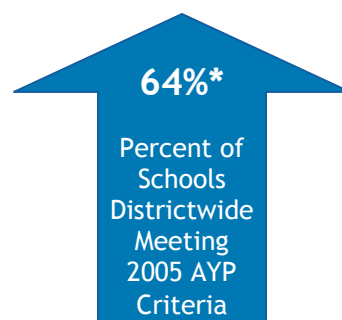


# On the Right Track 4: Program Improvement Schools and Districts Making a Difference in Student Achievement

## Napa Valley Unified School District

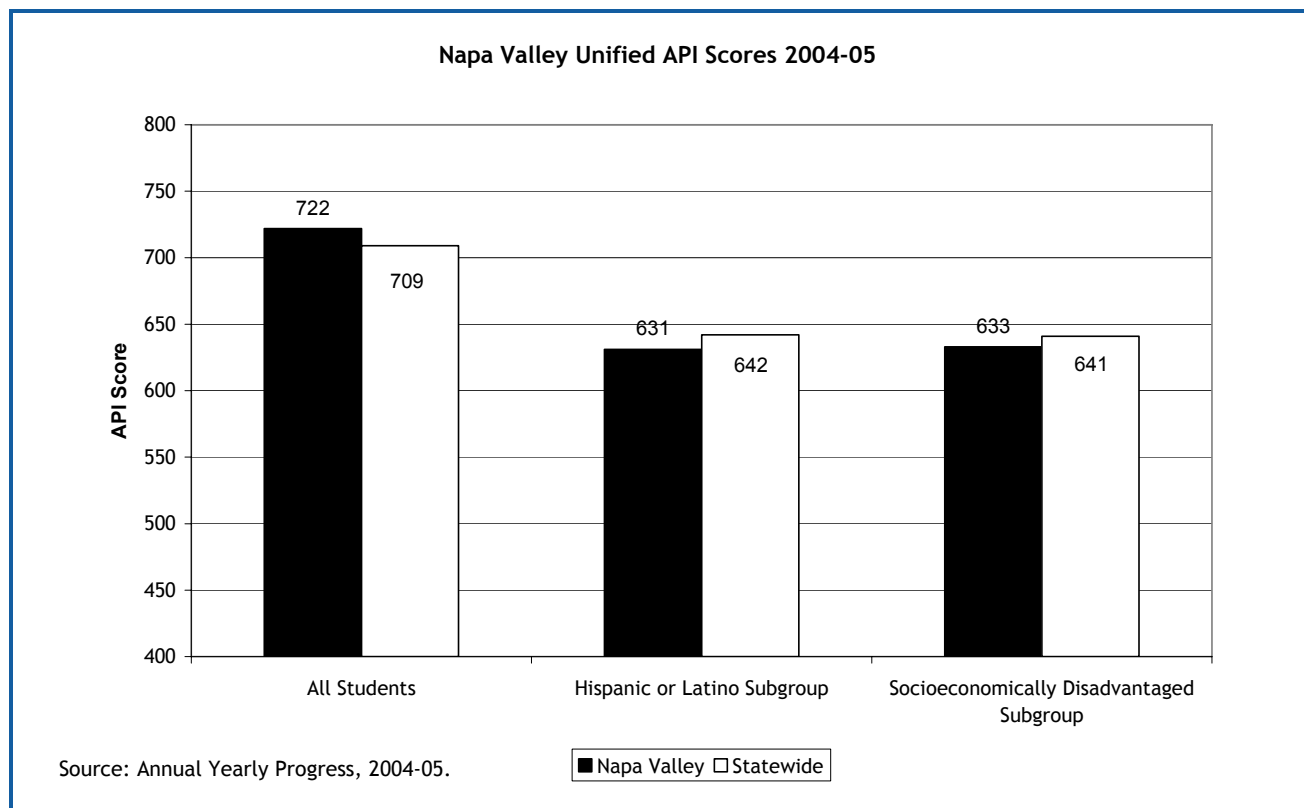
Number of students	16,974
Number of schools	36
Elementary schools	22
Middle schools	5
High schools	4
Smaller programs	5
Number Title I schools	15
Number of PI schools	5
Location	Napa
County	Napa



\*62% of schools statewide met 2005 AYP criteria.

Source: California Basic Educational Data Systems (CBEDS) and Academic Performance Index, 2004-05.

## 2004-05 API: Districtwide and Subgroup Scores



## How Napa Valley's Role Supports Improvement

---

### **Key to District Role in Improvement:**

District accountability and ownership for student and school improvement.

---

- Focus on teaching and learning.**  
 Napa Valley's vision is focused on ensuring students attain or exceed proficiency standards and individual goals. Napa is committed to meeting the needs of a diverse student population.
- Make system-wide and school-wide improvements.**  
 Napa Valley concentrates on aligning school and district improvement plans for coherence, seeking to ensure that there are not competing initiatives. Each school's Single Plan for Student Achievement (SPSA) identifies the five goals named in the Local Education Agency (LEA) plan.
- Allow the district to function as a consultant to schools.**  
 Napa Valley redefined the role of central office administrators to provide more direct services to all schools, and targets high quality support to critical need schools.
- Create partnerships to support improvement.**  
 Napa Valley partnered with the Region IV System of District and School Support and Napa Valley County Office of Education to support sites through coaches, consultants, and collaborative planning time.

---

### **Vision Statement:**

Our destination: The height of excellence.

---

## Students

	Napa Valley	Statewide Average
<b>Percent student eligible for free/reduced meals</b>	<b>39%</b>	<b>49%</b>
Percent students with parent education level at high school degree or greater	77%	79%
Percent minority students	55%	69%
<b>Percent English learner (EL) students</b>	<b>24%</b>	<b>25%</b>
Percent Spanish speaking EL students	95%	85%
Percent EL students with Beginning or Early Intermediate English fluency	24%	20%
Percent EL students with Intermediate English fluency	32%	33%
Percent EL students with Early Advanced or Advanced English fluency	45%	48%
<b>Percent special education students</b>	<b>12%</b>	<b>11%</b>
Percent students with Specific Learning Disability (SLD) or Speech or Language Impairment (SLI)	78%	74%
<b>Percent students with non-Specific Learning Disability (SLD) or Speech or Language Impairment (SLI) disability</b>	<b>22%</b>	<b>26%</b>

Source: California Basic Educational Data Systems (CBEDS), 2004-05.

## How Napa Valley Established a Clear Vision

- **Determine strategic priorities.**  
Napa Valley decided to focus on collaboration, ensuring high quality programs, and addressing staff and facility needs. A central focus was building trust and relationships at school sites.
- **Define core values.**  
Napa Valley values the notions that all students can learn, improvement is continuous, and collaboration is essential to success.
- **Identify district goals.**  
Napa Valley focuses on the attainment of school accountability goals and promotes this responsibility district-wide. For example, the district developed a graphic representation that includes essential support and program elements that are key accountability measures.

## Teachers

	Napa Valley	Statewide District Average*
<b>Total Administrators</b>	80	<b>25</b>
<b>Total Pupil Services (counselors, nurses, etc.)</b>	96	<b>24</b>
<b>Total Teachers</b>	932	<b>289</b>
Students per Teacher	19	<b>21</b>
Average Years in Education	13	<b>13</b>
Percent of First or Second Year Teachers	9%	<b>11%</b>
Percent Teachers with greater than Bachelor's Degree	74%	<b>47%</b>
Percentage with Full Credential	90%	<b>93%</b>
<b>Total Paraprofessionals</b>	195	<b>97</b>
<b>Total Office Staff/Clerical</b>	132	<b>56</b>

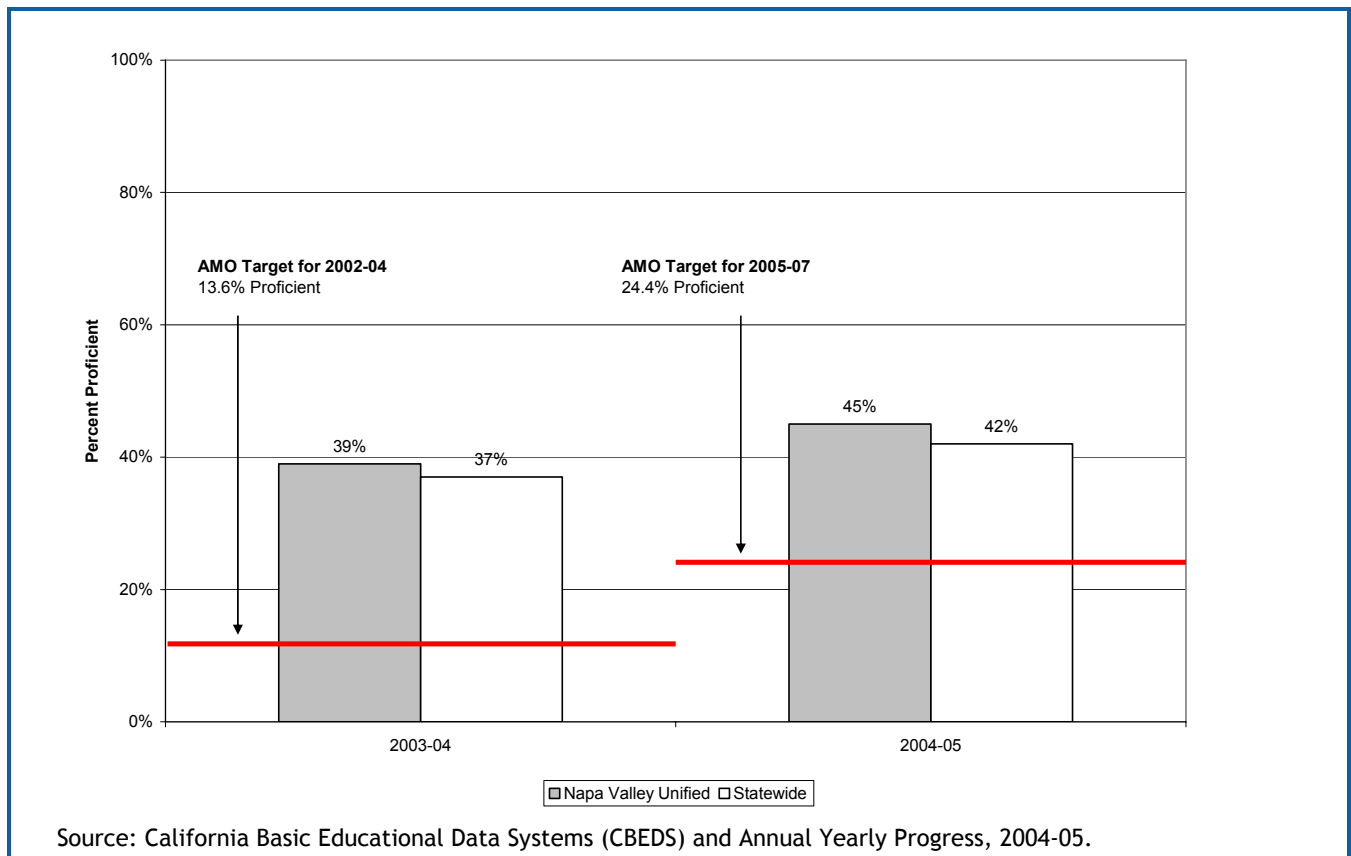
Source: California Basic Educational Data Systems (CBEDS), 2004-05.

\*District average calculated using 1,059 districts total statewide.

## How Napa Valley Established a New Support Model

- **Utilize personnel strategically.**  
Napa Valley brought in a new superintendent, redefined central office roles, and reassigned a “Learning Support Partner” to each school to reflect district goals.
- **Identify and focus on key elements of district support.**  
Napa Valley decided to focus on providing schools with a data management system and high quality professional development. The district also amplified its role in supporting schools in program improvement and hired external consultants to work directly with PI schools.
- **Ensure district and school staff review and share best practices.**  
Napa Valley provides training for all managers in the walkthrough process and uses regular walkthroughs with site leadership teams to monitor the implementation of best practices.

## Annual Measurable Objective (AMO) Progress Over Time: CST ELA



## How Napa Valley Targeted Program Improvement (PI) Sites

- Institute district-wide accountability.**  
 All schools in Napa Valley are required to have a school-wide system of interventions and English language development (ELD) in place.
- Focus on Title I schools.**  
 Napa Valley assists Title I schools with categorically funded literacy coaches centered on improving instruction and coaching teachers.
- Deploy district services based on school need.**  
 Napa Valley uses data to actively identify schools in need and provide them with more intensive supports.
- Commit to becoming professional learning communities.**  
 Napa Valley builds capacity of school staff through training and collaboration around instructional improvement. At the end of last year, teachers across four schools collaborated in grade level teams to review strategies, develop materials, and share best practices.

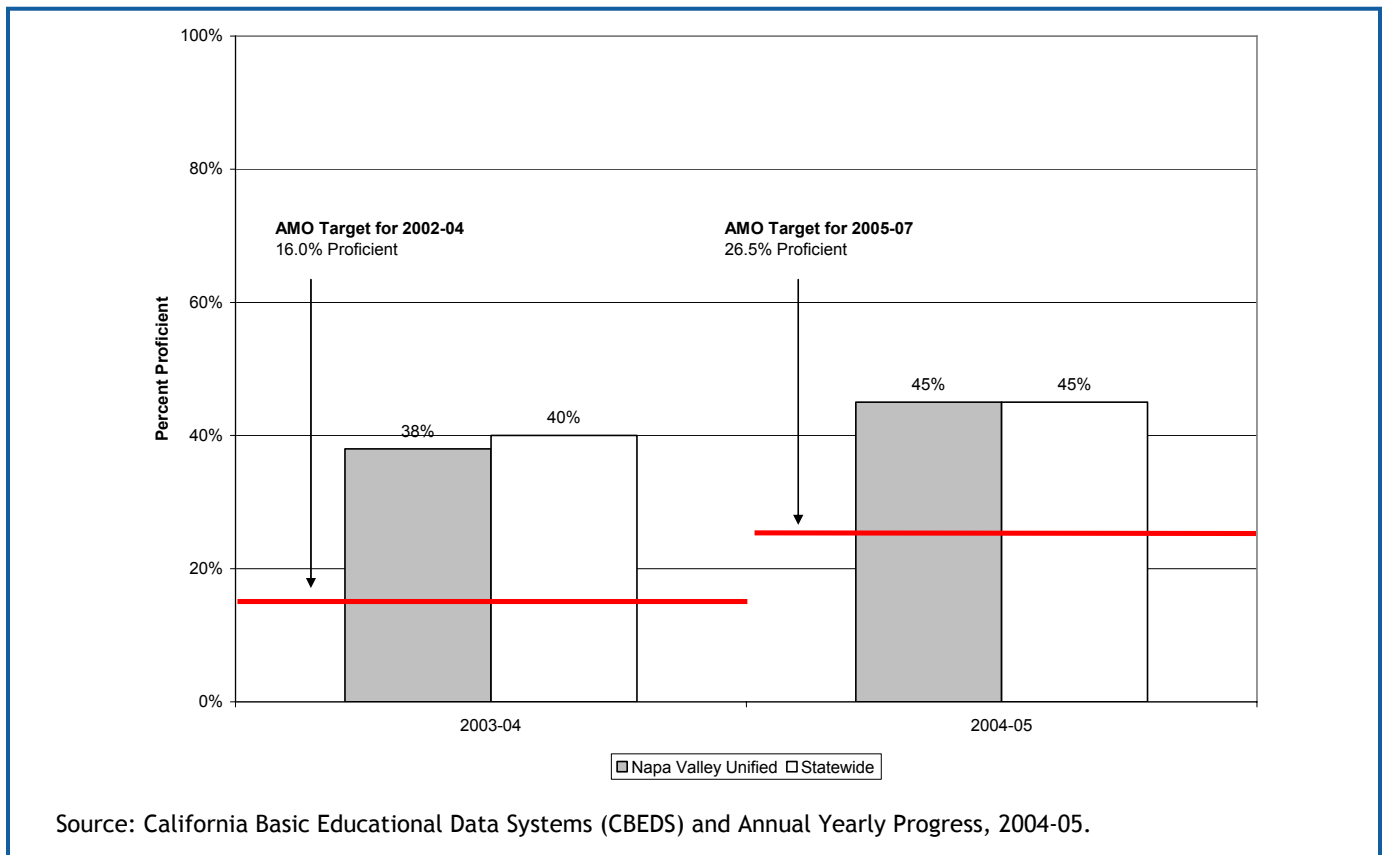
---

### **Key to PI Success:**

Collaboration at the school-site and district level allowed effective practices to be shared.

---

## Annual Measurable Objective (AMO) Progress Over Time: CST Math



## How Napa Increased Academic Achievement

- Provide timely data to schools.**  
 Napa Valley now houses data centrally and provides schools with their data as soon as it becomes available.
- Utilize a “train the trainers” model.**  
 Napa Valley has invested in training teachers in innovative strategies and encourages them to support their colleagues rather than relying on the expertise of external consultants to build capacity.
- Ensure staff receive ample training, materials, and support.**  
 Napa Valley has held several symposiums and professional development workshops to support academic initiatives district-wide.
- District commitment and involvement is key.**  
 Sustainable change comes when support is provided in addition to regular monitoring of implementation. Napa Valley strives to provide ongoing support to high need schools.

---

### **Key to Increasing Academic Achievement:**

Monitor progress and provide common benchmarks.

---