

California's Positive Outliers

Promising District Approaches for
Achieving Educational Equity

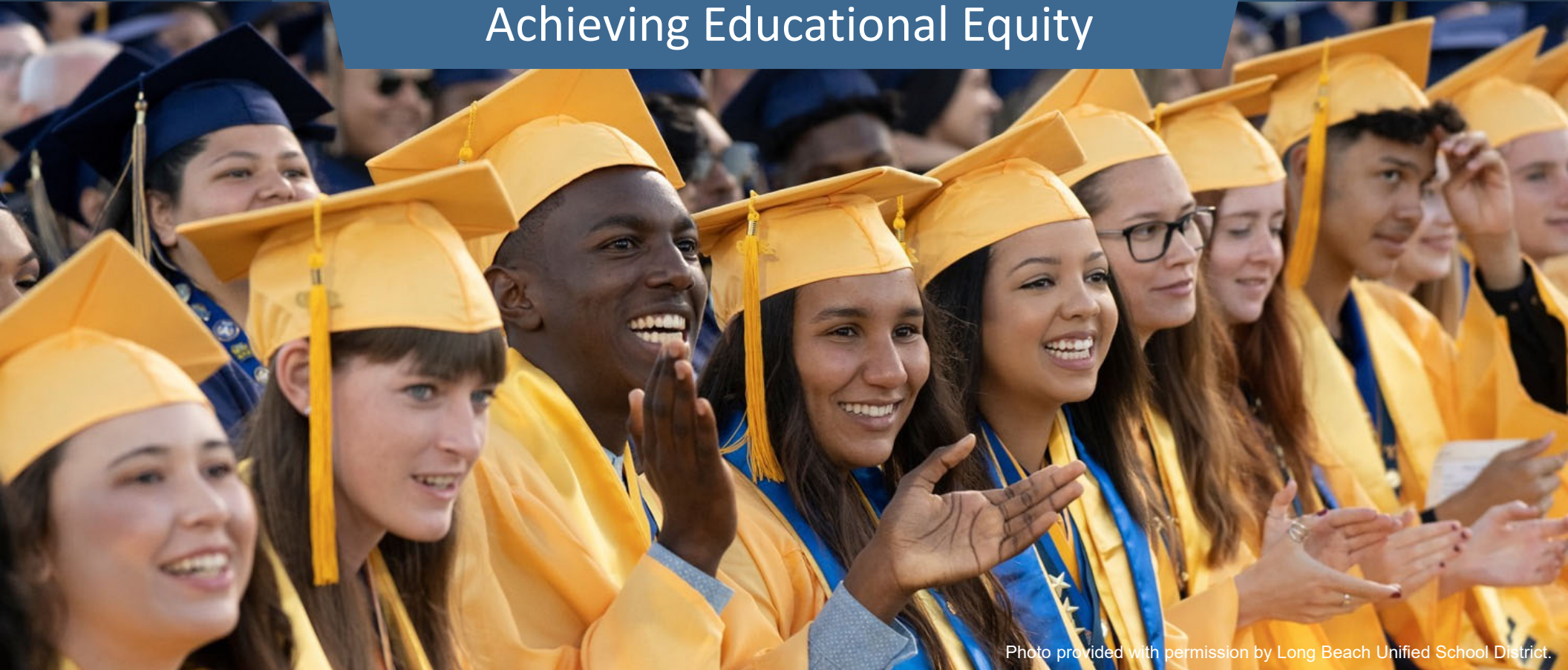


Photo provided with permission by Long Beach Unified School District.

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Welcome

Patrick Shields | @shields_lpi @LPI_Learning

Executive Director, Learning Policy Institute

Agenda

- **Keynote:** Tony Thurmond
- **Research Presentation**
- Break
- **Panel:** Developing District Capacity to Support Achievement for All Students
- **Table discussion** and audience questions
- Lunch
- **Panel:** State Policy To Build District Capacity
- **Closing Remarks:** Linda Darling-Hammond



Tony Thurmond

*State Superintendent of
Public Instruction*

California Department of Education

@TonyThurmond @CADeptEd



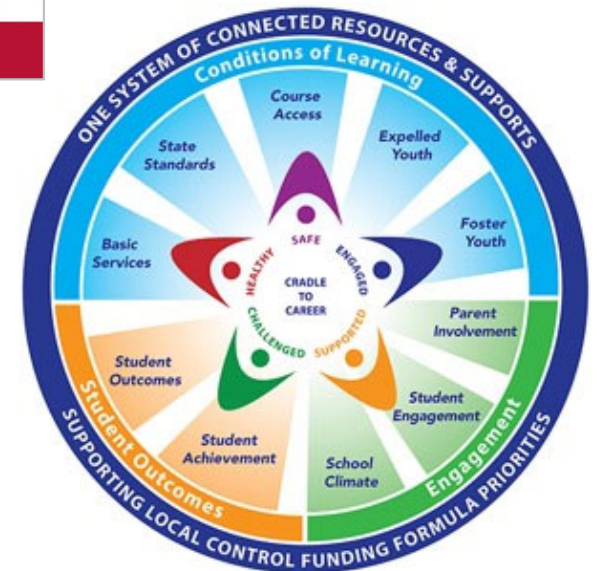
California's Positive Outliers: Districts Beating the Odds



Big Changes in California



CALIFORNIA
Common Core State Standards





Equitable, Deeper Learning

Our Research

Central Questions

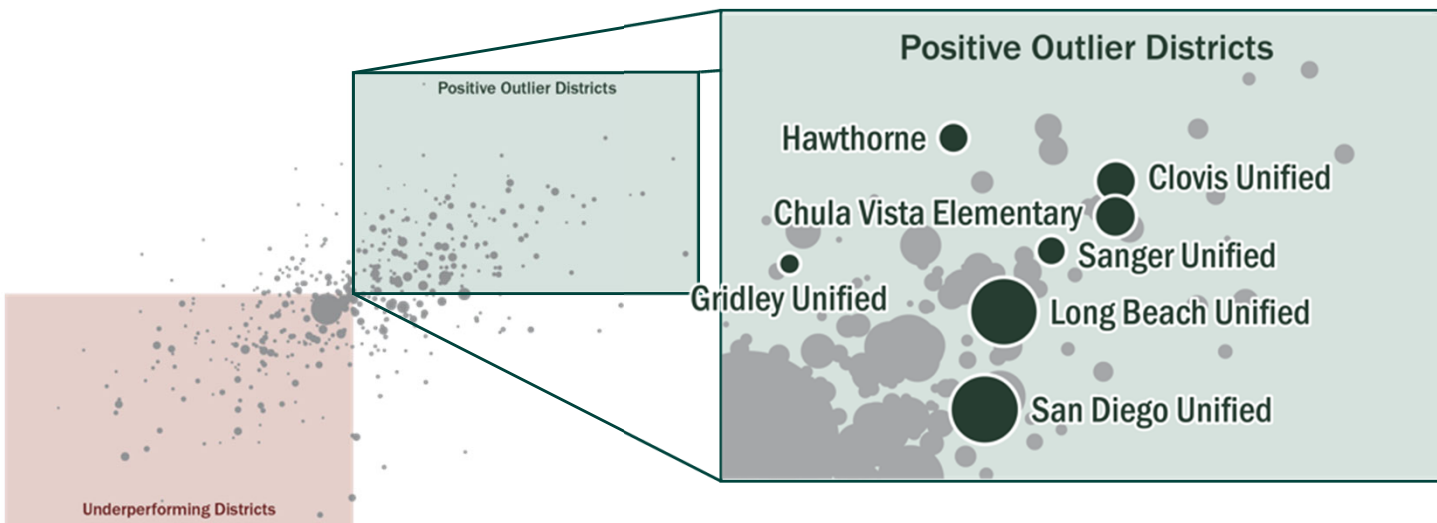
- Which districts were more successful in supporting student achievement for African American, Latino/a, and White students after controlling for student socioeconomic status?
- What factors predict differences in student achievement?
- In seven diverse districts identified as successful, what practices and policies do educators and stakeholders identify as associated with this success?

Our Research Design

1st Phase

2nd Phase

3rd Phase



Cross Case Analysis



POSITIVE OUTLIERS SERIES

Closing the Opportunity Gap

How Positive Outlier Districts in California Are Pursuing Equitable Access to Deeper Learning

Dion Burns, Linda Darling-Hammond, and Caitlin Scott

with Taylor Allright, Desiree Carver-Thomas, Eupha Jeanne Daramola, Jane L. David, Laura E. Hernández, Kate E. Kennedy, Julie A. Marsh, Crystal A. Moore, Anne Podolsky, Patrick M. Shields, and Joan E. Talbert

LEARNING POLICY INSTITUTE

SEPTEMBER 2019



POSITIVE OUTLIERS SERIES

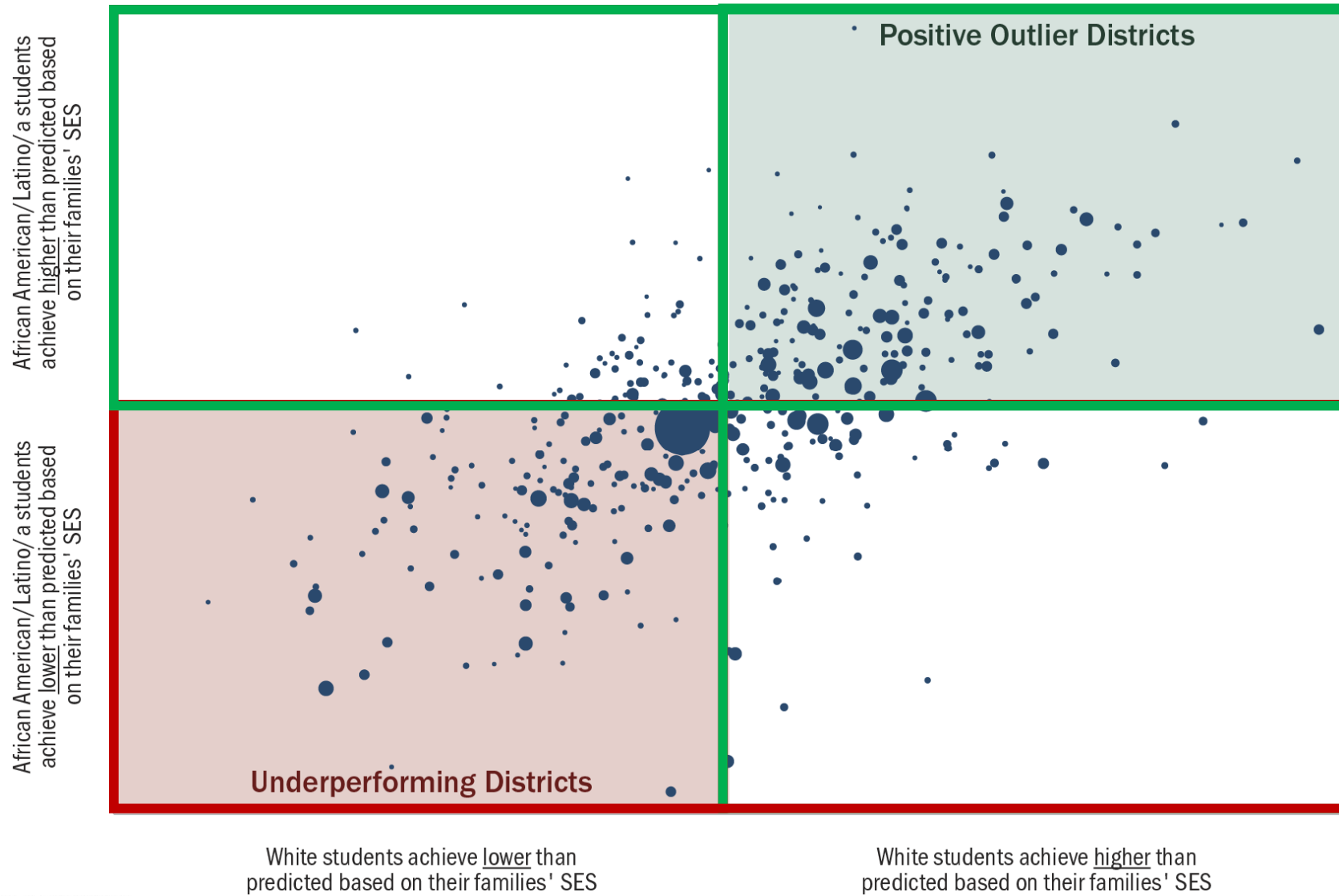
California's Positive Outliers

Districts Beating the Odds

Anne Podolsky, Linda Darling-Hammond, Christopher Doss, and Sean Reardon

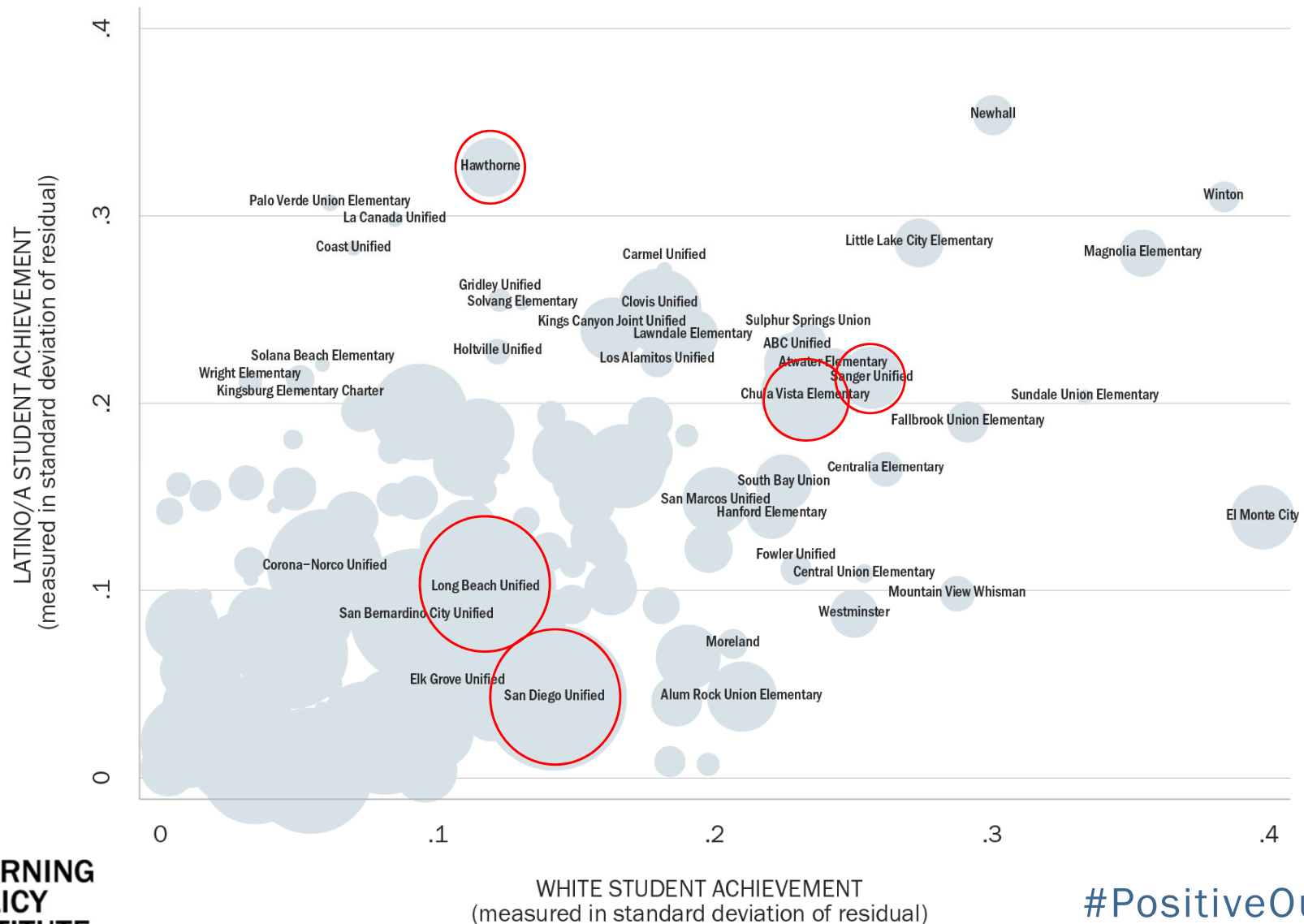
Student Achievement in California Districts

Average African American/Latino/a and White achievement by district averaged across subjects, grades, and years (2015, 2016, and 2017)



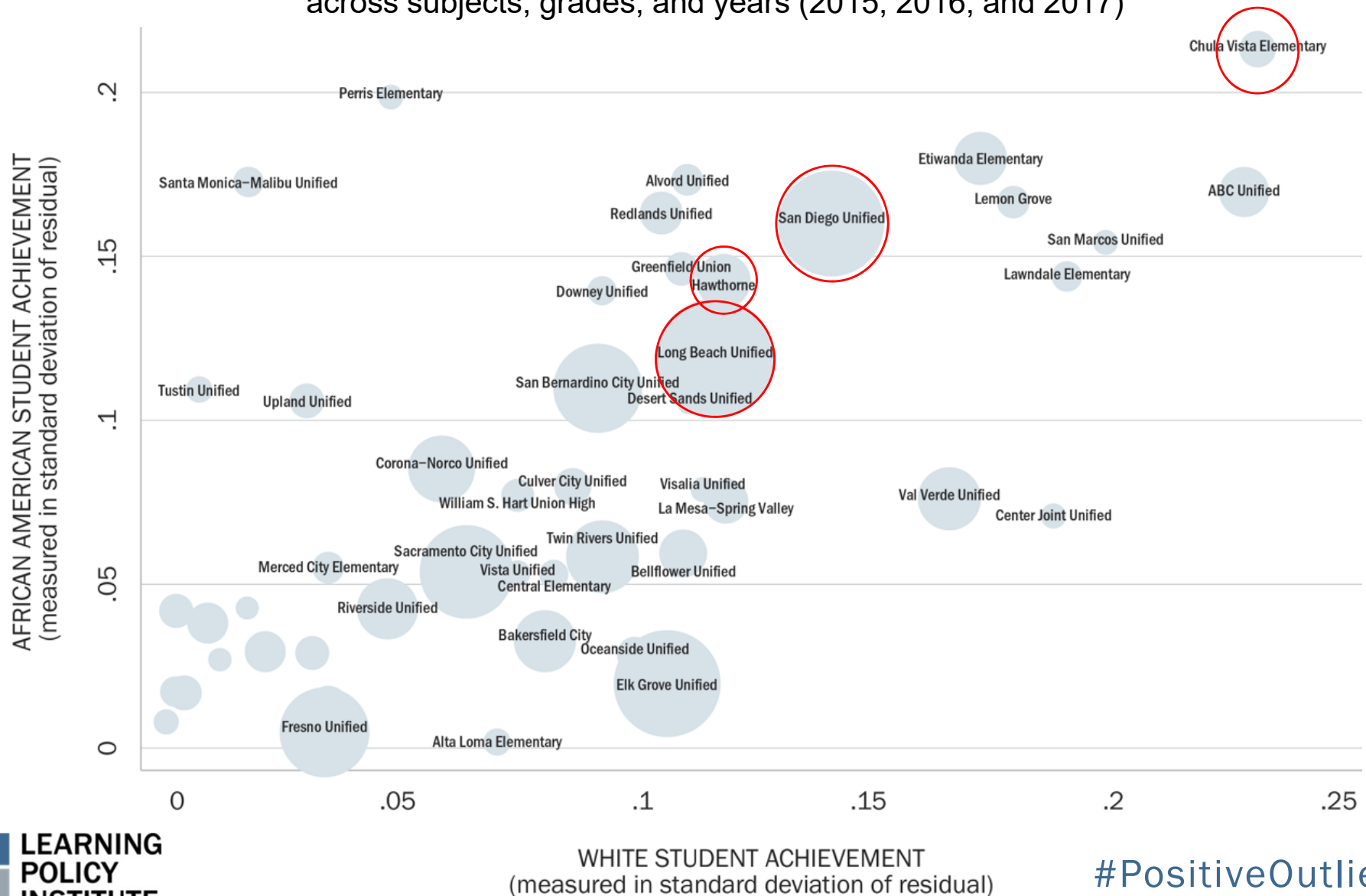
167 Districts With Higher Than Predicted Latino/a & White Student Achievement

Average Latino/a and White residuals by district averaged across subjects, grades, and years (2015, 2016, and 2017)



48 Districts With Higher Than Predicted African American & White Student Achievement

Average African American and White residuals by district averaged across subjects, grades, and years (2015, 2016, and 2017)



Significance of Teacher Preparedness

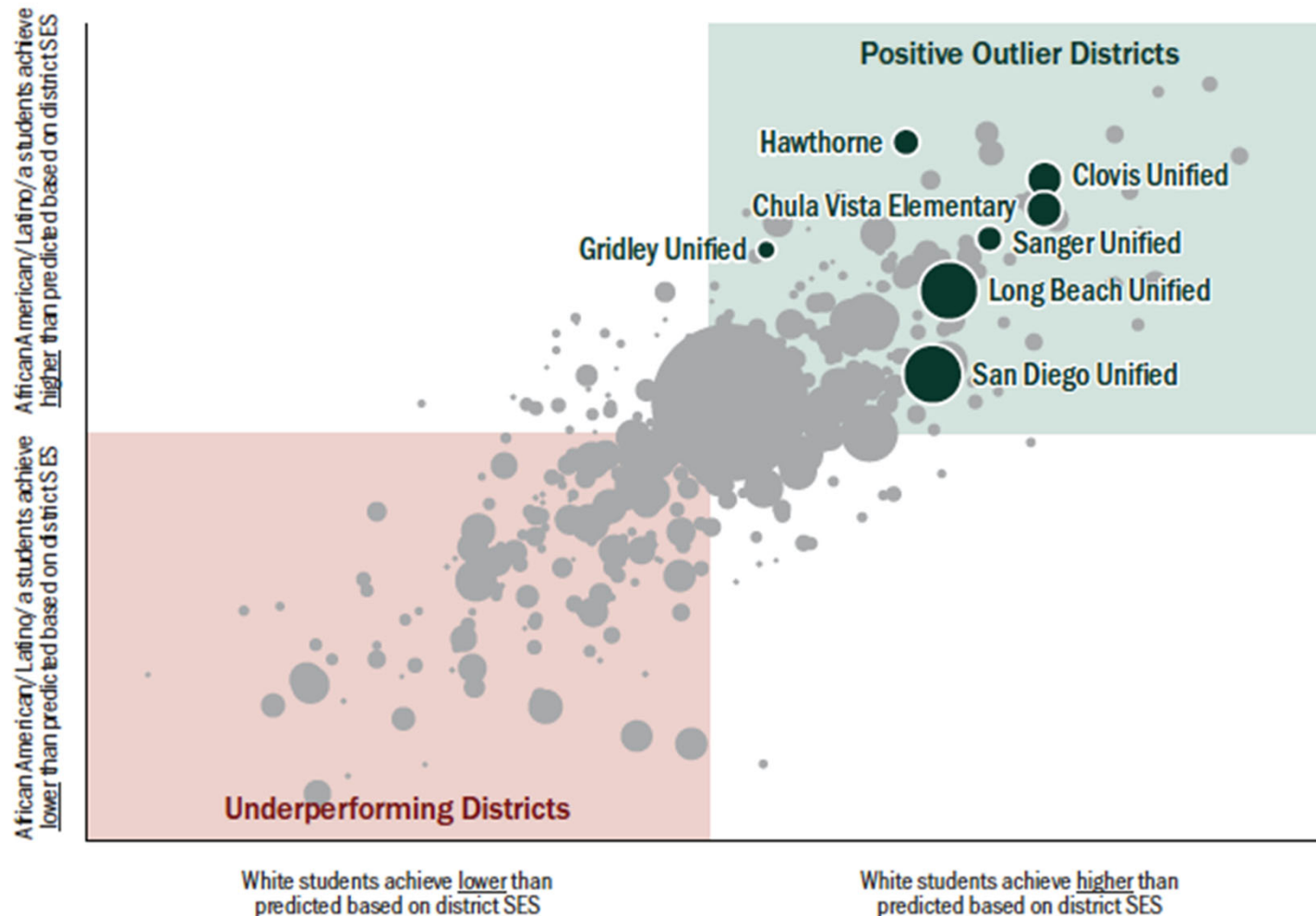


**Teacher
Qualifications:
credentials and
experience**

Phase 2: Selecting Case Study Districts

Student Achievement in California Districts and Positive Outlier Case Study Districts

Average African American, Latino/a, and White student achievement by district averaged across subjects and grades in 2017.



Case Study Districts





POSITIVE OUTLIERS SERIES

Closing the Opportunity Gap

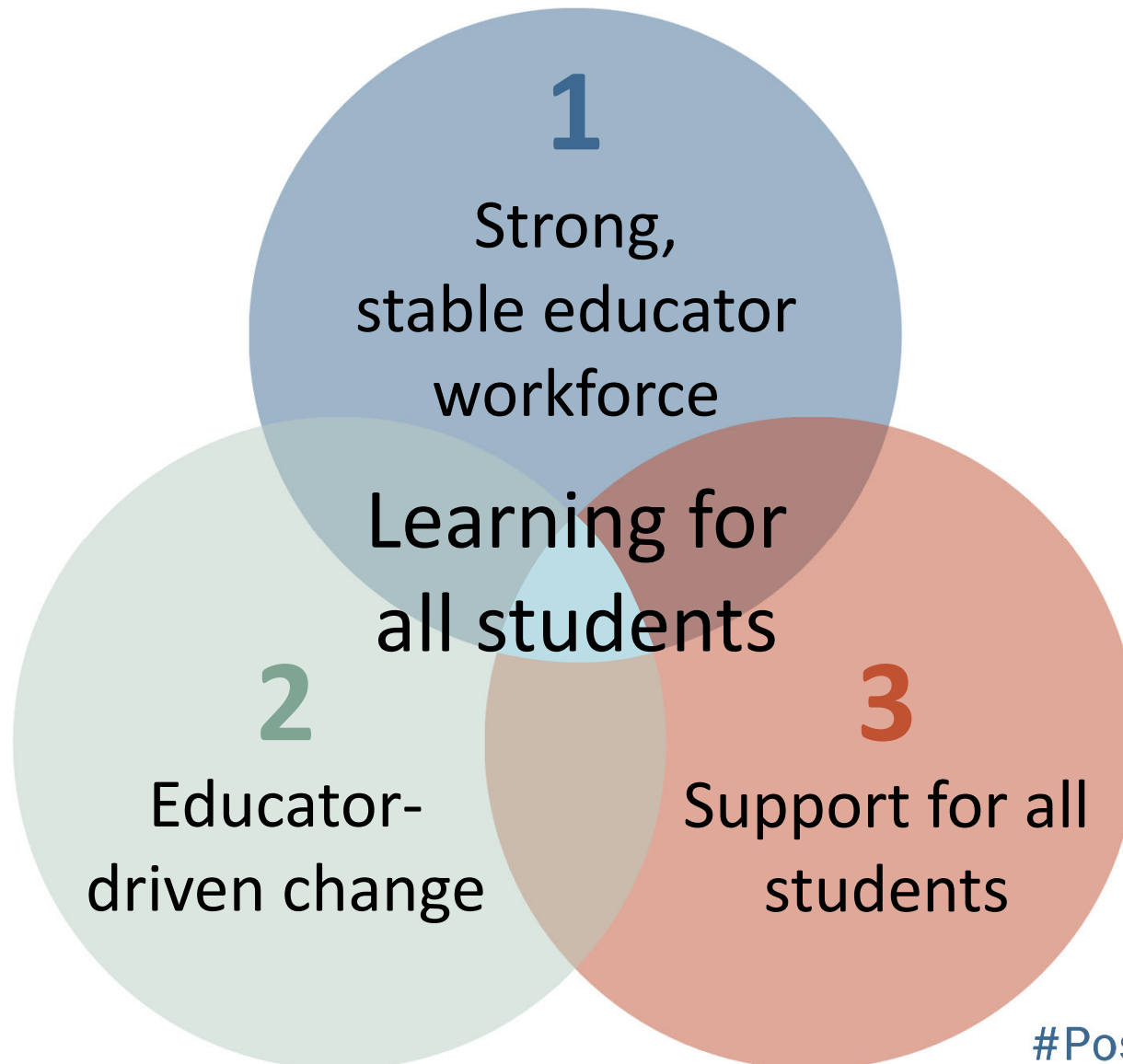
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Phase 3 Cross Case Analysis

Themes



1 Strong, stable educator workforce



Photo provided with permission by Long Beach Unified School District.

- A strong and stable teacher workforce
 - Relationships with teacher education programs
 - Clear hiring policies
- Continuous, instructionally engaged leadership
- Collective instructional capacity

1 Strong, stable educator workforce

EXAMPLE

Building instructional capacity in Long Beach USD

- Instructional leadership teams
- Collaborative inquiry visits
- Lesson study



2 Educator-driven change



- A developmental approach to change
- Use data and evidence to inform teaching and learning
- Curriculum, instruction, and assessment focused on deeper learning

Photo provided with permission by San Diego Unified School District.

2 Educator-driven change



I always think of “**big T, little s.**” So, T for teacher.... Before the shift of Common Core, [instruction was] **very teacher-directed.** Ninety percent of the school day, teacher, teacher, teacher, **teacher talking: direct instruction, kids just working.** I look at Common Core now as a “**big S, little t**”: **very student centered, student driven.**

—Teacher, Clovis USD

3 Support for all students



Photo provided with permission by Chula Vista Elemenatary School District.

- Systems of support for student learning
 - MTSS
 - Social emotional learning
 - Literacy
- Family and community engagement
- A vision focused on learning for every child

3 Support for all students

EXAMPLE

Equity vision for all students.

“Every Student, Every Day, Whatever It Takes”

—Sanger USD

“We believe every child can learn and we can teach ALL children”

—Clovis USD

“Students are the focus of all decisions”

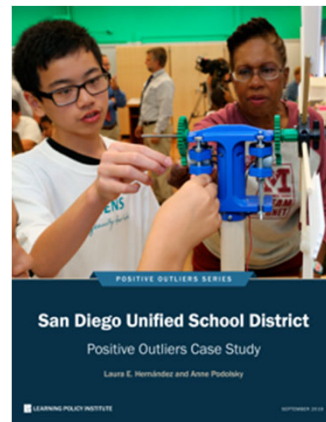
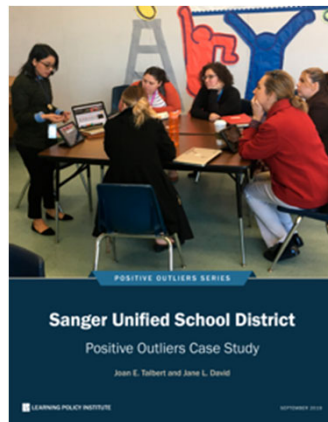
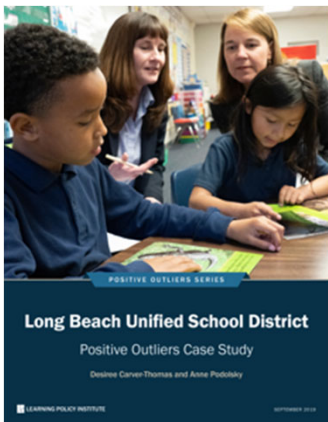
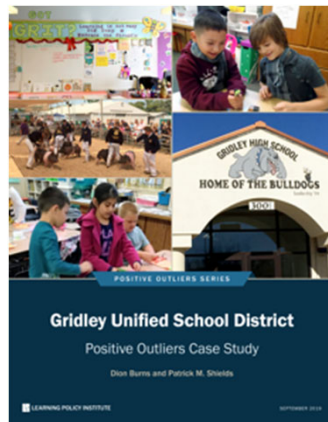
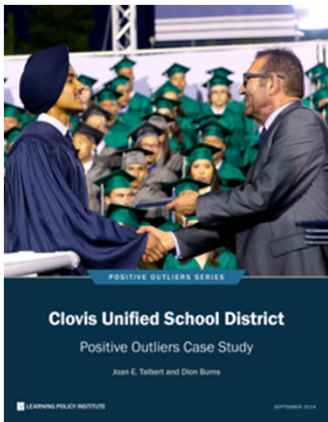
—Hawthorne SD

3 Support for all students



Equity has been the overarching driving force of our system. Who has access to what? Who's getting supports? It is very strongly supported by our superintendent. **We look at everything we do through an eye of equity and access.**

—District administrator, San Diego USD



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The Research Team

Taylor Allbright

Dion Burns

Desiree Carver-Thomas

Linda Darling-Hammond

Jane David

Chris Doss

Laura Hernández

Julie Marsh

Crystal Moore

Anne Podolsky

Sean Reardon

Caitlin Scott

Patrick Shields

Joan Talbert

#PositiveOutliersCA

Break

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Developing District Capacity to Support Achievement for All Students

Kent McGuire | MODERATOR

William and Flora Hewlett Foundation

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Hawthorne School District

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Wendy Poffenberger

Long Beach Unified School District

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Sabrina Alvarez

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@CAMSLBUSD @LBSchools

Corrine Folmer

Clovis Unified School District

@clovisusd

Table Discussion

- Choose a table facilitator
- Spend 10 minutes discussing what you would most like to ask the panelists
- **Table facilitator:** upload your table's question to [Slido.com](https://www.slido.com)
- **Everyone:** Vote for your favorite question on [Slido.com](https://www.slido.com)

slido

Event Code:

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If you have any questions, there are event staff with stickers on their badges wandering around the room to help.

Panel Q&A

Kent McGuire | MODERATOR

William and Flora Hewlett Foundation

@ckmcguire @Hewlett_Found

Sofia Freire

San Diego Unified School District

@DrSofiaSDUSD @sdschools

Bridget Cruz Brown

Hawthorne School District

@HSD_Hmorgan

Chris McIntire

Gridley Unified School District

@mcintire_chris @SUPTGUSD

Francisco Escobedo

Chula Vista Elementary School District

@JoseFra78449306 @cvesdnews

Wendy Poffenberger

Long Beach Unified School District

@CAMSLBUSD @LBSchools

Sabrina Alvarez

Long Beach Unified School District

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Corrine Folmer

Clovis Unified School District

@clovisusd

Lunch

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State Policy To Build District Capacity

Vernon Billy | MODERATOR

California Schools Boards Association

@Vbilly_CSBA @CSBA_Now

Matt Navo

WestEd Center for Prevention and
Early Intervention

@matt_navo @WestEd

Tom Armelino

California Collaborative for
Educational Excellence

@CCEECA

Mary Vixie Sandy

California Commission on
Teacher Credentialing

@MaryVixieSandy @calCTC

Rigel Spencer Massaro

Public Advocates

@RigelMassaro @publicadvocates

Wesley Smith

Association of California
School Administrators

@ACSAwes @ACSA_info

David Goldberg

California Teachers Association

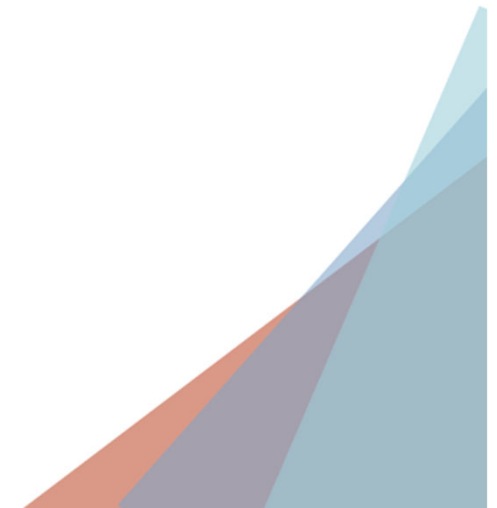
@teachergoldberg @WeAreCTA

Learning from Positive Outliers: What the State and Districts Can Do

Linda Darling-Hammond

President and CEO, Learning Policy Institute

@LDH_ed @LPI_Learning



Thank You for Coming!

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[@LPI_Learning](https://twitter.com/LPI_Learning)

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