



Evergreen School District

San Jose, California

February 2013



WestEd — a national nonpartisan, nonprofit research, development, and service agency — works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has 17 offices nationwide, from Washington and Boston to Arizona and California, with its headquarters in San Francisco. For more information about WestEd, visit WestEd.org; call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

© 2013 WestEd. All rights reserved.

Contents

DISTRICT BACKGROUND	1
Student Achievement by Grade: ELA.....	4
Student Achievement by Grade: Mathematics	6
DistrictsMovingUp’s (DMU) Guiding Principles	8
DMU’S IMPROVEMENT PROCESS	10
CHARACTERISTICS OF HIGH PERFORMING DISTRICTS	11
FOUR-DIMENSIONAL DISTRICT STUDY METHODS	12
DISTRICT ASSISTANCE AND INTERVENTION TEAM	13
NEEDS, ASSETS, AND RECOMMENDATIONS	14
FOCUS AREA 1: MANAGEMENT AND OPERATIONS	14
Characteristic 1: The district provides effective structures to support day-to-day operations.....	14
Characteristic 2: The district and Board governance demonstrate coherence among vision/mission, policies and practices.....	16
FOCUS AREA 2: TEACHING AND LEARNING	19
Characteristic 3: The district focuses on student learning and ensures a culture of high expectations for ALL students.....	19
Characteristic 4: The district implements systems that increase student motivation to learn, maintain positive school cultures, and ensure safe school climates.....	20
Characteristic 5: The district promotes and ensures equitable educational opportunities for ALL students.....	22
Characteristic 6: The district has a comprehensive system to support learning for ALL students.....	24
Characteristic 7: The district provides an educational program that prepares students for post-secondary opportunities, careers, and citizenship.....	27
Characteristic 8: The district has a centralized and coordinated approach to curriculum, assessment, and instruction.....	29
Characteristic 9: The district has a systematic approach to data-informed decision-making.....	33
Characteristic 10: The district provides high quality, intensive, ongoing and job-embedded professional development.....	37
Characteristic 11: The district holds all staff in the system appropriately accountable for improved student achievement.....	40

Characteristic 12: The district supports individualized goal setting through a standards-aligned parent/family engagement program.	42
FOCUS AREA 3: CONTINUOUS IMPROVEMENT	46
Characteristic 13: The district office is organized to support schools' improvement efforts.	46
Characteristic 14: The district office reorients the organization toward improvement efforts.	48
Characteristic 15: The district builds leadership capacity to guide and support improvement efforts.	49
Characteristic 16: The district office practices defined autonomy.	51
Characteristic 17: The district promotes the success of ALL students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	52
SUPPLEMENT	56
Long Term English Learner Analysis	56
CONCLUSIONS AND NEXT STEPS	82
APPENDICES	83
Appendix A: Classroom Observation Data: <i>Based on Danielson (2011)^* and Webb's Depth of Knowledge (DOK)</i>	83
Appendix B: District Staff Survey Data (n=7)	89
Appendix C: School Staff Survey Data (n=229)	93
REFERENCES	97

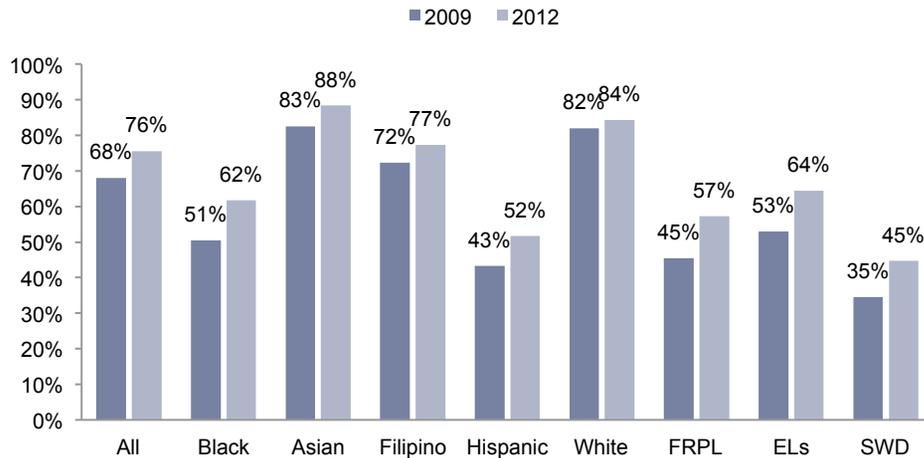
District Background

Evergreen Elementary School District entered Program Improvement in the 2010-11 school year.

Enrollment	Enrollment in Evergreen decreased slightly from 13,380 students in 2008-09 to 13,347 students in 2011-12.		
Ethnicity	The student population is 29% Hispanic, 8% White, 2% African American, and 50% Asian.		
Poverty¹	The percentage of students receiving free/reduced priced meals increased from 28% in 2008-09 to 31% in 2010-11.		
English learners	Evergreen has 3,464 English learners (ELs), making up 26% of the student population.		
Special Education	Special education enrollment slightly decreased from 919 students in 2008-09 to 875 in 2011-12.		
Adequate Yearly Progress (AYP) Performance (percent proficient or above) 2012	LEA-wide:	75.6% (ELA)	75.8% (Math)
	Black or African American	61.7% (ELA)	75.8% (Math)
	Hispanic or Latino:	51.7% (ELA)	50.3% (Math)
	Asian	88.4% (ELA)	90.7% (Math)
	Filipino	77.4% (ELA)	76.4% (Math)
	White	84.3% (ELA)	81.2% (Math)
	English learner:	64.4% (ELA)	69.9% (Math)
	Socioeconomically disadvantaged:	57.2% (ELA)	58.7% (Math)
	Students with disabilities:	44.7% (ELA)	47.2% (Math)
Academic Performance Index (API)	2011 Base API 882	2012 Growth API 891	2011-12 Growth 9 points

¹ In California, the percentage of students eligible for free and reduced-price lunch programs is the proxy for poverty. Note that this is the percentage eligible, not necessarily the percentage receiving services.

CST English Language Arts



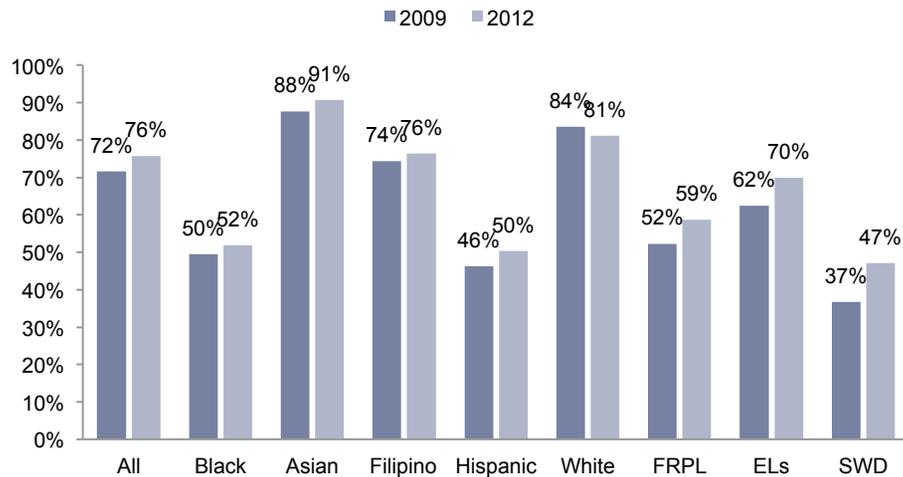
Over the past four years, the districtwide English Language proficiency rate has grown by 8 percentage points on the CST. While all subgroups have also grown, AYP has not been met for Hispanic or Latino students for each of the past four years.

CRITERIA	English Language Arts - Percent Proficient (PP) - Annual Measurable Objectives											
	2009			2010			2011			2012		
	PP	Met Target?	CA	PP	Met Target?	CA	PP	Met Target?	CA	PP	Met Target?	CA
Districtwide	68.1	Yes	52	70.9	Yes	53.9	72.3	Yes	56.2	75.6	Yes*	58.1
African American or Black	50.5	Yes	39.7	53.2	Yes*	41.3	59.4	Yes*	43.4	61.7	Yes*	46.1
American Indian or Alaska Native	48	--	45.3	66.7	--	46.7	--	--	49	50	--	49.7
Asian	82.6	Yes	74.6	84.8	Yes	76.8	86.1	Yes	78.7	88.4	Yes	80
Filipino	72.4	Yes	69	73.3	Yes	71.5	73.9	Yes	73.6	77.4	Yes*	75.4
Hispanic or Latino	43.3	No	38.9	47.1	No	41.7	47.5	No	44.7	51.7	No	46.9
Pacific Islander	53.9	Yes	49.8	62.1	--	50.7	60.2	--	53	65	--	55
White	82	Yes	69.9	82.4	Yes	70.9	83	Yes	72.3	84.3	Yes	74
Socioeconomically Disadvantaged	45.4	No	38.4	50.9	Yes*	41.1	51.5	No	44	57.2	Yes*	46.3
English Learners	52.9	Yes	33.3	58	Yes	35.6	59.8	No	38.7	64.4	Yes*	40.6
Students with Disabilities	34.5	Yes*	30	37	No	31.8	40.2	No	34.4	44.7	Yes*	35.8

Data Source: <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

* **Passed by safe harbor:** The school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.

CST Mathematics



Over the past four years, the districtwide Math proficiency rate has grown by 4 percentage points on the CST. While all subgroups have also grown, AYP was not met in 2012 districtwide, and for the subgroups of African American or Black students, Filipino students, Hispanic and Latino students, Socioeconomically Disadvantaged Students and English Learners.

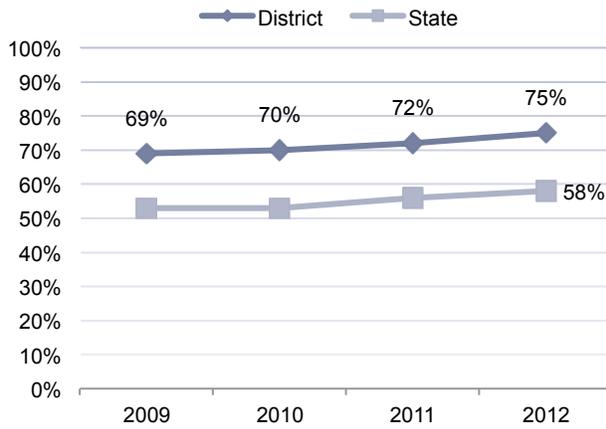
CRITERIA	Mathematics - Percent Proficient (PP) - Annual Measurable Objectives (AMOs)											
	2009			2010			2011			2012		
	PP	Met Target?	CA	PP	Met Target?	CA	PP	Met Target?	CA	PP	Met Target?	CA
Districtwide	71.6	Yes	54.2	74.6	Yes	56.3	76.2	Yes	58.4	75.8	No	59.5
African American or Black	49.5	Yes	37.6	53.8	Yes*	39.6	55.2	No	41.4	51.9	No	42.9
American Indian or Alaska Native	44	--	45.6	66.7	--	46.9	--	--	48.1	56.2	--	48.6
Asian	87.7	Yes	81	89	Yes	82.5	90.6	Yes	83.9	90.7	Yes	84.8
Filipino	74.4	Yes	70.4	76.1	Yes	72	76.3	Yes	73.4	76.4	No	75.1
Hispanic or Latino	46.2	No	43.8	50.8	Yes*	46.7	52	No	49.6	50.3	No	50.6
Pacific Islander	55	Yes	51.9	66.7	--	53.1	63.9	--	55.3	66.2	--	56.9
White	83.5	Yes	67.4	85	Yes	69	85.7	Yes	70.1	81.2	Yes	71.1
Socioeconomically Disadvantaged	52.3	Yes	43.6	57.2	Yes*	46.3	57.7	No	49	58.7	No	50.2
English Learners	62.4	Yes	42.8	66.6	Yes	45.6	69.2	Yes	48.8	69.9	No	49.5
Students with Disabilities	36.7	No	31.7	42.9	Yes*	34.5	42.2	No	36.2	47.2	Yes*	37.2

Data Source: <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

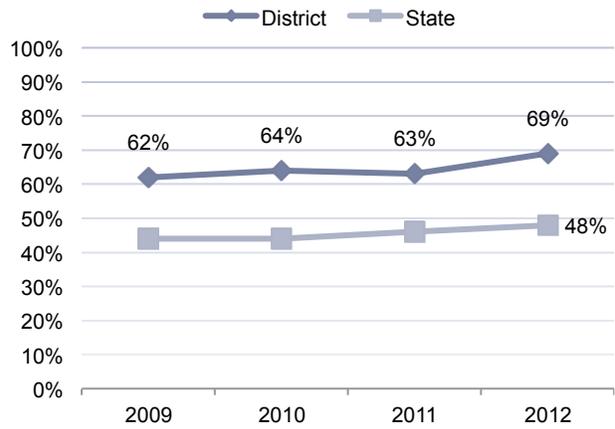
* **Passed by safe harbor:** The school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.

Student Achievement by Grade: ELA

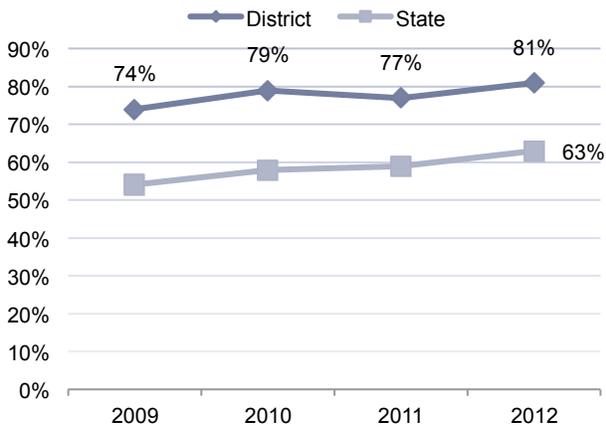
**2nd Grade English-Language Arts CST
(percent proficient or advanced)**



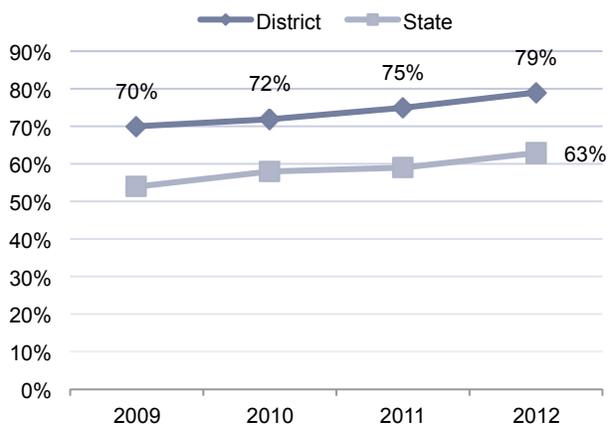
**3rd Grade English-Language Arts CST
(percent proficient or advanced)**



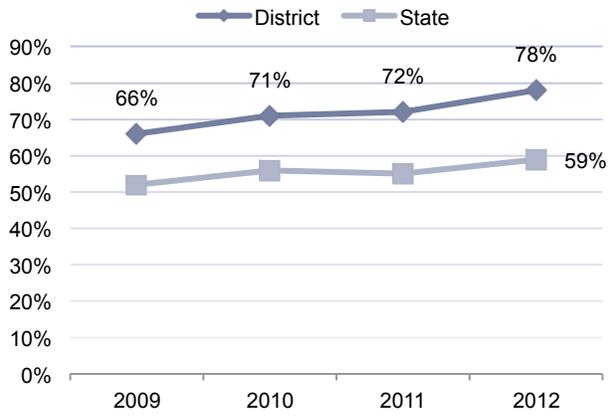
**4th Grade English-Language Arts CST
(percent proficient or advanced)**



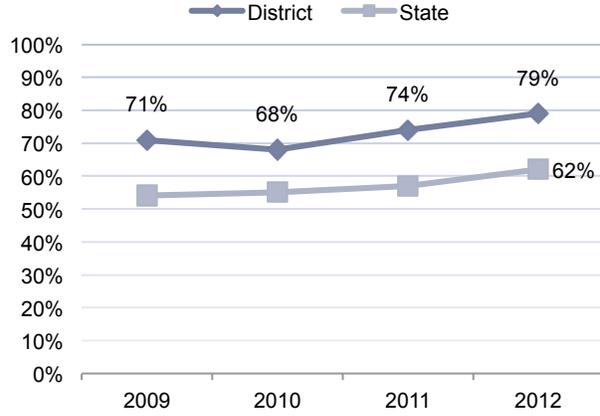
**5th Grade English-Language Arts CST
(percent proficient or advanced)**



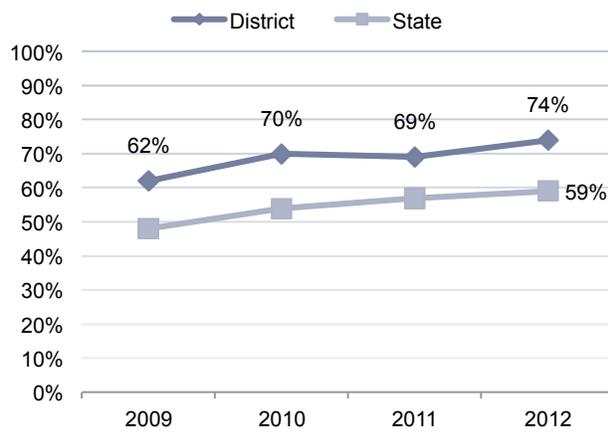
**6th Grade English-Language Arts CST
(percent proficient or advanced)**



**7th Grade English-Language Arts CST
(percent proficient or advanced)**

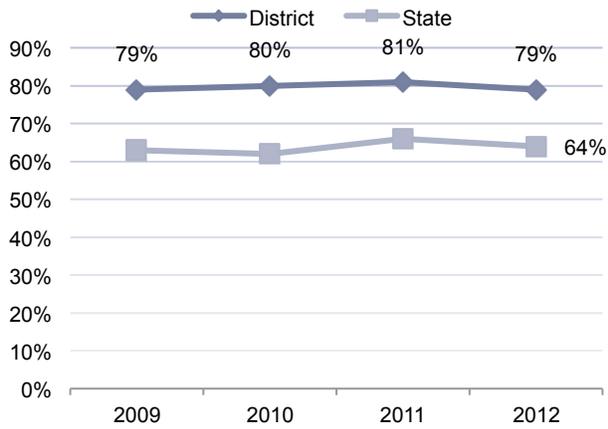


**8th Grade English-Language Arts CST
(percent proficient or advanced)**

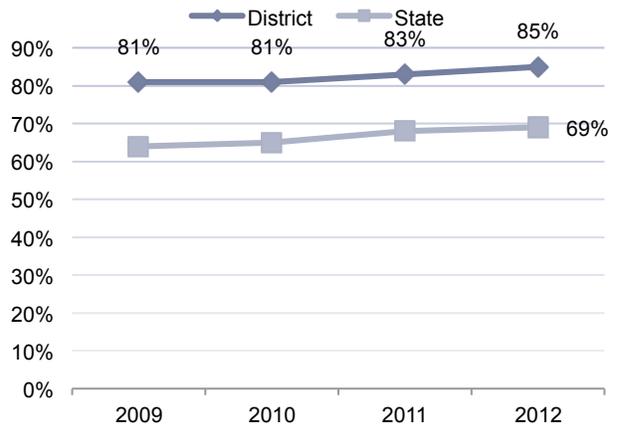


Student Achievement by Grade: Mathematics

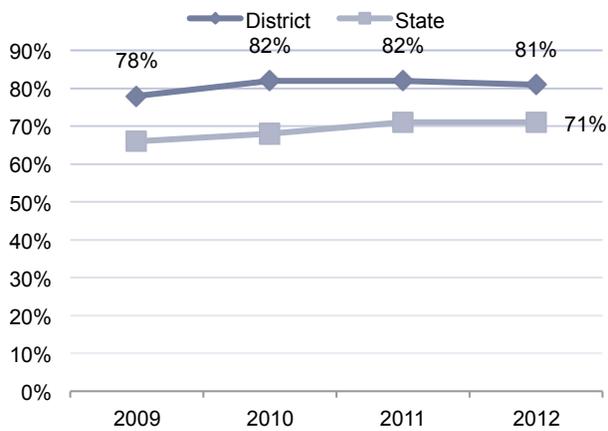
**2nd Grade Mathematics CST
(percent proficient or advanced)**



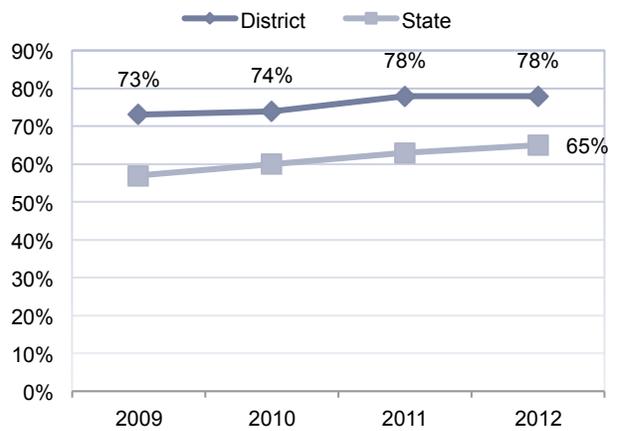
**3rd Grade Mathematics CST
(percent proficient or advanced)**



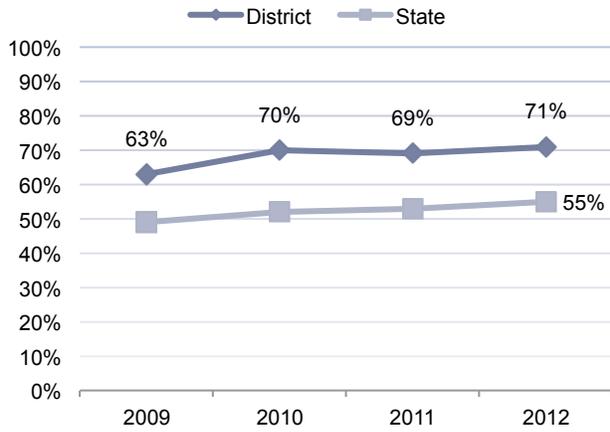
**4th Grade Mathematics CST
(percent proficient or advanced)**



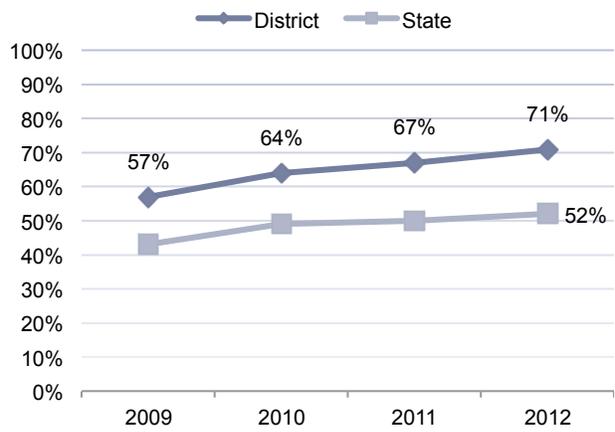
**5th Grade Mathematics CST
(percent proficient or advanced)**



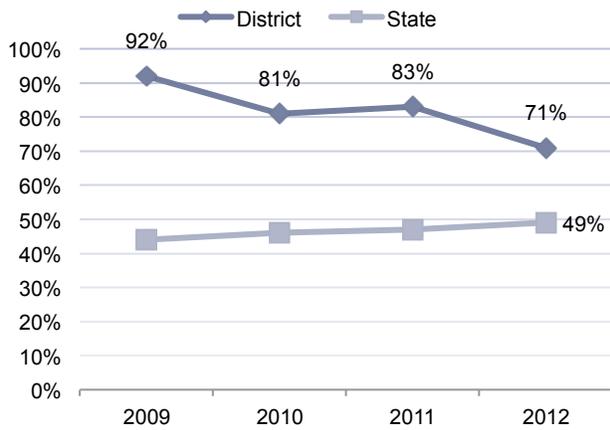
**6th Grade Mathematics CST
(percent proficient or advanced)**



**7th Grade Mathematics CST
(percent proficient or advanced)**



**8th Grade Algebra I CST
(percent proficient or advanced)**



Districts Moving Up's (DMU) Guiding Principles

Five key principles guide WestEd's district improvement efforts: (1) local stakeholder support, (2) reciprocal accountability, (3) effective implementation, (4) growth mindsets at ALL levels, and (5) using a targeted and coordinated approach. WestEd believes these principles are necessary to ensure significant and rapid district improvement.

Local Stakeholder Support

Making schools better for students requires adults to act differently. This demands high levels of commitment and trust among school staff, district staff, families, and the school's external partners (Bryk et al., 2010; Johnson & Asera, 1999; Zargarpour, 2005). Parents, often left out of school improvement efforts, must understand and believe in the improvement plan and the people executing it (Comer, 1995). Their interests and their expectations for their children must be considered as the strategic plan is developed. They must also receive necessary support and guidance so they can participate meaningfully in their children's education.

Reciprocal Accountability

The concept of "reciprocal accountability" builds on the understanding that to dramatically and quickly improve student learning requires a community-wide effort in which all stakeholders—the principal, teachers, other school and district staff, parents, and WestEd (when it is engaged as the partner)—take individual and joint responsibility for executing the improvement plan. All people involved must be held accountable for meeting high, clearly defined expectations. Too often, accountability operates punitively from the top down, but when accountability is reciprocal, all parties are responsible to each other and to achieving their common goals. In our partner schools and districts, all staff, parents, students, and external support providers must work together to identify expectations for performance for each group and individual. Everyone's work must be evaluated so that appropriate action can be taken to improve when performance is lacking (Bryk et al., 2010; Elmore, 2000; Futernick, 2010).

Effective Implementation

While a well-crafted action plan, based on a thorough assessment of needs, is crucial, it must be implemented effectively for the goals of the plan to be achieved. Research, along with our extensive experience working in schools, tells us that many school improvement plans fail to achieve their goals because the plans were not fully or effectively implemented. WestEd's approach to implementation is based on the work of Dean Fixsen and his colleagues at the National Implementation Research Network (NIRN), who have identified the key stages of implementation that must be executed to achieve the desired outcomes. According to Fixsen's research (2005), a majority of staff must implement evidence-based intervention on a daily basis (that is consistent with the research-based properties of the intervention design) for there to be any impact on student achievement. Districts and schools that complete this full implementation

effort, while following the program’s guiding principles, will make powerful, system-wide improvements.

Fixsen and his NIRN colleagues have identified seven drivers (described below) that enable practitioners to implement change strategies more effectively. Many reforms and interventions fail, they show, because too little attention is paid to all of the drivers that impact implementation. The first four are competency drivers and relate to the people asked to implement a new strategy. The remaining three drivers pertain to the organization and the administrative and system supports they provide.

The implementation drivers are:

1. Staff Selection. Making sure the people most capable and willing to carry out the change strategy are chosen.
2. Initial Training. Ensuring the people involved possess the skills and knowledge necessary for the work.
3. Ongoing Coaching. Practitioners learn best while performing their work on the job with the assistance of qualified coaches.
4. Staff Performance Assessment. Staff operate most effectively when they receive meaningful and frequent feedback about their progress in achieving clearly defined goals.
5. Facilitative Administration. Local policies, procedures, culture, and climate within the organization support the needs of the practitioner.
6. Systems Interventions. These strategies are focused on larger organizational elements such as human relations, finance, organizational structures, and agreements that indirectly affect the organization and practitioners.
7. Decision Support Data Systems. These systems allow practitioners to monitor the overall effectiveness of the change strategy being implemented.

Implementation strategies are most effective when they are *compensatory* and *integrated*. Because practitioners often have little or no control over some of the implementation drivers, compensatory measures must be taken. For instance, one may be unable to select the individuals who will be asked to implement a particular strategy, and those who are available may not be ideally suited for the task. In this case, additional training and coaching may be necessary to compensate for their gaps in skill and knowledge. Implementation strategies must be integrated, not fragmented. Efforts to ensure one set of drivers is in place must take into account progress made with other drivers. Many practitioners of Implementation Science use “ImpleMaps” to ensure a strategy is linked appropriately to all (or most) of the implementation drivers. In some cases, particularly when the selected strategy is less complicated and implemented over a short time period, some of the drivers are not relevant.

Growth Mindsets at All Levels

Ensuring that there is a growth mindset at all levels of a district, including all of its schools is essential in sustained school improvement. This means that there is a ubiquitous mindset of believing that rapid and sustainable growth is possible. When a person has a growth mindset,

she or he possess a belief that potential is not static and that people and organizations can grow from effort, persistence, and practice (Blackwell, Trzesniewski, & Dweck, 2007). In order to achieve most desired outcomes at schools and districts, not only do students need to possess growth mindsets about their own abilities, so too do school boards and district leaders need to believe that the schools can reach rigorous goals and targets.

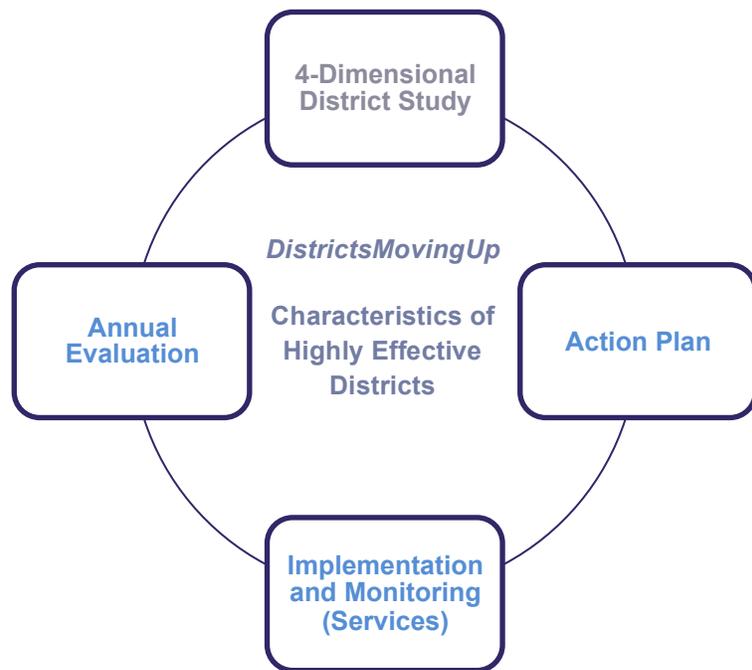
Targeted and Coordinated Approach

At all times, WestEd’s highest priority is to meet the specific needs of each partner district. DMU believes the role of a support provider is optimized when there is a targeted and coordinated approach to services, customized to each district’s unique circumstances and strengths.

DMU’s Improvement Process

WestEd’s DMU process begins with a 4-Dimensional District Study (4-D Study), which is contained here in this report. The study is based on WestEd’s literature review of the Characteristics of Highly Effective Districts. Districts that join into DMU improvement partnerships are able to customize the 4-D Study, in order to assess the implementation status of key initiatives important to the district or school and to address unique contexts of the district.

As a final step in the 4-D Study is completed, district stakeholders are led through a prioritization of the findings in order to select key improvement efforts. The DMU team then supports districts and schools in building highly detailed action plans, with attention to the known implementation drivers. In the case here, to support the District Assistance and Intervention Team (DAIT) process, the Local Education Agency Plan (LEAP) will be the resulting action plan.



Characteristics of High Performing Districts

WestEd's review of the literature on student achievement shows that high-performing districts share seventeen critical characteristics. WestEd's needs assessment process determines the extent to which these characteristics are present in a school.

Focus Area: Management and Operations

1. The district provides effective structures to support day-to-day operations.
2. The district and Board governance demonstrate coherence among vision/mission, policies and practices.

Focus Area: Teaching and Learning

3. The district focuses on student learning and ensures a culture of high expectations for ALL students.
4. The district implements systems that increase student motivation to learn, maintain positive school cultures, and ensure safe school climates.
5. The district promotes and ensures equitable educational opportunities for ALL students.
6. The district has a comprehensive system to support learning for ALL students.
7. The district provides an educational program that prepares students for post-secondary opportunities, careers, and citizenship.
8. The district has a centralized and coordinated approach to curriculum, assessment, and instruction.
9. The district has a systematic approach to data-informed decision-making.
10. The district provides high quality, intensive, ongoing and job-embedded professional development.
11. The district holds all staff in the system appropriately accountable for improved student achievement.
12. The district supports individualized goal setting through a standards-aligned parent/family engagement program

Focus Area: Continuous Improvement

13. The district office is organized to support schools' improvement efforts.
14. The district office reorients the organization toward improvement efforts.
15. The district builds leadership capacity to guide and support improvement efforts.
16. The district office practices defined autonomy.
17. The district promotes the success of ALL students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Four-Dimensional District Study Methods

The four dimensions (4D) of this study are detailing the needs (Dimension 1) and assets (Dimension 2) of the district, WestEd’s recommendations for improving the district (Dimension 3), and lastly, stakeholders prioritizing the recommendations (Dimension 4).

To determine the assets and needs, data were collected from multiple sources, using multiple methods (listed below). Anonymity has been protected throughout.

Interviews

District Level Administrators	
Superintendent	ETA President
Associate Superintendent	Director of Pupil Services
Director of Human Resources	Director of Education Services
Chief Financial Officer	Director of Categorical Programs
Director of Operations Support Services	Instruction Coordinator of Teacher Support Programs

Focus Groups

District Level	School Level
Principals	Teachers
Teachers on Special Assignment	Students
Parents	Parents

Survey

Stakeholder	Sample Size
District Staff	7
School Staff	229

Classroom Observations

A total of **388** classrooms were observed across the district during January 2013. A total of **18** schools were visited. All grade levels and core subject areas classrooms were visited at minimum, including special education classrooms. Due to district preference, the Danielson (2011) *Framework for Teaching* was used to collect classroom data.

Documents

District Level	
ELSSA	Pacing guides (Mathematics)
ESD Calendar	Professional Development Workshops
Data Analysis from form/sum assessments	Strategic Plan/LEAP
Assessment results by grade and content	Writing assessment results
Benchmark assessment data	

District Assistance and Intervention Team

WestEd's DistrictsMovingUP (DMU) team was invited to partner with Evergreen School District as a result of entering Cohort 6 of the California Department of Education (CDE) District Assistance and Intervention Team (DAIT) process. The district is in PI Year 3 status because it has not made Adequate Yearly Progress (AYP) for a total of five years. To respond to PI Year 3, the district is being provided technical assistance to assess the needs and receive support for revising the Local Educational Agency Plan (LEAP). The California Department of Education (CDE) Districts identified for PI Year 3 status are charged with seeking a provider for "light technical assistance." Beginning in January of 2013, WestEd's DMU team began the first step in their district partnership process by conducting a 4-Dimensional District Study. This study satisfies well beyond the minimum requirements set forth by the CDE, as listed below.

California Education Code (EC) Section 52059(e)(1) requires the State Superintendent of Public Instruction to develop, and the SBE to approve, standards and criteria to be applied by a DAIT or other technical assistance provider in carrying out its duties. The standards shall be used by a DAIT to assess district need and shall address, at a minimum, all of the following areas:

- (A) Governance
- (B) Alignment of curriculum, instruction, and assessments to state standards
- (C) Fiscal operations
- (D) Parent and community involvement
- (E) Human resources
- (F) Data systems and achievement monitoring
- (G) Professional development

Needs, Assets, and Recommendations

Three DMU focus areas organize the findings in this report: Management and Operations, Teaching and Learning, and Continuous Improvement. Each focus area is detailed by characteristics common among high-performing districts. These seventeen characteristics (Blue text) are further broken down into elements that describe incremental components of each characteristic. Following each element (Bold black text) is a narrative finding, derived from the needs assessment analysis. Following each set of elements and findings narratives, any assets found to be present across the school are detailed. Additionally, preliminary recommendations are made for the school stakeholders to consider in planning for action.

Focus Area 1: Management and Operations

Characteristic 1: The district provides effective structures to support day-to-day operations.

Successful districts provide a range of supports to help schools reach their student achievement goals. These include myriad administrative, resource management (including materials for daily instruction), personnel, fiscal management, and operations systems (Lane, 2009). WestEd believes that when there is a unity of purpose, a clear focus, collaboration across departments, and a sense of team, the supports can be optimized to increase achievement across the system. Effective school districts:

1.1 Maintain effective administrative, resource management (including materials for daily instruction), personnel, fiscal management, and operations systems that are well- integrated to support student learning.

Principals indicated that the district office administration staff is lean, as are school site resources. That said, site administrators also acknowledged that district office staff members have a considerable workload, and district office administrators indicated that site staff have a considerable workload. Administrators at the school and district level had a mutual appreciation for each other's efforts and commitment. Many stakeholder groups indicated that there are examples of high quality teachers in the district, who are doing impressive work on behalf of kids.

Additionally, over 90% of principals feel that schools need more support (i.e. funding, materials, staff). They indicated a need for increases in the number of coaches, assistant principals and counselors.

1.2 Ensure that all district departments have a unity of purpose, a clear focus, processes for collaboration and a sense of team to increase achievement across the system.

District leadership stated that, “We know that we are here to serve students and that is a common thread among all the staff.” Multiple district office leaders indicated that they work collaboratively with one another.

As mentioned above, there is a perspective shared by district and site leaders that the district office is “lean.” As one district leader stated, “The current district structure is the way it is because of budget cuts.” Although district office staff feel that the structure is lean, multiple district leaders also believe that there are talented individuals in the district office who are able to accomplish a great deal.

District staff indicated that there is considerable “crossover” in responsibilities. In other words, district office leaders may need to be able to follow through on their own responsibilities and those of other district staff, should the workload necessitate a change in work demands. Some district leaders indicated that this overlap, though necessary, may cause confusion for schools because they may not know to whom they should direct particular inquiries. Some district staff indicated that they feel isolated because the office is comprised of separate facilities.

1.3 Support school leaders by building their financial management capacity, and empowering them to make budgetary decisions that will support a school’s unique context and needs.

According to some principals, there is a lack of communication from district leadership about decision-making. There are a lot of assumptions made by the principals and school staff as to why some schools have certain supplies.

1.4 Utilize well-understood, transparent processes for program review, coupled with strategic resource support to grow thriving programs and systems to eliminate programs not aligned to district goals and/or not achieving desired student outcomes.

Identification of specific districtwide program review structures did not emerge during the methods administered during the Four Dimensional District Study.

Assets

Administrators at the school and district level had a mutual appreciation for each other’s efforts and commitment. Many stakeholder groups indicated that there are examples of high quality teachers who are doing impressive work on behalf of kids.

Preliminary Recommendations

- 1.a) Clarify systems for allocating staffing and material resources at school sites. This includes, but is not limited to coaching and counseling support, and processes for

obtaining supplemental resources. Support school leaders in their efforts to maximize financial resources to meet the unique needs of the school, and ensure accountability for results.

- 1.b) Develop a clear organizational communication flow chart to ensure that site staff and the community understand to whom they should direct inquiries for specific topical areas.
- 1.c) Establish processes to increase levels of district office collaboration, reduce isolation, and ensure a unity of purpose across departments.
- 1.d) Establish transparent systems of districtwide program review, to grow and support thriving programs and change or eliminate programs that are not meeting the needs of students.

Characteristic 2: The district and Board governance demonstrate coherence among vision/mission, policies and practices.

The district leadership and Board provide essential guidance and support for schools. In fact, when it comes to making real change, evidence indicates that a "...board's stance on school and system reform is an important constraint or enabler of district's reform action" (McLaughlin, M., & Talbert, J., 2003).

2.1 Have strong, effective, responsive leadership at the Board, Superintendent and Cabinet level.

Senior level district leadership indicated that the district has new board members, and that they feel community outreach is very important. One district leader indicated that the board directs the superintendent, but the superintendent talks to the board and gives suggestions.

Cabinet level leaders are involved in decision-making (will be discussed again below).

2.2 Maintain systems for seasoned and new board members to access training and other supports to fully understand and subsequently take action in accordance with their role, which includes working with the Superintendent to ensure the hiring effective leaders who are agents of change.

Identification of specific systems for board member training did not emerge during the methods administered during the Four Dimensional District Study.

2.3 Ensure that there is a strong relationship between the Superintendent and the Board, which includes the ability to collectively develop, communicate and enforce policies and procedures for improvement.

Nuances about the relationship between the Superintendent and the Board did not emerge during the methods administered during the Four Dimensional District Study.

2.4 Ensure policy coherence that improves achievement for all students.

Policy coherence did not emerge during the methods administered during the Four Dimensional District Study. However, it was clear that the strategic plan is driving conversations at the district level. This suggests coherence with regard to goal setting and direction for the district.

Assets

The strategic plan is driving conversations at the district level. This suggests coherence with regard to goal setting and direction for the district.

Preliminary Recommendations

- 2.a) Examine current policies and procedures intended to have a districtwide impact on student achievement, determine their level of success, and revise where needed.
- 2.b) Analyze the degree of policy coherence, specifically related to alignment in support of academic programs.
- 2.c) Examine the degree to which all school staff and community members understand the strategic plan, progress that has been made to fulfill the plan, and work that is being done to forge initiatives to support all students.

Sample ImpleMap for Focus Area 1: Recommendation 1.c:

Establish processes to increase levels of district office collaboration, reduce isolation, and ensure a unity of purpose across departments.

Implementation Driver	Actions
Staff Selection	Vet and select a facilitator to lead district leaders through a process of building norms of collaboration and unity. Select a well-respected and highly talented local steward(s) of the norms (implementation team).
Training	Have the facilitator provide a highly engaging and cathartic experience with clearly designed communication norms and goals to elicit increased collaboration and unity. Ensure the norms are built from within the district and that all commit to fulfilling them. Provide follow up training throughout the implementation period.
Coaching and Consultation	Determine who will coach those in the district in need of added support on upholding the new norms.
Formative Performance Assessment	Once measurable norms are agreed upon, assess the quality of district leader adherence to the norms periodically. In the early implementation phase, data should be collected and used frequently.
Facilitative Administration	The implementation team formed to ensure this process is successful should meet frequently in the early implementation period and periodically once the norms are embedded to look at the data and to use it to make decisions and intervene or celebrate.
Decision Data Systems	The implementation team will meet to use the data to make all decisions on ensuring full and sustainable implementation of the agreed upon norms.
Systems Interventions	When the data indicates a need, swiftly intervene by providing more training, coaching, or other strategies to fulfill the implementation plan. Also celebrate when the data indicates growth toward upholding the norms.

Focus Area 2: Teaching and Learning

Characteristic 3: The district focuses on student learning and ensures a culture of high expectations for ALL students.

A clear, collectively-embraced focus is central to effective organizational change. Effective turnaround efforts “prioritize student achievement” (Williams, Kirst, Haertel, et. Al, 2006) and communicate a culture of high expectations for all students (Almanzan, 2005). As the key provider of support to schools, districts are best positioned to ensure a culture of high expectations across the system and focus on initiatives designed to promote learning. Districts seeking to move forward in this area:

3.1 Ensure that the district’s mission and vision are created, defined and communicated with active participation from the Superintendent, Board and teachers.

According to district leadership, the district has a strong tradition of academic excellence, there is a clear mission and purpose, and everyone is on the same page so students learn and achieve at every level. District leaders further indicated that the strategic plan contains goals that are aligned to the district’s mission and vision, and that the mission is all about being “here for the kids.” Teachers also indicated that the focus is on the students and meeting their needs.

3.2 Maintain effective policies, procedures, and priorities that are aligned to the district mission and vision—supporting the focus on academic achievement of all students.

The district has a mission. However, stakeholders interviewed or in focus groups did not indicate that the mission drives all policies, procedures and priorities across the system, particularly when it comes to academic programming to meet the needs of all learners. Interview and focus group data did not yield details on a uniform method of aligning policies, procedures and priorities derived from the mission (or vision).

3.3 Support all schools in fostering a culture of high expectations—including high levels of student motivation, targets for student performance, rigorous curriculum, and an array of enrichment options—for all students, including English learners, students with disabilities and other special populations.

According to some district leaders, the culture varies by school. Everyone has expectations for kids. But how they get their students to meet expectations looks different. It was reported that some schools are collaborative while others “do their own thing.” Multiple district leaders indicated that there is the “Evergreen way,” which, according to interview and focus data, means, at least in part, that the district has a history of charting its own path and that some processes and procedures may be specific to the district.

The data from this process do not suggest that there is a clearly defined system for fostering a culture of high expectations.

Assets

District office and site staff, across the system, communicate their interest in and focus on meeting the needs of students.

Preliminary Recommendations

- 3.a) Although the theme of focusing on students was consistent, there was not a consistent mission statement articulated by groups across the system. Steps should be considered to further clarify the district's mission and vision, communicate them regularly, and use them to drive decision-making.
- 3.b) A very focused examination of variations in school offerings should be conducted, specifically for populations not meeting Adequate Yearly Progress (AYP), including students receiving special education services and English learners. The examination should be conducted with an eye to how families can be assured that regardless of the school a given student attends, he/she will benefit from an academic program designed to meet his/her unique needs. This is not to say that all schools should be the same. Instead, the district should be able to articulate the way each school meets the unique needs of its student population.

Characteristic 4: The district implements systems that increase student motivation to learn, maintain positive school cultures, and ensure safe school climates.

Districts and schools use a range of strategies to increase students' sense of well-being and motivation, including systems that promote perseverance and focus on individual student growth (Usher and Kober, 2012). WestEd staff have seen that there is a direct connection between student motivation and district and school culture. A motivated student body and a healthy culture are key elements in developing safe school climates. Districts seeking to move forward in this area:

- 4.1 Ensure that all schools have a positive, welcoming culture where students, staff, and families are supported and positive relationships abound. Healthy student-to-student and student-to-staff relationships are coupled with other research-based strategies to increase student motivation to learn. This includes a focus on relevance for all students.**

District office staff and teachers indicated that the culture across the 18 schools is

different. Data suggest that some schools are more welcoming than others. Multiple parents indicated that principals are welcoming. But, the degree to which parents and staff feel truly connected to a given school site varies across the district and potentially by home language. In some cases, parents indicated that if all informational meetings were given in their home language, in real time, they would feel more comfortable at schools.

4.2 Ensure that all students feel safe at school: socially, emotionally, intellectually, and physically. All facilities and common areas are clean and safe.

Although comments about safety varied across schools and the district, there were multiple examples of district office staff and school staff stating that the schools are generally safe. District office staff and school staff indicated that facilities are an asset of the district. There was variation by school related cleanliness. That said, many school staff members indicated that schools are clean, and at some sites this was identified as an asset.

4.3 Maintain a positive and orderly environment. Expectations for respectful conduct are posted, taught, modeled, and reinforced.

There was no evidence of a districtwide process for maintaining conduct at all school sites. Instead observational data suggested that different sites approach addressing conduct in different ways. At some sites, WestEd staff observed posted expectations for conduct, along with explicit modeling and reinforcement. However, it varied by school and even by classroom within a school.

Site visit data indicate that the district, for the most part, has very positive and orderly environments that show great respect to all people on campus. See Domain 2: Classroom Environment data.

4.4 Foster a collective responsibility among parents, students, schools, and the community regarding clear communication, consistent enforcement, and fair application of behavior expectations at all school sites.

Observational data did not suggest that there is a consistently implemented districtwide set of behavior expectations. However, based on comments from district leadership, there are formalized protocols for suspension and expulsion processes.

Additionally, sites visits indicated that student conduct standards for the school are clear to students and generally well adhered to across individual school cultures.

4.5 Support effective implementation of strategies to prevent bullying and ensure that applicable bullying interventions are provided when needed.

Comments about bullying varied across schools. In some places, school staff noted that it was virtually “bully free” and that this represented an asset. At other sites, bullying was

identified as an area of need. The district has adopted *Project Cornerstone* working with the Santa Clara YMCA, and also the bully prevention and leadership program *Expect Respect*.

Assets

Multiple stakeholder groups identified care for and the condition of district facilities as assets. School pride and culture are largely viewed as assets across schools. Most stakeholders viewed student conduct and the relatively low occurrences of bullying as an asset.

Preliminary Recommendations

- 4.a) Develop systems to ensure welcoming, safe, positive and orderly environments at all schools. This includes formalizing parent engagement processes, developing consistent behavioral norms at school sites and ensuring that anti-bullying measures are implemented and monitored effectively across schools.
- 4.b) Establish practices intentionally designed to support student engagement and motivation. This includes, but is not limited to, use of instructional strategies that connect student life experiences to learning outcomes and increased levels of student academic talk.

Characteristic 5: The district promotes and ensures equitable educational opportunities for ALL students.

A growing body of research confirms the importance of district systems that support equitable opportunities for students. Promoting equity requires districts to consider their program offerings and precisely how those offerings meet the needs of all types of learners. Effective districts:

5.1 Prioritize equity as a constant focus and provide assistance to schools to promote the achievement of equitable outcomes, while holding the schools accountable for results.

When asked about equity, district office leaders, principals, and teachers regularly commented on funding and resource inequities across schools. Some indicated that the system does not appear to be very equitable. Specific references were made to student performance at “Title schools” compared to “non-Title schools,” and the fact that “non-Title schools” generally have less categorical funding, but more financial resources from the community and lower rates of student achievement. District leadership mentioned that there is a need to provide effective services for high performing students and high performing schools.

5.2 Promote equity throughout the district through communication with the community and strategic allocation of resources to support low performing schools and students.

District staff, school staff and parents clearly want, as one leader put it, “great things” for all students. However, the focus on equity as a driving force to achieve better outcomes does not appear to be in place. Instead, the conversation about equity seems to revolve more around funding, resource management, and staffing levels.

Beyond the compliance requirements, and standard procedures related to the Consolidated Application, data did not suggest that there are ongoing communications with the community about addressing equity, and established processes for allocation of resources to support low performing schools.

5.3 Focus on supporting personalized learning approaches; Staff thinks about students in terms of their assets.

Staff did indicate that students represent an asset for the district. There are highly engaging instructional practices in place in some schools, including Project Based Learning (PBL). A few schools have begun exploring personalized learning approaches. However, there does not appear to be districtwide practices for ensuring that all students benefit from a truly personalized learning experience. The majority of classrooms had lessons taught at one level, for all students.

5.4 Ensure that all student subgroups (including Special Education, English learners) have equitable access to, and success in, all advanced coursework offerings (GATE, AP, IB, etc.). The district monitors participation in special education and intervention programming, along with suspension and expulsion rates, to avoid disproportionate subgroup representation.

The methods used in this 4-D District Study did not yield data on the specific strategies the district uses to ensure that all subgroups have access to advanced coursework, or how the district goes about monitoring participation in such programs. It was determined that suspension and expulsion rates are tracked.

There was evidence at a number of schools that during-school-hours enrichment classes were not available to ELD participating students. Students taking ELD courses were often in class while non-ELD students were exposed to GATE type courses, thereby disqualifying students from much needed enrichment due to language learning.

Assets

From the district office staff, to schools and parents, it is clear that the community wants the best for its students.

Preliminary Recommendations

- 5.a) Clarify how equity is a part of the mission and vision, how it will be supported and how student outcomes across subgroups will be monitored to promote equity across the system.
- 5.b) Establish funding priorities based on equity needs and monitor how successfully resources have been used to promote equitable outcomes for students.
- 5.c) Ensure that participation in advanced course offerings is tracked districtwide, and that levels of participation by different student groups is monitored regularly. Conduct outreach and provide support as needed to ensure that access to and success in such course offerings is provided across the system.
- 5.d) Ensure courses that qualify as enrichment are accessible to students that are still developing their English Language proficiency.
- 5.e) Adopt a plan for creating a truly personalized learning approach at a few sites, or with a few grade levels. They should be pilots for the district as labs that explore how this environment can work within the context of this district.

Characteristic 6: The district has a comprehensive system to support learning for ALL students.

Successful districts use multi-tiered systems of support to ensure effective learning for all students. These systems provide high quality instruction designed to meet the unique needs of each student, while simultaneously monitoring progress on a regular basis to make determinations about needed changes to instructional practices, and student, school and district goals (Elliott, J., and D. Morrison, 2008). Such a system requires that each student receive a targeted instructional program. Districts in pursuit of excellence in this area:

- 6.1 Commit to a mission and vision designed to meet the academic and behavioral needs of all students. Policy priorities and a set of strategic goals are grounded in a multi-tiered system of support (MTSS) framework. The district further provides a robust core instructional program and an accompanying 21st century learning system that supports college and career readiness and technological skill development matched to student need.**

District office leaders indicated that a formalized MTSS (also called Response to Intervention [RTI]) is not currently in place districtwide. However, there are examples of individual schools utilizing elements of RTI, and even taking steps to provide a complete RTI system.

There is no evidence of districtwide policies or procedures to ensure that RTI structures are meeting the needs of all students. Instead the following types of phrases related to RTI were used by different district leaders:

- “RTI has disappeared,”
- “We have hit a wall with RTI and not everyone embraced it.”
- “There was a previous Rtl system, but there currently isn’t an Rtl program.”

6.2 Ensure the district leadership group, made up of diverse stakeholders, plays a central role in implementing the MTSS framework. At all times, leadership uses a culturally responsive, problem-solving approach to refine district-wide MTSS implementation, including a venue for schools to provide feedback and request specific district level support. Leadership monitors student improvement through data analysis and responds accordingly with allocation of resources and alignment of capacity building initiatives to the MTSS framework.

Supplemental categorical resources appear to be allocated in accordance with the Consolidated Application. However, data does not suggest that there is an explicit effort to ensure that financial and human resources are deployed in ways to specifically support an RTI, or RTI-like structure districtwide.

6.3 Ensures collaboration at the district and school level between general and special education.

There are examples of teacher-to-teacher collaboration between general education and special education. However, data did not emerge to indicate that the district implements formalized systems to ensure that high rates of collaboration between special education and general education exist and are leading to improved student outcomes--specifically for those students receiving special education services.

6.4 Routinely analyzes the effectiveness of school based 21st century learning systems and addresses gaps in resources and instruction to ensure all students have access to and progress towards mastery of standards.

The district provides trainings on “Teaching 21st Century Skills with Technology” and offers other sessions focused on using technology. Although there were variations across schools and classrooms, technology was not central to the instructional program at schools. Based on observation data, only one school showed a school wide focus of using 21st learning systems. Otherwise, school and classroom visits did not illuminate widespread movement in this direction within the district. WestEd staff primarily saw more standard forms of instruction, including use of worksheets.

6.5 Ensure that district-wide core instruction and interventions reflect cultural, linguistic, and socioeconomic factors.

This Four Dimensional District Study did not yield data on specific districtwide strategies to ensure that instruction and intervention reflect cultural, linguistic and socioeconomic factors. That said, some individual school sites might utilize any range of strategies to address the unique needs of the student population. As mentioned later in this report, training is being provided in this area. However, observational data do not suggest that the implementation of instruction and intervention programs intended to support cultural, linguistic and socioeconomic factors are being implemented consistently across the district.

6.6 Maintains a comprehensive system that supports learning for all students comprised of high quality curriculum, instruction, assessment and interventions matched to student needs. The MTSS model is applied to decisions in general and special education specifically, creating a well-integrated system of instruction/intervention guided by student outcome data for behavior and academics.

Districtwide, grade-level specific assessments exist in English language arts and mathematics. Evidence did not suggest that these assessments are regularly used as part of an RTI system.

6.7 Train all district staff responsible for providing MTSS evidence-based interventions and provide ongoing job-embedded professional development as necessary.

There was no evidence of ongoing RTI training.

6.8 Facilitate master schedule development support at the site level to ensure that 100% of students with the most intense academic needs are placed with the most effective and qualified teachers.

No data emerged through this study regarding the prioritization of students with intense academic needs, when creating master schedules and placing students with individual teachers. These processes may exist at individual schools. However, no districtwide processes were identified.

6.9 Support schools to conduct universal screening and ongoing progress monitoring of all students academically and behaviorally using tools that are reliable. There is a strong correlation between the instruments used and the valued outcomes, to predict accurate student risk statuses. Frequent monitoring of progress quantifies rates of improvement, and informs instructional practice as well as the development of individualized programs.

Districtwide assessments are used to understand student performance. However, no process for using universal screening tools to predict and respond to student risk statuses could be identified.

Assets

Districtwide, grade level benchmark assessments are administered. However, the system is in need of updating to match the needs of CCSS.

Preliminary Recommendations

- 6.a) Adopt a multi-tiered system of support (MTSS). This could be a Response to Intervention (RTI) system, or another system, to ensure that students are fluidly moving between and across academic programs based on unique needs. Ensure this system is clearly implemented with a strong focus on improving classroom instruction to minimize the likelihood of students being sent to an intervention outside of “Tier 1.”
- 6.b) Provide training and monitoring for MTSS.
- 6.c) Utilize assessment data to support MTSS, and customize the academic experience based on student’s instructional needs.

Characteristic 7: The district provides an educational program that prepares students for post-secondary opportunities, careers, and citizenship.

The district prepares and empowers students to master the knowledge and life long skills needed to become valuable students, employees, entrepreneurs, and contributing members of society. The district supports partnerships between schools and higher education in order to build alignment and articulation of curriculum that will allow students to pursue post-secondary education and/or careers, and develop education and career choices based on student interests and talents. The district employs a coherent system of effective educational practices that integrates and connects higher education and career. District leaders work together to:

- 7.1 Provide students with a rigorous, relevant curriculum from preschool through high school. School leaders have established articulation curriculum across school levels, so that students experience a seamless learning transition as they move from elementary to middle to high school to post-secondary opportunities.**

Evergreen School District supports students through the end of the eighth grade. Principals and teachers indicated that the same curriculum is used across the district. Data did not emerge on any districtwide protocols for ensuring seamless learning

transitions as students move from one level to the next. However, there may be examples at individual schools.

7.2 Training programs for certificated staff focused on college and career readiness curriculum, instruction, assessment, and interventions are in place. The district ensures that professional development on these programs is ongoing, timely, and collaborative.

The district provides a series of trainings covering a broad range of topics. However, not all teachers are necessarily participating in these trainings. At least one course offering explicitly supports student preparation for careers. No systematized process was identified for ensuring that all staff are benefiting from such training, or that staff at all schools are implementing the concepts associated with training on college and career readiness.

While schools suggested they focus on students being college bound, only one school that was visited yielded data detailing an intense college going culture that transcended signage. At this school, every student was likely to hear about his or her path to college several times a day, while at other schools, it was not heard in lessons, but may have been signaled by a teacher's banner for a college.

7.3 Ensure that all educational and career choices are valued and honored.

District leadership indicated that there is a focus on supporting students receiving special education services to ensure that they can be successful in careers and college. Some schools take students to visit colleges. District leadership indicated that once the Common Core State Standards are in place, there is hope that the college and career focus will be stronger.

Assets

The district provides professional learning opportunities for teachers, including sessions focused specifically on 21st century skills. However, widespread application of these skills is not seen in classrooms across the district. Therefore while the training being offered is an asset, the level of usage is not yet an asset.

Preliminary Recommendations

- 7.a) Examine any currently existing process for supporting student transitions from one level to the next, identify applicable best practices, and take steps to replicate those best practices across the district.
- 7.b) Utilize approaches to professional development to ensure that all staff benefit from 21st Century training, and are supported with the implementation of strategies.

- 7.c) Assess current systems for students to learn about college and career, and consider steps to expand the number of students benefitting from college and career preparation.
- 7.d) Construct a vision for student usage of technology to learn in the majority of their lessons, and not just an availability of technology in schools for teachers to present lessons. Ensure all teachers have ample coaching on how to make the pedagogical shift.

Characteristic 8: The district has a centralized and coordinated approach to curriculum, assessment, and instruction.

The district provides a guaranteed, comprehensive, and viable curricular program firmly grounded in the Common Core State Standards; the district implements and monitors the core curricular programs coupled with an aligned assessment system, allowing for differentiation and instructional improvement. This equitable alignment drives and sustains an extensive knowledge of necessary standards, concepts, and design of instruction, which prescribes educational outcomes for all learners, in all classrooms throughout the district. Ultimately, alignment capacity is inherently linked to student achievement and provides a clear picture of how districts use curriculum, instruction and assessment to address learning standards and is the framework for defining an established, cohesive, and coherent instructional path. To meet this goal district leaders...

8.1 Establish a compelling vision for a guaranteed, coherent, comprehensive, and viable curricular program firmly grounded in the Common Core State Standards, highly effective instruction and comprehensive assessment system aligned with one another and supported by adopted standards-aligned instructional materials.

The district's vision is as follows:

Evergreen Elementary School District, in partnership with the community, will be recognized at the local, state and national level as a model for excellence in academics, arts and the sciences.

Common Core State Standards (CCSS) has been established as an area of focus. Districtwide implementation is not yet in place. However, there is a plan for enacting CCSS implementation. A third party provider has been selected to roll out an intensive districtwide plan for building the capacity of district staff, principals and teachers starting in the late Winter of 2013. This will include writing CCSS aligned unit plans and assessments. The third party provider development will also include the needed pedagogical training for staff to deliver CCSS aligned lessons effectively.

As noted above, districtwide, grade level assessments are in place. However, they are not yet CCSS aligned in terms of content or format.

8.2 Ensure that all students, especially English learners, students with disabilities, and other high-priority students, have access to grade-level core curriculum based on assessed need, to English Language Development, strategic interventions, and adopted intensive interventions.

As noted above, there was no evidence of a formalized RTI system in place. There is evidence that some English learners are receiving ELD through pull out programs, and students with disabilities are receiving services based on students' IEPs.

School leaders indicated that at sites with smaller numbers of English learners (EL), students have needs that have been challenging to address because of limited resources. It appears that there are not formalized processes for ensuring that students in CELDT levels 1 and 2 are receiving language support during regular classroom time (outside of any ELD provided).

District leaders indicated that there is data available for EL students (example CELDT data), but there are questions about whether or not all staff know how to use data to support EL students.

8.3 Provide all schools with sufficient adopted core and intervention materials in English language arts, mathematics, history/social studies, science and technical subjects. The district ensures the materials are used with fidelity on a daily basis in all classrooms.

District leaders and principals indicated that curriculum materials are provided across the district. However, there was no evidence that systems are in place to ensure materials are used with fidelity on a daily basis in the classroom.

8.4 Fully implement adopted materials. Provide and monitor appropriate instructional minutes and pacing for all core subjects and interventions.

The district has pacing guides in mathematics. Evidence does not exist that the processes are in place to ensure that all adopted materials are fully implemented and monitored with regard to instructional minutes and pacing.

8.5 Provide ongoing and strategic support to all staff to ensure effective and consistent implementation.

As noted above, the district offers a number of trainings, including some focused on writing. However, this process did not yield data about ongoing and strategic supports to ensure effective and consistent implementation of adopted materials across the district.

8.6 Teachers' practice reflects familiarity with a wide range of effective pedagogical practices and connects knowledge to districtwide alignment.

Classroom observations on average in the district indicated that instruction is textbook/workbook/worksheet driven. However, there were examples of teachers using authentic lessons that engaged students with a range of pedagogical practices and connected student learning to a broader knowledge base (ex. interdisciplinary connections).

8.7 Ensure that teachers determine and plan how best to sequence instruction to advance student learning. Lessons contain cognitively engaging learning activities, appropriate resources and materials, intentional grouping, and differentiated instruction.

It was reported that teachers, on average, have significant autonomy when it comes to sequencing instruction. However, observations indicated that although rates of student engagement are high, depth of knowledge expected across the district is at the Remember to Skill and Strategy level for the most part (See Classroom Observation data).

8.8 Support effective and rigorous student engagement practices, through effective lesson design based on student needs.

In many cases, there were high rates of student participation in completing assignments and activities. However, the level of engagement appeared to be limited to participation, as opposed to, for example, connecting academic material to students' lived experiences.

In many schools, participation was seen to occur by the same five to eight students in lessons, and even less in some classrooms. When parents were asked if there was a culture of students fearing being wrong due to the same kids answering questions in most classes, parents confirmed across several sites that accuracy and correctness were central in classroom cultures, and caused many of their children to let the fastest students do the answering.

Effective lesson design was not a strength across the district. A large portion of lessons followed the norm of students being directed to a page, chapter or worksheet, discussion of a few examples, some practice and then a reminder of what was for homework. However, one school visited had a unified approach to unit and lesson design and this was evident in lessons being opened to introduce an idea, concept or skill, and after a non-textbook driven lesson, for the most part in each class, lessons ended with a check for understanding or summarizer.

8.9 Enhance practices that meet the needs of ALL students, specifically and mindfully targeting aspiring learners and advanced students through intentional and clear communication of high expectations and focused objectives, driven by rigorous instructional design and delivery. Additionally, IEP goals and objectives are

designed to support students with disabilities' progression towards grade level standards.

As indicated above, all stakeholder groups clearly care about the district's students. The community clearly wants them to be successful. However, observational data suggests that the students across the system are not seeing focused objectives, driven by rigorous instructional design and delivery. For the most part, there were not written objectives posted in classrooms. When they did exist, they were often written at a recall level. Three quarters or more of the classrooms only had page numbers or activity titles listed on the board.

8.10 Indicate clarity regarding best practices surrounding classroom procedures, routines, protocols and transitions.

Classrooms across the district had practices in place to ensure that most students followed routines for work completion. However, a districtwide, or even schoolwide approaches to classroom procedures, routines, protocols and transitions were not readily identified. There was often variation in implementation of procedures by classroom within a given school, except for one school that had consistent signals and expectations clearly enforced in all classrooms.

8.11 Support planning practices that reflect both assessment of learning and assessment for learning. Assessments of learning ensure teachers know students have learned the intended outcomes. Assessment for learning enables teachers to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed. Assessments may need to be adapted to the particular needs of individual students.

Although districtwide assessments exist, observations indicated relatively low use of assessment for learning, or formative assessments that led to changes in instruction.

Assets

This district's vision includes a focus on academic excellence. Curricular materials are provided consistently throughout the district. The district has pacing guides in the area of mathematics. The district has a plan for moving forward with CCSS training and roll out. It is perceived that the entire community wants students to be successful academically.

Preliminary Recommendations

- 8.a) Continue with the plan to roll out CCSS units, lessons, assessments and pedagogy.
- 8.b) Develop a vision and processes to ensure fidelity to the new CCSS driven core academic program across the district.

- 8.c) Ensure that interventions and enrichment opportunities are made available to students based on timely and objective data.
- 8.d) Support teachers with training and follow up coaching on use of a diverse array of instructional strategies to meet the needs of all types of learners.
- 8.e) Increase the level of cognitive engagement across district classrooms using open-ended questioning techniques, and other strategies.
- 8.f) Train teachers on development of lesson objectives and ensure that they are posted in classrooms.
- 8.g) Train leaders and teachers across the system on how to best develop assessments and use data from those assessments to make changes to instructional practices.
- 8.h) Revisit the district's EL program, with a focus on ELD that students receive (minutes and instruction) as well as the supports EL students receive in core content area classrooms (scaffolding, etc.) Ensure the new CA ELD standards drive ELD instruction, and that the CCSS in tandem with the CA ELD standards drive content instruction in all classrooms with EL learners. See Long-term EL component of this report below for additional considerations.
- 8.i) Ensure that English learners, students receiving special education services, and all other high priority populations receive complete access to, and are able to succeed in, the core instructional program. Provide those who do master scheduling with the needed training and resources to achieve this at all schools.
- 8.j) Train and coach teachers on development of lesson objectives and ensure that they are posted in classrooms and driven by a focus on higher order *Depths of Knowledge*. Ensure teachers can write the objectives and drive their lessons based on a measurable outcome that can yield data to inform subsequent lessons.
- 8.k) Train and coach leaders and teachers across the system on how to best develop and use data from assessments to make instructional decisions.

Characteristic 9: The district has a systematic approach to data-informed decision-making.

“Ensuring that teachers are rich in data, rich in information, and rich in skills that enable them to improve student achievement requires focused attention from leaders at all district levels (Miller, 2009).” The district’s systematic approach to collaborative data informed decision-making helps schools to make ongoing changes that lead to increases in student achievement. To meet this goal district leaders:

9.1 Ensure that there is a curriculum aligned to the new college and career readiness standards as well as new generation assessments. These should serve as a primary source for classroom, school and district data collaborations.

As noted above, the district is currently in the process of rolling out the CCSS, which is intended to support college and career readiness. Also as noted above, although the district has assessments in place, they are not the type needed in the CCSS era. Collaboration protocols vary across schools. No data surfaced that indicated there are districtwide protocols for collaboration at all schools.

9.2 Establish a compelling vision for schools on the importance of the use of data so that each assessment given has a clear purpose in providing information on each student and impacting instruction.

As noted above, observational data indicated limited use of data in the instructional context districtwide for collecting short and medium cycle information. However, district leadership indicated the importance of data use and that benchmarks were administered. As one leader stated, “Looking at data is key to helping teachers understand where they have to take their students.”

9.3 Support teachers’ use of data through purchasing systems, modeling data use, and providing school-based support positions like data coaches to make data easy to obtain and to use.

The district has coaches in place. Site leaders have expressed appreciation for the role that coaches play. However, their roles go well beyond a focus on data use. The degree to which grade levels and departments are accessing data in ways that are helpful for their lesson planning does not appear to be extensive districtwide. However, there may certainly be examples at individual grade levels or schools where data use is more robust.

9.4 Maintain a system of regular data collection and analyze data from multiple sources, tracked over time, to determine the effectiveness of the district’s academic program.

The strategic plan references analyses in multiple areas, including implemented best practices and models. The district also conducts analysis of student achievement results on districtwide assessments.

The degree to which these data analyses are being used, and tracked over time to determine effectiveness of the district’s academic program, and then acted upon, cannot be fully determined based on the available data from this study.

9.5 Work collaboratively with each school in order to facilitate data usage and understanding. Identify key site staff, inclusive of the principal, to lead data usage at each site.

Data did not reveal districtwide congruence when it comes to the role of the data leads at school sites, and precisely how data use is expected to lead to gains in student achievement.

9.6 Ensure adequate time and space are available districtwide for professional collaboration, analysis of student performance, and related data; the time is used effectively.

The data from this study does not suggest that the current professional development offerings include a significant focus on data use at the classroom level beyond benchmarks. Classroom observation data indicated that collecting data in real time is an area for teacher professional development.

9.7 Prepare educators to use disaggregated student data including trend data from screening, formative, and diagnostic assessments that are standards-aligned to determine student learning and adult teaching priorities, to monitor student progress, and to help sustain continuous district and school improvement.

District and site staff is aware of disaggregated student data as it pertains to accountability. However, evidence from this study suggested that disaggregated student data are not being used extensively to monitor and sustain improvement on an ongoing basis at all schools. In this study, there are findings that various schools were using their available data to make grouping decisions regularly and for moving students in and out of ELD supports.

9.8 Provide professional development opportunities on assessment literacy and data literacy to increase the competence of staff in using data.

Data collected did not reveal recent districtwide training opportunities focused on assessment literacy and data literacy. Classroom visits revealed that lessons rarely included a formative assessment designed to provide the teacher with the data needed to make informed instructional decisions. See Domain 3: Instruction.

9.9 Support district and site administrators in regularly examining and discussing achievement data by subgroup with collaborative, focused time.

As noted above, collaboration processes appear to vary by school site. The exact amount of time devoted to data was not determined as a result of this Four Dimensional District Study.

9.10 Ensure that district and school staff knows their English learner students' achievement and language acquisition as a function of time in the district to show annual student progress toward proficiency.

District leaders were acutely aware of the unique needs of Long-term English learners (LTELs). These leaders indicated a need to focus on meeting the needs of students who have been ELs for lengthy periods of time. The district was further able to produce reports to better understand the length of time that various ELs have been in the system.

The data from this study do not suggest that instructional practices are totally responsive to the needs of all subgroups within LTELs at this point. See the findings of the Long Term English Language Learner Study for more insights.

Assets

Well before the Corrective Action 6 requirement by the CDE, the district began focusing on ensuring a high quality roll out of the CCSS. As a result, a third party partnership has been formed to provide district staff, principals and teachers with the tools needed.

Preliminary Recommendations

- 9.a) Provide districtwide training on data use for instructional purposes and monitor implementation of these practices.
- 9.b) Develop protocols for data use in decision-making. (District leaders acknowledged that there are times when decisions are made quickly. Principals and teachers indicated that there is a lack of communication from district about decision-making. In some cases, individuals felt that decision making was “top down” and some felt that decision-making at the district level is highly politicized. As one district leader stated, “We don’t have a set structure in place to make decisions.”)
- 9.c) Establish consistent data-driven systems for program review across the district.
- 9.d) Continue to focus on the needs of LTELs and make programmatic changes to ensure their unique needs are being met differently than those students who have been ELs for shorter periods of time.
- 9.e) Develop and coach teachers on creating short and medium cycle lesson-embedded assessments to inform instructional decision-making.

Characteristic 10: The district provides high quality, intensive, ongoing and job-embedded professional development.

Professional development is an ongoing process that should include purposeful support and guidance to practitioners so that new learning is applied in participants' professional settings. Professional development systems are successful when changed classroom and school practices result in improved student achievement results. Characteristics of such systems include setting professional development priorities and delivering high quality content, with job embedded differentiated support. The district ensures that the design and implementation of professional development:

10.1 Uses student achievement data to establish professional development priorities for all staff.

Priorities appear to be determined, at least in part, based on results of a professional development survey that district leaders indicated is administered to staff.

10.2 Supports schools to assess staff strengths and needs in both content knowledge and pedagogy.

Current professional development offerings include sessions focused on content (Writing) and strategies (Differentiated Instruction).

10.3 Involves teachers in the design and evaluation of professional development.

District staff stated that a survey is administered to learn about the professional development needs.

10.4 Supports mixed methods of professional learning opportunities such as peer presentations, external expertise, observations, and self-reflection.

The district provides professional learning opportunities through multiple venues. Currently, teachers may choose from a list of professional development options. It was reported by teachers that sometimes district teachers provide professional development. It was also reported that professional development is sometimes offered on a Saturday.

10.5 Operates in vertical and horizontal alignment within a school and across the district.

Data from this study do not include references to explicit vertical and horizontal alignment within a school and across the district.

- 10.6 Includes professional development as a critical component when launching new initiatives. This professional development requires theoretical as well as practical learning ensuring that new initiatives are accepted and fit into the overall district vision.**

District office staff indicated that in the past, with new adoptions, came accompanying training. No data was provided on any accompanying coaching.

- 10.7 Provides school and district leaders with the skills and knowledge to support the school wide implementation of professional development priorities at the pre-implementation and implementation stages.**

Evidence from this study does not suggest that professional development provides all school and district leaders with the skills and knowledge to support implementation of professional development priorities. There is little in the way of training that is provided districtwide, that includes follow up coaching and monitoring.

- 10.8 Emphasizes accountability for the success of the professional development priorities by monitoring early implementation, continued improvement, fidelity, and expertise.**

There was no evidence of accountability to ensure that professional learning led to implementation of strategies in the classroom. This type of accountability may exist at individual schools. However, no unified, districtwide approach could be identified.

- 10.9 Plans for induction of new staff by ensuring repeated cycles of professional development around the district's priorities.**

This study did not yield data on repeated cycles of professional development around the district's priorities for new staff.

- 10.10 Recognizes the necessity of differentiation at both school and district levels based on staff roles, experience, prior training, content expertise, motivation, school and district culture.**

District leadership indicated there is interest in implementing strategies from sessions with Dr. Sharroky Hollie to ensure that there is responsiveness to diverse student needs.

- 10.11 Pairs high quality professional development for teachers with relevant professional development activities for district administrators, site administrators, coaches, paraprofessionals, parents, and other support providers.**

Individuals may be able to pursue areas of interest and personal development. The district has coaches in place. And, district leaders work to support aspiring leaders.

10.12 Assigning coaches and content specialist for classroom demonstration, feedback and one-to-one professional development.

As noted above, the district has coaches in place. Some demonstration and feedback sessions may take place at schools. However, no data emerged through this process to identify districtwide expectations for classroom demonstrations, feedback process, etc.

At one site, a peer observation system has been created this year that was highlighted as a huge point of strength for professional growth at the school (In addition to other key initiatives this year). Every teacher in the school indicated that the culture developed at the school, just this year, had impacted their teaching positively this school year more than at any other point in their career.

10.13 Attends to the learning needs of special populations including English learner, students with disabilities, and students from low socioeconomic backgrounds by including teachers and support personnel for these learners in both mainstream and special needs professional development activities.

One of the professional development sessions offered focused on the needs of students with autism. However, staff largely indicated that there is no professional development for special education staff addressing their unique responsibilities, and that general education teachers were not getting the development they need to meet the needs of diverse learners.

10.14 Assists in creating collaborative support structures such as professional learning communities, grade and department level planning meetings, peer coaching, book groups, and problem oriented discourse.

Individual schools may take steps to follow up on professional learning, by conducting any number of activities through professional learning communities or other venues. However, data from this study do not suggest that there are districtwide systems for creating collaborative support structures throughout all schools based on professional learning.

Assets

The district administers a survey to learn about professional development needs and the data informs offerings. District teachers have provided professional development to their colleagues.

Preliminary Recommendations

- 10.a) For districtwide priority areas, the district should implement professional development for all staff, and include follow up monitoring and support (coaching) for implementation.
- 10.b) Review procedures for determining professional development offerings and ensure that they include review of student achievement data (with particular focus on subgroups not meeting AYP).
- 10.c) Revisit professional development evaluation systems and ensure that teachers provide feedback about the quality of professional development sessions, and that the feedback is used to make changes to future professional development offerings.
- 10.d) Ensure that professional development supports districtwide differentiation.
- 10.e) Study the “bright spot” of how teacher growth was accelerated across the school at Katherine Smith during the 2012-2013 school year and consider a similar set of approaches for other schools in the district.
- 10.f) Ensure all teachers are frequently getting high quality formative feedback on their teaching, between evaluations.
- 10.g) Develop a districtwide vision for the best practices of coaching teachers across schools. Consider approaches like Cognitive Coaching to ensure the lesson planning session and lesson debrief sessions are designed to mediate teacher personal-reflection skills.

Characteristic 11: The district holds all staff in the system appropriately accountable for improved student achievement.

“Reforming districts establish accountability for student outcomes up and down the system and with local stakeholders (Shannon, 2004).” As opposed to a top down system, the literature has found accountability systems to be most effective when they develop reciprocal accountability. Successful districts hold all staff in the system appropriately accountable for improved student achievement. Effective districts:

11.1 Implement an accountability system that ensures shared responsibility for student learning and includes multiple measures of success.

According to district leaders, there is an evaluation system in place. District leadership indicated that the superintendent has principal evaluations every year, which is an accountability measure for site leaders. It was reported that principals share school goals with their staff, including an examination of what went well. It often includes an examination of data, attendance rates, etc. For teachers, they have a planning

conference with the site principal, along with classroom goals and mid-year discussions, which are part of the broader structure for accountability.

11.2 Ensure that student performance data are viewed as tools for seeking solutions, not for purposes of blaming individuals.

According to district leadership, the new goals were written for the strategic plan at the beginning of this year. The leadership team reviews the strategic plan benchmarks. The district leadership and school sites look to external data points (API, AYP), and it is communicated to principals that “they are responsible” for student achievement.

11.3 Hold all adults in the system accountable for student learning coupled with strong support in professional learning, coaching and mentoring.

Multiple district leaders indicated that there is not a formal, consistent system in place to hold all adults in the system accountable for student learning. However, district leadership did indicate that there are high expectations for everyone.

District staff indicated that there are no accountability systems in place to ensure that best practices are implemented in the classroom.

11.4 Align district and school site plans to set specific targets and hold schools responsible for the performance of all students.

District leadership explained that principals receive school specific data. The district supports a process of revising the Single Plan for Student Achievement, which includes school goals.

11.5 Established standards for all staff evaluations are developed, communicated and agreed to. Rubrics are aligned to and explicate standards and guide feedback and self-reflection.

As noted above, an evaluation system is in place. Beyond agreed upon evaluation tools, no data was shared related the quality of using rubric based observations or any other tools that guide feedback and self-reflection for staff.

11.6 Accountability has a multi-year cycle that includes goal setting, performance review, performance feedback, summative evaluation and professional development. There is an organized system for celebrating successes and addressing areas of unmet expectations.

District leaders indicated that it would hope to have a more formal process in place to support staff that may be struggling and are in need of support.

Assets

The district has an evaluation system in place driven by rubric-based observations.

Preliminary Recommendations

- 11.a) Establish a formal accountability system, utilizing multiple measures, to ensure that there are increases in student achievement.
- 11.b) Develop clear systems of support for staff who may be struggling, to ensure that the accountability system focuses on increased student learning and provides adults with the skills and knowledge they need to carry out improvement efforts. This includes, but is not limited to training, coaching, modeling and ongoing 1:1 support, as applicable.
- 11.c) Seek out data to support decision-making around strengthening programs and search for academic solutions for struggling students.
- 11.d) Establish systems to ensure that best practices, especially those that are a part of districtwide training efforts, are implemented in the classroom setting.
- 11.e) Use the evaluation system data (when a multiple measures method is installed) to identify a cadre of master teachers to serve as coaches. Consider the approach that all coaches are selected based on proven excellence in the classroom so that they can serve not only as mentors, but also as demonstration teachers.

Characteristic 12: The district supports individualized goal setting through a standards-aligned parent/family engagement program.

A family engagement program that promotes student achievement builds on individual student strengths and needs. Using data and best practices, teachers and schools invite families to be partners in identifying needs and taking action to ensure positive outcomes for all students. Districts support effective family engagement practices that ensure opportunities for educational excellence for all students by:

12.1 Providing support to families and staff to eliminate cultural and social barriers and develop healthy partnerships among families, agencies and schools.

Parents indicated that across schools there are various events to support families. They include, but are not limited to: talent shows for both parents and students to participate in, PTA sponsored events, International Night, Math Olympiad, Science Olympiad, evening workshops for parents or Saturday events. None were explicitly highlighted as events that work to remove barriers to student learning.

12.2 Providing family education opportunities that teach parents specific ways to increase verbal interaction and stimulate cognitive growth.

The district provides Parent University, which parents and staff alike identified as a strong program. It was not determined how many parents attend the offerings or whether the most needy families are gaining access to its value.

12.3 Providing timely academic information and easily understandable student performance data.

District staff identified CELDT results as important data. The report card was restructured to ensure that CELDT scores were added. It was reported that the revised report card shows the previous CELDT scores and current scores.

12.4 Partnering with families to develop home and school strategies that help families become more informed, prepared and involved in promoting student success. The schools also assist families to navigate the educational system by providing informational materials and other support.

The district has a DELAC in place. It was also reported that the district has a District Advisory Committee and Parent Advisory Committee.

12.5 Providing families an opportunity to offer feedback and get involved in ways that are meaningful to them.

PTAs are in place and schools hold Town Hall meetings. Families indicated that there is little collaboration between and among PTAs. A parent indicated that such collaboration may lead to cost sharing for events, and other benefits for all involved.

Families stated that they would like more communication with the district and stronger use of technology across schools. It was reported that some parents with technological expertise would like to provide support in this area.

12.6 Considering incentives and recognition for schools and teachers to maintain close communication with families.

The Four Dimensional District Study did not yield results on incentives for schools and teachers to maintain close communication with families. However, district and school staff, and parents themselves, indicated that participation in family-related events is often a challenge.

12.7 Providing time and technology for teachers to communicate with families about class expectations, individual student learning habits and academic progress.

Families indicated that they do receive information about student performance. There are variations across schools and classrooms when it comes to the degree to which teachers are using technological platforms to communicate with parents.

Assets

Parent University is seen as a strong program, but may not be attended by 75% of the families in the district. Schools offer a range of different parent-focused events with various success rates in bringing parents on campus to learn how to support their child.

Preliminary Recommendations

- 12.a) Ensure that all families are able to access timely information on their student's performance.
- 12.b) Increase participation on district/school parent committees as one way to collect feedback that families are interested in providing. One strategy is to create incentives to schools and teachers for increased rates of parent participation. (The strategies to draw in and engage families may differ across schools.)
- 12.c) Revisit outreach efforts, and consider ways of getting all parents involved with strategies to support a continuation of the learning process at home.
- 12.d) Support the development of collaborative relationships across schools, with a focus on ways that the community can work together to support student learning, and increase rates of achievement.
- 12.e) Adopt the new national framework for parent engagement. Adopt a formalized, districtwide program that clearly installs a system in schools to build a culture and set of practices that significantly improves how parents are engaged as partners, at all schools.

Sample ImpleMap for Focus Area 2: Recommendation 12.e:

Adopt the new national framework for parent engagement. Adopt a formalized, districtwide program that clearly installs a system in schools to build a culture and set of practices that significantly improves how parents are engaged as partners, at all schools.

Implementation Driver	Actions
Staff Selection	Vet and select an outside provider to implement a cutting edge parent engagement program across the district. Develop clear criteria for selection and training of district and school-based stewards of the program.
Training	Provide intensive training to district and school staff that thoughtfully rolls out the program districtwide over multiple years. The professional development model must be designed to ensure all staff get the high-quality development needed to install the program successfully in three years and such that it reaches an innovative level in year three or four, and is sustainable by year four.
Coaching and Consultation	Provide all district leaders and teachers with job-embedded coaching on the parent engagement program. The coaching should continue past the initial implementation phase to ensure quality evolves annually. When new staff begins at schools, they should get the coaching immediately.
Formative Performance Assessment	Develop a set of both qualitative and quantitative measures to regularly track the quality of implementing the system.
Facilitative Administration	Establish a districtwide implementation team that will review and make decisions based on the formative assessment data of the implementation successes and challenges.
Decision Data Systems	Build a clear system of when and how the implementation team will meet to review data from the implementation activities. The system should allow the team to use the data to make immediate decisions that will improve the implementation activities.
Systems Interventions	When data indicates the need, the implementation team must be able to work with district leaders to intervene and successfully solve implementation challenges.

Focus Area 3: Continuous Improvement

Characteristic 13: The district office is organized to support schools' improvement efforts.

Operating in a transparent environment, the District Leadership and the Governing Board ensure that policy making and policy administration maximize district support to schools and student achievement goals by providing effective and efficient district services across the spectrum of district responsibilities. Budgeting; purchasing; personnel; acquiring, maintaining, and equipping school facilities; data management; contract administration, community communication efforts, and other centralized operations are rarely, if ever, a barrier to schools in their improvement efforts. School communities view the district as a model of effectiveness and efficiency. The district accomplishes a high-level of support for its schools by...

- 13.1 Setting non-negotiable district and school achievement targets along with specifying the measures that will be used to determine whether the targets have been met. Requires district administrators and principals to present frequent public monitoring evidence that the activities designed to meet school achievement targets are being implemented. When operational barriers to implementation are surfaced, District Leadership addresses them.**

As noted above, evidence indicates that the importance of student achievement is communicated to principals as part of the evaluation process. The strategic plan includes progress updates. However, this study did not yield specific insights into non-negotiable achievement targets, including the (multiple) measures that will be used to determine if achievement targets have been met.

- 13.2 Writing and distributing the agreed upon annual focus areas with clear goals and desired improvements for the district as a whole. The plan should include comprehensive, coherent reform practices that are supported by the Superintendent and Board of Education. They also should reflect a consideration focus areas that will bring the quickest, most high leverage change (“quick wins”).**

As noted above, the district's strategic plan outlines goals.

- 13.3 Employing transparent decision-making to improve and sustain effective educational programs, particularly in resource allocation (people, budgets, materials, equipment).**

District leaders acknowledged that there are times when decisions are made quickly. Principals and teachers indicated that there is a lack of communication from the district about decision-making, including when it comes to resource allocation. In some cases, individuals felt that decision making was “top down” and some felt that decision-

making at the district level is highly politicized. As one district leader stated, “We don’t have a set structure in place to make decisions.” Data suggests that decision-making processes vary by initiative. That is not necessarily problematic, as long as there is system wide understanding of how decisions will be made for various initiatives.

13.4 Regularly evaluating all district operations for efficiency and effectiveness with input from multiple stakeholders (teachers, students, parents, site administrators, office staff, custodial staff, etc.)

As noted previously, the district has a number of parent committees. These groups (ex. DELAC) may provide feedback during committee sessions. However, data did not emerge on the way that broad sections of stakeholders and community members provide feedback on the effectiveness of operations in a formalized, or predictable way.

13.5 Ensuring district leaders are visible in schools observing instructional practices and facility conditions, communicating with staff throughout the organization (at the district office and at schools), and ascertaining each school’s unique needs for higher-level support in order to fulfill the district’s plan.

District leaders visit schools. This includes instructional and operations-focused district leadership. No data emerged on the activities that result from district leader visits, nor on any impact the visits have on the level of support each school receives.

Assets

An asset is a major strength of the district that is found to exist at a rate of at least 75% or more across the district. None for 13.0 emerged that met the asset threshold in our data collection.

Preliminary Recommendations

- 13.a) Establish achievement targets, coupled with agreed upon measures to determine if targets have been met.
- 13.b) Establish a decision-making flow chart to ensure that all stakeholders understand the process that is being used for initiatives and even standard district processes. If variations in processes exist, depending on initiative, these variations should be made public as well.
- 13.c) Revisit processes for program review, and ensure that all stakeholders are able to provide feedback to help the district make decisions about which programs should be expanded, and which should be discontinued due to lack of effectiveness.

Characteristic 14: The district office reorients the organization toward improvement efforts.

For districts to achieve unprecedented improvement capacities, they must work to redundantly insist on and clarify the few, simple actions and concepts essential to district and school improvement (Schmoker, 2006). Highly effective districts clearly define established areas of authority and autonomy between and among the district, the departments and the schools. District administrators play a significant role in building the capacity of principals, directors, teachers, and central office staff and families to exercise leadership (Rorrer, Skrla, & Scheurich, 2008). Highly effective districts:

14.1 Have the central office ensure that the district's time, attention, and resources are focused primarily on schools and student learning.

Multiple district leaders indicated that there is a strong focus on keeping cuts away from schools as much as possible.

14.2 View the school and district partnership as a relationship rooted in mutual accountability with the necessary skills to support school reform efforts toward improving teaching and learning.

There is no evidence of formal mutual accountability agreements. District office staff, teachers, and parents indicated that the recent negotiations created tension in the relationships within the district. Multiple individuals stated that trust needs to be rebuilt.

14.3 Deploy resources, including human capital, to meet the varying needs of schools and students. The district evaluates and recognizes the effectiveness of the resource investment.

As noted above, the district has coaches in place to provide support to schools.

14.4 Set and continually monitoring specific achievement targets for: the district as a whole, individual schools and subpopulations.

The Single Plan for Student Achievement is a mechanism used by schools to outline goals.

14.5 Include all relevant stakeholders (central office staff, building-level administrators, and board members) in establishing non-negotiable goals that are transparent.

As noted above, the strategic plan outlines district-wide goals; however this Four Dimensional District Study did not lead to the identification of non-negotiable goals.

14.6 Define achievement goals and operational standards while allowing schools and departments significant decision making authority in the fulfillment of the goals and standards.

Goals are outlined in the strategic plan and the Single Plan for Student Achievement. As noted above, there is a lack of clarity when it comes to the way decisions are made, particularly related to resource distribution.

Assets

An asset is a major strength of the district that is found to exist at a rate of at least 75% or more across the district. None for 14.0 emerged that met the asset threshold in our data collection.

Preliminary Recommendations

- 14.a) Take steps to build (or rebuild) trust across the district, and fortify relationships.
- 14.b) Clarify the process used for allocating human and other resources to schools.
- 14.c) Revisit current goals, and ensure that there are established achievement targets for the district as a whole, individual schools and subgroups. Ensure these goals include significant growth in subgroups that are traditionally underrepresented in taking highly rigorous courses.

Characteristic 15: The district builds leadership capacity to guide and support improvement efforts.

Effective districts develop collaborative solution-oriented leaders throughout the organization. When properly equipped with the skills needed to engage in productive problem solving, the opportunity and time to do so, and a level of autonomy that permits the transfer of ideas into actions, teachers will become teacher leaders, principals will become stronger leaders, and the district will have a pool of high quality leaders committed to continual improvement (Togneri & Anderson, 2003). Effective district administrators realize that when an inclusive, collaborative, and strategic leadership approach is practiced at both the district and school levels, there is an increased probability of wide-scale improvements and sustained student achievement.

15.1 Establish a relentless focus on a small number of high-priority goals in the initial stages of change leading to quick victories ("quick wins").

High priority goals are outlined in the strategic plan.

15.2 Model collaboration and meaningful involvement, authentically involving stakeholders in decision-making processes.

According to district and school leaders, many important decisions are made in Cabinet. Other stakeholder groups indicated that they would like additional insights into the process used for decision-making.

15.3 Provide training in how to work in teams that use data to effectively raise and answer critical questions.

Data did not emerge in this Four Dimensional District Study about specific trainings in the area of teams using data to raise and answer critical questions.

15.4 Recognize that district leaders play a significant role in building the capacity of central office staff, site administrators, and teachers by creating policy unity, and reorienting the organization.

There is an AP academy, which is a formalized structure to provide leadership training and support. There are also informal structures where principals and district office leaders encourage staff to consider future leadership opportunities.

15.5 Balance district authority and school autonomy; they simultaneously empower and control.

As noted above, it was reported that some feel that decision-making operates in a top-down fashion.

15.6 Connect schools within a district to increase the ability of individuals and schools to collaborate to bring about improvements.

Collaboration across schools may exist. However, there was no data collected on formal structures to promote school-to-school collaboration.

15.7 Support school communities of practice and also develop central offices as professional learning communities.

Different groups mentioned professional learning communities. However, data were not available on formalized learning community systems designed for districtwide implementation.

15.8 Build a culture of commitment, collegiality, mutual respect, and stability.

As noted previously, multiple groups indicated that there is a need to rebuild trust.

Assets

The Assistant Principals (AP) academy supports the growth of individual leadership capacity. Many staff stay in the district for years, and many in senior leadership positions came up through the ranks in the district.

Preliminary Recommendations

- 15.a) Revisit training programs and ensure that teams are supported in learning how to work together around the use of data to effectively raise and answer critical questions.
- 15.b) Take steps to ensure that schools feel the district is balancing its authority with empowering schools to make important decisions about resources.
- 15.c) Promote systems that allow for school-to-school collaboration.
- 15.d) Formalize professional learning community (PLC) structures across the district.
- 15.e) As noted above, take steps to support the building (rebuilding) of trust.

Characteristic 16: The district office practices defined autonomy.

Defined autonomy is an “...effective balance of centralized direction and individualized empowerment that allows building leaders and classroom teachers to maintain stylistic freedom to respond quickly... (Waters and Marzano, 2006).” Some districts may provide considerable autonomy to some schools. This has proven to be a successful strategy in many cases. However, the act of providing autonomy to underperforming schools does not in and of itself equate to increased student performance. Districts are obligated to intervene if such schools are not effectively meeting student needs (Fullan, et al., 2004).

16.1 Maintain defined autonomy, balancing centralized direction and individualized empowerment for school leaders and classroom teacher levels to ensure they have the freedom to act quickly to address unique needs in the school context.

All principals reported that they felt they had a lot of autonomy when it came to school-based decisions.

16.2 Provide additional direction, coupled with customized supports, for schools in the greatest need of improvement.

Schools receive coaching support, and some schools, based on their demographic makeup received categorical funds.

16.3 Ensure that accountability systems support the defined autonomy model that has been implemented.

There is no evidence that suggests a formal system of defined autonomy is in place.

Assets

For the most part, principals reported feeling that they have the autonomy needed to ensure their schools thrive.

Preliminary Recommendations

- 16.a) Revisit resource allocation processes, and make determinations about specific supports that schools in the greatest need of improvement receive, and how accountability for performance will accompany those resources.
- 16.b) Implement a formal defined autonomy system.
- 16.c) Adopt a vision for districtwide improvement that includes the stakeholder supported prioritized findings of this report. Embrace the concept of reciprocal accountability by having all stakeholders commit to their roles in bringing about the improvements.

Characteristic 17: The district promotes the success of ALL students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collaboration with families and community members has a profound impact on student achievement. For example, a study conducted by Bryk et. al (2010) showed that when schools use effective family engagement practices, students are 10 times more likely to improve their math performance and 4 times more likely to improve their reading performance compared with students attending schools not implementing meaningful engagement practices. Districts can play an important role in supporting engagement across schools and the community through community forums that lead to action, effective communication protocols, and more. Perhaps most important, the district can help to implement a key characteristic of successful engagement programs: building a sense of shared responsibility for student outcomes among families, schools and the greater community (Ferguson, et al., 2010).

17.1 Collaborate with families and community partners to strengthen the community and positively impact student achievement.

As noted above, there are active PTAs throughout the district, and the district supports a number of parent groups, including, DELAC, DAC and PAC. However, some parents at

schools with highly active PTAs communicated that there is still a need to reach out to and strengthen the community around non-English speaking parent groups.

17.2 Hold forums for diverse community groups that ultimately lead to action in support of community-wide priorities, including increased rates of student achievement.

As noted previously, Town Hall meetings are held at schools. Families also make comments at Board meetings. The degree to which these forums lead to action in support of community-wide priorities could not be determined based on the data gathered in this study.

17.3 Establish and follow clear, effective and transparent communication protocols that incorporate multiple media options—including, but not limited to print/mailings, social networking sites, websites, “auto dialer” systems, etc.

The district has a number of communication systems and has a website. As noted previously, technology may be used for communication at schools (ex. School Loop). However, use by teachers varies by classroom and school site. While at some schools parents detailed relying heavily on School Loop and being certain it is always up to date, at other schools parents communicated it was a frustrating tool because only a few teachers updated it regularly, and some updated it just before grades were to be processed. There are also variations in the amount of communication from principals to staff. Some teachers indicated a need for better communication across the district and schools. District leadership indicated the need for stronger communication systems from the district office to the school site. In at least one instance, there was the perspective that the message was diluted by the time it got to the teachers.

17.4 Build a sense of shared responsibility for student outcomes among families, schools and the greater community.

As noted above, all stakeholder groups see the importance of supporting students. Different stakeholder groups indicated that they were invested in seeing student growth. However, stakeholder groups did not all indicate their specific responsibility in supporting student achievement.

Assets

A shared sense of caring for student success was communicated throughout focus groups and interviews.

Preliminary Recommendations

- 17.a) Revisit the ways that the district is currently partnering with families to raise student achievement. Assess the level of success. Make adjustments to the partnership

strategies as needed to ensure that the focus is on student achievement.

- 17.b) Improve the use of communication tools like School Loop. Ensure that its use is widespread by all schools and teachers, and that families know when and how to check the system to get the information they need to support their student's education.
- 17.c) Provide families with training on best practices for using School Loop at home to induce goal setting and reflection on performance between parents and their children.

Sample ImpleMap for Focus Area 3: Recommendation 17.b:

Improve the use of communication tools like School Loop. Ensure that its use is widespread by all schools and teachers, and that families know when and how to check the system to get the information they need to support their student’s education.

Implementation Driver	Actions
Staff Selection	Select staff to lead a re-implementation of the expectations and use of School Loop across all schools. Ensure school leaders select a steward of improving the use of it at their school. This person should be a respected leader and skilled staff developer.
Training	Ensure all staff get high quality professional development on the system and on the expectations around using it. Ensure all new staff to the district (new to teaching or new to the district, but veteran) are taken through consistent modules of training on the use and expectations around using School Loop. At least annually train the entire parent body, in-person, on how to use the tool. State to parents regularly where they can get support at the school.
Coaching and Consultation	Provide all teachers with access to a person on staff who can coach them on fully implementing the expected use levels of the tool. Provide parents with access to a coach of the same language.
Formative Performance Assessment	Collect regular data on which schools have fully implemented it or not as expected, which teachers are using it as expected or not, which families are not using the tool, and “bright spot” data on innovative uses to share across the district.
Facilitative Administration	Identify a district level re-implementation team tasked with ensuring all roadblocks are removed and that data is analyzed and acted upon swiftly. Set goals for implementation success and use data to assess progress toward reaching the district goals.
Decision Data Systems	Ensure the implementation team meets regularly to review data to determine if interventions or success celebration is to be executed.
Systems Interventions	When the implementation team notices a place to intervene from the performance assessment data, they should work within their decision rights to remove barriers to full implementation.

Supplement

Long Term English Learner Analysis

Evergreen Elementary has committed to continuously improve linguistic and academic outcomes for its large language minority student population, which includes current and former English learners. This section of the needs assessment focuses on key demographic characteristics and performance results of these students, as the District has been identified for program improvement with respect to its EL subgroup under the State’s Title I and Title III accountability systems.

The analysis is approached in two ways: 1) a cross-sectional analysis of all current and former English learners is conducted for the academic year 2011-12; and 2) an additional longitudinal analysis that follows a cohort of students who entered the District as English learners in Kindergarten of the 2006-07 academic year through Grade 5 in the 2011-12 academic year. In both sets of analyses, special attention is paid to examining long-term English learners (LTELs), who for these analyses are defined as students who have been classified English learner in the District for five full years or longer.²

Cross-Sectional Analysis for Academic Year 2011-12

This analysis is based on a data set of 13,517 students enrolled in Evergreen in the 2011-12 school year. Upon reviewing the initial data set of 14,221 students provided by the District, we removed 703 students from this analysis due to data inconsistencies. (See page 80 for an explanation of reasons for removal and the total number removed by category.)

Demographic Characteristics

This analysis categorizes students by the following categories:

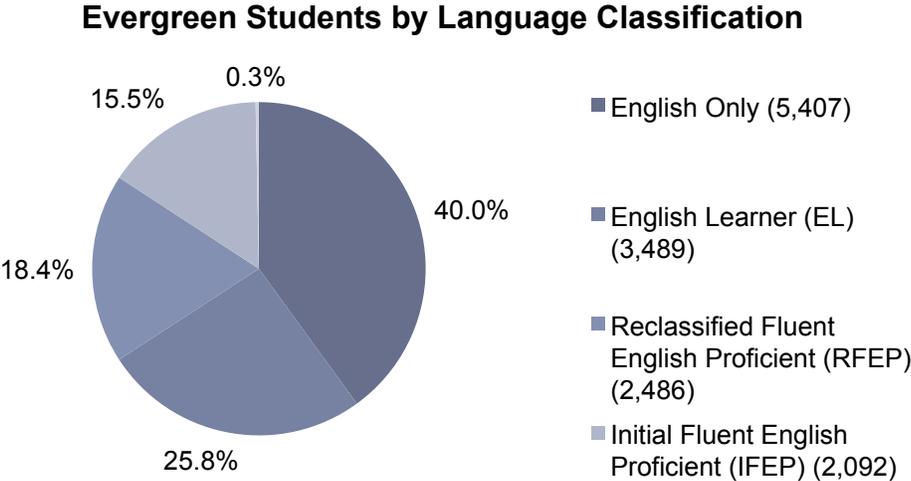
- **All Students**—all K-8 students (N = 13,517)
- **Ever-ELs**—all students ever classified as English Learners, including current English learners as well as former English learners reclassified as English-proficient (R-FEP) (N = 5,975)
- **English learners (ELs)**—all students currently classified as English learners (N = 3,489)
- **Long-Term ELs (LTELs)**—those students currently classified as English Learner and in the District for five (5) full years or longer (N = 494)

² Note this LTEL definition is less restrictive than that recently adopted by California under AB 2193, which defines LTELs to be in grades 6-12, more than six years in US schools, at the same CELDT level for two or more consecutive years, and scoring Below Basic or Far below Basic on CST-ELA.

The analysis also refers to Initial Fluent English Proficient (IFEP) students, those students identified by the Home Language Survey as *potential* ELs, but found to be fluent in English when tested on the initial administration of the CELDT and therefore never classified as EL. Reclassified Fluent English Proficient (RFEP) students, folded into the ever-EL category, are former ELs who have met all district criteria for exit from EL status.

Figure 1 illustrates the distribution of Evergreen students by language classification.

Figure 1.



As Figure 1 illustrates, the large majority (59.7%) of Evergreen students are language minority. This includes 44.2% of students who constitute the “ever EL” cohort – current and former ELs – along with just over 18% as IFEP students. Only 40% of the district’s students are classified as monolingual English speakers.

**Who Are Evergreen’s Long-Term English Learners?
Key Demographic Characteristics**

Table 1, below, provides key demographic characteristics of Evergreen’s students by subgroup. A narrative summary of these data follows the table.

Table 1.

Demographic Characteristic	All Students (N = 13,517)	Ever-ELs (N = 5,975)	ELs (N = 3,489)	LTEs (N = 494)
Gender				
Female	49.7%	48.3%	46.3%	40.3%
Male	50.3%	51.7%	53.7%	59.7%
Low-Income Household (F/RPL)	36.2%	51.4%	60.0%	75.9%
Birth Country (non-US born)	6.8%	12.1%	13.3%	10.7%
Home Language				
English	40.0%	0.0%	0.0%	0.0%
Spanish	16.9%	34.3%	43.8%	61.1%
Vietnamese	22.2%	39.2%	33.7%	23.3%
Other Non-English	20.9%	26.5%	22.5%	15.6%

Gender—While all-student and ever-EL student categories are gender-balanced, the current EL and long-term EL student categories have a greater proportion of males (almost 60% for LTE). That is, male EL students are more likely to remain EL, and may have greater difficulty than female EL students in attaining one or more of the district’s reclassification criteria.

Low-Income Household—While over one-third of all Evergreen students (36%) are classified as from a low-income household (i.e., participate in free/reduced price lunch program), just over half (51%) of students who entered the District as EL carry this classification. The proportion is higher still for current ELs (60%), and over three quarters (75.9%) of students classified EL for five or more years are from lower income households – more than double the District’s overall average.

Birth Country—The large majority of Evergreen students across all categories are born in the United States. While students who began in the District as ELs are about twice as likely to be non-US born relative to all students (12.1% versus 6.8%, respectively), those defined as long-term ELs are *more* likely to be *US-born* when compared to either current- or ever-ELs.

Home Language— A majority of Evergreen’s students (60%) are from language-minority backgrounds, while 40% are monolingual English speakers. Just under three-quarters of the District’s ever-EL students speak either Vietnamese or Spanish, with a slightly higher percentage of ever-ELs speaking Vietnamese versus Spanish (39% compared to 34%). However, 61% of Evergreen’s long-term EL students are Spanish-speaking. Spanish-speaking ELs are more than 2 ½ times as likely to be long-term compared to Vietnamese-speaking ELs, and almost 4 times as likely compared to ELs of Evergreen’s other EL language groups.

In summary, the District’s LTEs are more likely to be US-born, Spanish-speaking males of lower income households.

In addition to these characteristics, the team analyzed data on rates of special-education identification, as well as disability type, for the specified subgroups. These data are displayed in Table 2, below.

Table 2.

Primary Disability	All Students (N = 13,517)	Ever-ELs (N = 5,975)	Current ELs (N = 3,489)	LTEs (N = 494)
All Disabilities (Total)	8.24%	9.21%	13.16%	31.98%
Mental retardation (MR)	0.07%	0.10%	0.17%	0.81%
Hard of hearing (HH)	0.05%	0.03%	0.06%	0.20%
Deafness (DEAF)/Hearing impair. (HI)	0.01%	n/a	n/a	n/a
Speech or language impairment (SLI)	3.67%	4.37%	5.85%	8.50%
Visual impairment (VI)	0.03%	n/a	n/a	n/a
Emotional disturbance (ED)	0.05%	0.02%	n/a	n/a
Orthopedic impairment (OI)	0.06%	n/a	n/a	n/a
Other health impairment (OHI)	0.47%	0.37%	0.52%	1.62%
Established medical disability (EMD)	n/a	n/a	n/a	n/a
Specific learning disability (SLD)	3.11%	3.53%	5.47%	18.42%
Deaf-blindness (DB)	n/a	n/a	n/a	n/a
Multiple disabilities (MD)	n/a	n/a	n/a	n/a
Autism (AUT)	0.71%	0.75%	1.09%	2.43%
Traumatic brain injury (TBI)	0.01%	0.03%	n/a	n/a

Special Education status—The share of all students and of the ever-EL population who participate in special education services (8.24%, and 9.21%, respectively) is lower than the statewide rate of 10.5%.³ However, almost one-third (31.98%) of the LTE population receives special education services, a rate that is over *three* to nearly *four times* as high as the ever-EL and all-student groups, respectively. Examining the disability categories of this population shows that they are most often identified for Speech or Language Impairment (SLI) and Specific Learning Disability (SLD) (8.5% and 18.4%, respectively). That is, Long-term ELs are more than *twice* as likely, and almost *six times* as likely, respectively, to be identified under these special education categories compared to all students. Both of these disability categories emphasize language issues.

Data were not available on *when* (what grade level) these students were identified for special education services. Further examination of age/grade of identification could help to explore whether EL students may be misidentified early on through a confounding of language disability with normal second language development features; or alternatively, whether more EL students are being identified later because early reading difficulties go unrecognized and unaddressed in a timely manner (e.g., through RTI approaches) due to misinterpretation as features of normal second language development.

³ State rate is for ages 3-21, whereas the Evergreen rate is based on its grades K-8 population.

To add to the profile above, *LTEs are also much more likely to be identified for special education services, particularly with referral for language difficulties.* What is important to investigate is the timing and accuracy of the referral.

What is Evergreen Students’ Language Status by Grade Level?

The District utilizes several criteria in determining which English learners are ready to exit EL status and have specialized language and academic support services removed. EL students who are unable to meet one or more of these criteria remain in EL status, and unless there are focused efforts to accelerate their progress on each of these criteria, they are much more likely to remain EL long-term. The following table summarizes the district’s current reclassification criteria and status of data availability for this analysis.

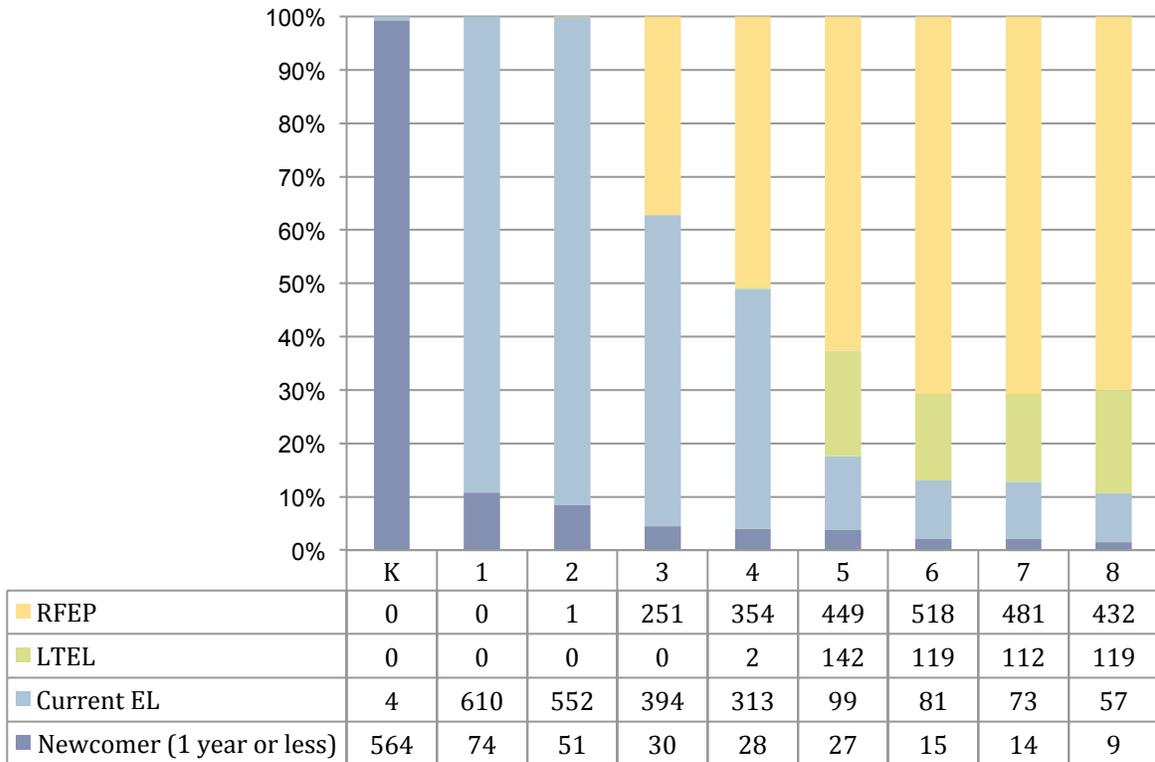
Table 3.

Reclassification Criterion	Performance Standard	Data Available
1. CELDT “English proficient”	Overall EA/Adv, all domains Intermed. or +	K-12
2. CST-ELA	Mid-basic (SS 325) or higher	2-11
3. CST-Math	Mid-basic (SS 325) or higher	2-11
4. District Writing Proficiency	Score of “3” (proficient) or higher (1-4)	K-6
5. Curriculum Mastery in Core Subjects (English and Math)	Report card grade of “C” or higher	7-8
6. Student Oral Language Observation Matrix (SOLOM)	Rubric score 4 or 5 (1-5)	N/A (cum file only)

Although data are not available on all of these for the current analysis, we explored all available criteria, and examined where possible their contribution to students’ LTE status. These are reviewed in the sections that follow.

Figure 2 displays the changing proportions of Evergreen ELs by language status as a function of grade level. Though not a longitudinal analysis *per se*, it does provide a kind of cross-sectional, quasi-longitudinal snapshot in time of the students that entered Evergreen as EL.

Evergreen Ever-ELs by Language Status, 2011-12



As this cross-sectional snapshot illustrates, close to 40% of Evergreen’s students who enter as EL have reclassified by the end of third grade, and over 50% do so by the end of fourth grade. Roughly 70% of students who entered Evergreen has EL are reclassified by the middle school grades. That percentage stabilizes across Grades 6-8. More than half of current ELs in Grades 5 through 7 are Long term English learners (LTELs), and nearly two-thirds (64.3%) of Grade 8 ELs are long-term. The numbers and percentages are shown in the table below.

Table 4. Number of Students Classified as EL for 5 or More Years (LTEL) by Grade

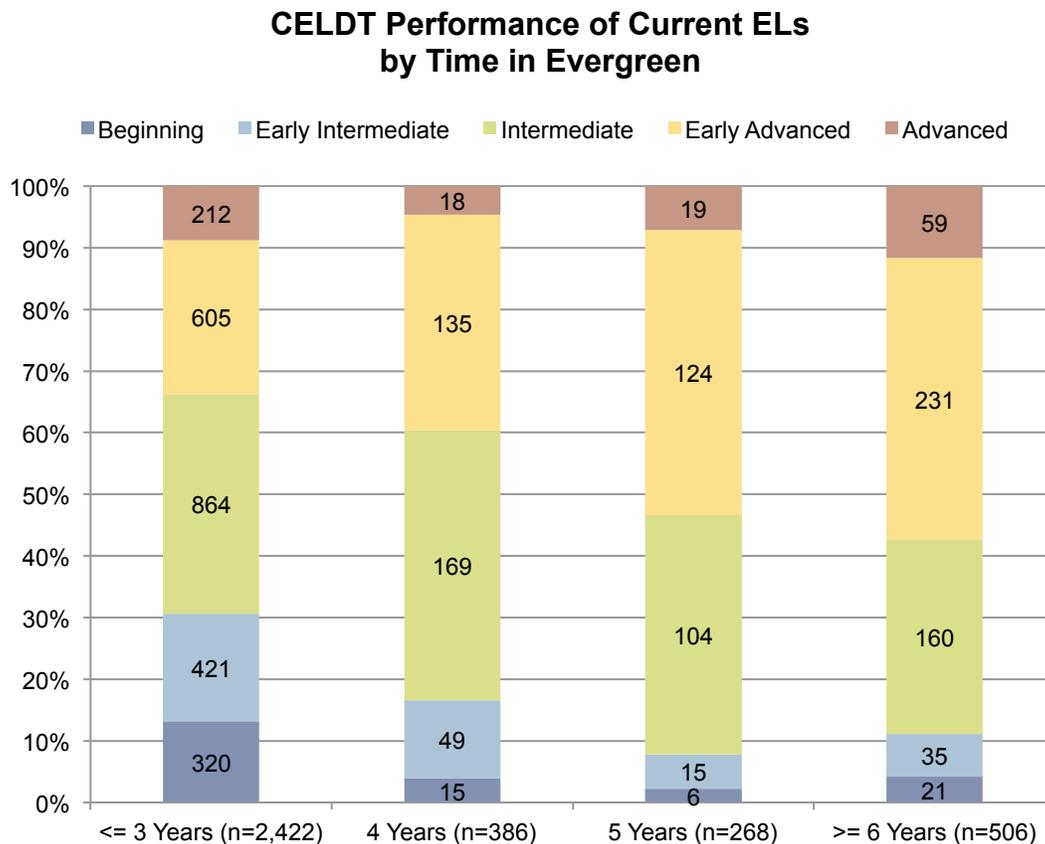
Grade	Number	% of Current ELs (by Grade)
Grade 4	2	0.6%
Grade 5	142	53.0%
Grade 6	119	55.3%
Grade 7	112	56.3%
Grade 8	119	64.3%
Total	494	43.3%*

*uses Grades 5-8 current EL counts only

What Factors Contribute to Long-Term EL Status?

Figure 3 illustrates CELDT performance of current ELs by time spent in Evergreen. CELDT performance constitutes the first reclassification criterion.

Figure 3



Close to half of CELDT examinees in Evergreen for five years⁴ score at overall intermediate or lower. Just over 42% of Long-term ELs (beyond five full years) with CELDT scores (far right column), score at the intermediate level or lower, with 11% scoring below the intermediate level.

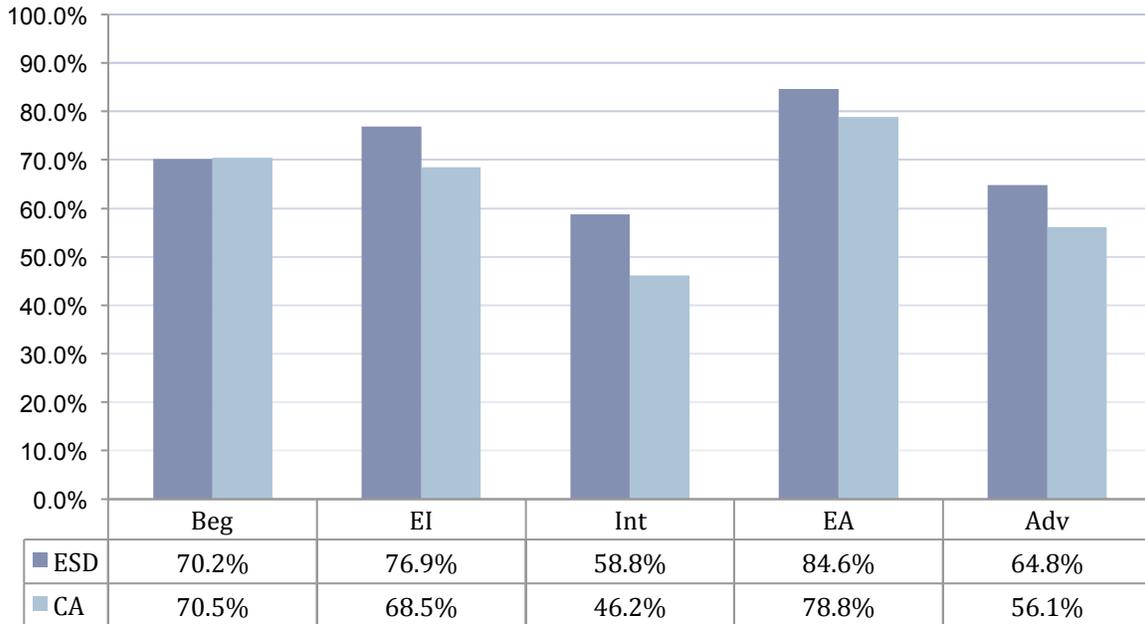
It's important to note that the majority of Evergreen's English learners make progress⁵ on CELDT. As illustrated in Figure 4 below, their progress last year (from 2011 to 2012) meets or exceeds that of the state for ELs at each CELDT level.

⁴ Note: the "5-years" column reflects ELs in their fifth year at Evergreen, and as these CELDT results are from fall of that fifth year, they are not considered long-term EL by the definition used in this report.

⁵ For this analysis, progress is defined as moving to the next CELDT level for beginning through intermediate students. For early advanced students, progress is maintaining the early advanced or moving to advanced, and for advanced students, it is maintaining advanced performance. While this definition does not match Title III AMAO 1

Figure 4.

**Evergreen ELs Making CELDT Growth
(2011 to 2012) by Prior CELDT Level**



While progress is notable for the majority of ELs, there is a core group of almost 500 English learners in Evergreen for more than five years that require focused attention in order to accelerate their progress.

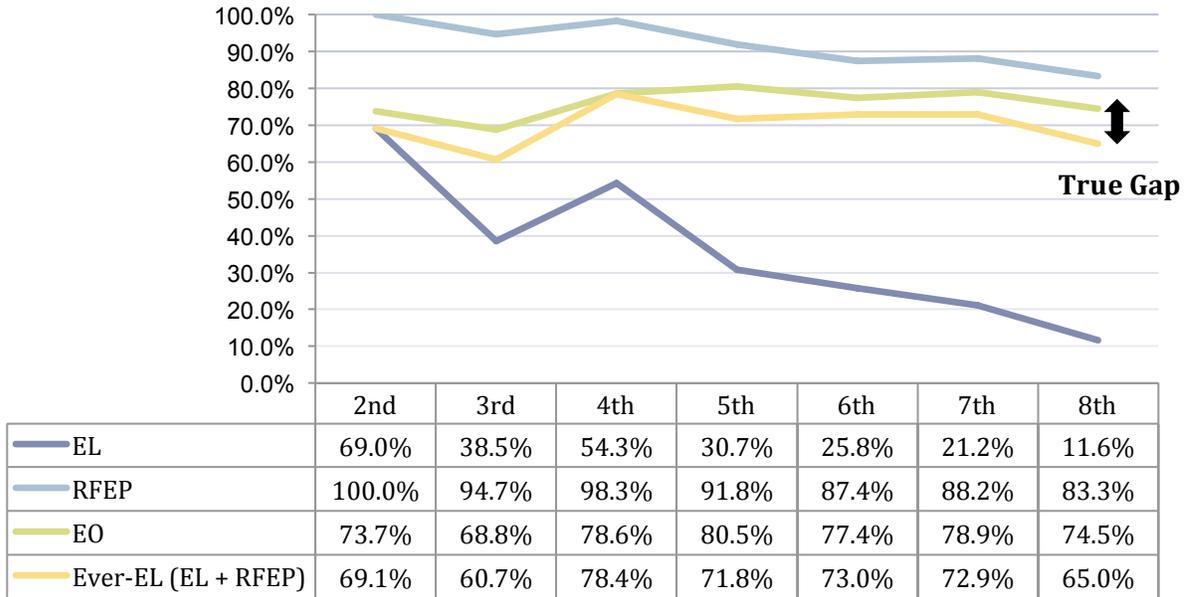
How Do Evergreen Students Perform on CA Standards Tests by Language Classification?

Figure 5 depicts the percentage of students meeting grade level ELA performance standards on CST-ELA by language classification (the District’s second reclassification criterion). As can be seen, the performance gap between monolingual English speakers and a stabilized cohort of students who began in Evergreen as EL (“ever-ELs”) is relatively small, and even closed at Grade 4. In fact, the performance gap between these groups does not exceed 9% for any grade tested. Clearly, former English learners (RFEPs) far exceed the performance of monolingual English speakers on CST-ELA in Evergreen in Grades 2-8, and the high percentages of EL students reclassified boosts the stabilized ever-EL cohort performance. However, the same core group of English learners described above is also much less likely to do well in English-language arts. That group of lower-performing, current ELs – the majority of which have been in Evergreen for more than five years – is largely represented in Grades 6-8.

expectations, it is close and represents a strong indication of meaningful progress.

Figure 5.

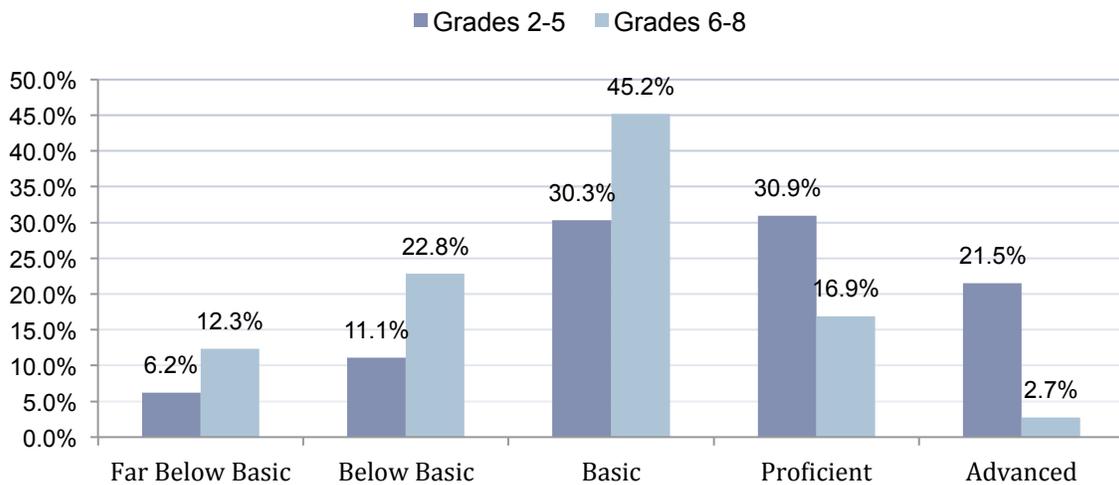
Evergreen Students Meeting Grade-Level Performance on CST-ELA (2012), by Language Classification



Further disaggregation of CST-ELA results by grade clusters (2-5, N=1446; and 6-8, N=438), shown in Figure 6 below, illustrates the elementary versus middle grades gaps more clearly.

Figure 6.

CST ELA 2012 Performance of Current ELs



Whereas 17% of Grade 2-5 ELs scored at Below Basic or Far Below Basic on CST ELA, the percentage doubles to over 35% for ELs in Grade 6-8. Recall that Evergreen’s reclassification criteria include scoring at least mid-Basic on CST-ELA. Conversely, over half (52.4%) of Grade 2-5 ELs meet or exceed the grade-level ELA performance standard (Proficient or Advanced), while less than one-fifth (19.6%) of ELs do so in Grades 6-8. The majority of LTELs are in these grades.

It is important to identify in which standard strands of the CST-ELA EL students are performing least well. The following table provides average CST-ELA “cluster scores” (percent questions answered correct) for each standard strand for current EL students performing at Below Basic and Far Below Basic, by grade span.

Table 5. Average CST ELA 2012 Cluster Scores of Current EL Students at Below Basic and Far Below Basic Overall (Percent Correct)

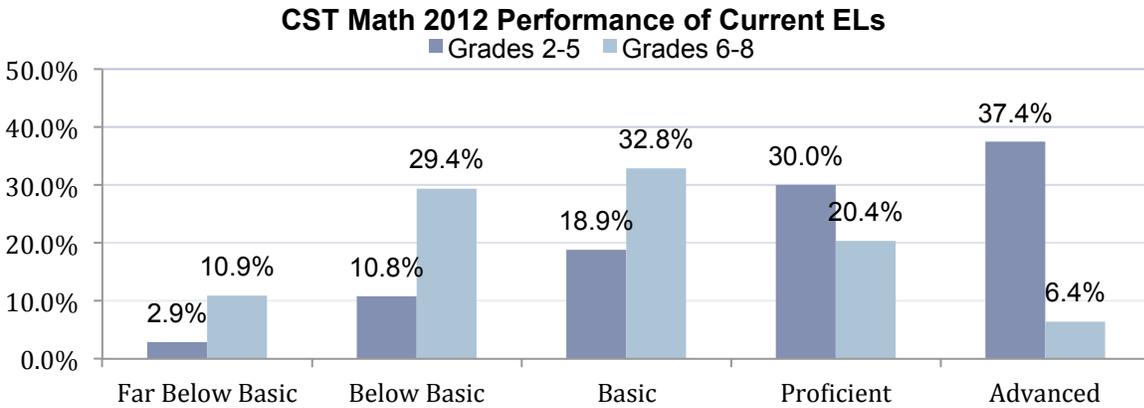
Table 5.

CST Strand	Grades 2-5	Grades 6-8
Word Analysis and Vocabulary Development	39.1	35.5
Reading Comprehension	33.2	32.5
Literary Response and Analysis	33.8	31.6
Written Conventions	35.0	40.9
Writing Strategies	29.0	30.9

Although there is not great variation, current ELs in Grades 2-5 appear to need more support in reading comprehension and writing strategies. In Grades 6-8, writing strategies and literary analysis appeared to be areas requiring attention. As will be seen below, the District’s long-term ELs also face a significant challenge meeting the District’s writing criterion.

A similar yet more pronounced pattern occurs with respect to current EL math performance, as seen in Figure 7, below. It disaggregates CST-Math results – the third District criterion for reclassification – by grade clusters (2-5, N=1458; and 6-8, N=466).

Figure 7.

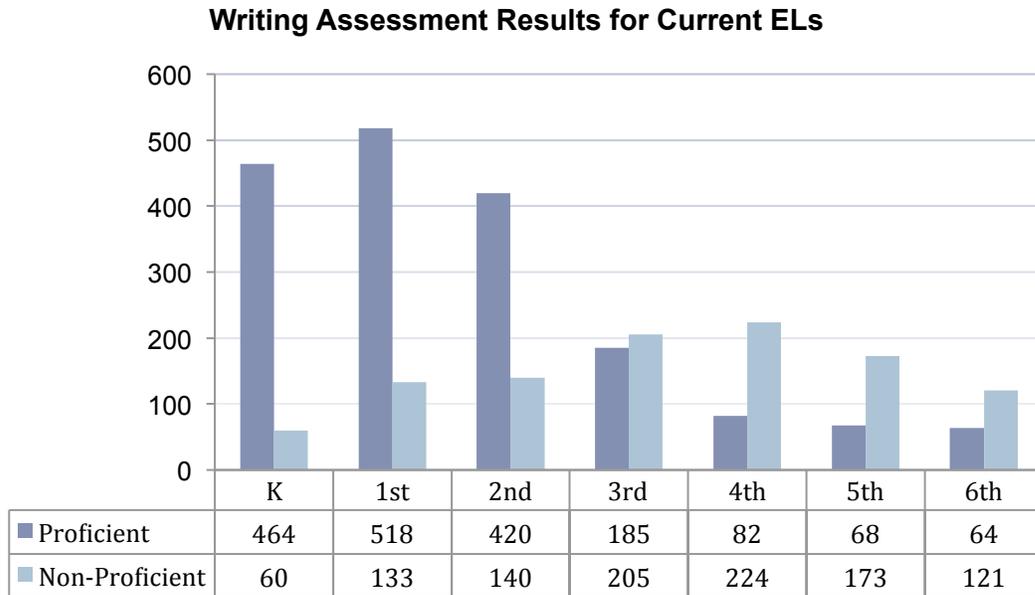


Whereas 13.7% of Grade 2-5 ELs scored at Below Basic or Far Below Basic on CST-Math, the percentage triples to over 40% for ELs in Grade 6-8. Again, recall that Evergreen’s reclassification criteria include scoring at least mid-Basic on CST-Math. Conversely, over two-thirds (67.4%) of Grade 2-5 ELs meet or exceed the grade-level Math performance standard (proficient or advanced), that proportion of ELs drops to just over one-quarter (26.8%) in Grades 6-8. The majority of LTELs are in these grades.

How Do Evergreen English Learners Perform on the District’s Writing Assessment?

Evergreen District’s writing assessment constitutes the fourth reclassification criterion. These data were available only for Grades K-6, and results (proficient versus non-proficient) are displayed for current ELs by grade level in Figure 8 below.

Figure 8.

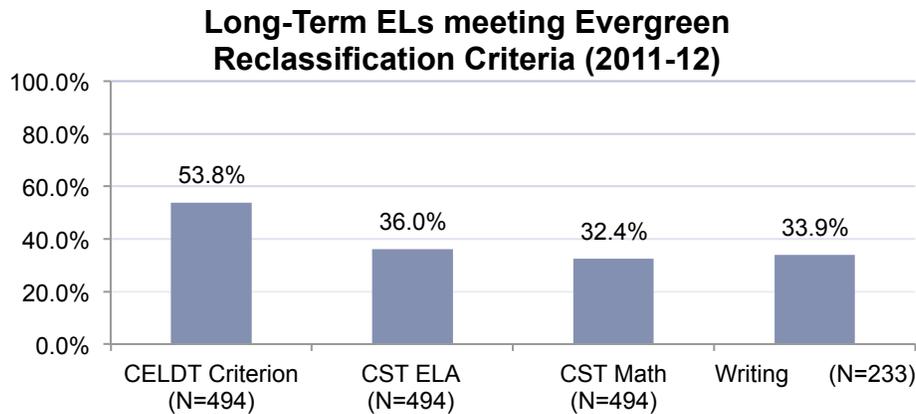


As can be seen, the proportion of current ELs scored non-proficient on the District writing assessment increases throughout the grades, and the substantial majority of ELs are judged non-proficient in Grades 4-6. This District writing prompt serves as another reclassification criterion. For example, only 28% of Grade 5 ELs and 34.6% Grade 6 ELs are rated proficient. Interestingly, the subset of these ELs considered long-term ELs perform the same as (28% of 129 Grade 5 LTELs with a writing score) or better than (41% of 102 Grade 6 LTELs with a writing score) the current EL averages (table not shown).⁶

Summarizing the four reclassification criteria just reviewed, Figure 9 shows the percentage of the District's LTELs meeting each criterion in the 2011-12 school year. As is shown, almost 54% of LTELs meet the CELDT criterion, while progressively lower percentages meet CST-ELA, district writing, and CST-Math criteria (36%, 33.9%, and 32.4%, respectively).

⁶ Of the two Grade 4 LTELs (we hypothesize retained in grade), one scored proficient on the writing assessment, the other not.

Figure 9.



What Grade Marks Do Evergreen’s English Learners Receive in Core Subjects?

The final reclassification criterion available for analysis was grade marks in core subjects, in Grades 7-8 only. Grades are difficult to analyze as reclassification criteria because they are given on a quarterly basis, and it is not clear which letter grade will be considered as other reclassification criteria are met. We chose to report the instances (counts) of letter grades for core English and math courses for English learners in Grades 7-8. Specifically, these grades are for 185 current ELs *who have already met the CELDT English proficient criterion*. This helps to minimize the impact of a student’s English language proficiency on their ability to carry out grade-specific tasks. Table shows the letter grade counts by English and math courses.

**Table 6. Core Course Letter Grades of Current English Learners
in Grades 7-8 who Meet CELDT Criterion (N=185)**

Math Course Name	A (+/-)	B (+/-)	C (+/-)	D (+/-)	F	Total
ELL B MATH	0	1	3	4	0	8
BASIC MATH2	10	9	1	2	2	24
PRE-ALGEBRA	33	52	65	55	78	283
PRE-ALGEBRA 7P	8	13	15	12	10	58
ALGEBRA READINESS	40	56	58	47	30	231
ALGEBRA 1	7	12	35	31	22	107
Total Grade Counts:	98	143	177	151	142	711
% of Total Counts:	13.8%	20.1%	24.9%	21.2%	20.0%	100.0%

ELA Course Name	A (+/-)	B (+/-)	C (+/-)	D (+/-)	F	Total
BASIC L ARTS2	17	13	16	2	1	49
ELL B LANG ARTS	4	2	2	0	0	8
ELL LANG ARTS 7	2	2	0	0	0	4
ELL1 LANG ARTS	2	3	0	0	0	5
ELL1 READING	3	1	1	0	0	5
ELL2 LANG ARTS	5	5	5	1	0	16
ELL2 READING	6	7	1	0	0	14
LANG ARTS 7	24	92	65	58	71	310
LANG ARTS 8	12	34	81	78	116	321
Total Grade Counts:	75	159	171	139	188	732
% of Total Counts:	10.2%	21.7%	23.4%	19.0%	25.7%	100.0%

As reflected in the table above, just over 41% of these ELs' letter grades in math courses, and almost 45% of their letter grades in English courses, are D's or F's. These percentages rise to almost 50% in the Algebra 1 course, and to just over 60% in the Language Arts 8 course.

An additional analysis (not shown) was performed to calculate the average grade marks of the 32 LTELs in Grades 7 and 8 that met *all other* reclassification criteria available (i.e., on CELDT, CST-ELA, and CST-Math). Ten (or 31.3%) of these students were found to have average grades (across all quarters) below "C" in both ELA and Math classes.

While these data do not definitively demonstrate that grade marks are a critical factor in perpetuating EL students' LTEL status, it is reasonable to assume that they have some influence, and that further exploring grading practices may help indicate whether these are appropriate indicators for determining EL reclassification. In particular, if grades are not standards-based, or are based on attendance, behavior, or other non-cognitive factors, they may be unreliable and inappropriate for reclassification decisions that are intended to determine an EL's ability to perform in content area classrooms without specialized support services related to their academic English language proficiency.

How do Evergreen's Former English Learners perform academically?

As noted above, the performance of the District's reclassified former EL students is strong. As Figures 10 and 11 illustrate for CST-ELA and CST-Math performance, RFEP students are largely performing at grade level, with low percentages of students scoring Basic, and virtually none scoring below that level. For ELA, RFEP students in Grades 2-5 perform better than their Grade 6-8 counterparts, and on average, former ELs outperform their monolingual English counterparts at each grade level.

Figure 10.

CST ELA 2012 Performance of Former ELs (RFEP)

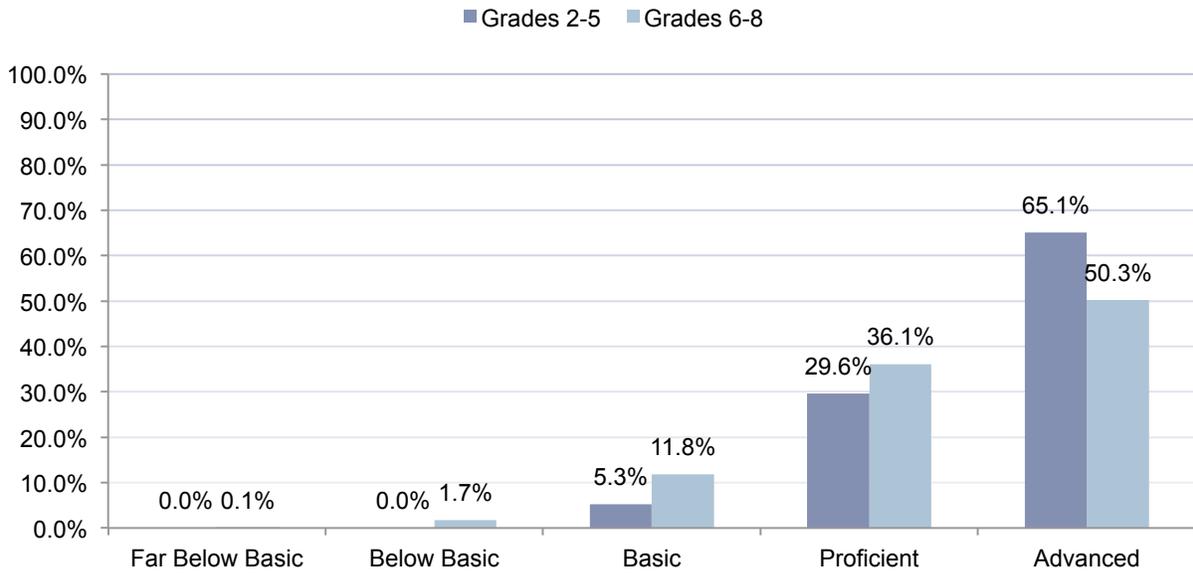
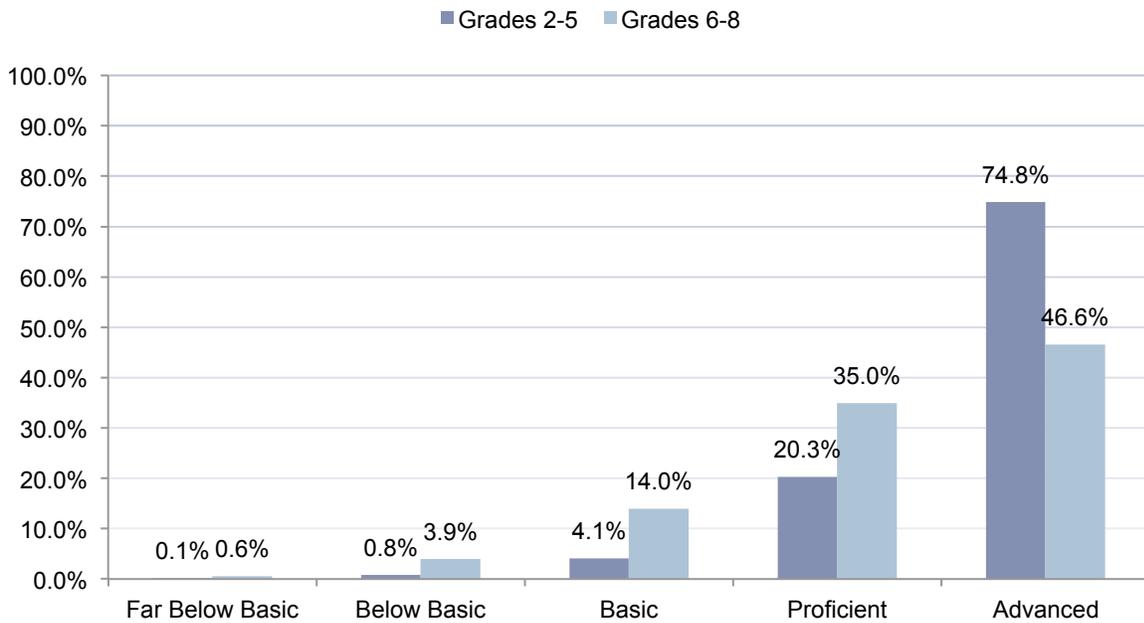


Figure 11.

CST Math 2012 Performance of Former ELs (RFEP)



Cohort Analysis for Academic Years 2006-07 to 2011-12

This analysis explores a group of 674 students who began in Evergreen’s kindergarten class as English learners in 2006-07, and follows them through Grade 5 in 2011-12. The purpose of the analysis is to shed light on how EL students progress through the grades both linguistically and academically. It builds on the prior, cross-sectional analysis, and draws attention to the emergence of LTEL status. While this cohort may not be representative of other cohorts, it is illustrative of what attrition patterns and transitions to former EL status take place within the cohort over time.

Table 7, below, describes the distribution of the cohort by language status and primary language at kindergarten in 2006-07, and at Grade 5 in 2011-12. As indicated, the proportions of Spanish-speaking and Vietnamese-speaking are roughly equivalent (38.2% versus 36.1%, respectively) with other non-English EL students making up the remaining quarter. Six years later, just 41% of the original Spanish-speaking group remains in Evergreen, compared to almost 80% of the Vietnamese-speaking and over 69% of the other non-English speaking students. Of these remaining students, under one-fifth (18.4%) of those that have reclassified are Spanish-speaking, compared to almost half (48.7%) that are Vietnamese-speaking students and one-third (32.9%) that are other non-English speaking students. Attrition rates are clearly higher for Spanish-speakers in the cohort. And where close to two-thirds (63.1%) of the Vietnamese-speaking original EL cohort has reclassified, as has over 60% of the other non-English speaking original EL cohort, only 22.5% of the Spanish-speaking original EL cohort has done so.

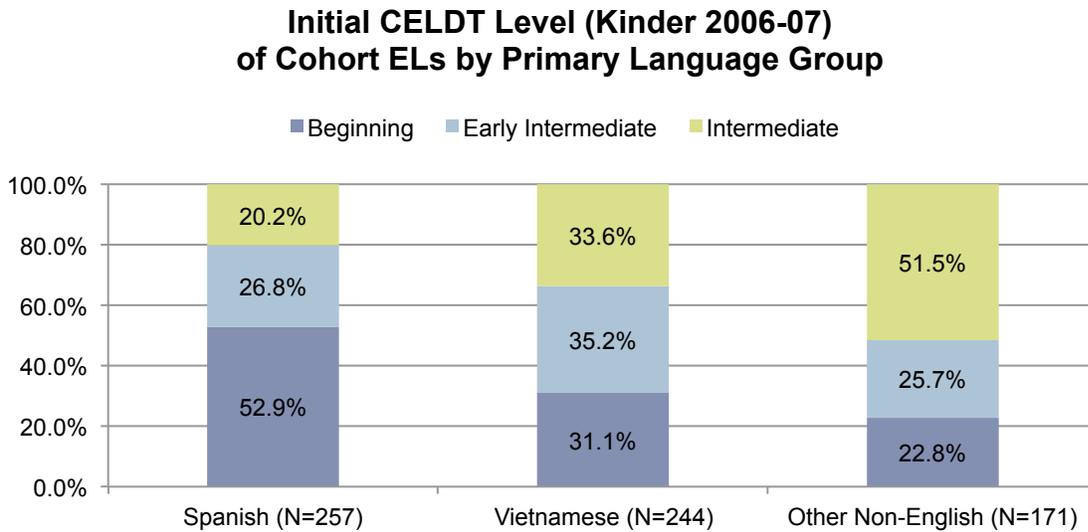
Table 7. Initial and Final Distribution of Cohort by Language Status and Primary Language.

Primary Language	Kinder (2006-07)		Grade 5 (2011-12)				Remaining from K		RFEP/Original EL Ratio
	ELs		ELs		RFEP		Number	Percent	
	Number	Percent	Number	Percent	Number	Percent			
Spanish	258	38.2%	48	46.2%	58	18.4%	106	41.1%	22.5%
Vietnamese	244	36.1%	41	39.4%	154	48.7%	195	79.9%	63.1%
Other Non-English	172	25.5%	15	14.4%	104	32.9%	119	69.2%	60.5%
Total	674	100.0%	104	100.0%	316	100.0%	420	62.3%	46.9%

Note: Counts may vary by 1 across some tables and figures due to one EO and one “unknown” both later identified as EL.

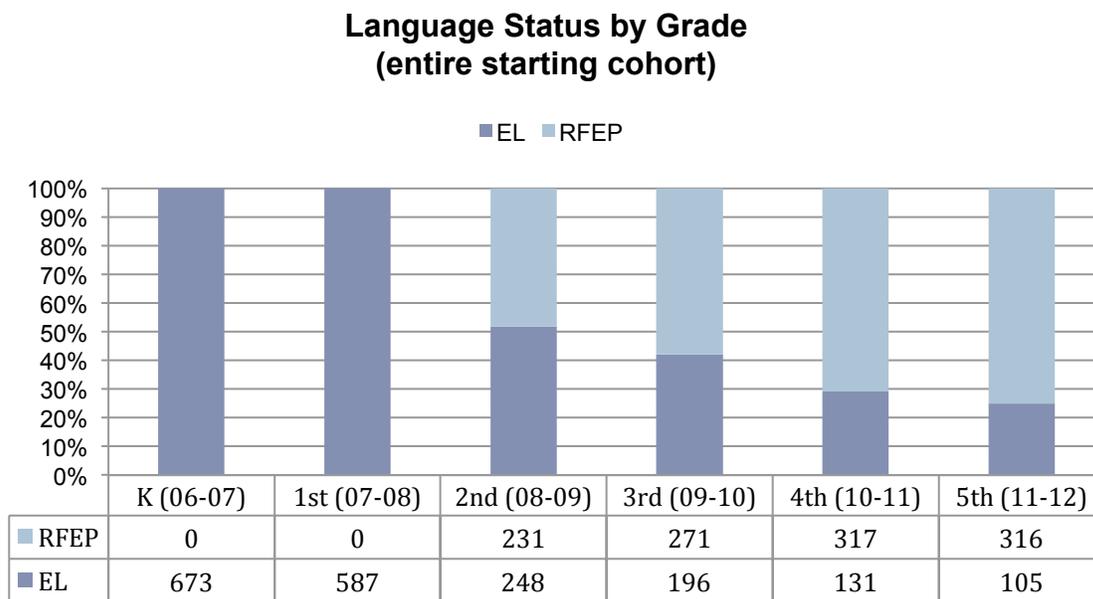
Figure 12, below, shows the initial CELDT proficiency levels of the cohort as it enters kindergarten, by primary language. Clearly, more Spanish-speaking ELs enter the District with lower levels of initial English proficiency, with the majority (52.7%) entering at the Beginning level. That is, they have a greater distance to travel to English proficiency than their non-Spanish-speaking counterparts, who enter kindergarten predominantly at the Early Intermediate and Intermediate CELDT levels.

Figure 12.



As illustrated in Figure 13 below, as the cohort progresses through the grades, notable proportions meet the criteria to leave EL status and become former English learners. By the end of second grade, almost half of the students still in the cohort have met reclassification criteria. By the end of the sixth year (Grade 5), three-quarters of the remaining cohort have become former-EL. As noted above, the cohort is also shrinking, as students leave the District or otherwise go missing – only 421 of the original 673 students remain.

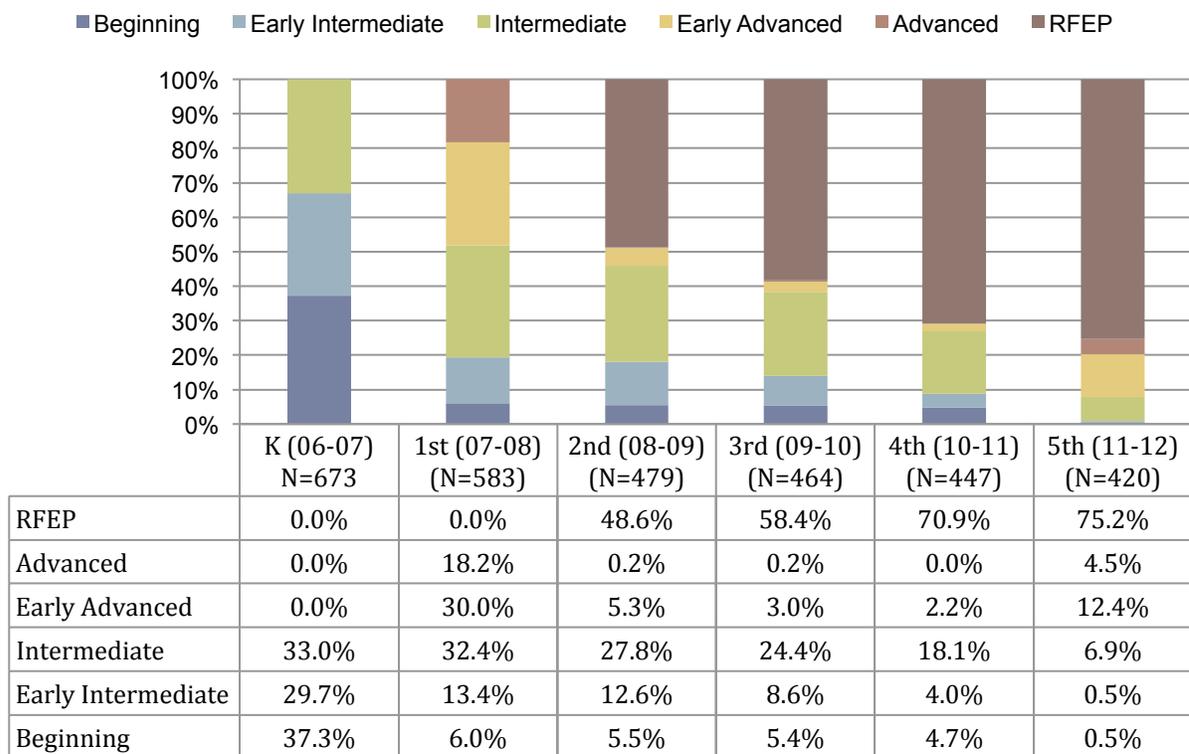
Figure 13.



Further detailing this pattern, Figure 14 portrays the same progression while specifying the CELDT levels of those students who remain EL each year. At Grade 2, for example, one-third of these ELs are CELDT Intermediate or Early Advanced, while under one-fifth (18.1%) remain below the Intermediate CELDT level. This progress continues (as does attrition) so that by Grade 5, of the one-quarter of the cohort that remains EL, less than 8% are Intermediate or below, while the remaining 17% are Early Advanced or Advanced.

Figure 14.

Cohort Language Status/CELDT Level by Grade



It is worth noting that the 29 Grade 5 EL students remaining at the CELDT Intermediate level do so largely for reasons connected to literacy skills, and to a lesser extent listening. Table 8 below illustrates the proficiency level of individual skill domains that make up the overall CELDT level.

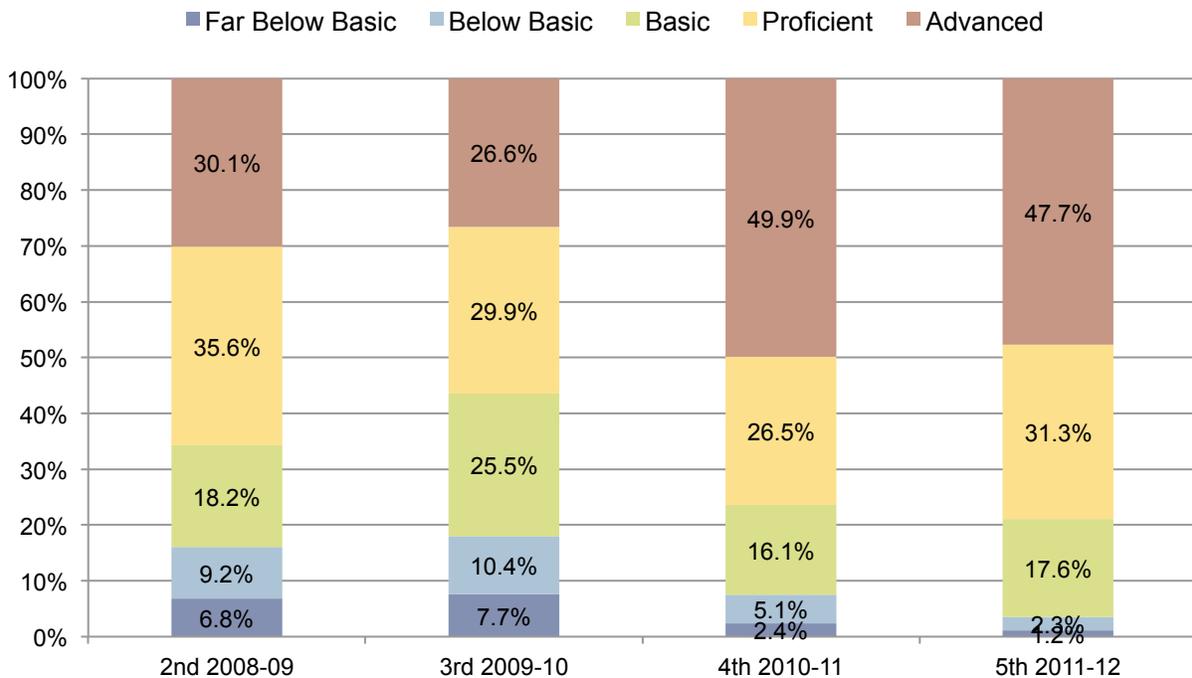
Table 8.

CELDT Subskill Performance for Grade 5 EL Students Scoring CELDT Overall Intermediate (N=29)				
	Listening	Speaking	Reading	Writing
Beginning	0.0%	0.0%	3.4%	3.4%
Early Intermediate	13.8%	3.4%	13.8%	10.3%
Intermediate	62.1%	34.5%	69.0%	65.5%
Early Advanced	20.7%	51.7%	13.8%	20.7%
Advanced	3.4%	10.3%	0.0%	0.0%

Figure 15, below, illustrates the progress of the total cohort on CST-ELA performance from Grade 2 for Grade 5. Nearly two-thirds of the cohort perform at grade level in Grade 2, dropping back to 55.5% in Grade 3, then increasing in the two successive grades so that almost 80% of the cohort is at standard by Grade 5. Of those not at grade level standard, the large majority (17.6%) scored Basic. Recalling results of the Grade 5 ever-EL cohort from the cross-sectional analysis in Figure 5, above, where 71.8% met the ELA performance standard, we see that for this consistently enrolled cohort (in Evergreen since kindergarten) a higher proportion (79%) attain the standard that same year.

Figure 15.

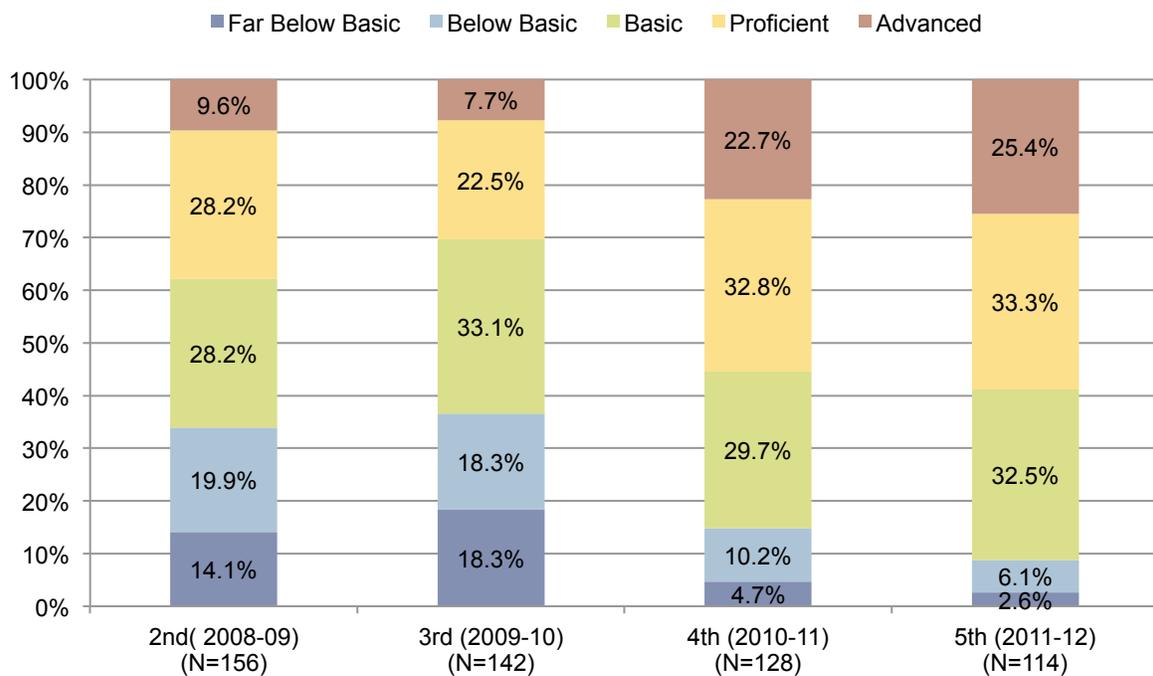
Cohort CST ELA Performance by Grade



What does this progression look like for the subgroup of these EL students who enter Evergreen at the lowest level of English-language proficiency? As Figure 16, below, illustrates, EL students entering Kindergarten at the CELDT Beginning level progress at proportionally lower rates compared to their EL counterparts entering at higher initial CELDT levels. At Grade 2, one-third perform below the Basic level, and by Grade 5, almost one-third (32.5%) of those remaining EL score at the Basic level, with nearly 9% scoring below Basic. Recall from Figure 12 above that the cohort’s majority of Spanish-speaking ELs enter Evergreen at CELDT Beginning level. Consistent with other studies, ELs entering school at the lowest initial English proficiency levels will require more time and targeted support to accelerate in their grade level performance in English. That said, Evergreen is helping these students progress, as only 8% score at Intermediate or below on CELDT (see Figure 14, above) and just under 9% score at Below Basic or Far Below Basic on CST-ELA.

Figure 16.

Cohort CST ELA Performance by Grade for ELs Entering Kinder at CELDT Level 1

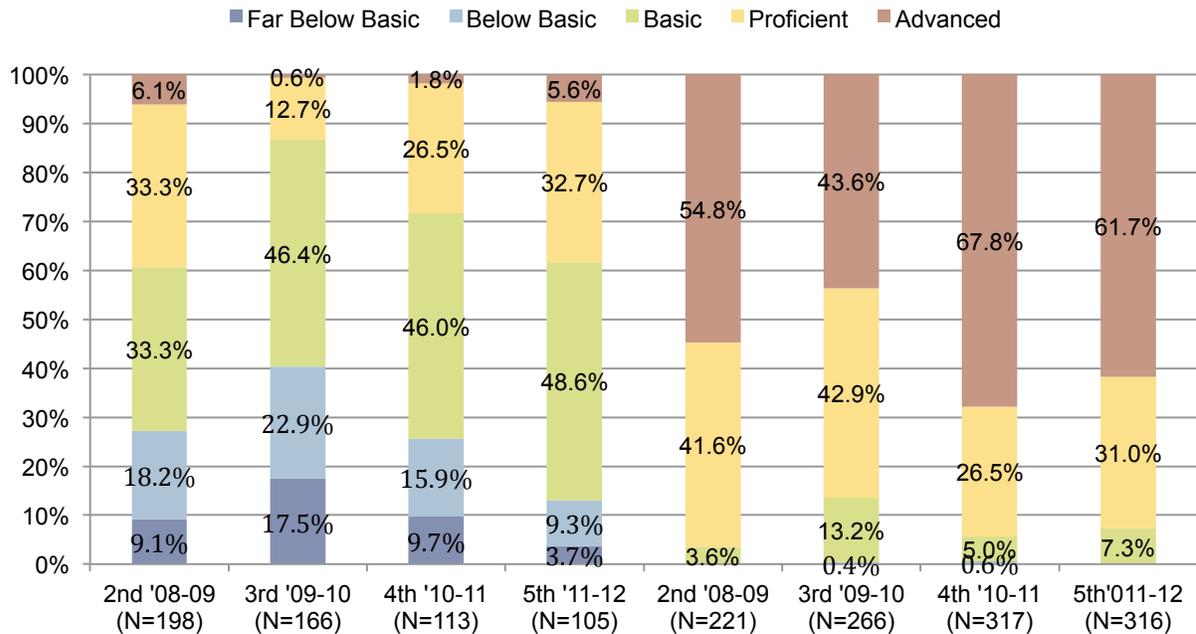


The progressions depicted above aggregate performance results for a stabilized, ever-EL cohort over time. Doing so avoids distorting the overall performance picture via the “creaming” bias that removes the highest-performing ELs and places them into a separate RFEF category. Figures 17 and 18, below, portray the year-by-year progression of the cohort in ELA and math, respectively, and disaggregate yearly performance by those who remain EL (four columns to the left of each figure) and those who become former EL (four columns to the right of each figure).

Notice how the total number of students shifts toward the right-hand columns as the years progress – this represents the exiting, former ELs moving to the RFEP category. Since by definition RFEP performance is higher, it is important to see whether those that remain EL each year continue to progress even while not exiting EL status. Other than the Grade 3 results, we see largely this pattern: steady progression in the percentage of former EL students at grade level, and sizable percentages of continuing EL students making strong progress. In fact, over 38% of the cohort’s 105 remaining ELs meet Grade 5 level standards, and additional 49% are performing at Basic. A full 93% of the cohort’s 316 former ELs meet Grade 5 level standards, with just over 7% remaining at Basic.

Figure 17.

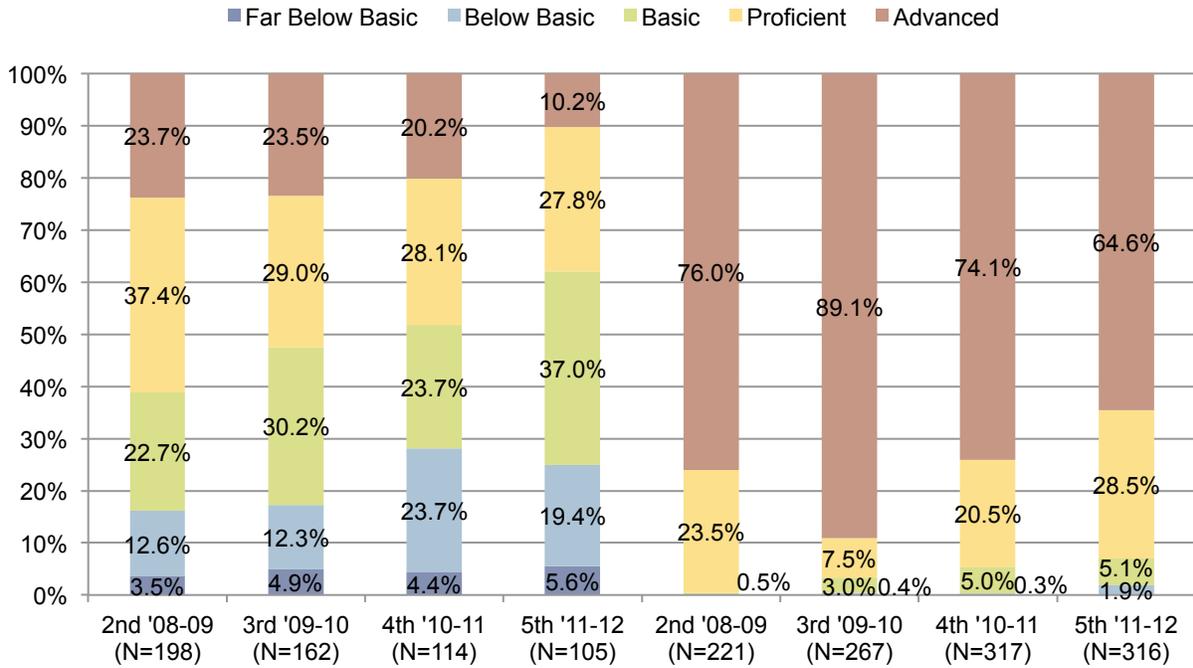
Cohort CST ELA Performance by Language Status and Grade



The pattern of cohort Mathematics performance, shown in Figure 18 below, presents a slightly more complicated picture. As in ELA, former EL students show a generally equivalent progression in the percentage performing at grade level. However, larger percentages of continuing EL students drop into Below and Far Below Basic in mathematics in Grades 4 and 5. In fact, 28% of the cohort’s 114 remaining ELs are Below or Far Below Basic in Grade 4 level standards, and 25% of the 105 remaining ELs are so in Grade 5 with an additional 37% performing at Basic.

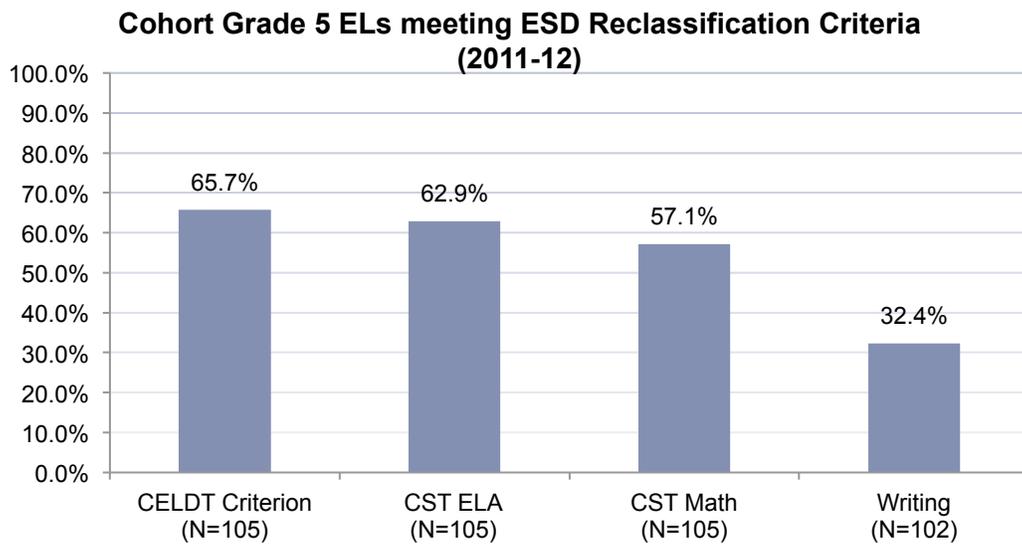
Figure 18.

Cohort CST Math Performance by Language Status and Grade



Summarizing the District’s reclassification criteria met, for those 105 students who remain EL at Grade 5 (i.e., after six years), almost two-thirds have met the CELDT criterion, with lesser proportions meeting CST-ELA and CST-Math criteria (see Figure 19, below). Notably for these students, less than one-third (32.4%) of the 102 students with writing score data have met the District’s writing criterion. While writing performance is slightly lower than that of the entire population of current LTEL students (33.9%, shown in Figure 9 in the cross-sectional analysis), this cohort of Grade 5 students who have just become LTEL meet the other criteria listed in notably higher proportions. This reflects the greater “reachability” of Grade 5 LTELs in meeting all of the District’s reclassification criteria compared to those LTELs of higher grade levels. However, literacy skills appear particularly salient to the students’ long-term EL status given the writing results above, as well as the CST ELA standard strand analysis, shown in Figure 19 below.

Figure 19.



The following table presents analysis of CST standard strand results for those 39 Grade 5 EL students from the cohort that did not attain the CST-ELA criterion (i.e. scored below mid-Basic, Below Basic or Far Below Basic). As is evident, the strands with lowest percent correct correspond to analysis of literary texts and writing strategies. This highlighting of analytic reading and writing skills parallels the finding for those Grade 5 continuing ELs at CELDT Overall Intermediate level (shown in Table 8 above), which highlighted large percentages of students (almost one-fifth) scoring at Beginning or Early Intermediate in reading and writing subtests.

Table 9. Average CST ELA 2012 Cluster Scores of

Grade 5 EL Students Below Mid-Basic (N=39) (Percent Correct)

CST Strand	Percent Correct
Word Analysis and Vocabulary Development	45.2%
Reading Comprehension	46.8%
Literary Response and Analysis	41.1%
Written Conventions	52.3%
Writing Strategies	45.5%

Observations and Considerations

The preceding cross-sectional and cohort analyses focused on Evergreen’s substantial language minority student population offers some insights into the subpopulations served, their initial differences, and patterns of attrition as well as both linguistic and academic progress and attainment by grade level and over time.

1. The district’s mainstream population is majority language-minority. In particular, Evergreen serves a bifurcated population of English learners that bring different characteristics and strengths to be leveraged and needs that may be better addressed. Descriptive analyses show that the District’s LTELs are more likely to be US-born, Spanish-speaking males of lower income households, lower initial English proficiency, and a greater likelihood of mobility. While assiduously avoiding any “caste-minority” profiling of this group, Evergreen may want to consider tailoring a monitoring system and strand of services delivered by specially selected teachers and administrators that target this population. For example, greater efforts to enroll more of these students in District bilingual preschool programs may help “level the playing field” regarding initial English exposure and early literacy experiences compared to their non-Spanish-speaking Kinder counterparts. Ensuring greater home-school connections and supplemental resources that benefit children and adults (e.g., access to adult ESL and computer classes, medical clinics, etc.) may also help lessen mobility. Closer monitoring of during-the-year progress via teacher team discussions of curriculum-embedded assessments and insights from formative assessment practices could help to surface and strategize around key emerging issues in younger ELs.

Upper-elementary and middle-grade teacher teams may also want to engage in “productive struggle” with key problems of practice related to accelerating LTEL students’ discipline-based academic literacy (reading informational and literary texts; and linguistic resources for writing strategically) and mathematical reasoning and discussion through oral and spoken texts at upper elementary and middle schools. Such a “right to rigor” approach—particularly in light of the implementation of California Common Core State Standards -- may trigger a review of the particular placement strategies, course offerings, and instructional approaches in order to ensure all these create rich opportunities for LTELs to engage in collaborative, interpretive, and productive academic uses of language while in core content classes using meaningful, rigorous grade level texts and practices. A review of ELD instructional curriculum and pedagogy may also help to ensure that opportunities for explicit focus on linguistic resources is aligned to the meaning-making language practices and appropriate academic registers that students will need throughout the day.

2. As with other districts, Evergreen’s LTELs are identified for special education services at extraordinarily high rates compared to the overall population as well as ever-ELs and current ELs. The District may want to examine the timing and approach of special education referrals to explore whether EL students may be misidentified early on through a confounding of language disability with normal second language development features; or alternatively, whether more EL students are being identified later because early reading difficulties go unrecognized and

unaddressed in a timely manner (e.g., through RTI approaches) due to misinterpretation as features of normal second language development.

3. Evergreen uses a substantial number of reclassification criteria and these appear to be reliable and predictive of success once exited from specialized EL services. Not only is there a higher rate of EL students meeting reclassification criteria as they move through the grades, but also the subsequent performance of former English learners exceeds that of their monolingual English-speaking counterparts. (Some argue that reclassification criteria leading to such a result are likely set too high.) Viewed from a different perspective, however, some of these multiple criteria may unintentionally create barriers for subgroups of English learners, and most obviously those that have become LTEL. Specifically, the District may want to examine the instruments, administrative protocols and interpretive/decision-making procedures connected to the use of the District writing prompt as well as the use of grades in reclassification decisions. Further exploring grading practices may help indicate whether these are appropriate indicators for determining readiness for EL reclassification. In particular, if grades are not standards-based, or are based on attendance, behavior, or other non-cognitive factors, they may be unreliable and inappropriate for reclassification decisions, which are intended to determine whether academic language and literacy needs are sufficiently met such that the student no longer requires specialized language and academic support services. No student should be kept in EL status based on homework submitted or number of class absences.

Finally, these data analyses reveal that Evergreen School District has extraordinary strengths and resources to serve its linguistic minority students very well both linguistically and academically. The District is right to focus on its LTEL population, as this constitutes the frontline of Evergreen's need to grow its capacity to deliver the language-rich, content-rich pedagogy described in California's new Common Core and aligned ELD standards. Inviting all of its English learners to apprentice and grow in these rigorous and intertwined academic and linguistic practices may constitute the District's key goal for educational equity.

Explanation of Student Data Records Removed from Cross-Sectional Data Analysis.

For the cross-sectional analysis, we received data records for 14,221 students enrolled in Evergreen in the 2011-12 school year. Upon reviewing the data received, we removed 703 students from this analysis due to data inconsistencies. The following describes the reasons for removal and the total number removed per category. A detailed explanation is provided for the largest two “reason for removal” categories.

Table X. Students Removed from Cross-Sectional Data Analysis

Reason for Removal	Number Removed
District entry date past 2011-12 CBEDS date	423
Age at entry less than 4.7 years	220
District entry date missing	54
District entry date in future	4
District entry conflicts with date of birth	2
Total	703

District entry date past 2011-12 CBEDS date—Given that students enter the District throughout the year, we needed to determine a single entry date in order to best capture the students who were enrolled for the majority of the academic year. The California Basic Educational Data System (CBEDS) census date is used by all California districts to report annual student counts, based on attendance on a single day in October. Given that this is a statewide measure, we chose to exclude students who enrolled in Evergreen after the CBEDS census date.

Age at entry less than 4.7 years—Evergreen requires that all students be age 5 years by the CBEDS date in order to enroll in kindergarten. However, Evergreen also operates a preschool program that can include students classified as English Learners. When we examined this population, we found an early entry age confounded analyses of how long a student had been enrolled in Evergreen programs. We chose a cutoff point (4.7 years of age) that allowed for some flexibility in kindergarten age enrollment while preserving a large enough population for analysis.

Conclusions and Next Steps

Step 1. Determine which of the preliminary recommendations made in this report should be implemented in the near term (90 days), which should be implemented later (180 days to 2/3 years), and which should not be implemented at all (either because conditions prevent them from being implemented effectively or because the recommendation is not deemed appropriate).

Step 2. Ensure that all stakeholder groups (teachers, staff, parents, administrators, and students) support the recommendations that have been selected and reasons for selecting them.

Step 3. Create and implement an action plan (LEAP). Specifically, we recommend that the district:

- Select and prioritize desired recommendations
- Develop a detailed action plan with these components:
 - Strategies with specific tasks assigned to individuals who willingly take responsibility for completing them.
 - Timelines for installing new policies, procedures, and strategies.
 - ImpleMaps that tie strategies and tasks to implementation drivers.
 - Monitor implementation and report progress regularly to stakeholders.
 - Celebrate progress and accomplishments as they occur.
 - Catch implementation delays early and act swiftly and appropriately to ensure on-time completion of tasks.

Appendices

Appendix A: Classroom Observation Data: *Based on Danielson (2011)^** and *Webb's Depth of Knowledge (DOK)*

District Averages for Domain 2: Classroom Environment				
1 – Unacceptable 2- Basic 3- Proficient 4- Distinguished				
<i>2a: Creating an Environment of Respect and Rapport</i>	<i>2b: Establishing a Culture for Learning</i>	<i>2c: Managing Classroom Procedures</i>	<i>2d: Managing Student Behavior</i>	<i>2e: Organizing Physical Space</i>
2.8	2.3	2.6	2.8	2.8

District Averages for Domain 3: Instruction				
1 – Unacceptable 2- Basic 3- Proficient 4- Distinguished				
<i>3a: Communicating With Students</i>	<i>3b: Using Questioning and Discussion Techniques</i>	<i>3c: Engaging Students in Learning</i>	<i>3d: Using Assessment in Instruction</i>	<i>3e: Demonstrating Flexibility and Responsiveness</i>
2.2	1.9	2.1	1.8	2.1

^Domain 1: Planning and Preparation was not analyzed due to the requirement for teachers to produce unit plans and lesson plans.

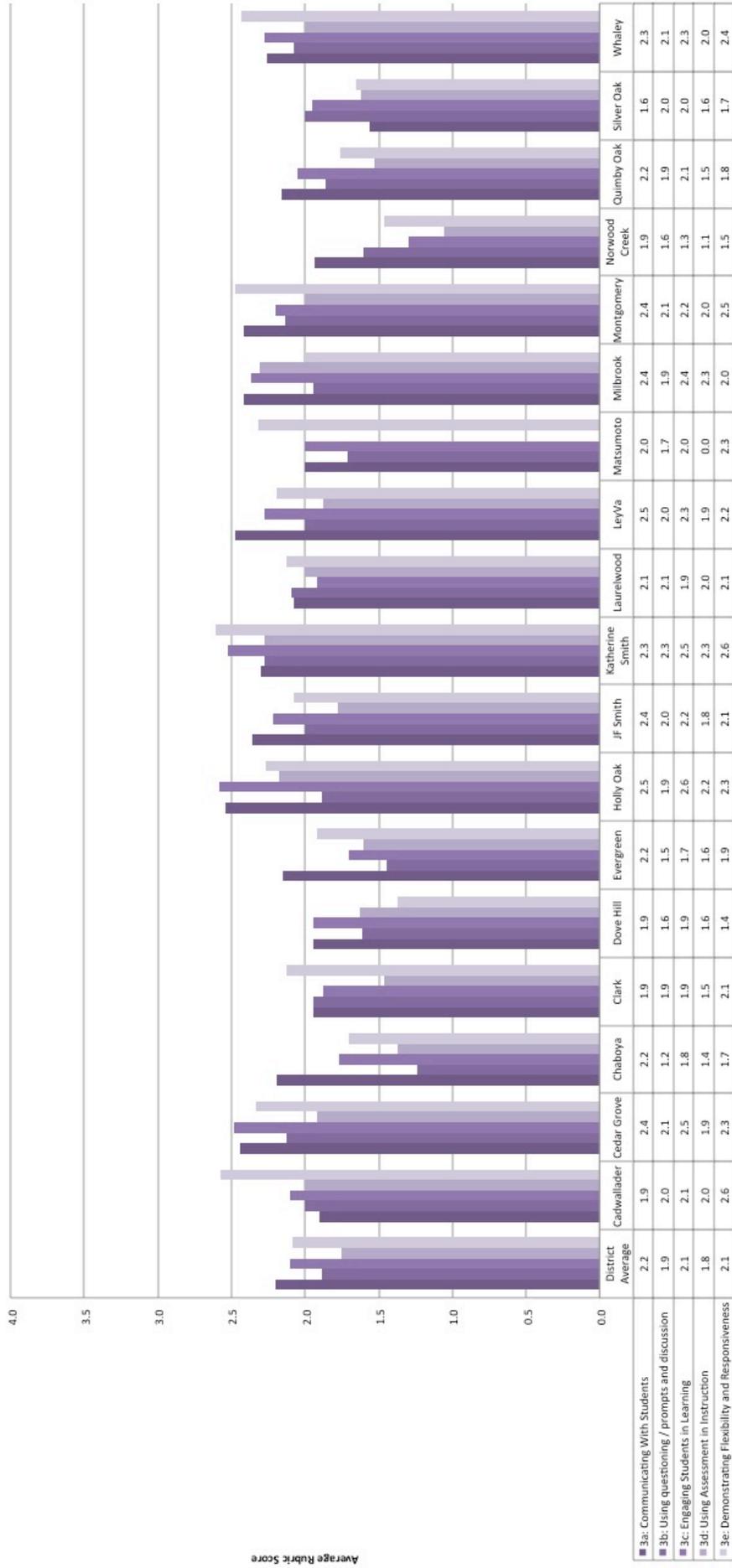
* Domain 4: Professional Responsibilities is not an observable domain.

Webb's Depth of Knowledge	
1 – Recall 2- Skill/Concept 3-Strategic Thinking 4- Extended Thinking	
<i>Planned Lesson Objective (if stated)</i>	<i>Lived Activity in Lessons</i>
1.5	1.6

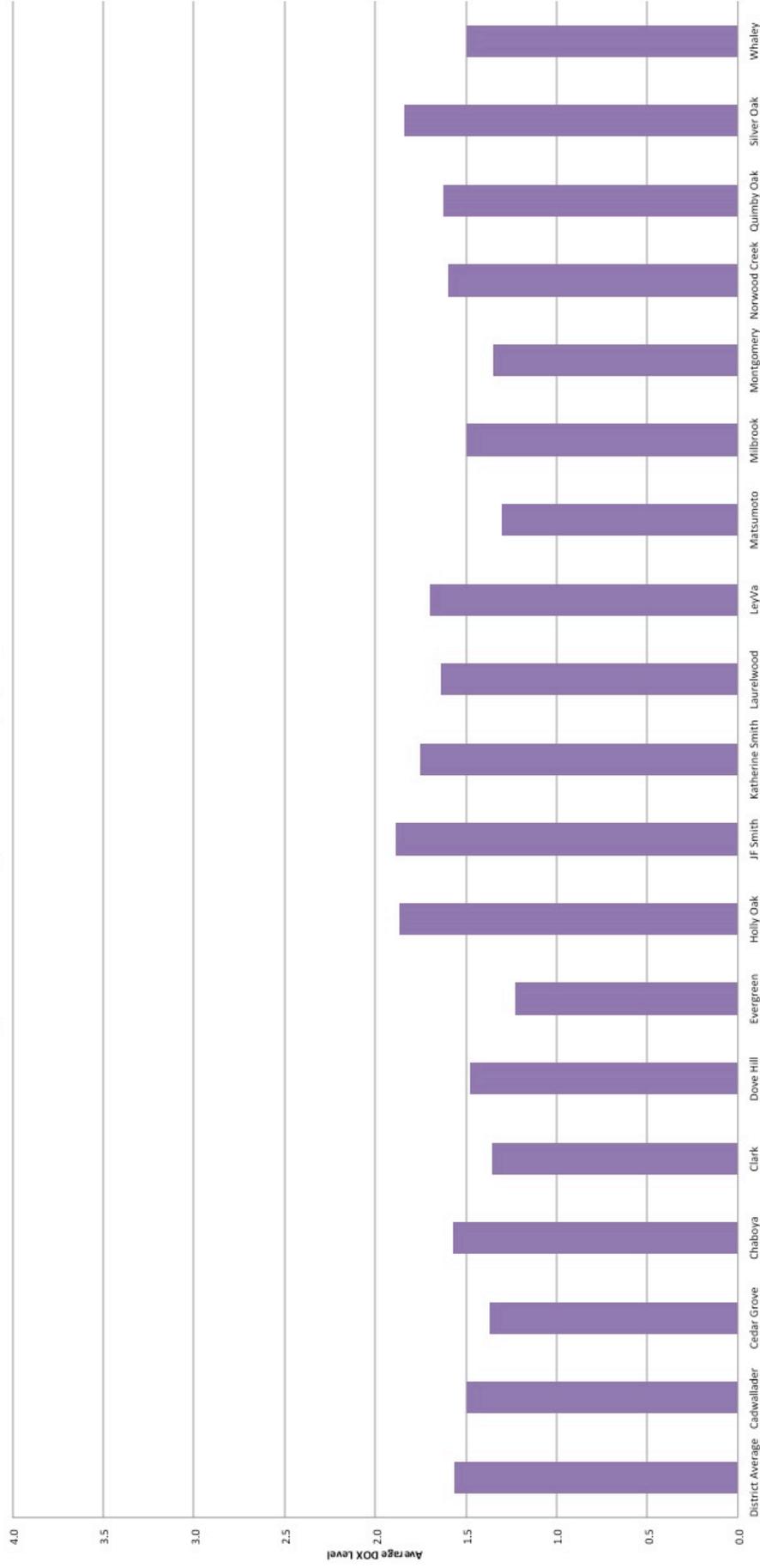
Evergreen School District
Average School Scores for Domain 2: Classroom Environment



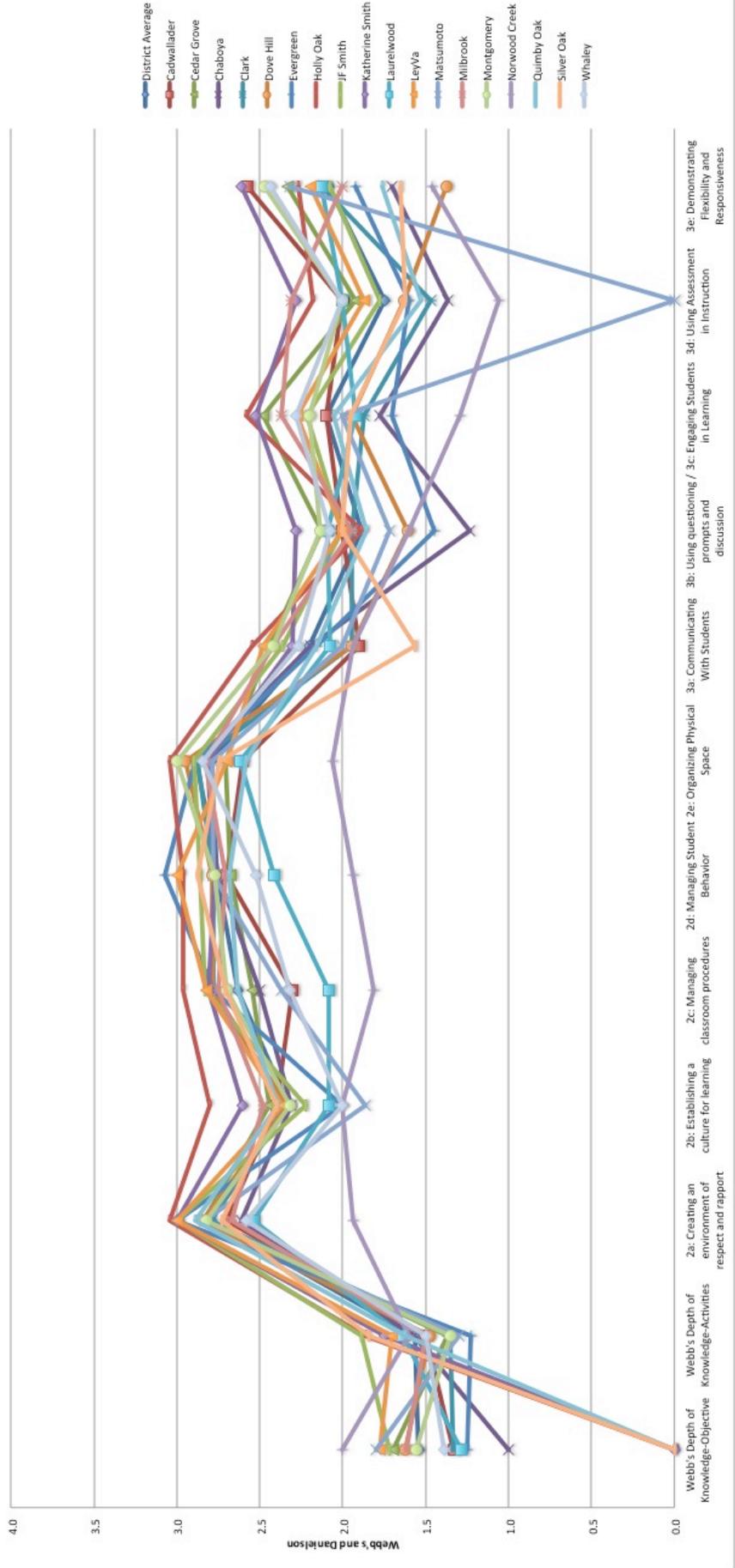
Evergreen School District
Average School Scores for Domain 3: Instruction



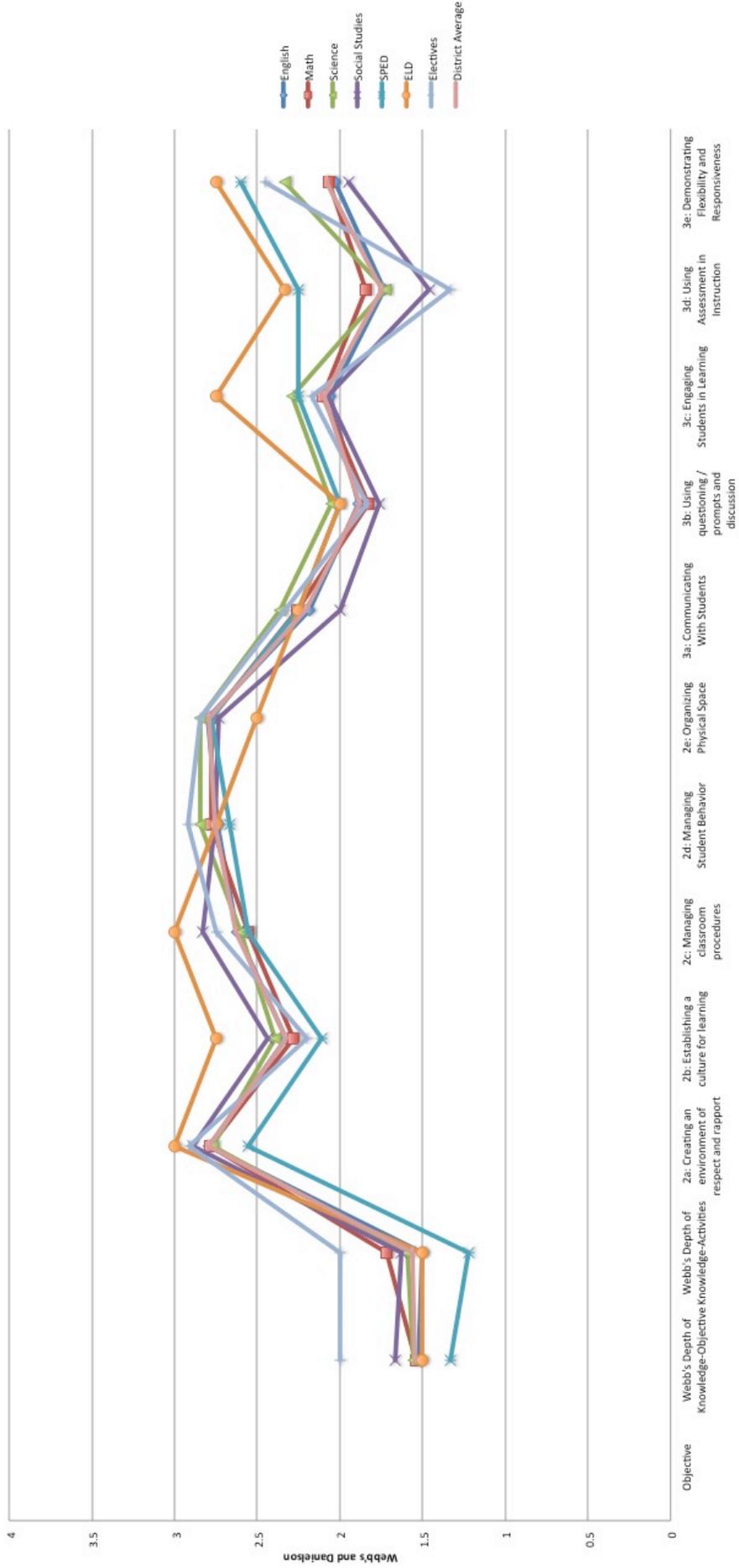
Evergreen - Webb's Depth of Knowledge (DOK)- Lived Activities



Evergreen School District School-Wide Averages

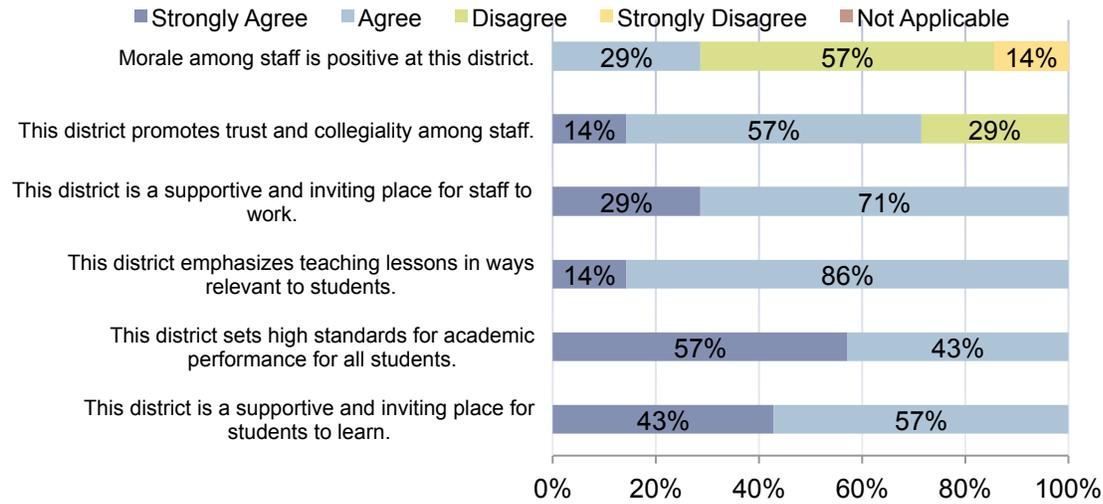


Evergreen School District Content Subject Averages

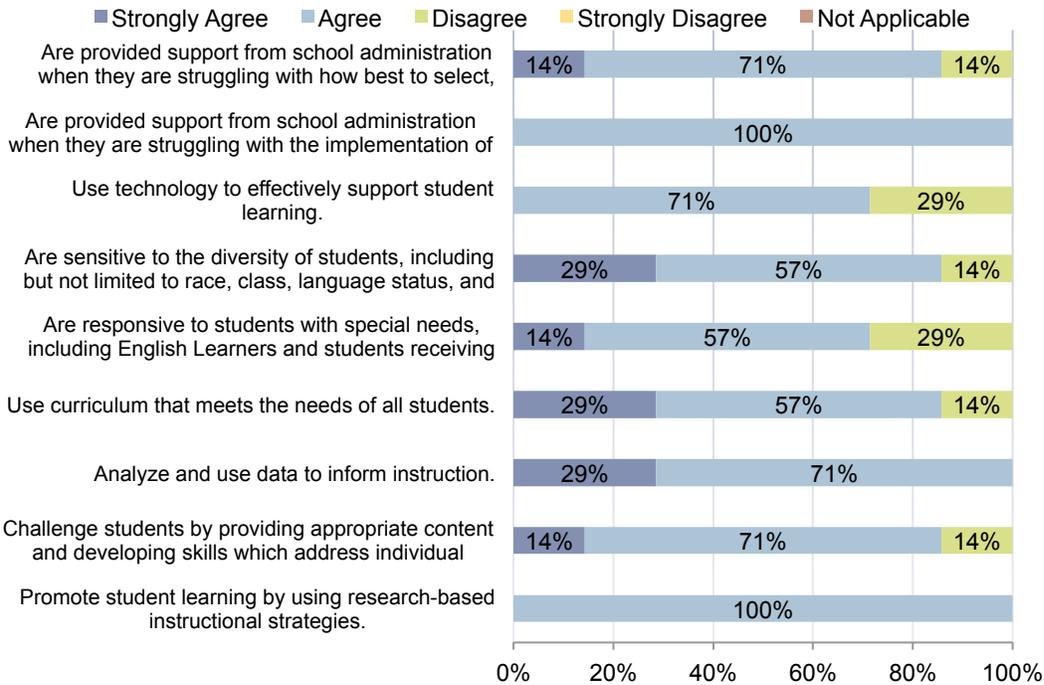


Appendix B: District Staff Survey Data (n=7)

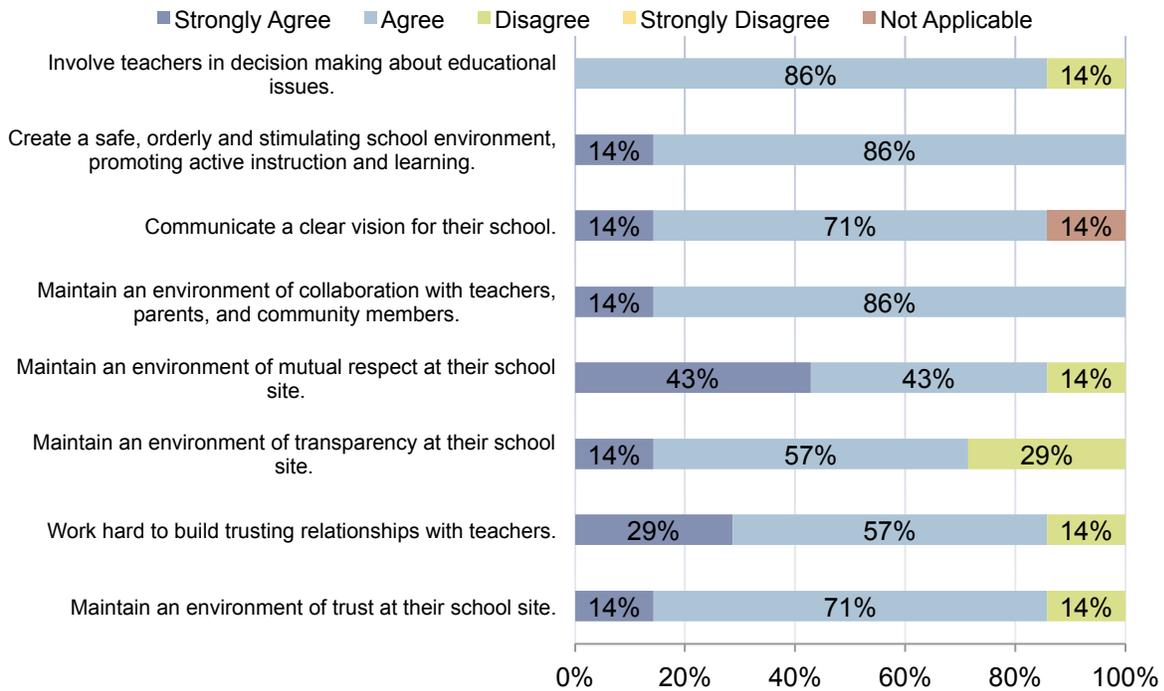
To what extent do you agree or disagree with each of the following statements:



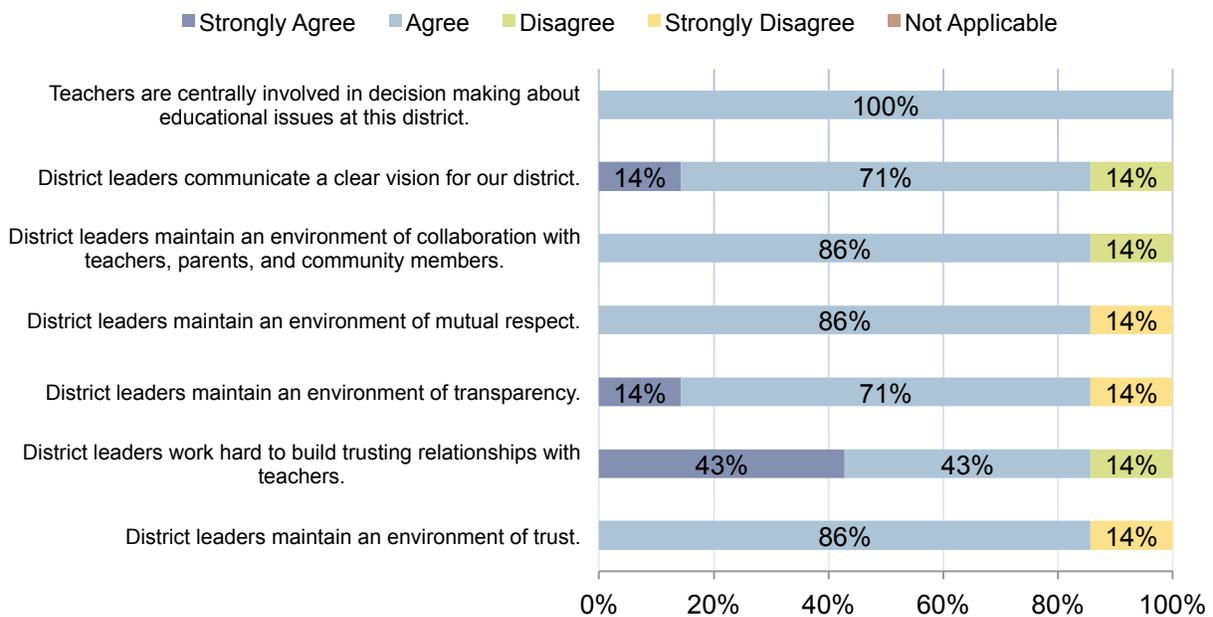
Overall, most teachers in our district...



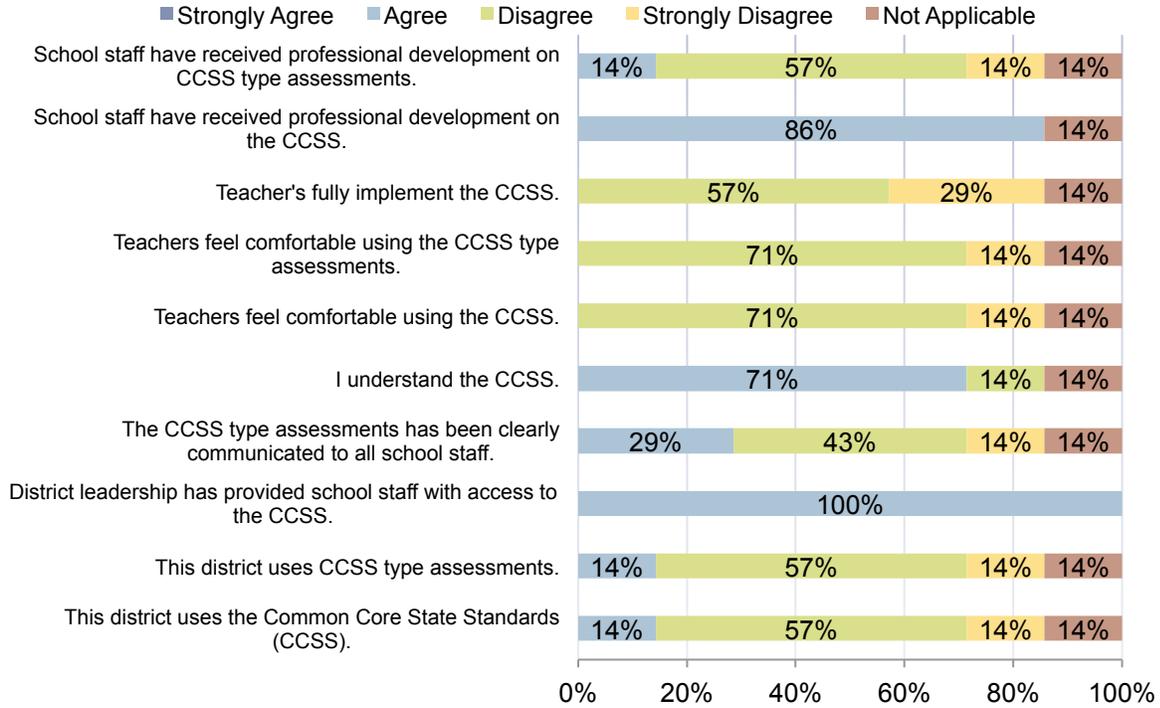
Overall, most principals in our district...



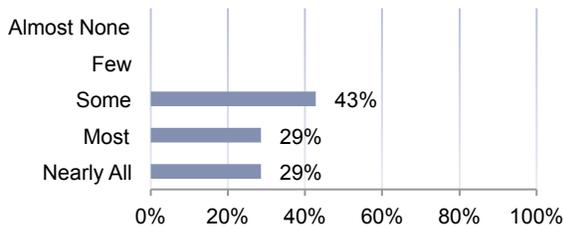
To what extent do you agree or disagree with each of the following statements:



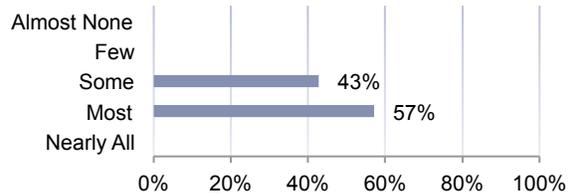
To what extent do you agree or disagree with each of the following statements:



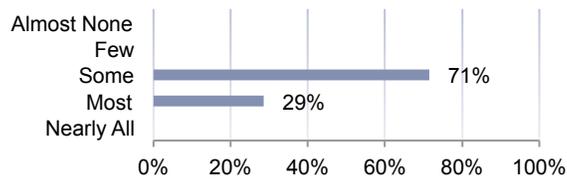
How many adults at this district feel a responsibility to improve this district?



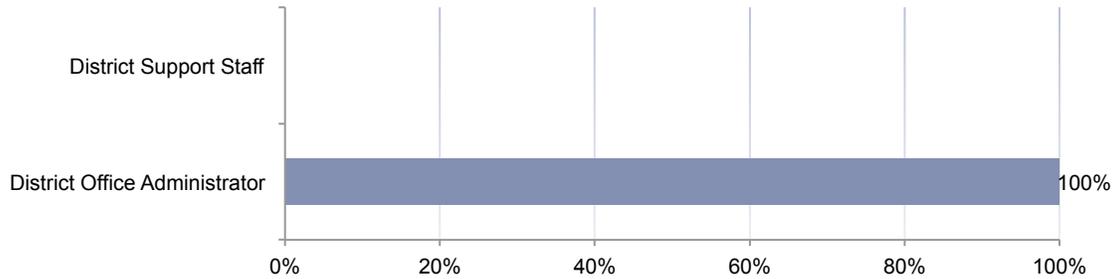
How many adults at this district support and treat each other with respect?



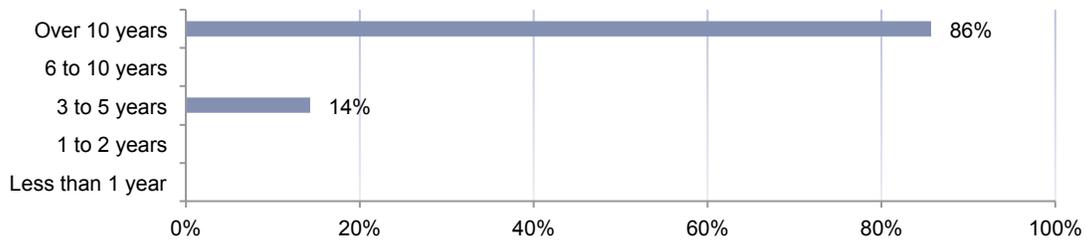
How many adults at this district have close professional relationships with one another?



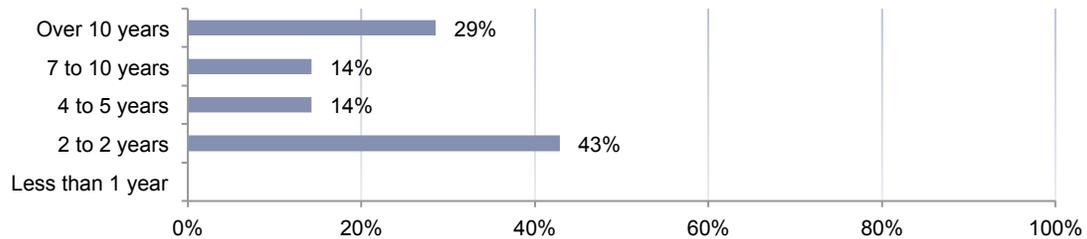
What is your primary role in this district?



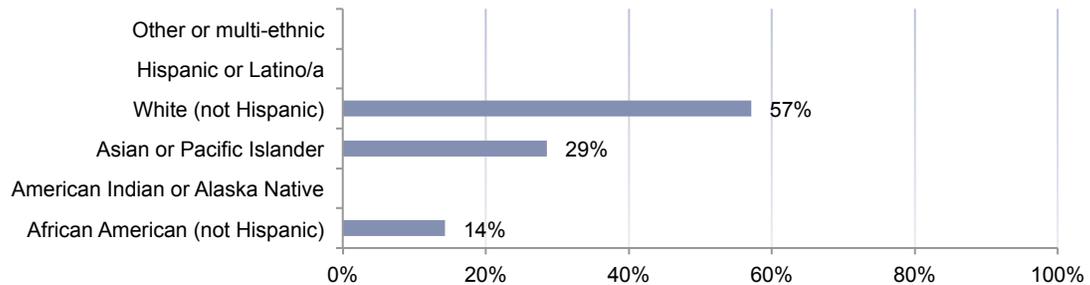
How many years have you worked, in any position, at this district?



How many years have you worked at any district in your current position?

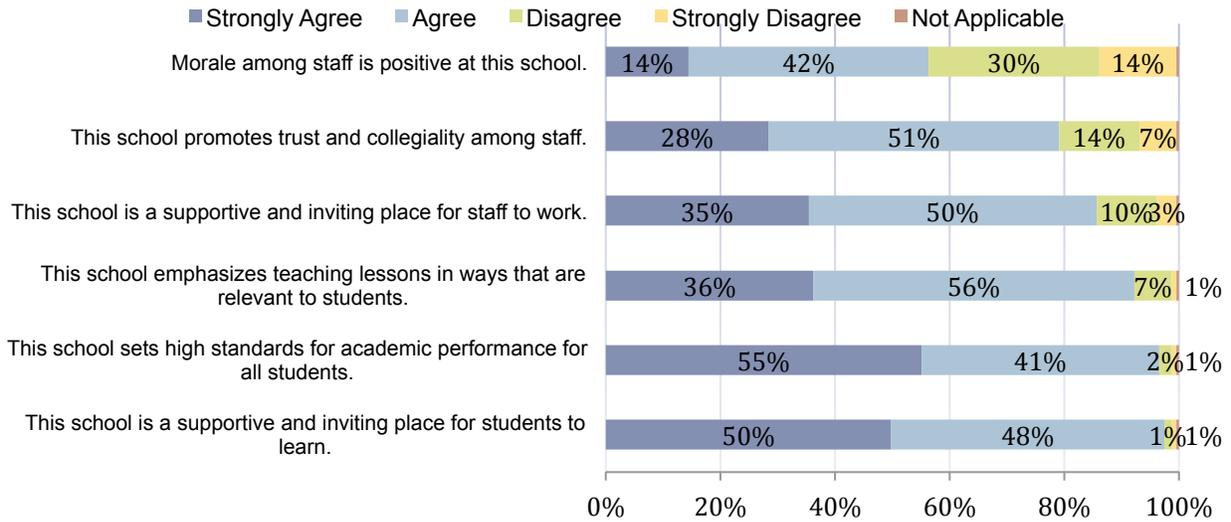


What is your race/ethnicity?

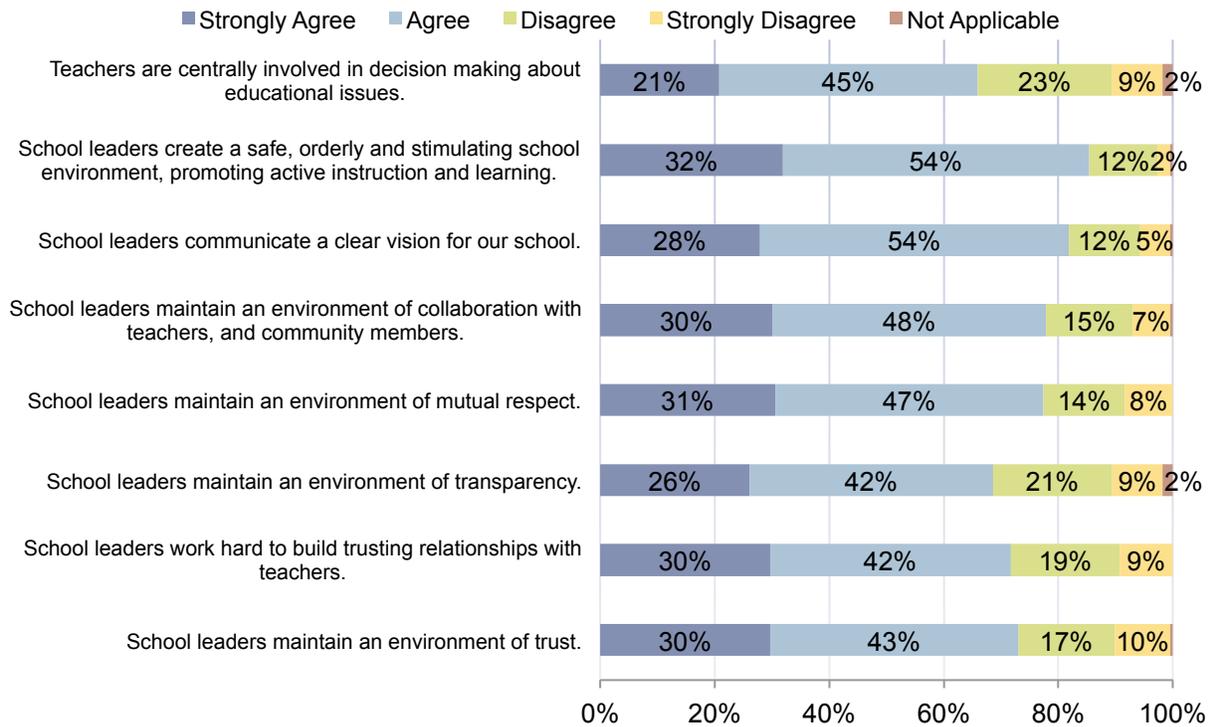


Appendix C: School Staff Survey Data (n=229)

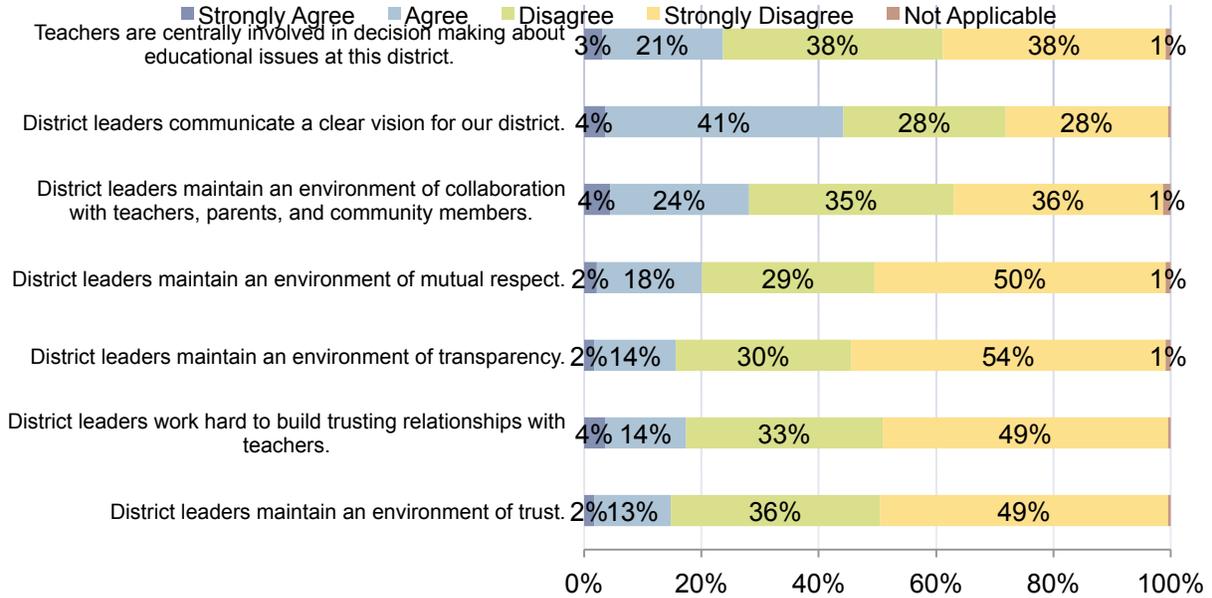
To what extent do you agree or disagree with each of the following statements:



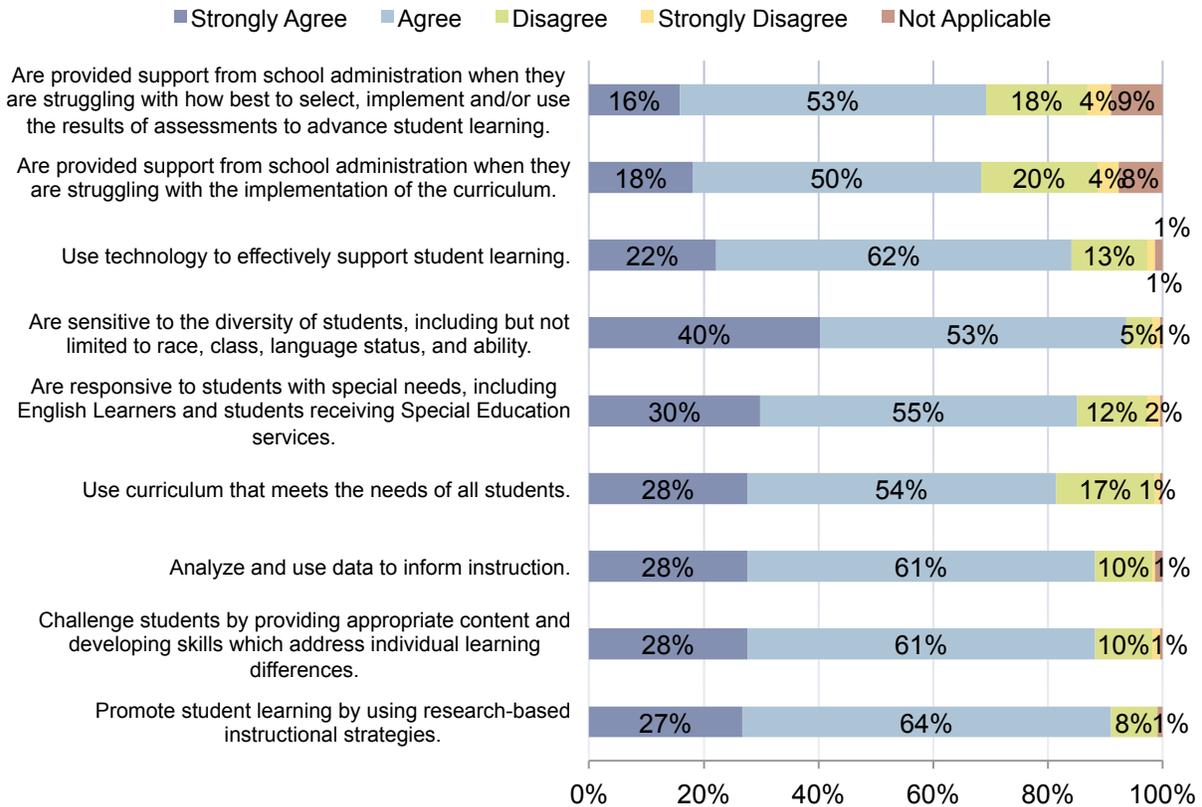
To what extent do you agree or disagree with each of the following statements:



To what extent do you agree or disagree with each of the following statements:

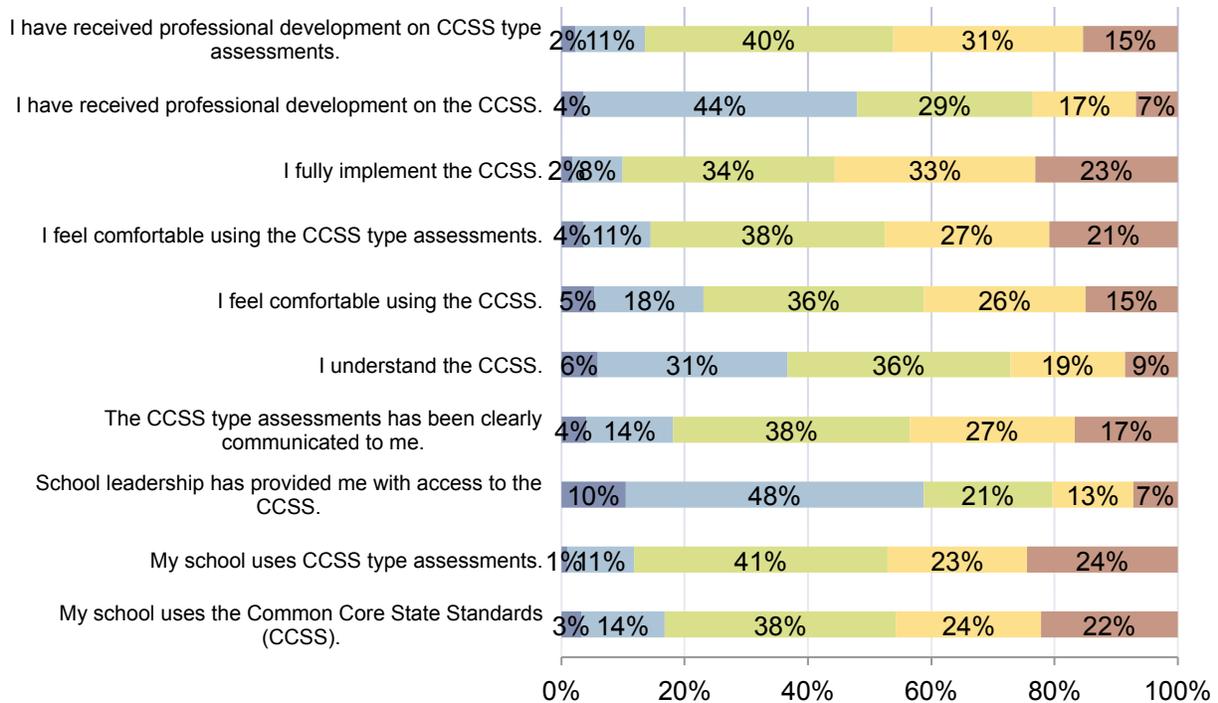


Teachers at this school...

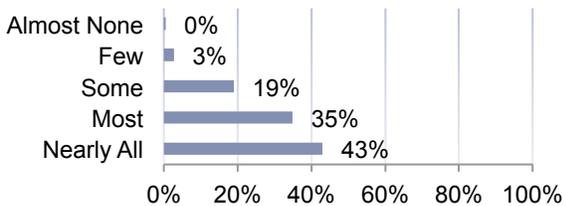


To what extent do you agree or disagree with each of the following statements:

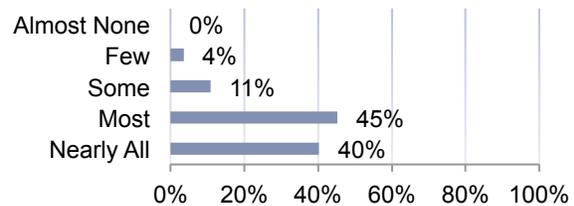
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Applicable



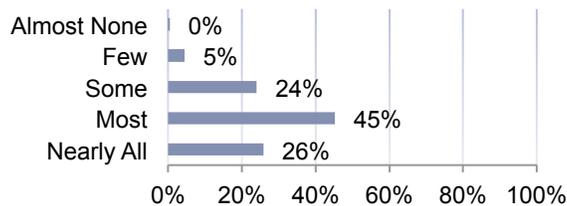
How many adults at this school feel a responsibility to improve this school?



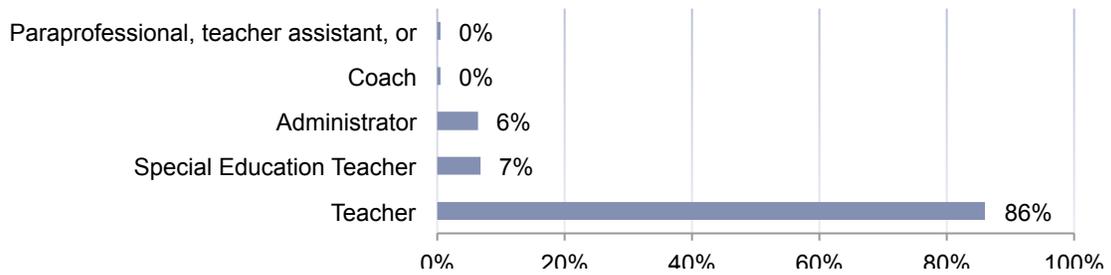
How many adults at this school support and treat each other with respect?



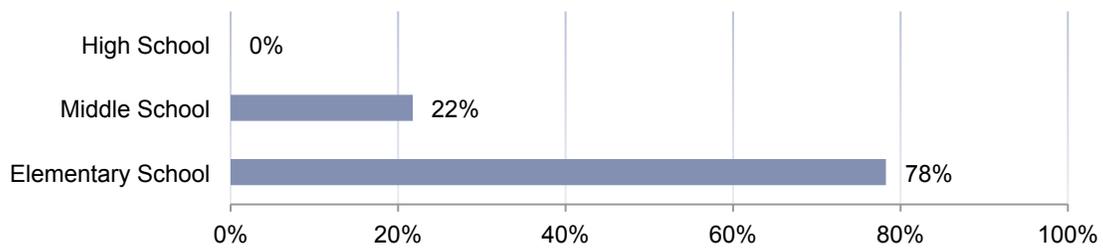
How many adults at this school have close professional relationships with one another?



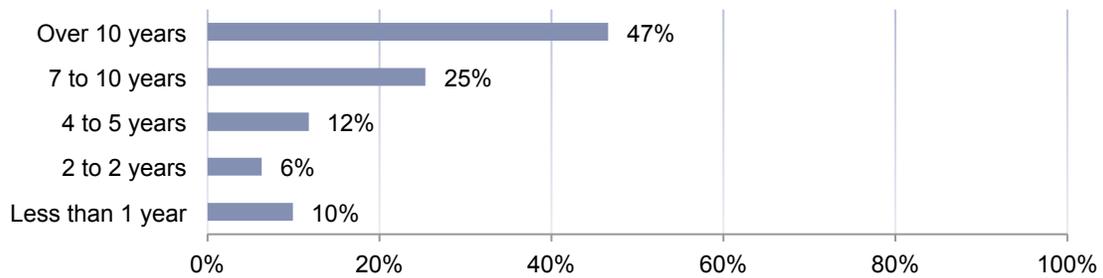
What is your primary role at this school?



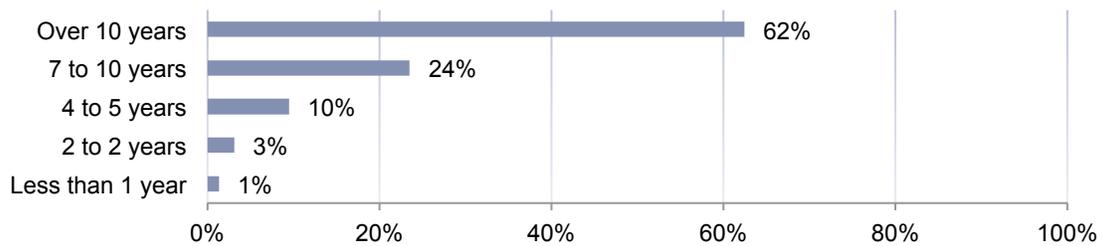
Which term best describes the target class, or course, you are teaching?



How many years have you worked, in any position, at this school?



How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator)?



References

- Almanzan, H.M. (2005). Schools moving up. *Educational Leadership*, 62.
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78(1), 246-263.
- Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press.
- Comer, J. (1995). *School power: Implications of an intervention project*. New York: Free Press.
- Danielson, C. (2011). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35-39.
- Elliott, J., and D. Morrison. "Response to Intervention: Blueprints for Implementation—District Level. Alexandria, VA: National Association of State Directors of Special Education." (2008).
- Elmore, R. F. (2000). *Building a New Structure for School Leadership*. Washington, D.C.: Albert Shanker Institute.
- Futernick, K. (2010). Incompetent Teachers or Dysfunctional Systems? Re-framing the Debate over Teacher Quality and Accountability: WestEd. Retrieved from http://www.wested.org/tippingpoint/downloads/incompetence_systems.pdf
- Fixsen, D. L., Naoom, S. F., Blase, K., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. National Implementation Research Network, University of South Florida, Louis de la Parta Florida Mental Health Institute. Available online at <http://rtckids.fmhi.usf.edu/publications.cfm>
- Johnson, J.F., & Asera, R. (Eds.) (1999). *Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools*. Washington, D.C.: Policy Studies Associates and The University of Texas at Austin, The Charles A. Dana Center.
- Miller, M. Achieving a Wealth of Riches: Delivering on the Promise of Data to Transform Teaching and Learning Alliance For Excellent Education Policy Brief 2009.
- Rorrer, A. K., Skrla, L. & Scheurich, J. J. (2008). Districts as institutional actors in educational reform. *Educational Administration Quarterly*, 44:3, 307-358.
- Schmoker, M. (2006) Results Now.(p. 151) Alexandria, Va: Association of Supervision and Curriculum Development.

Shannon, G.S. & Bylsma, P. (2004). Characteristics of improved school districts: Themes from research. Office of Superintendent of Public Instruction. Olympia, WA.

Togneri, W. & Anderson, S. E. (2003). Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools. Washington, D.C.: The Learning First Alliance and the Association for Supervision and Curriculum Development.

Usher, Alexandra, and Nancy Kober. (2012). Student Motivation: An Overlooked Piece of School Reform. Summary.” Center of Education Policy.

Williams, T., Kirst, M., Haertel, E., et al. (2006). Similar students, different results: Why do some schools do better? (EdSource Report). Mountain View, CA: EdSource.

Zargarpour, M. (2005). *A collective inquiry response to high-stakes accountability*. Unpublished doctoral dissertation. Claremont Graduate University, Claremont, CA.

