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

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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 4th 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>The PERFORMANCE 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.</td>
</tr>
<tr>
<td>IMPROVEMENT</td>
<td>The IMPROVEMENT indicator tells us how much a district’s low-income students and students of color have improved over a 5-year period.</td>
</tr>
<tr>
<td>GAPS</td>
<td>The GAPS indicator tells us how Latino and African-American student achievement compares to white student achievement.</td>
</tr>
<tr>
<td>COLLEGE READINESS</td>
<td>The COLLEGE READINESS 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.)</td>
</tr>
</tbody>
</table>
For each measure, we benchmark an “A” grade to state targets/precedents.

<table>
<thead>
<tr>
<th></th>
<th>Performance (Growth API)</th>
<th>Improvement (API 5-Year Growth)</th>
<th>Gaps (API Gap)</th>
<th>College Readiness (A-G Cohort Rate)</th>
<th>(Cohort Graduation Rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥800</td>
<td>≥100</td>
<td>≤30</td>
<td>≥45%</td>
<td>≥90%</td>
</tr>
<tr>
<td>B</td>
<td>750-799</td>
<td>75-99</td>
<td>31 to 60</td>
<td>35-44%</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>700-749</td>
<td>50-74</td>
<td>61 to 90</td>
<td>25-34%</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>650-699</td>
<td>25-49</td>
<td>91 to 120</td>
<td>15-24%</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;650</td>
<td>&lt;25</td>
<td>&gt; 120</td>
<td>&lt;15%</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
# Sample Unified School District

## District Metrics

<table>
<thead>
<tr>
<th>District Metric</th>
<th>District Grade*</th>
<th>District Rank*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels among Students of Color</td>
<td>B</td>
<td>Change from previous year</td>
</tr>
<tr>
<td>Performance Levels among Low-income Students</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td><strong>IMPROVEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement among Students of Color</td>
<td>D</td>
<td>Change from previous year</td>
</tr>
<tr>
<td>Improvement among Low-income Students</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td><strong>GAPS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size of Achievement Gap Between African-American and White Students</td>
<td>C</td>
<td>Change from previous year</td>
</tr>
<tr>
<td>Size of Achievement Gap Between Latino and White Students</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE-READY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Eligibility among Students of Color</td>
<td>C</td>
<td>Change from previous year</td>
</tr>
<tr>
<td>High School Graduation among Students of Color</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

## About this District
- **COUNTY**
- **ENROLLMENT**: 30,355
- **LOW-INCOME**: 25%
- **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 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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3. **Q&A**
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
12th Grade FAFSA Rate: 68%
English Learner Reclassification Rate: 13%

Highlight from district report card:

2013 API Scores

- White: 791
- African-American: 758
- Latino: 766

A = 800+
Baldwin Park Unified

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:

.arrow

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

- White: 897
- African-American: 824
- Latino: 843
- Low-income: 829
Clovis Unified

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
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\textsuperscript{th} Grade FAFSA Rate: 74%
English Learner
Reclassification Rate: 14%

Highlight from district report card:

2013 API Scores

![Bar chart showing API scores for different racial and income groups: White (834), African-American (760), Latino (805), Low-income (794).]
Downey Unified

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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