



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Superintendent Work Plan #2: Continuous School Improvement Process



Presented by the Office of Continuous School Improvement

August 2016

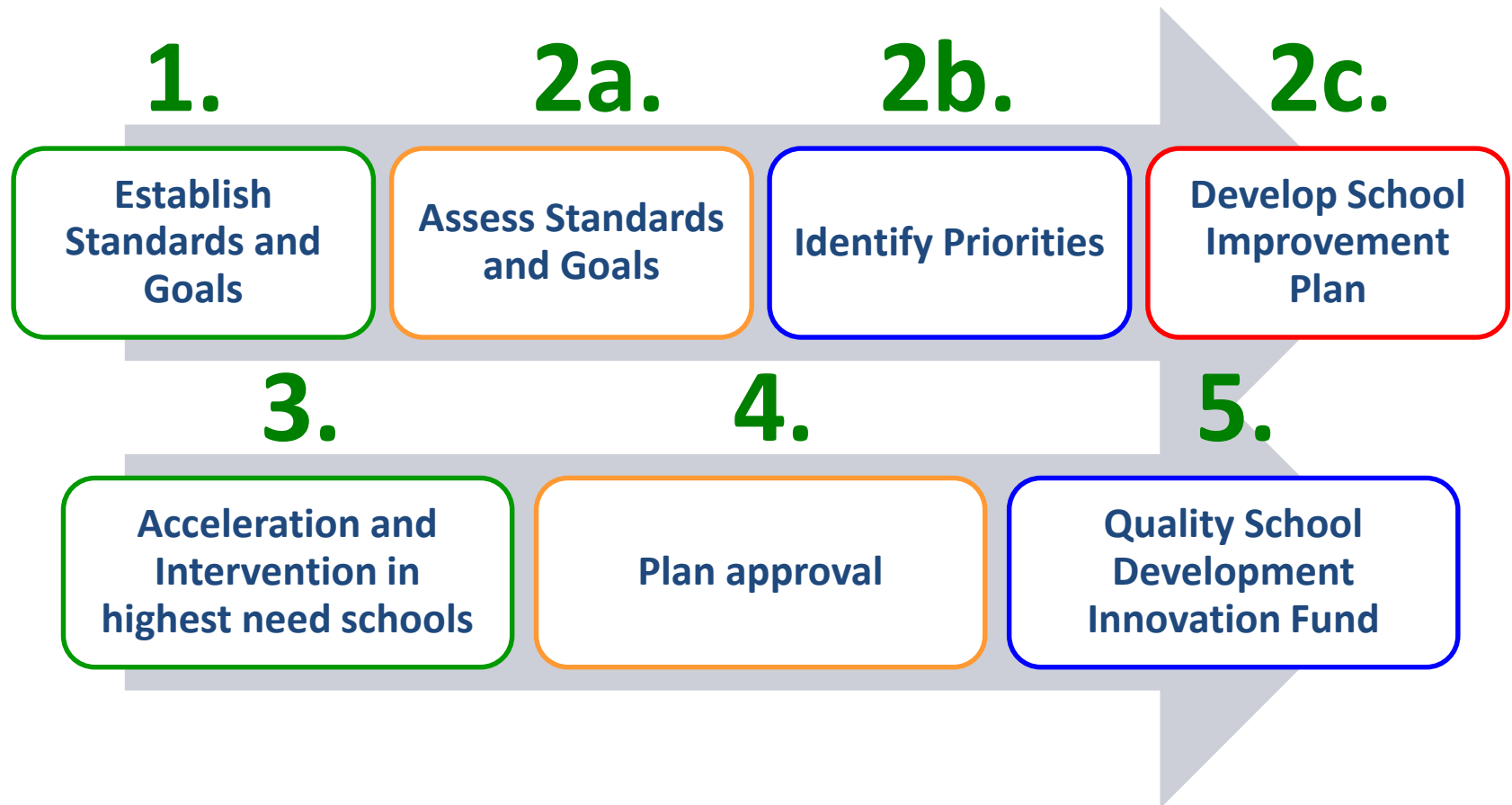
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Quality School Development

CONTINUOUS SCHOOL IMPROVEMENT PROCESS OUTLINED IN THE POLICY



School Performance Framework

Page 1 shows the academic domain indicators

DOMAIN TIER SCORE

Rolled-up tier scores for status and growth for the academic domain

OVERALL TIER SCORE

Calculated by transforming the sum of the total weights from a 1-5 scale to a 1-6 scale

GROUPS

The performance of 5 groups are considered in the SPF

GRADESPLAN

Shows the grades used to create the report



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name

Elementary School Grades K-5

WEIGHTING

Out of 100%

DEMOGRAPHICS

School Performance Framework

School Demographics 2014-15

286 students

LI: 76%

EL: 13%

SWD: 17%

AA: 72%

NA: 0%

A: 3%

L: 16%

F: 0%

PI: 1%

W: 4%

ME: 0%

See page bottom for abbreviation definitions

RELEASE VERSION

Fall 2015 Release

TIER LEGEND

Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1

Academic Status	Weight	Indicator Tier Score	Total Score	Academic Domain															Total Weight	
				All Students			LPRG (lowest performing racial/ethnic group)			EL (English Learners)			SWD (students with disabilities)			LI (low income)				
Academic Growth	10%	5.38		Performance	Index Level	Points Earned	Group	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	
SBAC ELA																				
status	50%	1.47	1.00	13.4%	1	0.100 out of 0.500	L	4%	1	0.025 out of 0.125	0%	1	0.025 out of 0.125	4.3%	1	0.025 out of 0.125	13.3%	1	0.025 out of 0.125	0.200 out of 1.000
growth				Coming Fall 2016																
SBAC Math																				
status	10%	1.78	1.78	15.3%	2	0.200 out of 0.500	L	12%	1	0.025 out of 0.125	4.8%	1	0.025 out of 0.125	8.7%	1	0.025 out of 0.125	15.8%	2	0.050 out of 0.125	0.325 out of 1.000
growth				Coming Fall 2016																
SRI																				
status	50%	1.78	5.38	34.4%	2	0.100 out of 0.250	L	27.3%	1	0.013 out of 0.063	23.1%	1	0.013 out of 0.063	15.6%	1	0.013 out of 0.063	34%	2	0.025 out of 0.063	0.163 out of 0.500
growth	10%	5.38		5.7%	4	0.200 out of 0.250	L	15.5%	5	0.063 out of 0.063	23.1%	5	0.063 out of 0.063	8.4%	5	0.063 out of 0.063	7.9%	5	0.063 out of 0.063	0.500 out of 0.500

GROUP POINTS

Awarded out of possible for that group and indicator

INDICATOR POINTS

Awarded out of possible for that indicator across groups

INDICATOR

For each domain, a set of gradespan-specific indicators are shown

NOTES

Notes: EL = English Learner, RE = Race/Ethnicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = multiple ethnicity, PI = Pacific Islander, W = White, NA = Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDS) day 2014; * denotes indicators for which performance data are from 2013-14 rather than 2014-15 due to a one year delay in data reporting; ** denotes indicators for which data are not yet available; Total Score = (total weight received / total weight out of) * 5, scaled from 1-5 to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores rounded to the nearest 1%; The Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 01/19/16.

INDICATOR TIER SCORE

Rolled-up tier scores for status and growth for each indicator across groups

RACE/ETHNICITY

Of the lowest performing racial/ethnic group

PERFORMANCE

For each group

GROUP TIER SCORE

Tier scores for status and growth for each indicator and group

continued

See page bottom for abbreviation definitions

Group/Indicator	Status	Weight	Indicator Tier Score	Performance	Index Level	Points Earned	Group	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Weight
Culture/Civics: Overall																				
status	1.78	12.1%	2	0.040 out of 0.100	1	0.040 out of 0.100	L	23.8%	1	0.040 out of 0.100	18.7%	1	0.040 out of 0.100	18.1%	1	0.040 out of 0.100	12.1%	2	0.040 out of 0.100	0.040 out of 0.100
growth	2.88	0%	2	0.040 out of 0.100	L	0.7%	1	0.040 out of 0.100	1.2%	1	0.040 out of 0.100	1.2%	1	0.040 out of 0.100	1.2%	1	0.040 out of 0.100	1.2%	1	0.040 out of 0.100
Chronic Absence																				
status	4.91	1%	4	0.010 out of 0.025	AA	1.9%	4	0.010 out of 0.025	0%	5	0.010 out of 0.025	1.2%	4	0.010 out of 0.025	0.3%	4	0.010 out of 0.025	0.3%	4	0.010 out of 0.025
growth	3.81	-1%	3	0.010 out of 0.025	AA	2.6%	1	0.010 out of 0.025	0%	5	0.010 out of 0.025	-1.4%	4	0.010 out of 0.025	-1.8%	4	0.010 out of 0.025	-1.8%	4	0.010 out of 0.025
Disciplinary																				
status	1.00	0.1%	1	0.000 out of 0.025	AA	0.0%	1	0.000 out of 0.025	0%	5	0.000 out of 0.025	0%	5	0.000 out of 0.025	0%	5	0.000 out of 0.025	0%	5	0.000 out of 0.025
growth	1.00	0.5%	1	0.000 out of 0.025	AA	0.0%	1	0.000 out of 0.025	0%	5	0.000 out of 0.025	0%	5	0.000 out of 0.025	0%	5	0.000 out of 0.025	0%	5	0.000 out of 0.025
Attendance																				
status	3.50	54%	3	0.010 out of 0.025	AA	0%	3	0.010 out of 0.025	N/A	5	0.010 out of 0.025	N/A	5	0.010 out of 0.025	N/A	5	0.010 out of 0.025	N/A	5	0.010 out of 0.025
growth																				
Parent/Community Involvement																				
status	6.00	87.3%	5	0.040 out of 0.080	AA	85.5%	5	0.040 out of 0.080	N/A	5	0.040 out of 0.080	N/A	5	0.040 out of 0.080	N/A	5	0.040 out of 0.080	N/A	5	0.040 out of 0.080
growth																				
Staff																				
status	6.00	92%	5	0.020 out of 0.040	N/A	0%	5	0.020 out of 0.040	N/A	5	0.020 out of 0.040	N/A	5	0.020 out of 0.040	N/A	5	0.020 out of 0.040	N/A	5	0.020 out of 0.040
growth																				
Student Learning																				
status	2.25	45.9%	2	0.040 out of 0.080	N/A	0%	2	0.040 out of 0.080	N/A	2	0.040 out of 0.080	N/A	2	0.040 out of 0.080	N/A	2	0.040 out of 0.080	N/A	2	0.040 out of 0.080
growth																				
Attendance Rate																				
status																				
growth																				

Notes: ES = Elementary School, MS = Middle School, HS = High School, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple Ethnicity, PI = Pacific Islander, W = White, NA = Native American, LI = Low Income (qualified for free or reduced lunch), ES = Elementary School, MS = Middle School, HS = High School; School demographics were gathered on California Board of Education Data System (CBEDS) day 2014; * denotes indicators for which performance data are from 2013-14 rather than 2014-15 due to a one year delay in data reporting; ** denotes indicators for which data are not yet available; Total Score = (total weight received / total weight out of) * 5, scaled from 1-5 to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; The Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 01/19/16.

School Performance Framework Engagements – Becoming Easier to Follow



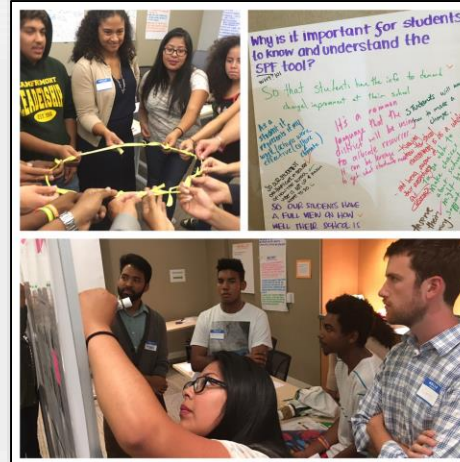
**School &
Teacher
Leaders**



**CBO's
Community
Based
Organizations**



**Parent
Leaders**



**Student
Leaders**

School Performance Framework

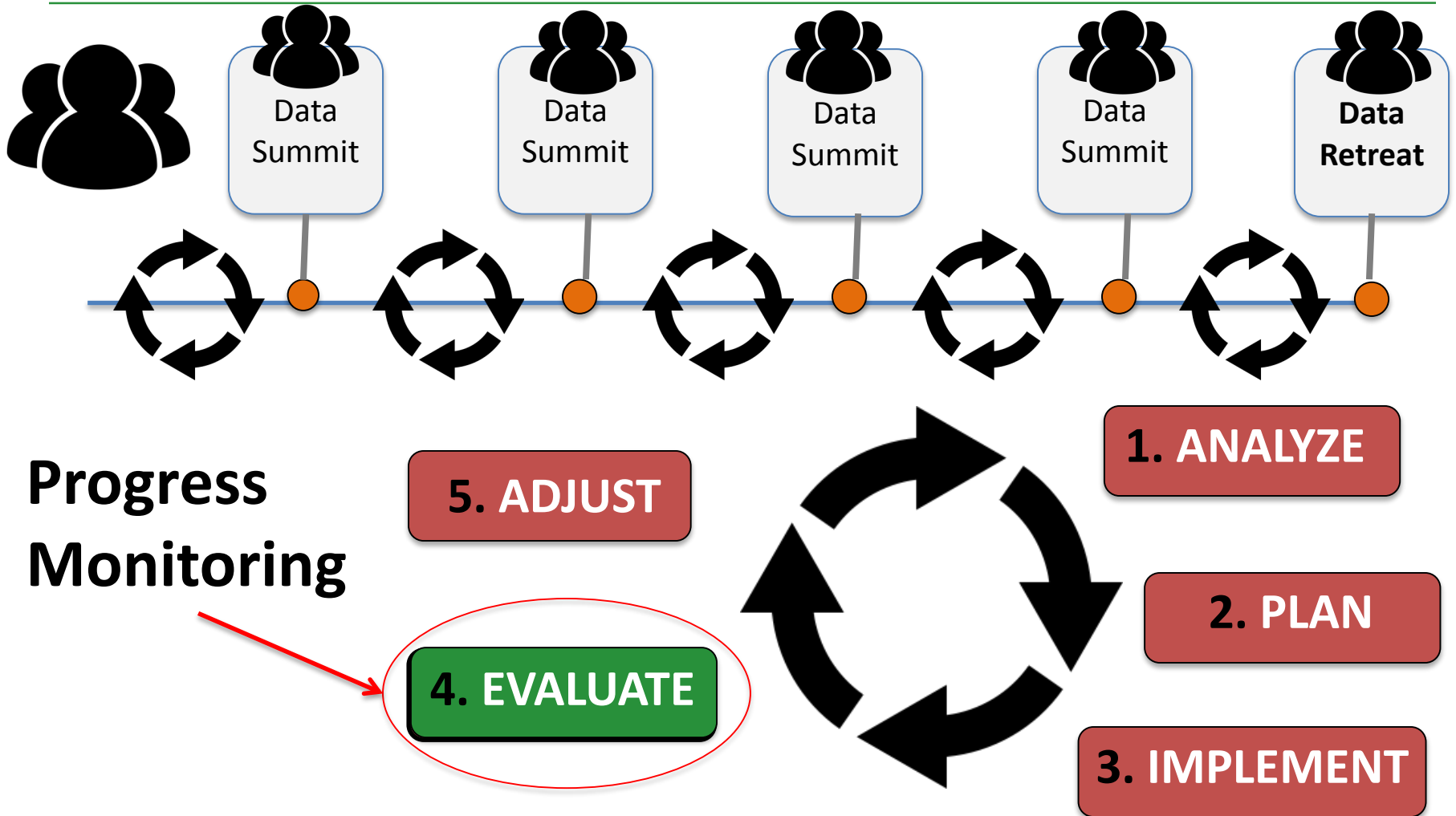
Student Leaders Decide Guidance for SPF Reports



Guiding Principles:

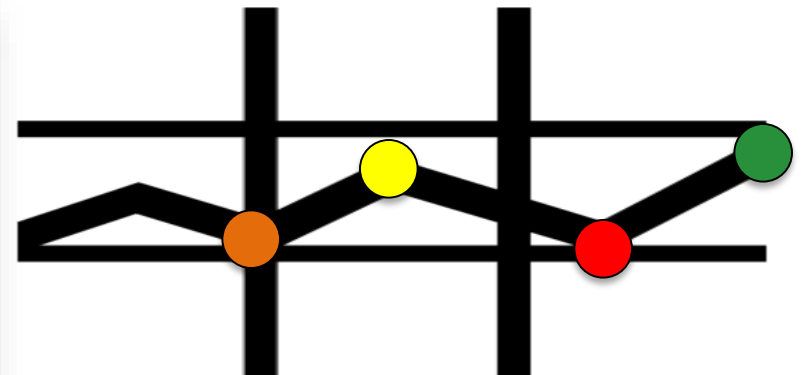
- **Avoid Information Overload**
 - *Keep it engaging, but don't "dumb it down"*
- **Disaggregate the Data**
 - *Make other student groups' data accessible*
- **Maintain Print and Digital Consistency**
 - *Ensure posted reports are same as printed for consistent meaning-making*
- **Highlight Keys and Legends**
 - *Make prominent so acronyms & concepts can be easily grasped*

High Functioning Teams Leading Data-Driven Cycles



Assessing and Monitoring Progress

KPI's: Key Performance Indicators



Monitoring performance along the way so that plans can be adjusted

“Why wait until the race is over to know if I’m in the lead?”

- Usain Bolt - Fastest Man Ever Timed

A collage of educational documents and a photograph. At the top left is a document titled "OUSD PUBLIC DASHBOARDS (AGGREGATE LEVEL DATA FOR PUBLIC USE)" with a description of dashboards and navigation buttons for FAQ, FEEDBACK, and DASHBOARD LIST. Below it is a document titled "ASSESSMENTS" with a pencil icon. In the center is a photograph of a group of people sitting around a table in a meeting. To the right of the photo is a document titled "OAKLAND COUNTY SCHOOLS Community Schools" with the text "CONTINUOUS IMPROVEMENT 2015-16" and "Every Student". At the bottom left is a circular logo with a graduation cap and a recycling symbol. At the bottom right is a document titled "Now includes guidance on Cycles of Inquiry, Progress Monitoring, School Performance Framework Leadership Growth & Development System, Teacher Growth & Development System, and Communities of Practice." with a version number v. 9/9/25.



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Superintendent Work Plan #2: Building Professional Learning Communities (PLCs)



Presented by the Academic Social Emotional Learning Division

August 2016

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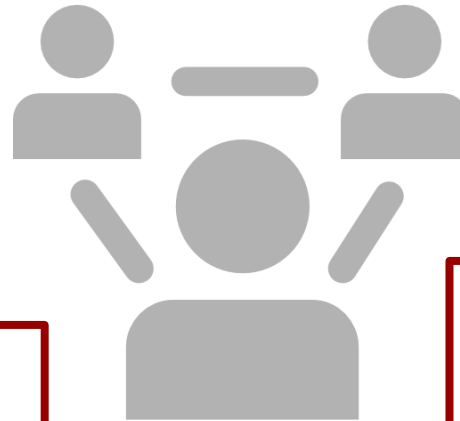
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2015-2016 Work

Site ILT and PLC
baseline data
collected

PLCs



Explicit focus on
PLCs & ILTs as part
of 16-17 PL plan

OUSD Models for
ILT and PLC
implementation for
CCSS/NGSS

“Best Practices”
learning from highly
developed
practitioners

PLC = Professional Learning Community
ILT = Instructional Leadership Team

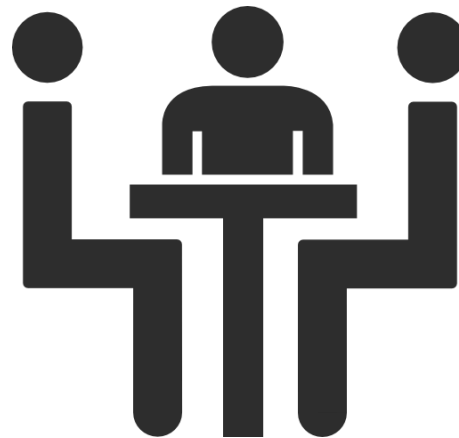


From Meetings to PLCs: Identified Needs

Easy-to-Follow

*Tools and Protocols
to support quality
work*

PLC?



*Systems for
gathering evidence,
monitoring progress,
and providing
feedback to schools
and central leaders*

*Differentiated Supports for
Principals and Teacher Leaders
who lead ILTs/PLCs*



Summer 2016 ILT/PLC Capacity Building



June School Leadership Team
planning & training (400)



June-August Teacher Leader
training (100)



Soft Launch of Online Personalized
Learning Platform (KDS)



2016 - 2017 Work

Cross-functional Planning Teams for Principal & Teacher Leader Professional Learning

PLCs



... including Principals/Teacher Leaders

- Continue to learn from highly developed practitioners
- Design tools and protocols
- Monitor development, lead inquiry, build strategies



2016 - 2017 Work

Professional Learning Strategies

- Network Support Teams to provide differentiated supports/collect data
- Principal Professional Learning PLCs (Networks) including “leading teams”
- ILT sessions, coupled to Principal Professional Learning
- Teacher Leader training on leading PLCs
- Personalized learning supports: KDS

PLCs





Quality School Development Update

Questions & Discussion



EVERY STUDENT THRIVES!



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