

# District Achievement among Families Improving Education (FIE) Initiative Partners: Using ETW's District Report Cards Web Tool in Your Advocacy Campaigns

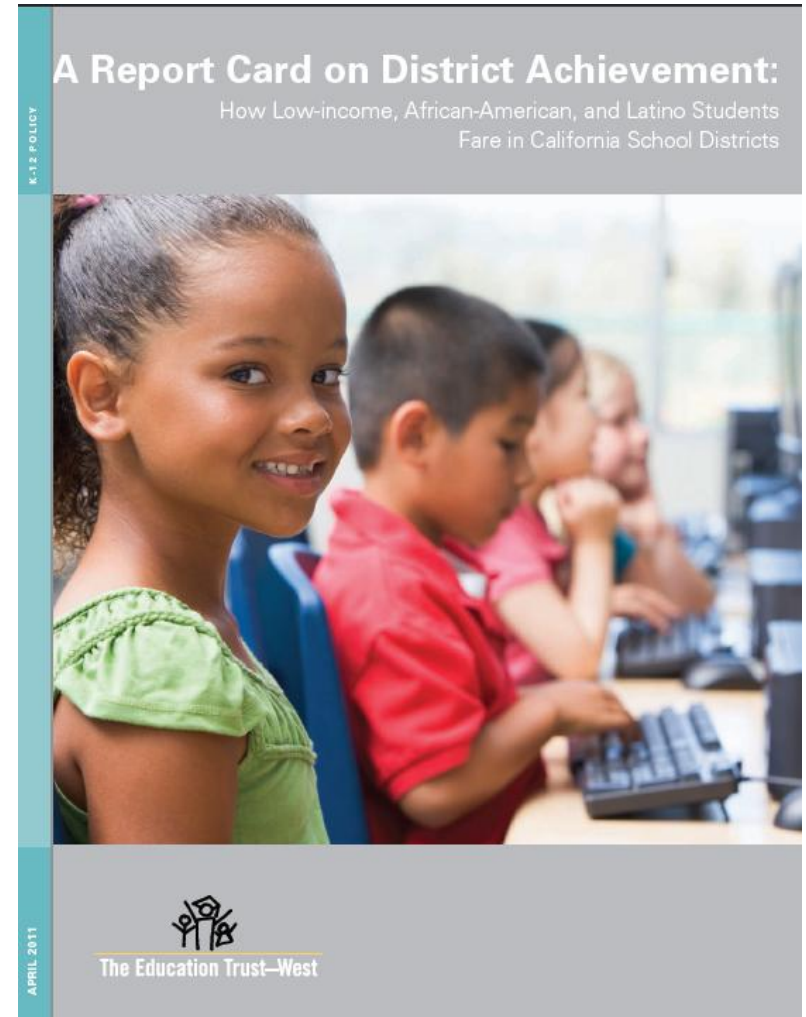
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Arun Ramanathan, Executive Director  
Lindsey Stuart, Data and Policy Analyst



# Purpose of Report and Web Tool





- Focus on performance of **districts**
- **Districts** control many levers of change at the school level, including:
  - Priorities, strategies, goal-setting
  - Human capital management
  - Resource management
  - Curriculum, instruction, and student support



# Summary of Findings

- Most districts earn an **overall grade** of C or D.
- No districts earns an **overall grade** of A, and only one district earns an F.
- Fewest As were earned for the **achievement gap** indicator.
- There are more As on the **performance** indicator than any other indicator.

# Categories of Achievement We Used to Grade and Rank Districts

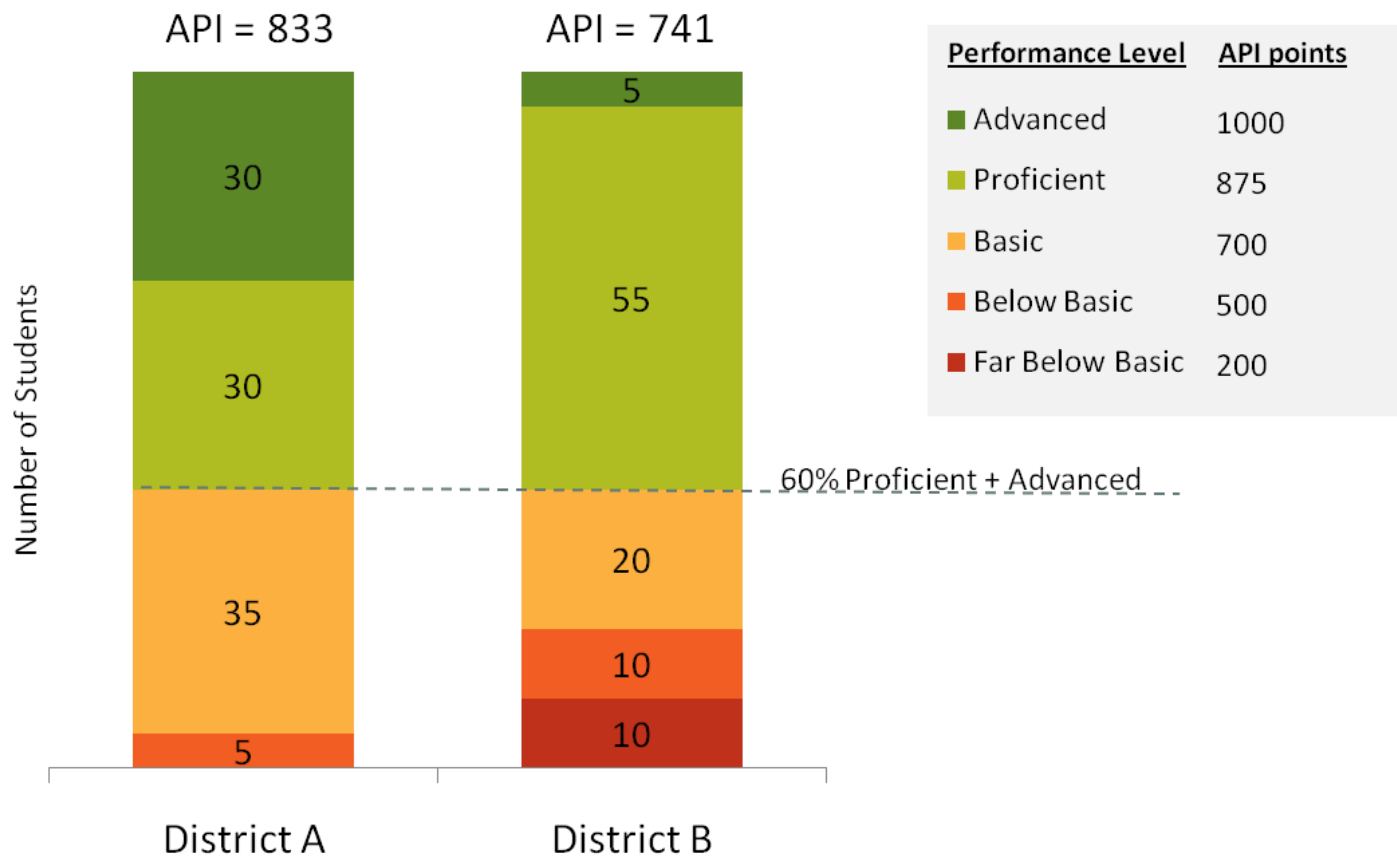
	What the indicators tell us about a district
<b>PERFORMANCE</b> 	The <b>PERFORMANCE</b> indicator tells us how well a district's low-income students and students of color score on state tests, as measured by their respective API scores.
<b>IMPROVEMENT</b> 	The <b>IMPROVEMENT</b> indicator tells us how much a district's low-income students and students of color have improved over a 5-year period.
<b>GAPS</b> 	The <b>GAPS</b> indicator tells us how Latino and African-American student achievement compares to white student achievement.
<b>COLLEGE-READY</b> 	The <b>COLLEGE-READINESS</b> indicator tells us how many of the district's Latino and African-American students are graduating college-ready, as measured by the rate at which they complete A-G coursework.

# Why use the Academic Performance Index (API) to understand district performance

## Academic Performance Index (API)

- **API** is calculated using scores from **CSTs** in math, English, science, social science, and **CAHSEE**
- **API** is a single number on a scale of 200-1000, with the statewide target of **800**
- Districts, schools, and all subgroups of students are held accountable to **growth** on the API.

# Illustration of two districts with very different API scores but the same hypothetical proficient and advanced rate on a California Standards Test exam



# Why use A-G graduation rates as an indicator of college readiness?

- Access and success in coursework → eligible to apply to UC/CSU
- Increased national focus on college and career readiness (Common Core)
- Drawbacks to other indicators

	<b>Subject</b>	<b>Requirement</b>
<b>A</b>	History / Social Science	2 years
<b>B</b>	English	4 years
<b>C</b>	Math	3 years, 4 years recommended (Algebra, Geometry, Algebra II)
<b>D</b>	Science	2 years, 3 years recommended (Biology, Chemistry, and/or Physics)
<b>E</b>	World Language	2 years (same language), 3 years recommended
<b>F</b>	Visual / Performing Arts	1 year
<b>G</b>	College Prep Elective	1 year

# Report Cards Website

[www.reportcards.edtrustwest.org](http://www.reportcards.edtrustwest.org)

California  
District Report Cards



The Education Trust–West

ABOUT THIS DATA

OUR RECOMMENDATIONS

STAY INFORMED

You can search by county and/or district.

VIEW REPORT CARDS

SELECT COUNTY

SELECT DISTRICT

2010

GO

## ABOUT THIS SITE

Just as students get report cards to measure their performance and progress in school, The Education Trust – West has developed report cards that grade California school districts on how well they serve their Latino, African-American, and low-income students. We provide grades and ranks to the 146 largest unified districts on four key indicators of student performance: overall performance, improvement over a five-year period, the size of achievement gaps, and college-ready graduation rates.

## OUR FINDINGS

Most California districts receive Cs and Ds, suggesting that they need to place a stronger focus on improving outcomes for their low-income students and students of color. However, there are districts that are achieving better results. In the accompanying report, *A Report Card on District Achievement: How Low-income, African-American, and Latino Students Fare in California School Districts*, we surface examples of higher-poverty districts that earn top grades on a number of indicators.

DON'T SEE YOUR DISTRICT?

DOWNLOAD  
PEER GROUP  
RANKINGS

SELECT RANKING

GO

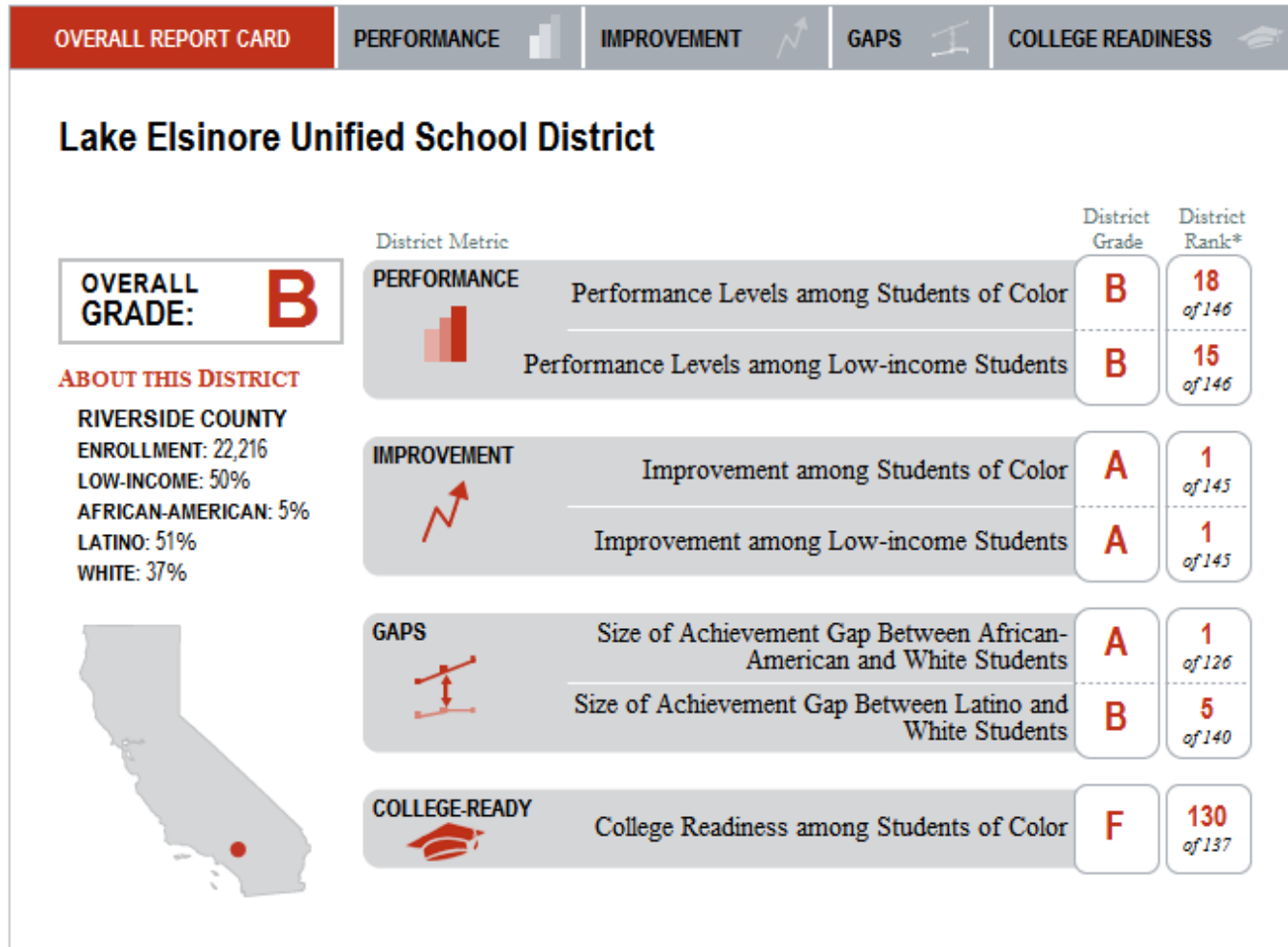
DOWNLOAD FULL REPORT

Peer group rankings for largest and highest poverty districts

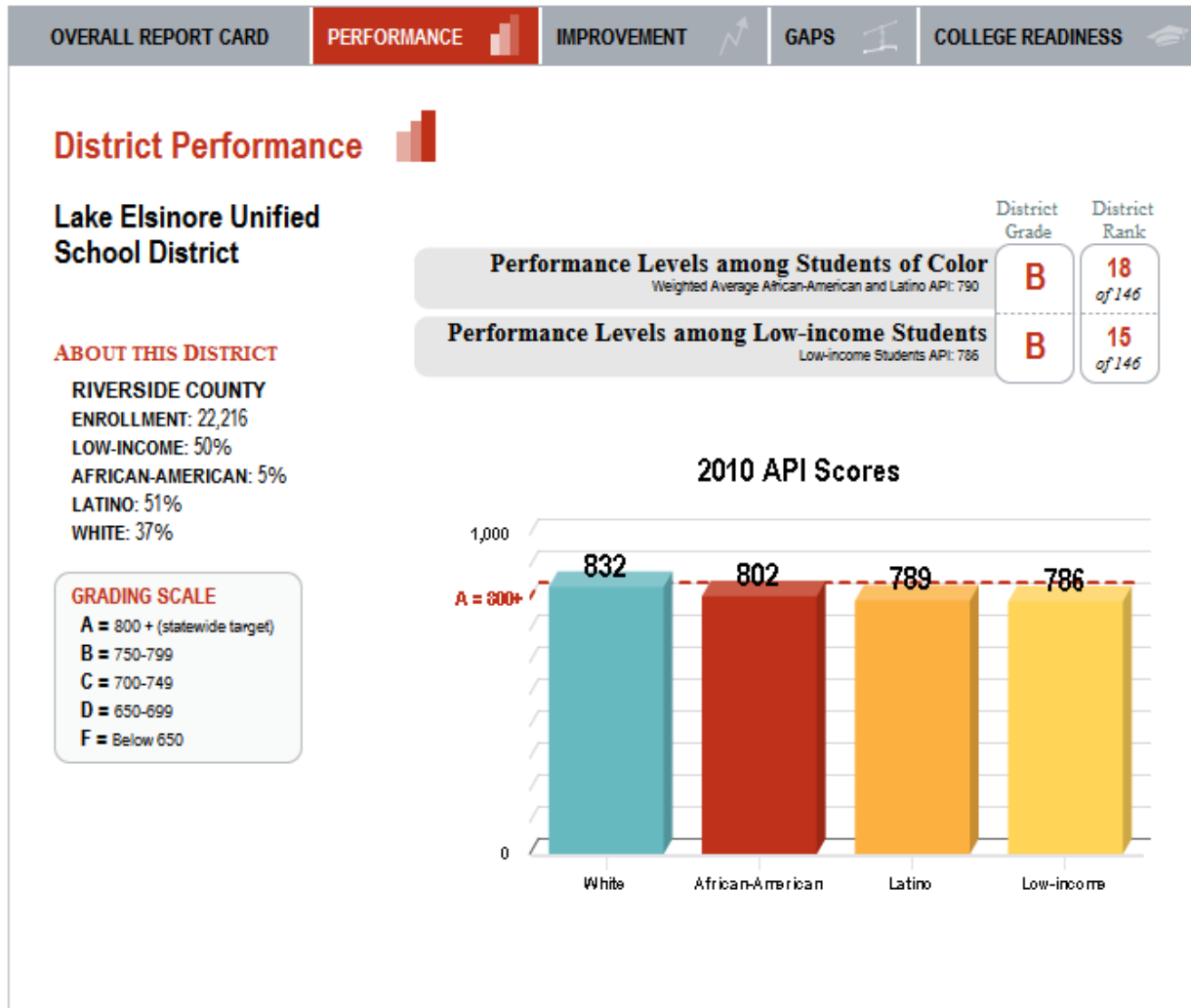
The full report includes lessons learned from high-performing, high-poverty districts.



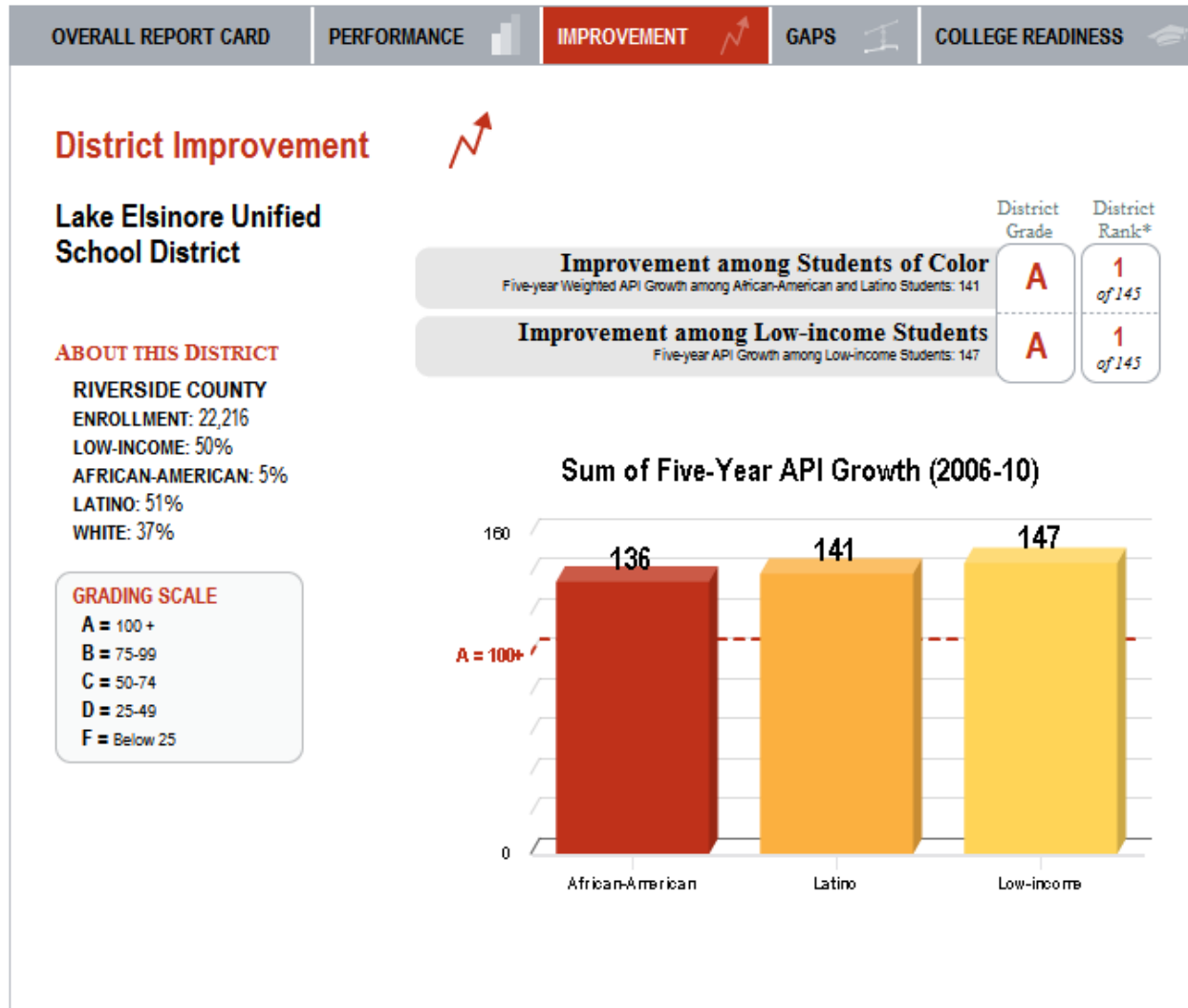
# Lake Elsinore Unified School District – Overall Report Card



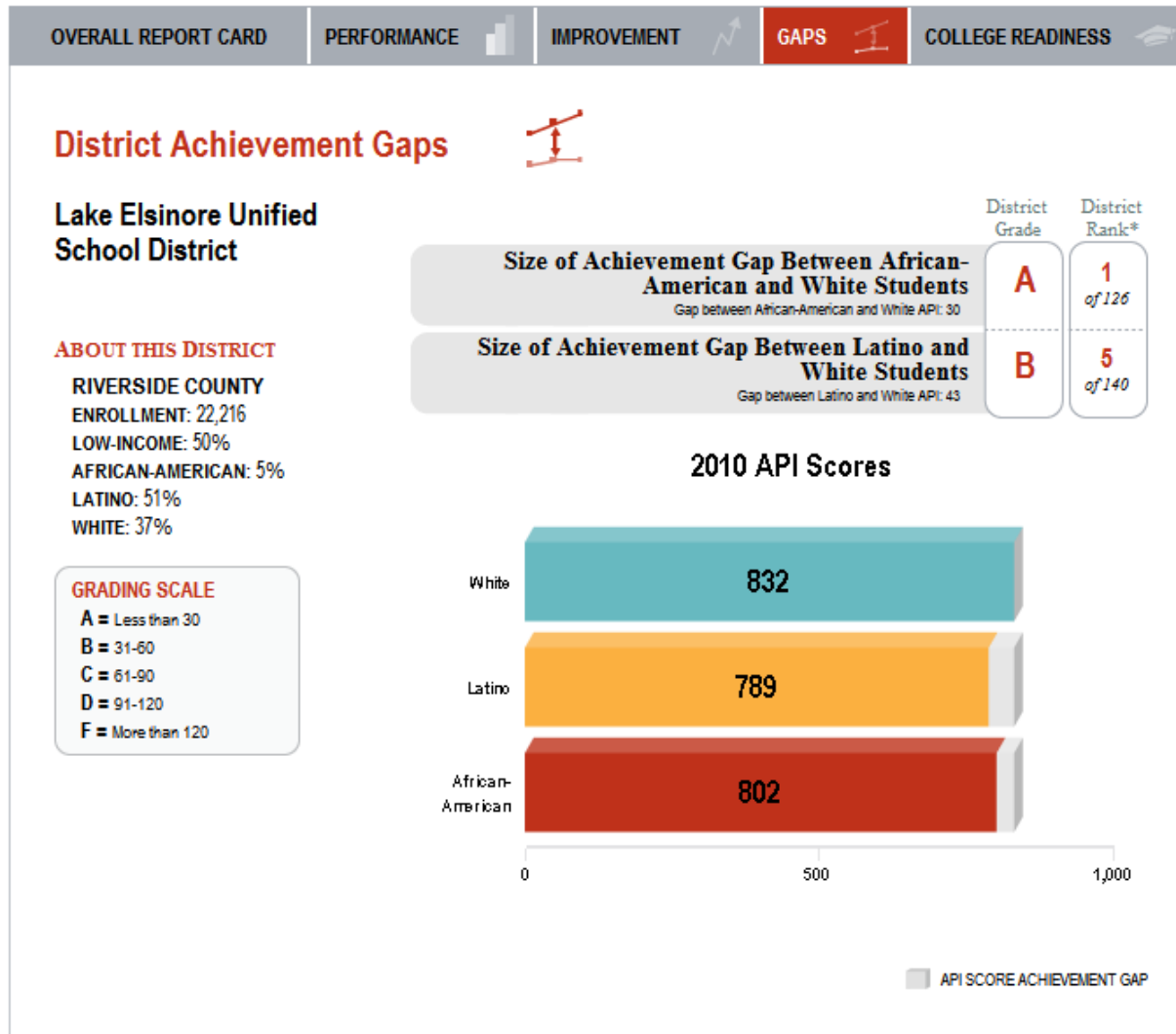
# Lake Elsinore Unified School District – Performance Indicator



# Lake Elsinore Unified School District – Improvement Indicator



# Lake Elsinore Unified School District – Achievement Gaps Indicator



Source: [www.reportcards.edtrustwest.org](http://www.reportcards.edtrustwest.org)

# Lake Elsinore Unified v. Top-Ranked District

## College Readiness Indicator

OVERALL REPORT CARD PERFORMANCE IMPROVEMENT GAPS COLLEGE READINESS

### District College Readiness



Lake Elsinore Unified School District

District Grade: **F**  
District Rank\*: **130 of 137**

College Readiness among Students of Color  
Average African-American and Latino A-G Rate: 7%

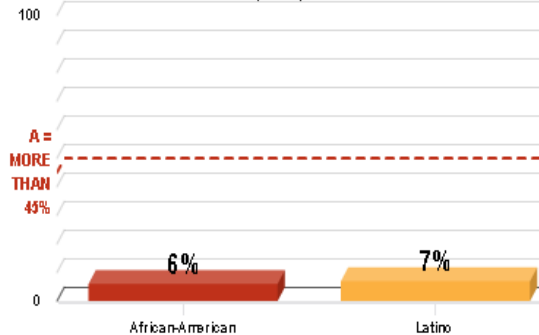
#### ABOUT THIS DISTRICT

RIVERSIDE COUNTY  
ENROLLMENT: 22,216  
LOW-INCOME: 50%  
AFRICAN-AMERICAN: 5%  
LATINO: 51%  
WHITE: 37%

#### GRADING SCALE

A = 45%+  
B = 35% - 44%  
C = 25% - 34%  
D = 15% - 24%  
F = Less than 15%

Percentage of Graduates Completing A-G Course Sequence (2009)



OVERALL REPORT CARD PERFORMANCE IMPROVEMENT GAPS COLLEGE READINESS

### District College Readiness



Santa Monica-Malibu Unified School District

District Grade: **A**  
District Rank\*: **1 of 137**

College Readiness among Students of Color  
Average African-American and Latino A-G Rate: 71%

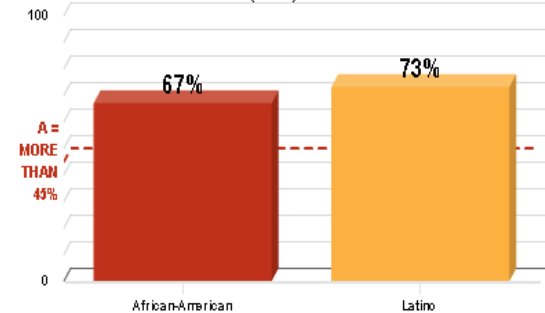
#### ABOUT THIS DISTRICT

LOS ANGELES COUNTY  
ENROLLMENT: 11,723  
LOW-INCOME: 25%  
AFRICAN-AMERICAN: 6%  
LATINO: 27%  
WHITE: 52%

#### GRADING SCALE

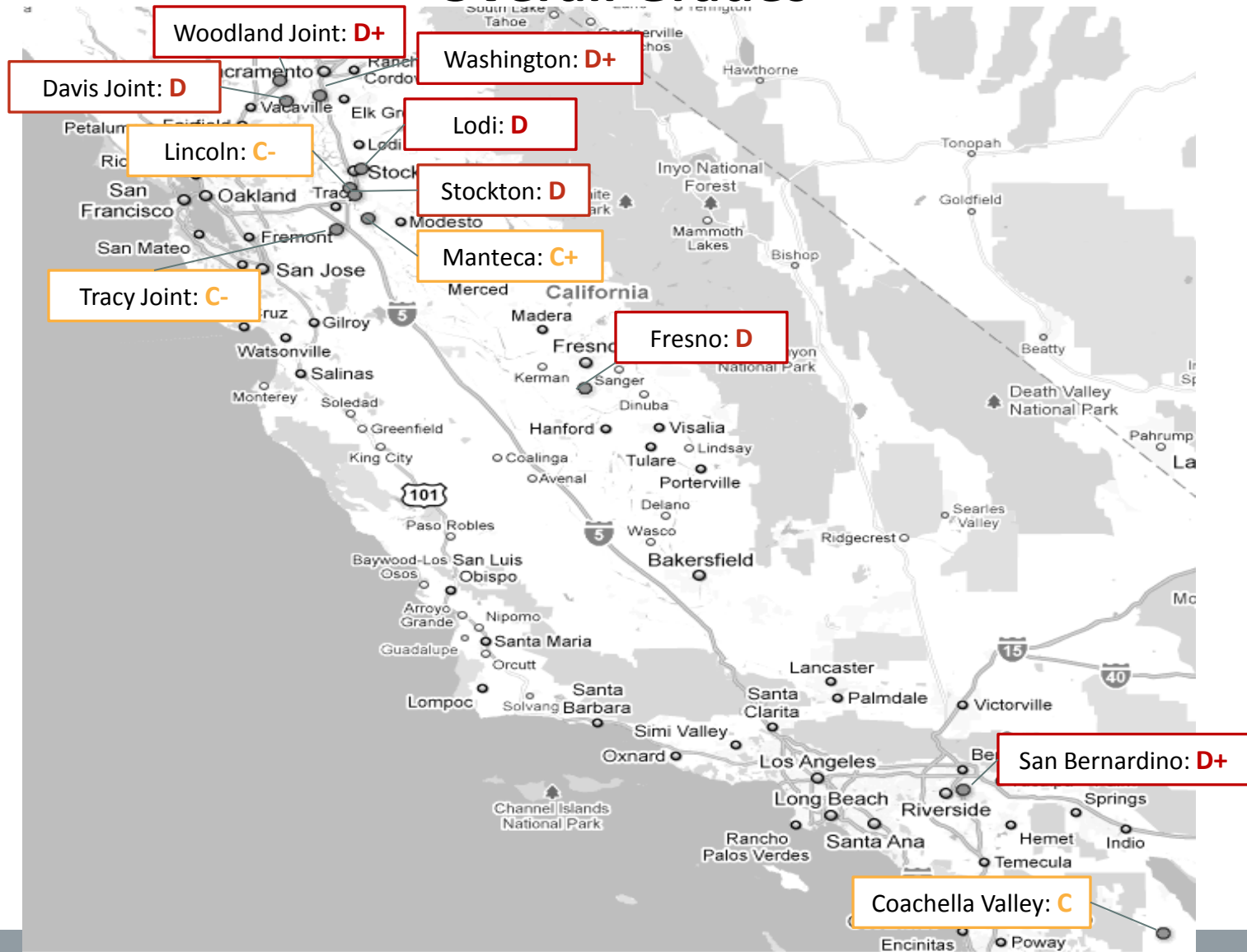
A = 45%+  
B = 35% - 44%  
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Percentage of Graduates Completing A-G Course Sequence (2007)

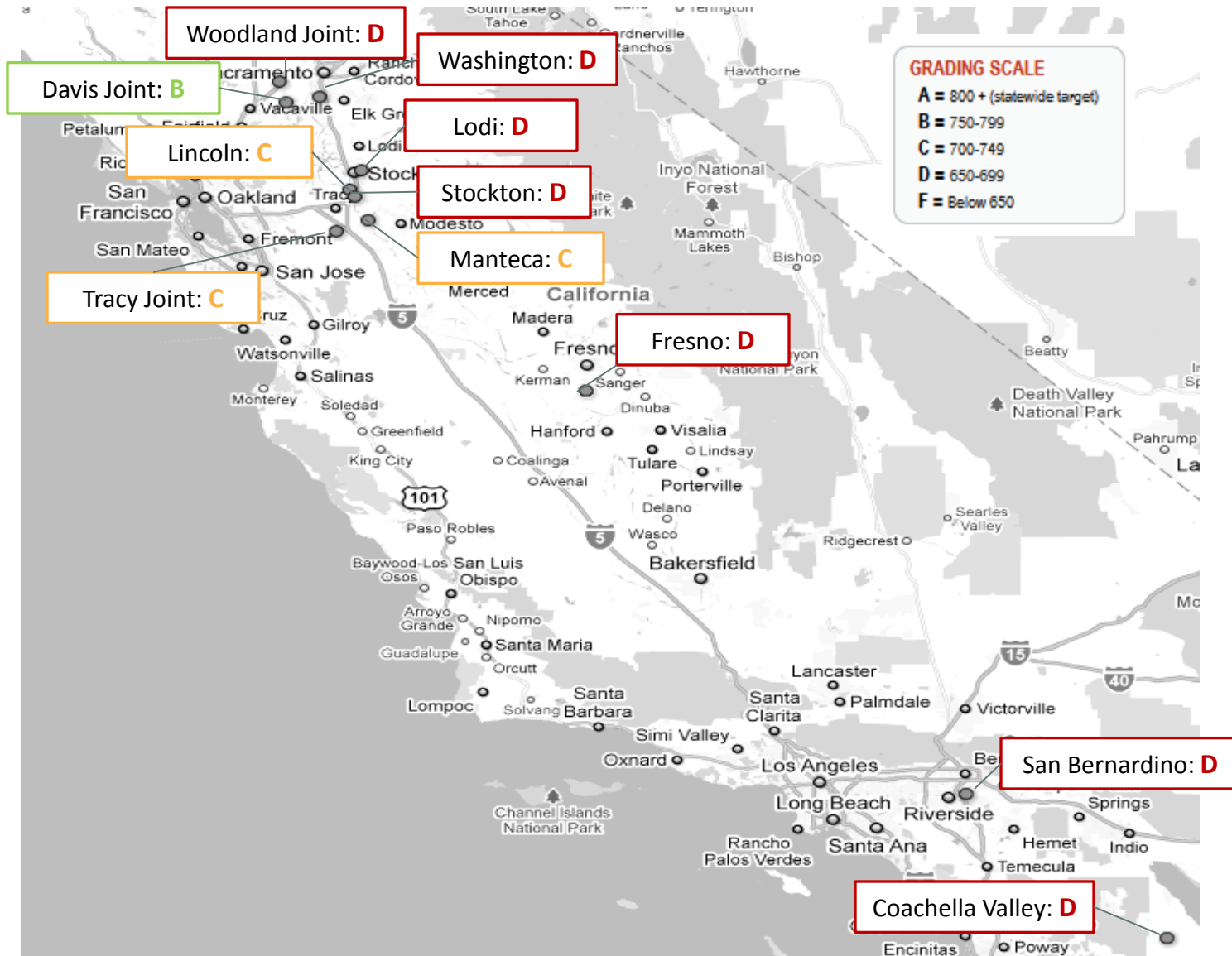


# How do FIE Initiative Partner Unified Districts measure up?

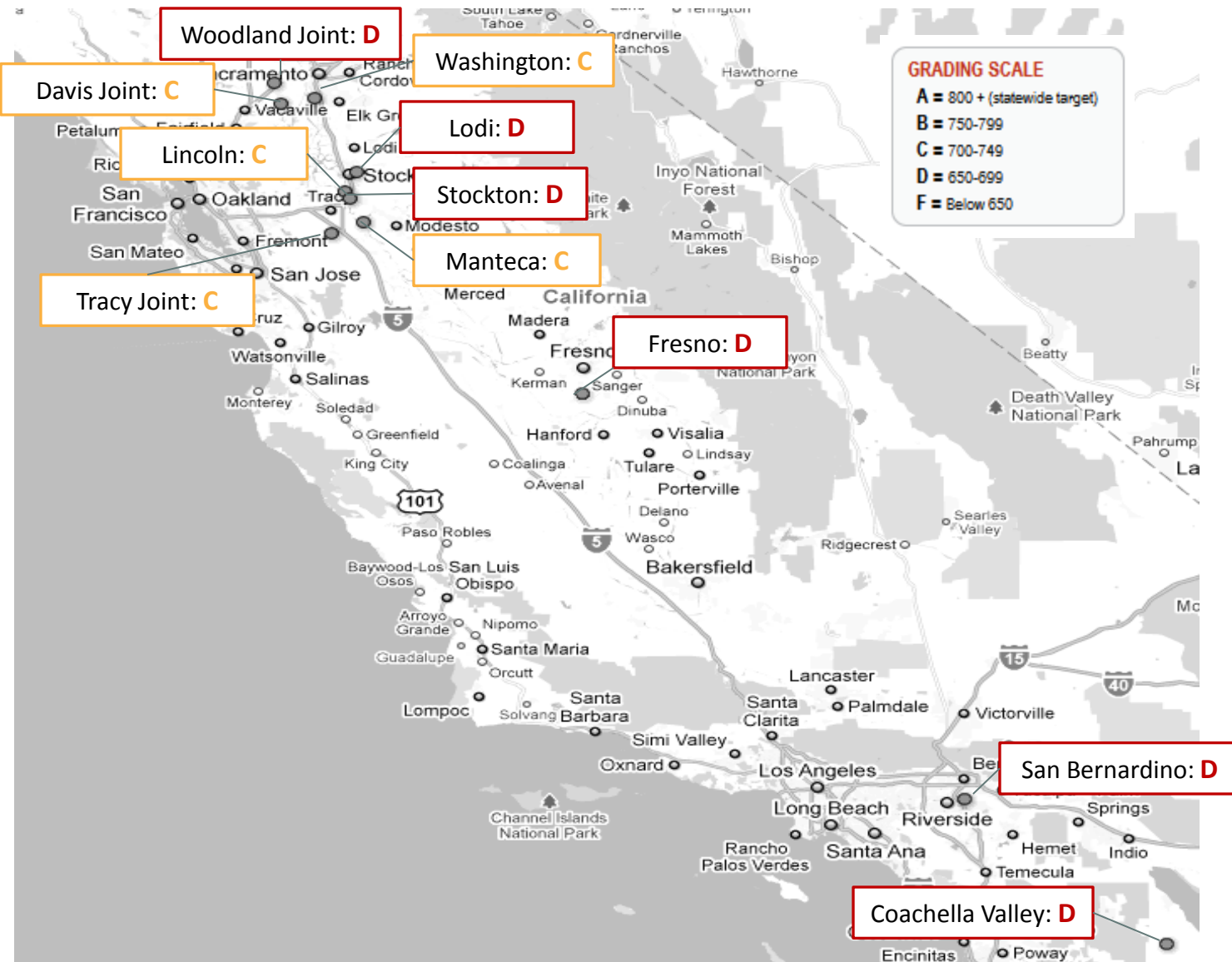
## Overall Grades



# Performance Levels among Students of Color

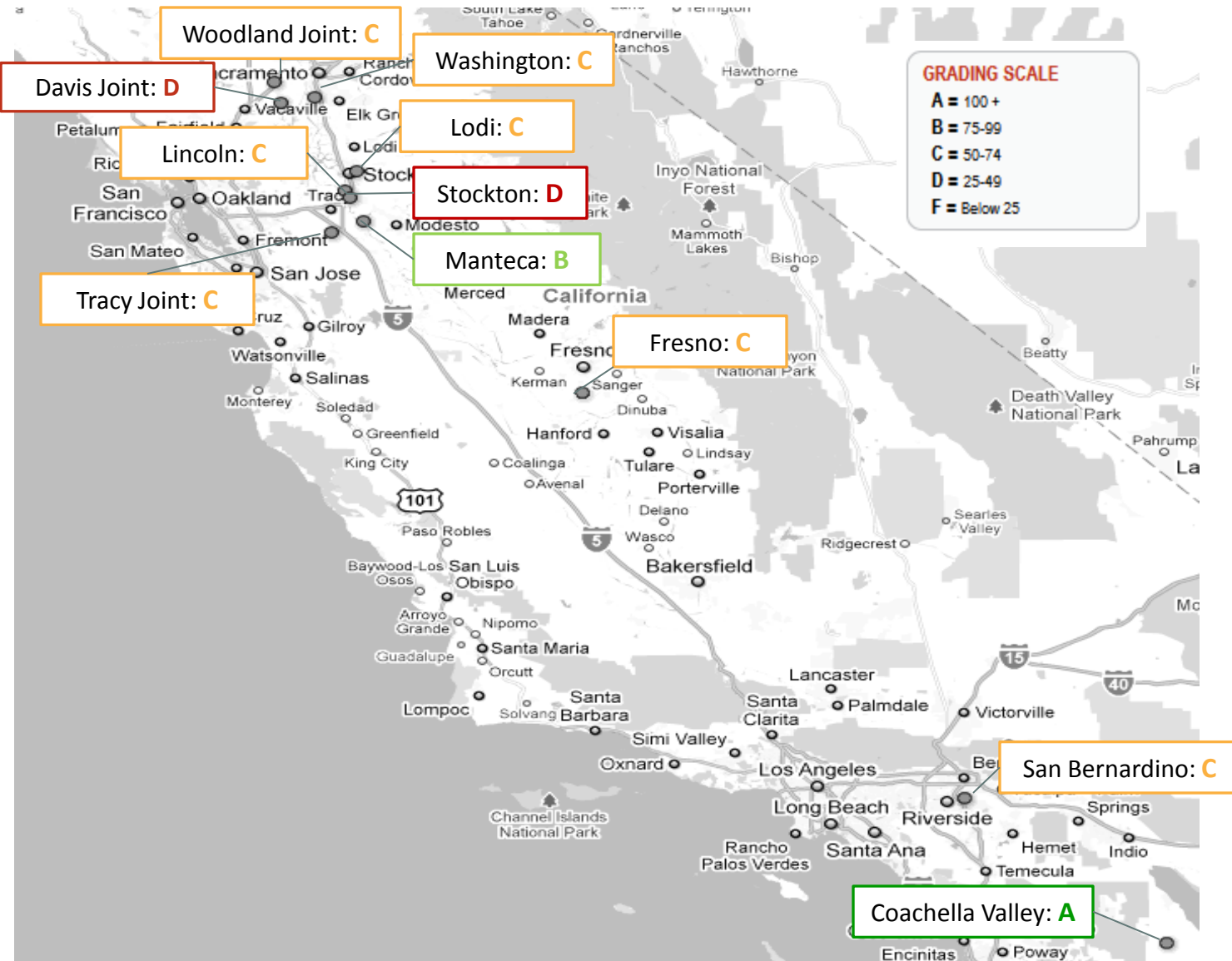


# Performance Levels among Low-income Students

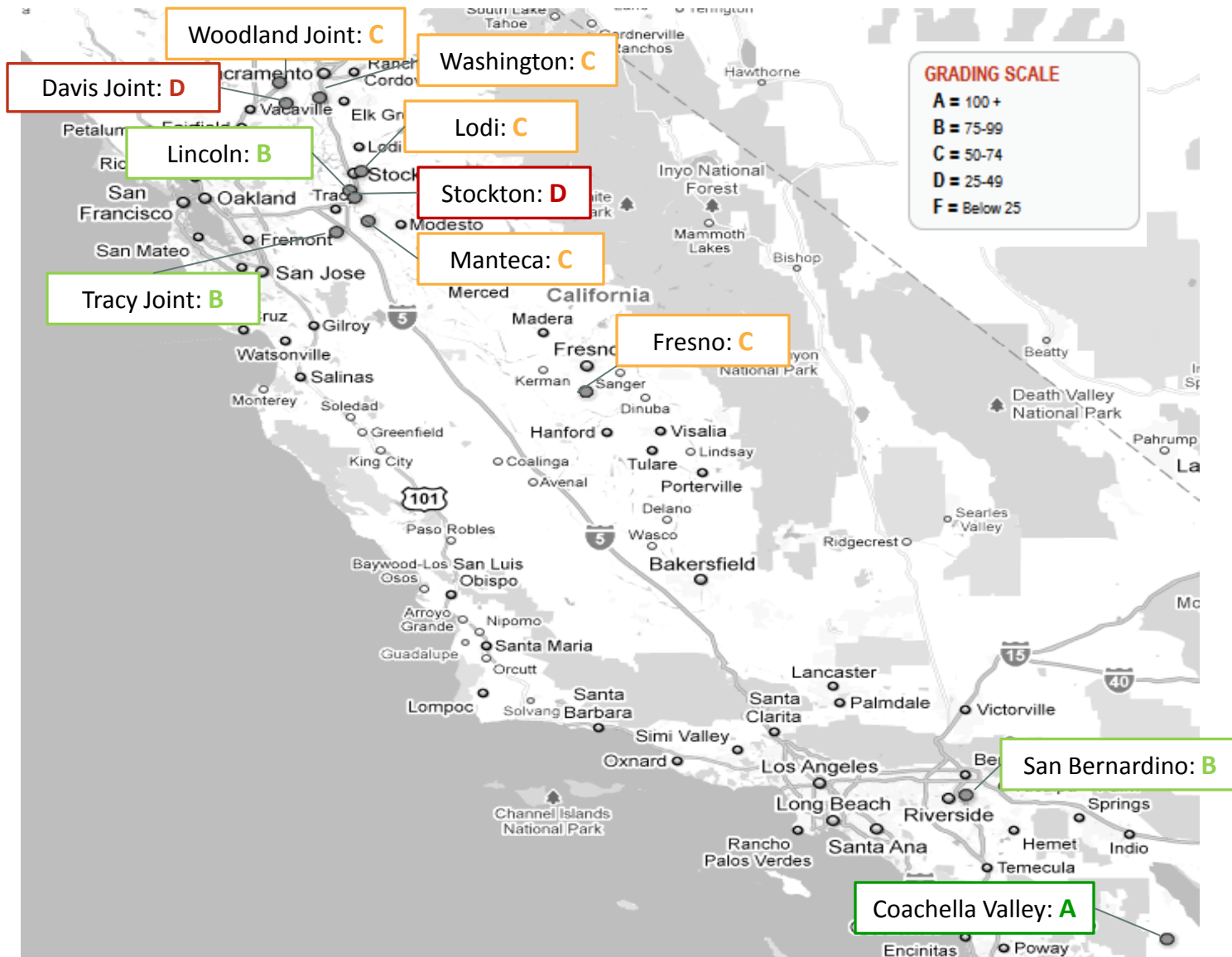




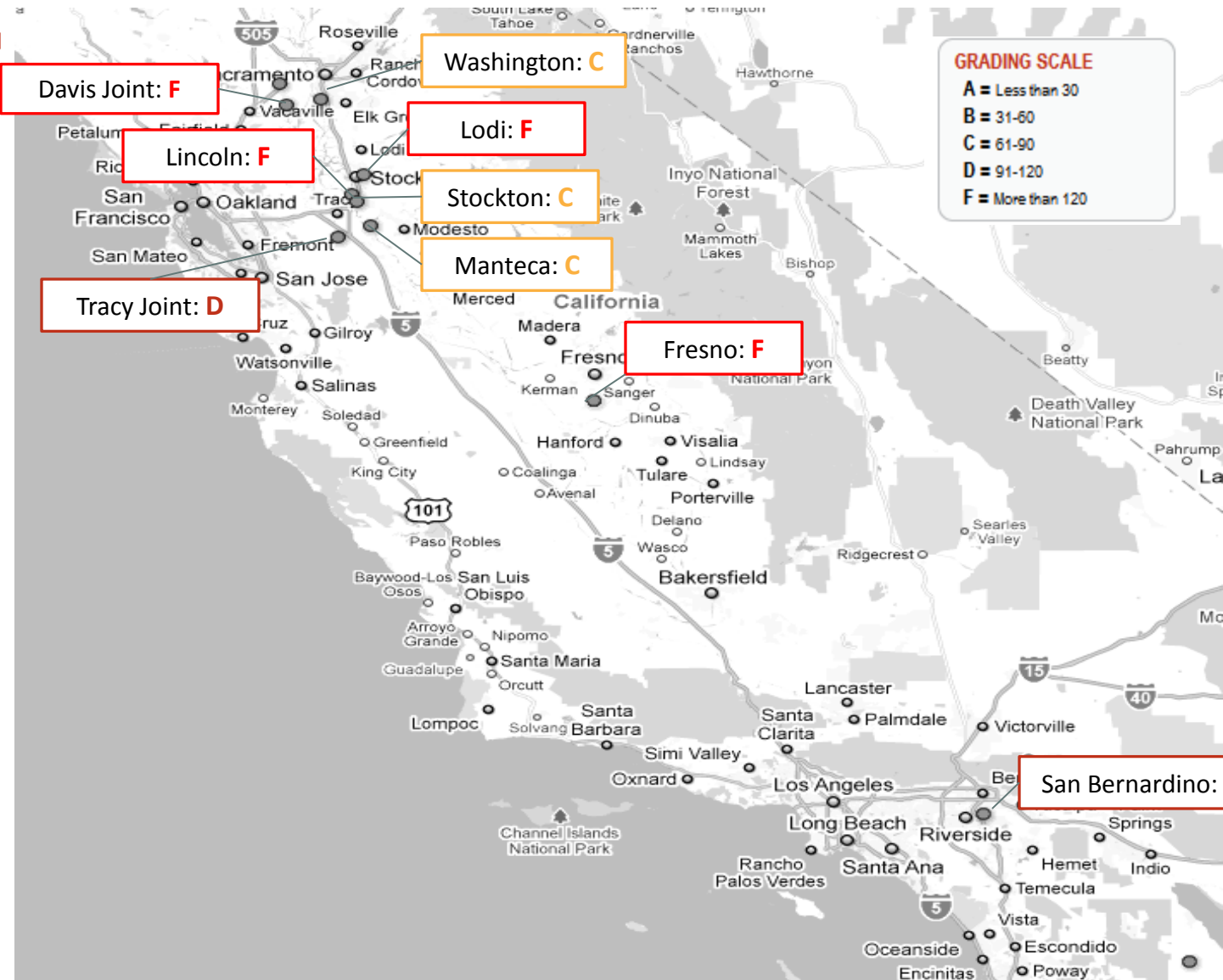
# Improvement among Students of Color



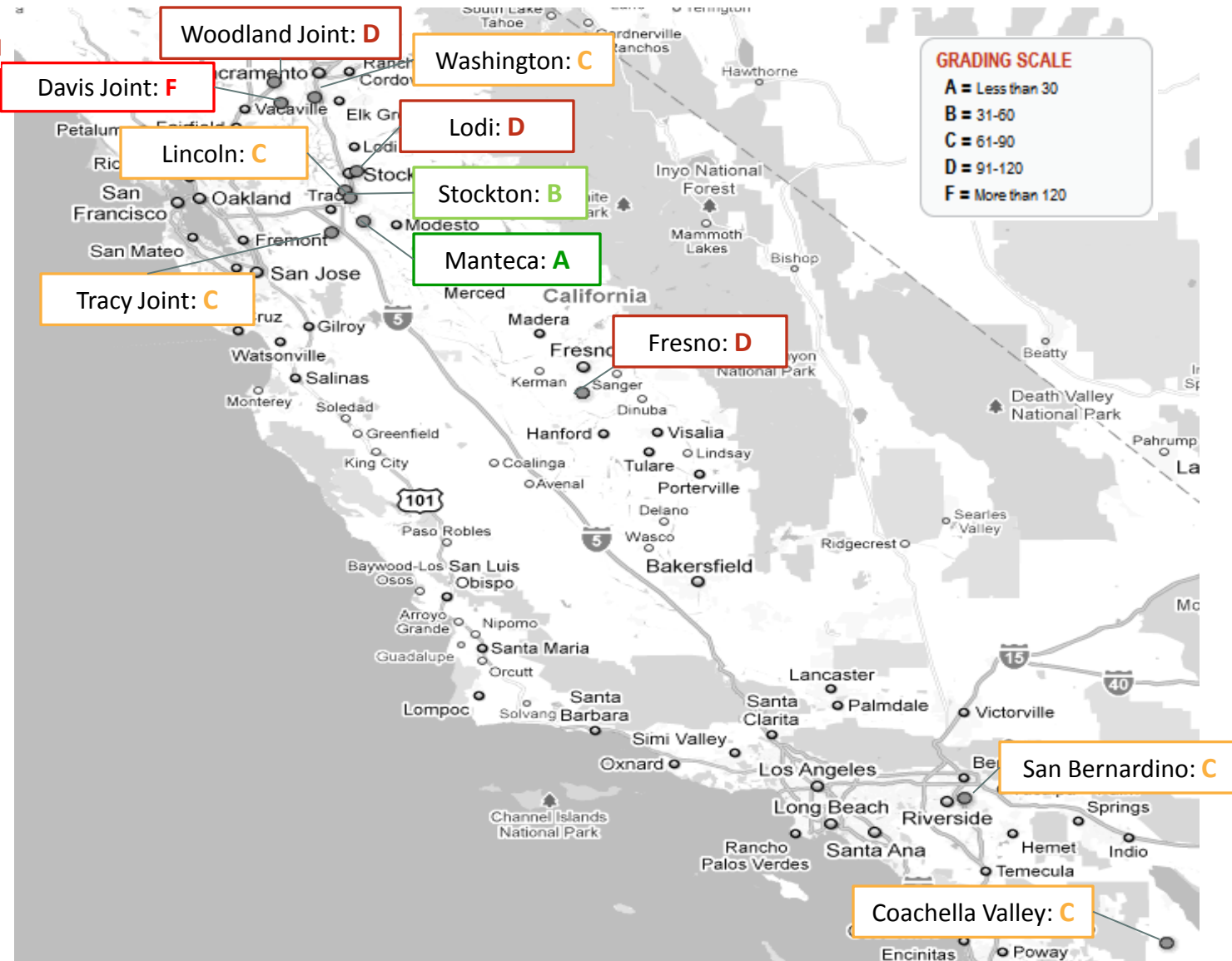
# Improvement among Low-income Students



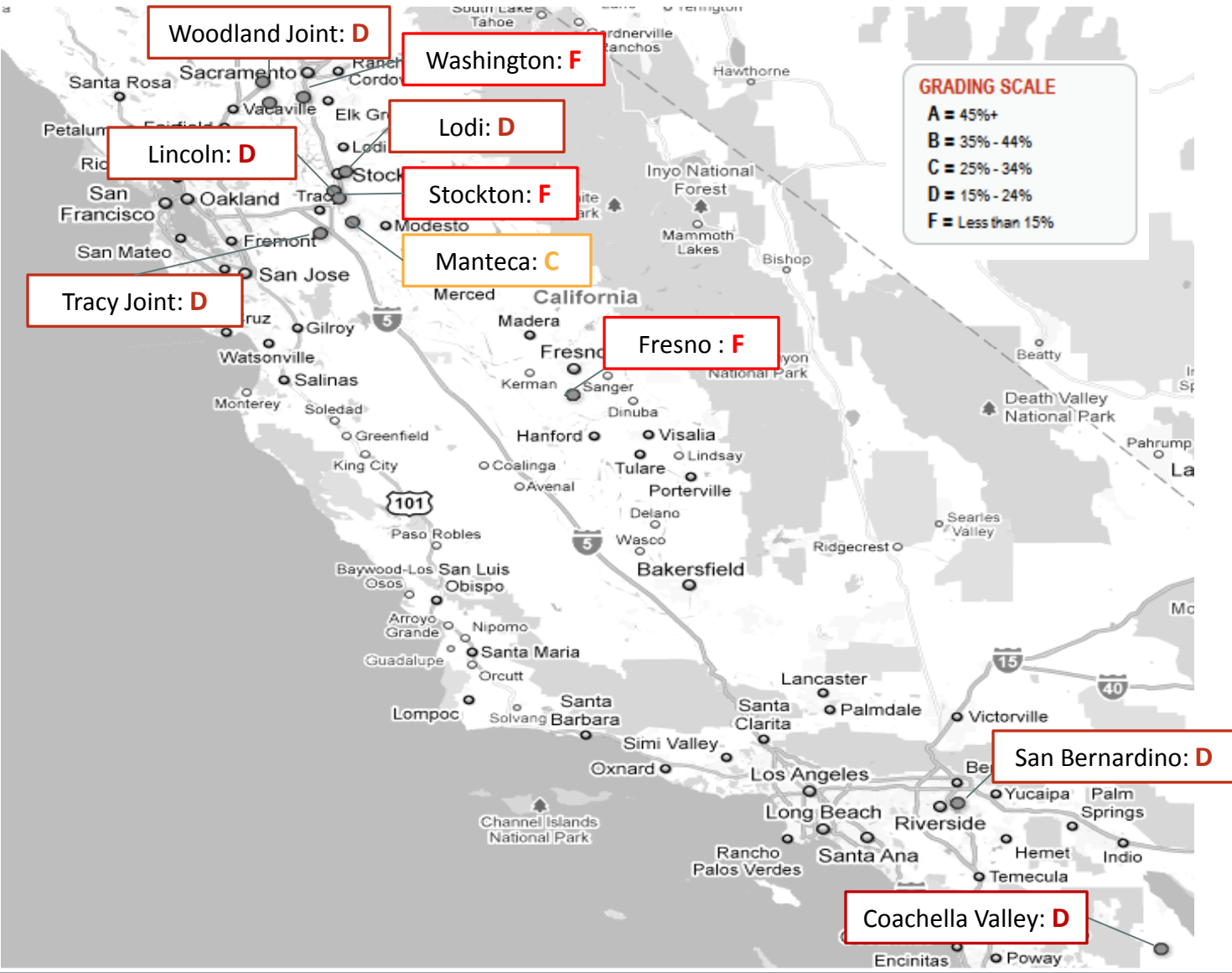
# Size of African-American-White Achievement Gaps



# Size of Latino-White Achievement Gaps



# College Readiness among Students of Color



# Discussion

- How can you use these report cards in your advocacy campaigns?
- What are some questions you can ask of your district leaders and school board members?
- What are some specific “asks”?

# Key Questions to Ask of District Leaders and School Board Members

- What is the district's approach to equity? How do district leaders ensure all students succeed? What are expectations around college readiness?
- How are priorities set as a district? How do district leaders make goals for student achievement, specifically for low-income students and students of color? How is the community engaged in this goal-setting process?
- How does the achievement of your district's low-income students and students of color compare to other similar districts? How is your district learning from other districts?

# Thank you!

## *Contact Info:*

Lindsey Stuart

[lstuart@edtrustwest.org](mailto:lstuart@edtrustwest.org)

510-465-6444 ext. 310

Valerie Cuevas

[vcuevas@edtrustwest.org](mailto:vcuevas@edtrustwest.org)

Arun Ramanathan

[aramanathan@edtrustwest.org](mailto:aramanathan@edtrustwest.org)

