined Significantly -39.7 points
Mathematics (3-8)		Very Low 128.9 points below level 3	Declined Significantly -44 points

Indian Creek Elementary - El Dorado County

List of all schools in this district

Enrollment: 599

Socioeconomically Disadvantaged: 62.6%

English Learners: 20.4%

Foster Youth: 1.5%

Dashboard Release:

Grade Span: K-4

Charter School: No

Fall 2017



Equity Report

Status and Change Report

Detailed Report

Student Group Report

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State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		High 3.2%	Declined Significantly -1.3%
<u>English Language Arts (3-8)</u>		Very Low 77.4 points below level 3	Declined -4.8 points
<u>Mathematics (3-8)</u>		Low 70 points below level 3	Maintained -2.3 points

Dashboard Analysis

- 1) What are our greatest areas of strength? What are we most proud of? How will we maintain or build upon that?
- 2) What opportunities do we have? What is the difference between groups? What are our areas of need?
- 3) Where are our performance gaps? Which groups are identified? Is there pattern of which student groups exhibit performance gaps?
- 4) What new data do we still need?