
Differentiated Assistance Evaluation

Prepared for CCSESA All County Superintendent's Meeting

February 14, 2022



Agenda

- 1. Purpose and Focus of the Evaluation**
- 2. Research Approach**
 - Quantitative Approach
 - Qualitative Approach
- 3. COE Involvement and Request for Input**
- 4. Q & A**

Purpose of the Evaluation

**Learn more about how
Differentiated Assistance
currently operates and
describe Differentiated
Assistance in detail**



**Inform efforts to improve
Differentiated Assistance**

AB 130, Sec. 127

(1) Technical assistance provided to a local educational agency is an essential function to ensure that sufficient attention is given to the conditions necessary to improve pupil outcomes.

(2) **Continuous improvement is a foundational element of the state's accountability system.**

(3) The state has offered technical assistance to local educational agencies for the past five years, and learning from these efforts to assist in the continuous improvement of the system is critical.

(b)...the State Department of Education...in consultation with the CCEE and the executive director of the SBE, and subject to the approval of the executive director of the SBE, issue a request for proposals...

(c) The evaluation conducted pursuant to subdivision (b) shall include, but not be limited to, an examination of the state's current accountability structures for technical assistance and intervention based on implementation beginning in the 2017–2018 school year, and recommendations regarding improvements in [5] areas....

(d) The evaluation shall include **input from a diverse group of stakeholders...**

(e) ...the Superintendent of Public Instruction shall provide the evaluation report to the chairs of the relevant policy committees and budget subcommittees of the Legislature, the executive director of the State Board of Education or their designee, and the Director of Finance **[by January 15, 2023]**.

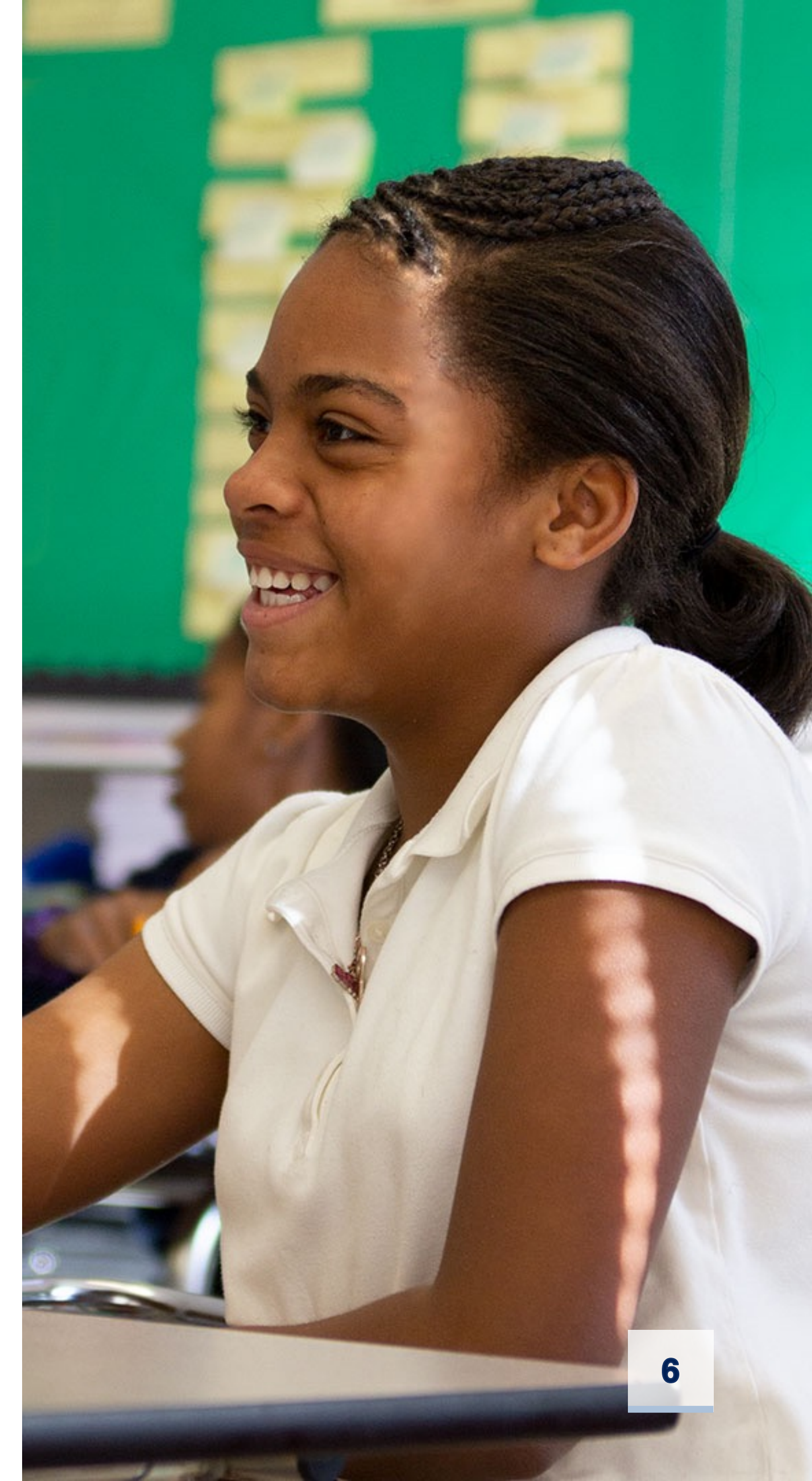
Five Areas of Focus Based on Statute

1. Are the state's accountability structures for Differentiated Assistance effectively delivering support to address needs identified by the California School Dashboard and other relevant federal, state, and locally collected data?
2. Identifying differences in the impact of Differentiated Assistance by student group and geographic location.* Which students and geographic locations are benefiting most from Differentiated Assistance?
3. Alignment between the Dashboard, Differentiated Assistance, and LCAPs. Are there barriers to successful alignment of the Dashboard, technical assistance and support, and LCAPs? In what areas are there opportunities for strengthening alignment? In what areas is alignment already strong?
4. Alignment between state and federal accountability, regulatory, and support systems. How well does the state's accountability structure complement federal accountability requirements and interventions?
5. Identifying strategies and challenges for funding and supports in the current model and any recommended models. How might funding and support delivery be improved?

Complementary qualitative and quantitative techniques for a formative evaluation.

Focus of the Evaluation

- ✓ **Evaluate the impact of Differentiated Assistance statewide, not an evaluation by county. Look for approaches to Differentiated Assistance that show signs of promise.**
- ✓ **Focus on continuous improvement, taking an asset-based approach.**
- ✓ **Focus on Differentiated Assistance, not the System of Support as a whole.**
- ✓ **Focus on Differentiated Assistance for eligible counties, as well as school districts, and charter schools.**



Quantitative Approach

To what extent has DA improved indicators of student success?

- Statistical design that can separate the influence of DA from other factors
- Mostly pre-COVID data
- Assess patterns by student and school/LEA/COE characteristics
 - **Maintaining confidentiality of school/LEA/COE identities**
 - Merely searching for natural clustering of experiences and responses to survey and interviews

Qualitative Approach

Document Review and Process Mapping (Winter 2022)

Focus Groups (Spring 2022)

Survey (Spring 2022)

Individual interviews (Fall 2022)

Listening sessions (Spring 2023; after report release)

Request for Input from County Superintendents

- **Timing of focus groups, individual interviews, and survey.**
 - Are there times of year that are better than others? What timeframes should we avoid?
- **Outreach approach.**
 - Should we work through the Superintendents? CISC? Geo Leads?
- **Other considerations.**
 - What else should we attend to?
 - What questions should we be asking about the system that are important for strengthening it?



Questions?



Thank you!