

Etiwanda School District Model Programs and Practices

District Information

CD (County District) Code: 3667702

County: San Bernardino

District (Local Educational Agency): Etiwanda School District

Demographics

Enrollment: 14,227

Location Description: Suburban

Overview

Etiwanda School District

Established in the historic Cucamonga Wine Region as a one-room schoolhouse in May of 1883, the Etiwanda School District is a school community rich in heritage and bound together by enduring relationships and a commitment to “Excellence in Education.”

With now over 14,000 students attending 13 elementary schools, 4 intermediate schools and a home school, Etiwanda has grown greatly from its one-room schoolhouse roots. Representing the communities of Rancho Cucamonga and Fontana in the county of San Bernardino, Etiwanda schools continue to distinguish themselves with recognitions like Distinguished Schools, School to Watch, CSBA Golden Bell, and Gold Ribbon Honors. Additionally, the District has been an annual recipient of the California Business for Education Excellence Honor Roll District award (CBEE) since 2013.

Throughout the District, the focus is on measuring, monitoring and progressing. From Kindergarten to Grade 8, staff is well-versed in the language and statistics of growth and performance. Steady growth in student achievement, attendance rates, and parent engagement is sustained through stakeholder engagement, careful planning, research, and strategic decision-making that lead to actions that support goals for exceptional strides in student outcomes. Programs implemented through the Local Control and Accountability Plan (LCAP), including Kagan Cooperative Learning training, i-Ready Diagnostic assessment tools, Academic Advisors, Universal Access time, after-school intervention programs, Positive Behavioral and Intervention Supports (PBIS), and 1:1 Chromebook access, contribute to continuous improvement on state and local metrics.

The District is committed to the development of the whole child and providing for a safe, healthy, stimulating school environment. Learning in schools celebrates and draws on the assets that are the background and life experiences of a diverse student population. Parent and student engagement is fostered through parent education evenings, after school programs and activities, varied opportunities for participation on decision-making events, and a multi-tiered system of supports and personnel to provide intervention for at-risk learners. Parent survey data indicates a consistent 90% of parents "would recommend their child's school to others." The CA Dashboard Low (Green) suspension rate and low chronic absenteeism rate (3.9%), significantly lower than the county (12.1%) and state (10.8%), reflect the efforts of school staff and administrators in creating a welcoming learning environment and addressing the needs of students through other means of correction and positive behavioral and intervention supports.

Guided by the leadership of its Board of Trustees, powered by the dedicated efforts of its staff, and supported by its valued partnerships with the community and families, the District is steadfast in its mission to promote the lifelong well-being and success of its students.

Model Program/Practice

Name of Model Program/Practice

Academic Growth Monitoring and Support

Summary

Length of Model Program/Practice: 2–4 years

Description

Beginning a few years ago, the Etiwanda School District established a focus on initiatives that would promote positive change and growth in achievement for all students. The district is intent on supporting each and every student to strive to become a better, and ultimately the best, version of himself or herself, regardless of their current standing. We believe this growth focus has aligned well with State Priority 4 Pupil Achievement and with the introduction of the CA Dashboard's Status and Change.

Believing in Drucker's principle that we can improve what we can measure, one of the first steps to help students advance was to adopt an assessment system that would feature a valid and reliable K–8 growth measure for student performance and provide prescriptions for instruction as it pinpoints students' unique needs across the K–8 continuum. Adopting the i-Ready assessment system, the district has administered the Diagnostic three-times yearly to every student so that reporting, data analysis and goal setting at all levels will always revolve around language and markers of growth for individual students and all student groups. No matter a student's current performance,

educators can determine the extent to which we have helped students advance in terms of specific concepts/skills, scale score points, and years of growth.

The growth measure has promoted and enhanced the data-driven culture we continue to build amongst our education teams. It is a critical component of our ongoing educator professional development sessions and “Data Days,” professional development days embedded into the calendar two times per year, when all staff come together to improve our practice through activities guided by multiple measures. Professional development content for educators and administrators centers on the strategic use of i-Ready assessment reports to identify student’s strengths/needs by domain and the Interim Assessment Blocks (IABs) to assess standards mastery.

Beyond targeting and gauging growth through assessments, we have also worked to foster continuous improvement by working with schools and grade level teams to shape and deliver targeted instruction and build on the principles of Response to Intervention. Every student is grouped by skill or need for a period of time each week for intervention, support, or extension. Coined “Universal Access,” this designated time supports effective core grade level instruction and leverages well-defined learning intentions and success criteria along with high effect size strategies outlined in the Visible Learning series.

i-Ready Diagnostic and Interim Assessment Blocks help inform the focus and content of Universal Access time for students when they have or have not learned major/critical content, and blended learning and small group activities shape lesson delivery.

Implementation and Monitoring

We focus our approach on knowing where each student is in their learning trajectory and strategically promoting development. We aim to maintain a continuous cycle of planning, implementing, assessing, and improving all facets of our practice.

Multiple measures, like beginning-of-the-year diagnostic results, are used to build balanced classes as well as place students in Universal Access (UA) groups of similar strengths and needs. Teachers use the i-Ready Diagnostic domain and profile reports to track the standards-aligned skills that have/have not been mastered. These reports also offer prescriptive lessons for UA used in small group instruction and as part of blended learning. Efforts are continuing to pair Diagnostic results with those of benchmark type assessments, such as Performance Tasks and Interim Assessment Blocks, to provide teachers with the roadmap to address student deficits, while supporting core instruction. With the guiding principle that all students should have access to grade-level instruction, efforts continue to offer intervention by providing just-in-time support for critical content. For instance, we may work to use Unifix cubes and a place value mat to assist a student with a disability to address unfinished prior grade learning in grouping objects, while still addressing a grade level standard on adding double-digit numbers. Also, grade level teams work to identify resources and strategies to reinforce instruction for students at/near grade level, and meet the challenge of

extending/enriching lessons for high-performing students, including creating pathways for compacting math content.

Progress monitoring is ongoing and a main focus as midyear Diagnostic results help determine if students are on track to meet growth targets or be on grade level, and if equity gaps are closing for student groups. A key task is reconfiguring UA groups and updating their instructional plans. Non-student Data Days support staff's proficiency in using data for performance. With approaches like Notice and Wonder and cooperative learning, we grow staff members' ability to interpret data and plan for targeted instruction. Ongoing professional development and coaching further support the work of teams in data analysis protocols as well as research-based instructional strategies and effective program and resources. The approach of staff is bolstered by including students and families in monitoring assessment results via an online parent-student portal and paper reports, and participating in data-centered chats and parent education/engagement workshops such as family literacy and math nights.

Review of data continues with end-of-the-year assessments that guide planning of professional development priorities, district initiatives, and LCAP goals and actions. These and other efforts are meant to build a culture of intentional and unceasing planning and action for improvement.

Results and Outcomes

Results and outcomes are presented through yearly trends in student achievement on two dimensions: growth (or change) and performance (grade level status and standards/skills mastery).

In terms of State Priority 4 Pupil Achievement, i-Ready Diagnostic mid-year results are used here to provide three years of results in growth and performance, including school year 2017–18 data.* From school years 2015–16 to 2017–18, the progress toward the one year growth target has increased 26 percentage points in Math by the midyear point, from 56 to 82 percent. In Reading, progress toward the growth target has increased 23 percentage points, from 73 to 96 percent. In terms of performance, the percent of students on or above grade level in Math has increased from 50 to 58 percent over three years, while the percent of students on or above grade level in Reading increased from 58 to 62 percent. Furthermore, based on a national comparison conducted over the three-year time period, the district systematically increased its growth, further raising the district above national performance levels. This is particularly impressive as i-Ready typically finds that high achieving districts show less growth than the national norm.

Academic Indicators on the California School Dashboard also reflect remarkable Status and Change for Etiwanda. From 2015 to 2017, the Distance From Level 3 (DF3) for all students has increased in Mathematics from 2.8 to 16.4, and from 14.6 to 36.0 in English Language Arts. This increase in DF3 includes a +7 Change in both Math and ELA from 2016 to 2017. For the Spring 2017 and Fall 2017 CA Dashboard, Etiwanda earned a High (Green) performance level in the two academic indicators. Student

groups have also fared well, with eight of the twelve groups on the Dashboard earning a Very High (Blue) or High (Green). Of the groups (with more than 30 students) who did not earn a Green or Blue performance level, Etiwanda's Students with Disabilities and Homeless were still amongst the highest performing CA students in those groups.

Further evidence for State Priority 2 Implementation of State Standards can be seen in the upward trend of the percent of students achieving Standards Met or Exceeded on the Smarter Balanced Assessment. In three years, the percent Standard Met or Exceeded increased 11 percentage points in Language Arts, from 57% (2015) to 65% (2016) to 68% (2017). In Mathematics, the percent of students who Met or Exceeded Standard increased 5 percentage points over the same period (53%, 55%, and 58% in the years 2015, 2016 and 2017 respectively).

*Growth is defined by the metric Percent Toward Targeted Growth, derived by dividing the scale score growth of each student by their target growth (i.e. one year of growth in a school year), to find the percent of progress each student has made toward their target, and then taking an average for the district.