CAO Overview - Work Going Forward to Improve Academic Outcomes

Per request of the Board of Education, this document represents the outgoing Chief Academic Officer's perspective on the key areas of academic work going forward. Research and experience demonstrate the need for continuity and sustained investment and focus in order to achieve significant improvement in student achievement. The strategies below represent a continuation of initiatives started during the past five years.

These included:
-   focusing on standards-based instruction across the curriculum
-   strengthening teacher and principal collaboration in professional learning communities
-   improving mathematics education, with a focus setting a strong foundation in K-5
-   improving college and career readiness
-   building a comprehensive assessment system

Over the past five years, OUSD has achieved the highest growth of any large urban district in California. I fully expect OUSD to continue that winning streak into year six.

It has been a pleasure and an honor to serve the students, teachers, and principals of Oakland Unified School District.

Sincerely,

Brad Stam

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District Goals

1. **All Students Read and Write at or above grade level by third grade**
2. **All Students Succeed in Algebra by end of ninth grade**
3. **All Students Graduate Ready for Success in College and Career**

Board and Superintendent Priorities

1. **Safe, Healthy and Supportive Schools**
2. **Effective Instruction in Every Classroom, Every Day**
3. **Literacy for College and Career Success**

Key Strategies

Safe, Healthy and Supportive Schools

Strategy 1.1 – Build Proactive Supports and Safety Net in Secondary Schools to Keep All Students on Track

Strategy 1.2 – Use Restorative Justice to Promote Connectivity and Healing

Effective Instruction in Every Classroom, Every Day

Strategy 2.1 – Develop and Use a Common Framework for Effective Instruction

Strategy 2.2 – Strengthen the Core Curriculum for PK-7 Math, Algebra and PK-5 Literacy

Strategy 2.3 – Continue Principal Instructional Leadership Development

Literacy for College and Career Success

Strategy 3.1 – Expand Linked Learning to Increase Relevance, Engagement and Rigor in Middle and High School

Strategy 3.2 – Improve Literacy Instruction in Middle and High School

Strategy 3.3 – Create a Balanced Assessment System

STRATEGY DETAIL

1. SAFE, HEALTHY AND SUPPORTIVE SCHOOLS

Strategy 1.1 – Build Proactive Supports and Safety Net in Secondary to Increase Graduation Rate

a. Build college awareness from kindergarten.

b. Develop online student success planning and progress monitoring tool accessible through parent portal to students and families, not just counselors and teachers.

c. All students have college and career success plan by end of seventh grade.

d. Expand implementation of small learning communities/academies and cohort model for student grouping at OHS, Tech and Skyline grades 9-12.

e. Train and certify peer advisors in high school.

f. Train, certify, and pay peer academic tutors in high school, with a recruitment focus on African American and Latino male tutors.

g. School quality criteria include data on the effectiveness of the school safety net.

Strategy 1.2 – Use Restorative Justice To Promote Connectivity and Healing

a. Train and certify counselors, advisors, assistant principals, school security officers, police officers, and student leaders in restorative justice practices.

b. Identify and monitor implementation of progress indicators for Restorative Justice resolution.

c. Highlight success and transformation using student and parent testimonials, video, and site visits.

2. EFFECTIVE INSTRUCTION EVERY CLASSROOM, EVERY DAY

Strategy 2.1 – Develop & Use a Common Framework for Effective Instruction

a. Engage students, teachers, and community members to develop a clear, common definition and framework for effective teaching PK-Adult, building upon the foundation of Teach4Success, Swun Math, Assessment For Learning, Academic English Development and the CA Standards for the Teaching Profession.

b. Align current professional development, programs and tools to the components of effective instruction; build online toolkit for teacher leaders, coaches and principals. Provide intensive support for new teachers using the framework.

c. Identify and video exemplary practitioners; certify coaches, mentors and teacher leaders to be training resources for others, including new teachers and PAR.

d. Link presence of effective instruction to school quality rubric, ex: % of proficient practice observed in classrooms.

e. Effective instruction definition informs revision of teacher evaluation instrument.

Strategy 2.2 – Strengthen the Core Curriculum for PK-7 Math, Algebra and PK-8 Literacy

a. Integrate the Common Core Standards with the CA academic standards to strengthen focus on college and career readiness. Engage teachers in updating in pacing guides and professional development to reflect this integration.

b. Continue investing in effective mathematics practice, focusing support on growth schools, and leveraging exemplar schools, certified lead teachers and lead principals to provide professional development. (ex: Swun partnership)

c. Expand online bank of model curriculum using Swun lesson design and Envision Math curriculum. Make available first to new teachers.

d. Continue focus of K-5 literacy professional development on standards-based instruction. Build a balanced literacy curriculum, using Open Court as the foundation, and integrating Academic English development strategies.

Strategy 2.3 – Principal Instructional Leadership Development

a. Use principal professional learning survey data and NEXO recommendations to guide design of principal support for next year.

b. Provide differentiated and sustain small group learning opportunities to meet specific needs.

c. Build principal capacity to lead site professional development using the framework for effective instruction and aligned tools.

d. Build principal capacity to foster and support high functioning teacher professional learning communities and collaborative teams that promote individual student success.

3. LITERACY FOR COLLEGE AND CAREER SUCCESS

Strategy 3.1 – Expand Linked Learning to Increase Relevance, Engagement and Rigor in Middle and High School

a. Improve quality and equitable access in STEAM (Science, Technology, Engineering, Arts, Mathematics) pathways. Certify at least eight (8) pathways by 2012. This includes creating high quality integrated, career-themed curriculum units and courses of study.

b. Partner with business and the city to expand work-based learning opportunities for academy students.

c. Pilot project-based replacement units in Algebra and Pre-Algebra; continue modular Algebra credit pilot; continue Algebra academies and PD for Algebra teachers.

Strategy 3.2 – Improve Literacy Instruction in Middle and High School

d. Integrate the Common Core Standards with the CA academic standards in the curriculum to strengthen the focus on college and career readiness skills.

e. Integrate Expository Reading and Writing course (CSU-aligned) modules in English courses in all high schools.

f. Develop and implement tiered reading intervention model (RTI) in all secondary schools for both English learner and English only students.

Strategy #3.3 – Create a Balanced Assessment System

a. Strengthen district assessments with teacher feedback. Develop and Include open-ended response items and complex tasks.

b. Continue implementation of the Writing Progress Assessment K-11. Expand writing professional development.

c. Continue implementation of the Document-Based Question assessment in History/Social Studies in grades 7,8,10.

d. Reform the Senior Project requirement so it reflects the student outcomes; establish a common standard and criteria for rigor, identify and bank exemplars.

e. Support increased performance assessment opportunities across schools, including portfolio conferences, exhibitions, expositions, research projects, etc.