Note: The California Department of Education (CDE) contracted with the Human Resources Research Organization (HumRRO) to conduct an independent evaluation of California's Statewide System of School Support (S4) system.

The hyperlinks in the following HumRRO document titled, *Evaluation of the California Statewide System of School Support (S4): Final Report* may no longer be active or valid since it was initially posted in March 2009.

If you have any questions regarding this document, please contact the CDE District Innovation and Improvement Office, by phone at 916-319-0836 or by e-mail at DIIO@cde.ca.gov.

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Evaluation of the California Statewide System of School Support (S4): Final Report

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EVALUATION OF THE CALIFORNIA STATEWIDE SYSTEM OF SCHOOL SUPPORT (S4)

Executive Summary

The Federal No Child Left Behind (NCLB) legislation requires each state to establish a statewide system of intensive and sustained support and improvement for local education agencies (LEAs) and schools classified as being in Program Improvement (PI) based on student achievement results (Section 1117). The mission of California's Statewide System of School Support (S4) is to build school districts' capacity to support improvements in low-performing schools, with the ultimate goal of creating a system in which districts and schools have access to effective, efficient regional resources to raise student achievement levels.

The California Department of Education (CDE) contracted with the Human Resources Research Organization (HumRRO) to conduct an independent evaluation of the S4 system. The CDE specified that six evaluation questions be answered:

1. How effectively are the CDE, the California Comprehensive Center (CA CC) at WestEd, and the Regional System of District and School Support (RSDSS) working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title I schools throughout the state?
2. How effectively is the RSDSS working in conjunction with other regionally based and county office of education (COE)-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?
3. What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title I schools, with particular emphasis on helping schools in PI?
4. How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?
5. To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title I schools?
6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

The evaluation began in May 2008. In addition to reviewing extant documents, HumRRO devised a four-step data collection process, including 3 focus groups with staff from CDE, the California Comprehensive Center (CA CC), and with RSDSS directors; 100 interviews including representatives of the CDE, CA CC, RSDSS directors and staff, COE staff, and LEAs that either received or declined RSDSS services; online questionnaires to a sample of 200 LEAs and 400 schools; and site visits to 10 LEAs and 20 schools. The study was designed so that each data collection phase would inform the next phase. Actual response rates were: 3 of 3 focus groups; 88 of 100 interviews (11 RSDSS Directors,12 RSDSS staff, 11 Lead COEs, 8 nonlead COEs, 32 LEAs using RSDSS services, 6 LEAs not using RSDSS services, 6 CDE, 1 CA CC, and

1 representative of the California County Superintendents Educational Services Association (CCSESA); 91 of 200 LEA surveys; 123 of 400 school surveys; 6 of 10 LEA site visits; and 15 of 20 school site visits.

Data collection efforts were successful, with two limitations: response rates to questionnaires were low despite multiple attempts to maximize them (46% LEA and 31% school), and schedule delays constrained the breadth and effectiveness of site visits. The low questionnaire response rates mandated that we base our findings more on qualitative information gathered in focus groups and interviews and less on the generalization of quantitative information than originally planned.

Findings and Conclusions

The results of our investigation of how effectively the CDE, the CA CC, and the RSDSS work as S4 partners (EQ1[1]) were mixed. Positive comments pointed out that the partnership successfully meets diverse needs across the state; the partners are working well together; and the partners provide regular updates. However, we found specific concerns about lack of CDE staff experience with "boots on the ground," concerns about a perceived conflict of interest between the CA CC and WestEd's fee-for-service providers, and mixed impressions as to whether the role of RSDSS was ensuring compliance or providing support across a wide variety of educational environments.

We looked at how effectively RSDSS is working in conjunction with other regionally and COE-based programs (EQ2). We found a philosophical tension here between the desire to provide seamless support to COEs, LEAs, and schools versus the need to distinguish the impact of RSDSS services and support. Clearly there is role confusion between RSDSS, District Assistance and Intervention Team (DAIT) and other COE-provided services. We also found some concerns regarding conflicts or competition between RSDSS and other COE efforts. However, the overall ratings and comments regarding the effectiveness of these collaborations were largely positive. A large majority of respondents indicated RSDSS staff are knowledgeable about PI-related services and partners (90%) and RSDSS staff maintain effective relations with their COE (83%). When asked to describe the effectiveness of the collaboration, 21 interviewees provided comments that were positive, 1 was mixed, and 1 one was negative.

We examined the kinds of technical assistance, services, and support being offered, provided, and brokered by the RSDSS to LEAs with Title I schools (EQ3). These services are defined regionally and each RSDSS office provides summary reports of services offered and provided. We found that these reports varied in level of detail and recommend that the CDE enforce more consistency across regions, either by clarifying initial instructions or providing feedback to initial reports to require clarification as necessary.

[1] "EQ1" denotes Evaluation Question 1.

Regarding currently available services, we found that what LEAs and schools most value is (a) help to get the schools and LEAs out of PI and (b) training or professional development in data-informed decision making. LEAs and schools said the most important thing for improving school performance was the quality of professional development provided for principals and teachers. As for areas of improvement, LEAs highlighted the need to provide more tailored/customized services based on the needs of the LEA while schools emphasized the alignment of services and NCLB/state requirements. Both LEA and school leadership suggested regular meetings with other schools in PI; improved funding to support additional staff such as assistant principals, counselors, and reading coaches; and time for intervention programs.

We scrutinized how effectively RSDSS activities address S4 priorities and goals (EQ4). Although the S4 program has clearly identified priorities, we identified some variability in how regional offices present their priorities. We found some evidence that services may not be provided strictly in compliance with the S4 priorities, but weaknesses in documentation and RSDSS brand recognition cast some doubt on this finding. The Regional Grant Applications (RGA) identify three RSDSS goals, comprising four questions. First, we found strong support that RSDSS is effective in helping LEAs with Title I PI schools determine revisions to the LEA plan (Goal 1). We found broad consensus that RSDSS staff is knowledgeable about research-based strategies and resources (Goal 3a) and effectively brokers strategies and resources (Goal 3b). However, our assessment of whether RSDSS is effective in helping LEAs build capacity to implement Corrective Action or Restructuring/Alternative Governance (Goal 2) was weaker. While some stakeholders were very positive in their comments and most who provided a rating indicated the RSDSS is effective, a majority indicated they could not assess this.

We probed the extent to which RSDSS activities increase the capacity of LEAs to better support teaching and learning in their priority Title I schools (EQ5). On the positive side, most LEAs and schools indicated RSDSS has provided “some” of the improvement in teaching and learning. In particular, RSDSS has helped develop (a) the ability to identify students needing support, (b) the ability to assess student learning, and (c) a reduction in numbers of students at the lowest achievement levels.

We explored the extent to which policies, resources, and contextual factors impact the effectiveness of RSDSS (EQ6). Stakeholders indicated that at both LEA and school levels, knowledge of RSDSS and what services it offers is clearly lacking. Other factors hindering its effectiveness are inconsistencies between local policies and state/federal requirements, lack of authority to compel LEAs to avail themselves of services or implement recommendations, and money and staffing issues that are worsened by the increasing workload associated with rising AYP targets.

On the whole, we found evidence throughout the state that S4 is contributing positively to LEA and school needs. However, the contribution of S4 through the regional RSDSS entities is tightly intertwined with other services and has weak brand recognition so its effects cannot be distinctly measured. We offer the following recommendations to improve the effectiveness of the S4.

EVALUATION OF THE CALIFORNIA STATEWIDE SYSTEM OF SCHOOL SUPPORT (S4)

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On the whole, we found evidence throughout the state that S4 is contributing positively to LEA and school needs. However, the contribution of S4 through the regional RSDSS entities is tightly intertwined with other services and has weak brand recognition so its effects cannot be distinctly measured. We offer the following recommendations to improve the effectiveness of the S4.

Recommendations

The S4 provides many services that COEs, LEAs, and schools find useful and there is evidence that API scores have increased in schools receiving RSDSS services. However, we encountered widespread confusion about available services and identified the following opportunities to formalize the existing system to improve its effectiveness. We offer the following rationales leading to four recommendations.

Rationale 1. Throughout the evaluation we encountered confusion over the roles of S4 partners, the identity of RSDSS as distinct from COE, and a lack of knowledge of services available to LEAs and schools. Various findings related to evaluation questions 1, 2, and 6, as well as additional findings provide specific examples. Some respondents indicated that they learned of RSDSS services through the questionnaire administered as part of this evaluation. Our first recommendation is intended to improve the branding of RSDSS and enlighten potential recipients on various available services.

Recommendation 1. Clarify available services including those provided by RSDSS, DAIT, and other county-based service providers.

For example, CDE could review and expand information provided to COEs, LEAs, and schools about available services through an informational brochure, Web listing, and/or a binder/handbook. A consolidated list of available services would help LEAs and schools find the services they seek; identify services they might not think of on their own; facilitate effective transitions to new school and LEA leadership, and ease transitions of LEAs into and out of DAIT status when their service providers would shift.

Rationale 2. As a regionally based system, RSDSS services and terminology vary across the state. In order to maximize clarity we mined extant regional reports to tailor our interview, questionnaire, and site visit questions for each region. We also used regional reports to identify LEAs that did and did not receive RSDSS services to inform our sampling. Having been warned at the outset that LEA and school staff might not be familiar with RSDSS by name, we also provided names of staff supported by RSDSS funds as a means of identifying the specific services we were studying.

We found that regional RSDSS reports are inconsistent in level of detail, the accuracy of the regional matrices of services is in question, and we encountered difficulties in determining which COE staff are funded by S4 dollars. A new Online Management System (OMS) is currently being populated with specific tangible information such as number of contact hours; while this is a step in the right direction, stakeholders report that definitions and data rules are currently vague.

RSDSS reports from all 11 regions should address a minimal level of detail, including services offered and provided, along with identities of LEAs participating. The CDE needs accurate and detailed information to know what services and activities are in place. This leads to our second recommendation:

Recommendation 2. Strengthen the system for documenting services offered and provided to provide accurate and consistent information.

Rationale 3. Our evaluation revealed that some regions have modified the original list of S4 priorities and services may not be provided strictly according to stated S4 priorities---both signs that the system may not be implemented as intended. We also found that LEAs reported a variety of methods they use to measure the effectiveness of RSDSS assistance and had several suggestions to improve the effectiveness of RSDSS brokering activities. On the other hand the majority of interviewees could not assess whether RSDSS is effective in helping LEAs build capacity.

After a mechanism for ensuring the details of services being offered and provided are reliably captured (see Recommendation 2), this same information could be used to improve the system. A standard mechanism for collecting feedback from LEAs and schools—on the quality and usefulness of provided services as well as identification of unmet needs—would help raise the quality and fit of services over time. Finally, annual analyses of the impact of services provided on API and AYP scores and on PI status, itself, are central to continuing improvement of RSDSS effectiveness. Impact information will also help LEAs and schools identify services that may best meet their individual needs. Our third recommendation is:

Recommendation 3. Implement an ongoing evaluation of the statewide system of support for the purpose of strengthening the system's effectiveness through feedback and analysis of service impact.

Rationale 4. The number of schools and LEAs in PI has risen over time, resulting in a growing need for services. We learned that regions, counties, and LEAs must customize services due to demographic variation within their area, shifting demographics, and the needs of student subgroups. Achievement results for English language learners and students with disabilities is of particular concern, and are among the most common reasons that LEAs and schools have trouble exiting PI. This specific issue, coupled with our respondents' concerns with money, staffing, and the increasing workload associated with rising AYP targets, highlights the tension between limited resources and increased need. Focusing more heavily on the areas of greatest need would yield the greatest impact. This leads to our fourth recommendation.

Recommendation 4. Expand and strengthen support services through alignment, coordination and focus on services targeted to English learners and students with disabilities.

One approach would be for RSDSS to coordinate with other county-based providers whose priority is to serve districts with large proportions of English Learners and students with disabilities in alignment with the Closing the Achievement Gap initiative for the State of California.

EVALUATION OF THE CALIFORNIA STATEWIDE SYSTEM OF SCHOOL SUPPORT (S4)

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EVALUATION OF THE CALIFORNIA STATEWIDE SYSTEM OF SCHOOL SUPPORT (S4)

Introduction

The Federal No Child Left Behind (NCLB) legislation requires each state to establish a statewide system of intensive and sustained support and improvement for local education agencies (LEAs) and schools classified as being in Program Improvement (PI) based on student achievement results (Section 1117). The mission of California's Statewide System of School Support (S4) is to build school districts' capacity to support improvements in low-performing schools, with the ultimate goal of creating a system in which districts and schools have access to effective, efficient regional resources to help raise student achievement levels.

The California Department of Education (CDE) contracted with the Human Resources Research Organization (HumRRO) to conduct an independent evaluation of the S4 system. The CDE specified that six evaluation questions be answered:

1. How effectively are the CDE, the California Comprehensive Center (CA CC) at WestEd, and the Regional System of District and School Support (RSDSS) working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title I schools throughout the state?
2. How effectively is the RSDSS working in conjunction with other regionally based and county offices of education (COE)-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?
3. What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title I schools, with particular emphasis on helping schools in PI?
4. How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?
5. To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title I schools?
6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

The evaluation was scheduled to run from May 7, 2008 through May 31, 2009. This report provides a synopsis of the evaluation activities and findings.

Background

California addressed the federal requirement in state law (*Education Code 52059*) through Assembly Bill 312 (Chapter 1020, Statutes of 2002), a trailer bill to the 2002 Budget Act for California. This established an S4 to support the requirements of NCLB. The CDE defined the following priorities for S4 support:

1. School districts or County Offices of Education (COEs) with Title I schools that are subject to corrective action under NCLB [Program Improvement (PI) years 3 through 5]
2. School districts or COEs with Title I schools identified as in need of improvement (PI years 1 and 2)
3. School districts or COEs with Title I schools not in PI that need support and assistance in order to achieve the purpose of Title I, Part A.

The evaluation began near the end of the 2007–08 school year. At that time there were 6,073 Title I schools and 962 local educational agencies (LEAs) with Title I schools in California. Table 1 shows the number of schools at each priority level and the number of LEAs with one or more schools at each of these levels.

Table 1. Title I Schools and LEAs at Each S4 Priority Level in 2007-08

Priority Level	Schools	LEAs with one or more schools at the indicated level*
1. In PI years 3–5	1,300	281
2. In PI years 1–2	904	324
3. Not (yet) in PI	3,869	902
Total	6,073	962

* These are duplicated counts since some LEAs had Title I schools in all of the above S4 priority categories

"California uses a regional approach to address the needs of the many districts and schools within the state. In collaboration with the California County Superintendents Educational Services Association's (CCSESA) Curriculum and Instruction Steering Committee, the CDE is in the process of guiding the development of stronger regional systems of support in which several (different) county offices work collaboratively to allocate resources efficiently to those districts and schools most in need of help. There are a multitude of regionally based and COE-based programs and services within a given region. The CDE is working with COEs to more effectively align these programs to reduce redundancy and better meet the needs of districts and schools. RSDSS is working to ensure that its services to districts and schools are coordinated with other regionally and COE-based programs and is consistent with the process and goals of California's School Assistance and Intervention Teams (SAIT)." [*Request for Proposals: Evaluation Study of the Statewide System of School Support*, January 2008, p. 6]

Figure 1. Each RSDSS office (indicated by black dots) is housed in a COE in one of 11 regions. RSDSS offices service all 58 counties in the state with LEAs that are eligible for S4 services.

Conceptual Framework

The S4 system involves several stakeholders as depicted in Figure 2. The CDE administers, coordinates, and provides overall direction to the S4. The objective of the CDE is to ensure that LEAs receive the most efficient and effective technical assistance (TA) to support student progress toward demonstrated proficiency in the state's content and academic achievement standards. RSDSS offices provide the most direct support to LEAs and schools. The CA CC is federally funded and provides professional development and technical assistance to build the capacity of the state, to the CDE, and to the RSDSS directors at the monthly regional meetings. The CDE also provides training and support to LEAs and schools through statewide symposia on best practices and through PI trainings. Table 2 describes the priorities, goals, actions, and intended outcomes for the CDE, CA CC, and RSDSS.

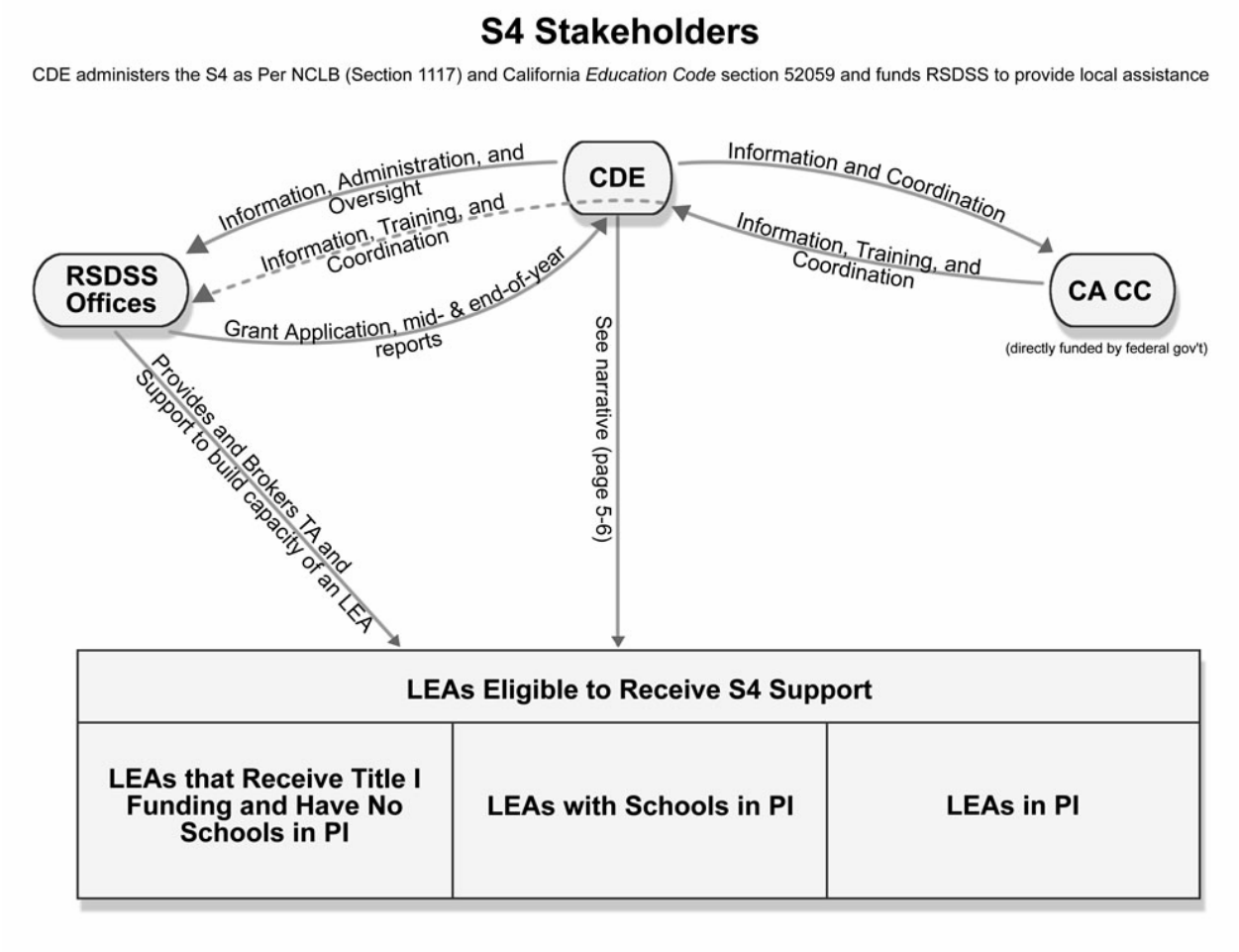


Figure 2. Several stakeholders coordinate in S4 system.

Table 2. Goals, Actions, and Intended Outcomes of S4 Stakeholders

	CA CC	CDE	RSDSS
Stated Priorities/ Goals:	1. Supporting those working to build the capacity of districts and schools to improve student achievement; 2. Building the capacity of the state and districts to support students with special needs, including English learners, and students in special education and migrant education; 3. Disseminating research-based and promising practices; 4. Building the capacity of key statewide networks to support NCLB implementation; and 5. Building the capacity of the state to use technologies to support districts and schools. *(Source: www.wested.org/cs/we/view/pj/446))*	In administering S4, the CDE: 1. Articulates a vision of the statewide system of school support 2. Ensures that the S4 includes approaches such as the District School Liaison Team (DSLT), use of state developed tools and strategies, and the use of research based strategies and other approaches	In administering S4, RSDSS provides services in the following order of priority: 1. School districts or COEs with Title 1 schools that are subject to corrective action under NCLB (PI years 3-5) 2. School districts or COEs with Title 1 schools identified as in need of improvement (PI years 1-2) 3. School districts or COEs with Title 1 schools not in PI that need support and assistance in order to achieve the purpose of Title 1, Part. A. " *(Source: RFP, Evaluation Study of Statewide System of School Support, p. 4)* RSDSS activities are implemented toward meeting the following goals: Goal 1: PI LEAs and LEAs with large numbers or percentages of PI schools will have the capacity to engage in a process in inquiry (using state-developed tools and protocols), resulting in a revised LEA plan that supports student achievement and addresses identified needs. Goal 2: LEAs with schools in PI years 3, 4, and 5 will make informed decisions regarding mandated responsibilities specified in NCLB and will have the capacity to assist these schools to implement Corrective Action or Restructuring/ Alternative Governance plans developed in accordance with NCLB. Goal 3: RSDSS directors and their staff will be conversant in the latest research-based LEA and school improvement strategies and related regional and statewide resources. These strategies and resources will be brokered to meet the identified needs of PI LEAs and LEAs with large numbers or percentages of PI schools in an effort to prevent them from falling further into any year of PI. *(Source: Pages 5-7 of the 2006-08 Regional Grant Application)*
Specific actions:	The CA CC is providing professional development and technical assistance to the CDE and to RSDSS directors to enhance their effectiveness in building the capacity of LEAs and their PI schools to improve teaching and learning.	The CDE: 1. Identifies LEAs that received Title I assistance and Title I schools for participation in Program Improvement 2. Monitors LEA and school PI status 3. Manages student performance and demographic data	The RSDSS provides resources, assistance, and support to schools and districts receiving Title I funds to increase their capacity to provide opportunities for all students to meet or exceed state and local content and performance standards. The RSDSS work across the eleven regions in California includes, but is not limited to, the following: - Train PI LEAs and LEAs with large numbers of PI schools in the use

	CA CC	CDE	RSDSS
	Providing professional development and technical assistance, especially in the areas of research assistance (AIR) and school finance (SSC)	4. Reviews and approves supplemental educational service (SES) providers 5. Coordinates guidance and recommendations to LEAs and schools participating in PI 6. Develops and disseminates use of state developed tools such as the APS, DAS, ELSSA, LRE and EPCs 7. Develops training of LEAs regarding: a) Examples of successful school practices through statewide symposia, (On The Right Track) b) PI training workshops that support compliance with NCLB requirements along with selection of best options and strategies for improving student academic achievement 8. Convenes regular meetings of RSDSS and CA CC representatives and provides state-level information, coordination, and training on various topics related to supporting S4's mission	of state-developed tools and protocols to determine necessary revisions to the LEA plan and budget. - Assist LEA staff in the development of District/School Liaison Teams (DSLT) (California's equivalent to School Support Teams) to work with LEA and school-level staff as they utilize the state-developed tools. - Train and facilitate LEA staff in a decision-making process regarding mandated responsibilities to their PI schools. - Provide follow-up regional training subsequent to any statewide training sessions to build the LEA's capacity to assist PI schools to implement Corrective Action or Restructuring/Alternative Governance plans developed in accordance with NCLB. - Establish and maintain regional networks of programs designed to assist LEAs and schools in their efforts to increase student achievement. - Ensure effective use of funds throughout the regions to align with the RSDSS goals. *(Specific services vary by region and are listed in Table 14.)*
Intended Outcomes:	RSDSS and CDE staff get up-to-date information and professional development training to help them better perform their tasks.	Schools and districts meeting their NCLB targets, exiting PI status, reducing student achievement gaps	Improved capacity of LEAs to assist their Title 1 schools in PI yes 3-5, 1-2, and Title 1 schools in need of improvement
Ultimate S4 goal: "Create a system in which districts and schools have access to effective, efficient regional resources to support higher student achievement" (RFP, Evaluation Study of Statewide System of School Support, p. 5)			

Study Design

The S4 system was implemented across eleven (11) geographic regions (see Figure 1) and allowed substantial independence for each regional office to tailor the system to its region's needs. The HumRRO study mirrored this regional customization by basing its inquiries on the contents of reports submitted by each region to the CDE. Each regional office submits an annual Mid-Year Report and an End of Year Evaluation Report that is accompanied by a Matrix of Services (both offered and provided to LEAs). HumRRO used the lists of LEAs identified in these reports, as well as lists of services offered within the region, to adapt questions asked of COEs, LEAs, and schools within each region. In addition, the CDE maintains a list of names of staff to be partially or fully funded through S4 funds. These names were used to help LEAs and schools distinguish between S4 services versus other services.

In addition to review of extant documents, HumRRO's initial plan comprised a four-step data collection process, including

- 3 focus groups with staff from CDE, the CA CC, and with RSDSS directors;
- 100 interviews including representatives of the CDE, CA CC, RSDSS directors and staff, county office of education (COE) staff, and local education agencies (LEAs) that either received or declined RSDSS services;
- online questionnaires to 200 LEAs and 400 schools; and
- site visits to 10 LEAs and 20 schools.

Approach to Investigating Evaluation Questions

HumRRO designed the data collection instruments to ensure multiple sources of information, representing multiple stakeholders, to address each evaluation question. Table 1 details the intended mapping of questions to sources. As the evaluation progressed, it became apparent that some intended sources of information were not viable. For example, school personnel were not in a position to comment upon the effectiveness of the relationships between the CDE, the CA CC, and RSDSS offices. Revisions to the initial plan are reflected in Table 3.

Table 3. Data Sources to Inform Evaluation Questions

Evaluation Question	Focus Groups			Interviews					Questionnaires		Site Visits	
	CDE Staff	CA CC Staff	RSDSS Staff	COE Staff	CA CC Staff	RSDSS Staff	CDE Staff	LEA Staff	LEA Staff	School Staff	School Staff	LEA Staff
1. How effectively are the CDE, the CA CC at WestEd, and the RSDSS working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title I schools throughout the state?	X	X	X	X	X				Y	Y		
2. How effectively is the RSDSS working in conjunction with other regionally based and COE-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?				X	X				X	X		
3. What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title I schools, with particular emphasis on helping schools in PI?					X	X			X	X	X	X
4. How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?					X		X				X	X
5. To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title I schools?					X			X	X			
6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?	X	X	X	X	X	X	X	X	X	X	X	X

Note: "X" indicates sources used in this report; "Y" indicates sources that were planned but proved to be infeasible as the evaluation progressed.

Methodology

The evaluation data collections were designed in a series of phases so that information gleaned from each phase could inform the next phase. Table 4 depicts the overall schedule of activities and each is described in detail here.

S4 Evaluation Advisory Group Kickoff Meeting

A kickoff meeting was held in Sacramento, CA on May 30, 2008 with representatives of the CDE and members of the S4 Evaluation Advisory Group. Group members are listed in Appendix B. HumRRO shared plans for the evaluation and advisory group members provided feedback. Full meeting notes are not provided here, but one important piece of advice was that S4 and RSDSS are not commonly known among LEAs and schools and terminology varies. As a result, all subsequent data collection efforts were tailored to provide region-specific details such as RSDSS staff names and names of services.

Focus Groups

Three focus group sessions were conducted on June 25–26, 2008 in Sacramento, CA with stakeholders who were fully familiar with S4. The purposes of the focus group sessions were to investigate two research questions:

- Research Question 1: How effectively are the CDE, the CA CC at WestEd, and the RSDSS working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?
- Research Question 6: To what extent do policy, resources, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

Participants

Focus Group 1 involved six participants from the California Department of Education (CDE) who are involved with the S4 program. Participants included representatives of the District and School Program Coordination Office (DSPCO) and the Intervention Assistance Office. Focus Group 2 included seven Regional System of District and School Support (RSDSS) directors and two RSDSS coordinators from seven regions. Focus Group 3 included four staff from the California Comprehensive Center (CA CC).

Table 4. Project Schedule (Actual)

Activity	May-08	Jun-08	Jul- 08	Aug-08	Sep-08	Oct-08	Nov-08	Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09
S4 Advisory Meeting #1	X												
Data Collection													
Select Samples		X----------	----------X										
Focus Groups													
Develop Focus Group Protocols		X-----X											
Conduct Focus Groups			X										
Interviews													
Develop Interview Protocols			X----------	X									
Conduct Interviews				X-------	------X								
Questionnaires													
Develop Draft Questionnaires					X----X								
Pilot Test Questionnaires					X----	------X							
CDE e-letter to Questionnaire Recipients						X							
HumRRO e-mail questionnaire invitation							X						
Administer Questionnaires							X----------	-----X					
Reminder e-mail #1							X						
Reminder e-mail #2							X						
RSDSS Directors reminded LEAs								X					
Site Visits													
Develop Site Visit Protocols							X------X						
Conduct Site Visits								X----X					
Data Analysis													
Complete Quantitative Data Analyses								X------	--------X				
Complete Qualitative Data Analyses			X----------	----------	----------	----------	----------	----------	------X				
Reporting Results													
Prepare First Draft Evaluation Report									X----------X				
Meet with CDE & S4 Evaluation Advisory Group										X			
Prepare Revised Draft Evaluation Report											X---X		
Prepare Final Evaluation Report											X---X		
Disseminate Study Results												X----------	----------X

Procedures

Focus Groups 1 and 2 were held at the CDE's facility while Focus Group 3 was conducted telephonically from WestEd's facilities in Sacramento. The moderator began each session by having participants introduce themselves. The moderator then provided an overview of the evaluation study and the purposes of the focus group. The moderator also reviewed the evaluation questions to be addressed during the focus group session. Each session began with a broad discussion of the S4 program before proceeding to specific aspects of evaluation questions 1 and 6.

Each focus group session was recorded, and the assistant moderator also took detailed notes. Recordings were transcribed by a transcription service and the resulting documents were entered into a qualitative data analysis program for content analysis. Focus group questions are listed in Appendix C.

Interviews

Participants

Lead individuals within the CDE and CA CC identified appropriate staff to interview within those organizations. HumRRO interviewed all 11 RSDSS Directors and asked that they provide contact information for one staff member under their supervision. The COE sample included the lead COE in each region as well as nine non-lead COEs, selected by HumRRO[2].

Each RSDSS submits a midyear and an annual report, including a matrix describing what services were provided during the school year, and which LEAs were supported. From the regional 2007–08 midyear matrices, HumRRO staff extracted the identities of LEAS to which RSDSS offered and provided services. This information was used to select a sample of 50 LEAs, distributed across all 11 regions. Most sampled LEAs were identified as receiving services, although the sample deliberately targeted a small number of LEAs that were offered, but declined, services.

HumRRO initially proposed 100 telephone interviews focusing on several key stakeholder roles within the S4/RSDSS arena: CDE, CA CC, RSDSS directors and coordinators, COEs, and LEAs. All relevant staff from CDE and CA CC were interviewed. Two CA CC interviews had been planned, but CA CC advised that only one individual had information beyond that discussed in the focus groups. Based on advice of RSDSS Directors, an interview of a California County Superintendents Educational Services Association (CCSESA) representative was substituted. We interviewed RSDSS Directors from all 11 regions, and each director recommended one staff

[2] Nine non-lead COEs were selected by weighting each county by the number of its schools in PI and using selection probabilities proportional to this number. Selection was stratified by region to distribute the additional COEs across regions as much as possible.

member to be interviewed. A sample of COEs and LEAs was selected, based on the following criteria.

1. Twenty COEs were selected: the 11 COEs housing a RSDSS office, plus a second COE in the nine largest regions.

2. Within the sampled counties, each LEA was assigned a sampling weight. LEAs were stratified by region, whether they were in PI, and whether services were offered. Higher sampling rates were used for LEAs in PI and even higher rates for those LEAs where services were offered.

3. A target number of LEAs was set for each individual county. This target number was equal to 50 * total LEA weights for the county divided by total LEA weights for all counties, where weights were based on the number of schools in PI and whether services were offered. The targets were then rounded to whole numbers.

4. Within each county, the probability of selecting a LEA was: County Target N* LEA Weight / total LEA weights for the county

5. Sampling within each county was further stratified by whether services were provided[3], so we would have the "right" number of schools with and without services (to within rounding).

Table 5 details the number of interviews planned and completed.

Table 5. Numbers of Planned and Completed Interviews

Stakeholder Group	Completed	Planned	Response Rate
RSDSS Director	11	11	100%
RSDSS Staff	12	11	> 100%
COE	19	22	86%
Lead COE	*11*	*11*	*100%*
Nonlead COE	*8*	*11*	*73%*
LEA	38	50	76%
LEA using RSDSS services	*32*	*40*	*80%*
LEA not using RSDSS services	*6*	*10*	*60%*
CDE	6	4	> 100%
CA CC	1	2	50%*
CCSESA *	1	0	NA*
Total	88	100	88%

** One CA CC interview was replaced with a California County Superintendents Educational Services Association (CCSESA) interview.*

[3] According to annual RSDSS reports.

Procedures

Protocols

Six protocols were developed to conduct interviews with CDE, CA CC, RSDSS director and staff, COE, LEAs that used RSDSS services, and LEAs that did not use RSDSS services. Specific questions and prompts were organized within the relevant evaluation questions for each source. The questions were informed by issues raised by focus group participants. Draft protocols were submitted to the CDE for revision and approval. Final interview questions are listed in Appendix C.

Training

HumRRO interviewers were trained in a single WebEx session on August 14, 2008. Training included an introduction to California's S4 system and an overview of the evaluation design, as well as training in the interview process.

Logistical requirements included the format for recording responses, file-naming conventions, and maintenance of a centralized log of attempts to schedule interviews. Interviews for RSDSS, COE, and LEA were assigned to individuals by region—that is, one HumRRO staff person conducted all interviews within a region. This approach allowed the interviewer to gain familiarity with the relevant staff names (especially RSDSS coordinators) and terminology used within a region, which was helpful when speaking with LEA staff with limited familiarity with RSDSS. We followed this approach except in a couple of instances when an interview was conducted by someone assigned to another region due to scheduling conflicts.

Logistics

Interviewers began contacting target interviewees on approximately August 18, 2008. Contact was initially attempted by e-mail, followed by phone calls and/or a second e-mail. Contact attempts were logged. The CDE and HumRRO agreed that after making five attempts to contact each identified participant, the interviewer would note that she was unable to conduct the assigned interview. In total, we made 361 contacts to schedule and complete 88 interviews. Interviews were completed on September 24, 2008. Response rates are detailed in Table 4.

Questionnaires

Sample

HumRRO selected a sample of 200 LEAs and 400 schools within those LEAs to administer online questionnaires. The CDE provided names and e-mail addresses of superintendents and principals to facilitate efficient contact and administration.

Two sources of information helped identify the LEA sample: (a) LEA and school PI status according to CDE records and (b) whether the regional end of year matrices

indicated the LEA had been offered and received RSDSS assistance or services. Within each region, sampling probabilities were adjusted to emphasize LEAs that were in PI and to primarily sample LEAs where services had been offered. Higher sampling rates were used for LEAs in PI and even higher rates for those LEAs where records indicated services were offered. The questionnaire sample was a superset of the interview sample; that is, the 50 LEAs selected for interviews were included in the 200-LEA questionnaire sample.

Once we had identified the LEA sample, we selected a sample of schools within those LEAs. We prioritized schools within each LEA by the number of years they had been in PI as of 2007. Table 6 indicates the number of schools selected for each LEA, based on the number of eligible schools.

Table 6. Sampling Frequency of Schools Within LEA

Number of Schools in PI within LEA	Number of Schools Sampled
20 or More	8
15–19	6
8–14	5
7 or fewer	0–3

Item Development

Focus group and interview findings informed the development of questionnaire items. For example, focus group and interview results provided evidence that LEAs are unable to distinguish services provided by the S4 program via the RSDSS from other COE- or state-provided services. This problem likely would be even more pronounced when collecting information from schools. To minimize this problem, the questionnaire instructions included a list of names of staff that provided RSDSS services in the region. This list was initially drawn from a staff directory provided by the CDE contract monitor; then the contract monitor contacted RSDSS directors to fine-tune the lists.[4] In addition, the services reported in the regional midyear reports were displayed in a drop-down menu when asking what services were offered and/or received. These two measures customized each online survey so that it was most relevant for the region within which the respondent was located.

Draft LEA and school questionnaire items were provided as MS Word files to the CDE on September 26, 2008 for review and approval, with a request for feedback by October 1, 2008. At the same time, the draft instruments were shared with one RSDSS director and one superintendent to gather field input. The superintendent review was largely positive and was completed on October 1, 2008. However, the RSDSS director and her director of the Division for School Improvement raised issues with the items and the overall evaluation plan with the CDE's Deputy Superintendent for Assessment and

[4] The lists of RSDSS staff on the CDE's original file varied widely across regions, both in numbers of staff included and levels. For example, some regions included COE management.

Accountability. The CDE coordinated discussions between all involved parties; delays were acknowledged; and the questionnaires were revised, converted to a Web format, and re-reviewed. These steps resulted in a delay of over a month.

Administration

On October 24, 2008 the CDE sent an e-mail message to all sampled LEA superintendents and school principals encouraging their participation in the upcoming Web survey. The e-mail templates for superintendents and principals appear in Appendix D. HumRRO sent an e-mail message inviting participants to complete the survey, with both the URL for the online version and an attached PDF version, on November 10, 2008. The LEA and school messages, which also appear in Appendix D, were tailored to identify the LEA or school in the survey. Fourteen principals responded that they were no longer the principal at the sampled school; we subsequently resent the message to the current principal. The original deadline for questionnaire completion was November 21, 2008.

We offered respondents the options of completing the questionnaire online or completing it on paper and faxing the completed instrument (which was then entered online by HumRRO staff). A tracking URL monitored response rates on an ongoing basis. HumRRO sent e-mail reminders to nonrespondents on November 17, 2008. On November 25, 2008, we e-mailed a tailored reminder to respondents who started, but did not complete, the online instrument. Response rates were low so the CDE asked RSDSS directors (during a meeting on December 5, 2008) to encourage LEAs to complete the questionnaire. The online instrument remained available through December 12, 2008; however, no additional surveys were completed. Table 7 summarizes the final number of completed questionnaires and response rates.

Table 7. Response Rates for Questionnaires

Stakeholder Group	Number of Respondents in Sample	Number of Completed Questionnaires	Response Rate
Local Education Agency (LEA)	200	91	45.5%
School	400	123	30.8%
Total	600	214	35.7%

Site Visits

Delays in the questionnaire implementation impacted the timing of the site visit plan. The original plan was to conduct site visits in October–November 2008, in advance of holidays, when LEA and school staff availability would become an issue. HumRRO worked with the CDE contract monitor to revise the plan to maximize the value of the visits while keeping the overall project schedule on track.

Sample

HumRRO's proposal called for a selection of 10 of the 50 interviewed LEAs and an average of two schools within each of the 10 LEAs for site visits, including 6 to 7 each elementary, middle, and high schools. We planned to base the school selection on questionnaire and interview responses to emphasize schools with more extensive S4 services and those where these services were judged as particularly effective or particularly ineffective.

Two changes were necessary to this plan. First, the CDE contract monitor recommended that the sample include more elementary schools and fewer high schools. Second, schedule constraints were a major concern. The questionnaire became operational on November 10, 2008, so the use of questionnaire responses to select LEAs and schools was not feasible. Instead, we selected LEAs based on interview responses, and negotiated schools within those LEAs with the LEA contact person, with an emphasis on advanced PI status.

The CDE approved the proposed site visit sample in November 2008. The CDE e-mailed a letter to LEA superintendents on November 19, 2008 encouraging participation. HumRRO proceeded to contact LEAs over the next few days. Thanksgiving was the following week, on November 27, so the first visits were scheduled in the first week of December. Given school holiday schedules, the available window for site visits was reduced to 12 working days. Three LEAs declined to participate. Given the limited timeframe, HumRRO and the CDE agreed to increase the number of schools included within the participating LEAs, rather than replacing the LEAs that declined.

The initial plan called for on-site visits to LEA offices as well as schools. Given the reduced timeframe, LEAs were given the option of scheduling school principal visits at the LEA offices or at their schools. By allowing principals to be interviewed at LEA offices, a site visit to a LEA and its schools could be conducted in a single day, thereby minimizing the disruption. All LEAs took this option. HumRRO staff asked that school principals bring relevant documentation with them to the interviews. Table 8 details the number of planned and completed visits. The final visit was conducted on December 16, 2008.

Table 8. Site Visit Participation

Site Visit Focus	Number of Planned Visits	Number of Actual Interviews
LEA	10	6
School	20	15
Elementary School	7	11
Middle School	7	2
High School	6	2

Protocol

HumRRO developed two protocols: one to use with the LEA representatives (usually an Assistant Superintendent who had already participated in a phone interview) and another for school principals. The CDE reviewed the protocols and approved them on November 19, 2008.

Findings

This section presents findings from several sources: CDE data; extant RSDSS documentation; online surveys completed by LEA officials and principals; focus groups consisting of CDE officials, RSDSS directors, and CA CC members; telephone interviews with CDE officials, CA CC members, RSDSS directors and staff, lead- and non-lead-COE officials, officials from LEAs that use RSDSS services and those that do not; and interviews with LEA officials and principals conducted during site visits. Because we believed that some categories of interviewees would not be able to answer certain questions, we created a matrix showing which evaluation questions would be covered by which data collection effort and by which interview type (See Table 3).

Analytic Approach

Quantitative and qualitative data are presented in this section. Quantitative data primarily originated in the online surveys and CDE data files, while qualitative data came from telephone interviews, focus groups, and site visits. Regional telephone interviews were conducted by 8 interviewers, each of whom was assigned 1 of the 11 RSDSS regions (some interviewers were assigned more than 1 region). Thus, an interviewer conducted all interviews for a particular region (RSDSS director and coordinator, COEs, and LEAs). Interviewers completed interview summary sheets on each interview and then completed a region summary sheet that presented common themes (heard from most interviewees in the LEA) and conflicting themes (themes that presented conflicting comments from interviewees). These summary sheets, based on ones presented in Miles and Huberman (1994), were used to develop themes that are presented in the report.

We used QSR's NVivo8™, a qualitative data analysis software program, to analyze interviews. We conducted several types of analysis on interviews:

- Coding individual interviews by demographic indicators, such as region number and interview type (RSDSS director, CDE, etc.).
- Coding sections of interviews by specific evaluation questions. Interview protocols were structured around evaluation questions, such that questions related to Evaluation Question 1, for example, were grouped under the Evaluation Question 1 heading, and so forth.
- Coding responses to specific questions in a more quantitative fashion. Some questions, for example, asked respondents how effective a particular program was, and we were able to code their responses as positive, negative, mixed, etc. For these types of questions and responses, we provided basic quantitative data (percentage of responses categorized as positive, negative, etc.)

- Coding by themes, such as noting where people discuss topics that may arise in response to another question. The "money" theme was one such example. Discussions of budgeting, funding cutbacks, or grants were "volunteered" in many areas of interviews, not just in the "Resource" bullet in Evaluation Question 6. For this reason, it is not possible to present percentages of respondents who have provided a particular theme response, as respondents may not have been asked a specific question related to a particular theme.

We note that an interviewee's response may receive several codes. Consider the following example, from an LEA interviewee:

> *Need to pass budget—Reading First is a program that is supposed to provide coaches, but because of the uncertainty of the budget, we couldn't fund coaches, so we can't do the things we need to do to make a difference.*

One can see that the response can be coded into two separate themes: money and human resources. In this example, the comment would be counted toward each theme.

An example from a COE interviewee, below, shows how a response can receive subtheme coding within a main theme. The example received a main theme coding of "demographics," and within that main theme we found examples of subthemes such as shifting demographics and the impact of English learners and students with disabilities on regions, counties, and LEAs.

> *Within our own county, demographics are definitely playing into some of what's happening in the schools. We're an isolated rural county. We have had an explosion over what was here 10 years ago with ELs. We weren't concerned 10 years ago but we're getting a huge movement of ELs in the county. Most districts are not positioned for that. It's affecting what we need to be providing in terms of services to the districts.*

One can see that the above comment contains information about shifting demographics as well as the impact of ELs within the county. In this example, then, a comment (or parts of a comment) from a single interviewee would be included in two subcategories. However, when readers see bulleted comments within a single theme or subtheme, they should recognize that each bulleted comment represents a separate interviewee; in other words, five bulleted comments equal five different interviewees. Comments appearing in a theme represent a sample of the available comments supporting the theme. We selected comments based on clarity of the response, to provide examples of the range of responses (without emphasizing extreme comments) within a theme or subtheme, and to avoid unnecessary repetition of similar comments. Some comments proved to be too identifiable, even with removing specific names, and these could not be used as examples to preserve the anonymity of interviewees.

As previously noted, not every person being interviewed received the same interview questions as others did. For example, we recognized that RSDSS directors and LEAs that reported using RSDSS services would be the only ones able to answer questions related to Evaluation Question 3; which asked about specific services, technical assistance, and support that had been offered, provided, and brokered by RSDSS. Other types of respondents, such as COEs, CDE officials, and CA CC representatives, were not asked those questions. Therefore, the total number of possible opportunities for a particular question to be asked may be fewer than the total number of telephone interviews (88).

Qualitative data presented in the Findings section are accompanied by percentages when possible. Volunteered themes and responses to specific questions are accompanied by representative comments taken from interviews, as well. Comments appear as bulleted items, and should not be considered direct quotes, as interviews were not recorded. Instead, these are taken from detailed notes made during interviews. The source (interview type) of a comment is found in parentheses at the end of the comment. No further information, such as region number; is included so as to preserve anonymity. One can easily see, for example, that a RSDSS director comment also identified with a specific region number could be quickly traced to a specific person.

In addition, comments were “scrubbed” to remove the means to identify people, regions, or specific programs being discussed. For example, interviewees tended to use the names of specific people during their interviews; often, these were highly positive comments but at times they were not positive. To maintain anonymity of the interviewee as well as of the person being discussed, we used generic terms such as “RSDSS director” or “Region Number” within a comment for specific names of people or regions. Despite these efforts, we judged some comments to be too identifiable even with our attempts to “scrub” them; these comments could not be used in the report as examples.

Comments were selected to show the range of responses to a specific question for which basic quantitative data (percentages) were presented. We included comments that represented positive, negative, and mixed viewpoints. In all instances, we selected what we considered typical comments rather than comments that might be considered extreme or outlier examples.

Findings: Trends in PI Status

One clear indicator of a highly effective system of support would be dramatic improvement in student performance, along with schools and LEAs exiting (or not entering) PI status. We first looked at these indicators to get an overall view of educational trends.

Tables 9 and 10, reproduced here from the CDE website, show the movement of LEAs and schools with respect to PI status. Inspection of these tables reveals that relatively few LEAs (one) and schools (103) exited PI status in 2008–09; in fact, most LEAs and schools in PI advanced from one PI level to the next (e.g., PI Year 1 to PI

Year 2). Those designated as “remaining” in PI are staying in the same PI classification for a second year.

Table 9. 2008-09 Title I Program Improvement Status: Statewide Summary of LEAs

Year	Advance in PI	Remain in PI	Total in PI	Exit PI
Year 1	61	1	62	0
Year 2	34	1	35	1
Year 3	50	95	145	0
Total	145	97	242	1

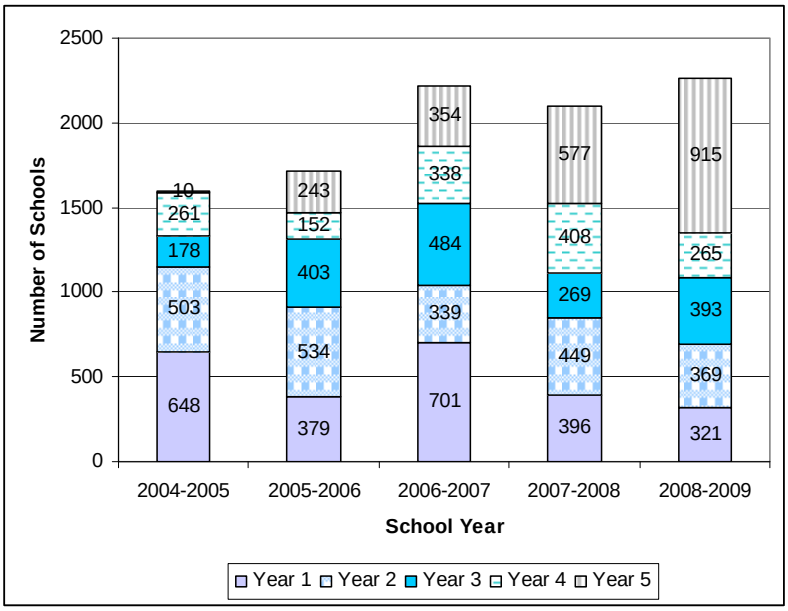
Source: California Department of Education website (http://www.cde.ca.gov/ta/ac/ay/tistatesum08.asp)

Table 10. 2008-09 Title I Program Improvement Status: Statewide Summary of Schools

Year	Advance in PI	Remain in PI	Total in PI	Exit PI
Year 1	267	54	321	55
Year 2	287	82	369	9
Year 3	358	35	393	21
Year 4	213	52	265	11
Year 5	345	567	912	7
Total	1470	790	2260	103

Source: California Department of Education website (http://www.cde.ca.gov/ta/ac/ay/tistatesum08.asp)

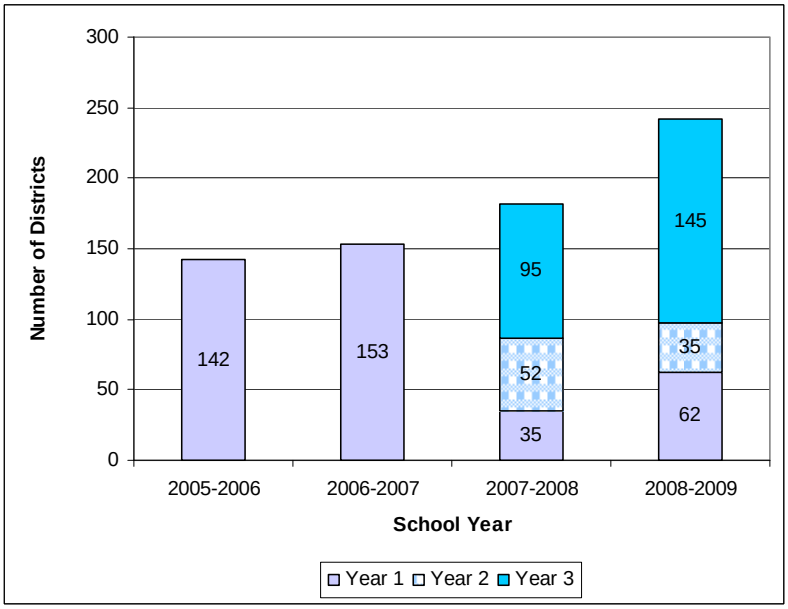
Figure 3 shows the number of schools in each level of PI status for the past several years. The height of each bar reflects the total number of schools in PI and reveals a sustained level. The top portion of each bar indicates the number of schools in PI Year 5; this number has increased every year to a high of 915 schools in 2008–09. At the other end of the PI spectrum, the number of schools in PI Year 1 has declined since 2006–07, although schools continue to enter PI status.



Data source: California Department of Education website (http://www.cde.ca.gov/ta/ac/ay/tistatesum08.asp)

Figure 3. More schools reached advanced levels of PI status over time.

Figure 4 shows the number of LEAs in each level of PI status for the past several years. Here, too, the number of LEAs in advanced status (Year 3) reached its zenith in 2008–09.



Data source: California Department of Education website (http://www.cde.ca.gov/ta/ac/ay/tistatesum08.asp)

Figure 4. More LEAs reached advanced levels of PI status over time.

Findings: Trends in API Growth

The prior discussion reveals that changes in PI status do not evidence broad increases in student achievement. We next investigated whether schools show increases in Academic Performance Index (API) scores that reflect improvements beneath the threshold of PI. We chose to analyze API rather than the Adequate Yearly Progress (AYP) indicator for the following reason. The S4 initiatives are designed to function at the LEA or school level. They rarely target specific content areas or specific student subgroups. The API index is a combination of the assessed subjects at a given school. It takes multiple subjects into account and is reported at the school level. The AYP index takes into account only math, reading, and science. Schools can achieve or miss making AYP by missing any one target or by having a single identified subgroup (e.g. economically disadvantaged students) miss making progress goals in a particular subject. We decided that the API's broad representation, easy comparison across years, and clear improvement goals made it a better gauge of student performance for this study than AYP.

Survey responses identified schools within the study sample that received or did not receive RSDSS services. We then analyzed these responses by API scores to determine growth.

Schools using RSDSS services show higher actual API growth than schools not using RSDSS services, but percentages of RSDSS- and non-RSDSS schools making their growth targets are similar. From the survey administered to schools eligible to receive RSDSS services, a new variable was created to distinguish which survey respondents indicated they had received services versus respondents who did not. Those survey results were merged with the Academic Performance Index (API) school results database maintained on the CDE website. There are fewer respondents with calculated API scores than indicated in other survey results because of rules associated with API reporting (e.g. minimum numbers of students taking the assessments from which API is calculated). We omitted schools with no reported API score. Table 11 shows the mean API score for 2007 and 2008 as well as both the target and actual growth score means.

Table 11. Comparison of API Growth by RSDSS Service Indication, 2007–08

Service Category		API 2007	API 2008	Growth Target	Actual Growth
Received RSDSS Services	Mean	674.6	695.4	6.8	20.8
	SD	59.7	60.9	2.0	30.2
	N	67	67	67	67
Did Not Receive RSDSS Services	Mean	665.8	675.8	7.2	12.4
	SD	54.3	54.4	2.2	21.3
	N	43	43	43	43

Schools that received RSDSS services had higher mean growth on the API than those that did not receive services. However, when we examined the proportion of

schools meeting their growth targets for the two groups, there was little difference. Of the schools receiving services, **64.2%** (43 of 67) met their growth target, while **62.8%** (27 of 43) of the schools that did not receive services met their growth target.

Schools using RSDSS services did not show higher actual API growth than schools using services from other providers. A second analysis was run, comparing types of services used (RSDSS, DAIT, fee-for-service providers, etc.) to API growth. Table 12 shows the relationship between providers of services and Program Improvement. Schools were asked to indicate where their services originated. They were allowed to select more than one option. As the table shows, there was little difference in the amount of growth from 2007 to 2008 related to service provider. The fee-for-services providers had the largest percentage of schools actually meeting their growth target and the greatest mean growth. RSDSS schools tended to start in 2007 with higher API scores than the other groups and to show similar growth, both in terms of percentage of schools meeting target and mean growth.

Table 12. Comparison of API Growth by PI-Related Service Provider

Service Providers		API 2007	API 2008	Actual Growth	Met Growth Target
RSDSS	Mean	700.92	718.13	17.21	
	SD	47.34	53.36	26.30	67%
	N	24	24	24	
County Office (not RSDSS)	Mean	671.42	687.22	17.67	
	SD	57.85	67.87	24.34	66%
	N	48	49	47	
DAIT	Mean	676.94	696.37	19.43	
	SD	52.07	54.37	27.13	57%
	N	35	35	35	
Fee-for Services (or Private) Provider	Mean	689.37	714.08	24.71	
	SD	42.36	49.63	31.93	75%
	N	24	24	24	
Don't Know	Mean	662.86	676.71	13.86	
	SD	66.17	54.30	34.30	43%
	N	7	7	7	
Did not Receive PI Services	Mean	669.09	688.91	19.82	
	SD	47.02	59.82	24.16	73%
	N	11	11	11	

Survey respondents receiving RSDSS services were also asked to indicate how much of the improvement in teaching and student learning were attributable to RSDSS. The respondents to each question were split into two categories, those indicating that "most" or "almost all" of the improvement was due to RSDSS programs (n = 17 for student learning, 15 for teaching), and those indicating that either "none" or "some" of the improvement was due to RSDSS programs (n = 29 for student learning, 28 for teaching). Respondents indicating either "unable to determine" or "not experienced improvement" (n = 21 for student learning, 24 for teaching) were omitted. Of those

receiving services, **82.4%** (14 of 17) of those in the higher categories for RSDSS impact on student learning met their growth targets. This compares with **65.5%** (19 of 29) of those in the lower categories meeting their API growth targets. RSDSS impact on teaching was similar; **73.3%** (11 of 15) of those in the higher RSDSS impact category met their API growth targets, while **64.3%** (18/28) of those in the lower RSDSS impact category met their growth targets. (See Figure 5.) In sum, sample schools indicating that RSDSS services had a large impact on teaching or student learning were more likely to have met their API growth targets than those indicating less of an impact.

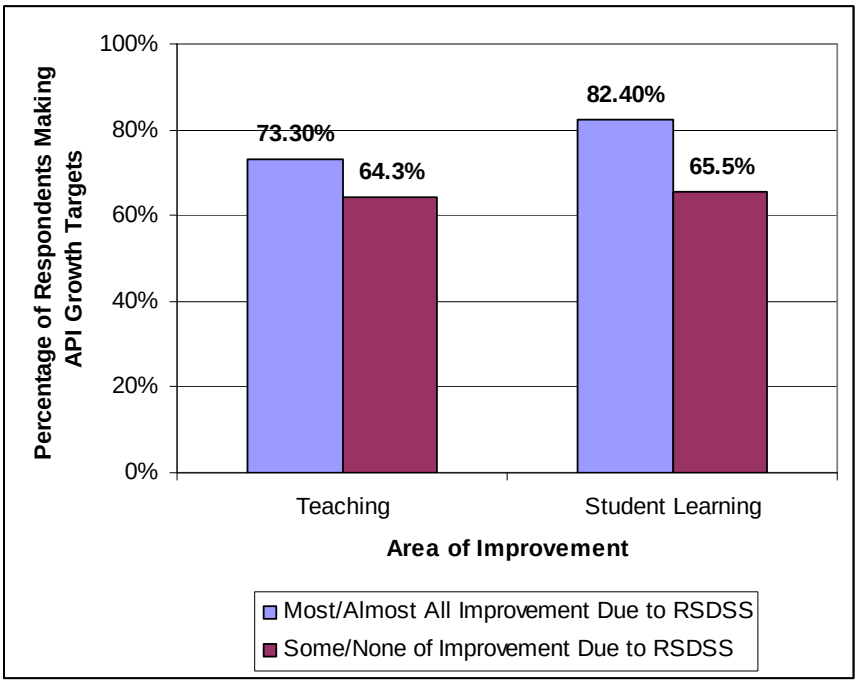


Figure 5. Larger percentages of schools who credited RSDSS with contributions to improvements in teaching and learning made their API growth targets.

The following sections present findings organized by evaluation question. When appropriate, survey data are presented (for frequency results by item, see Appendices E and F), followed by findings from the telephone interview question(s) that most closely answer the evaluation question being presented. Finally, supporting themes developed from telephone interviews, focus groups, and site visits are presented, with several examples taken from the sources. Examples of themes are not direct quotes; instead, they are detailed notes taken during interviews, as telephone and site visit interviews were not recorded. Note that names of people, counties, or regions have been replaced with more generic terminology, such as the word “name” in parentheses (name) or title (region director, consultant, etc.), so as to preserve the anonymity of the interviewee and the person or region being spoken about.

Although we found many possible themes, we have chosen to limit our presentation of themes to those most pertinent to the evaluation question being discussed.

Evaluation Question 1—How effectively are the CDE, the CA CC, and the RSDSS working as S4 partners?

This evaluation question was not directly addressed in the LEA or school surveys, as we believed that LEA and school officials would likely not have any first-hand knowledge of S4 interactions. Instead, this evaluation question was addressed primarily through focus groups and interviews with CA CC, CDE, COEs, and RSDSS directors. Focus group interviews were used to explore themes which were then further developed in telephone interviews. Focus group themes related to EQ1 included the roles of CDE, CA CC, and RSDSS, as well as collaboration among the three groups. We heard of some confusion about the various roles within S4, such as RSDSS directors who are also involved with District Assistance and Intervention Teams (DAIT), or RSDSS directors who are unsure of services provided by the CA CC.

Perceived effectiveness of partnerships varies. Table 13, which follows, presents tallies from the telephone interviews showing results for the partnership question "In your experience, how effectively are these three partners working together to build statewide capacity to meet the diverse needs of the LEAs and their Title 1 schools throughout the state?" Results are fairly evenly distributed across the response categories; however, we see that responses among the S4 partners (CA CC, CDE, and RSDSS directors and coordinators) are more likely to appear in the "Evolving/Mix" and "Ineffective" categories.

Table 13. Partnership Effectiveness Tallies By Interview Type

	Response Categories					
Interview Type	Effective	Evolving/Mix	Ineffective	Do Not Know	Could Not Determine	Total
CA CC		1				1
CDE	1	2				3
RSDSS director	2	3	4		1	10
RSDSS coord	1		1			2
COE	4	3	1	4	3	15
Total	8	9	6	4	4	31

Representative comments from telephone interviews are included to illustrate the categories.

Effective:

- Overall, I think they are meeting diverse needs…(CDE)
- Critical to talk about RSDSS: must understand it is inseparable from the county offices; the system is part of the county offices. With that understanding, would rephrase the question to "How is the department, the center, and the county offices working to build statewide capacity?" And she would answer the partnership is effective. (RSDSS director)

- They're working well. I get regular updates from (Region director). As a member of the CISC, I get updates from the Comprehensive Center. I feel that they have a good relationship, but pretty soon they will need more live bodies…(COE)

Evolving/Mix:

- Some of the feedback we've gotten is that info CA CC provides (is useful), RSDSS directors get very focused. Need to be aware. Intent is to have that knowledge, base but not sure how much is being used. Overall, we have good meetings. Need better two-way communication—need to hear challenges and obstacles. (CDE)
- We need to become more cohesive—instead of info flowing downhill from us to them, needs to be more cohesive and sharing what best practices are across regions. Trying to build more collaborative process this year…(CDE)

Ineffective:

- I don't have the opportunity to observe directly the three interacting; I only know the result. What I get coming out is mixed messages and starts and stops. "This is what we're going to do," "Oh no, wait, now we're going to do this." It drives us nuts. There's no long-term plan that is being smoothly implemented. I know there is a plan but it often changes. I want there to be a plan and consistency. How we do it is where I want flexibility. (COE)
- I think it's gotten better in terms of communicating, trying to work collaboratively, although I think there is a long way to go. The state has very few people to provide services, and of the few people that are left there, they don't have the knowledge of what it means to actually be the boots on the ground doing the work…The only time I see the CA CC is really helping us is they have provided training for our RSDSS, but I don't really see that working collaboratively; in fact, sometimes they are in competition with RSDSS…It's not a truly unified work. I think there's some animosity between CA CC and RSDSS people, as well as county office people in general. (COE)
- At this point, the CDE has had so many quality folks leave that they are understaffed, underfunded, and unable to provide the kind of leadership we've had in the past and that the effort needs statewide. The people there are great but are understaffed and underfunded. Partially because of these issues, often when the CDE is developing standards, tools, etc. they tend to be insular and not get feedback from the field…The CDE was planning to get out to the field to have regular conversations with RSDSS field staff, but this hasn't happened as planned (although it has happened somewhat). (RSDSS director)

Do not know:

- I don't know. (Name) does work with the Department of Education and goes to monthly meetings with RSDSS and CDE people. They have had trainings where the two of them had partnered to provide information. The California Comprehensive Center…I'm not sure of their relationship with RSDSS. I know RSDSS and CDE work together. (COE)

Could not determine:

- Huge job…As to RSDSS, how much capacity do you need to get the job done? (COE)

Other themes related to partnership are the roles of CDE, CA CC, and RSDSS. We will first describe the role of each entity as we learned about it through focus group discussions and Web sites. Next, we will discuss some perceptions about each of the S4 partners that we discovered during other interviews.

Role of CDE: Concerns about CDE staff lacking school experience. When we speak of CDE as an S4 partner, we are actually discussing its Accountability and Improvement Division. Consultants from this division are assigned as liaisons to RSDSS directors; it is not uncommon for one consultant to have more than one RSDSS director with whom the consultant works. The CDE has responsibility for presenting some statewide trainings, such as the "On the Right Track" symposia, as well as providing information to RSDSS and CA CC. Consultants are also responsible for reviewing and monitoring the RSDSS Regional Grant Application, which specifies details such as the proposed RSDSS work plan and budget. Consultants also are tasked to review their RSDSS directors' midyear and end of year reports and monitor any adjustments to the work plan and budget that need to take place.

Although CDE's role and responsibilities in S4 are somewhat removed from the schools, four interviewees expressed concern that CDE consultants have little direct experience in education, as the following examples indicate:

- The state has very few people to provide services, and of the few people that are left there, they don't have the acquaintance of what it means to actually be the boots on the ground doing the work. (lead COE)
- One difficulty from CDE—consultants really lack knowledge, most of what they know they hear from RSDSS staff—have come up through system, have been in various departments within CDE, but have not been in the schools, many are helpful and responsive, but there are times that we have to convince them of what the field thinks. (RSDSS director)
- Regarding the S4 unit within CDE: I was surprised to learn that the majority of people have no background in education; they are program people. Their level of understanding is greatly lacking—not that they don't try. (RSDSS director)

Role of CA CC: Concerns about conflict of interest between the CA CC and WestEd's fee-for-service providers. The California Comprehensive Center (CA CC) is composed of three entities: WestEd, a nonprofit organization, and its two partners, the American Institutes for Research (AIR) and the School Services of California (SSC). Overall, the CA CC is charged with assisting the state rather than LEAs or schools. The CA CC offers professional development to RSDSS directors and CDE officials. AIR and SSC have specific roles in supporting S4 efforts, as well. AIR prepares research briefs for RSDSS directors' professional development. SSC has the responsibility of helping

RSDSS directors learn about fiscal issues and how those relate to Program Improvement.

WestEd is in a somewhat unusual situation because it provides services to LEAs and schools for a fee, in addition to being in charge of the CA CC work, which receives funding directly from the federal government. Although WestEd officials report that the two operations are housed in separate divisions of the company, there has been confusion over its status as both a fee-for-service provider and as the main arm of the California Comprehensive Center. As we developed the partnership theme, we noticed nine comments about WestEd in its role as the CA CC. Specifically, those being interviewed sometimes were confused or skeptical about the dual nature of WestEd as both a fee-charging service provider to LEAs and schools, and as an S4 partner that provides professional development services to CDE and RSDSS personnel. Interviewees spoke of potential conflicts of interest or a lack of understanding of the services that WestEd could provide when acting as a part of the CA CC. We have included several comments as examples.

- Regarding WestEd, most of us see them as competition for service. Other than staff development provided in monthly RSDSS meetings, I don't use them…(RSDSS director)
- One thing I'm very aware of politically is a concern that WestEd has a conflict of interest, between CA CC and being a private provider to schools and districts. They're in competition with COEs. Some of us are aware that CA CC is a piece, not all, of WestEd, but using the same name makes them not distinguishable. (COE)
- The only time I see the CA CC is really helping us is they have provide [sic] training for our RSDSS, but I don't really see that working collaboratively, in fact sometimes, they are in competition with RSDSS. They have people that are competent, but they have a little bit of conflict of interest, so they don't see them as collaborators with RSDSS, they see them as competitors. (COE)
- This is a sore point. WestEd is also a competitor. Disconnect between partner and competitor. (RSDSS director)
- In my region the comprehensive center, because it is a part of WestEd, is looked at as part of the competition. (RSDSS director)

Role of RSDSS: Mixed impressions of function to ensure compliance versus provide support. California's 58 county offices of education are organized into 11 regions, which can vary greatly according to the number of counties within each region. The county of Los Angeles, for example, is a single region (Region 11) due to its large population. Region 3, on the other hand, comprises 10 counties. Each region has a RSDSS director who is housed in the region's lead county office of education (lead COE); we note that RSDSS is one of several regional programs, such as Advancement Via Individual Determination (AVID), Beginning Teacher Support and Assessment (BTSA) program, and Migrant Education, that operate under the umbrella of the lead COE.

An RSDSS director works for the assistant superintendent of curriculum and instruction, but the director also bears the responsibility of working with LEAs across the region that have Title 1 schools in the following priority of services: Program Improvement (PI) years 3–5, PI years 1–2, and finally, those LEAs with Title 1 schools not in Program Improvement but in need of assistance. To help guide their work, RSDSS directors must complete a Regional Grant Application (RGA)[5] that details their work plan for the length of the grant, and they must complete midyear and end of year reports to be submitted to their CDE consultants. In addition, they must revise work plans and budgets as necessary to meet their goals.

Within the boundaries of their work plans, RSDSS directors are to offer, provide, and broker services to LEAs, according to the needs of their LEAs and of their Title 1 PI schools, following the priority of services described above. These services can range from intense and time-consuming, such as providing on-site, customized services to a PI school, to conducting a quick check with a LEA that is well on the path to exiting PI status.

An added complication to the work of RSDSS directors is the fact that regions can vary greatly, both according to the needs of the LEAs and schools within them and to their geography. For example, some regions are more rural, while others such as Los Angeles have a greater percentage of urban students. Some regions are large and others are mountainous, making it difficult to travel to some LEAs in those regions. Some regions vary greatly within themselves, such as those regions that have both urban and rural areas.

In previous years, RSDSS worked more directly with schools, but that changed in about 2004, when CDE realized that LEAs directly impact schools in many ways related to Program Improvement, such as hiring and budget decisions. At that point, CDE directed RSDSS to work more directly with LEAs rather than with schools. It would not be accurate, however, to state that RSDSS no longer works at the school level. In a few instances, RSDSS does work directly with schools.

Perceptions about the RSDSS role include facilitation or serving as a link between CDE and LEAs. One RSDSS staff person described this role as providing technical assistance from CDE to LEAs and schools in a “rubber meets the road” fashion. Six interviewees, including RSDSS directors and staff and a non-lead COE, describe the RSDSS role in military terms such as field troops, being out in the field or providing on-the-ground services.

Some interviewees discussed the role of RSDSS in terms of compliance or monitoring, with some stating that their role should involve compliance and others stating that compliance should be left to the CDE:

[5] The current RGA under which RSDSS directors are working was to expire in June 2008; a new RGA has not yet been issued.

- Would be incorrect to see RSDSS as enforcer or monitor—that's the role of CDE. (CDE)
- RSDSS is being seen now as a supporting tool or resource rather than a monitoring type of image. (RSDSS coordinator)
- RSDSS is perceived as the PI police and have only one goal, compliance. If you use RSDSS and still are not in compliance you will be watched and reported by RSDSS. RSDSS isn't seen as a tool or good support mechanism…There has to be a change, likely coming from a state level, to work on the perceptions that RSDSS is truly there for capacity building and part of the team rather than policing. (RSDSS director)
- State level approach: tone focuses on compliance, leaves out the leadership piece…recognition of how to change system, how to build accountable leadership rather than a checklist of things that need to be done. (non-lead COE)
- To do this correctly, we should be looking across the board beyond compliance pieces, to instruction, etc…. One of the biggest confusions about RSDSS role is that districts think we're only there about compliance. Compliance should be the by-product. It's really only about one-fourth of work as it stands alone. (RSDSS director)

Evaluation Question 2—How effectively is RSDSS working in conjunction with other regionally and COE-based programs?

Perceived effectiveness of collaboration between RSDSS and other regionally and COE-based programs is largely positive. The LEA and school surveys do not contain any items that directly address this evaluation question; however, a few questions indirectly address the issue.

LEA respondents who indicated that they received one or more RSDSS services were asked to rate their level of agreement with the statement "This region's RSDSS staff demonstrated knowledge of PI-related services and partners." (LEA Q23) Of those providing valid responses, **90%** (n=60) agree/strongly agree with this statement.

Of the LEA respondents who indicated that they receive one or more RSDSS services, **83%** (n=52) agree/strongly agree that their region's RSDSS staff maintained effective relations with their County Office of Education (LEA Q23).

Results from the school survey point to a theme of unfamiliarity with S4/RSDSS services. For example, school respondents were asked to indicate the entities that had offered their school S4 services (Sch Q6). The majority of respondents (**42%**, n = 50) indicated, "I do not know if this school has been offered RSDSS services either indirectly (through its LEA) or directly from RSDSS."

School respondents who indicated that they received one or more RSDSS services were asked to rate the effectiveness of seven different services/assistances provided by RSDSS (Sch Q15). In particular, one of those services was, "Network system of support with other LEAs, schools, partners, and intervention *programs*."

Seventy-six percent (n = 34) indicated that this service was either effective or extremely effective. This provides some indication that RSDSS is working effectively in conjunction with other programs.

Evaluation Question 2 was also addressed in telephone interviews with CDE, CCSESA, COE, and RSDSS coordinators.

Tallies from the telephone interviews are presented in Table 14; responses were distributed among the interview types. The tallies show that most interviewees believe there is effective collaboration between RSDSS, COE and regionally based programs.

Table 14. Collaboration Effectiveness Tallies By Interview Type

	Response Categories				
Interview Type	Effective	Evolving or Mixed	Ineffective	Do not know	Total
CDE	1	2		1	4
RSDSS coord	6	2	1	1	10
COE	14	2			16
CCSESA		1			1
Total	21	7	1	2	31

Representative comments from the telephone interviews are presented below by category:

Effective

- That is the thing we're most proud of—the way COE and RSDSS work together. We do coordinate and talk with each other. The impact that RSDSS has had on COE in this region is remarkable. We used to meet and, well, in my county we were competitive and secret and didn't want to share. There is none of this "my county" stuff anymore…(non-lead COE)
- As far as I know, we don't have a measure in place, but we are playing nicely. We all are at a level of collaboration where we know each other's strengths and weaknesses and we build upon those. We rarely butt heads. We play well together. (RSDSS coordinator)

Evolving or Mixed

- Tensions between RSDSS and COE service, but may be semantic difference. RSDSS is pivotal. (CDE)
- Within our office collaboration is wonderful—it's been a backbone of support for us. Working with other counties is where we run into problems with structure. (non-lead COE)
- Depends on county…depends on force of director…depends on how powerful, especially the assistant superintendent level…(CDE)

Ineffective

- As COEs are becoming more focused on "fee for services" support like DAIT and SAIT work, it is difficult to reconcile the free service and support provided through RSDSS with the COE need to obtain funding to sustain its support teams…Regional programs like BTSA, CRLP, Mathematics, and AVID are involved in PI schools and districts at the same time that COEs and RSDSS are involved. Our regional partners are very collaborative, but we each bring a message/system of approaching curriculum/instruction/intensive and strategic students/data analysis/etc. that is different. For districts and schools this can be overwhelming—particularly as they try to implement the EPCs…(RSDSS coordinator)

Do Not Know

- Doesn't know the answer: he's one person doing work for both. Works with both (name) and (name), one is RSDSS and one is county. Both involved in anything he does, talk to each other. (RSDSS coordinator)
- I hear and know that collaborations are occurring, but no sense of effectiveness from statewide perspective. (CDE)

Professional and personal relationships are important to effective collaboration. In these related themes, 39 interviewees provided comments about the importance of professional and personal relationships in developing effective collaboration.

- We all are at a level of collaboration where we know each other's strengths and weaknesses and we build upon those. (RSDSS coordinator)
- We also have to work hard to make sure that RSDSS recommendations are realistic. For example, RSDSS staff may not have the internal knowledge to know about how a strained relationship between a superintendent and an assistant superintendent makes something unrealistic. (non-lead COE)
- (Name) is well known as very good. When something comes out from (name) I am sure to pass it on…I encourage principals to go to because of her reputation. (LEA using RSDSS services)
- One of the things we have found is that the relationship you build with schools and districts is what really enables you to push. The improvement work is about relationships. (COE)
- Many are slow to see that we need to do something different. Really about building relationships, this is high stakes for them in their communities…(RSDSS director)

Themes closely related to Evaluation Question 2 include the following:

Conflicts or competition with COEs is an impediment. During the interviews and focus groups, we sometimes heard about conflicts or competition with COEs in the services that RSDSS directors may provide. Apparently, some COEs are developing services for which they charge a fee; therefore, they prefer that LEAs use these fee-

generating services rather than the free RSDSS services. Some representative comments follow as examples.

- I don't think private providers are the only competition, either. At least in our region, really for RSDSS, it's county offices. It's a very strange relationship, and (county name) does a lot of their work on fee basis. They have all sorts of packages that they offer, but they're glad to bring us in for the freebie stuff that we can do as part of their package…a lot of the politics come down to not stepping on the toes or making sure that we don't cost X county any money or a contract…(RSDSS director)
- …I've been told by county that…I am "allowed" to work with districts that don't have money…(RSDSS director)
- I have a personal frustration—comes from the perspective of school person purchasing services through the county office. My concern is what services should be available gratis and what should they be purchasing? Some COEs sell at very high rate, and some provide for free. Has to be some standardization, maybe through CCSESA. (RSDSS director)
- We're not peddling different products out there because we've agreed on what makes a difference…We're careful that we're not in competition with regional programs like RSDSS and AVID and the work with the ELLs. We try to make sure that everyone is in the room…If we're a district, we don't want all these competing things. How are we going to get them all aligned and supported? (non-lead COE)
- Always a delicate balance between services of RSDSS, COE and private providers, have to keep communication open…(lead COE)

Other types of conflict between RSDSS and COEs also came to light during data analysis. One area of conflict relates to the fact that, although RSDSS directors report to the assistant superintendent of curriculum and instruction of the lead COE, the directors have a wider role to play, in that they are charged with assisting eligible LEAs in the region as a whole, not just those LEAs in the county office of education in which the RSDSS director is housed. We learned that some directors believe their primary responsibility is to their assistant superintendents, while others believe it is to their region. We also learned that sometimes assistant superintendents and directors have different priorities, which also can lead to conflict. Finally, it was suggested that role definition is crucial to effective collaboration among RSDSS, COEs, and regional programs. One RSDSS director noted that in areas in which they have been able to define roles, they have good collaboration; in areas where roles aren't defined, they are "bumping heads."

Seamless support system makes S4 impact difficult to tease out. In our interviews with CDE, RSDSS, and COE officials, we were often told that, while LEAs would be familiar with RSDSS, school officials likely would not know which Program Improvement services they received were from RSDSS or from other groups within their county offices of education. During our site visit interviews with LEA officials and school principals, we found that to be true, for the most part. The following comments, taken from focus groups, 11 telephone interviews, and 6 site visit interviews, present

supporting evidence that where services come from is relatively unimportant to those receiving the services.

- RSDSS's role is to support Title 1 schools and districts and improving student achievement. They don't work onsite at every school, but they do provide support. For us it is almost seamless, schools might not know about RSDSS. (non-lead COE)
- They support each other. We talk with RSDSS and the … counties in the region. One thing we are agreed on is we do not want the patchwork approach. We want it to be cohesive and consistent and coordinated services that our districts get and we don't want RSDSS saying one thing to them and my coming along and telling them that's not effective…(non-lead COE)
- Seamless and transparent. He worked in a couple positions with the state that allowed him to understand the S4 and RSDSS connection; therefore, he can see how they would be involved. But most district personnel and certainly the schools would not know RSDSS or S4. They turn to the county and the county helps them. It seems to work well this way and it is a good idea to build the capacity for improvement at the district level. Knowing who provides what is not important to success. (LEA using RSDSS services)
- It is perceived as the county. It is good for it to seem seamless, because otherwise people would see it as yet another thing…It could be made clearer how RSDSS is an arm of CDE's arm of support. That isn't as clear as it needs to be. As far as what its true purpose is supposed to be, it probably isn't clear…(LEA using RSDSS services)
- This is a real struggle to define; for most counties the work is very blended; funding through RSDSS is appreciated but not nearly adequate for the work, all counties doing more than what's funded under RSDSS, but related to the same work. (non-lead COE)

RSDSS/S4 and DAIT suffer from role confusion. The District Assistance and Intervention Team (DAIT) was piloted several years ago with 15 LEAs in PI Year 3. Since then, more LEAs have become eligible for the DAIT program, and it is now required for LEAs in PI Year 3. These LEAs are required to hire external entities, known as DAIT providers, to help them through the DAIT process. Approved DAIT providers may be fee-for-service ("private") providers or may be part of a County Office of Education. As this DAIT process has developed, some RSDSS directors have become directly involved in it while others have not. One interview source reported that 9 of 11 RSDSS directors are involved with DAIT. Some within CDE reported that RSDSS directors should not become involved in DAIT work because it took them away from RSDSS work, while some RSDSS directors saw this as a natural progression of their work. This blurring of boundaries between RSDSS duties and other duties developed into an important theme, evidenced by comments from 39 telephone interviewees.

- Some counties develop DAIT and are charging for DAIT. Where does RSDSS fit in? Another way of delivering services that came about from outside of RSDSS.

DAIT is embedded in RSDSS and money given to develop DAIT. But money kept separate causes confusion. (RSDSS director)

- …They have overextended RSDSS into state work. Down the line they will need to clarify roles and responsibilities for DAIT work. (lead COE)
- A little bit of confusion in terms of RSDSS and DAIT. I thought our RSDSS person would be involved with DAIT, but she wasn't sure how much or how little she should be involved with DAIT. So, we've tried to ensure that her formal duties are done and then try to use what's left for DAIT. It's really difficult to separate. (non-lead COE)
- Some PI LEAs that are moving into DAIT process—we've had to give them (RSDSS directors) clarification about being funded for that work—need to reflect that in their next budget…(CDE)
- They (RSDSS and DAIT) are obviously different things…There's role confusion. We are not hearing from the state what are the differences. Maybe some district does not know if they are getting services from DAIT or RSDSS, but they'll know if they are a DAIT district or not. The state is not sending a clear signal down. Who needs to be what. The effort to clarify these needs to go to the district level or school level. (RSDSS coordinator)

Perceptions of the desirability of overlapping services are mixed. Another theme that developed from the collaboration theme was that of overlapping services, provided by 31 interviewees. Interviewees were asked how RSDSS and COE ensure that their services don't overlap unnecessarily. Some reported that a certain degree of overlap was unavoidable and even desired, while others discussed how they avoid overlap. Those who discussed avoiding overlap generally addressed some form of communication, such as memoranda of understandings, annual plans, frequent meetings, or the online management system (OMS).

Unavoidable overlap

- RSDSS and COE does intentionally overlap—expectation that it will overlap. (CDE)
- RSDSS and COEs roles do overlap. We have… counties with a funded RSDSS director responsible for oversight and then…part-time employees (most of whom have other roles within the COE) who are supposed to provide technical assistance to schools and districts. In this structure, it is frequently unclear who is the first point of contact for a district/school. (RSDSS coordinator)
- If you read what DAIT does and what RSDSS does, there is overlap everywhere, and that is a good thing in terms of all of the things need to be done, all the important things need to be done. (RSDSS coordinator)

Ways to avoid overlapping services

- (RSDSS director) meets with each assistant superintendent in each county and they help develop a plan. We also have a regional governance council composed of assistant superintendents who oversee the program in each county. We meet every couple of months. (RSDSS director) comes to almost all of our meetings.

At one meeting we reviewed what the goal of RSDSS was, where the focus needed to be, what were the kinds of activities that we felt were more centralized RSDSS roles, and some support that (RSDSS director) provided that the counties could take a role in. We made agreements that certain structures would be in place this year. She meets with them every six weeks. She's always on call if something comes up. She's good at facilitating with tricky issues associated with PI…There is some overlap of services but not a lot. We're clarifying the roles each year. (COE)

- Doesn't know how to answer; he has an agreement with how many districts he will work with, how many hours to put into it, plans it out for the year. The bosses look at his schedule to confirm this is what can be provided. They develop an annual plan, by end of Sept., he talks with (name) and (name) and they write up agreements. They know how much service he provides to districts, and how much is RSDSS vs. COE. Other folks provide services, but not at same level or same sites as he does. (RSDSS coordinator)

Evaluation Question 3—What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title 1 schools, with particular emphasis on helping schools in PI?

As described earlier, LEAs and schools were largely unfamiliar with S4 and RSDSS and were thus unable to specify services and support facilitated by the RSDSS In fact, when we asked how the LEA or school first learned about RSDSS service (LEA Q7, Sch Q7), two LEA and two school respondents indicated this survey was their first introduction to RSDSS. **Nineteen percent** of LEAs and **41%** of schools respondents replied they did not know whether they had been offered RSDSS services.

To facilitate meaningful responses, HumRRO gathered a list of services from each regional matrix of services and provided these to interview, questionnaire, and site visit respondents. The matrix is a report that is part of the end of year report completed by RSDSS directors. The Matrix of Services listed services, although there was considerable variation in the formatting used among the 11 RSDSS regions. Region 1, for example, used the following levels of service:

1. Technical Support (presentation/review of requirements of Program Improvement);
2. Planning Support (including Academic Program Survey (APS)/District Assistance Survey (DAS)); and
3. Curricular Support (including data analysis, curriculum-specific training, and instructional strategy training) (p. 3, Matrix of Services, Region 1).

Region 7, on the other hand, described its levels of service as follows:

1. Regional Capacity Building Collaborative (training, brokered services, meetings, technical assistance, coaching, plan writing and monitoring);
2. Regional Networks (RCBC training/meetings, categorical directors' meetings);

3. Program Improvement Services (District/School Leadership Teams (DSLT). training, APS/DAS training, site and LEA plan writing and monitoring, technical assistance)
4. Brokered Regional Orientations, Trainings, and Meetings (Program Improvement training, training in state-developed tools and protocols, API/AYP/APR training, building instructional capacity, building capacity for communication)
5. Alternative Governance (training, technical assistance, Alternative Governance board operations)
6. Customized Services (DSLT meetings, LRE/ELSSA training, PLC training, leadership training, classroom instruction training, resource allocation training, data collection and analysis, coaching) (pp. 5–6, Matrix of Services, Region 4)

While it was clear that these regions offered similar services—both offered work on APS and DAS and instructional/classroom training—there was no apparent standard framework of levels of service, nor of specific examples of services that would represent a particular level of service. Table 15 lists the services reported by each region.

Table 15. RSDSS Services by Region (as Reported in Regional Matrix of Services)

Region #	Service
1	Technical services
1	Planning support
1	Curricular/instructional support
2	Consultation and information dissemination regarding NCLB requirements for each year in PI
2	Assistance to LEAs with identification and response planning to mandated PI process
2	Integration of the 9 Essential Program Components (EPC) into planning
2	Assistance with District Capacity Building. One-on-one consultation, facilitation, training
2	Assistance with School Support Team development and implementation
2	Data (graphs) and results interpretation for AYP/STAR results
2	Coaching in core academic areas
2	PLC and Response to Intervention (RTI) information and assistance
2	Training of DSLT
2	Staff development and training regarding NCLB mandated responsibilities, API/AYP determination
2	Training on administration of APS, LRE, English Learner Student Sub-group Assessment (ELSSA) and interpretation of survey results
2	Staff training on the 9 EPC's
2	Curriculum mapping, pacing and development of Individual Learning Plans
2	RTI Training
2	PLC Training
2	Administration of District Assistance Survey, Academic Performance Survey, Least Restrictive Environment, ELLSA and summary of results and facilitation of next steps with action plan
2	Facilitation and implementation of NCLB mandated actions
2	Data Generation and Analysis Training and Interpretation of Data Result
2	Assistance with development and implementation of SPSA and LEA Plan
2	Coordination and collaboration with NERCC and CDE for staff development, training and sharing of information and resources (inclusive of training opportunities)
2	Facilitation of regional meetings for development of action plans through use of various surveys
3	Monthly general information meetings on NCLB implementation, including responsibilities under PI

Region #	Service
3	Workshop series on data analysis, grade level/department collaboration, and use of data to drive instructional practice
3	Assistance with data analysis
3	Analysis of state assessment data
3	Assistance with selection of intervention programs to target achievement gaps
3	Assistance in planning for SES
3	Individual district consultation regarding PI requirements
3	Assistance with APS
3	Assistance with DAS
3	Assistance with curriculum pacing guides
3	Support for curriculum implementation
3	Classroom observations/feedback
3	Assistance using curriculum-embedded assessment
3	Other professional development
3	Monitoring of school and/or district improvement plans
4	Ongoing predominantly on-site support aligned with improvement plan
4	Ongoing on- and off-site support, usually preplan or pre-PI Identification
4	Limited, on-site and/or off-site support and/or technical assistance
5	Provide PI training at CDE PI trainings and follow-up support to local districts.
5	Train staff/DSLTs in PI LEAs and LEAs with large numbers or percentages of PI schools in the use of the Academic Program Survey (APS) and District Assistance Survey (DAS).
5	Assist LEA staff in the development of District School Leadership Teams (DSLTs) that will work with LEA and school-level staff as they utilize the APS and DAS to determine a school's level of implementation of the Essential Program Components. DSLTs will also assist the LEA to revise its LEA plan, according to the results of the DAS and APS, and support the implementation of the LEA Plan.
5	Assist PI LEAs with student data analysis, the determination of which student subgroups and content areas need to be addressed, and the determination of why they are in Program Improvement, in order to make data-driven informed changes to the LEA plan.
5	Facilitate dialogue and investigation of research-based practices in the areas of language arts and mathematics, related specifically to the Nine Essential Program Components.
5	Provide LEAs with additional support and monitoring of their Action Plans through monthly meetings and regular data analysis monitoring.
5	Provide follow-up training in each county to support CDE-sponsored training for Program Improvement schools to implement the requirements of NCLB.
5	Train and lead LEA staff in a strategic process to make informed decisions and appropriate choices regarding NCLB-mandated responsibilities relative to PI Schools in Corrective Action and/or Restructuring/Alternative Governance (years 3, 4, 5).
5	Utilize data (i.e., the APS and the Classroom Walk-Thru Tool) for the purpose of monitoring the implementation and progress of the schools' Action Plans.
5	Utilize various data analyzing tools (i.e., the School Plan, curriculum embedded assessments and other data resources) to review and disaggregate data to better identify student needs to be addressed in Action Plans.
5	Provide support and resources in data analysis and needs assessment including development of grade level collaboration templates (i.e., *D.I.E. Describe, Interpret and Evaluate, Results,* by Mike Schmoker, and Collaborative Analysis of Student Learning, developed by the Santa Clara County Office of Education), San Benito County Professional Learning Community Template.
5	Facilitate investigation of the various research-based practices proven to be successful with school reform efforts such as those identified in the APS, Classroom Instruction that Works, and State

Region #	Service
	Frameworks.
5	Provide resources or broker services based on the schools' identified areas of need.
5	Following CDE-sponsored training for PI schools, provide training in each county to support LEAs in using CDE-developed protocols to make appropriate decisions regarding their mandated responsibilities to schools in PI years 3, 4, and 5.
5	Provide training to LEAs with schools in Corrective Action or Restructuring/ Alternative Governance, to assist them in implementing plans developed in accordance with NCLB.
5	Develop knowledge and understanding of comprehensive school reform models including alternative governance structures.
5	Develop knowledge and skills in data analysis and data tools to support schools and districts.
5	Develop and refine understanding of scientifically research-based programs from the core adoption and intervention programs and effective strategies in language arts and mathematics.
6	Provide information to districts and answer questions regarding: NCLB Law, CST data, CAHSEE data, CELDT data, and PI status and requirements (district and school level).
6	Provide professional development sessions at various locations throughout the region focusing on California content standards, effective instructional strategies to support at-risk student subgroups, instructional coaching, instructional leadership and data analysis.
6	Provide customized services to districts with active DSLTs as they work to make informed decisions regarding their schools in corrective action.
6	Provide customized services including site-based professional development and technical assistance to districts with instructional coaches focusing on instructional strategies to support at-risk student subgroups.
7	Process of inquiry using state tools
7	DSLT formation and/or maintenance
7	Analysis of student achievement data
7	Corrective action and/or restructuring plans
7	Building District capacity to make informed decisions
7	Partnerships and collaboration
7	Regional communication system
7	Research-based strategies and state resources
7	Brokered resources
8	Orienting LEA and school staffs to the Program Improvement process.
8	Assisting in the revision of the LEA plan to support student achievement.
8	Training staff in the use of the District Assistance Survey (DAS).
8	Training staff in the use of the Academic Program Survey (APS), English Learner Student Sub-group Assessment (ELSSA).
8	Assisting in the development of District/School Leadership Teams (DSLTs).
8	Training staff in corrective action schools (years 3, 4, and 5) to use strategic processes including planning for alternative governance.
8	Consulting concerning program compliance and research-based promising practices.
8	Consulting about services to special populations, such as special education English Language Learners, high schools, economically disadvantaged, etc.
8	Developing networks of individuals who are working with and in Program Improvement LEAs and schools.
8	Assisting districts/site teams in completion of Year 1 PI *plans (SSPSA).*
9	Network for Title I & Program Improvement Principals w/ Mike Schmoker
9	Training on CDE Improvement Tools
9	On Common Ground (Presented by Solution Tree and Hosted by OCDE)

Region #	Service
9	RTI-Kevin Feldman
9	Strategic Schooling Initiative-Dennis Parker
9	Coaching and Communication Skills for Principals
9	School Improvement Leadership Institute
9	Building Trusting Teams- Janet Malone
9	Provide technical assistance to PI schools and districts
9	Assist Districts in review and revision of LEA Plans
9	More Bang for Your Buck Workshop
9	Parent Institute
9	Leading, coaching and facilitating groups
9	Program Improvement Management System
9	Standards Management System
10	Comprehensive Services to Early Warning Districts (Examples include: district assessment using state tools, addendum writing, implementation, and professional development for content, leadership, and monitoring)
10	Comprehensive Services to New Program Improvement District (Examples include: district assessment using state tools, addendum writing, implementation, and professional development for content, leadership, and monitoring)
10	Ongoing PI District Facilitation (DSLT, PI district networks)
10	PI School Specific
10	High Risk Subgroup (SWD and EL)
10	AB 430/SB472 and ELS/Math Adoptions
10	Fiscal/Reallocation Inquiry
10	Leadership Training/Coaching
10	Monitoring/Walk Through/ Training/Coaching
10	State Tools (APS, DAS, ELSSA, LRE)
10	Data Teams/PLC
10	Accountability, compliance, research
10	Family Involvement
11	NCLB Technical Assistance (guidance on requirements for schools identified as in need of improvement)
11	DSLT Development
11	Support training in state tools (such as APS, DAS, LRE, ELSSA)
11	LEA Plan Development and Support
11	DSLT Support
11	Networks
11	Training for special populations
11	Overviews of PLCs and RTI
11	Planning for Restructuring
11	Parent Engagement Trainer of Trainers
11	Codesign services with district
11	LAIT
11	RTI design and implementation
11	PLC training and facilitation
11	Support for district program monitoring
11	One-on-one services
11	Brokered services

LEA and school surveys directly addressed Evaluation Question 3 with nearly identical questions (LEA Q6, Sch Q5) that provided respondents with a pull-down menu of RSDSS services **offered** and **provided** to the LEA or school (schools were asked if RSDSS provided services either directly or through the LEA office). For more detailed information on RSDSS services offered and provided by region, see the item-level results in Appendices E and F (LEA Q6, Sch Q5).

LEAs and schools ranked training in data-informed decision making and help in getting out of PI as the most important PI-related activities. Additional questions were asked to provide more information about services and PI-related activities. One of the questions asked respondents to rank in order of importance to their LEA (for LEA respondents) or school (for school respondents) the top three PI-related activities (LEA Q11, Sch Q11). Figure 6 depicts the rankings by the 91 LEA respondents. Figure 5 shows that the responses most commonly assigned high rank were "Training or professional development in data-informed decision making" and "Help in getting this LEA and its schools out of PI." School respondents endorsed the same options, in a slightly different order. School respondents most often ranked "Help in getting this school out of PI" as the top choice. **Thirty-six percent** (n = 44) of the 123 respondents identified this as the most important PI-related activity for their school. **Twenty-eight percent** (n = 34) of school respondents selected, "Training or professional development in data-informed decision making" as the most important PI-related activity for their school.

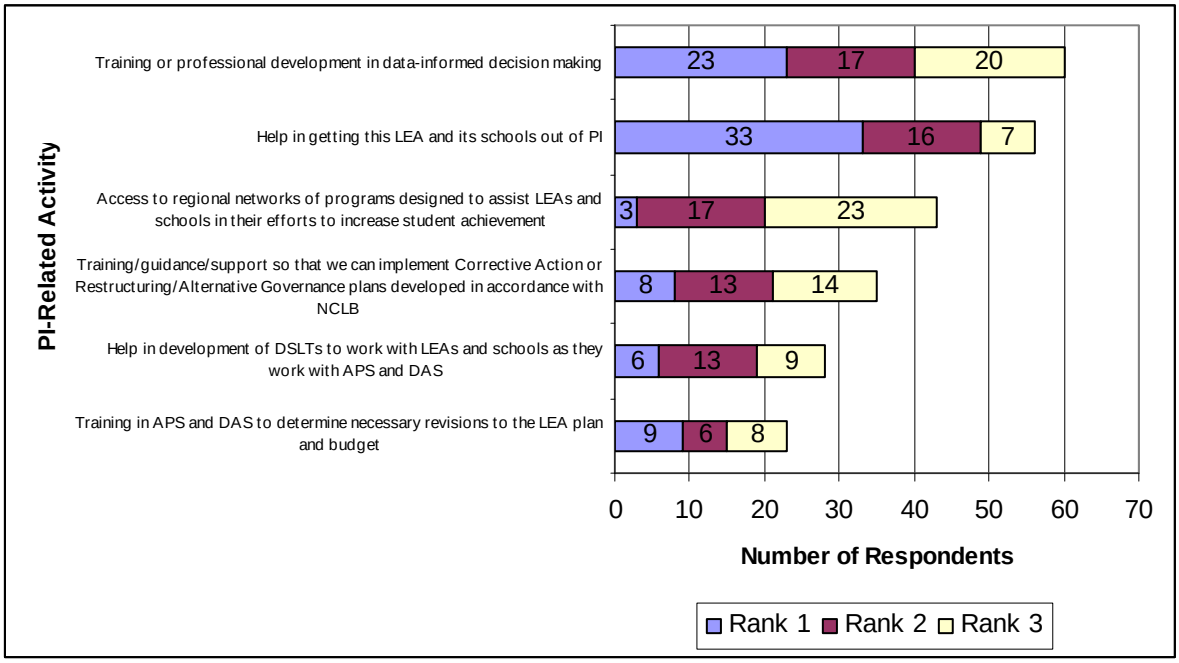


Figure 6. LEA survey respondents indicated the top three PI-related services, in order of importance.

Professional development for teachers and principals was rated highly by LEAs and schools. LEA and school respondents who indicated that they received one or more RSDSS services were asked to rate the effectiveness of seven different RSDSS services (LEA Q17, Sch Q15). The RSDSS service that received the highest effectiveness rating among LEA respondents was "Professional development for teachers." **Ninety-four percent** (n=45) of the respondents indicated that this service was either somewhat or extremely effective. The next highest rated service among LEA respondents was "Professional development for principals." **Eighty-seven percent** (n=40) indicated that this service was either somewhat or extremely effective. School respondents selected "Professional development for principals" as their top pick; **87%** (n = 48) of the respondents indicated that this service was either effective or extremely effective. The next highest rated service was, "Professional development for teachers." **Eighty-four percent** (n = 42) indicated that this service was either effective or extremely effective.

In terms of improvement, LEAs highlighted the need to provide more tailored /customized services based on the needs of the LEA while schools emphasized the alignment of services and NCLB/state requirements. The surveys also asked LEA and school respondents to rate the extent to which improvement is needed on six different aspects of RSDSS (LEA Q10, Sch Q10). **Thirty-five percent** (n = 29) of LEA respondents and **44%** (n = 43) of school respondents indicated that the amount of improvement needed on "providing more tailored/customized services based on the needs of this LEA" is great or extremely great, and **32%** (n = 27) of LEA respondents indicated that the amount of improvement needed in this area is "none" or "very little." Only **6.1%** (n = 6) of school respondents indicated that the amount of improvement needed in this area is "none" or "very little." Only **18%** (n = 15) of LEA respondents and **23%** (n = 22) of school respondents indicated that the amount of improvement needed on the "alignment of services and NCLB/state requirements" is great or extremely great. **Forty-five percent** (n = 37) of LEA respondents and **22.4%** (n = 22) of school respondents described the amount of improvement needed in this area as "none" or "very little."

The surveys asked LEA and school respondents to rank the top three PI-related activities to their LEA or school, respectively (LEA Q11, Sch Q11). The activity most frequently ranked highest for both types of respondents was, "Help in getting this school out of PI" with **36%** (n = 33) of LEA respondents and **36%** (n = 44) of school respondents giving this top ranking.

Finally, a question on the LEA survey provides some information relevant to Evaluation Question 3 (LEA Q12), depicted in Figure 7. Of the respondents who indicated that they received one or more RSDSS service, **57%** (n = 39) indicated that the service(s), "met the needs of this LEA and its PI schools" and **38%** (n = 26) indicated that the service(s), "partially met the needs." Only **6%** (n = 4) indicated that the RSDSS service(s), "did not meet the needs of this LEA or its PI schools."

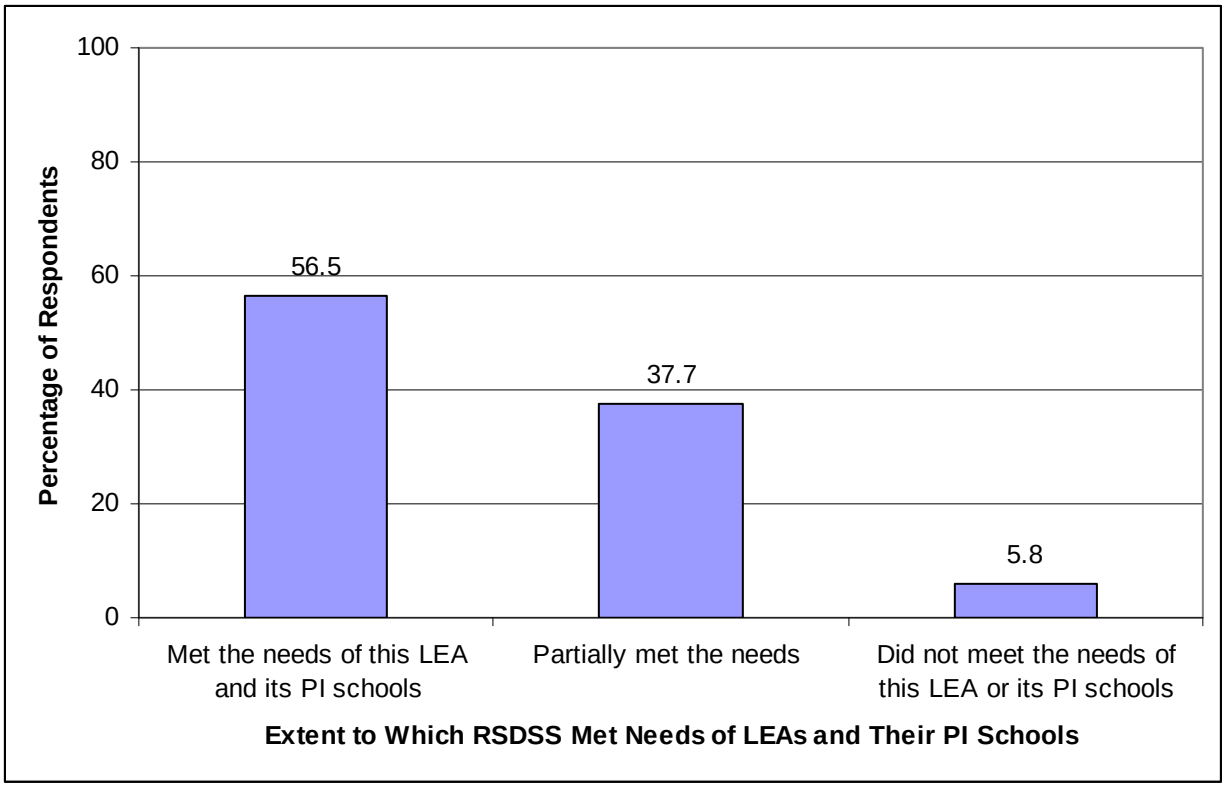


Figure 7. Of surveyed LEAs who received one or more RSDSS services, most indicated the services met their needs.

This evaluation question was also addressed in telephone interviews with RSDSS coordinators and LEA personnel. Interviewers were instructed to confirm services offered, provided, and brokered through the use of the appropriate regional Matrix of Services. As we examined the Matrices of Services, we found another discrepancy in reporting across regions. The report framework asked RSDSS directors to provide the number of LEAs that were offered/provided the various levels or types of services, and it also asked directors to list by name the LEAs offered/provided one or more of the levels or types of services. Some LEAs provided exactly what was asked for—the number of LEAs offered/provided a level of service, and the name of LEAs offered/provided the services. However, this method did not specify exactly which LEA received which service, only that LEA A received one or more of the above services. Other regions were more specific, listing by name the LEAs and the exact services they received. In some instances, it was very difficult to determine from the Matrices of Services which LEA received which specific services. If services could not be confirmed through the Matrix of Services, interviewers were instructed to ask direct questions about the services offered, provided, and brokered.

In general, the services described during telephone interviews covered a wide range of activities, including workshops, helping with the DAS and APS, providing professional development for teachers and principals, LEA plan revision, DSLT development, membership on DAIT teams, and training on working with subpopulations such as Students with Disabilities and English Learners. There was little to no

standardization of categories of services across regions, making it difficult for evaluators to determine if certain types of services required the same degree of effort. However, we can determine that RSDSS directors are providing a wide range of services to eligible LEAs and their Title 1 schools.

When asked what additional support they needed, LEA and school leaders suggested regular meetings with other schools in PI, improved funding to support additional staff such as assistant principals, counselors, and reading coaches, improved student motivation, improved school climate, and time for intervention programs. During site visit interviews, LEA and school personnel were asked what they still needed in order to exit PI status. Interestingly, some responses indicated that more programs are not necessarily what are needed; instead, they suggested regular meetings with other schools in PI, improved funding to support additional staff such as assistant principals, counselors, and reading coaches, improved student motivation, improved school climate, and time for intervention programs. Others suggested improving the quality of mathematics teachers and instruction, better assistance for English Learners and Students with Disabilities, and professional development, suggestions that are more closely associated with formal RSDSS programming.

We asked RSDSS directors and coordinators and LEA officials why some LEAs declined RSDSS services. The reader should keep in mind that these responses are speculative and may not come from the respondent's personal experience. A common response was that LEAs may already be working with private providers and are thus reluctant to change providers. Some suggested that LEAs might deny that they have problems or that they are reluctant to "air their dirty laundry" and discuss problems with people outside the LEA. Others said that some LEAs in the early stages of PI may lack understanding of NCLB requirements; only in the later stages of PI are they willing to seek help. Others suggested that some LEAs expect that, with a new President and administration, NCLB will go away or will undergo significant modifications. An interesting observation from a couple of people was that RSDSS is seen as more strict and inflexible than private providers and will hold LEAs to a higher standard of accountability. Lack of time to become involved in what may be a lengthy process was offered as a suggestion as to why some LEAs decline RSDSS services. Personnel turnover among LEA staff may also contribute to reluctance to use RSDSS services; if the institutional memory about RSDSS services moves away, it may take time to rebuild the trust and personal relationships that were previously established. Geography was also cited as a reason for decline of services; LEA and school staffs find it difficult to leave their workplaces too often for training or other meetings.

Several interviewees discussed early implementation difficulties with the new Online Management System (OMS) tool to track delivery of RSDSS services. California's Online Management System (OMS) was recently developed. In part, it is intended to provide better accountability regarding types of services offered to LEAs and number of contact hours RSDSS directors and coordinators provided; RSDSS directors were to begin using it July 1, 2008. Sixteen interviewees spoke about the new OMS, and as with any new system, a few users experienced problems or were unsure

about how they were to implement the database. We present a few comments from the six interviewees who reported problems.

- We're not sure if CDE knows what they want out of it (OMS) so we try to capture everything. We're not calibrating our entries. We don't know the end product they're looking for, but it could come up with touchstones that we're being of effective service. It seems now it's just trying to grab everything. No one knows what the different areas mean. Whatever is developed, let's do it together so we can give CDE and the system the benefit of our experiences in developing our own database systems. CDE's narrative report has not been useful. (RSDSS director)
- My concern is that I know they're designing a system for data management now at CDE. I'd like to be involved in that conversation. I'm not sure if the county offices are being involved in that. We have to come to an agreement and it cannot be done arbitrarily from the outside. It has to be done with the people doing the work. We want it to succeed. (COE)
- Even the new OMS system—real work isn't fitting into the categories easily, staff are trying to be creative to fit what they do into narrowly defined goals. (COE)

Six interviewees spoke about OMS in terms of future benefits, once initial roll-out problems had been solved.

- The new system (OMS) will hold people more accountable—we'll have a better idea of what's going on statewide. Under the old system (the reports showing services) (CDE official) didn't especially like when a RSDSS director would say that they sent out an introductory letter to everyone. But (CDE official) had little sense of what happened beyond that, as far as following up with districts that didn't respond. It is one thing to send out an introductory letter and another thing to actually follow up with those LEAs. (CDE)
- OMS will allow RSDSS directors an online reporting system of services. They will be able to eventually examine services throughout the state—what services are LEAs in PI year 3 getting across the state as an example. Moving beyond just regional reporting. (CDE)
- New data collection system that RSDSS is putting in will help, it does help us identify what is happening in the schools. We need to constantly work with schools and district leaders and then balance that with what the research says. (COE)

The remaining interviewees' comments were general in nature and were unable to be categorized further.

Evaluation Question 4—How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?

S4 Priorities

The S4 has established a system by which services to LEAs are prioritized. The RFP describes the priority levels as follows:

1. School districts or COEs with Title 1 schools that are subject to corrective action under NCLB (Program Improvement years 3-5);
2. School districts or COEs with Title 1 schools identified as in need of improvement (PI years 1-2);
3. School districts or COEs with Title 1 schools not in PI that need support and assistance in order to achieve the purpose of Title 1, Part A. (pages 4-5)

Each region, in turn, has developed its own priority levels of services to qualified LEAs and schools. As we will see in the following examples taken from region websites, some region priority levels are nearly identical to the S4 priority levels, while other regions have developed priority levels that vary in greater or lesser degrees to the S4 priority levels.

Priority levels of Regions 2, 3, 4, 6, 7, and 11 are very similar to each other and to the S4 priority levels. As an example, we provide Region 2's Purpose of Work statement, which specifies that the region delivers support to LEAs assisting schools subject to corrective action; LEAs with schools identified as in need of improvement; and to other LEAs and schools that need support to achieve higher levels of academic achievement in accordance with NCLB. (www.cde.ca.gov/sp/sw/ss/s4regiontwo.asp)

Website documentation indicates some regions have modified the original S4 priorities. We found variations in priority levels among other regions, and we present two examples here. Region 9 lists four tiers of priority levels (www.cde.ca.gov/sp/sw/ss/s4regionnine.asp). In Region 9, the top two priority levels are districts in PI; note also that Title 1 schools are not specified in any of the service levels.

- Tier 1—Districts in PI with large numbers of schools in PI years 3–5;
- Tier 2—Districts in PI with few or no schools in PI;
- Tier 3—Districts not in PI with large numbers of schools in PI years 3–5;
- Tier 4—Districts with schools in PI years 1–2.

Region 5 also has four priority levels in its Purpose of Work statement (www.cde.ca.gov/sp/sw/ss/s4regionfive.asp):

- Districts having 50 percent or more PI schools;
- PI districts whose identification was due to student subgroups that did not meet AYP percent proficient targets in language arts and mathematics;
- Districts that are at risk of PI designation;
- Districts with a large number/percentage of Title 1 schools in deciles 1–3.

We found weak evidence that services may not be provided strictly according to stated S4 priorities. We selected our interview and questionnaire samples based on a combination of PI status in CDE files and evidence of RSDSS services from regional reports. Given the stated priorities of the S4 system, we sampled more heavily from LEAs and schools in high-priority status, such as schools in PI years 3–5. Several comments from LEA and school surveys stated that respondents either were not PI LEAs/schools and had received the survey in error, or that they were in PI but had never been offered RSDSS services.

- Of 29 LEA survey respondent comments, 7 stated that they were not a PI LEA and some of the 7 did not understand why they had gotten a survey in the first place.
- Two of 26 school survey respondents indicated they have never been offered RSDSS services, even though both are beyond PI Year 5.

These comments may indicate a need for more accurate documentation, as we based our survey sampling on CDE records indicating PI status and on end-of-year matrices of service that indicated LEAs receiving RSDSS services. It also may indicate, especially in the school comments, a lack of understanding in the way RSDSS provides services. It is entirely possible, however, that these two schools received RSDSS services through their LEA offices and were simply unaware of the origin of the services.

S4 Goals

Evaluation Question 4 was addressed most directly in telephone interviews with CDE, COE, and LEA officials. As we did in previous analyses of evaluation questions, we began by completing simple tallies of responses to the main questions that comprise Evaluation Question 4. The Regional Grant Application (RGA) specifies the following three overarching goals. For the purposes of this evaluation, we divided the third goal into two areas of inquiry.

- ***Goal 1:*** PI LEAs and LEAs with large numbers or percentages of PI schools will have the capacity to engage in a process in inquiry (using state-developed tools and protocols), resulting in a revised LEA plan that supports student achievement and addresses identified needs.
- ***Goal 2:*** LEAs with schools in PI years 3, 4, and 5 will make informed decisions regarding mandated responsibilities specified in NCLB and will have the capacity to assist these schools to implement Corrective Action or Restructuring/ Alternative Governance plans developed in accordance with NCLB.
- ***Goal 3:*** RSDSS directors and their staff will be conversant in the latest research-based LEA and school improvement strategies and related regional and statewide resources ***(Goal 3a).*** These strategies and resources will be brokered to meet the identified needs of PI LEAs and LEAs with large numbers or percentages of PI schools in an effort to prevent them from falling further into any year of PI" ***(Goal 3b).***

We analyzed the responses by determining whether the response could be categorized as effective (or in the case of Goal 3a, knowledgeable), ineffective, mixed, does not know (DNK), blank, not applicable (NA), or could not determine (CND). Table

16 shows the number and percentage of each response. Reponses indicating a rating could not be made have been combined.

Table 16. Tallies Of RSDSS Effectiveness Of S4 Priorities And Goals

Goal	Effective	Ineffective	Mixed	DNK/Blank/ CND/NA	Total
1: Revising LEA plan	32 (70%)	0 (0%)	1 (2%)	13 (28%)	46 (100%)
2: Building capacity	17 (37%)	0 (0%)	2 (4%)	27 (59%)	46 (100%)
3a: RSDSS staff knowledge	42 (91%)	1 (2%)	1 (2%)	2 (5%)	46 (100%)
3b: Brokering	26 (57%)	1 (2%)	1 (2%)	18 (39%)	46 (100%)

Note: DNK=does not know, NA=not applicable, CND=could not determine.

For each of the four goals, we present representative comments from the "effective," "ineffective," "mixed," and "do not know" categories, as applicable, in the following sections.

Over two-thirds of interviewees indicated the RSDSS is effective in helping LEAs with Title 1 PI schools determine revisions to the LEA plan (Goal 1).

Goal 1 "effective" comments:

- Absolutely essential, critical. From establishment of our DSLT through whole training and learning process, what is DSLT responsibility? In third and final draft of DAIT plan, taking to board in October. (RSDSS director) is an integral part in entire development, including APS and DAS. (District)
- We have had districts in the county that have asked for help with revisions to LEA plans. (RSDSS director) is always willing to give help with that—look over plans, offer suggestions, recommend ways for a district to receive trainings and connect with resources and professional development leads. (COE)
- I think it's been very effective in terms of planning. Budgetarily, we always considered ourselves to be very fiscally responsible and conservative. As much of our financial resources as possible went to the sites. RSDSS planted the seed to establish a system where we would be able to track more clearly where money went to and its impact, for example, from professional development to student achievement. (LEA)

Goal 1 "mixed" comment

- Not so much with budget, but helpful in applying EPCs and specific strategies. Our business department knew how to do the budget. (LEA)

Goal 1 "do not know" comments

- Don't really know, haven't had that conversation with anyone…(CDE)
- The COE has provided training for them, but not sure if connected to RSDSS. They did get help from the COE and RSDSS to write grants for the teacher/coach. (LEA)

The majority of interviewees could not assess whether RSDSS is effective in helping LEAs build capacity (Goal 2). While 59 percent of respondents could not answer this question, most who could answer indicated the RSDSS is effective.

Goal 2 "effective" comments

- RSDSS plays a key role in building regional capacity. (RSDSS director) helped us get grants that I have for two years. (RSDSS director) helped in training a group of people throughout the region to understand what happens in districts and schools when they go PI. (RSDSS director) plays a key part in that training. (COE)
- Very effective from a RSDSS point of view. The school board did what they wanted to do and didn't always follow the recommendations of RSDSS or the county. With the local school board, politics can impact reform either negatively or positively; this was negative. When you get caught up in local politics and you're pushing for change and people complain to the local school board, the school board can shut it down. (LEA)

Goal 2 "mixed" comment

- We get some documents or some discussion that comes from RSDSS meetings that is helpful. We would like more materials/formal documents that can be used and discussion of various effective strategies and brought back to our office. We've done a lot of our own training on alternative governance. (COE)

Goal 2 "do not know" comment

- Don't know…they are provided opportunities for technical growth. (CDE)

RSDSS staff knowledge was rated overwhelming positively (Goal 3a). Although a substantial percentage of respondents were unable to provide some ratings, the ratings that were received were largely positive. Ratings of RSDSS knowledge were overwhelming positive, with 91% of respondents indicating RSS is knowledgeable.

Goal 3a "knowledgeability" comments

- A goldmine. Very knowledgeable about the requirements from the state and the feds. They know strategies and can use strategies. They know what resources are available and what the requirements, guidelines, and mandates are. Then they know how to put it all together in a way that makes sense to the rest of us. (LEA)
- I'd rank this very high. I've been fortunate in that the people we've hired came with a great deal of expertise. Current RSDSS director came with a lot of background and is very well read and resourceful. Also true of predecessors. I do know that the department has really facilitated a lot of current information and resources in the RSDSS network. And the RSDSS directors learn from one another. (COE)

Goal 3a "not knowledgeable" comment

- They have a superficial understanding. They are more into compliance rather than into effecting fundamental changes. (LEA)

Goal 3a "mixed" comment

- Very knowledgeable. But some of my colleagues in other regions don't feel that way. It depends on the personnel involved. (LEA)

A majority of respondents reported that RSDSS are able to effectively broker strategies and resources to meet the needs of its LEAs with Title 1 PI schools (Goal 3b).

Goal 3b "effective" comments

- They facilitate group trainings in the region with regional providers. They play a key role by being willing to step in and broker. They help the regional program look through what their role is through a different lens. (RSDSS director) gets them to expand their focus. (RSDSS director) also is a facilitator and coordinator of getting all of us in the region—curriculum people—and instructional technology people together to figure out planning that we're doing. (COE)
- When our districts come to us and say, "Can you recommend somebody to come in and train principals on how to do effective walkthroughs?" I know I can turn to RSDSS and ask, "Who can you send me?" Another area is professional development—if we have a need to do ELL strategies in the classroom or how to work with newcomers. RSDSS is not able to offer these trainings but (RSDSS director) can recommend resources and broker that for me. (COE)

Goal 3b "ineffective" comment

- They are not. (LEA)

Goal 3b "mixed" comment

- Fairly effective. Not excellent because their own limitations for budget and staffing. Now need to charge for some services, which makes it difficult to use their services. (LEA)

Goal 3b "do not know" comment

- District has collaborated with (COE name) and don't know if this is RSDSS or COE in general. I treat them as a larger family that is helping districts move forward. (LEA)

LEAs reported a variety of methods they use to measure effectiveness of RSDSS assistance. We asked interviewees how they measured the effectiveness of Goals 1 and 2, or in the case of Goal 3a, the knowledgeability of RSDSS directors. Because most interviewees reported several methods of judging effectiveness or knowledgeability, we did not conduct specific tallies of methods. Instead, we discuss the methods in more general terms.

Quantitative vs. Qualitative: The reader will remember that Goal 1 asked respondents how effective RSDSS assistance is in helping LEAs with Title 1 PI schools

determine revisions to the LEA plan. Measures of effectiveness ranged from quantitative to qualitative, with most respondents reporting the use of multiple methods. Quantitative methods include results based on gains in API or AYP, exiting or freezing in PI status, gains in scores on tests such as the California High School Exit Exam or LEA benchmark tests, and the APS and DAS surveys. Other, perhaps less rigidly quantitative, methods that were used include a reduction in retention or expulsion rates, more teachers becoming certified as training instructors ("coaches"), less turnover of school or LEA leadership, examining evaluation forms from workshops that RSDSS conducted, and an increase in the frequency of calls for support. We interpret this last measure to mean that more LEAs are recognizing the value of RSDSS assistance and are perhaps less reluctant to seek that assistance. More qualitative methods include feedback from staff; the use of surveys, focus groups, and interviews; and walkthroughs.

Other measures: We also learned of some more interesting methods of evaluating effectiveness. One LEA described how staff no longer needs to call on RSDSS services every time the LEA needs something. This is perhaps the best example of building capacity that we saw in the Goal 1 measures of effectiveness. Another interesting method was the changing of climate, culture, and practice, with the ability to move from vision to implementation. One COE reported examining systems such as human resources, fiscal management, and data use. Finally, a few respondents reported using no measures of effectiveness.

Goal 2 related only to those LEAs that had schools in PI years 3–5. The question asked how RSDSS effectiveness is measured in helping LEAs implement Corrective Action or Restructuring/Alternative Governance. We found many quantitative and qualitative measures similar to those previously discussed in the Goal 1 effectiveness measures section. Quantitative measures include test scores, surveys, exiting PI, improving test scores, improving data, and making AYP or API. Qualitative measures include monthly walkthroughs, witnessing a positive change in teaching practices, witnessing more cooperation among teachers, feedback after attending training, and anecdotal reports. One LEA discussed a composite method using student achievement, budget data, interview data, information on coursework meeting California's A-G requirements, and other use of data. Another LEA noted improved ability to obtain grant funding. A few stated that they use no methods to measure effectiveness.

Reluctance to make subjective judgments: The next question was how one measures the knowledgeability of RSDSS directors. We found fewer responses, as it appeared that the examples some respondents gave as examples of knowledgeability also served to demonstrate how they judged knowledgeability. Other examples included being able to offer a customized approach to schools with different requirements instead of a one-size-fits-all approach, providing quality or research-based programs, providing up-to-date information, word of mouth, feedback, and general impressions, such as having appropriate answers to questions. Again, some reported not measuring knowledgeability of RSDSS directors.

LEAs suggested several ways to improve effectiveness of brokering, including support, sufficient staff, and a database of experts. The last question in this section, linked to Goal 3b (effectiveness of brokering services), did not ask for measures of effectiveness, but rather for suggestions to improve brokering. We include several specific examples of suggestions to improve effectiveness of brokering:

- Assistant superintendents must be on board with the work…RSDSS directors say it best themselves—we have no power—real power is given to them by assistant superintendents. (CDE)
- You can only broker for services when you have a regional program willing to open the lens rather than getting tied down to doing one particular thing. It's a matter of widening the lens of what regional services do and making them not so onerous. (COE)
- Have to be realistic about how much resources you can broker with limited resources, not a staff of 20! Just director and part-time person, and director's biggest need is own county. (COE)
- It would be nice if RSDSS had a database of experts statewide. If a district is asking for an expert to talk to…if RSDSS would maintain a database that the county could turn to to help broker resources. It's not a stamp of approval, but people that they've heard about. (COE)
- If they could put together a focused team for Students with Disabilities and a focused team for English Learners that just focused on those populations, that would be very helpful. (LEA)

Evaluation Question 5—To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title 1 schools?

Evaluation Question 5 is addressed through LEA and school surveys, as well as telephone interviews with COE officials, RSDSS directors and coordinators, and LEA officials, and site visit interviews with LEA and school personnel. We present survey findings first, followed by interview findings.

Survey respondents were asked a series of questions about the impact of RSDSS services on building capacity to help LEA efforts to support their Title 1 PI schools, as well as more specific questions regarding the impact that RSDSS services may have had on teaching and learning. LEA and school findings show that, in general, LEAs and schools that report having received RSDSS services also report improvements in teaching and student learning; however, they said they could not attribute all of the improvements solely to RSDSS services they received. LEA-level findings are reported first, followed by related school-level findings.

A large majority of LEAs believe there is a positive connection between RSDSS services and teaching and learning improvements. LEA respondents who received one or more RSDSS service were asked to rate their agreement with the statement, "With services provided by RSDSS, this LEA was able to get the help it needs to build capacity to support its Title 1 PI schools." (LEA Q24) **Seventy-nine**

percent (n = 56) agreed/strongly agreed with this statement. Only **one** respondent disagreed with this statement.

A majority of schools believe there is a positive connection between RSDSS services and teaching and learning improvements. School respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agree that RSDSS helped their school obtain the services and support it needed to **improve teaching and learning** (Sch Q12). **Fifty-nine percent** (n = 41) agreed or strongly agreed that RSDSS helped their school obtain the services and support it needed to improve teaching and learning. Only **3%** (n = 2) disagreed.

LEAs in more advanced stages of PI were in greatest agreement that the LEA has increased its capacity to support improved teaching. LEA respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agreed with the following statement: "During the 2006–2008 period, this LEA experienced an increase in its capacity to better support **improvements in teaching** in its Title I schools." (LEA Q14) For those in PI years 3–5 or above, **88%** (n = 46) agreed/strongly agreed with this statement. For those in PI years 1–2, **82%** (n = 40) agreed/strongly agreed with this statement. For those not in PI but in need of assistance, **59%** (n = 18) agreed/strongly agreed with this statement.

LEA respondents who indicated that they received one or more RSDSS services were asked, "What outcomes has this LEA experienced regarding increased capacity to support **improvements in teaching** in its Title 1 PI schools? (Check all that apply)." (LEA Q15) The most frequently selected option was, "Increased number of staff who have attended recent professional development related to improved teaching strategies." **Seventy-eight percent** (n = 58) of the respondents selected this option. The next most frequently selected option was, "Improved ability to observe/document teaching strategies." **Sixty-nine percent** (n = 51) of the respondents selected this option. **Zero** respondents selected, "This LEA has not experienced increased capacity to support improvements in teaching."

Most LEAs credited RSDSS with "some of the improvement" in teaching. LEA respondents who indicated that they received one or more RSDSS services were asked, "If Title I PI schools in this LEA have experienced an **improvement in teaching** in the last two years, how much of this improvement would you attribute to the services provided by RSDSS?" (LEA Q16) The most frequently selected option was, "Some of the improvement." **Fifty-six percent** (n = 40) of the respondents selected this option. The next most frequently selected option **(23%. N = 16)** was, "Unable to determine." **Zero** respondents selected, "There have been no improvements in teaching in this LEA's PI schools."

LEA respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agree that the services provided or brokered by RSDSS, "Have **improved teaching** in this LEA's PI schools." (LEA Q22) **Sixty-two percent** (n = 43) strongly agreed/agreed with this statement.

School respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agreed with the following statement: "During the 2006–2008 period, this school has experienced **improvements in teaching.**" (Sch Q14) **Eighty-nine percent** (n = 65) agreed/strongly agreed with this statement. **Zero** respondents disagreed with this statement.

School Question 16 asked school respondents to indicate, "What outcomes has this school experienced regarding **improvements in teaching**? (Check all that apply)." The most frequently selected option was, "Increased number of staff who have attended recent professional development related to improved teaching strategies." **Seventy-three percent** (n = 55) of the respondents selected this option. The next most frequently selected option was, "Improved ability to observe/document teaching strategies." **Seventy-two percent** (n = 54) of the respondents selected this option. **Only 1%** (n = 1) of the respondents selected, "This school has not experienced increased capacity to support improvements in teaching."

School Question 18 asked school respondents to indicate how much of their school's **improvement in teaching** in the past two years they attributed to services provided by RSDSS. The most frequently selected response option was, "Some" with **38%** (n = 26) of the respondents selecting this option. **Twenty-eight percent** (n = 19) indicated that "most" or "almost all" of their school's improvement in teaching was due to the services provided by RSDSS. Only **10%** (n = 7) indicated that "none" of the improvements were due to RSDSS.

A large majority of LEAs in PI agreed that they experienced an increase in capacity to support improvements in student learning. LEA respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agreed with the following statement: "During the 2006–2008 period, this LEA experienced an increase in its capacity to better support **improvements in student learning** in its Title I schools." (LEA Q18) For those in PI years 3–5 or above, **92%** (n = 49) agreed/strongly agreed with this statement. For those in PI years 1–2, **88%** (n = 44) agreed/strongly agreed with this statement. For those not in PI but in need of assistance, **71%** (n = 15) agreed/strongly agreed with this statement.

Survey respondents indicated the most common improvement to support student learning were the ability to identify students needing support and the ability to assess student learning. LEA respondents who indicated that they received one or more RSDSS services were asked, "What outcomes has this LEA experienced regarding increased capacity to support **improvements in student learning** in its Title 1 PI schools? (Check all that apply)." (LEA Q19) The most frequently selected option was, "Ability to identify students who need extra support." **Eighty-one percent** (n = 60) of the respondents selected this option. The next most frequently selected option was, "Ability to assess student learning." **Seventy percent** (n = 52) of the respondents selected this option. Only **one** respondent selected, "This LEA has not experienced increased capacity to support improvements in student learning."

Most LEAs credited RSDSS with "some of the improvement" in student learning. LEA respondents who indicated that they received one or more RSDSS services were asked, "If Title I PI schools in this LEA have experienced an **improvement in student learning** in the last two years, how much of this improvement would you attribute to the services provided by RSDSS?" (LEA Q20) The most frequently selected option was, "Some of the improvement." **Fifty-eight percent** (n = 40) of the respondents selected this option. The next most frequently selected option was, "Unable to determine." **Twenty-eight percent** (n = 19) of the respondents selected this option. **Zero** respondents selected, "This LEA has not experienced increased capacity to support improvements in student learning."

LEA respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agree that the services provided or brokered by RSDSS, "Have **improved learning** in this LEA's PI schools." (LEA Q22) **Sixty-one percent** (n = 41) strongly agree/agree with this statement.

School respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agreed with the following statement: "During the 2006–2008 period, this school has experienced **improvements in learning**." (Sch Q14) **Eighty-nine percent** (n = 65) agreed/strongly agreed with this statement. **Zero** respondents disagreed with this statement.

School principals indicated the most common outcomes regarding improvement in student learning were the ability to identify students needing extra support and reduction of students at the lowest achievement levels. School Question 17 asked school respondents to indicate, "What outcomes has this school experienced regarding improvements in student learning? (Check all that apply)." The most frequently selected option was, "Ability to identify students who need extra support." **Eighty-one percent** (n = 61) of the respondents selected this option. The next most frequently selected option was, "Reduction in percentage of students (in general) in lowest achievement levels." **Seventy-five percent** (n = 56) of the respondents selected this option. Only **3%** (n = 2) selected, "This school has not experienced increased capacity to support improvements in student learning."

Over a third of school principals credited RSDSS with "some" of the improvement in student learning and over a quarter credited RSDSS with "most" or almost all" of the improvement. School Question 19 asked school respondents to indicate how much of their school's improvement in student learning in the past two years they attributed to services provided by RSDSS. The most frequently selected response option was, "Some" with **36%** (n = 25) of the respondents selecting this option. **Twenty-eight percent** (n = 19) indicated that "most" or "almost all" of their school's improvement in student learning was due to the services provided by RSDSS. Only **12%** (n = 8) indicated that "none" of the improvements were due to RSDSS.

In the telephone interviews, the question that most directly addressed possible connections between RSDSS services and improvements in teaching and learning read as follows: "Since receiving RSDSS assistance, is your LEA better able to support improvements in teaching and learning in Title 1 PI schools?" Note that there was minor

variation in question wording, depending on whether the question was asked of RSDSS directors or others, such as LEA personnel. We developed a simple categorization system of "yes," "no," and "mixed or indirect," along with "blank," "could not determine," "not applicable," and "do not know." The "mixed or indirect" response is defined as one that attributes other factors in addition to RSDSS services to the LEA's ability to support improvements, or that lacks a direct connection.

While a majority of interviewees reported that RSDSS services had a positive impact on teaching and learning, nearly a quarter of respondents reported mixed or indirect effects. Table 17 presents these findings. Following the table, we include representative comments.

Table 17. Tallies of responses of impact of RSDSS services on teaching and learning

Yes	No	Mixed/Indirect	CND/Blank/ NA/DK	Total
37 (57%)	3 (5%)	15 (23%)	10 (15%)	65 (100%)

We note that many of the "yes" responses were just the single word "yes." The more interesting, or telling, responses were often from the "no" or "mixed/indirect" categories, as they tended to provide other factors to be taken into consideration when thinking of the impact that services may—or may not—have.

Yes

- We found this to be true of schools that have been with us. One district with a long-term memorandum of understanding had one school in PI Year 5 just exit. We find that schools and LEAs who are better able to support teaching and learning, who have received feedback and have gone into a cycle, are able to increase capacity and sustain improvement. (RSDSS coordinator)
- Yes because we've impressed upon districts and schools that leadership matters and leadership needs to know what to look for when they go into classrooms. They need to be able to articulate what they expect. (COE)
- I can speak to the ones we're working with, and I'd say yes. Specifically, there are two districts where we see changes. We do classroom observations and walkthroughs and I'm beginning to see a change in the teaching and learning process. Administrators are embracing the needs of strategies that meet needs of all students and leadership is learning to focus on a few narrow areas where they can make improvements rather than having systems that are a mess. We haven't seen significant improvement in student test scores yet but hope that's coming. We know it takes awhile. (COE)

No

- I don't think LEAs are more prepared to support teaching and learning as a function of RSDSS support. The technical assistance requirements for RSDSS in the scope of work don't go deep enough—they don't hit the classroom teacher or

student level where teaching and learning occur. While we are able to assist in needs assessment and plan development, we do not have access to classroom instruction—the observation and coaching of teaching, the use of formative data to redesign instruct, the supervision of staff who are implementing programs. (RSDSS coordinator)

- Problem is—measure by what? So many factors, (respondent) has done enough doctoral-level research to say you can't draw the connection without more linear model…Until and unless state sees RSDSS as a system that is really going in to monitor on weekly basis that what's talked about is implemented, we can't take credit for teaching and learning…Can go into schools and provide the exact same training and resources, depends on leadership of the receiving district/school. (COE)

Mixed/Indirect

- It depends on what they do with the assistance. Some receive assistance just to see what they need to do and then carry on as they always have because it's too much work or they just want to know which forms they need to fill out for compliance and then they go back to business as usual…RSDSS offers assistance, but if people don't accept it, it makes it look like we're not doing our job. (RSDSS director)
- When we restructured the middle school we built the capacity for improvement. It was a painful process. I had to remove an administrator from the site. I was able to bring in new leadership. It helped that we meant business and that they were accountable for implementing the changes. There had been a long-term lack of supervision. (RSDSS director) helped by structuring the interview questions to facilitate the process, administering surveys to graduates of the middle school. It was painful to look at data and see how kids felt about the experience and about us. (LEA)
- I would love to say yes but I'm looking at the data. I'd have to say to some degree. I still think that, as close as we work, there's a disconnect between district and school systems' thinking and what's actually taking place in the classroom. I think what's happening in the classroom is impeding student achievement, and I don't think we're having an effect on that yet. (RSDSS coordinator)

We also asked respondents a follow-up question that asked, "How do you know services are carried over into classrooms, are improving teaching, and are improving student learning?" Each respondent usually provided several answers ranging from quantitative to qualitative, as we saw in a previous section. Quantitative responses included student test data, including AYP and API results, LEA benchmark tests and common assessments, exiting or freezing in PI status, the ability to sustain gains in scores over several years, and closing achievement gaps. Qualitative measures included feedback and anecdotal evidence, classroom observations and walkthroughs, the fidelity of implementation of desired programs or strategies, a review of lesson plans, and the institution of collaboration days so that teachers can plan and discuss strategies. In the middle of the quantitative/qualitative continuum, we placed surveys

and the use of documents such as pacing calendars. Several respondents stated that it is not possible to measure impact at the classroom level, as some RSDSS services do not target the classroom level, or that RSDSS directors and coordinators have no real authority to enforce implementation of their services.

Site visit interviews asked several questions related to teaching and learning improvements. The first relevant question asked, “What were the intended outcomes of RSDSS support and services?” The other two questions asked, “How has this support or service impacted (teaching/student learning) at these schools?” The question addressing intended outcomes of RSDSS services was answered in several ways: some stated that the services were supposed to address building capacity, while others said that improved scores were the intended outcomes. Some described classroom-level intended outcomes, such as improving teacher classroom skills or increased rigor in the classroom. Interestingly, one respondent described an intended outcome that went beyond scores. This principal stated that the school wanted their students to be able to function in society and be kind, in addition to score improvement. The principal noted that a concern of this school is getting students to attend regularly.

Concerning the impact on teaching, respondents mentioned changes in test scores or student growth, seeing desired instruction strategies being implemented, an increasing number of coaches (mentors), and teachers being encouraged to demonstrate and share strategies and techniques.

The impact on student learning was described in terms of improvements in test scores, students being able to learn things at younger levels because of better teaching, and seeing students who are actively involved in their work during walkthroughs and who understand academic language.

Evaluation Question 6—To what extent do policies, resources, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

As was done in previous sections, we begin with findings from the LEA and school surveys, followed by findings from telephone interviews with CDE, COE, RSDSS directors and coordinators, and LEAs officials. Focus groups with CDE, RSDSS directors, and CA CC officials were used to explore themes early in our investigative process, as we reported earlier in EQ1. Focus group themes related to EQ6 include financial and human resources, the role of policies and politics, and the impact of transience.

Schools are unsure whether or how they have learned about RSDSS services. LEA and school respondents were asked how they first learned about the services that RSDSS provides (LEA Q7, Sch Q7). Figure 8 depicts the responses in approximate descending order of selection. One of the response options was, “From

CDE staff." Only **6.8%**[6] (n = 6) of the LEA respondents endorsed this option, as did only **3.4%** of school respondents. Two other response options pertained to RSDSS, one being an "information letter from RSDSS" and the other being "a personal visit or phone call from RSDSS." **Nineteen percent** (n = 17) of the LEA respondents endorsed either of these response options, and less than **13%** (n = 15) of the school respondents endorsed either of these response options. The majority of LEA respondents (**44.3 %**, n = 39) indicated, "Through the County Office of Education." The majority of school respondents (**43.2 %**, n = 51) indicated, "I am not sure we learned about S4 services." This might suggest that RSDSS and CDE could more effectively market RSDSS services.

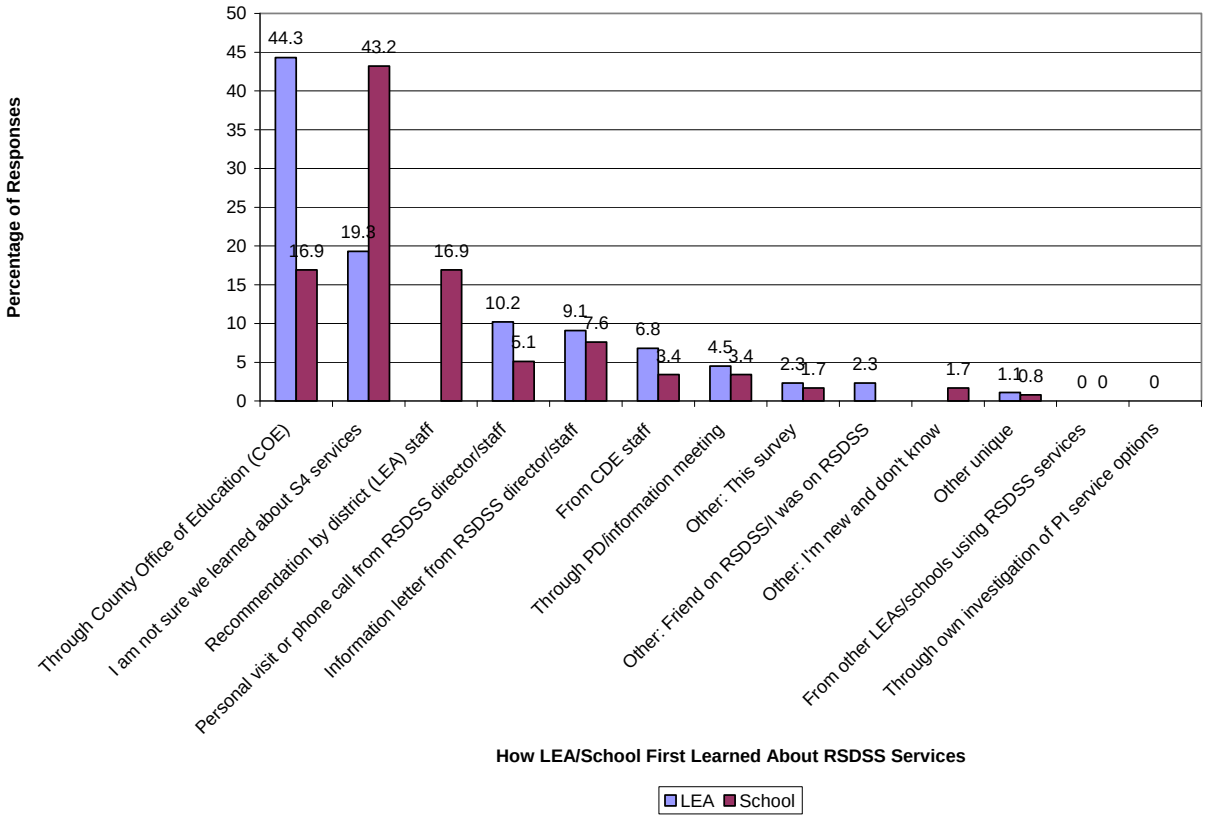


Figure 8. Survey respondents indicated how they first learned about RSDSS services; many schools and LEAs were unsure.

Those LEA and school respondents who indicated that they declined one or more RSDSS services were asked to identify the **main** reason their LEA or school would likely accept RSDSS service**s** in the future (LEA Q26, Sch Q22). One of the options was "CDE endorsement." Of the 49 LEA respondents who were presented with this item, **zero** selected "CDE endorsement." Among both LEA and school respondents,

[6] Not including those who selected "not applicable" or those who skipped the item. Unless otherwise indicated, all of the reported percents reflect valid percents.

the most frequently selected response option was "a better understanding of services that RSDSS offers." **Twenty-nine percent** (n = 13) of LEA respondents and **thirty-eight percent** (n = 24) of school respondents selected this option.

Inconsistencies between local policies and federal/state requirements hinder RSDSS effectiveness. LEA and school respondents who indicated that they received one or more RSDSS services were asked what impact (strong negative to strong positive) several factors had on the effectiveness of the services RSDSS provided or brokered to their LEA and its Title I PI schools (LEA Q21, Sch Q20). Among both types of respondents, the factor most frequently selected as having a strong negative/negative impact was, "Inconsistency between local policies and federal/state legislation and regulations." **Twenty-five percent** (n = 17) of the LEA respondents identified this factor as having either a strong negative or a negative impact on the effectiveness of the RSDSS services they received, along with **24%** (n = 15) of school respondents.

Among LEA respondents, the next most frequently selected negative factor was, "State budget related to S4/RSDSS." **Twenty-four percent** (n = 17) of the respondents identified this factor as having either a strong negative or a negative impact on the effectiveness of the RSDSS services they received.

The factor most frequently selected by LEA and school respondents as having a strong positive/positive impact on the effectiveness of RSDSS services was, "Qualifications of this LEA's staff who worked with PI issues." **Sixty-nine percent** (n = 48) of LEA respondents selected this factor as having either a strong positive or a positive impact on the effectiveness of the RSDSS services they received, as did **53%** (n = 35) of school respondents.

The next most frequently selected positive factor among LEA respondents was, "Qualification of RSDSS staff who worked with PI issues." **Fifty-seven percent** (n = 40) of the respondents selected this factor as having either a strong positive or a positive impact on the effectiveness of the RSDSS services they received.

RSDSS services are more aligned with NCLB goals than with LEA goals. LEA respondents who indicated that they received one or more RSDSS services were asked to rate the extent to which they agree that the services provided or brokered by RSDSS were aligned with their LEA's goals (LEA Q22). **Seventy-two percent** (n = 50) either agreed or strongly agreed that the services provided or brokered by RSDSS were aligned with their LEA's goals. **Eighty-three percent** (n = 59) either agreed or strongly agreed that the services provided or brokered by RSDSS were aligned with NCLB goals. **Sixty-five percent** (n = 44) either agreed or strongly agreed that the services provided or brokered by RSDSS were customized to their LEA's needs and situation.

Clarification of RSDSS services—or the RSDSS "brand"—is the area needing most improvement among school respondents. School respondents who indicated that they received one or more RSDSS services were asked to rate the extent

to which improvement is needed on seven different aspects of RSDSS (Sch Q10). The aspect that was most frequently selected as needing great or extremely great improvement was, “Clarification/branding of what is RSDSS and what services RSDSS can provide.” **Forty-nine percent** (n = 48) identified this as the aspect of RSDSS needing the greatest amount of improvement.

The qualitative findings for this question presented an interesting analysis challenge, and it forced us to use a different presentation method. We noted that if we opened the interview to comments rather than limiting respondents to providing only direct answers to the particular evaluation question, we were likely to hear valuable comments about policy decisions, resources and contextual issues. Consider the following example of a comment that contains several relevant themes; the comment was made in response to a question from the Evaluation Question 1 section.

- The CDE staff has been supportive, responsive to questions, and quite helpful. There seems to be a good working relationship. However, because the number of PI schools is increasing, CDE is not staffing up at the same rate and they are very thin. Everyone tries hard, but they can’t provide the same level of service they did because funding has not kept pace with the need. Improvement could be made with addressing staffing and funding. (RSDSS director)

We coded this comment as an example of the following themes: partnership, funding/money, and human resources. We believe that for this particular evaluation question, presenting comments from across the interviews, instead of limiting them to a set of specific questions, will demonstrate more detailed, richer information. In the following sections, we will present themes and their representative comments that provide information about Evaluation Question 6. The reader should keep in mind that most comments could be coded with several themes; therefore, a comment appearing under one theme could just as easily be used as an example in another theme.

Findings will be presented using the areas of concern from Evaluation Question 6: policies, resources, and contextual factors.

Policies

Several important subthemes were found in the policies theme, including money being tied to state legislation, often resulting in unfunded mandates; lack of authority, student growth versus Adequate Yearly Progress, prevention versus Program Improvement, and politics.

Education money is tied to state legislation, often resulting in unfunded mandates. Comments from 33 telephone interviewees supported this theme.

- CDE folks want to support us but the whole legislative process goes at a snail’s pace while we’re getting told to go out there and do it. This whole experience with the intervention team—the region had been assigned, we assembled a team of experts pulled from the whole region, people who don’t have allegiance to (county name), who will only give a certain amount of time, the state board of

education said send them there and do it without thinking of remuneration to the county offices because the legislature is fighting about funding it. (RSDSS director)

- S4 and RSDSS is all Title 1 money, from the federal government, no money gets allocated unless it is passed by the state government, should be easier to get federal money…Let money go straight to CDE. Lots of districts in Level 3 PI, supposed to get DAIT teams, doing lots of work that not sure if funds will come in for, don't know how will pay for it. (RSDSS director)
- CDE is losing $20 million because the legislators have put off spending it by fighting about different programs, not getting things done. (COE)

Respondents commented on lack of authority among RSDSS and the CDE to compel LEAs to accept or implement help. This theme is supported by 17 interviewees

- There is no mandate for LEAs to work with us. Why should they? They can do it on their own if they want to. It's their way of ignoring the issue and not admitting to problems. There is no monitoring or implementation to say, "Oh no, this won't do" if they don't do it. (RSDSS director)
- Implicit in conversations about PI requirements and the moving target of AYP is the question "What happens to us if we don't make it?" "What happens to us if we don't do this?" Aside from the moral issue of allowing generations of students to fail, which is likely more motivating for systems than being put in PI status, there's not a lot we can say that will happen. We cannot require a plan to be completed, we cannot require a plan to be implemented. We don't have a lot of authority for change beyond making recommendations in a nice way so that they can hear us. (RSDSS coordinator)
- We would like to see the CDE take stronger positions. They have to go through legal department so there's no teeth. (COE)
- They are advisory and have truthfully very little power. They can only be as strong as an LEA team allows them to be. I also think in some cases the role is kind of odd, so in the superintendent's group RSDSS started out a little shaky because they come in with lots of suggestions and little power. Feeling of "Who's this telling us what to do?" (LEA)
- One of RSDSS director's frustration with CDE: fact that there's very clear message that as a state department, doesn't want to mandate anything they can't fund. System problem, schools and district feel there's no accountability, "this too shall pass." Go in with "these are the sanctions" but no one checks up to see what you did or didn't do. (COE)

The 10 percent AYP growth requirement is seen as unrealistic. California originally set a stable, three-year Proficiency target score for AYP; after three years, the target was reset and remained stable for another three years. Now, however, the target will be reset annually, resulting in Proficiency targets that will increase by 10 or 11 percentage points each year. One LEA official in a site visit interview described this as a "hockey stick profile" (low growth initially, followed by steep growth later on). Eight interviewees commented that the new targets are unrealistic.

- Would like recognition of growth. We're working as hard as we can, have a tough population. How can we keep pace with 10-point growth requirement? At some point, people give up. (LEA)
- Legislation says all kids can do this, that's positive. (However) unreal expectation of set percentage as opposed to growth model; growth model more appropriate. (RSDSS director)
- Would like RSDSS to advocate to federal government: change accountability standards from NCLB to API, look for improvement, check subgroup's improvements, wherever you start from is fair to measure from. The goal of 10 points' Proficiency gain per year—ridiculous. Should honor and reward realistic growth. (LEA)
- I do think the distinction of subgroups is a good thing. Districts and schools will not be meeting the 10% proficient in some subgroups; there's a lot of EL kids, kids with disabilities. (COE)
- NCLB in concept is valuable and so is accountability, but the targets are unrealistic. Teachers know it's unrealistic so it puts into question the whole process. The API system is an excellent one—it's a growth model; it gives teachers and parents hope. (LEA)

Prevention is preferable to Program Improvement. Nine respondents commented that it is more effective to work with LEAs and schools before they go into PI, rather than waiting until they are far advanced.

- Debate of actual work, where resources are best used, intervention versus prevention (preemptive work so much easier than if already in PI). (COE)
- Better to invest resources in starting to help districts at point they're at risk, working with them when they're on the watch list to get them on the right track, support to help avoid PI, by Year 3 almost too late to get into the process. (COE)
- The sheer numbers of schools in PI is increasing, so they will run out of staff and they are getting stretched thinner. Making them go around to more schools at the same quality level is going to be impossible. Proactive efforts will ultimately get bumped to serve those in immediate need, which is not the right way to go. It is easier to keep schools out of PI than to raise them being in. (COE)

Stakeholders expressed frustration that politics interfere with education. Nineteen respondents made comments that we categorized as relating to Politics. Usually, respondents reported that politics interfered with education.

- Having one director for a region employed by the county office—I'm not sure that's the most efficient model. When you're employed by the county office you're brought into where they need you. RSDSS personnel may be better off employed by CDE or WestEd because then they'd be neutral to California politics or pressures and pursue a mission more cleanly. (RSDSS coordinator)
- A lot depends on who you are connected to at the state level. When the state starts to think of a program, like RSDSS, in a contractual level, then you are not visible enough to make changes. If RSDSS is considered that it is convened by a state director, then issues surrounding RSDSS would be addressed as a course

of business in routine meetings and on the agenda regularly at the state level. You can't be effective beyond the vision of the state and county no matter how hard you try, you have to work within in the politics of your program's situation. (RSDSS director)

- One negative is in California every funding must have legislation attached to it. Get into partisan politics, which gets ugly and impacts services. Example is grant for helping PI 5 schools, which hasn't made it through. That impedes effectiveness. (RSDSS coordinator)

Resources.

The next section examines findings from the Resources theme. We consider Resources to include both financial (budgets, funding, grants, etc.) and human resources (staffing). Often, these two subthemes are present in the same comment, since they are usually intertwined. These subthemes often appear with the increasing workload subtheme. It should come as no surprise that nearly every person who took part in the telephone interviews had at least one comment about financial issues; it was the theme that appeared most frequently in our analyses, with 70 telephone interviewees providing at least one, and often multiple, comments. Fifty-four telephone interviewees provided at least one comment each about human resources, and 30 telephone interviewees provided comments that were coded with both financial and human resource themes.

Money, staffing, and increasing workload concerns.

- It's the whole political, bureaucratic nature where state boards can overturn legal efforts. It happened with the School Improvement Fund grant. We send dollars back to the feds because the state could not decide how it should be used. We know schools are in dire need of this money to support subgroups. This is extra money that they could have had if it had been channeled the right way. (RSDSS coordinator)
- CDE pay scale so low that they have a hard time attracting top-notch folks. We need to hire people who have done this work—hard time getting those people if you can't pay them. (RSDSS director)
- We have a need for people with secondary experience but our pay scale is low so we have to entice on-loan staff from other districts. Some upper management, but not superintendent, not pleased with the on-loan approach. (RSDSS director)
- Funding has stayed static and client base is expanding exponentially. Using the same pot of money to take care of three to four times the number of clients. The fact the funding has not grown with the number of clients is really a challenge. (RSDSS coordinator)
- I don't have enough money for all the work I have here. I'm forced into being entrepreneurial. I first made a promise that we would never charge because we were a public agency, but I can't do that anymore. I worry that the quality of what we provide diminishes because of a lack of money and staff. It's difficult to fill positions. People don't come ready-made for this job. It takes a few years. (RSDSS director)

Increasing workload associated with rising AYP targets. This section presents comments from 10 telephone interviewees that specifically associate increasing workload with more LEAs and schools entering PI.

- What immediately comes to mind is a capacity problem. There are so many LEAs and schools in PI in our state. This is a capacity issue for demand for services. (LEA)
- They will be spread so thin as everyone moves into PI. More and more schools will need services, and they don't have the manpower to keep up. (LEA)
- RSDSS is doing a great job of helping us, but they'll never be able to keep up. Everyone will be going into PI and I don't see how they have the capacity to keep up. (LEA)
- More districts going to be PI…this is a growth industry, minimal amount of staff to do every increasing amount of work. (COE)
- The number of PI schools is growing fast, we only have limited personnel working on the RSDSS work. (RSDSS director)

Contextual Factors.

The final theme that impacts Evaluation Question 6 reports on contextual issues. We define these as the "anything else" that may impact the effectiveness of RSDSS, such as staff transience, LEA and school leadership, demographics, and RSDSS identity concerns.

RSDSS is not well known by most schools and many LEAs. This theme is closely linked to the Seamless Support System, a theme discussed in an earlier section. Twenty-five (25) telephone interviewees provided comments about RSDSS identity issues, with most comments expressing unfamiliarity with RSDSS.

- I always think RSDSS is way too long, and hard to remember it. It is a problem. When we do survey, we say RSDSS services, people will ask what is RSDSS, oh that is (name). So we have to personalize it. (COE)
- I think here are a lot of people who don't know RSDSS, and we don't even think of it as RSDSS. If you are going into schools, they won't know what is RSDSS. I'm not even sure how you can remind them of RSDSS services. They won't know. (LEA)
- Probably would not know RSDSS in LEAs. All our agendas and materials say RSDSS, but as far as they know it's a county service. They go to me? by name for help. (RSDSS coordinator)
- Because the structure of RSDSS is the same as the county superintendents' regions and they're housed at a COE, the roles and responsibilities, although they are clear for RSDSS, the districts may not be able to distinguish RSDSS from COE. From my perspective, the roles aren't distinct either. (COE)
- Additional evidence of lack of knowledge about RSDSS is there was an LEA in (the) area, a few blocks away…and were spending their own money for programs to the tune of $250,000. They are now just starting to take advantage, but tangible results are difficult to find…They need to become marketers, gain more skills in that area. (RSDSS director)

Site visit interviews generally confirmed that school personnel have little knowledge of RSDSS; instead, they see the services as being provided by "the county." Directors usually have better knowledge of RSDSS.

Strong and cooperative leadership is critical to RSDSS success. We found comments from 15 telephone interviewees about lack of leadership and the negative impact that can have on RSDSS success, particularly in LEAs and schools, as well as comments about the positive impact that strong leadership can have.

- My principal within this PI school participated in the AB75 training at the county office through RSDSS. Because they've aligned their training for him, his leadership is better at the school. (LEA)
- RSDSS director has dealings with a superintendent who doesn't have the same mindset. Their hands were tied in the past because of the leadership and a conflict in values. The district has a strong vision of itself because the superintendent won't take a stand on educating all students. They have competent HR folks who know training and recruiting teachers—that's not an issue for them. The capacity to serve teachers would be there if the leadership had a clear vision that aligned with the state vision. (RSDSS director)
- Who's in leadership in the district, and how strong are they? Need cooperative leadership at the top to have change. Can't put county and/or RSDSS staff into districts to work with them every day. Must share the vision, and district must have accountability and own the work. (COE)

Staff transience has various outcomes that can impact RSDSS success. We define transience as staff mobility due to retirement, transferring to another position (often for more pay or for additional types of job experience), or leaving the profession for another career. Respondents' comments generally tended to describe negative aspects of transience, as seen in the following comments, taken from 28 telephone interviewees. Typically, transience results in the loss of institutional memory and a need for frequent retraining of new personnel. Transience is also an issue at more challenging schools; teachers may get trained and then leave for what are perceived as easier assignments.

- Seems to be a stepping stone from RSDSS director to other administrative positions…At COE, like to have these people leading LEAs since they're guaranteed knowing they are well versed in running an effective district, very knowledgeable and immediately speak the same language. (COE)
- There is greater turnover in Title 1 schools, where it's tough to be a teacher. Principal leadership differs likewise. (COE)
- …personnel turnover in school is the problem. People get trained, then leave. They are not getting a systematic process in place, building the knowledge for the next people to continue improvements. (COE)
- At this point, the CDE has had so many quality folks leave that they are understaffed, underfunded, and unable to provide the kind of leadership we've had in the past and that the effort needs statewide. The people there are great but are understaffed and underfunded. (RSDSS director)

- There is turnover at district level; would be good to get update at district to know what other services are available. There was a change in county administration and at district level, so that created the perfect storm for her perhaps not getting the information about all the available services and providers. (LEA)

Regions, counties, and LEAs must customize services due to demographic variation within their area, shifting demographics, and the needs of student subgroups. Interviewees were asked a couple of questions regarding demographics; the first asked them to describe the diversity of LEAs and schools in terms of their Program Improvement needs (EQ1), and the second asked them to comment on changes in demographics (EQ6). For purposes of analysis, all demographic comments were grouped together. Forty-four (44) telephone interviewees provided at least one comment about some demographic aspect, and many of them provided more than one comment. These comments were further coded as demographic variations within a region, county, or LEA; demographic shifts; and the impact of English learners (ELs) and students with disabilities (SWDs or SDs) on a region, county, or LEA. As described previously, each bulleted comment within a single subcategory represents one interviewee.

Demographic variations

Eight telephone interviewees and one site visit interviewee described demographic variations in the region, county, or LEA. Some representative examples are provided:

- Some have rising EL populations, other have no ELs…One LEA has lots of farming and orchards, lots of immigrants; others don't have this population. (RSDSS director)
- We have (specific number of) COEs to work with. They each have their own dysfunctional makeup and they each need something different from us. It depends on demographics—where we put the resources. One year we might focus and broker resources for subgroups. We have to do work where the majority of needs fall and may have to put something off for a year. (RSDSS coordinator)
- We have LEAs and schools in an urban area, rural area, highly agricultural area, areas with a lot of migrants, areas with huge second language learner population…(RSDSS director)

Three interviewees, on the other hand, stated that their regions or counties were fairly uniform in terms of their demographics:

- Comparable demographics across all of them (degree of poverty), though some extremes exist. Concentrations of EL: some variations across districts. Two PI districts are comparable; the work done at one is applicable to the other. (COE)
- In our county there is less diversity, because we have a high percentage of EL students. We also have a high percentage of students who are economically disadvantaged and we have a high migrant population. One district has a little more diversity because of their students. There are a lot of EL and a lot of students from Oaxaca; they don't speak Spanish, don't speak English, but speak

Indian language. But other than that, it's basically Spanish, and students in poverty. (COE)

- Demographic changes: not really. Majority of districts are at least 50% EL. On the border it's 80%. (RSDSS coordinator)

This diversity within a single region, county, or LEA can often serve to complicate service delivery. In these situations, a "one size fits all" approach may not be the best solution; however, customized services often require more resources, both in terms of increased budget and staff.

Demographic shifts

Nine telephone interviewees described demographic shifts that had affected their region, county, or LEA, either fairly quickly or over a longer period of time. For some interviewees, changes presented adjustment problems as they tried to coordinate services or training to meet the needs of their changing population; for others, the change was gradual enough that it did not present overwhelming problems.

- We're having this (demographic change) now but it's gradual enough that it's not a shock to the school system. (COE)
- Demographic changes have been major, but don't see how this affects RSDSS—they've done a good job getting to know who they're serving. (LEA)
- I hope they could find a program to work with the changing demographics. Like when new kids coming in on a continuous basis, how do you bring them up to speed, especially English learners? (LEA)
- Migrant ed population is declining, frankly there are not as many immigrants. We are seeing increase in number of ELD (English Language Development) students in district. Community is quickly changing into one that is majority Hispanic…This wasn't the case 5 years ago…(LEA)
- We're an isolated rural county. We have had an explosion over what was here 10 years ago with ELs. We weren't concerned 10 years ago but we're getting a huge movement of ELs in the county. (COE)

Achievement of English language learners and students with disabilities is of particular concern. The largest subcategory related to demographics, with 26 interviewees providing comments, specifically describes the impact of ELs and SWDs on educational systems. This is often described in terms of challenges presented or the need for specialized programming for students or training for teachers. Representative examples include:

- Old senior tenured staff are not used to this big shift in demographics. Challenge to us, we have to change how we provide services. (LEA)
- In particular, closing achievement gap for two subgroups: EL and special ed students remain the focus. Helping teachers differentiate instruction, work with parents to help students be successful. (LEA)
- Right now, special education and English language learners. Very specific. Because we are making AYP targets for our Latinos and other ethnic subgroups

and overall. But we have a lot of kids coming in from new immigrant families, so how do we get them to proficient? (LEA)

- One school is not making AYP because of ELs but school has no program for that subgroup—lack of capacity and support from LEAs, this is a leadership issue…Poor instruction is common—tied to this is belief system that teachers don't believe ELs and high poverty kids can perform—have to change this among teachers. (RSDSS director)
- I would like to emphasize that working with SWD and EL continue to be the challenge. If we could work with RSDSS to get more help with that, then that would be great. (LEA)
- EL is such an issue that they could use up resource on that issue only. (RSDSS director)

Additional Findings

During our investigation of the six evaluation questions, several issues arose that were outside the scope of those questions, but worthy of inclusion here.

S4 and RSDSS do not have brand identification. This was identified in the kickoff meeting as a concern, in that schools and LEAs would not be able to identify RSDSS services; and this affected the evaluation design throughout. Several superintendents and principals responded to the request for questionnaire participation indicating they were not eligible; once they were read the RSDSS services, most acknowledged they had, indeed, received services.

COEs acknowledge a tension between (a) providing a seamless set of services to LEAs and schools and (b) being able to identify where S4 dollars go. Schools and LEAs have indicated that a menu of services offered and brokered would be helpful.

Regional RSDSS reports are inconsistent in level of detail. As mentioned earlier, the regional midyear and end of year reports, and matrices of services offered/provided, show substantial variability. The reports could be made more consistent by either clarifying the initial instructions or in a review-feedback-revise cycle. Admittedly, HumRRO used the matrices for a purpose for which they were not designed, but they should be able to support such interpretations. Some regions listed detailed services such as specific workshops; others listed three general areas of service. Some identified which LEAs received which services; other just provided a count of unnamed recipients.

The accuracy of regional matrices of services is in question. A number of LEAs that were identified as having received services denied this—even after seeing the list of services offered.

There is no mechanism for tracking S4 funds. S4 and other funds are commingled in a seamless offering of services to LEAs. We had difficulty determining which staff members provide S4 services distinct from other COE services.

CDE data files are not up to date. CDE provided names and contact information for LEA superintendents and school principals. Four LEAs (of 200) and 12 schools (of 400)—that we know of—had new staff. Some principals indicated they had left 2 years prior. There were probably considerably more; some of those we addressed as principals first responded to the third survey reminder to say they weren't the principals, so it is likely some recipients simply ignored the request.

Summary of Findings

Several sources of information informed conclusions about the effectiveness of the Statewide System of School Support: extant data files, extant RSDSS documentation, focus groups, interviews, questionnaires, and site visits. Participation rates in focus groups and interviews were very good, but schedule constraints resulted in fewer site visits than intended. Questionnaire response rates were poor, with only 45.5 percent of sampled LEAs and 30.8 percent of sampled schools responding to the questionnaire.

A highly successful system of school support would be expected to result in schools and LEAs exiting PI status. We did not find evidence of this. However, we did find that **schools using RSDSS services showed higher actual API growth than schools not using RSDSS services**. **Percentages of RSDSS- and non-RSDSS schools making their growth targets were similar.**

In addition to these objective overarching findings, we investigated six evaluation questions.

Evaluation Question 1 asked: How effectively are the CDE, the CA CC, and the RSDSS working as S4 partners? We found four themes:

- Perceived effectiveness of partnerships varies
- Concerns about CDE staff lacking school experience
- Concerns about a conflict of interest between the CA CC and WestEd's fee-for-service providers
- Mixed impressions of the role of RSDSS to ensure compliance versus provide support

Evaluation Question 2 asked: How effectively is RSDSS working in conjunction with other regionally and COE-based programs? We found:

- Perceived effectiveness of collaboration between RSDSS and other regionally and COE-based programs is largely positive.
- Professional and personal relationships are important to effective collaboration.
- Conflicts or competition with COEs is an impediment.
- Efforts to provide a seamless support system make S4 impact difficult to tease out.
- RSDSS/S4 and DAIT suffer from role confusion.
- Perceptions of the desirability of overlapping services are mixed.

Evaluation Question 3 asked: What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title 1 schools, with particular emphasis on helping schools in PI?

- Each RSDSS office determines the technical assistance, services, and support to be offered or brokered in its region. Commonly offered services include assistance with state tools such as the Academic Program Survey (APS), District Assistance Survey (DAS), English Learner Student Sub-group Assessment (ELSSA), and Least Restrictive Environment (LRE); training in Response to Intervention (RTI); building District/School Leadership Teams (DSLT), and development of Professional Learning Communities (PLC).
- LEAs and schools indicate the most important services are: help to get the LEA and schools out of PI, and training or professional development in data-informed decision making.
- Professional development for teachers and principals were rated highly by LEAs and schools.
- In terms of improvement, LEAs highlighted the need to provide more tailored/customized services based on the needs of the LEA while schools emphasized the alignment of services and NCLB/state requirements.
- When asked what additional support they needed, district and school leadership suggested regular meetings with other schools in PI, improved funding to support additional staff such as assistant principals, counselors, and reading coaches, improved student motivation, improved school climate, and time for intervention programs.
- Several interviewees discussed early implementation difficulties with the new Online Management System (OMS) tool to track delivery of RSDSS services.

Evaluation Question 4 asked: How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB? Findings included:

- Website documentation indicates some regions have modified the original S4 priorities.
- We found weak evidence that services may not be provided strictly according to stated S4 priorities.
- Over two-thirds of interviewees indicated the RSDSS is effective in helping LEAs with Title 1 PI schools determine revisions to the LEA plan (Goal 1).
- The majority of interviewees could not assess whether RSDSS is effective in helping LEAs build capacity (Goal 2).
- RSDSS staff knowledge was rated overwhelming positively (Goal 3a).
- A majority of respondents reported that RSDSS is able to effectively broker strategies and resources to meet the needs of its LEAs with Title 1 PI schools (Goal 3b).
- LEAs reported a variety of methods they use to measure effectiveness of RSDSS assistance.
- LEAs suggested several ways to improve effectiveness of brokering, including support, sufficient staff, and a database of experts.

Evaluation Question 5 asked: To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title 1 schools?

- A large majority of districts believe there is a positive connection between RSDSS services and teaching and learning improvements.
- A majority of schools believe there is a positive connection between RSDSS services and teaching and learning improvements.
- LEAs in more advanced stages of PI were in greatest agreement that the LEA has increased its capacity to support improved teaching.
- Most LEAs credited RSDSS with “some of the improvement” in teaching.
- A large majority of LEAs in PI agreed that they experienced an increase in capacity to support improvements in student
- Survey respondents indicated the most common improvements to support student learning were the ability to identify students needing support and the ability to assess student learning.
- Most LEAs credited RSDSS with “some of the improvement” in student learning.
- School principals indicated the most common outcomes regarding improvement in student learning were the ability to identify students needing extra support and reduction of students at the lowest achievement levels.
- Over a third of school principals credited RSDSS with “some” of the improvement in student learning and over a quarter credited RSDSS with “most” or almost all” of the improvement.

- While a majority of interviewees reported that RSDSS services had a positive impact on teaching and learning, nearly a quarter of respondents reported mixed or indirect effects.

Evaluation Question 6 asked: To what extent do policies, resources, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support? Findings included:

- Schools are unsure whether or how they have learned about RSDSS services.
- Inconsistencies between local policies and federal/state requirements hinder RSDSS effectiveness.
- RSDSS services are more aligned with NCLB goals than with LEA goals.
- Clarification of RSDSS services—or the RSDSS "brand"—is the area needing most improvement among school respondents.
- Education money is tied to state legislation, often resulting in unfunded mandates.
- Respondents commented on lack of authority among RSDSS and the CDE to compel LEAs to accept or implement help.
- The 10 percent AYP growth requirement is seen as unrealistic.
- Prevention is preferable to Program Improvement.
- Stakeholders expressed frustration that politics interferes with education.
- Money, staffing, and increasing workload are concerns.
- Increasing workload is associated with rising AYP targets.
- RSDSS is not well known by most schools and many districts.
- Strong and cooperative leadership is critical to RSDSS success.
- Staff transience has various outcomes that can impact RSDSS success.
- Regions, counties, and LEAs must customize services due to demographic variation within their area, shifting demographics, and the needs of student subgroups.
- Achievement of English language learners and students with disabilities is of particular concern.

During the investigation of the above six evaluation questions, several **additional findings** were also identified:

- S4 and RSDSS do not have brand identification.
- Regional RSDSS reports are inconsistent in level of detail.
- The accuracy of regional matrices of services is in question.
- There is no mechanism for tracking S4 funds.
- CDE data files are not up to date.

Conclusions

We did not find evidence that the S4 or other service providers have resulted in wholesale movement of schools and LEAs out of PI status. However, within the limited sample of schools responding to our questionnaire we did find that schools using RSDSS services showed higher actual API growth than schools not using RSDSS services.

The results of our investigation of how effectively the CDE, the CA CC, and the RSDSS work as S4 partners were mixed. Positive comments pointed out that the partnership successfully meets diverse needs across the state; the partners are working well together; and the partners provide regular updates. However, we found specific concerns about lack of CDE staff experience with “boots on the ground,” concerns about a perceived conflict of interest between the CA CC and WestEd’s fee-for-service providers, and mixed impressions as to whether the role of RSDSS was ensuring compliance or providing support across a wide variety of educational environments.

We looked at how effectively RSDSS is working in conjunction with other regionally and COE-based programs. We found a philosophical tension here between the desire to provide seamless support to COEs, LEAs, and schools versus the need to distinguish the impact of RSDSS services and support. Clearly there is role confusion between RSDSS, District Assistance and Intervention Team (DAIT) and other COE-provided services. We also found some concerns regarding conflicts or competition between RSDSS and other COE efforts. However, the overall ratings and comments regarding the effectiveness of these collaborations were largely positive. A large majority of respondents indicated RSDSS staff are knowledgeable about PI-related services and partners (90%) and RSDSS staff maintain effective relations with their COE (83%). When asked to describe the effectiveness of the collaboration, 21 interviewees provided comments that were positive, 1 was mixed, and 1 one was negative.

We examined the kinds of technical assistance, services, and support being offered, provided, and brokered by the RSDSS to LEAs with Title I schools. These services are defined regionally and each RSDSS office provides summary reports of services offered and provided. We found that these reports varied in level of detail and recommend that the CDE enforce more consistency across regions, either by clarifying initial instructions or providing feedback to initial reports to require clarification as necessary.

Regarding currently available services, we found that LEAs and schools most value (a) help to get the schools and LEAs out of PI and (b) training or professional development in data-informed decision making. LEAs and schools rate the quality of professional development for principals and teachers most highly. As for areas of improvement, LEAs highlighted the need to provide more tailored/customized services based on the needs of the LEA while schools emphasized the alignment of services and NCLB/state requirements. Both LEA and school leadership suggested regular meetings with other schools in PI; improved funding to support additional staff such as assistant

principals, counselors, and reading coaches; improved student motivation and school climate, and time for intervention programs.

We scrutinized how effectively RSDSS activities address S4 priorities and goals. Although the S4 program has clearly identified priorities, we identified some variability in how regional offices present their priorities. We found weak evidence that services may not be provided strictly in compliance with the S4 priorities, but weaknesses in documentation and RSDSS brand recognition cast some doubt on this finding. The Regional Grant Applications (RGA) identifies three RSDSS goals, comprising four questions. First, we found strong support that RSDSS is effective in helping LEAs with Title I PI schools determine revisions to the LEA plan (Goal 1). We found broad consensus that RSDSS staff is knowledgeable about research-based strategies and resources (Goal 3a) and effectively brokers strategies and resources (Goal 3b). However, our assessment of whether RSDSS is effective in helping LEAs build capacity to implement Corrective Action or Restructuring/Alternative Governance (Goal 2) was weaker. While some stakeholders were very positive in their comments and most who provided a rating indicated the RSDSS is effective, a majority indicated they could not assess this.

We probed the extent to which RSDSS activities increase the capacity of LEAs to better support teaching and learning in their priority Title I schools. Most LEAs and schools indicated RSDSS has provided “some” of the improvement in teaching and learning. In particular, RSDSS has helped develop the ability to identify students needing support, the ability to assess student learning, and a reduction in numbers of students at the lowest achievement levels.

We explored the extent to which policies, resources, and contextual factors impact the effectiveness of RSDSS. Clear identification of RSDSS services (or the RSDSS “brand”) was clearly lacking at the LEA and school levels. Stakeholders noted that inconsistencies between local policies and state/federal requirements, as well as a lack of authority to compel LEAs to avail themselves of services or implement recommendations, hinder RSDSS effectiveness. They also highlighted money and staffing issues, as well as the increasing workload associated with rising AYP targets.

On the whole, we found evidence throughout the state that RSDSS is contributing positively to LEA and school needs, although the contribution of S4 is tightly intertwined with other services and has weak brand recognition so its effects cannot be distinctly measured.

Recommendations

The S4 provides many services that COEs, LEAs, and schools find useful and there is evidence that API scores have increased in schools receiving RSDSS services. However, we encountered widespread confusion about available services and identified the following opportunities to formalize the existing system to improve its effectiveness. We offer the following rationales leading to four recommendations.

Rationale 1. Throughout the evaluation we encountered confusion over the roles of S4 partners, the identity of RSDSS as distinct from COE, and a lack of knowledge of services available to LEAs and schools. Various findings related to evaluation questions 1, 2, and 6, as well as additional findings provide specific examples. Some respondents indicated that they learned of RSDSS services through the questionnaire administered as part of this evaluation. Our first recommendation is intended to improve the branding of RSDSS and enlighten potential recipients on various available services.

Recommendation 1. Clarify available services including those provided by RSDSS, DAIT, and other county-based service providers.

For example, CDE could review and expand information provided to COEs, LEAs, and schools about available services through an informational brochure, Web listing, and/or a binder/handbook. A consolidated list of available services would help LEAs and schools find the services they seek; identify services they might not think of on their own; facilitate effective transitions to new school and LEA leadership, and ease transitions of LEAs into and out of DAIT status when their service providers would shift.

Rationale 2. As a regionally based system, RSDSS services and terminology vary across the state. In order to maximize clarity we mined extant regional reports to tailor our interview, questionnaire, and site visit questions for each region. We also used regional reports to identify LEAs that did and did not receive RSDSS services to inform our sampling. Having been warned at the outset that LEA and school staff might not be familiar with RSDSS by name, we also provided names of staff supported by RSDSS funds as a means of identifying the specific services we were studying.

We found that regional RSDSS reports are inconsistent in level of detail, the accuracy of the regional matrices of services is in question, and we encountered difficulties in determining which COE staff are funded by S4 dollars. A new Online Management System (OMS) is currently being populated with specific tangible information such as number of contact hours; while this is a step in the right direction, stakeholders report that definitions and data rules are currently vague.

RSDSS reports from all 11 regions should address a minimal level of detail, including services offered and provided, along with identities of LEAs participating. The CDE needs accurate and detailed information to know what services and activities are in place. This leads to our second recommendation:

Recommendation 2. Strengthen the system for documenting services offered and provided to provide accurate and consistent information.

Rationale 3. Our evaluation revealed that some regions have modified the original list of S4 priorities and services may not be provided strictly according to stated S4 priorities---both signs that the system may not be implemented as intended. We also

found that LEAs reported a variety of methods they use to measure the effectiveness of RSDSS assistance and had several suggestions to improve the effectiveness of RSDSS brokering activities. On the other hand, the majority of interviewees could not assess whether RSDSS is effective in helping LEAs build capacity.

After a mechanism for ensuring the details of services being offered and provided are reliably captured (see Recommendation 2), this same information could be used to improve the system. A standard mechanism for collecting feedback from LEAs and schools—on the quality and usefulness of provided services as well as identification of unmet needs—would help raise the quality and fit of services over time. Finally, annual analyses of the impact of services provided on API and AYP scores and on PI status, itself, are central to continuing improvement of RSDSS effectiveness. Impact information will also help LEAs and schools identify services that may best meet their individual needs. Our third recommendation is:

Recommendation 3. Implement an ongoing evaluation of the statewide system of support for the purpose of strengthening the system's effectiveness through feedback and analysis of service impact.

Rationale 4. The number of schools and LEAs in PI has risen over time, resulting in a growing need for services. We learned that regions, counties, and LEAs must customize services due to demographic variation within their area, shifting demographics, and the needs of student subgroups. Achievement results for English language learners and students with disabilities is of particular concern, and are among the most common reasons that LEAs and schools have trouble exiting PI. This specific issue, coupled with our respondents' concerns with money, staffing, and the increasing workload associated with rising AYP targets, highlights the tension between limited resources and increased need. Focusing more heavily on the areas of greatest need would yield the greatest impact. This leads to our fourth recommendation.

Recommendation 4. Expand and strengthen support services through alignment, coordination and focus on services targeted to English learners and students with disabilities.

One approach would be for RSDSS to coordinate with other county-based providers whose priority is to serve districts with large proportions of English Learners and students with disabilities in alignment with the Closing the Achievement Gap initiative for the State of California.

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Appendix A: Glossary of Acronyms

Acronym	Meaning
AMOs	Annual Measurable Objectives
API	Academic Performance index
APR	Accountability Progress Reporting
APS	Academic Program Survey
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CA CC	California Comprehensive Assistance Center
CAC	Comprehensive Assistance Centers
CBEDS	California Basic Educational Data System
CCSESA	California County Superintendents Educational Services Association
CISC	Curriculum and Instruction Steering Committee
CLRN	California Learning Resources Network
COE	County Office of Education
CST	California Standards Test
CTAP	California Technology Assistance Project
DAIT	District Assistance and Intervention Team
DAS	District Assistance Survey
DSLT	District and School Leadership Teams
ELSSA	English Learners Subgroup Self-Assessment
EPC	Essential Program Components
EWP	Early Warning Program
FPVI	Folsom Prison Visually Impaired
IEP	Individual Education Program Plan
LAIT	Local Assistance and Intervention Team
LEA	Local Educational Agencies
LRE	Least Restrictive Environment
NERCC	North Eastern Regional Curriculum Committee
OMS	Online Management System
PI	Program Improvement
PLC	Professional Learning Communities
PSAA	Public Schools Accountability Act
RCB	Regional Capacity Building
RGA	Regional Grant Applicantion
RPPG	Regional Programs Project Group
RSDSS	Regional System of District and School Support
RSP	Resource Specialist
RTI	Response to Intervention
S4	Statewide System of School Support
SAIT	School Assistance and Intervention Team
SARC	School Accountability Report Card
SELPA	Special Education Local Plan Area
SETS	Statewide Educational Technology Services
SLD	Specific Learning Disabilities
SPSA	Single Plan for Student Achievement
SSOS	Statewide Systems of Support
SST	School Support Teams

Acronym	Meaning
SWD	Students with Disabilities
SWP	Statewide Programs
TAS	Targeted Assistance Schools
TICAL	Technology Information Center for Administrative Leadership

Appendix B: Members of S4 Evaluation Advisory Group

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Appendix C: Data Collection Instruments

Data collection instruments were crafted for each phase and were tailored for stakeholder group and RSDSS region. Each instrument was reviewed by CDE staff and revised prior to use, Questions posed in focus groups, phone interviews, and site visits are presented in this appendix; Questionnaire items can be found in Appendix D.

Focus Group Protocols

Three (3) focus groups were held: one each with CDE staff, CA CC staff, and RSDSS Directors. A protocol was developed for each focus group, including advance preparation, introductory and closing remarks, and facilitator notes. The core questions are provided here.

CDE FOCUS GROUP QUESTIONS

Role of CDE, CA CC and RSDSS

Question #1

- What role does the RSDSS play in implementing the S4 program?
- What role does the CDE play implementing the S4 program?
- What role does the Comprehensive Center, or CA CC, play in implementing the S4 program?
- How well do these three groups work together to implement the S4 program and to provide the program's services to the LEAs and schools that need them?

Question #2

- When implementing the S4 program and monitoring the support and assistance provided by the program, what types of guidance does the CDE provide to the RSDSS staff?

Communication

Question #3

- How is communication supposed to work among the CDE, the regional offices (RSDSS), and the CA CC?
- What formal, structured communication mechanisms are in place (e.g., regular meetings, newsletters, briefings, reports, visits)?
- What informal communication mechanisms are in place?
- What are the major differences in how communication is supposed to work to facilitate implementation of the S4 program and how you really get things done, especially when working with RSDSS and CA CC to provide services to the LEAs and schools?
- How does CDE staff use the midyear and end –of year evaluation reports submitted by RSDSS as communication mechanisms?

Question #4

- How does CDE staff ensure the efficient flow of relevant information to all key S4 stakeholders?

Collaboration

Question #5

- What types of situations have you encountered where you and your S4 partners collaborated effectively to provide services needed by the LEAs or schools in PI?
- What types of situations have you encountered where you and your S4 partners were not able to collaborate effectively to provide services needed by the LEAs or schools in PI?
- In both the effective and ineffective situations, what contributed to success or the lack of success (e.g., lack of experience, resources, or time; policies that hindered rather than helped)?
- What suggestions do you have for how the RSDSS, CDE, and CA CC might improve their overall collaboration to provide the services needed by the LEAs and schools in PI?
- What is your knowledge/perception about the collaboration among RSDSS and other regional partners?

Capacity Building

Question #6

- What components do you target in your LEAs to help build their capacity?
- What components do you target in your schools to help them improve teaching and learning through use of S4 services?
- How do you measure and evaluate these targeted areas so you know a district's or school's capacity has been strengthened due to services the RSDSS has provided?
- What indicators, if any, does the RSDSS use to monitor improvement of the LEAs or schools (e.g., student data, numbers participating in programs offered by S4, number of schools/districts exiting PI)?

Effectiveness of Services

Question #7

- What indicators does CDE staff use to measure the accomplishments of the RSDSS?

Question #8

- What indicators, if any, does the CDE use to monitor improvement of districts or schools in PI (e.g., student data, numbers participating in programs offered by S4, number of schools/districts exiting PI)?

Challenges / Possible Improvements

Question #9

- What policies currently exist that positively and/or negatively impact the effectiveness of the services and/or assistance the RSDSS provides to LEAs and/or schools?

Question #10

- What are the challenges or obstacles that negatively impact implementation or effectiveness of the S4 program?

Question #11

- What new policies could be put in place to help the RSDSS (or the whole S4 system) be more effective in providing the districts and schools with the services and assistance they need to improve?

Question #12

- What are some reasons why some districts or schools in PI choose not to work with the RSDSS?

CA CC FOCUS GROUP QUESTIONS

Role of CDE, CA CC and RSDSS

Question #1

- What role does the RSDSS play in implementing the S4 program?
- What role does the CDE play in implementing the S4 program?
- What role does the Comprehensive Center, or CA CC, play in implementing the S4 program.
- How well do these three groups work together to implement the S4 program and to provide the program's services to the LEAs and schools that need them?

Communication

Question #2

- How is communication supposed to work among the CDE, the regional offices (RSDSS), and the CA CC?
- What formal, structured communication mechanisms are in place (e.g., regular meetings, newsletters, briefings, reports, visits)?
- What informal communication mechanisms are in place?
- What are the major differences in how communication is supposed to work to facilitate implementation of the S4 program and how you really get things done, especially when working with the CDE and/or the RSDSS to provide services to the LEAs and schools?

Collaboration

Question #3

- What types of situations have you encountered where you and your S4 partners have collaborated effectively to provide services needed by the LEAs or schools in PI?
- What types of situations have you encountered where you and your S4 partners were not able to collaborate effectively to provide services needed by the LEAs or schools in PI?
- In both the effective and ineffective situations, what contributed to success or the lack of success (e.g., lack of experience, resources, or time; policies that hindered rather than helped)?
- What suggestions do you have for how the RSDSS, CDE, and CA CC might improve their overall collaboration to provide services needed by the LEAs and schools in PI?

Capacity Building

Question #4

- What different types of services, support, and assistance has the CA CC provided to the RSDSS?
- What components do you target in your LEAs to help build their capacity?
- What components do you target in your schools to help them improve teaching and learning through use of S4 services?
- How do you measure or evaluate these targeted areas so you know a district's or school's capacity has been strengthened due to services the RSDSS has provided?

Effectiveness of Services

Question #5

- How does the CA CC evaluate the effectiveness of the S4 services and assistance the RSDSS provides to the LEAs and schools?

Question #6

- What indicators, if any, does the CA CC use to monitor improvement of districts or schools in PI (e.g., student data, numbers participating in programs offered by S4, number of schools/districts exiting PI)?

Question #7

- Given the variety of service options available to districts and schools, how does the CA CC assist the RSDSS in tailoring an assistance program for a district or school?

Challenges / possible improvements

Question #8

- What policies currently exist that positively and/or negatively impact the effectiveness of the services and/or assistance provided to the LEAs and/or schools in PI?

Question #9

- What are the challenges or obstacles that negatively impact implementation or effectiveness of the S4 program?

Question #10

- What new policies could be put in place to help the S4 program be more effective in providing the districts and schools with the services and assistance they need to improve?

Question #11

- What are some reasons why some districts or schools in PI choose not to work with the RSDSS?

RSDSS FOCUS GROUP QUESTIONS

Role of RSDSS, CDE, and CA CC

Question #1

- What role does the RSDSS play in executing the S4 program?
- What role does the CDE play in executing the S4 program?
- What role does the Comprehensive Center, or CA CC, play in implementing the S4 program?
- How well do these three groups work together to implement the S4 program and to provide the program's services?

Communication

Question #2

- How is communication supposed to work among your regional office, the CDE, and the CA CC?
- What formal, structured communication mechanisms are in place (e.g., regular meetings, newsletters, briefings, reports, visits)?
- What informal communication mechanisms are in place?
- What are the major differences in how communication is supposed to work to facilitate implementation of the S4 program and how you really get things done, especially when working with the CDE and/or the CA CC to provide services to the LEAs and schools?

Question #3

- How is communication supposed to work between your office and the LEAs?
- How is communication supposed to work between your office and the schools you serve?
- What formal, structured communication mechanisms are in place (e.g., regular meetings, newsletters, briefings, reports, visits)?
- What informal communication mechanisms are in place?

Question #4

- How is communication between RSDSS and other regional programs supposed to work?
- How does communication currently work?
- What suggestions do you have for improvement?

Collaboration

Question #5

- What types of situations have you encountered where you and your S4 partners collaborated effectively to provide services needed by the LEAs or schools in PI?

- What types of situations have you encountered where you and your S4 partners were not able to collaborate effectively to provide services needed by the LEAs or schools in PI?
- In both the effective and ineffective situations, what contributed to success or the lack of success (e.g., lack of experience, resources, or time; policies that hindered rather than helped)?
- What suggestions do you have for how the RSDSS, CDE, and CA CC might improve their overall collaboration to provide services needed by the LEAs and schools in PI?

Capacity Building

Question #6

- What components do you target in your LEAs to help build their capacity?
- What components do you target in your schools to help them improve teaching and learning through use of S4 services?
- How do you measure or evaluate these targeted areas so you know a district's or school's capacity has been strengthened due to services the RSDSS has provided?
- What indicators, if any, do the districts or schools use to monitor their improvement (e.g., student data, numbers participating in programs offered by S4, number of schools/districts exiting PI)?

Effectiveness of Services

Question #7

- What services are available to the LEAs and schools from other sources, such as other regional or county offices?
- How does the RSDSS ensure the LEAs and schools in PI are served in their priority order?
- Given the variety of service options available to districts and schools, how does the RSDSS office go about tailoring an assistance program for a district or school?

Question #8

- How do you evaluate your effectiveness to provide your districts and schools with the S4 program services and assistance they need?

Challenges / Possible Improvements

Question #9

- What policies currently exist that positively and/or negatively impact the effectiveness of the services and/or assistance the RSDSS provides to LEAs and/or schools?
- What new policies could be put in place to help the RSDSS be more effective in providing needed services/assistance?

Question #10

- What changes in resources (e.g., budget/funding, qualified personnel) have occurred over the last couple of years that have impacted the effectiveness of the RSDSS office in providing the districts and schools with the services and assistance they need?

Question #11

- What demographic changes have occurred in your county or region over the last couple years that have impacted the effectiveness of the RSDSS to provide districts and schools with the services or assistance they need (e.g., more EL students, more migrant students, more students with disabilities, higher levels of poverty or transience)?

Interview Protocols

INTERVIEW QUESTIONS: CDE STAFF

Evaluation Question 1. How effectively are the CDE, the CA CC at WestEd, and the RSDSS working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?

1. I'd like you to think about the Statewide System of School Support, or S4, program. In your experience, how effectively are the three partners—CDE, CA CC, and RSDSS—working together to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?
    - Please provide some examples or specific information to support your answer.
    - What are the strengths of this partnership in building statewide capacity to meet diverse needs?
    - What aspects of the partnership could be strengthened to improve statewide capacity to meet diverse needs?

Evaluation Question 2. How effectively is the RSDSS working in conjunction with other regionally based and COE-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?

<u>Collaboration with other regional-based or COE-based programs</u>

2. What are other COE-based programs that RSDSS works with to meet the diverse needs of LEAs and their Title 1 schools? (Note: idea of collaborating, or developing a program or product together.)
3. What needs/ improvements do these programs target?
4. What are the regionally based programs that RSDSS works with?
5. What needs/ improvements do these programs target?
6. How effective are the collaborations between RSDSS and other COE-based programs (or the regionally based programs)?
    - What indicators or outcomes do you use to measure effectiveness of the collaboration?
    - What are ways the collaboration between other COE-based programs and RSDSS could be strengthened?
    - What are strengths in this collaboration that others could learn from?
7. How do RSDSS and COEs ensure their services don't overlap unnecessarily?

Evaluation Question 4. How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?

8. (Goal 1) How effective is the assistance from RSDSS in helping LEAs with Title 1 PI schools determine revisions to the LEA plan?

   (Note: Assistance may include training staff in the use of APS and DAS and other state-developed tools and development of DSLTs—District and School Leadership Teams).
    - What method(s) did the CDE use to measure the effectiveness of the RSDSS assistance?
9. (Goal 2) How effective is the assistance from RSDSS in helping LEAs build their capacity to help their Title 1 schools in PI years 3-5 to implement Corrective Action or Restructuring/Alternative Governance?

   (Note: Assistance may include follow-up training after the statewide trainings, strategies for working with budgets, and specific training for PI 3-5.)
    - What method(s) does the CDE use to measure the effectiveness of the RSDSS assistance?

10. (Goal 3) (Note: this is a two-part question—parts a and b. Activities may include attending PD, supporting local communication system, supporting regional networks of programs, and collaboration with regional partners.)

    (a) How knowledgeable is RSDSS about the latest research-based strategies and regional and statewide resources that are available to help LEAs meet their needs in helping their Title 1 PI schools?
    - What method(s) or outcomes did the CDE use to measure the knowledgeability of RSDSS?

    (b) How effectively is RSDSS able to broker strategies and resources to meet the needs of its LEAs with Title 1 PI schools? (Note: brokering of strategies and resources is more like serving as a liaison between the LEA and the provider. RSDSS serves to link the two, rather than actually being involved in presentation of program or service.)
    - Provide examples as support, related to brokering of services.
    - What suggestions for improvements to brokering of resources do you have?
    - How effective is communication between RSDSS and COE?
    - What suggestions for improvements to communication system do you have?

Evaluation Question 6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

11. What government or legislative *policies* or regulations, formal procedures, etc. currently exist that positively and/or negatively impact the effectiveness of the S4 services and/or assistance RSDSS provides to LEAs and/or schools?

12. What are the challenges RSDSS faces in terms of providing S4 resources?
    - Staffing / personnel
    - Alignment of all the available resources in the region
    - Financial
    - Multi-funding issue

13. What *contextual factors* (we are defining "contextual" as the broad environment in which you perform your work) that could positively and/or negatively impact the effectiveness of the services and/or assistance RSDSS provides to LEAs and/or schools?
    - Geographic challenges
    - Demographic change
    - Competition:
        - Who is competing with RSDSS as a service provider?
        - Why do some LEAs choose not to use RSDSS services?
        - Why should LEAs choose RSDSS services over the competition?
    - Role definition
        - RSDSS identity / branding issues
        - Multiple hats of RSDSS
        - Role confusion with DAIT

14. Accountability system
    - What are some indicators or measures of success that you use to determine whether RSDSS is building the capacity of LEAs with Title 1 PI schools?
    - What are some indicators or measures of success that RSDSS uses to evaluate its work with LEAs and their Title 1 PI schools?
    - What suggestions do you have for an effective accountability system that evaluates the RSDSS and S4 work?
    - What suggestions do you have for how the RSDSS/S4 accountability system could be strengthened?

INTERVIEW QUESTIONS: CALIFORNIA COMPREHENSIVE CENTER

Evaluation Question 1. How effectively are the CDE, the CA CC at WestEd, and RSDSS working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?

(Note: questions under Eval Question 1 will be asked only if the person being interviewed did not take part in the CA CC focus group.)

1. Think about LEAs that have Title 1 schools in Program Improvement years 3-5, years 1-2, and those other Title 1 schools in need of assistance. How diverse are these LEAs and schools in terms of their Program Improvement needs?
2. Now I'd like you to think about the Statewide System of School Support, or S4, program. As you know, S4 consists of a partnership of CDE, the California Comprehensive Center at WestEd, and the Regional System of District and School Support (RSDSS). In your experience, how effectively are these three partners working together to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?
    - Please provide some examples or specific information to support your answer.
    - What are the strengths of this partnership in building statewide capacity to meet diverse needs?
    - What aspects of the partnership could be strengthened to improve statewide capacity to meet diverse needs?

Evaluation Question 2. How effectively is the RSDSS working in conjunction with other regionally based and COE-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?

<u>Collaboration with other regional-based or COE-based programs</u>

3. What are other COE-based programs that RSDSS works with to meet the diverse needs of LEAs and their Title 1 PI schools? (Collaborating to produce a product or service)
4. What needs/ improvements do these programs target?
5. What are the regionally based programs that RSDSS works with?
6. What needs/ improvements do these programs target?
7. How effective are the collaborations between RSDSS and other COE-based programs (or the regionally based programs)?
    - What indicators or outcomes do you use to measure effectiveness of the collaboration?
    - What are ways the collaboration between other COE-based programs and RSDSS could be strengthened?
    - What are strengths in this collaboration that others could learn from?
8. How do RSDSS and COE ensure their services don't overlap unnecessarily?

INTERVIEW QUESTIONS: COUNTY OFFICES OF EDUCATION

Evaluation Question 1. How effectively are the CDE, the CA CC at WestEd, and RSDSS working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?

1. Think about your LEAs that have Title 1 schools in Program Improvement years 3-5, years 1-2, and those other Title 1 schools in need of assistance. How diverse are these LEAs and schools in terms of their Program Improvement needs?
2. Now I'd like you to think about the Statewide System of School Support, or S4, program. As you probably know, S4 consists of a partnership of CDE, the California Comprehensive Center at WestEd, and the Regional System of District and School Support (RSDSS). In your experience, how effectively are these three partners working together to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?
    - Please provide some examples or specific information to support your answer.
    - What are the strengths of this partnership in building statewide capacity to meet diverse needs?
    - What aspects of the partnership could be strengthened to improve statewide capacity to meet diverse needs?

Evaluation Question 2. How effectively is the RSDSS working in conjunction with other regionally based and COE-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?

The next few questions are going to focus more specifically on the RSDSS part of S4.

3. What is your understanding of the role of RSDSS?
    a. How is this distinct from services offered by the COE?

<u>Collaboration with other regional-based or COE-based programs</u>

4. What are other COE-based programs that RSDSS works with to meet the diverse needs of LEAs and their Title 1 PI schools throughout the state? (Collaboration in the sense of working together to produce a product or program)
5. What needs/ improvements do these programs target?
6. What are the regionally based programs that RSDSS works with to meet the diverse needs of LEAs and their Title 1 PI schools throughout the state?
7. What needs/ improvements do these programs target?
8. How effective are the collaborations between RSDSS and COE- and region-based programs?
    - What indicators or outcomes do you use to measure effectiveness of the collaboration?
    - What are ways the collaboration between other COE-based programs and RSDSS could be strengthened?
    - What are strengths in this collaboration that others could learn from?
9. How do RSDSS and COE ensure their services don't overlap unnecessarily?

Evaluation Question 4. How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?

10. (Goal 1) In your COE, how effective was RSDSS assistance in helping LEAs with Title 1 PI schools in years 3-5, PI years 1-2, and other Title 1 schools in need of assistance determine revisions to the LEA plan?

(Note: Assistance may include training staff in the use of APS and DAS and other state-developed tools and development of DSLT—District and School Leadership Teams.)

- What method(s) did the COE use to measure the effectiveness of the RSDSS assistance?

For COEs that have LEAs with Title 1 schools in PI year 3-5:

11. (Goal 2) How effective is the assistance from RSDSS in helping LEAs in this COE build their capacity to help those schools implement Corrective Action or Restructuring/Alternative Governance?

    (Note: Assistance may include follow-up training after the statewide trainings, strategies for working with budgets, and specific training for PI 3-5, such as working with student subpopulations, collaboration and communication training.)

    - What method(s) did this COE use to measure the effectiveness of the RSDSS assistance?

12. (Goal 3) (Note: this is a two-part question—parts a and b. Activities may include attending PD, supporting local communication system, supporting regional networks of programs, and collaboration with regional partners.)

    (a) How knowledgeable is RSDSS about the latest research-based strategies and regional and statewide resources that are available to help your LEAs meet their needs in helping their Title 1 PI schools?

    - What method(s) or outcomes did this COE use to measure the knowledgeability of RSDSS?

    (b) How effectively is RSDSS able to broker strategies and resources to meet the needs of your LEAs with Title 1 PI schools? (Brokering services means acting as a liaison or link between the client and the provider, not that RSDSS would perform services.)

    - Provide examples as support, related to brokering of services.
    - What suggestions for improvements to brokering of resources do you have?
    - How effective is communication between RSDSS and your COE?
    - What suggestions for improvements to communication system do you have?

Evaluation Question 5. To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title I schools?

13. Since receiving RSDSS assistance, are LEAs better able to support improvements in teaching and learning in their Title 1 PI schools?
    - Probe for examples of what they were doing before RSDSS involvement and how RSDSS involvement helped the LEA support improvements to teaching and learning.)

14. How does this COE know these services are:
    - being carried over into classrooms,
    - are improving teaching, and
    - are improving learning?

Evaluation Question 6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

<u>Challenges, possible improvements</u>

15. What government or legislative *policies* or regulations, formal procedures, etc. currently exist that **positively and/or negatively impact** the effectiveness of the S4 services and/or assistance RSDSS provides to your LEAs and their Title 1 PI schools?

16. What are the challenges RSDSS faces in terms of providing S4 resources?
    - Staffing / personnel
    - Alignment of all the available resources in the region

        - Financial
        - Multi-funding issue

17. What *contextual factors* (we are defining "contextual" as the broad environment in which you perform your work) that could positively and/or negatively impact the effectiveness of the services and/or assistance RSDSS provides to LEAs and/or schools?
    - Geographic challenges
    - Demographic change
    - Competition:
        - Why do some LEAs choose not to use RSDSS services?
        - Does your COE encourage or discourage LEAs to use RSDSS? How and why?
    - Role definition
        - RSDSS identity / branding issues
        - Multiple hats of RSDSS
        - Role confusion with DAIT

18. Accountability system
    - What are some indicators or measures of success that you use to determine whether RSDSS is building the capacity of LEAs to help their Title 1 PI schools?
    - What are some indicators or measures of success that RSDSS in your region uses to evaluate its work with LEAs and their Title 1 PI schools?
    - What suggestions do you have for an effective accountability system that evaluates the RSDSS and S4 work?
    - What suggestions do you have for how the RSDSS/S4 accountability system could be strengthened?

INTERVIEW QUESTIONS: RSDSS DIRECTORS AND STAFF

Evaluation Question 1. How effectively are the CDE, the CA CC at WestEd, and RSDSS working as S4 partners to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?

RSDSS Directors

1. Think about your LEAs that have Title 1 schools in Program Improvement years 3-5, years 1-2, and those other Title 1 schools in need of assistance. How diverse are these LEAs and schools in terms of their Program Improvement needs?
2. Now I'd like you to think about the Statewide System of School Support, or S4, program. As you probably know, S4 consists of a partnership of CDE, the California Comprehensive Center at WestEd, and the Regional System of District and School Support (RSDSS). In your experience, how effectively are these three partners working together to build statewide capacity to meet the diverse needs of LEAs and their Title 1 schools throughout the state?
    - Please provide some examples or specific information to support your answer.
    - What are the strengths of this partnership in building statewide capacity to meet diverse needs?
    - What aspects of the partnership could be strengthened to improve statewide capacity to meet diverse needs?

Evaluation Question 2. How effectively is the RSDSS working in conjunction with other regionally based and COE-based programs and services to meet the diverse needs of LEAs and their Title I schools throughout the state?

RSDSS Staff

The next few questions are going to focus more specifically on the RSDSS part of S4.

3. What is your understanding of the role of RSDSS?

<u>Collaboration with other regional-based or COE-based programs</u>

4. What are other COE-based programs that RSDSS works with to meet the diverse needs of LEAs and their Title 1 PI schools throughout the state? (Collaborating to produce a product or program.)
5. What needs/ improvements do these programs target?
6. What are the regionally based programs that RSDSS works with to meet the diverse needs of LEAs and their Title 1 PI schools throughout the state?
7. What needs/ improvements do these programs target?
8. How effective are the collaborations between RSDSS and COE- and region-based programs?
    - What indicators or outcomes do you use to measure effectiveness of the collaboration?
    - What are ways the collaboration between other COE-based programs and RSDSS could be strengthened?
    - What are strengths in this collaboration that others could learn from?
9. How do RSDSS and COE ensure their services don't overlap unnecessarily?

Evaluation Question 3. What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title I schools, with particular emphasis on helping schools in PI?

RSDSS Staff

(Primarily from report matrixes, although Regions 6, 9 matrixes looks like we might have to probe in more detail by using Questions 10-12.)

10. What services, technical assistance, and support did RSDSS *offer* your LEAs to help your LEAs build their capacity to support Title 1 PI schools*?*
    - Please list/describe some of the specific services, technical assistance, and support.
11. What services, technical assistance, and support did RSDSS *provide* your LEAs to help your LEAs build their capacity to support Title 1 PI schools*?*
    - Please list/describe some of the specific services, technical assistance, and support.
12. What services, technical assistance, and support are being *brokered by RSDSS* to help LEAs build their capacity to support Title 1 PI schools? ("brokered" means RSDSS is not necessarily providing the service, but helping the LEA to contract with other service providers.)
    - Please list/describe some of the specific services, technical assistance, and support.

Make sure to ask Q13!

13. What are some reasons some LEAs do not accept/use the services offered by RSDSS?
    - Please list/describe some of the specific services that are offered but not accepted by some of your LEAs.

Evaluation Question 5. To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title I schools?

RSDSS Directors and Staff

14. Since receiving RSDSS assistance, are LEAs in your region better able to support improvements in teaching and learning in Title 1 PI schools?
    - Probe for examples of what LEAs were doing before RSDSS involvement to support teaching and learning and how RSDSS involvement helped the LEAs to better support improvements to teaching and learning.)
15. How do you know these services are:
    - being carried over into classrooms,
    - are improving teaching, and
    - are improving learning?

Evaluation Question 6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

RSDSS Directors and Staff

16. What government or legislative *policies* or regulations, formal procedures, etc. currently exist that positively and/or negatively impact the effectiveness of the S4 services and/or assistance RSDSS provides to LEAs and/or their Title 1 PI schools?
17. What are the challenges RSDSS faces in terms of providing S4 resources?
    - Staffing / personnel
    - Alignment of all the available resources in the region

        - Financial
        - Multi-funding issue

18. What *contextual factors* (we are defining "contextual" as the broad environment in which you perform your work) that could positively and/or negatively impact the effectiveness of the services and/or assistance RSDSS provides to LEAs and/or schools?
    - Geographic challenges
    - Demographic change
    - Competition:
        - Who is competing with RSDSS as a service provider?
    - Role definition
        - RSDSS identity / branding issues
        - Multiple hats of RSDSS
        - Role confusion with DAIT

19. Accountability system
    - What are some indicators or measures of success that you use to determine whether RSDSS is building the capacity of LEAs with Title 1 PI schools?
    - What are some indicators or measures of success that RSDSS in your region uses to evaluate its work with LEAs and their Title 1 PI schools?
    - What suggestions do you have for an effective accountability system that evaluates the RSDSS and S4 work?
    - What suggestions do you have for how the RSDSS/S4 accountability system could be strengthened?

INTERVIEW QUESTIONS: LEAS USING RSDSS SERVICES

Evaluation Question 3. What kinds of technical assistance, services, and support are being offered, provided, and brokered by the RSDSS to LEAs with Title I schools, with particular emphasis on helping schools in PI?

(Note: You may be able to determine which services were offered, accepted and brokered by looking in the appropriate region's Matrix of Services. If you can find the services, please read them to the LEA and ask them simply to confirm that these are still being offered/brokered. If you cannot determine from the Matrix which services the LEA is receiving, then proceed with Questions 1, 2, and 3.)

1. What services, technical assistance, and support did RSDSS *offer* your LEA to help your LEA build its capacity to support schools in PI years 3-5, 1-2, or those Title 1 schools in need of assistance*?*
   - Please list/describe some of the specific services, technical assistance, and support.
2. What services, technical assistance, and support did RSDSS *provide* your LEA to help your LEA build its capacity to support schools in PI years 3-5, 1-2 or those Title 1 schools in need of assistance*?*
   - Please list/describe some of the specific services, technical assistance, and support.
3. What services, technical assistance, and support are being *brokered by RSDSS* to help your LEA build its capacity to support schools in PI years 3-5, 1-2, or those Title 1 schools in need of assistance? ("brokered" means RSDSS is not necessarily providing the service, but helping the LEA to contract with other service providers.)
   - Please list/describe some of the specific services, technical assistance, and support that RSDSS has helped broker.
4. What are some reasons LEAs in general do not accept/use the services offered by RSDSS?
   - Does your LEA also use any services from private providers instead of certain RSDSS services? If so, describe the services and your reasons for using them instead of RSDSS.

Evaluation Question 4. How effectively do the RSDSS technical assistance, services, and support address S4 priorities and goals, as defined by the CDE in accordance with NCLB?

5. (Goal 1) How effective was RSDSS assistance in helping your LEA build its capacity to determine needed revisions to the LEA plan and budget?
   (Note: Assistance may include training staff in the use of APS and DAS and other state-developed tools as well as the development of DSLT—District and School Leadership Teams).
   - What method(s) or outcomes did this LEA use to measure the effectiveness of the RSDSS assistance?

(Note: Goal 2 relates only to those LEAs with schools in PI 3-5, so you will have to ask the LEA interviewee if they have any schools in PI years 3-5 and to remind them to consider assistance for those schools in PI years 3-5 for this question.)

6. (Goal 2) How effective is the assistance from RSDSS in helping this LEA build its capacity to help those schools implement Corrective Action or Restructuring/Alternative Governance?
   (Note: Assistance may include follow-up training after the statewide trainings, strategies for working with budgets, and specific training for PI 3-5, such as working with student subpopulations, collaboration and communication training.)
   - What method(s) or outcomes did this LEA use to measure the effectiveness of the RSDSS assistance?

(Goal 3) (Note: this is a two-part question—parts a and b. Activities may include attending PD, supporting local communication system, supporting regional networks of programs, and collaboration with regional partners.)

7. (a) How knowledgeable is RSDSS about the latest research-based strategies and regional and statewide resources that are available to help your LEA meet its needs in helping its Title 1 PI schools?
   - What method(s) or outcomes did this LEA use to measure the knowledgeability of RSDSS?

   (b) How effectively is RSDSS able to broker strategies and resources to meet your LEA's needs?
   - Provide examples as support, related to the brokering of resources.
   - What suggestions for improvements to brokering of resources do you have?
   - How effective is the communication between RSDSS and your LEA?
   - Provide examples as support, related to communication with RSDSS.
   - What suggestions for improvements to this communication system do you have?

Evaluation Question 5. To what extent do the RSDSS technical assistance, services, and support increase the capacity of LEAs to better support improvements in teaching and learning in their priority Title I schools?

8. Since receiving RSDSS assistance, is your LEA better able to support improvements in teaching and learning in Title 1 PI schools?
   - Probe for examples of what they were doing before RSDSS involvement and how RSDSS involvement helped the LEA support improvements to teaching and learning.)

9. How does your LEA know these services are:
   - being carried over into classrooms,
   - are improving teaching, and
   - are improving learning?

10. In your LEA, is RSDSS still providing support, services, or technical assistance specifically related to building LEA capacity to support teaching and learning?

    If yes,
    - How long do you expect your LEA will continue to need to receive these teaching- and learning-related services?
    - In what areas does your LEA still need to build capacity so it will be able to support improvements to teaching and learning?

    If no,
    - When did your LEA stop receiving RSDSS services specifically related to teaching and learning?
    - Why did your LEA stop receiving these services? (stopped because they had improved, or stopped because they didn't see improvement using these services?)
    - In what areas was your LEA able to build capacity to support and sustain teaching and learning?

Evaluation Question 6. To what extent do policy, resource, and contextual factors impact the effectiveness of the RSDSS technical assistance, services, and support?

11. What government or legislative *policies* or regulations, formal procedures, etc. currently exist that positively and/or negatively impact the effectiveness of the S4 services and/or assistance RSDSS provides to your LEA and its Title 1 PI schools?

12. What are the challenges RSDSS faces in terms of providing S4 resources?
    - Staffing / personnel
    - Alignment of all the available resources in the region
    - Financial
    - Multi-funding issue

13. What *contextual factors* (we are defining "contextual" as the broad environment in which you perform your work) that could positively and/or negatively impact the effectiveness of the services and/or assistance RSDSS provides to your LEA and its Title 1 PI schools?

- Geographic challenges
- Demographic change
- Competition:
  - Who is competing with RSDSS as a service provider?
  - Why do/don't you choose RSDSS services over competitors?
- Role definition
  - RSDSS identity / branding issues
  - Multiple hats of RSDSS
  - Role confusion with DAIT

14. Accountability system
    - What are some indicators or measures of success that you use to determine whether RSDSS is building the capacity of your LEA?
    - What are some indicators or measures of success that RSDSS in your region uses to evaluate its work with PI LEAs and schools?
    - What suggestions do you have for an effective accountability system that evaluates RSDSS and S4 work?
    - What suggestions do you have for how the RSDSS/S4 accountability system could be strengthened?

S4 INTERVIEW PROTOCOL: LEAS NOT USING RSDSS SERVICES

1. How did RSDSS approach your district to use their services, technical assistance and support?
   - What technical assistance, services, or support did RSDSS offer?
   - How familiar was your district with the work of RSDSS and the S4 program when RSDSS offered its services?
     - Had your district ever worked with RSDSS before? If so, what were your district's experiences in working with RSDSS?

2. What were factors in your LEA's decision to decline RSDSS services?
   - Services to be provided
   - Your district's experiences with RSDSS
   - Financial aspects
   - Geography
   - Other (recommendations from other districts, reputation, etc.)
   - Who/what group made the decision to decline RSDSS services?
     i. What was the main deciding factor in the decision to decline RSDSS services?

3. When your LEA declined RSDSS services, what did the LEA decision makers decide to do, instead?
   - Decided to use other COE programs or services.
   - Decided to use a private service provider.
   - Decided to work within LEA, without outside assistance.
   - Decided to postpone a decision for the time being.

4. What were the LEA's reasons for this decision?
   - Services to be provided
   - Your district's experiences with RSDSS or other providers
   - Financial aspects
   - Geography
   - Other (recommendations from other districts, reputation, etc.)

Now, let's talk about the services your LEA is receiving (Note: this section is for those LEAs that are doing something, not for those that postponed making a decision).

5. (Note: this question is for those LEAs receiving outside help, either from COE or private provider.) What service provider / providers is/are your LEA currently working with? (name of the provider(s))
   - What services or assistance do you currently receive from the provider(s)?
   - What are the targeted areas/improvements of your current services?

6. (Note: this question is for those LEAs that are attempting to solve problem without outside assistance.) Describe what your LEA is doing on its own in terms of services provided, targeted areas/improvements.

(Note: Q 7-9 are for all LEAs receiving services or working on their own.)

7. In what ways have the services helped build the capacity of the LEA to support improvements in teaching and learning?

8. Has your LEA seen actual improvements in teaching and learning that you attribute to these services? If so, please provide examples.
   - Teaching (teacher-related issues, such as pacing of instruction, training on instructional or content strategies)
   - Learning (student-related issues, subpops such as SWD, EL, low income)

9. How does your LEA evaluate the effectiveness of the services?
   - Change in PI status?

- Other evaluation methods?

10. (Note: for those LEAs that have postponed a decision) What are your next steps going to be?
    - Will accept RSDSS services
    - Will accept COE services
    - Will accept private provider services
    - Will work within LEA
    - Other

Challenges, possible improvements (Eval Q#6)

11. Finally, what suggestions do you have that will improve the S4 program and the work of RSDSS?
    - Policy related suggestions
    - Political related issues
    - Resources (staffing)
    - Fiscal / funding issues
    - Geographic issues
    - Branding /marketing of the RSDSS

Site Visit Protocols

LEA SITE VISIT PROTOCOL

1. What support was provided to the LEA and its Title 1 schools from RSDSS? (Note: this was already asked in the phone interview—you may just need to briefly confirm the service/support.)
2. How were these services/support implemented? (Describe implementation process and whether services/support were fully, partially, or not implemented and reasons for the degree of implementation.)
3. What were the intended outcomes of the RSDSS support/services? (What was supposed to happen as a result of the services/support?)
4. To what extent did the support/services lead to intended outcomes? (Was the support fully, partially, or not at all effective in leading to intended outcomes? What evidence was provided/observed during the site visit?)
5. If support was not fully effective in meeting intended outcomes, what barriers prevented it from being effective?
6. What suggestions do you have for improving the effectiveness of the support/services? (Could be that the quality of the support itself needs improvement, the implementation needs improvement, or some other reason.)
7. What service/support has been the greatest help to this LEA, related to the current needs of your Title 1 PI schools?
8. What additional help does this LEA need related to its Program Improvement schools? After getting examples, try to quantify: twice as much help; three times as many hours or RSDSS staff, etc.
9. What plans are there to obtain this service/support in the coming school year?
10. In your opinion, will this LEA/district be better able to help its PI schools or at-risk schools in the future as a result of RSDSS support/services already used? Please explain.
11. How has this support/service impacted teaching at these schools? (For example, caused them to implement new instructional strategies?) How could you tell this service/support impacted teaching at these schools? (Note: already asked in phone interview. If this was not answered in phone interview, ask it here.)
12. How has this support/service impacted student learning at these schools? How could you tell this service/support impacted student learning at these schools? (Positive or negative? Rising/falling test scores? More in-depth thinking in evidence?) (Note: already asked in phone interview. If this was not answered in phone interview, ask it here.)
13. Are you able to get the RSDSS services you need to help all your PI schools and schools at risk of PI, or are services prioritized as to year of PI status?
14. If they are prioritized as to availability, what impact does that have on those schools and your LEA?
15. We have heard that some LEAs know what RSDSS and S4 provide, while others see “seamless” support from their COE. From your perspective, what are the advantages/disadvantages of these two approaches?
16. What measures/indicators do you use as evidence of the effectiveness of support to PI schools? Can we see some examples? (e.g., spreadsheets of student performance, AYP, etc.)\
17. What improvements would you recommend to S4/RSDSS?

SCHOOL SITE VISIT PROTOCOL

(Know what level of PI this school is in before beginning the interview. Bring list of RSDSS services and staff names for this region as prompts.)

1. What support was provided to this Title 1 school to help it exit PI status, keep from advancing further into PI, or because it is in need of assistance (not PI)?
2. Who provided the support (e.g., your district, county, RSDSS, another group/agency, don't know)? (If they say another group or agency, try to get a specific name.)
3. Have RSDSS staff ever worked directly with your school to provide services related to your Program Improvement status? If so, how was this arranged—through your district or county, or did RSDSS approach you directly?
4. How were these services/support implemented? (Describe implementation process and whether services/support were fully, partially, or not implemented and reasons for the degree of implementation.)
5. What were the outcomes of the support/services supposed to be?
6. To what extent did the support/services lead to intended outcomes? (Was the support fully, partially, or not at all effective in leading to intended outcomes? What evidence was provided/observed during the site visit?)
7. If support was not fully effective in meeting intended outcomes, what barriers prevented full implementation? (Listen for barriers beyond district, within district, within school.)
8. What suggestions do you have to improve the effectiveness of the support/services? (Could be that the quality of the support itself needs improvement, the implementation needs improvement, or some other reason.)
9. What additional help does this school need related to its current PI/assistance status? (After getting examples, try to quantify: twice as much help, three times as many hours of RSDSS staff, etc.)
10. What plans are there to obtain this service/support in the coming school year?
11. How has this support/service your school has received impacted teaching at this school? (Caused you to implement new instructional strategies?) How could you tell this service/support impacted teaching at these schools?
12. How has this support/service your school has received impacted student learning at this school? (Positive or negative? Rising/falling test scores? More in-depth thinking in evidence?) How could you tell this service/support impacted student learning at these schools?
13. What measures/indicators do you use as evidence of the effectiveness of support to help your school exit PI status? Can we see some examples? (e.g., spreadsheets of student performance, AYP, etc.)

Appendix D: E-mailed Requests for Questionnaire Participation

CDE E-mail to District Superintendents

Dear Select District Superintendent:

As required by State law, the California Department of Education (CDE) has commissioned an independent evaluation study of California's Statewide System of School Support (S4) program. The CDE awarded the contract for this study to the Human Resources Research Organization (HumRRO). As part of this study, you will receive a separate e-mail from HumRRO requesting that you complete a brief questionnaire. This e-mail will provide instructions to access, complete, and submit the online questionnaire. A copy of the questionnaire will be attached to the e-mail if you prefer to complete a hard copy.

Your local educational agency (LEA) was selected to receive the questionnaire because:

* Your LEA has Title I schools in Program Improvement or in need of assistance; and
* Your LEA has been offered S4 assistance from the Regional System of District and School Support.

The results of this study will inform the efforts of the CDE and its S4 partners in continuing to improve services and support to LEAs and their Title I schools. The final study report is due on April 1, 2009, and will be submitted to the California Legislature, the Legislative Analyst's Office, and the Department of Finance.

We thank you for your time and thoughtful responses. Because HumRRO is surveying a limited sample of LEAs, your response is important to the CDE and to the success of the S4 evaluation study. If you have questions about this evaluation study, please contact Larry Boese, Consultant, District and School Program Coordination, at 916-319-0257 or by e-mail at lboese@cde.ca.gov<mailto::lboese@cde.ca.gov>.

Sincerely,

Fred Balcom, Ph.D., Director
Accountability and Improvement Division
California Department of Education
1430 N Street, Suite 6205
Sacramento, CA 95814
fbalcom@cde.ca.gov

CDE E-mail to School Principals

Subject: STATEWIDE SYSTEM OF SCHOOL SUPPORT (S4) EVALUATION STUDY

Dear Select Principal:

As required by State law, the California Department of Education (CDE) has commissioned an independent evaluation study of California's Statewide System of School Support (S4) program. The CDE awarded the contract for this study to the Human Resources Research Organization (HumRRO). As part of this study, you will receive a separate e-mail from HumRRO requesting that you complete a brief questionnaire. This e-mail will provide instructions to access, complete, and submit the online questionnaire. A copy of the questionnaire will be attached to the e-mail if you prefer to complete a hard copy.

Your school was selected to receive the questionnaire because:

- Your Title I school is in Program Improvement or is need of assistance, and
- Your district was offered S4 assistance from the Regional System of District and School Support.

The results of this study will inform the efforts of the CDE and its S4 partners in continuing to improve services and support to districts and their Title I schools. The final study report is due on April 1, 2009, and will be submitted to the California Legislature, the Legislative Analyst's Office, and the Department of Finance.

We thank you for your time and thoughtful responses. Because HumRRO is surveying a limited sample of schools, your response is important to the CDE and to the success of the S4 evaluation study. If you have questions about this evaluation study, please contact Larry Boese, Consultant, District and School Program Coordination, at 916-319-0257 or by e-mail at lboese@cde.ca.gov.

Sincerely,

Fred Balcom, Ph.D., Director
Accountability and Improvement Division
California Department of Education
1430 N Street, Suite 6205
Sacramento, CA 95814
fbalcom@cde.ca.gov

Sample HumRRO E-mail to District Superintendents

Dear Superintendent Doe[7],

You should have received an e-mail on October 24, 2008 from Fred Balcom, Director of the California Department of Education's Accountability and Improvement Division. In that e-mail, Dr. Balcom provided a summary of the Statewide System of School Support (S4) Evaluation Study and encouraged your participation in a questionnaire as part of this study. The CDE awarded the contract for this study to the Human Resources Research Organization (HumRRO). The results of this study will inform the efforts of the CDE and its S4 partners in continuing to improve services and support to LEAs and their Title I schools.

John Doe Unified was selected because CDE records indicated (a) it has Title 1 schools in Program Improvement or in need of assistance and (b) it has been offered assistance from the Regional System of District and School Support (RSDSS). A limited sample of LEAs was selected so your participation in this survey is critical to an effective evaluation.

You can complete the questionnaire yourself or forward this e-mail to a designee such as an Assistant Superintendent or Director of Curriculum and Instruction. The questionnaire is anonymous and results will be reported in the aggregate.

The questionnaire should take fewer than 30 minutes to complete and can be completed over multiple online sessions. We ask that you submit the questionnaire no later than November 21, 2008.

To access the questionnaire online:

Go to: https://xxx.xxxxxx/xxx/
Password: XXXXXXXX

If you prefer to complete a paper-and-pencil instrument, please use the attached PDF file. Instructions for e-mailing or faxing the completed instrument are included in the file.

Thank you very much for your time. If you have questions about the overall evaluation study, please contact Larry Boese, Consultant, District and School Program Coordination Office at the CDE (lboese@cde.ca.gov).

For questions regarding the questionnaire, please contact Sunny Becker, Evaluation Project Director, at HumRRO (sbecker@humrro.org).

Cordially,

Sunny Becker, Ph.D.
Project Director
Human Resources Research Organization (HumRRO)

[7] Shaded fields were tailored for each respondent. Generic values are presented here as an example only.

Sample HumRRO E-mail to School Principals

Dear Principal Smith[8],

You should have received an e-mail on October 24, 2008 from Fred Balcom, Director of the California Department of Education's Accountability and Improvement Division. In that e-mail, Dr. Balcom provided a summary of the Statewide System of School Support (S4) Evaluation Study and encouraged your participation in a questionnaire as part of this study. The CDE awarded the contract for this study to the Human Resources Research Organization (HumRRO). The results of this study will inform the efforts of the CDE and its S4 partners in continuing to improve services and support to LEAs and their Title I schools.

Jane Smith Elementary was selected because CDE records indicate it is a Title 1 school is in Program Improvement years 3-5 or 1-2, or is it not in Program Improvement but in need of assistance, and your LEA was offered assistance from the RSDSS, which your LEA accepted or chose to decline. A limited sample of schools was selected so your participation in this survey is critical to an effective evaluation.

You can complete the questionnaire yourself or forward this e-mail to a designee such as an Assistant Principal of Curriculum and Instruction or a school counselor. The questionnaire is anonymous and results will be reported in the aggregate.

The questionnaire should take fewer than 30 minutes to complete and can be completed over multiple online sessions. We ask that you submit the questionnaire no later than November 21, 2008.

To access the questionnaire online:
Go to: https://xxx.xxxxxx/xxx/
Password: YYYYYYYYY

If you prefer to complete a paper-and-pencil instrument, please use the attached PDF file. Instructions for e-mailing or faxing the completed instrument are included in the file.

Thank you very much for your time. If you have questions about the overall evaluation study, please contact Larry Boese, Consultant, District and School Program Coordination Office at the CDE (lboese@cde.ca.gov).

For questions regarding the questionnaire, please contact Sunny Becker, Evaluation Project Director, at HumRRO (sbecker@humrro.org).

Cordially,

Sunny Becker, Ph.D.
Project Director
Human Resources Research Organization (HumRRO)

[8] Shaded fields were tailored for each respondent. Generic values are presented here as an example only.

Appendix E: LEA Questionnaire Analysis Tables

LEA Survey: Frequency Results by Item

The item-level frequency counts and percents are presented below for each item on the LEA survey. The survey was sent to 200 LEAs; 91 respondents provided usable data for a 45.5% response rate. Note that not all 91 respondents answered each item. The survey included "branched" items such that respondents who selected particular response options were presented with additional items, whereas respondents who selected different response options (e.g., "none of the above") were not presented with those additional items. Also, it is important to note that some respondents did not respond to all the items they were presented (i.e., some "skipping" occurred).

The LEA Survey contained a set of core items that were presented to all respondents. The results for those items are presented first, followed by the results for the branched items.

RESULTS FOR THE CORE SURVEY ITEMS

Table E-1. Q1 What Was/Is the Program Improvement (PI) Status for This LEA?

	Year 2007-2008			Year 2008-2009		
	Num.	Perc.	Valid Perc.	Num.	Perc.	Valid Perc.
PI Year 1	4	4.4	4.7	8	8.8	9.4
PI Year 2	19	20.9	22.4	7	7.7	8.2
PI Year 3	19	20.9	22.4	33	36.3	38.8
This LEA was/is not in PI, but it had/has schools in PI	24	26.4	28.2	20	22.0	23.5
This LEA was/is not in PI and it had/has no schools in PI	19	20.9	22.4	17	18.7	20.0
Missing	6	6.6	--	6	6.6	--

Note. The participants with "missing" data (i.e., those who skipped this item) are not included in the total n count on which the valid percentages are based.

Table E-2. Q2 How Many Schools in This District Were/Are in Each PI Status Year?[9]

PI Categories:	Numbers Entered on Survey	Year 2007-2008 Number	Year 2007-2008 Percent	Year 2008-2009 Number	Year 2008-2009 Percent
PI Year 1	0 Schools	2	2.2	7	7.7
	1 School	15	16.5	19	20.9
	2 Schools	9	9.9	4	4.4
	3 Schools	1	1.1	1	1.1
	4 Schools	3	3.3	1	1.1
	Left Blank	61	67.0	59	64.8
PI Year 2	0 Schools	3	3.3	2	2.2
	1 School	18	19.8	18	19.8
	2 Schools	10	11.0	8	8.8
	3 Schools	2	2.2	2	2.2
	4 Schools	1	1.1	1	1.1
	5 Schools	--	--	1	1.1
	6 Schools	3	3.3	--	--
	8 Schools	--	--	1	1.1
	Left Blank	54	59.3	58	63.7
PI Year 3	0 Schools	6	6.6	3	3.3
	1 School	11	12.1	12	13.2
	2 Schools	5	5.5	8	8.8
	3 Schools	3	3.3	4	4.4
	5 Schools	--	--	2	2.2
	6 Schools	--	--	1	1.1
	Left Blank	66	72.5	61	67.0
PI Year 4	0 Schools	5	5.5	5	5.5
	1 School	18	19.8	10	11.0
	2 Schools	6	6.6	6	6.6
	3 Schools	2	2.2	4	4.4
	4 Schools	2	2.2	--	--
	8 Schools	1	1.1	--	--
	Left Blank	57	62.6	66	72.5

[9] This item appeared on the survey as an open text box in which the respondents entered the number of schools in each category. Note that some respondents entered the number "0" in the text box to denote that they have zero schools in that PI category. As seen in the table above, many respondents left the text box blank. It is quite possible that some respondents intended a blank text box to denote "0." However, it is not possible to distinguish between those blanks that were intended to denote "0" and those blanks that represent non-responses. As such, the values in the above table for "0 Schools" and "Left Blank" should be interpreted with caution.

PI Categories:	Numbers Entered on Survey	Year 2007-2008 Number	Year 2007-2008 Percent	Year 2008-2009 Number	Year 2008-2009 Percent
PI Year 5	0 Schools	4	4.4	1	1.1
	1 School	15	16.5	21	23.1
	2 Schools	6	6.6	5	5.5
	3 Schools	4	4.4	4	4.4
	4 Schools	--	--	1	1.1
	5 Schools	1	1.1	3	3.3
	7 Schools	--	--	1	1.1
	8 Schools	1	1.1		
	9 Schools	1	1.1	1	1.1
	10 Schools	--	--	1	1.1
	13 Schools	1	1.1	2	2.2
	Left Blank	58	63.7	51	56.0
No PI schools in this LEA		21	23.1	20	22.0

Table E-3. Q3 What Best Describes Your Position at This LEA?

	Number	Percent	Valid Percent
Superintendent	36	39.6	40.9
Assistant Superintendent/Director of Curriculum and Instruction	30	33.0	34.1
Director of Educational Programs and Services	7	7.7	8.0
Director of Categorical Programs (including Title 1)	11	12.1	12.5
Other*	4	4.4	4.5
Missing	3	3.3	—

* Note: The following open-responses were entered for the "Other" text box[10] in Question 3:

"Ex. Dr. Curr and Special Project"
"Superintendent/Principal"
"Chief Operation Officer"
"Director of Student Services"
"Principal"
"Accountability Coordinator"

[10] Note that it was possible to select a response option other than "other" and still enter a response into the open-ended text box following the "other" response option. This explains why there were more write-in comments than there were respondents selecting the "other" text box.

Table E-4. Q4 Please indicate your familiarity with California's Statewide System of School Support (S4) and the RSDSS office in your region.

	Not Familiar		Somewhat Familiar		Moderately Familiar		Very Familiar		Extremely Familiar		Missing	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
S4	25	27.5	18	19.8	20	22.0	17	18.7	7	7.7	4	4.4
RSDSS	20	22.0	16	17.6	13	14.3	28	30.8	10	11.0	4	4.4

Table E-5. Q5 This LEA is Primarily:

	Number	Percent	Valid Percent
Urban	11	12.1	12.5
Suburban	29	31.9	33.0
Rural	25	27.5	28.4
Small town	7	7.7	8.0
A mix	16	17.6	18.2
Missing	3	3.3	--

Question 6. The services that RSDSS made available in your region last year are listed below. Please indicate which services were **offered** and which services RSDSS provided to this LEA. (Check all that apply[11])

Table E-6a. Q6 Services Offered in Region 1

Services	Offered		Provided	
	Number	Percent	Number	Percent
Technical Services	4	80.0	4	80.0
Planning Support	4	80.0	4	80.0
Curricular/Instructional Support	4	80.0	4	80.0
Not Sure	1	20.0	0	0.0
None of the Above	0	0.0	1	20.0

Note. n = 5 for Region 1

[11] Note that "valid percents" are not provided for the "Check all that apply" items as it is not possible to determine which response options were skipped/missing and which response options were left blank because they do not apply.

Table E-6b. Q6 Services Offered in Region 2

Services	Offered		Provided	
	Number	Percent	Number	Percent
Consultation and information dissemination regarding NCLB requirements for each year in PI	2	100	1	50.0
Assistance to LEAs with identification and response planning to mandated PI process	2	100	1	50.0
Integration of the 9 Essential Program Components into planning	2	100	1	50.0
Assistance with district capacity building, one-on-one consultation, facilitation, training	2	100	1	50.0
Assistance with School Support Team development and implementation	2	100	1	50.0
Data (graphs) and results interpretation for AYP/STAR results	2	100	1	50.0
Coaching in core academic areas	1	50	1	50.0
PLC and RTI information and assistance	2	100	1	50.0
Training of DSLT	2	100	1	50.0
Staff development and training regarding NCLB mandated responsibilities, API/AYP determination	2	100	1	50.0
Training on administration of APS, LRE, ELLSA and interpretation of survey results	2	100	1	50.0
Staff training on the 9 EPCs	2	100	1	50.0
Curriculum mapping, pacing and development of Individual Learning Plans	2	100	1	50.0
RTI training	1	50	1	50.0
PLC training	1	50	1	50.0
Administration of District Assistance Survey, Academic Performance Survey, Least Restrictive Environment, ELLSA and summary of results and facilitation of next steps with action plan	2	100	1	50.0
Facilitation and implementation of NCLB mandated actions	2	100	1	50.0
Data Generation and Analysis Training and Interpretation of Data Result	1	50	1	50.0
Assistance with development and implementation of SPSA and LEA Plan	2	100	1	50.0
Coordination and collaboration with NERCC and CDE for staff development, training and sharing of information and resources (inclusive of training opportunities)	1	50	1	50.0
Facilitation of regional meetings for development of action plans through use of various surveys	1	50	1	50.0
Not Sure	0	0	0	0
None of the above	0	0	1	50.0

Note. N = 2 for Region 2

Table E-6c. Q6 Services Offered in Region 3

Services	Offered		Provided	
	Number	Percent	Number	Percent
Monthly general information meetings on NCLB implementation, including responsibilities under PI	1	16.7	1	16.7
Workshop series on data analysis, grade level/department collaboration, and use of data to drive instructional practice	1	16.7	1	16.7
Assistance with data analysis	1	16.7	1	16.7
Analysis of state assessment data	1	16.7	1	16.7
Assistance with selection of intervention programs to target achievement gaps	1	16.7	1	16.7
Assistance in planning for SES	0	0	0	0
Individual district consultation regarding PI requirements	1	16.7	1	16.7
Assistance with APS	1	16.7	1	16.7
Assistance with DAS	1	16.7	1	16.7
Assistance with curriculum pacing guides	1	16.7	1	16.7
Support for curriculum implementation	1	16.7	1	16.7
Classroom observations/feedback	1	16.7	1	16.7
Assistance using curriculum-embedded assessment	1	16.7	1	16.7
Other professional development	2	33.3	3	50.0
Monitoring of school and/or district improvement plans	1	16.7	1	16.7
Not Sure	2	33.3	2	33.3
None of the above	2	33.3	1	16.7

Note. n = 6 for Region 3

Table E-6d. Q6 Services Offered in Region 4

Services	Offered		Provided	
	Number	Percent	Number	Percent
Ongoing predominantly on-site support aligned with improvement plan	1	9.1	1	9.1
Ongoing on- and off-site support, usually pre-plan or pre-PI identification	1	9.1	1	9.1
Limited, on-site and/or off-site support and/or technical assistance	3	27.3	3	27.3
Not Sure	0	0	0	0
None of the Above	7	63.6	7	63.6

Note. n = 11 for Region 4

Table E-6e. Q6 Services Offered in Region 5

Services	Offered		Provided	
	Num	Pct	Num	Pct
Provide PI training at CDE PI trainings and follow-up support to local districts	2	50.0	1	25.0
Train staff/DSLTs in PI LEAs and LEAs with large numbers or percentages of PI schools in the use of the Academic Program Survey (APS) and District Assistance Survey (DAS)	1	25.0	1	25.0
Assist LEA staff in the development of District School Leadership Teams (DSLTs) that will work with LEA and school-level staff as they utilize the APS and DAS to determine a school's level of implementation of the Essential Program Components. DSLTs will also assist the LEA to revise its LEA plan, according to the results of the DAS and APS and support the implementation of the LEA plan	1	25.0	0	0.0
Assist PI LEAs with student data analysis, the determination of which student subgroups and content areas need to be addressed, and the determination of why they are in PI, in order to make data-driven informed changes to the LEA plan	0	0.0	0	0.0
Facilitate dialogue and investigation of research-based practices in the areas of language arts and mathematics, related specifically to the 9 Essential Program Components	0	0.0	0	0.0
Provide LEAs with additional support and monitoring of their Action Plans through monthly meetings and regular data analysis monitoring	1	25.0	0	0.0
Provide follow-up trainings in each county to support CDE-sponsored trainings for PI schools to implement the requirements of NCLB	1	25.0	0	0.0
Train and lead LEA staff in a strategic process to make informed decisions and appropriate choices regarding NCLB-mandated responsibilities relative to PI schools in Corrective Action and/or Restructuring/Alternative Governance (Years 3, 4, 5)	0	0.0	0	0.0
Utilize data (i.e., the APS and the Classroom Walk-Thru Tool) for the purpose of monitoring the implementation and progress of the schools' Action Plans	1	25.0	0	0.0
Utilize various data analyzing tools (i.e., the School Plan, curriculum embedded assessments and other data resources) to review and disaggregate data to better identify student needs to be addressed in Action Plans	1	25.0	0	0.0
Provide support and resources in data analysis and needs assessment including development of grade level collaboration templates (i.e., D.I.E.: Describe, Interpret and Evaluate, Results, by Mike Schmoker, and Collaborative Analysis of Student Learning, developed by the Santa Clara County Office of Education), San Benito County Professional Learning Community Template	1	25.0	1	25.0
Facilitate investigation of the various research-based practices proven to be successful with school reform efforts such as those identified in the APS, Classroom Instruction that Works, and State Frameworks	1	25.0	1	25.0
Provide resources or broker services based on the schools' identified areas of need	0	0.0	0	0.0
Following CDE-sponsored trainings for PI schools, provide trainings in each county to support LEAs in using CDE-developed protocols to make appropriate decisions regarding their mandated responsibilities to schools in PI years 3, 4, and 5	0	0.0	0	0.0
Provide trainings to LEAs with schools in Corrective Action or Restructuring/ Alternative Governance, to assist them in implementing plans developed in accordance with NCLB	0	0.0	0	0.0
Develop knowledge and understanding of comprehensive school reform models including alternative governance structures	0	0.0	0	0.0
Develop knowledge and skills in data analysis and data tools to support schools and districts	1	25.0	0	0.0
Develop and refine understanding of scientifically research-based programs from the core adoption and intervention programs and effective strategies in language arts and mathematics	0	0	0	0.0
Not sure	1	25.0	2	50.0
None of the above	0	0	1	25.0

Note. N = 4 for Region 5

Table E-6f. Q6 Services Offered in Region 6

Services	Offered		Provided	
	Number	Percent	Number	Percent
Provide information to districts and answer questions regarding: NCLB Law, CST data, CAHSEE data, CELDT data, and PI Status and Requirements (district and school level)	2	50.0	1	25.0
Provide professional development sessions at various locations throughout the region focusing on California content standards, effective instructional strategies to support at-risk student subgroups, instructional coaching, instructional leadership and data analysis	3	75.0	3	75.0
Provide customized services to districts with active DSLTs as they work to make informed decisions regarding their schools in corrective action	3	75.0	2	50.0
Provide customized services including site-based professional development and technical assistance to districts with instructional coaches focusing on instructional strategies to support at-risk student subgroups	3	75.0	3	75.0
Not Sure	1	25.0	1	25.0
None of the Above	0	0.0	0	0.0

Note. n = 4 for Region 6

Table E-6g. Q6 Services Offered in Region 7

Services	Offered		Provided	
	Number	Percent	Number	Percent
Process of Inquiry using state tools	7	63.6	4	36.4
DSLT formation and/or maintenance	4	36.4	2	18.2
Analysis of student achievement data	7	63.6	3	27.3
Corrective action and/or restructuring plans	6	54.5	4	36.4
Building District capacity to make informed decisions	4	36.4	3	27.3
Partnerships and collaboration	5	45.5	2	18.2
Regional communication system	7	63.6	5	45.5
Research-based strategies and state resources	5	45.5	3	27.3
Brokered resources	3	27.3	2	18.2
Not Sure	1	9.1	1	9.1
None of the above	1	9.1	3	27.3

Note. n = 11 for Region 7

Table E-6h. Q6 Services Offered in Region 8

Services	Offered		Provided	
	Number	Percent	Number	Percent
Orienting LEA and school staffs to the PI process	14	87.5	12	75.0
Assisting in the revision of the LEA plan to support student achievement	9	56.3	9	56.3
Training staff in the use of the District Assistance Survey (DAS)	10	62.5	9	56.3
Training staff in the use of the Academic Program Survey (APS), English Learner Student Sub-group Assessment (ELSSA)	12	75.0	11	68.8
Assisting in the development of District/School Leadership Teams (DSLTs)	7	43.8	7	43.8
Training staff in corrective action schools (years 3, 4, and 5) to use strategic processes including planning for alternative governance	10	62.5	7	43.8
Consulting concerning program compliance and research-based promising practices	13	81.3	10	62.5
Consulting about services to special populations, such as special education English Language Learners, high schools, economically disadvantaged, etc.	13	81.3	12	75.0
Developing networks of individuals who are working with and in PI LEAs and schools	8	50.0	5	31.3
Assisting districts/site teams in completion of Year 1 PI plans (SSPSA)	5	31.1	3	18.8
Not Sure	0	0	2	12.5
None of the above	0	0	0	0

Note. n = 16 for Region 8

Table E-6i. Q6 Services Offered in Region 9

Services	Offered		Provided	
	Number	Percent	Number	Percent
Network for Title 1 & Program Improvement Principals with Mike Schmoker	4	44.4	3	33.3
Training on CDE Improvement Tools	2	22.2	2	22.2
On Common Ground (presented by Solution Tree and hosted by OCDE)	3	33.3	1	11.1
RTI - Kevin Feldman	3	33.3	3	33.3
Strategic Schooling Initiative - Dennis Parker	1	11.1	0	0.0
Coaching and Communication Skills for Principals	2	22.2	2	22.2
School Improvement Leadership Institute	3	33.3	3	33.3
Building Trusting Teams - Janet Malone	0	0.0	0	0.0
Provide technical assistance to PI schools and districts	4	44.4	5	55.6
Assist districts in review and revision of LEA plans	2	22.2	4	44.4
More Bang for Your Buck Workshop	1	11.1	2	22.2
Parent Institute	1	11.1	1	11.1
Leading, Coaching and Facilitating groups	1	11.1	1	11.1
Program Improvement Management System	0	0.0	1	11.1
Standards Management System	0	0.0	0	0.0
Not Sure	1	11.1	2	22.2
None of the above	1	11.1	0	0.0

Note. n = 9 for Region 9

Table E-6j. Q6 Services Offered in Region 10

Services	Offered		Provided	
	Number	Percent	Number	Percent
Comprehensive Services to Early Warning Districts (Examples include: district assessment using state tools, addendum writing, implementation, and professional development for content, leadership, and monitoring)	3	23.1	1	7.1
Comprehensive Services to New Program Improvement District (Examples include: district assessment using state tools, addendum writing, implementation, and professional development for content, leadership, and monitoring)	5	38.5	5	38.5
Ongoing PI District Facilitation (DSLT, PI district networks)	8	61.5	7	53.8
PI School Specific	6	46.2	5	38.5
High Risk Subgroup (SWD and EL)	3	23.1	1	7.7
AB 430/SB472 and ELS/Math Adoptions	9	69.2	6	46.2
Fiscal/Reallocation Inquiry	2	15.4	2	15.4
Leadership Training/Coaching	9	69.2	6	46.2
Monitoring/Walk Through/ Training/Coaching	10	76.9	7	53.8
State Tools (APS, DAS, ELSSA, LRE)	6	46.2	4	30.8
Data Teams/PLC	7	53.8	5	38.5
Accountability, compliance, research	5	38.5	2	15.4
Family Involvement	0	0.0	0	0.0
Not Sure	0	0.0	0	0.0
None of the above	2	15.4	3	23.1

Note. n = 13 for Region 10

Table E-6k. Q6 Services Offered in Region 11

Services	Offered		Provided	
	Number	Percent	Number	Percent
NCLB Technical Assistance (guidance on requirements for schools identified as in need of improvement)	8	80.0	6	60.0
DSLT Development	7	70.0	6	60.0
Support training in state tools (such as APS, DAS, LRE, ELSSA)	7	70.0	7	70.0
LEA Plan Development and Support	6	60.0	4	40.0
DSLT Support	7	70.0	7	70.0
Networks	5	50.0	2	20.0
Training for special populations	5	50.0	4	40.0
Overviews of PLCs and RTI	4	40.0	2	20.0
Planning for Restructuring	5	50.0	3	30.0
Parent Engagement Trainer of Trainers	5	50.0	5	50.0
Codesign services with district	4	40.0	3	30.0
LAIT	5	50.0	5	50.0
RTI design and implementation	5	50.0	4	40.0
PLC training and facilitation	5	50.0	3	30.0
Support for district program monitoring	6	60.0	4	40.0
One-on-one services	6	60.0	5	50.0
Brokered services	3	30.0	2	20.0
Not sure	0	0.0	0	0.0
None of the above	0	0.0	0	0.0

Note. N = 10 for Region 11

Table E-7. Q7. How Did This LEA First Learn About the Services That RSDSS Provides?

	Number	Percent	Valid Percent
From CDE staff	6	6.6	6.8
Information letter from RSDSS director/staff	8	8.8	9.1
Personal visit or phone call from RSDSS director/staff	9	9.9	10.2
From other LEAs using RSDSS services	0	0.0	0.0
Through County Office of Education (COE)	39	42.9	44.3
Through own investigation of PI service options	0	0	0.0
Through professional development/information meeting	4	4.4	4.5
I am not sure we learned about S4 services	17	18.7	19.3
Other*	5	5.5	5.7
Missing	3	3.3	--

*Note. The following open-responses were entered for the "Other" text box in Question 7:

"This survey"
"friend on RSDSS"
"I am a former RSDSS director"
"From my superintendent"
"From this S4 survey"

Table E-8. Q8. Which of the Following Entities Provided PI-related Services to This LEA During the 2007–08 School Year? (Check All That Apply)

	Number	Percent
RSDSS	43	47.3
County Office of Education (other than RSDSS)	48	52.7
District Assistance and Intervention Team (DAIT)	14	15.4
Fee-for-service provider (or private provider)	27	29.7
Don't know	5	5.5
This LEA did not receive any PI-related services during 2007–2008	16	17.6
Other*	3	33.3

*Note: The following open-responses were entered for the "Other" text box in Question 8:

"RTI training only"
"No PI schools"
"Contracted service with IIUSP funds"

Table E-9. Q9. How Did This LEA Know the PI-related Services it Received Were Effective in Helping Schools in This District? (Check All That Apply)

	Number	Percent
This LEA used a formal outcome/impact measure developed by its service provider.	9	9.9
This LEA used pre and post student achievement data to determine areas of improvement and weaknesses in the student population.	52	57.1
This LEA conducted classroom walk-throughs.	51	56.0
This LEA collected anecdotal evidence from administrators and staff.	45	49.5
This LEA used surveys/tools it has developed to gather data from administrators and staff.	31	34.1
This LEA's school(s) exited PI.	22	24.2
This LEA's school(s) did not advance (or is/are on hold/freezing) in PI status.	23	25.3
Other*	13	14.3

*Note: The following open-responses were entered for the "Other" text box in Question 9:

"Did not receive services"
"Not in P/I, don't know why am taking this survey"
"NA"
"Not in PI"
"More students moving toward English competencies"
"No PI schools in the District"
"Parent Surveys"
"LEA did not receive services"
"No schools in district are PI"
"no PI services"
"No schools in Program Improvement"
"No PI schools"

Table E-10a. Q10. Rate the Extent to Which Improvement Is Needed on the Following Aspects of RSDSS or the Services it Provides.

	None		Very Little		Some		Great		Extremely Great		Not Sure		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Clarification/branding of what is RSDSS and what services RSDSS can provide	4	4.4	18	19.8	17	18.7	13	14.3	13	14.3	13	14.3	8	8.8
Alignment of services and NCLB/state requirements	9	9.9	28	30.8	15	16.5	11	12.1	4	4.4	16	17.6	8	8.8
Promoting collaboration among districts and schools in the region	6	6.6	12	13.2	25	27.5	15	16.5	10	11.0	15.	16.5	8	8.8
Communication among RSDSS, district, and school about availability of various services	12	13.2	15	16.5	19	20.9	13	14.3	15	16.5	9	9.9	8	8.8
Providing more tailored/customized services based on needs of this LEA	7	7.7	20	22.0	17	18.7	17	18.7	12	13.2	11	12.1	7	7.7
Clarification of services to all LEA staff	5	5.5	17	18.7	23	25.3	18	19.8	12	13.2	8	8.8	8	8.8

Table E-10b. Q10. Rate the Extent to Which Improvement Is Needed on the Following Aspects of RSDSS or the Services it Provides. (Percentages Based on Valid Responses)

	None		Very Little		Some		Great		Extremely Great		Not Sure	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Clarification/branding of what is RSDSS and what services RSDSS can provide	4	4.8	18	21.7	17	20.5	13	21.7	13	15.7	13	15.7
Alignment of services and NCLB/state requirements	9	10.8	28	33.7	15	18.1	11	13.3	4	4.8	16	19.3
Promoting collaboration among districts and schools in the region	6	7.2	12	14.5	25	30.1	15	18.1	10	12.0	15.	18.1
Communication among RSDSS, district, and school about availability of various services	12	14.5	15	18.1	19	22.9	13	15.7	15	18.1	9	10.8
Providing more tailored/customized services based on needs of this LEA	7	8.3	20	23.8	17	20.2	17	20.2	12	14.3	11	13.1
Clarification of services to all LEA staff	5	6.0	17	20.5	23	27.7	18	21.7	12	14.5	8	9.6

Table E-11. Q11. Please Rank the Top Three Following PI-related Activities in Order of Their Importance to This LEA, With "1" Indicating the Greatest Importance.

	Rank 1		Rank 2		Rank 3	
	Num.	Perc.	Num.	Perc.	Num.	Perc.
Training in APS and DAS to determine necessary revisions to the LEA plan and budget	9	9.9	6	6.6	8	8.8
Help in development of DSLTs to work with LEAs and schools as they work with APS and DAS	6	6.6	13	14.3	9	9.9
Training or professional development in data-informed decision making	23	25.3	17	18.7	20	22.0
Training/guidance/support so that we can implement Corrective Action or Restructuring/Alternative Governance plans developed in accordance with NCLB	8	8.8	13	14.3	14	15.4
Access to regional networks of programs designed to assist LEAs and schools in their efforts to increase student achievement	3	3.3	17	18.7	23	25.3
Help in getting this LEA and its schools out of PI	33	36.3	16	17.6	7	7.7

RESULTS FOR RSDSS ITEMS

The following items were presented to respondents who indicated that one or more services were provided to their LEA by RSDSS. Of the 91 respondents, 74 indicated that they received one or more services provided by RSDSS; that is, 17 respondents indicated that they did not receive any services from RSDSS. Note that not all 74 respondents answered every RSDSS item (i.e., some “skipping” occurred).

Table E-12. Q12. In General, the Services Provided and Brokered by RSDSS to This LEA:

	Number	Percent	Valid Percent
Met the needs of this LEA and its PI schools	39	52.7	56.5
Partially met the needs	26	35.1	37.7
Did not meet the needs of this LEA or its PI schools	4	5.4	5.8
Missing	5	6.8	--

Table E-13. Q13. Which of the Following has Occurred Since This LEA Received Services from RSDSS? (Check All That Apply)

	Number	Percent
Improved student scores on AYP measure	33	44.6
Improved student scores on API measure	44	59.5
Improved student scores on other measures	27	36.5
Improved student subgroup scores on AYP measure	30	40.5
Improved student subgroup scores on API measure	33	44.6
Improved student subgroup scores on other measures (such as local/benchmark assessments)	20	27.0
More cohesive plan for achieving PI goals	40	54.1
Staff supports district PI goals	28	37.8
This LEA's school(s) is/are exiting PI status	11	14.9
This LEA's school(s) is/are not advancing (on hold/freezing) in PI status	17	23.0
This LEA's school(s) can sustain improvements with less support from RSDSS	8	10.8
Other*	12	16.2

*Note. The following open-responses were entered for the "Other" text box in Question 13:

"more awareness of issues"
"Improved scores for some subgroups"
"can not specify"
"Our only PI school exited PI status (previous year)"
"Twin Rivers became effective 7-1-08..cannot determine what role S4 services had in improvement"
"Services not requested, nor provided"
"Better school culture focused on PLC processes and structures."
"We are in beginning stages"
"Not a PI district"
"Not aware of support"
"Some schools improving past three years. In 07–08, schools experienced a slight decline."

Table E-14a. Q14. Rate the Extent to Which You Agree With the Following Statement: During the 2006–2008 Period, this LEA Experienced an Increase in its Capacity to Better Support Improvements in Teaching in its Title I Schools.

	Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Not Applicable		Missing	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
In PI years 3–5 or above	2	2.7	--	--	4	5.4	27	36.5	19	25.7	10	13.5	12	16.2
In PI years 1–2	2	2.8	--	--	7	9.5	28	37.8	12	16.2	13	17.6	12	16.2
Not in PI but in need of assistance	1	1.4	--	--	4	5.4	13	17.6	5	6.8	17	23.0	34	45.9

Table E-14b. Q14. Percentages for responses not including "not applicable" or "missing":

	Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
In PI years 3–5 or above	2	3.8	--	--	4	7.7	27	51.9	19	36.5
In PI years 1–2	2	4.0	--	--	7	14.3	28	57.1	12	24.5
Not in PI but in need of assistance	1	4.3	--	--	4	17.4	13	56.5	5	2.2

Table E-15. Q15. What Outcomes Has This LEA Experienced Regarding Increased Capacity to Support Improvements in Teaching in its Title I PI Schools? (Check All That Apply)

	Number	Percent
Improved ability to observe/document teaching strategies (doing more walk-throughs or observations than previously; having a more formal observation procedure)	51	68.9
Increased number of staff (LEA/school) who have attended recent professional development related to improved teaching strategies	58	78.4
Increased number of staff (LEA/school) who have attended recent professional development related to academic content	47	63.5
Improved ability to make personnel decisions (hiring, firing, transfers) related to teaching and highly qualified teachers	15	20.3
More efficient use of existing budget related to teaching	30	40.5
Improved capacity to strengthen curriculum (textbook selection/adoption, curriculum mapping/alignment, pacing)	48	64.9
Increased instructional time and decreased time spent on noninstructional classroom management issues	34	45.9
This LEA has not experienced increased capacity to support improvements in teaching.	0	0.0
Other*	7	9.5

*Note. The following open-responses were entered for the "Other" text box in Question 15:

"2008–09 is the first year of implementing RTI in its Title I school (middle school)"

"Increased use of student achievement data to make instructional decisions, increased capacity to strategically use interventions to increase student support and achievement"

"More professional development skills to teach reading & math to all children. A new ELD plan using SIOP for sites."

"Increased ability to use data to inform instructional decisions."

"No schools in Program Improvement"

"Not a PI district"

"improved assessment system"

Table E-16. Q16. If Title I PI Schools in This LEA Have Experienced an Improvement in Teaching in the Past 2 Years, How Much of This Improvement Would You Attribute to the Services Provided by RSDSS?

	Number	Percent	Valid Percent
All or most of the improvement	1	1.4	1.4
Most of the improvement	6	8.1	8.5
Some of the improvement	40	54.1	56.3
None of the improvement	8	10.8	11.3
There have been no improvements in teaching in this LEA's PI schools	0	0.0	0.0
Unable to determine	16	21.6	22.5
Missing	3	4.1	--

Table E-17a. Q17. Rate the Effectiveness of the Following Services or Assistance RSDSS Provided to This LEA.

	Extremely Ineffective		Somewhat Ineffective		Neither Ineffective nor Effective		Somewhat Effective		Extremely Effective		Do not receive this service from RSDSS		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	0	0.0	2	2.7	4	5.4	20	27.0	20	27.0	26	35.1	2	2.7
Professional development for teachers	0	0.0	1	1.4	2	2.7	29	39.2	16	21.6	24	32.4	2	2.7
Establishment of DSLT team	1	1.4	2	2.7	4	5.4	17	23.0	14	20.3	31	41.9	4	5.4
Revision of LEA plans and budget	3	4.1	0	0.0	5	6.8	16	21.6	20	27.0	26	35.1	4	5.4
Training on data analysis and interpretation to make data-driven decisions	0	0.0	3	4.1	4	5.4	25	33.8	12	16.2	27	36.5	3	4.1
Intervention programs to improve student achievement	1	1.4	2	2.7	5	6.8	20	27.0	14	18.9	30	40.5	2	2.7
Network system of support including CDE, RSDSS, other partners, and intervention programs	1	1.4	4	5.4	7	9.5	23	31.1	15	20.3	21	28.5	3	4.1
Other*	1	1.4	0	0.0	0	0.0	0	0.0	3	4.1	5	6.8	65	87.8

*Note. The following open-responses were entered for the "Other" text box in Question 17:

"Support/training from Multilingual Dept. of SJCOE" (Extremely Effective)

"Lab schools" (Extremely Effective)

"Due to our status of one of the first four school districts to participate in the DAIT pilot allowed us to receive extensive support from the SDCOE who were our partners in this pilot." (no rating associated with this comment)

"Implementation of the LAIT process for Program Improvement Year 3 school. (extremely effective)

Table E-17b. Q17. Percentages for Responses Not Including "Do Not Receive This Service from RSDSS" and "Missing"

	Extremely Ineffective		Somewhat Ineffective		Neither Ineffective nor Effective		Somewhat Effective		Extremely Effective	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	0	0.0	2	4.0	4	8.7	20	43.5	20	43.5
Professional development for teachers	0	0.0	1	2.0	2	4.2	29	60.4	16	33.3
Establishment of DSLT team	1	2.6	2	5.3	4	10.5	17	44.7	14	36.8
Revision of LEA plans and budget	3	6.8	0	0.0	5	11.4	16	36.4	20	45.5
Training on data analysis and interpretation to make data-driven decisions	0	0.0	3	7.1	4	9.5	25	59.5	12	28.6
Intervention programs to improve student achievement	1	2.3	2	4.8	5	11.9	20	47.6	14	33.3
Network system of support including CDE, RSDSS, other partners, and intervention programs	1	2.0	4	8.0	7	14.0	23	46.0	15	30.0
Other	1	25.0	0	0.0	0	0.0	0	0.0	3	75.0

Table E-18a. Q18. Rate the Extent to Which You Agree With the Following Statement: During the 2006–08 Period, This LEA Experienced an Increase in its Capacity to Better Support Improvements in Student Learning in its Title 1 Schools:

	Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Not Applicable		Missing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
In PI years 3–5 or above	1	1.4	0	0.0	3	4.1	28	37.8	21	28.4	11	14.9	10	13.5
In PI years 1–2	0	0.0	1	1.4	5	6.8	24	32.4	20	27.0	13	17.6	11	14.9
Not in PI but in need of assistance	0	0.0	1	1.4	6	8.1	10	13.5	5	6.8	17	23.0	35	47.3

Table E-18b. Q18. Percentages for responses not including "not applicable" and "missing"

	Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
In PI years 3–5 or above	1	0.02	0	0.0	3	0.1	28	52.8	21	39.6
In PI years 1–2	0	0.0	1	.02	5	0.1	24	48.0	20	40.0
Not in PI but in need of assistance	0	0.0	1	.05	6	27.3	10	45.5	5	25.0

Table E-19. Q19. What Outcomes Has This LEA Experienced Regarding Increased Capacity to Support Improvements in Student Learning in its PI Schools? (Check All That Apply)

	Number	Percent
Reduction in percentage of students (in general) in lowest achievement levels.	49	66.2
Increase in percentage of students (in general) achieving Proficient level.	49	66.2
Reduction in percentage of students (by subpopulation) in lowest achievement levels.	42	56.8
Increase in percentage of students (by subpopulation) achieving Proficient level.	40	54.1
Ability to identify students who need extra support.	60	81.1
Ability to provide extra support, especially for subpopulations (EL, students with disabilities)	50	67.6
Ability to assess student learning (better assessments, better data analysis)	52	70.3
Ability to involve families in student learning (better communication, reduced absences)	30	40.5
Increased time that students are engaged in learning in the classroom	44	59.5
This LEA has not experienced increased capacity to support improvements in student learning	1	1.4
Other*	3	4.1

*Note. The following open-responses were entered for the "Other" text box in Question 19:

"Refer to own LEA initiatives and professional development"
"increased time in Kinder only"
"No schools in Program Improvement"
"Do not have PI schools"

Table E-10. Q20. If This LEA's PI School(s) Has/Have Experienced an Improvement in Student Learning in the Past 2 Years, How Much of This Improvement Would You Attribute to the Services Provided by RSDSS?

	Number	Percent	Valid Percent
All or almost all of the improvement	0	0.0	0.0
Most of the improvement	7	9.5	10.1
Some of the improvement	40	54.1	58.0
None of the improvement	3	4.1	4.3
No improvements in teaching in our school(s)	0	0.0	0.0
Unable to determine	19	25.7	27.5
This LEA has not experienced increased capacity to support improvements in student learning	0	0.0	0.0
Missing	5	6.8	--

Table E-21a. Q21. What Impact Have the Following Factors Had on the Effectiveness of the Services RSDSS Provided or Brokered to this LEA and its Title I PI Schools?

	Strong Negative Impact		Negative Impact		Neither Negative / Positive Impact		Positive Impact		Strong Positive Impact		Don't Know		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Location of this LEA and its PI schools in the state	2	2.7	3	4.1	22	29.7	17	23.0	6	8.1	20	27.0	4	5.4
This type of LEA (urban, rural, etc.) and its PI schools	0	0.0	2	2.7	26	35.1	19	25.7	3	4.1	20	27.0	4	5.4
Availability of technology resources in this LEA	0	0.0	4	5.4	23	31.1	20	27.0	6	8.1	16	21.6	5	6.8
Number of this LEA's staff who worked with PI issues	1	1.4	3	4.1	16	21.6	26	35.1	9	12.2	15	20.3	4	5.4
Qualifications o f this LEA's staff who worked with PI issues	0	0.0	0	0.0	9	12.2	31	41.9	17	23.0	13	17.6	4	5.4
Number of RSDSS staff who worked with PI issues	0	0.0	0	0.0	13	17.6	30	40.5	10	13.5	17	23.0	4	5.4
Qualifications of RSDSS staff who worked with PI issues	0	0.0	4	5.4	12	16.2	22	29.7	17	23.0	15	20.3	4	5.4
State budget related to S4/RSDSS	4	5.4	13	17.6	18	24.3	11	14.9	3	4.1	21	28.4	4	5.4
Local budget	6	8.1	11	14.9	17	23.0	16	21.6	5	6.8	16	21.6	3	4.1
District governance	0	0.0	3	4.1	17	23.0	17	23.0	17	23.0	16	21.6	4	5.4
Inconsistency between local policies and federal/state legislation and regulations	3	4.1	14	18.9	23	31.1	4	5.4	1	1.4	22	29.7	7	9.5

Table E-21b. Q21. What Impact Have the Following Factors Had on the Effectiveness of the Services RSDSS Provided or Brokered to this LEA and its Title I PI Schools? (Percentages Based on Valid Responses)

	Strong Negative Impact		Negative Impact		Neither Negative / Positive Impact		Positive Impact		Strong Positive Impact		Don't Know	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Location of this LEA and its PI schools in the state	2	2.9	3	4.3	22	31.4	17	24.3	6	8.6	20	28.6
This type of LEA (urban, rural, etc.) and its PI schools	0	0.0	2	2.9	26	37.1	19	27.1	3	4.3	20	28.6
Availability of technology resources in this LEA	0	0.0	4	5.8	23	33.3	20	29.0	6	8.7	16	23.2
Number of this LEA's staff who worked with PI issues	1	1.4	3	4.3	16	22.9	26	37.1	9	12.9	15	21.4
Qualifications o f this LEA's staff who worked with PI issues	0	0.0	0	0.0	9	12.9	31	44.3	17	24.3	13	18.6
Number of RSDSS staff who worked with PI issues	0	0.0	0	0.0	13	18.6	30	42.9	10	14.3	17	24.3
Qualifications of RSDSS staff who worked with PI issues	0	0.0	4	5.7	12	17.1	22	31.4	17	24.3	15	21.4
State budget related to S4/RSDSS	4	5.7	13	18.6	18	25.7	11	15.7	3	4.3	21	30.0
Local budget	6	8.5	11	15.5	17	23.9	16	22.5	5	7.0	16	22.5
District governance	0	0.0	3	4.3	17	24.3	17	24.3	17	24.3	16	22.9
Inconsistency between local policies and federal/state legislation and regulations	3	4.5	14	20.9	23	34.3	4	6.0	1	1.5	22	32.8

Table E-22a. Q22. Rate the Extent to Which You Agree That the Services Provided or Brokered by RSDSS:

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Were aligned with this LEA's goals	0	0.0	1	1.4	19	25.7	30	40.5	20	27.0	4	5.4
Were aligned with NCLB goals	0	0.0	0	0.0	12	16.2	33	44.6	26	35.1	3	4.1
Were customized to this LEA's needs and situation	0	0.0	4	5.4	20	27.0	27	36.5	17	23.0	6	8.1
Were research-based	0	0.0	1	1.4	13	17.6	31	41.9	25	33.8	4	5.4
Have increased capacity of this LEA to support its PI schools	0	0.0	0	0.0	20	27.0	32	43.2	17	23.0	5	6.8
Have improved teaching in this LEA's PI schools	0	0.0	2	2.7	24	32.4	31	41.9	12	16.2	5	6.8
Have improved learning in this LEA's PI schools	0	0.0	1	1.4	25	33.8	29	39.2	12	16.2	7	9.5
Have helped this LEA's leadership make data-driven decisions	0	0.0	1	1.4	21	28.4	31	41.9	16	21.6	5	6.8

Table E-22b. Q22. Rate the Extent to Which You Agree That the Services Provided or Brokered by RSDSS: (Percentages Based on Valid Responses)

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Were aligned with this LEA's goals	0	0.0	1	1.4	19	27.1	30	42.9	20	28.6
Were aligned with NCLB goals	0	0.0	0	0.0	12	16.9	33	46.5	26	36.6
Were customized to this LEA's needs and situation	0	0.0	4	5.9	20	29.4	27	39.7	17	25.0
Were research-based	0	0.0	1	1.4	13	18.6	31	44.3	25	35.7
Have increased capacity of this LEA to support its PI schools	0	0.0	0	0.0	20	29.0	32	46.4	17	24.6
Have improved teaching in this LEA's PI schools	0	0.0	2	2.9	24	34.8	31	44.9	12	17.4
Have improved learning in this LEA's PI schools	0	0.0	1	1.5	25	37.3	29	43.3	12	17.9
Have helped this LEA's leadership make data-driven decisions	0	0.0	1	1.4	21	30.4	31	44.9	16	23.2

Table E-23a. Q23. Rate Your Level of Agreement That This Region's RSDSS Staff (Director, Coordinator, Support Staff, etc.)

	Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Not Applicable		Missing	
	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.
Demonstrated knowledge of PI-related requirements and standards	0	0.0	1	1.4	7	9.5	19	25.7	40	54.1	5	6.8	2	2.7
Demonstrated knowledge of PI-related services and partners	0	0.0	1	1.4	6	8.1	22	29.7	38	51.4	5	6.8	2	2.7
Demonstrated knowledge of this LEA and its schools	0	0.0	5	6.8	9	12.2	24	32.4	29	39.2	5	6.8	2	2.7
Was willing to provide S4 services that are tailored to this LEA's questions or inquiries	0	0.0	5	6.8	11	14.9	19	25.7	27	36.5	8	10.8	4	5.4
Demonstrated responsiveness to this LEA's questions or inquiries	1	1.4	1	1.4	9	12.2	23	31.1	33	44.6	6	8.1	1	1.4
Demonstrated effective communication	1	1.4	1	1.4	7	9.5	26	35.1	30	40.5	7	9.5	2	2.7
Maintained effective relations with this LEA and school staff	1	1.4	1	1.4	9	12.2	23	31.1	33	44.6	6	8.1	1	1.4
Maintained effective relations with this County Office of Education	0	0.0	1	1.4	10	13.5	18	24.3	34	45.9	10	13.5	1	1.4

Table E-23b. Q23. Percentages for Responses Not Including "Not Applicable" and "Missing"

	Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree	
	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.
Demonstrated knowledge of PI-related requirements and standards	0	0.0	1	1.5	7	10.4	19	28.4	40	59.7
Demonstrated knowledge of PI-related services and partners	0	0.0	1	1.5	6	9.0	22	32.8	38	56.7
Demonstrated knowledge of this LEA and its schools	0	0.0	5	7.5	9	13.4	24	35.8	29	43.3
Was willing to provide S4 services that are tailored to this LEA's questions or inquiries	0	0.0	5	8.1	11	17.7	19	30.6	27	43.5
Demonstrated responsiveness to this LEA's questions or inquiries	1	1.6	1	1.1	9	14.5	23	37.1	33	53.2
Demonstrated effective communication	1	1.5	1	1.5	7	10.8	26	40	30	46.2
Maintained effective relations with this LEA and school staff	1	1.5	1	1.5	9	13.4	23	34.3	33	49.3
Maintained effective relations with this County Office of Education	0	0.0	1	1.6	10	15.9	18	28.6	34	54.0

Table E-24a. Q24. With Services Provided by RSDSS, This LEA Was Able to

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Obtain information about various PI-related services providers	0	0.0	2	2.7	24	32.4	37	50.0	5	6.8	6	8.1
Make appropriate decisions about S4 services that this LEA and its schools need	1	1.4	1	1.4	22	29.7	38	51.4	7	9.5	5	6.8
Get the help it needs to build capacity to support its Title 1 PI schools	0	0.0	1	1.4	14	18.9	46	62.2	10	13.5	3	4.1

Table E-24b. Q24. With Services Provided by RSDSS, This LEA Was Able to (Percentages Based on Valid Responses)

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Obtain information about various PI-related services providers	0	0.0	2	2.9	24	35.3	37	54.4	5	7.4
Make appropriate decisions about S4 services that this LEA and its schools need	1	1.4	1	1.4	22	31.9	38	55.1	7	10.1
Get the help it needs to build capacity to support its Title 1 PI schools	0	0.0	1	1.4	14	19.7	46	64.8	10	14.1

RESULTS FOR DECLINED RSDSS SERVICES ITEMS

If respondents indicated that they declined one or more RSDSS services that were offered to their LEA, or if they indicated that none of the listed services were offered to their LEA, then the respondents were presented with two additional items regarding declined RSDSS services. Of the 91 respondents, 49 (53.8%) were presented with Question 25 and Question 26. Note that not all 49 respondents responded to each item.

Table E-25. Q25. You indicated RSDSS offered some services this LEA did not accept. Please indicate the main reason for declining RSDSS services.

	Number	Percent	Valid Percent
Unfamiliar with RSDSS and/or the work it does	12	24.5	26.1
Decided to use a fee-for-service ("private") provider (or was already using a fee-for-service provider)	7	14.3	15.2
Decided to work within LEA, without outside assistance	11	22.4	23.9
Decided to use other COE programs or services (or was already using other COE program)	4	8.2	8.7
Decided to postpone a decision for the time being	2	4.1	4.3
Prior experiences with RSDSS were not positive	0	0.0	0.0
Prior experiences with COE were not positive	1	2.0	2.2
Mandated to use another service provider, such as DAIT provider	2	4.1	4.3
Other*	7	14.3	15.2
Missing	3	6.1	--

*Note. The following open-responses were entered for the "Other" text box in Question 25:

"Don't know anything about it"
"RSDSS did not offer services"
"No services were offered."
"We are in beginning stages"
"No services offered"
"Not in PI status—feel we can improve on our own"

Table E-26. Q26. You Indicated That RSDSS Offered Services This LEA Did Not Accept. What is the Main Reason This LEA Would Likely Accept RSDSS Services in the Future?

	Number	Percent	Valid Percent
Better understanding of services that RSDSS offers LEAs and PI schools	13	26.5	29.5
Evidence that S4 services are effective	8	16.3	18.2
More S4 services specifically tailored to needs of this LEA	5	10.2	11.4
Better understanding of role that RSDSS plays in helping LEAs and PI schools	4	8.2	9.1
Reduction in funding used to pay fee-for-service providers	3	6.1	6.8
Developing a good relationship with RSDSS	2	4.1	4.5
Higher quality S4 services	0	0.0	0.0
CDE endorsement	0	0.0	0.0
Other*	9	18.4	20.5
Missing	5	10.2	—

*Note. The following open-responses were entered for the "Other" text box in Question 26:

"Don't know anything about it"
"not in PI or at risk"
"New leadership"
"Geographically available"
"Fees charged for S4 services by COE reduced"
"Currently participating in the DAIT pilot. Whatever services are needed we will consider RSDSS as a possibility once the pilot is completed."
"None of the above. I'm happy with the services we have received from RSDSS and would consider additional services on a as needed basis."
"no services offered"
"affordability"
"actual placement in PI"

RESULTS FOR OTHER SERVICE PROVIDER ITEMS

If respondents indicated that their LEA received services from the County office of Education (other than RSDSS), District Assistance and Intervention Team (DAIT), and/or fee-for-service provider(s), then the respondents were presented with an additional set of items related to these other service providers. Of the 91 respondents, 58 were presented with these items.

Table E-27. Q27. You Indicated This LEA Was Offered, Provided, or Brokered Services by Entities Other Than S4/RSDSS. What Services Did These Other Service Providers Offer, Provide, or Broker to This LEA? (Check All That Apply)

	Offered		Provided		Brokered	
	Number	Percent	Number	Percent	Number	Percent
Revision of LEA plans and budget	25	43.1	11	19.0	5	8.6
Development of this LEA's DSLT	16	27.6	8	13.8	5	8.6
Professional development for principals	33	56.9	12	20.7	14	24.1
Professional development for teachers	32	55.2	12	20.7	14	24.1
Services based on this LEA's unique needs	32	55.2	14	24.1	11	19.0
Network system of support including, CDE, RSDSS and other intervention programs	20	34.5	11	19.0	6	10.3
Training on data analysis and interpretation	30	51.7	14	24.1	12	20.7
Other*	1	1.7	0	0.0	1	1.7

*Note. The following open-responses were entered for the "Other" text box in Question 27:

"Did not use outside sources, figured it out on my own"
"Worked with the SLOCOE staff"
"help write and implement HPSGP" (Brokered)
"Successful Record"

Table E-28a. Q28. You Indicated This LEA Was Offered, Provided or Brokered Services by Entities Other Than S4/RDSS. Rate the Effectiveness of the Following PI-related Services or Assistance These Other Service Providers Provided this LEA.

	Extremely Ineffective		Ineffective		Neither Ineffective nor Effective		Effective		Extremely Effective		Does not receive from service provider		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	0	0.0	0	0.0	2	3.4	31	53.4	10	17.2	9	15.5	6	10.3
Professional development for teachers	0	0.0	0	0.0	2	3.4	29	50.0	11	19.0	13	22.4	3	5.2
Established this LEA's DSLT team	0	0.0	0	0.0	4	6.9	14	24.1	4	6.9	27	46.6	9	15.5
Revision of LEA plans and budget	0	0.0	0	0.0	3	5.2	16	27.6	8	13.8	21	36.2	10	17.2
Intervention programs to improve student achievement	0	0.0	0	0.0	6	10.3	21	36.2	9	15.5	16	27.6	6	10.3
Brokering services based on this LEA's needs	0	0.0	0	0.0	3	5.2	21	36.2	7	12.1	17	29.3	10	17.2
Network system of support including CDE, RSDSS, other partners, and intervention programs	0	0.0	0	0.0	6	10.3	20	34.5	5	8.6	15	25.9	12	20.7
Other*	0	0.0	0	0.0	1	1.7	0	0.0	1	1.7	9	15.5	47	81.0

*Note. The following open-responses were entered for the "Other" text box in Question 28:

"SLOCOE Staff" (no rating associated with this comment)

"data analysis" (Extremely Effective)

Table E-28b. Q28. Percentages for Responses not Including "Does Not Receive From Service Provider" and "Missing"

	Extremely Ineffective		Ineffective		Neither Ineffective nor Effective		Effective		Extremely Effective	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	0	0.0	0	0.0	2	4.7	31	72.1	10	23.3
Professional development for teachers	0	0.0	0	0.0	2	4.8	29	69.0	11	26.2
Established this LEA's DSLT team	0	0.0	0	0.0	4	18.2	14	63.6	4	18.2
Revision of LEA plans and budget	0	0.0	0	0.0	3	11.1	16	59.3	8	29.6
Intervention programs to improve student achievement	0	0.0	0	0.0	6	16.7	21	58.3	9	25.0
Brokering services based on this LEA's needs	0	0.0	0	0.0	3	9.7	21	67.7	7	22.6
Network system of support including CDE, RSDSS, other partners, and intervention programs	0	0.0	0	0.0	6	19.4	20	64.5	5	16.1
Other	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0

Appendix F: LEA Questionnaire Analysis Tables

School Survey: Frequency Results by Item

The item-level frequency counts and percents are presented below for each item on the School Survey. The survey was sent to 400 Schools; 123 respondents provided usable data for a 30.8% response rate. Note that not all 123 respondents answered each item. The survey included "branched" items such that respondents who selected particular response options were presented with additional items, whereas respondents who selected different response options (e.g., "none of the above") were not presented with those additional items. Also, it is important to note that some respondents did not respond to all the items they were presented (i.e., some "skipping" occurred).

The School Survey contained a set of core items that were presented to all respondents. The results for those items are presented first, followed by the results for the branched items.

RESULTS FOR THE CORE SURVEY ITEMS

Table F-1. Q1 What Was/Is the Program Improvement (PI) Status for This School?

	Year 2007–08			Year 2008–09		
	Num.	Perc.	Valid Perc.	Num.	Perc.	Valid Perc.
Not in PI	1	0.0	0.8	7	5.7	5.9
PI Year 1	8	6.5	6.8	1	0.8	0.8
PI Year 2	16	13.0	13.6	10	8.1	8.4
PI Year 3	6	4.9	5.1	13	10.6	10.9
PI Year 4	29	23.6	24.6	8	6.5	6.7
PI Year 5	58	47.2	49.2	80	65.0	67.2
Missing	5	4.1	—	4	3.3	—

Note. The participants with "missing" data (i.e., those who skipped this item) are not included in the total n count on which the valid percentages are based.

Table F-2. Q2 What Best Describes Your Position at This LEA?

	Number	Percent	Valid Percent
Principal	109	88.6	90.8
Assistant Principal (curriculum/instruction)	6	4.9	5.0
Counselor	0	0.0	0.0
Department Head	0	0.0	0.0
Other*	5	4.1	4.2
Missing	3	2.4	--

**Note. The following open-ended responses were entered for the "Other" text box in Question 2:*

"Program Manager-categorical funds"
"Literacy Coach"
"Title I Coordinator"
"Ass't Supt C&I"
"SUPERINTENDENT/PRINCIPAL"
"Title I Specialist"

Note that it was possible to select a response option other than "other" and still enter a response into the open-ended text box following the "other" response option. This explains why there were more write-in comments than there were respondents selecting the "other" text box.

Table F-3. Q3 Please indicate Your Familiarity With California's Statewide System of School Support (S4) and the RSDSS Office in Your Region.

	Not Familiar		Somewhat Familiar		Moderately Familiar		Very Familiar		Extremely Familiar		Missing	
	Num	Perc.	Num	Perc.	Num	Perc.	Num	Perc.	Num	Perc.	Num	Perc.
S4	61	49.6	23	18.7	18	14.6	19	15.4	0	0.0	2	1.6
RSDSS	56	45.5	18	14.6	17	13.8	20	16.3	6	4.9	6	4.9

Table F-4. Q4 This School is Primarily:

	Number	Percent	Valid Percent
Urban	47	38.2	39.2
Suburban	30	24.4	25.0
Rural	19	15.4	15.8
Small town	24	19.5	20.0
Missing	3	2.4	—

Q5. The services that RSDSS made available in your region last year are listed below. Please indicate which services were offered and which services were provided either directly or through your district office. (Check all that apply)

Table F-5a. Q5 Services Offered in Region 1

Services	Offered		Provided	
	Number	Percent	Number	Percent
Technical Services	4	80.0	3	60.0
Planning Support	4	80.0	4	80.0
Curricular/Instructional Support	4	80.0	5	10.0
None of the Above	1	20.0	0	0.0

Note. n = 5 for Region 1

Note that "valid percents" are not provided for the "Check all that apply" items as it is not possible to determine which response options were skipped/missing and which response options were left blank because they do not apply.

Table F-5b. Q5 Services Offered in Region 2

Services	Offered		Provided	
	Number	Percent	Number	Percent
Consultation and information dissemination regarding NCLB requirements for each year in PI	1	50.0	1	50.0
Assistance to LEAs with identification and response planning to mandated PI process	1	50.0	1	50.0
Integration of the 9 Essential Program Components into planning	1	50.0	1	50.0
Assistance with district capacity building, one-on-one consultation, facilitation, training	0	0.0	0	0.0
Assistance with School Support Team development and implementation	0	0.0	0	0.0
Data (graphs) and results interpretation for AYP/STAR results	1	50.0	1	50.0
Coaching in core academic areas	0	0.0	0	0.0
PLC and RTI information and assistance	1	50.0	1	50.0
Training of DSLT	1	50.0	1	50.0
Staff development and training regarding NCLB mandated responsibilities, API/AYP determination	0	0.0	1	50.0
Training on administration of APS, LRE, ELLSA and interpretation of survey results	1	50.0	1	50.0
Staff training on the 9 EPCs	1	50.0	1	50.0
Curriculum mapping, pacing and development of Individual Learning Plans	1	50.0	1	50.0
RTI training	0	0.0	0	0.0
PLC training	0	0.0	1	50.0
Administration of District Assistance Survey, Academic Performance Survey, Least Restrictive Environment, ELLSA and summary of results and facilitation of next steps with action plan	1	50.0	1	50.0
Facilitation and implementation of NCLB mandated actions	1	50.0	1	50.0
Data Generation and Analysis Training and Interpretation of Data Result	1	50.0	1	50.0
Assistance with development and implementation of SPSA and LEA Plan	0	0.0	0	0.0
Coordination and collaboration with NERCC and CDE for staff development, training and sharing of information and resources (inclusive of training opportunities)	0	0.0	0	0.0
Facilitation of regional meetings for development of action plans through use of various surveys	1	50.0	1	50.0
None of the above	0	0.0	0	0.0

Note. N = 2 for Region 2

Table F-5c. Q5 Services Offered in Region 3

Services	Offered		Provided	
	Number	Percent	Number	Percent
Monthly general information meetings on NCLB implementation, including responsibilities under PI	0	0.0	0	0.0
Workshop series on data analysis, grade level/department collaboration, and use of data to drive instructional practice	1	14.3	1	14.3
Assistance with data analysis	2	28.6	2	28.6
Analysis of state assessment data	2	28.6	2	28.6
Assistance with selection of intervention programs to target achievement gaps	1	14.3	0	0.0
Assistance in planning for SES	1	14.3	0	0
Individual district consultation regarding PI requirements	2	28.6	1	14.3
Assistance with APS	1	14.3	1	14.3
Assistance with DAS	1	14.3	1	14.3
Assistance with curriculum pacing guides	2	28.6	2	28.6
Support for curriculum implementation	2	28.6	1	14.3
Classroom observations/feedback	1	14.3	1	14.3
Assistance using curriculum-embedded assessment	2	28.6	2	28.6
Other professional development	3	42.9	1	14.3
Monitoring of school and/or district improvement plans	1	14.3	2	28.6
None of the above	4	57.1	3	42.9

Note. N = 7 for Region 3

Table F-5d. Q5 Services Offered in Region 4

Services	Offered		Provided	
	Number	Percent	Number	Percent
Ongoing predominantly on-site support aligned with improvement plan	1	12.5	1	12.5
Ongoing on- and off-site support, usually pre-plan or pre-PI identification	1	12.5	1	12.5
Limited, on-site and/or off-site support and/or technical assistance	5	62.5	4	50.0
None of the Above	5	75.0	3	37.5

Note. N = 8 for Region 4

Table F-5e. Q5 Services Offered in Region 5

Services	Offered		Provided	
	Num	Pct	Num	Pct
Provide PI training at CDE PI trainings and follow-up support to local districts	1	25.0	1	25.0
Train staff/DSLTs in PI LEAs and LEAs with large numbers or percentages of PI schools in the use of the Academic Program Survey (APS) and District Assistance Survey (DAS)	0	0.0	0	0.0
Assist LEA staff in the development of District School Leadership Teams (DSLTs) that will work with LEA and school-level staff as they utilize the APS and DAS to determine a school's level of implementation of the Essential Program Components. DSLTs will also assist the LEA to revise its LEA plan, according to the results of the DAS and APS and support the implementation of the LEA plan	0	0.0	0	0.0
Assist PI LEAs with student data analysis, the determination of which student subgroups and content areas need to be addressed, and the determination of why they are in PI, in order to make data-driven informed changes to the LEA plan	0	0.0	0	0.0
Facilitate dialogue and investigation of research-based practices in the areas of language arts and mathematics, related specifically to the 9 Essential Program Components	0	0.0	0	0.0
Provide LEAs with additional support and monitoring of their Action Plans through monthly meetings and regular data analysis monitoring	0	0.0	0	0.0
Provide follow-up trainings in each county to support CDE-sponsored trainings for PI schools to implement the requirements of NCLB	0	0.0	0	0.0
Train and lead LEA staff in a strategic process to make informed decisions and appropriate choices regarding NCLB-mandated responsibilities relative to PI schools in Corrective Action and/or Restructuring/Alternative Governance (years 3, 4, 5)	0	0.0	0	0.0
Utilize data (i.e., the APS and the Classroom Walk-Thru Tool) for the purpose of monitoring the implementation and progress of the schools' Action Plans	0	0.0	0	0.0
Utilize various data analyzing tools (i.e., the School Plan, curriculum embedded assessments and other data resources) to review and disaggregate data to better identify student needs to be addressed in Action Plans	0	0.0	0	0.0
Provide support and resources in data analysis and needs assessment including development of grade level collaboration templates (i.e., D.I.E.: Describe, Interpret and Evaluate, Results, by Mike Schmoker, and Collaborative Analysis of Student Learning, developed by the Santa Clara County Office of Education), San Benito County Professional Learning Community Template	0	0.0	0	0.0
Facilitate investigation of the various research-based practices proven to be successful with school reform efforts such as those identified in the APS, Classroom Instruction that Works, and State Frameworks	0	0.0	0	0.0
Provide resources or broker services based on the schools' identified areas of need	0	0.0	0	0.0
Following CDE-sponsored trainings for PI schools, provide trainings in each county to support LEAs in using CDE-developed protocols to make appropriate decisions regarding their mandated responsibilities to schools in PI years 3, 4, and 5	0	0.0	0	0.0
Provide trainings to LEAs with schools in Corrective Action or Restructuring/	0	0.0	0	0.0

Services	Offered		Provided	
	Num	Pct	Num	Pct
Alternative Governance, to assist them in implementing plans developed in accordance with NCLB				
Develop knowledge and understanding of comprehensive school reform models including alternative governance structures	0	0.0	0	0.0
Develop knowledge and skills in data analysis and data tools to support schools and districts	0	0.0	0	0.0
Develop and refine understanding of scientifically research-based programs from the core adoption and intervention programs and effective strategies in language arts and mathematics	0	0	0	0.0
None of the above	3	75.0	3	75.0

Note. n = 4 for Region 5

Table F-5f. Q5 Services Offered in Region 6

Services	Offered		Provided	
	Number	Percent	Number	Percent
Provide information to districts and answer questions regarding: NCLB Law, CST data, CAHSEE data, CELDT data, and PI Status and Requirements (district and school level)	6	46.2	6	46.2
Provide professional development sessions at various locations throughout the region focusing on California content standards, effective instructional strategies to support at-risk student subgroups, instructional coaching, instructional leadership and data analysis	8	61.5	5	38.5
Provide customized services to districts with active DSLTs as they work to make informed decisions regarding their schools in corrective action	2	15.4	2	15.4
Provide customized services including site-based professional development and technical assistance to districts with instructional coaches focusing on instructional strategies to support at-risk student subgroups	5	38.5	4	30.8
None of the Above	2	15.4	4	30.8

Note. n = 13 for Region 6

Table F-5g. Q5 Services Offered in Region 7

Services	Offered		Provided	
	Number	Percent	Number	Percent
Process of Inquiry using state tools	5	38.5	2	15.4
DSLT formation and/or maintenance	5	38.5	4	30.8
Analysis of student achievement data	6	46.2	3	23.1
Corrective action and/or restructuring plans	6	46.2	5	38.5
Building district capacity to make informed decisions	4	30.8	3	23.1
Partnerships and collaboration	1	7.7	1	7.7
Regional communication system	1	7.7	1	7.7
Research-based strategies and state resources	3	23.1	2	15.4
Brokered resources	1	7.7	1	7.7
None of the above	4	30.8	6	46.2

Note. n = 13 for Region 7

Table F-5h. Q5 Services Offered in Region 8

Services	Offered		Provided	
	Number	Percent	Number	Percent
Orienting LEA and school staffs to the PI process	10	52.6	14	21.1
Assisting in the revision of the LEA plan to support student achievement	8	42.1	9	56.3
Training staff in the use of the District Assistance Survey (DAS)	7	36.8	9	56.3
Training staff in the use of the Academic Program Survey (APS), English Learner Student Sub-group Assessment (ELSSA)	7	36.8	11	68.8
Assisting in the development of District/School Leadership Teams (DSLTs)	8	42.1	7	43.8
Training staff in corrective action schools (Years 3, 4, and 5) to use strategic processes including planning for alternative governance	8	42.1	7	43.8
Consulting concerning program compliance and research-based promising practices	6	31.6	10	62.5
Consulting about services to special populations, such as special education, English language learners, high schools, economically disadvantaged, etc.	6	31.6	12	75.0
Developing networks of individuals who are working with and in PI LEAs and schools	6	31.6	5	31.3
Assisting districts/site teams in completion of Year 1 PI plans (SSPSA)	5	26.3	3	18.8
None of the above	3	15.8	0	0

Note. n = 19 for Region 8

Table F-5i. Q5 Services Offered in Region 9

Services	Offered		Provided	
	Number	Percent	Number	Percent
Network for Title 1 & Program Improvement Principals with Mike Schmoker	2	11.1	3	33.3
Training on CDE Improvement Tools	1	5.6	2	22.2
On Common Ground (presented by Solution Tree and hosted by OCDE)	1	5.6	1	11.1
RTL – Kevin Feldman	6	33.3	3	33.3
Strategic Schooling Initiative – Dennis Parker	3	16.7	0	0.0
Coaching and Communication Skills for Principals	3	16.7	2	22.2
School Improvement Leadership Institute	5	27.8	3	33.3
Building Trusting Teams – Janet Malone	0	0.0	0	0.0
Provide technical assistance to PI schools and districts	7	38.9	5	55.6
Assist districts in review and revision of LEA plans	2	11.1	4	44.4
More Bang for Your Buck Workshop	0	0.0	2	22.2
Parent Institute	6	33.3	1	11.1
Leading, Coaching and Facilitating groups	1	5.6	1	11.1
Program Improvement Management System	0	0.0	1	11.1
Standards Management System	0	0.0	0	0.0
None of the above	5	27.8	0	0.0

Note. n = 18 for Region 9

Table F-5j. Q5 Services Offered in Region 10

Services	Offered		Provided	
	Number	Percent	Number	Percent
Comprehensive Services to Early Warning Districts (Examples include: district assessment using state tools, addendum writing, implementation, and professional development for content, leadership, and monitoring)	4	16.7	4	16.7
Comprehensive Services to New Program Improvement District (Examples include: district assessment using state tools, addendum writing, implementation, and professional development for content, leadership, and monitoring)	7	29.2	6	25.0
Ongoing PI District Facilitation (DSLT, PI district networks)	14	58.3	11	45.8
PI School Specific	9	37.5	7	29.2
High Risk Subgroup (SWD and EL)	9	37.5	5	20.8
AB 430/SB472 and ELS/Math Adoptions	15	62.5	9	37.5
Fiscal/Reallocation Inquiry	0	0.0	2	11.1
Leadership Training/Coaching	16	66.7	12	50.0
Monitoring/Walk Through/ Training/Coaching	11	45.8	6	25.0
State Tools (APS, DAS, ELSSA, LRE)	6	25.0	8	33.3
Data Teams/PLC	13	54.2	9	37.5
Accountability, compliance, research	8	33.3	6	25.0
Family Involvement	0	0.0	6	25.0
None of the above	4	16.7	7	29.2

Note. n = 24 for Region 10

Table F-5k. Q5 Services Offered in Region 11

Services	Offered		Provided	
	Number	Percent	Number	Percent
NCLB Technical Assistance (guidance on requirements for schools identified as in need of improvement)	0	0.0	0	0.0
DSLT Development	1	10.0	1	10.0
Support training in state tools (such as APS, DAS, LRE, ELSSA)	0	0.0	0	0.0
LEA Plan Development and Support	2	20.0	0	0.0
DSLT Support	1	10.0	1	10.0
Networks	0	0.0	0	0.0
Training for special populations	0	0.0	0	0.0
Overviews of PLCs and RTI	2	20.0	2	20.0
Planning for Restructuring	1	10.0	0	0.0
Parent Engagement Trainer of Trainers	1	10.0	1	10.0
Co-design services with district	0	0.0	0	0.0
LAIT	0	0.0	0	0.0
RTI design and implementation	2	20.0	2	20.0
PLC training and facilitation	2	20.0	2	20.0
Support for district program monitoring	1	10.0	1	10.0
One-on-one services	1	10.0	0	0.0
Brokered services	0	0.0	0	0.0
None of the above	0	0.0	0	0.0

Note. n = 10 for Region 11

Table F-6. Q6 This School Has Been Offered S4 Services:

	Number	Percent	Valid Percent
Indirectly (through its LEA)	39	31.7	33.1
Directly from RSDSS	24	19.5	20.3
I do not know if this school has been offered RSDSS services, either directly or indirectly	50	40.7	42.4
This school was not offered any RSDSS services	5	4.1	4.2
Missing	5	4.1	--

Table F-7. Q7 How Did This School First Learn About the Services That RSDSS Provides?

	Number	Percent	Valid Percent
From CDE staff	4	3.3	3.4
Information letter from RSDSS director/staff	9	7.3	7.6
Personal visit or phone call from RSDSS director/staff	6	4.9	5.1
Recommendation by district (LEA) staff	20	16.3	16.9
From other schools using S4 services	0	0.0	0.0
Through County Office of Education (COE)	20	16.3	16.9
Through professional development/information meeting	4	3.3	3.4
I am not sure we learned about S4 services	51	41.5	43.2
Other*	4	3.3	3.4
Missing	5	4.1	--

*Note. The following open-ended responses were entered for the "Other" text box in Question 7:

"CDE and DAIT provider at County level"
"Survey Request"
"I am a new principal and I don't know what services were provided to my school in the past."
"This is my first year at the school, I'm not sure when the school first learned about S4 services."
"When survey was requested."

Table F-8. Q8 Which of the Following Entities Provided PI and Other Title I-Related Services to This School During the 2007–08 School Year? (Check All That Apply)

	Number	Percent
RSDSS	29	23.6
County Office of Education (other than RSDSS)	56	45.5
District Assistance and Intervention Team (DAIT)	38	30.9
Fee-for-service provider (or private provider)	26	21.1
Don't know the entity(ies) that provided PI services to this school	8	6.5
This school did not receive any PI-related services/support during 2007–08	11	8.9
Other*	7	5.7

*Note. The following open-responses were entered for the "Other" text box in Question 8:

"District Office"
"SES tutoring"
"Other than Stanislaus COE offering, there was no other recognizable support for being PI"
"New Directions"
"Unsure of services"
"Bayces"
"New Directions"
"District services"

Table F-9. Q9 How Did This School and its District Office Know the PI-related Services it Received Were Effective in Helping This School? (Check All That Apply)

	Number	Percent
We used a formal outcome/impact measure developed by this school's service provider.	11	8.9
We used student achievement data to determine areas of improvement and weaknesses in this school's student population.	85	59.1
We conducted classroom walk-throughs.	79	64.2
We collected anecdotal evidence from administrators and staff.	42	34.1
We used a LEA-developed survey of administrators and staff	17	13.8
This school exited PI.	6	4.9
This school did not advance (or was on hold/freezing) in PI status.	23	18.7
Other*	7	5.7

*Note. The following open-responses were entered for the "Other" text box in Question 9:

"Survey Monkey"
"no services provided"
"Did not receive services"
"We re-entered PI, though"
"DO NOT KNOW"
"We didn't get any."
"We received virtually no services"

Table F-10a. Q10 Rate the Extent to Which Improvement Is Needed on the Following Aspects of RSDSS or the Services it Provides.

	None		Very Little		Some		Great		Extremely Great		Not Sure		Missing	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
Clarification/branding of what is RSDSS and what services RSDSS can provide	3	2.4	6	4.9	26	21.1	21	17.1	27	22.0	16	13.0	24	19.5
Alignment of services and NCLB/state requirements	10	8.1	12	9.8	19	15.4	9	7.3	13	10.6	35	28.5	25	20.3
Promoting collaboration among districts and schools in the region	5	4.1	10	8.1	16	13.0	23	18.7	17	13.8	24	19.5	28	22.8
Communication among RSDSS, district, and school about availability of various services	4	3.3	9	7.3	22	17.9	15	12.2	28	22.8	20	16.3	25	20.3
Providing more tailored/customized services based on needs of this school	1	0.8	5	4.1	20	16.3	23	18.7	20	16.3	29	23.6	25	20.3
Clarification of services to all school staff	2	1.6	6	4.9	26	21.1	16	13.0	30	24.4	19	15.4	24	19.5

Table F-10b. Q10 Rate the Extent to Which Improvement Is Needed on the Following Aspects of RSDSS or the Services it Provides. (Percentages Based on Valid Responses)

	None		Very Little		Some		Great		Extremely Great		Not Sure	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
Clarification/branding of what is RSDSS and what services RSDSS can provide	3	3.0	6	6.1	26	26.3	21	21.2	27	27.3	16	16.2
Alignment of services and NCLB/state requirements	10	10.2	12	12.2	19	19.4	9	9.2	13	13.3	35	28.5
Promoting collaboration among districts and schools in the region	5	5.3	10	10.5	16	16.8	23	24.2	17	17.9	24	25.3
Communication among RSDSS, district, and school about availability of various services	4	4.1	9	9.2	22	22.4	15	15.3	28	28.6	20	20.4
Providing more tailored/customized services based on needs of this school	1	1.0	5	5.1	20	20.4	23	23.5	20	20.4	29	29.6
Clarification of services to all school staff	2	2.0	6	6.1	26	26.3	16	16.2	30	30.3	19	19.2

Table F-11. Q11 Please Rank the Top Three Following PI-related Activities in Order of Their Importance to This School, with "1" Indicating the Greatest Importance.

	Rank 1		Rank 2		Rank 3	
	Num.	Perc.	Num.	Perc.	Num.	Perc.
Training in APS and DAS to determine necessary revisions to the school plan and budget	5	4.1	13	10.6	18	14.6
Training or professional development in data-informed decision making	34	27.6	28	22.8	20	16.3
Training/guidance/support so that this school can implement Corrective Action or Restructuring/Alternative Governance plans developed in accordance with NCLB	9	7.3	22	17.9	22	17.9
Access to regional networks of programs designed to assist LEAs and schools in their efforts to increase student achievement	8	6.5	18	14.6	27	22.0
Help in getting this school out of PI	44	35.8	18	14.6	11	8.9

RESULTS FOR RSDSS ITEMS

The following items were presented to respondents who indicated that one or more services were provided to their school by RSDSS and to respondents who skipped the item that asked them to indicate the RSDSS services provided to their school (n = 87). Of those, 75 responded to two or more of the RSDSS items. Note that not all 75 of those respondents answered every RSDSS item.

Table F-12a. Q12 With the Services and the Assistance of RSDSS, This School Was Able to:

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Obtain the services and support it needed to improve teaching and learning	0	0.0	2	2.7	27	36.0	28	37.3	13	17.3	5	6.7
Obtain information about various S4-related service providers	1	1.3	8	10.7	32	42.7	25	33.3	5	6.7	4	5.3
Make appropriate decisions about S4 services that met its needs	0	0.0	8	10.7	29	38.7	25	33.3	7	9.3	6	8.0
Obtain support and help in school budgeting	0	0.0	16	21.3	33	44.0	20	26.7	1	1.3	5	6.7
Obtain adequate support in professional development for principals and teachers	0	0.0	5	6.7	20	26.7	31	41.3	14	18.7	5	6.7
Other*	1	1.3	0	0.0	7	9.3	3	4.0	1	1.3	63	84.0

*Note. The following open-responses were entered for the "Other" text box in Question 12:

"data collection & review of instructional strategies" (Agree rating)
"ongoing support and FAQ" (Agree rating)
"At this time, we are finding our own solutions and resources." (Strongly Disagree rating)
"Immediate assistance" (Strongly Agree rating)
"Benchmark Assessments" (Agree rating)

Table F-12b. Q12 Q12 With the Services and the Assistance of RSDSS, This School Was Able to: (Percentages Based on Valid Responses)

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Obtain the services and support it needed to improve teaching and learning	0	0.0	2	2.9	27	38.6	28	40.0	13	18.6
Obtain information about various S4-related service providers	1	1.4	8	11.3	32	45.1	25	35.2	5	7.0
Make appropriate decisions about S4 services that met its needs	0	0.0	8	11.6	29	42.0	25	36.2	7	10.1
Obtain support and help in school budgeting	0	0.0	16	22.9	33	47.1	20	28.6	1	1.4
Obtain adequate support in professional development for principals and teachers	0	0.0	5	7.1	20	28.6	31	44.3	14	20.0
Other	1	8.3	0	0.0	7	58.3	3	25.0	1	1.3

Table F-13. Q13 Which of the Following Has Occurred at This School Since its LEA Received Services From RSDSS? (Check All That Apply)

	Number	Percent
Improved student scores on AYP measure	43	57.3
Improved student scores on API measure	49	65.3
Improved student scores on other measures	30	40.0
Improved student subgroup scores on AYP measure	40	53.3
Improved student subgroup scores on API measure	45	60.0
Improved student subgroup scores on other measures	29	38.7
School has a more cohesive plan for achieving PI goals	40	53.3
School staff supports district PI goals	36	48.0
This school is exiting PI status	4	5.3
This school is not advancing (on hold/freezing) in PI status	12	16.0
This school is able to sustain improvements with less support from RSDSS	12	16.0
Other*	8	10.7

*Note. The following open-responses were entered for the "Other" text box in Question 13:

"AYP and API both declined"
"After a 3-year increase there was a slight dip last year!"
"Specific data points and assistance with refinement of district plans through DSLT"
"I think it is inaccurate to state that these improvements were due to S4 services. There is a mix of so many factors, that it is impossible to attribute anything to a single factor."
"No longer Title 1"
"I don't know what services this school has experienced in the past."
"I'm not sure that we have received services from RSDSS."
"Exited PI Status"

Table F-14a. Q14 Rate your Agreement With the Following Statement: During the 2006–08 Period, This School Has Experienced:

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Improvements in teaching	0	0.0	0	0.0	8	10.7	41	54.7	24	32.0	2	2.7
Improvements in learning	0	0.0	0	0.0	8	10.7	46	61.3	19	25.3	2	2.7

Table F-14b. Q14 Rate your Agreement With the Following Statement: During the 2006–08 Period, This School Has Experienced: (Percentages Based on Valid Responses)

	Strongly Disagree		Disagree		Neither Disagree nor Agree		Agree		Strongly Agree	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Improvements in teaching	0	0.0	0	0.0	8	11.0	41	56.2	24	32.9
Improvements in learning	0	0.0	0	0.0	8	11.0	46	63.0	19	26.0

Table F-15a. Q15 Rate the Effectiveness of the Following Services or Assistance This School Received from RSDSS.

	Extremely Ineffective		Ineffective		Neither Ineffective nor Effective		Effective		Extremely Effective		Does not receive from service provider		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	1	1.3	0	0.0	6	8.0	22	29.3	26	34.7	16	21.3	4	5.3
Professional development for teachers	1	1.3	0	0.0	7	9.3	19	25.3	23	30.7	21	28.0	4	5.3
Help to revise school schedule	0	0.0	1	1.3	14	18.7	10	13.3	9	12.0	37	49.3	4	5.3
Training on using Academic Program Survey (APS) to revise this school's work plan	1	1.3	1	1.3	17	22.7	22	29.3	14	18.7	16	21.3	4	5.3
Training on data analysis and interpretation to make data-driven decisions	1	1.3	1	1.3	9	12.0	12	16.0	28	37.3	20	26.7	4	5.3
Intervention programs to improve student achievement	0	0.0	3	4.0	8	10.7	21	28.0	15	20.0	24	32.0	4	5.3
Network system of support with other districts, schools, partners, and intervention programs	0	0.0	3	4.0	8	10.7	20	26.7	14	18.7	24	32.0	6	8.0
Other*	0	0.0	0	0.0	3	4.0	1	1.3	2	2.7	5	6.7	64	85.3

*Note. The following open-responses were entered for the "Other" text box in Question 15:

"all of the areas marked are supported through county office of ed for region 8" (Extremely Effective)
"CASLE program for Smaller Learning Communities through the county office" (Extremely Effective)
"follow through" (Does not receive from service provider)

Table F-15b. Q15. Percentages for Responses Not Including "Does Not Receive From Service Provider" and "Missing":

	Extremely Ineffective		Ineffective		Neither Ineffective nor Effective		Effective		Extremely Effective	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	1	1.8	0	0.0	6	10.9	22	40.0	26	47.3
Professional development for teachers	1	2.0	0	0.0	7	14.0	19	38.0	23	46.0
Help to revise school schedule	0	0.0	1	2.9	14	41.2	10	29.4	9	26.5
Training on using Academic Program Survey (APS) to revise this school's work plan	1	1.8	1	1.8	17	30.9	22	40.0	14	25.5
Training on data analysis and interpretation to make data-driven decisions	1	2.0	1	2.0	9	17.6	12	23.5	28	54.9
Intervention programs to improve student achievement	0	0.0	3	6.4	8	15.7	21	44.7	15	31.9
Network system of support with other districts, schools, partners, and intervention programs	0	0.0	3	6.7	8	17.8	20	44.4	14	31.1
Other	0	0.0	0	0.0	3	50.0	1	16.7	2	33.3

Table F-16. Q16 What Outcomes Has This School Experienced Regarding Improvements in Teaching? (Check All That Apply)

	Number	Percent
Improved ability to observe/document teaching strategies (doing more walk-throughs or observations than previously; having a more formal observation procedure)	54	72.0
Increased number of staff who have attended recent professional development related to improved teaching strategies	55	73.3
Increased number of staff who have attended recent professional development related to academic content	49	65.3
Increased collaboration with other districts, schools, and partners	31	41.3
Establishment of a network support system	17	22.7
Improved ability to make personnel decisions (hiring, firing, transfers) related to teaching and highly qualified teachers	20	26.7
More efficient use of existing budget related to teaching	28	37.3
Improved capacity to strengthen curriculum (textbook selection/adoption, curriculum mapping/alignment, pacing)	44	58.7
Increased instructional time and decreased time spent on non-instructional classroom management issues	48	64.0
This school has not experienced increased capacity to support improvements in teaching	1	1.3
Other*	5	6.7

*Note. The following open-responses were entered for the "Other" text box in Question 16:

"Updated ELD plan"
"A district-wide focus"
"Capturing Kids Hearts"
"The improvements at this site are aligned with the 9 EPC's and monitored by the SAIT team."
"Professional development for teachers has not been through RSDSS for teachers."

Table F-17. Q17 What Outcomes Has This School Experienced Regarding Improvements in Student Learning? (Check All That Apply)

	Number	Percent
Reduction in percentage of students (in general) in lowest achievement levels.	56	74.7
Increase in percentage of students (in general) achieving Proficient level.	51	68.0
Reduction in percentage of students (by subpopulation) in lowest achievement levels.	50	66.7
Increase in percentage of students (by subpopulation) achieving Proficient level.	45	60.0
Ability to identify students who need extra support.	61	81.3
Ability to provide extra support, especially for subpopulations (EL, students with disabilities)	48	64.0
Ability to assess student learning (better assessments, better data analysis)	55	73.3
Ability to involve families in student learning (better communication, reduced absences)	30	40.0
Increased time that students are engaged in learning in the classroom	51	68.0
This school has not experienced increased capacity to support improvements in student learning	2	2.7
Other*	2	2.7

*Note. The following open-ended responses were entered for the "Other" text box in Question 17:

"Due to budgetary constraints the LEA has eliminated summer session and after school support is dependent on teacher participation that varies by site."

"Ability to incorporate Professional Learning Communities PLC"

"We are able to do these things because of SAIT requirements."

Table F-18. Q18 How Much of Your School's Improvement in Teaching in the Past 2 Years Would You Attribute to Services Provided by RSDSS?

	Number	Percent	Valid Percent
Almost All	3	4.0	4.3
Most	16	21.3	23.2
Some	26	34.7	37.7
None	7	9.3	10.1
Not experienced improvement	2	2.7	2.9
Unable to determine	15	20.0	21.7
Missing	3	4.1	—

Table F-19. Q19 How Much of Your School's Improvement in Student Learning in the Past 2 Years Would You Attribute to Services Provided by RSDSS?

	Number	Percent	Valid Percent
Almost All	2	2.7	2.9
Most	17	22.7	24.6
Some	25	33.3	36.2
None	8	10.7	11.6
Not experienced improvement	2	2.7	2.9
Unable to determine	15	20.0	21.7
Missing	3	4.1	—

Table F-20a. Q20. What Impact Have the Following Factors Had on the Effectiveness of the Services Provided by RSDSS?

	Strong Negative Impact		Negative Impact		No Impact		Positive Impact		Strong Positive Impact		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Location of this school and LEA in the state	0	0.0	4	5.3	45	60.0	16	21.3	2	2.7	8	10.7
This type of LEA (urban, rural, etc.) and its PI schools	0	0.0	5	6.7	42	56.0	18	24.0	2	2.7	4	5.4
Availability of technology resources in this district	1	1.3	5	6.7	36	48.0	22	29.3	2	2.7	9	12.0
Number of staff working with PI issues	0	0.0	4	5.3	30	40.0	31	41.3	1	1.3	9	12.0
Qualifications of staff working with PI issues	0	0.0	2	2.7	29	38.7	31	41.3	4	5.3	9	12.0
Number of RSDSS staff working with PI issues	0	0.0	2	2.7	34	45.3	23	30.7	7	9.3	9	12.0
Qualifications of RSDSS staff working with PI issues	0	0.0	2	2.7	32	42.7	20	26.7	12	16.0	9	12.0
State budget related to S4/RSDSS	4	5.3	5	6.7	37	49.3	15	20.0	2	2.7	12	16.0
Local budget	4	5.3	7	9.3	37	49.3	17	22.7	17	22.7	10	13.3
District governance	1	1.3	3	4.0	33	44.0	25	33.3	4	5.3	9	12.0
Inconsistency between local policies and federal/state legislation/regulations	4	5.3	11	14.7	43	57.3	5	6.7	1	1.3	11	14.7

Table F-20b. Q20 What Impact Have the Following Factors Had on the Effectiveness of the Services Provided by RSDSS? (Percentages Based on Valid Responses)

	Strong Negative Impact		Negative Impact		No Impact		Positive Impact		Strong Positive Impact	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Location of this school and LEA in the state	0	0.0	4	6.0	45	67.2	16	23.9	2	3.0
This type of LEA (urban, rural, etc.) and its PI schools	0	0.0	5	7.5	42	62.7	18	26.9	2	3.0
Availability of technology resources in this district	1	1.5	5	7.6	36	54.5	22	33.3	2	3.0
Number of staff working with PI issues	0	0.0	4	6.1	30	45.5	31	47.0	1	1.5
Qualifications of staff working with PI issues	0	0.0	2	3.0	29	43.9	31	47.0	4	6.1
Number of RSDSS staff working with PI issues	0	0.0	2	3.0	34	51.5	23	34.8	7	10.6
Qualifications of RSDSS staff working with PI issues	0	0.0	2	3.0	32	48.5	20	30.3	12	18.2
State budget related to S4/RSDSS	4	6.3	5	7.9	37	58.7	15	23.8	2	3.2
Local budget	4	6.2	7	10.8	37	56.9	17	26.2	17	26.2
District governance	1	1.5	3	4.5	33	50.0	25	37.9	4	6.1
Inconsistency between local policies and federal/state legislation/regulations	4	6.3	11	17.2	43	67.2	5	7.8	1	1.6

RESULTS FOR DECLINED RSDSS SERVICES ITEMS

If respondents indicated that they declined one or more RSDSS services that were offered to their school, or if they indicated that none of the listed services were offered to their school, or if they skipped questions 5 and 8, then the respondents were presented with two additional items regarding declined RSDSS services. In all, 72 respondents (58.5%) were presented with Question 21 and Question 22. Note that not all 72 respondents responded to each item.

Table F-21. Q21 You Indicated the RSDSS Offered Services This School Did Not Accept. Please Indicate the Main Reason for Declining RSDSS Services.

	Number	Percent	Valid Percent
Unfamiliar with RSDSS and/or the work it does	18	25.0	29.5
Decided to use a fee-for-service ("private") provider (or was already using a fee-for-service provider)	9	12.5	14.8
Decided to work without outside assistance	4	5.6	6.6
Decided to use other COE programs or services (or was already using other COE program)	7	9.7	11.5
Decided to postpone a decision for the time being	0	0.0	0.0
Prior experiences with RSDSS or COE	0	0.0	0.0
Mandated to use another service provider, such as a DAIT provider	7	9.7	11.5
Other*	16	22.2	26.2
Missing	11	15.3	--

*Note. The following open-ended responses were entered for the "Other" text box in Question 21:

"We worked with our LEA only."
"I marked none of the above because services were not offered directly to the school. The school did not decline services."
"Was unaware what services are provided. It is possible that our school is receiving services through our district but they have never been referred to as S4 services from RSDSS."
"I didn't decline services. None were offered. Other than one meeting with COE staff I have had no contact regarding RSDSS services."
"Some teachers went through county office training through the district. "
"I was not contacted"
"District provided the service"
"Nothing "declined." My responsibilities regarding Title 1 are almost entirely around Time Accounting and SES Tutoring. I don't know if S4 and RSDSS is part of that."
"We did not declined; we were not offered any services. This question is assuming we didn't want any when in fact we were not offered services. See previous answer."
"Did not decline services"
"We were not offered it. There was nothing to decline."
"Mandated SAIT"
"Not certain about this question"
"Unaware of any services offered to this school"
"We were never offered any services"
"Unknown what services were offered or not used due to my inability to connect RSDSS with services offered."
"Was not provided with any info. on services"

Table F-22. Q22 You Indicated the RSDSS Offered Services This School Did Not Accept. What Is the Main Reason This School Would Likely Accept RSDSS Services in the Future?

	Number	Percent	Valid Percent
Better understanding of services that RSDSS offers	24	33.3	38.1
Evidence that S4 services are effective	2	2.8	3.2
More S4 services specifically tailored to needs of this school	9	12.5	14.3
Better understanding of role that RSDSS plays in helping PI schools	10	13.9	15.9
Reduction in funding used to pay fee-for-service providers	4	5.6	6.3
Developing a good relationship with RSDSS staff	1	1.4	1.6
Higher quality S4 services	1	1.4	1.6
CDE endorsement	0	0.0	0.0
Other*	12	16.7	19.0
Missing	9	12.5	--

*Note. The following open-responses were entered for the "Other" text box in Question 22:

"I don't know that I declined"
"LEA decision"
"District mandates as they choose these providers"
"District support for use"
"The school accepted S$ services"
"2 & 3 above"
"Never offered here."
"cost"
"Unaware of any services offered to this school"
"District directive"
"If services were offered, we would accept."
"We're in DAIT"

RESULTS FOR OTHER SERVICE PROVIDER ITEMS

If respondents indicated that their school received services from the County office of Education (other than RSDSS), District Assistance and Intervention Team (DAIT), and/or fee-for-service provider(s), then the respondents were presented with an additional set of items related to these other service providers. Of the 123 respondents, 76 (61.7%) were presented with these items.

Table F-23. Q23 You Indicated This School Accepted PI or Other Title 1-Related Services From an Entity Other Than S4/RSDSS. What Services Did Service Providers Other Than RSDSS Offer, Provide, or Broker to This School? (Check All That Apply)

	Offered		Provided		Brokered	
	Number	Percent	Number	Percent	Number	Percent
Revision of school work plan and budget	32	42.1	18	23.7	1	1.3
Development of our SAIT team	18	23.7	9	11.8	1	1.3
Revision of school scheduling plan	17	22.4	7	9.2	1	1.3
Professional development for principals	47	61.8	29	38.2	4	5.3
Professional development for teachers	45	59.2	27	35.5	8	10.5
Services based on this school's unique needs	33	43.4	21	27.6	5	6.6
Network system of support with other districts, schools, and intervention programs	26	34.2	14	18.4	5	6.6
Training on data analysis and interpretation	43	56.6	27	35.5	4	5.4
Other*	3	3.9	1	1.3	0	0.0

*Note. The following open-responses were entered for the "Other" text box in Question 23:

"Services for High Priority Students" (offered and provided)
"County office of ed is the DAIT provider" (offered and provided)
"Nothing at this time"
"Professional development for teachers was provided, but I couldn't check it on the box."
"Academic Coaching for principal and teachers" (Offered)

Table F-24a. Q24. Rate the Effectiveness of the Following PI-related Services or Assistance This School Received From Service Providers Other Than RSDSS.

	Extremely Ineffective		Ineffective		Neither Ineffective nor Effective		Effective		Extremely Effective		Does not receive from service provider		Missing	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	0	0.0	3	3.3	5	6.6	34	44.7	21	27.6	7	9.2	6	7.9
Professional development for teachers	0	0.0	2	2.6	6	7.9	37	48.7	20	26.3	9	11.8	2	2.6
Revision of school work plan and budget	0	0.0	1	1.3	8	10.5	29	38.2	6	7.9	22	28.9	10	13.2
Revision of school scheduling plan	0	0.0	1	1.3	11	14.5	19	25.0	4	5.3	28	36.8	13	17.1
Intervention programs to improve student achievement	0	0.0	1	1.3	8	10.5	37	48.7	5	6.6	21	27.6	4	5.3
Brokering services based on the unique needs of this school	0	0.0	1	1.6	11	14.5	19	25.0	5	6.6	26	34.2	14	18.4
Network system of support with other districts, schools, and intervention programs	0	0.0	1	1.3	12	15.8	19	25.0	8	10.5	28	36.8	8	10.5
Other*	0	0.0	0	0.0	0	0.0	3	3.9	2	2.6	9	11.8	62	81.6

*Note. The following open-responses were entered for the "Other" text box in Question 24:

"KCSOS ongoing region 8 support" (Effective)

"Monitoring of SAIT Goals" (Extremely Effective)

Table F-24b. Q24 Percentages for Responses Not Including "Does Not Receive From Service Provider" and "Missing"

	Extremely Ineffective		Ineffective		Neither Ineffective nor Effective		Effective		Extremely Effective	
	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.	Num.	Perc.
Professional development for principals	0	0.0	3	4.8	5	7.9	34	54.0	21	33.3
Professional development for teachers	0	0.0	2	3.1	6	9.2	37	56.9	20	30.7
Revision of school work plan and budget	0	0.0	1	2.3	8	18.2	29	65.9	6	13.6
Revision of school scheduling plan	0	0.0	1	2.9	11	31.4	19	54.3	4	11.4
Intervention programs to improve student achievement	0	0.0	1	2.0	8	15.7	37	72.5	5	9.8
Brokering services based on the unique needs of this school	0	0.0	1	2.8	11	30.6	19	52.8	5	13.9
Network system of support with other districts, schools, and intervention programs	0	0.0	1	2.5	12	30.0	19	47.5	8	20.0
Other	0	0.0	0	0.0	0	0.0	3	60.0	2	40.0