

# Learning from District Success: Promising Practices from The Education Trust – West’s District Report Cards



The Education Trust–West

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# Agenda

- 1. Overview of District Report Cards: Purpose, Methodology, Themes across High-Flying Districts**
- 2. Promising Practices from District Leaders:**
  - A. Baldwin Park Unified (Los Angeles County)
  - B. Clovis Unified (Fresno County)
  - C. Downey Unified (Los Angeles County)
- 3. Q&A**

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## Our 4<sup>th</sup> annual release of report cards that grade and rank districts on equity measures

- Heighten visibility into the role districts play in impacting achievement of low-income students and students of color
- Identify successful districts and share their practices, benchmark performance against other districts
- Create public accountability for districts
- Urge communities to advocate for increased accountability, attention to achievement gap issues locally

# Overview of how we graded districts and which districts receive grades

- We limit the sample to **large** (>5,000 students tested), **unified** districts.
- Grades (using a rubric) and ranks (objective ranking) are assigned in 4 categories, across 8 individual indicators.
- Each district receives an overall grade, calculated as an average of the 8 indicator grades (e.g. 3 A's, 3 C's, and a B would average out to a B).

# We assign grades and ranks in four categories:

	What the indicators tell us about a district
<b>1</b> 	The <b>PERFORMANCE</b> indicator tells us how well a district’s low-income students and students of color* score on state tests, as measured by their respective API scores.
<b>2</b> 	The <b>IMPROVEMENT</b> indicator tells us how much a district’s low-income students and students of color have improved over a 5-year period.
<b>3</b> 	The <b>GAPS</b> indicator tells us how Latino and African-American student achievement compares to white student achievement.
<b>4</b> 	The <b>COLLEGE-READINESS</b> indicator tells us how many of the district’s Latino and African-American students are graduating high school in four years, and how many are completing the “a-g” coursework required to be eligible for admission to a UC or CSU campus. (Note that this indicator changed in 2012.)

# For each measure, we benchmark an “A” grade to state targets/precedents

	Performance (Growth API)	Improvement (API 5-Year Growth)	Gaps (API Gap)	College Readiness	
				(A-G Cohort Rate)	(Cohort Graduation Rate)
<b>A</b>	≥800	≥100	≤30	≥45%	≥90%
<b>B</b>	750-799	75-99	31 to 60	35-44%	80-89%
<b>C</b>	700-749	50-74	61 to 90	25-34%	70-79%
<b>D</b>	650-699	25-49	91 to 120	15-24%	60-69%
<b>F</b>	<650	<25	> 120	<15%	<60%

# Sample Unified School District

**OVERALL GRADE: C**

CHANGE FROM PREVIOUS YEAR 

## About this District

### COUNTY

ENROLLMENT: 30,355

LOW-INCOME: 26%

AFRICAN-AMERICAN: 2%

LATINO: 31%

WHITE: 52%

ENGLISH LEARNER: 14%

FOSTER YOUTH (#): 77













### Other District Results

12th Grade FAFSA Rate: 54%

English Learner

Reclassification Rate: 10%



District Metric		District Grade*	District Rank*
<b>PERFORMANCE</b> 	Performance Levels among Students of Color	<b>B</b>  <small>Change from previous year</small>	<b>32</b> of 149
	Performance Levels among Low-income Students	<b>B</b> 	<b>42</b> of 149
<b>IMPROVEMENT</b> 	Improvement among Students of Color	<b>D</b>  <small>Change from previous year</small>	<b>104</b> of 146
	Improvement among Low-income Students	<b>C</b> 	<b>87</b> of 146
<b>GAPS</b> 	Size of Achievement Gap Between African-American and White Students	<b>C</b>  <small>Change from previous year</small>	<b>38</b> of 129
	Size of Achievement Gap Between Latino and White Students	<b>D</b> 	<b>106</b> of 144
<b>COLLEGE-READY*</b> 	College Eligibility among Students of Color	<b>C</b>  <small>Change from previous year</small>	<b>36</b> of 143
	High School Graduation among Students of Color	<b>A</b> 	<b>24</b> of 145



# District Report Cards Website

<http://reportcards.edtrustwest.org/>

- Grades and ranks for districts, searchable by county or district name
- Top 10 rankings (overall, highest poverty, largest districts)
- Additional Features
  - Regional maps
  - Promising practices

Our data analysis has identified many higher performing, higher poverty districts, proving it's possible to serve *all* students well.

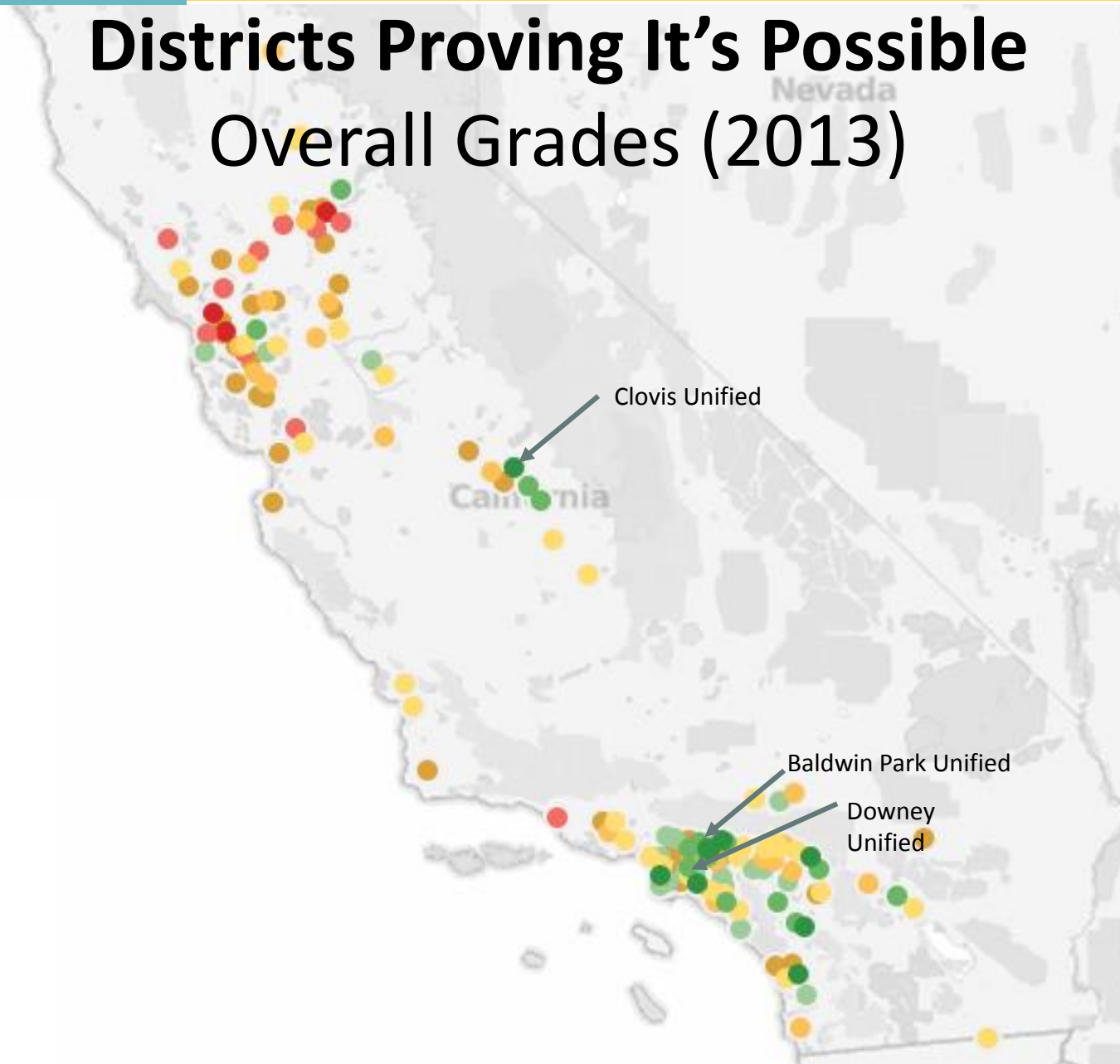
# Common Themes among Districts

1. Strong, supportive district leadership that focuses on excellence and creates a culture of high expectations for all students
2. Consistent focus on delivering high-quality instruction and leveraging time with faculty to learn and refine instructional strategies
3. Culture of data use to inform decision-making, which includes a consistent practice of using data to assess student performance and the effectiveness of specific methods and supports
4. Emphasis on the “whole child,” with consideration for students’ social, emotional, and academic needs through extra-curricular activities, pathways, and character development programs.
5. Thoughtful balancing of district and site-level needs to target programs and services where they are needed most

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# Districts Proving It's Possible Overall Grades (2013)





# Baldwin Park Unified

## About the District

**LOS ANGELES COUNTY**

**ENROLLMENT:** 18,845

22 schools: 13 elementary,  
4 middle, 3 high,  
1 continuation

**LOW-INCOME:** 86%

**AFRICAN-AMERICAN:** 3%

**LATINO:** 87%

**WHITE:** 3%

**ENGLISH LEARNER:** 25%

**FOSTER YOUTH (#):** 184

## Other District Results

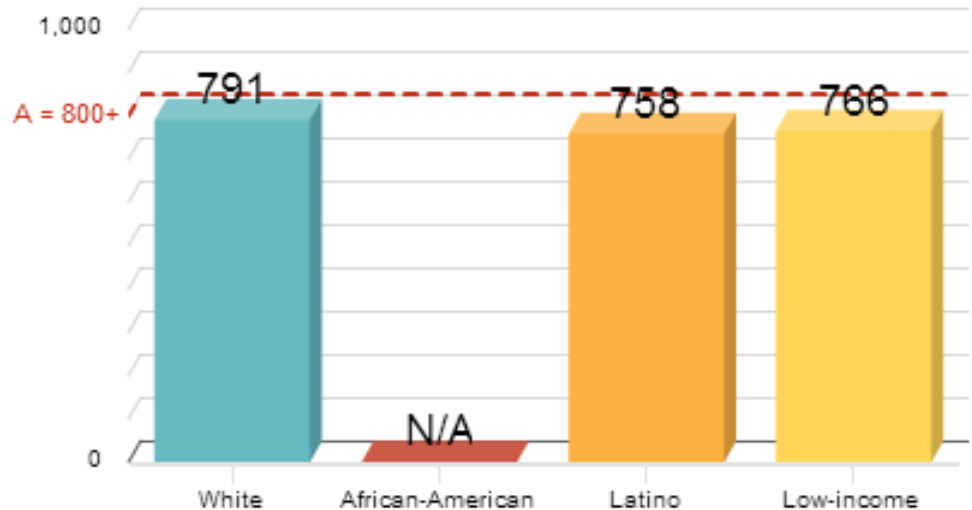
**12<sup>th</sup> Grade FAFSA Rate:** 68%

**English Learner**

**Reclassification Rate:** 13%

*Highlight from district report card:*

## 2013 API Scores



# Baldwin Park Unified

**Superintendent:**  
Mark Skvarna



**Assistant Superintendent:**  
Madalena Arellano



**We attribute our success to a variety of practices and strategies, including:**

1. Providing professional development to ensure high-quality instructional experiences
2. Engaging students via extra-curricular and academic programs
3. Focus on ELD in elementary grades, leading to rapid reclassification and monitoring

**In the future, we plan to build on our success through:**

→ Continuing Common Core-focused professional development (math → ELA)



# Clovis Unified

## About the District

**FRESNO COUNTY**

**ENROLLMENT:** 39,894

50 schools: 32 elementary,  
5 middle, 5 high,  
1 continuation, 4 alternative,  
3 other

**LOW-INCOME:** 38%

**AFRICAN-AMERICAN:** 3%

**LATINO:** 33%

**WHITE:** 45%

**ENGLISH LEARNER:** 6%

**FOSTER YOUTH (#):** 264

## Other District Results

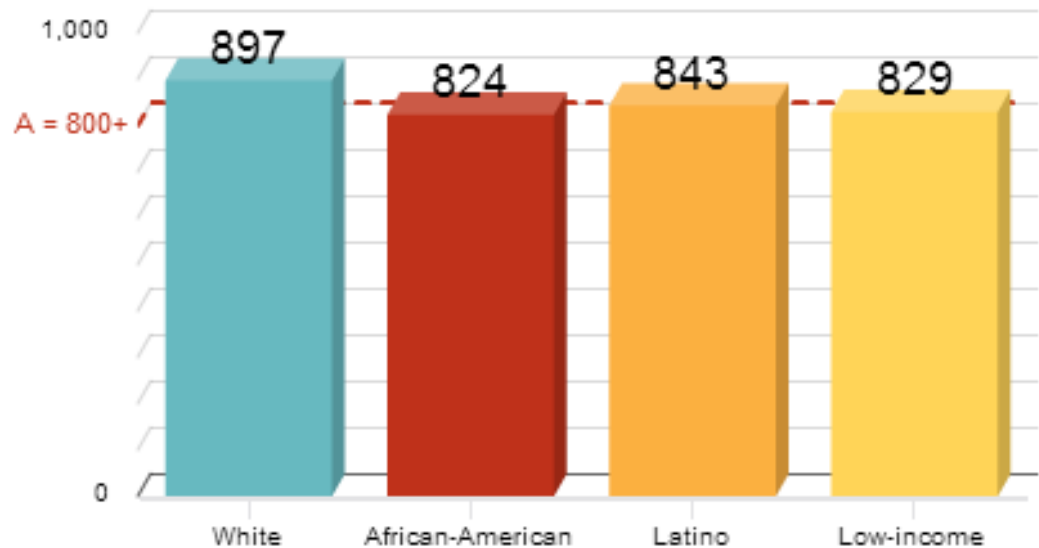
**12th Grade FAFSA Rate:** 61%

**English Learner**

**Reclassification Rate:** 18%

*Highlight from district report card:*

### 2013 API Scores





# Clovis Unified

**Superintendent:**

Janet Young, Ed.D.



**Assistant Superintendent:**

Debbie Parra, Ed.D.



**We attribute our success to a variety of practices and strategies, including:**

1. Emphasis on positive school culture/climate to engage all students
2. Differentiated supports and interventions based on analysis of student need
3. District-supported, site-based professional development with focus on continuous improvement

**In the future, we plan to build on our success through:**

→ Utilize LCFF dollars to expand successful intervention programs



# Downey Unified

## About the District

**LOS ANGELES COUNTY**

**ENROLLMENT:** 22,848

21 schools: 13 elementary,  
4 middle, 3 high, 1 continuation

**LOW-INCOME:** 70%

**AFRICAN-AMERICAN:** 3%

**LATINO:** 87%

**WHITE:** 6%

**ENGLISH LEARNER:** 15%

**FOSTER YOUTH (#):** 171

## Other District Results

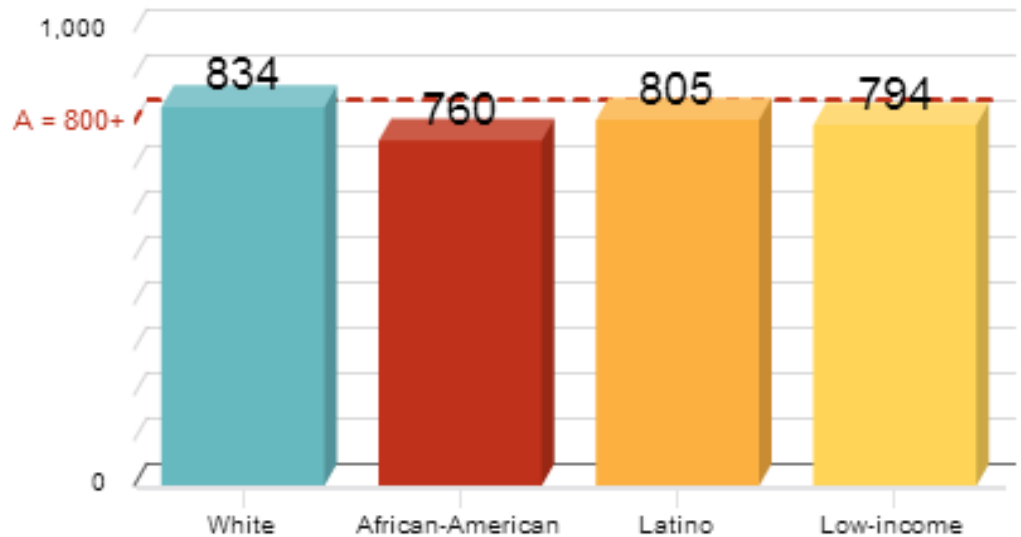
**12<sup>th</sup> Grade FAFSA Rate:** 74%

**English Learner**

**Reclassification Rate:** 14%

*Highlight from district report card:*

### 2013 API Scores



# Downey Unified

**Director, Secondary  
Curriculum, Instruction &  
Assessment:**

John Harris



**Director, Student Services:**

Robert Jagielski, Ed.D.



**We attribute our success to a  
variety of strategies, including:**

1. Focus on first, best instruction for all students, with particular attention to English language development
2. Attention to the “whole child” through multiple pathways, afterschool programs, and wraparound services
3. Dedicated professional learning time for teachers to monitor student progress and develop instructional strategies

**In the future, we plan  
to build on our success  
through:**

→ Investment of LCFF  
resources towards  
Project 2020 goals

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# Overarching Questions for Panelists

## Baldwin Park Unified

- Mark Skvarna, Superintendent
- Madalena Arellano, Assistant Superintendent

## Clovis Unified

- Janet Young, Superintendent
- Debbie Parra, Assistant Superintendent

## Downey Unified

- John Harris, Director, Secondary Curriculum, Instruction & Assessment
- Robert Jagielski, Director, Student Services

Visit the Report Cards website for more  
information:

<http://reportcards.edtrustwest.org/>

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