



Marin County's System of Support

An approach to Differentiated Assistance



Marin County Office of Education
March 2018



Getting to Know the California School Dashboard



The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

10 Indicators of School Success

State Indicators

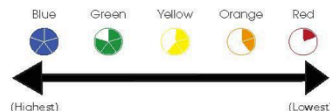
- **SIX** indicators allow for comparisons across schools and districts.

- ★ 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.

Continued on the next page.

Getting to Know the California School Dashboard Continued.

The California School Dashboard provides four different reports that allow custom views of school success. Users can also look at performance of all student groups on a single indicator by clicking on that indicator. Clicking on a single student group shows the performance of that student group across all six state indicators.

4 Reports Provide Custom Views of School Success

Equity Report

Status/Change Report

Detailed Reports

Student Group Report

Equity Report

- Shows:

- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

- Allows selection of information by indicator

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	1	8	2
English Learner Progress (K-12)	4	1	0
Graduation Rate (9-12)	1	0	4
College/Career Avg. 2016-2017 Score for Grade 11 students with 100% pass	N/A	N/A	N/A
English Language Arts (3-8)	4	0	0
Mathematics (3-8)	4	0	1
Local Indicators	Met		
Basic Conditions (Met, Not Met, Not Met for Two or More Years)	Met		
Implementation of Academic Standards	Not Met		
Parent Engagement	Not Met for Two or More Years		
Local Climate Survey	Met		

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	1	Low	Increased (+2)
English Learner Progress (K-12)	4	Very High	Increased (+2)
Graduation Rate (9-12)	1	High	Declined (-2)
College/Career Avg. 2016-2017 Score for Grade 11 students with 100% pass	N/A	N/A	N/A
English Language Arts (3-8)	4	Very High	Maintained (+2)
Mathematics (3-8)	4	High	Increased (+2)

Status/Change Report

- Shows for each state indicator:

- All student performance
- Status (Current Performance)
- Change (Difference from Past Performance)

Detailed Reports

- Shows information about performance over time on state indicators
- Shows the locally collected performance information on the local indicators
- Organized into three categories:
 - Academic Performance
 - School Conditions and Climate
 - Academic Engagement

Student Group Report

- Shows the performance of all students and each student group on the state indicators
- Allows selection of student groups by performance level
 - Blue/Green (i.e., meeting standards)
 - Yellow
 - Red/Orange

More information at: www.caschooldashboard.org

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Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or Increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 45 points or higher	Green	Green	Blue	Blue	Blue
Status: High 10 to 44.9 points	Green	Green	Green	Green	Blue
Status: Medium -5 points to +9.9 points	Yellow	Yellow	Yellow	Green	Green
Status: Low -5.1 to -70 points	Orange	Orange	Orange	Yellow	Yellow
Status: Very Low -70.1 points or lower	Red	Red	Red	Orange	Orange

System of Support - Three Levels

Level of Support	Description of Supports Available
Support for All LEAs and Schools (Level 1)	Various state and local agencies provide an array of resources, tools, and voluntary assistance that all LEAs may use to improve student performance at the LEA and school level and narrow disparities among student groups across the Local Control Funding Formula priorities, including recognition for success and the ability to share promising practices.
Differentiated Assistance (Level 2)	County superintendents, the California Department of Education, charter authorizers, and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs and schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.
Intensive Intervention (Level 3)	The Superintendent of Public Instruction or, for charter schools, the charter authorizer may require more intensive interventions for LEAs or schools with persistent performance issues over a specified time period.

Level 2- Differentiated Assistance

“[T]he county superintendent shall provide” assistance to “any district that ***fails to improve pupil achievement across more than one state priority ... for one or more pupil subgroups....***”

EC 52071(b)

Criteria for Determining Differentiated Assistance

More than one State Priority

*for one or more pupil
subgroups
(30+ students)*

English Learners	Foster Youth (15+)
Homeless (15+)	Low Income
Students with Disabilities	
African American	American Indian
Asian	Filipino
Hispanic	Pacific Islander
Two/+ Races	White

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 ELA and Math test OR
- **Red** on ELA or Math tests and **Orange** on the other tests OR
- **Red** in the English Learner Indicator (EL student grouping 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

Equity Report

Sausalito Marin City - Marin County

Enrollment: 162 Socioeconomically Disadvantaged: 72.2% English Learners: 30.9%

Foster Youth: 0% Grade Span: K-8 Charter School: No

Dashboard Release:
Fall 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	4
English Learner Progress (1-12)		N/A	N/A
English Language Arts (3-8)		1	0
Mathematics (3-8)		1	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Not Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met
Local Climate Survey	Not Met

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Criteria for Determining Differentiated Assistance In Year One

Pupil Achievement (Priority 4)

- Red on both ELA and Math test OR
- Red on ELA or Math tests and Orange on the other tests, OR
- Red in the English Learner Indicator (EL student group only)

Pupil Engagement (Priority 5)

- Red on Graduation Rate Indicator

School Climate (Priority 6)

- Red on Suspension Rate Indicator












Student Group Report

Bayside Martin Luther King Jr. Academy - Marin County

Enrollment: 161 Socioeconomically Disadvantaged: 72% English Learners: 31.1% Foster Youth: 0% Grade Span: K-8 Charter School: No

Dashboard Release:
Fall 2017

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	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism 	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)		*	*	*		*	*	*	*	*	*	*	*	*
Mathematics (3-8)		*	*	*		*	*	*	*	*	*	*	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Bayside Martin Luther King Jr. Academy

STATUS & CHANGE	All Students (161)	Students with Disabilities (34)	English Learners (50)	Socio-Economically Disadvantaged (115)	Hispanic (47)	African American (82)
ELA	Low Decreased	Very Low Maintained	Low Declined	Low Increased	Low Increased	Low Increased Sig.
Math	Low Declined Sig.	Very Low Declined	Low Declined Sig.	Low Declined Sig.	Low Declined Sig.	Low Declined
Suspension Rate	Very High Increased	Very High Declined Sig.	Very High Increased Sig.	Very High Increased Sig.	Very High Increased Sig.	Very High Increased

The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Suspension Rate is a K-12 indicator. ELA and Math assessment indicators cover grades 3-8.

Marin's System of Support - Activities

Timeline	Activities
November 2017	<ul style="list-style-type: none">• Present to Superintendents/designees and identify pilot districts
December 2017	<ul style="list-style-type: none">• Determine status of Differentiated Assistance eligibility for Marin Districts• Participate in initial meetings with pilot/identified districts
January 2018	<ul style="list-style-type: none">• Continue initial meetings with pilot/identified districts• Establish follow up meetings with district staff to learn about impact of actions and services provided to students• Share resources for countywide/state partners about effective practices
February-March 2018	<ul style="list-style-type: none">• Support districts to incorporate district wide analysis in LCAP development

LCAP Connection

Independence School District (Data Subset)*

Enrollment: 1,500 Socioeconomically Disadvantaged: 36% English Learners: 15%
Grade span: K-8 Charter School: N

This report provides the color coded rating for all state indicators and identifies the number of total number of student groups relative to the number of student groups in red/orange. A dash (—) in any of the cells indicates that the student group consists of less than 11 students. A cell with N/A indicates that data is currently not available; A cell with an asterisk indicates the student group consists of less than 30 students and the performance category is not presented or included for accountability purposes.

Performance Categories: Blue Green Yellow Orange Red

Equity Report

State Indicators

	Performance Category	Total Student Groups	Student Groups In Red/Orange
Suspension Rate (All Students)		7	1
→→→ Home/Independence School District/Suspension			
Suspension Rate (English Learner)			
→→→ Home/Independence School District/Suspension			
Suspension Rate (African American)			
→→→ Home/Independence School District/Suspension			
Suspension Rate (White)			
English Learner		1	1
Mathematics Assessment (All Students)		7	0
→→→ Home/Independence School District/Mathematics Assessment			
Mathematics Assessment (English Learners)			
→→→ Home/Independence School District/Mathematics Assessment			

tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Additionally, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance in the LCFF evaluation rubrics. Identify any modifications to the goals, actions/services and/or expenditures within the LCAP to improve these performance levels.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

California seeking coherent and integrated approach to planning and support

Differentiated assistance provides support to LEAs to build their capacity to improve student outcomes through the LCAP process.

- “[D]ifferentiated assistance exists within the LCAP process. There is no statutory requirement for developing a new ‘improvement plan’” separate from the LCAP. (State Board of Education)
- LEAs identified for differentiated assistance continue to complete their LCAPs and Annual Updates.
- A key element of differentiated assistance is the review of data and analysis of underlying causes, which all LEAs are expected to complete as part of developing an LCAP, with additional support from the county office of education.

Questions & Answers

