

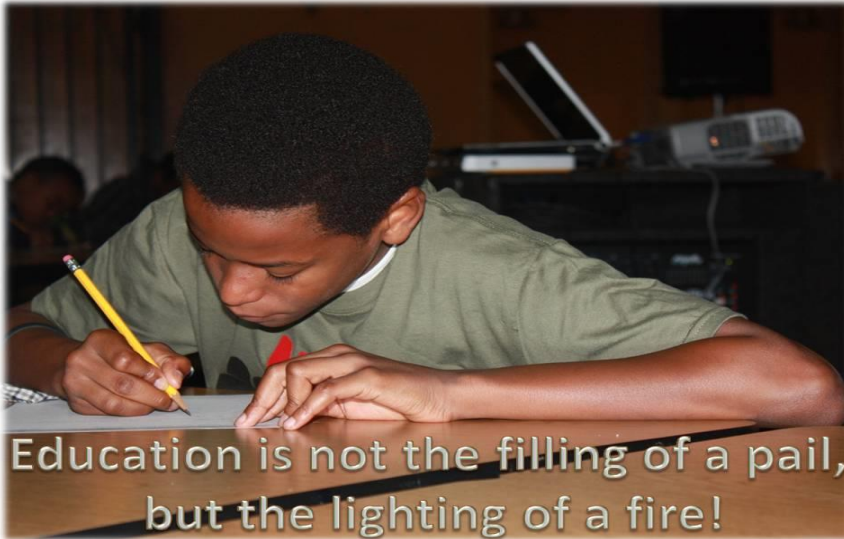


OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

2010-2011

African American Male Achievement (AAMA)



Education is not the filling of a pail,
but the lighting of a fire!

Task Force Leader
Christopher P. Chatmon

**There is in this
world
no such force
as the force of
a person
determined
to rise**



MISSION & VISION

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL

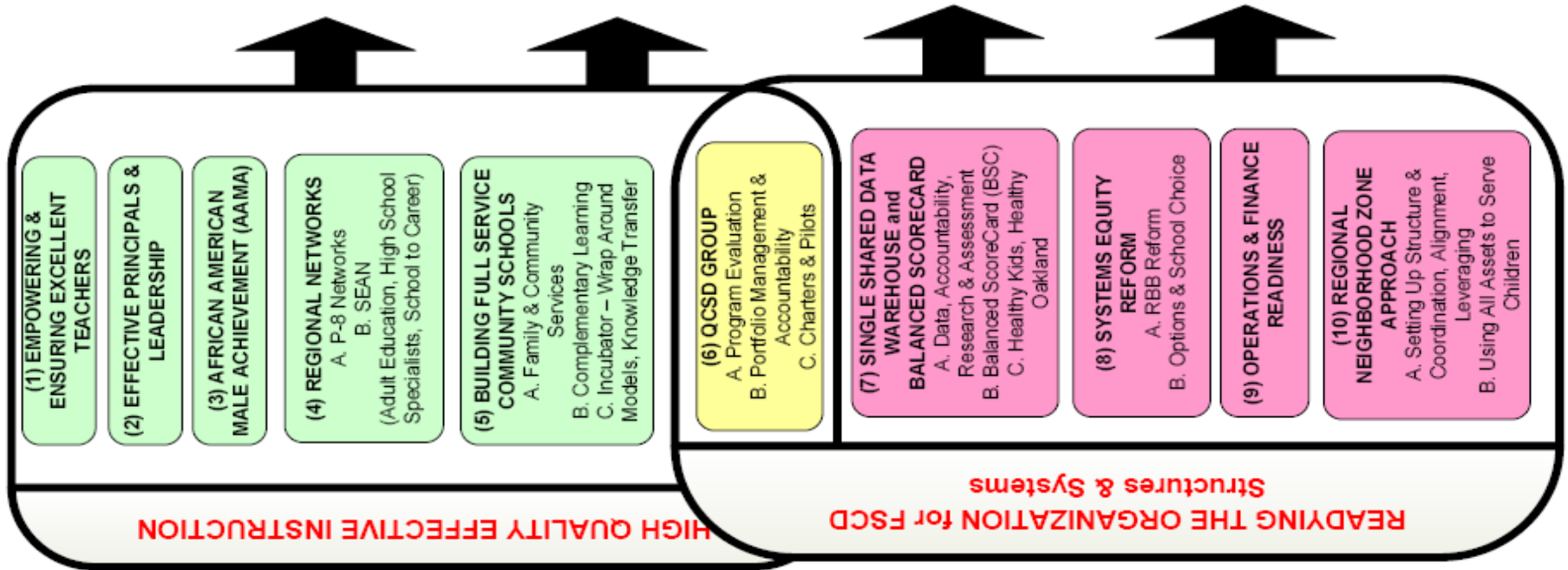
To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK

Three (3) Regions of Need-Based Networks that host Safe & High Quality Full Service Community Schools.

PRIORITIES

1. Safe, Healthy & Supportive Schools
2. High Quality Effective Instruction
3. College & Career Readiness Literacy



The Principles of HQEI & Equity-in-Action Inform all Task Force Work

Principles of High Quality Effective Instruction

- High expectations & a deliberate theory of action
- Keen focus on college and career readiness
- Designed and enacted practices based on characteristics of students and communities
- Student and school progress monitoring and adjustment or modification of action for results
- Honed capacity of staff to deliver high quality effective instruction, lead, and accelerate equity
- Practice of purposeful collaboration at multiple levels – a constant way of learning and being

Principles of Equity-in-Action

- Put children first
- Work from classrooms out
- Build leadership and capacity throughout
- Purposefully engage parents and community
- Be service driven, responsive, and flexible
- Make good on promises
- Move OUSD from a few full-service community schools to a full-service community district

We Are Who We See



Alignment with District Vision

OUSD MISSION/VISION

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged, and contributing citizens, and prepared to succeed in college and career.

OUSD GOAL

To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher every day.

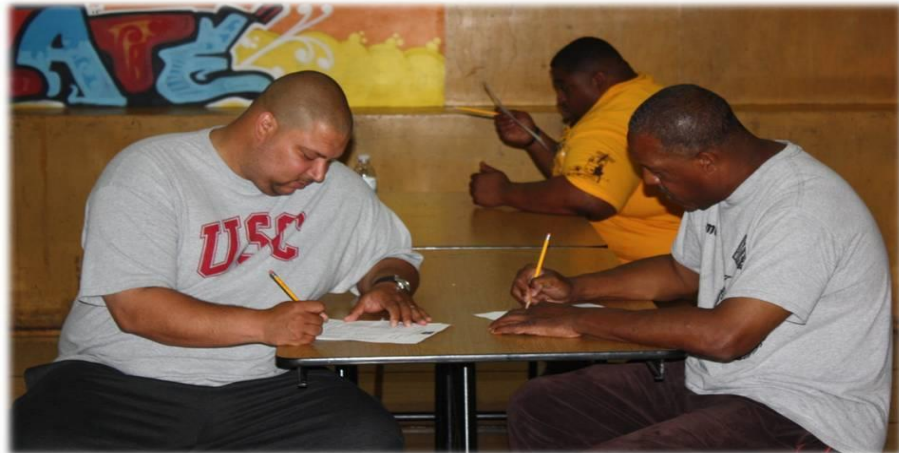
HIGH QUALITY EFFECTIVE INSTRUCTION GOAL

Create exemplary practices, habits, components and strategies to turn around and ACCELERATE the achievement of African American Males through creating a community-wide continuum of support through Full Service Community Schools.

**Be diligent as long as you live,
always doing more than is commanded of you**

"When people made up their minds
that they wanted to be free and took action,
then there was change"

Rosa Parks



Keeping Our Eyes on the Prize....



African American Male Task Force

Overall GOALS

1. Achievement Gap & Disparity
2. Graduation
3. Literacy
4. Suspension
5. Attendance
6. Incarceration
7. Middle School

1. The disparity data for African American Males (AAM) in the city of Oakland will show significant reduction in the gap between White children and AAM children.
2. Significantly increase the graduation rates for AAMs. **Baseline 2010**
3. By 2014 the gap in 4th grade literacy rates between AAM's and others will not exist.
4. Suspension rates for AAMs will not show any significant disproportion. **Baseline 2010**
5. Significant increase in the attendance rates for AAMs. **Baseline 2010**
6. Decrease the incarceration rates for AAMs by 50%. **Baseline 2010**
7. By 2014, middle school academic performance will be on par for OUSD averages for GPA.

TASK FORCE DELIVERABLES

- Conduct basic research on the status of AAM in OUSD and the community on the following goal areas; Achievement Gap & Disparity, Graduation, Literacy, Suspension, Attendance, Incarceration, Middle School Academic performance on par with district averages
- Obtain, review and synthesize information from the prior OUSD AA Task Force and other efforts to address achievement and performance gaps for AAM.
- Conduct a cohort analysis focused on successful and unsuccessful AAM students in OUSD to identify background characteristics or school experiences associated with success or lack thereof; identify schools at each grade level where AAM experience the most success and examine their practices.
- Produce communications plan.
- Develop a strategic plan that puts forward policies, procedures and practices that address the overall goals of the African American Male Achievement Task Force.

The One Thing We Are Born to Discover is that We are More than What We Seem

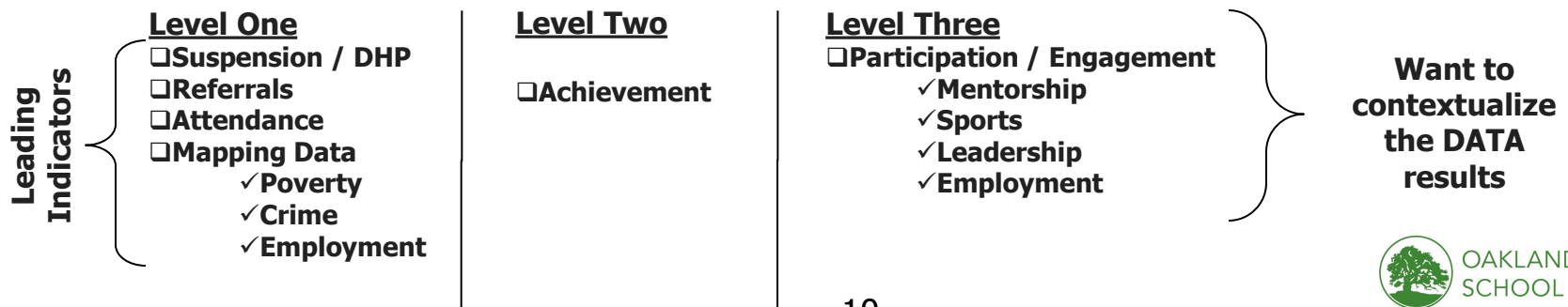


Phase One | Discovery

Essential Question: *How do we understand the experiences and achievement of African American Male Students in Oakland?*

Essential Actions:

- 1. School/Community Canvassing** | Site Visits and Walk-Thrus to all schools in Oakland. Talk with principals and staff about culture, classroom instruction and management. How do they support African American males.
- 2. Listening Campaign**
 - a. African American Middle, High and College Students:** Conduct focus groups / interviews/ surveys for 850 African American males in Oakland (10%)
 - b. Families/Caretakers:** Neighborhood / school community / regional engagements / listening to experiences, successes & needs
 - c. Secondary Providers:** Teachers – Principals – Counselors – Classified Staff
 - d. Tertiary Providers:** Coaches – After School providers – Youth Development – law enforcement, etc...
- 3. Data Analysis & Mapping** | Review , analyze and map multiple data sources for African American males



**To be better today than I was yesterday,
and to be better tomorrow than I am today**



Phase Two | Research & Development

Essential Question: *What competencies, conditions & culture are necessary to positively affect the experience, achievement & well being of AAM students in Oakland?*

Essential Actions:

1. Effective Practice & Research Review

2. Model Analysis

- a. Local School Communities
- b. National Models that have demonstrated & sustained success with African American males

3. Interviews

- a. Conduct interviews with national practitioner's & systems leaders of schools & districts that are powerfully changing the trajectory for African American males



Creating a Counter Narrative

The Future depends
on what
we do
in the present!



Phase Three | Strategy Development

Essential Question: *What have our lessons/data told us about what a system that propels AAM students needs to look like?*

Essential Actions

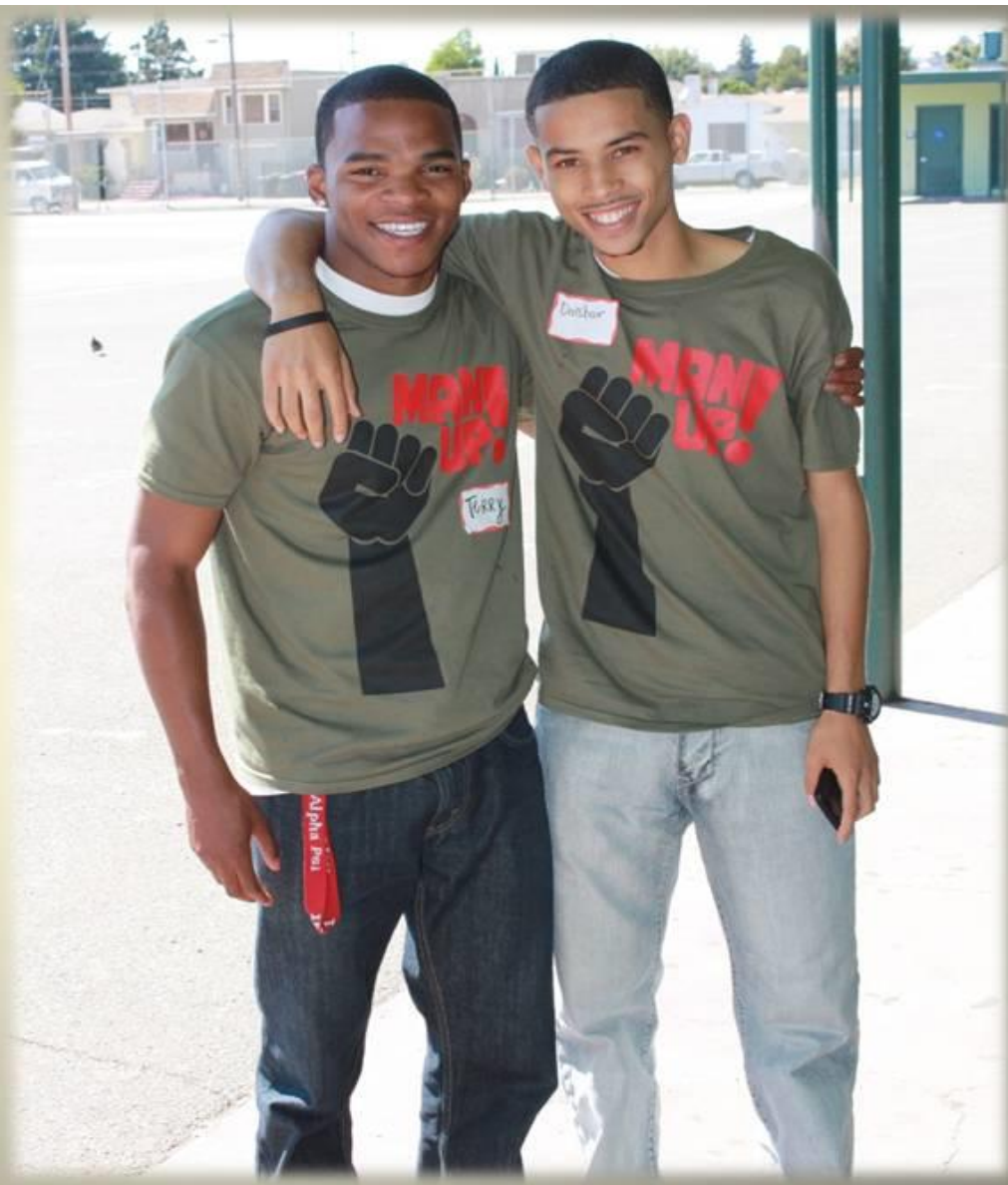
- 1. Synthesis** – What have we learned about that propels AAM Students
 - a. Culture – rituals / routines
 - b. Competencies – skills / knowledge
 - c. Conditions – policies / practices / programs / structures / systems/ central office / access

- 2. GAP Analysis**
 - a. Where do these things exist already?
 - b. Where are there opportunities to advance culture, conditions and competencies – (school communities ready for pilots...)
 - c. What are some of the implications for teacher effectiveness & training?

- 3. Build – Implement - Fundraise**
 - a. Develop “Pilots” to test effect on leading indicators

The Past is
History,
The Future is a
Mystery,
This Moment is
a **Gift...**

That's why it's
called the
Present!



Key Dates & Project Plan Overview

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Identify AAMA Technical Assistance Team, Task Force & Student Leadership Team		█								
Phase One Discovery		█								
Phase Two Research & Development					█					
Phase Three Strategy Development				█						
PILOT: AAMA Professional Development Series			█							
PILOT: AAMA Programs 1. Launching Pad to Excellence 2. Black History Competition					█					

**Your work is to discover
your world and then
with all your heart give
yourself to it!**



Operating Norms & Work Structure

OPERATING NORMS

- **Transparency:** communicate process to all stakeholders by posting meeting dates, agendas, and minutes on FSCS Task Force website
- **Interdependence:** partner with all stakeholders as well as other task forces and departments to ensure the process and outcomes are aligned to the OUSD strategic plan
- **Collaboration:** include all stakeholders in the conversation equitably and thoughtfully
- **Balance of Internal & External Resources:** build on the wisdom and knowledge of OUSD staff as well as external expertise and current research of best practice

AAMA WORK STRUCTURE

- AAMA ED meets with Technical Assistance Team (TAT) bi-monthly to guide the work and ensure common protocols and processes.
- TAT team assembles the AAMA Task Force team agendas and conducts community listening campaigns, regional engagements and produces and distributes supporting documents.
- Task Force team meets monthly to analyze data, review best practices and research and creates agendas for community listening campaigns and regional engagements.
- Establish AAMA Student Leadership team.



**Events in our
classrooms today
will prompt world
events tomorrow.**

Interdependencies with Other Task Forces

The conditions, competencies and cultural characteristics we uncover and codify; the lenses we use and lessons we learn will be continually vetted and integrated with the following task forces and OUSD departments:

1. Empowering and Ensuring Excellent Teachers
2. Quality Community Schools Development Group (QCSD)
3. Regional Networks
4. Building Full-Service Community Schools
5. Regional Neighborhood Approach

In the end
we will
conserve
only what
we love.

We love
only what
we
understand.

We will
understand
only what
we are
taught.



Technical Assistance Team Draft List

NAME	TITLE	ORGANIZATION	TASK FORCE ROLE
Celsa L. Snead, Esq.	Executive Director	The Mentoring Center	Technical Assistance Team
Hank Roberts	Executive Director	Peacemakers Inc.	Technical Assistance Team
Victor Littles	Special Education	OUSD	Technical Assistance Team
Izola Haynes	Parent	Community	Technical Assistance Team
Charlene Johnson	Parent	OUSD	Technical Assistance Team
Tracy Smith	Psychologist	Mental Health Institute Service	Technical Assistance Team
Jason Seals	Professor	Merritt College	Technical Assistance Team
Fauziya Gipson	Operations Support Coach	OUSD	Technical Assistance Team
Ernestine Wilson	5th Grade Teacher	OUSD	Technical Assistance Team
Joel Davis	2nd Grade Teacher	OUSD	Technical Assistance Team

We have a social history of having the fastest time(s) out of the blocks in the relay, but the longer the distance the fewer the Brothers there are to pass the collective baton. We will only consistently succeed when we decide that we are going to have enough runners who are willing and able to pass the technique and the baton to our next generation of runners.

They are looking at us and to us to pass on our knowledge, support and wisdom.

