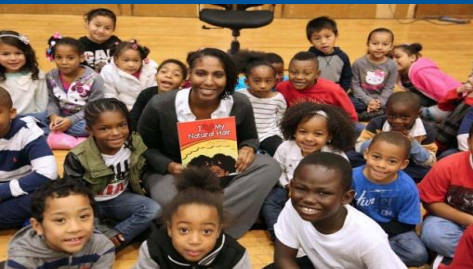




# Our Instructional Focus

## OUSD Board Presentation



October 10, 2018

[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Why our Instructional Focus?

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## Qualitative Data

- School Walkthroughs
- Teachers
- Principals



## Quantitative Data

- Demographic
- SBAC
- SRI
- Inquiry and Planning Tool



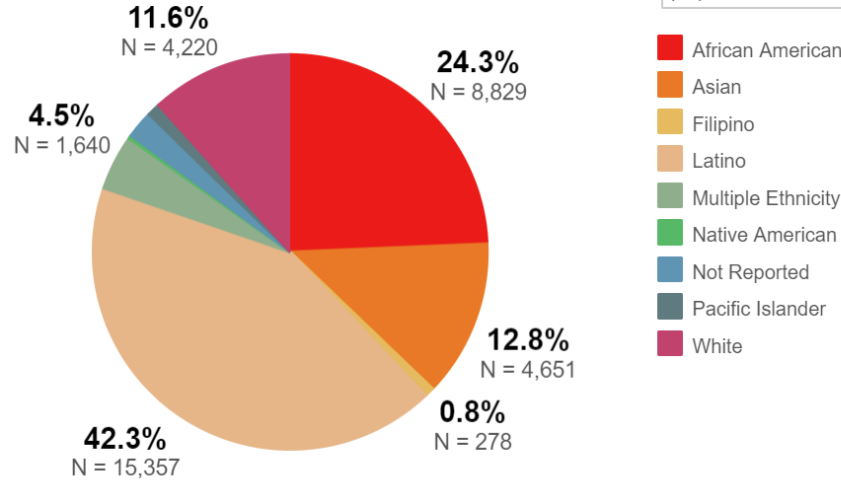
# Student Enrollment by Ethnicity

Enrollment on Tuesday, October 02, 2018

View by Network/School:  Select Network/School:  Include Grade(s):  View by Group:

Total Enrollment: 36,279  
(all Ethnicity groups)

Select Group(s):

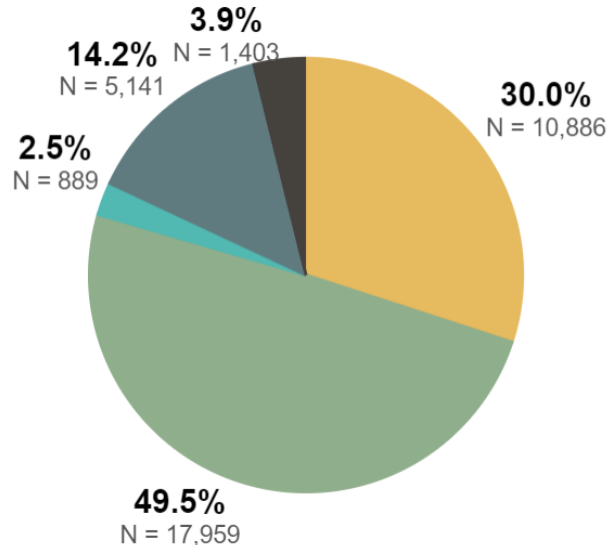


# Student Enrollment by Language Fluency

View by Network/School: District  
Select Network/School: All Schools  
Include Grade(s): (All)  
View by Group: Fluency

Total Enrollment: 36,279  
(all Fluency groups)

Select Group(s): (All)

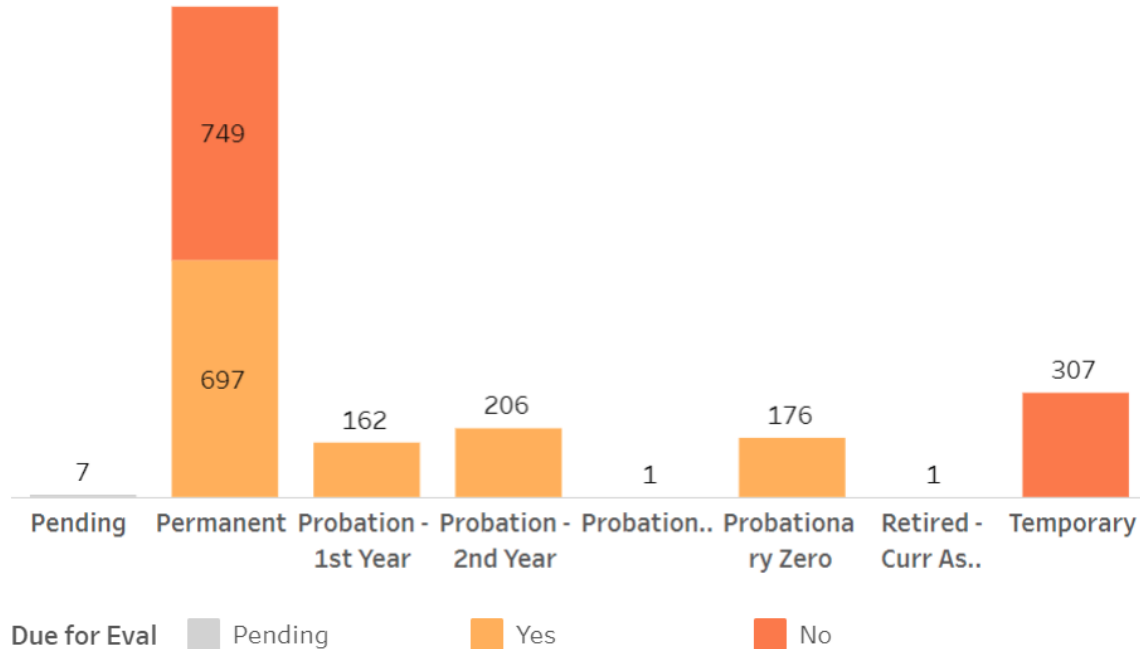


- English Learner
- English Only
- Initial English Fluent
- Recl English Fluent
- To Be Determined
- missing

# Teacher Population

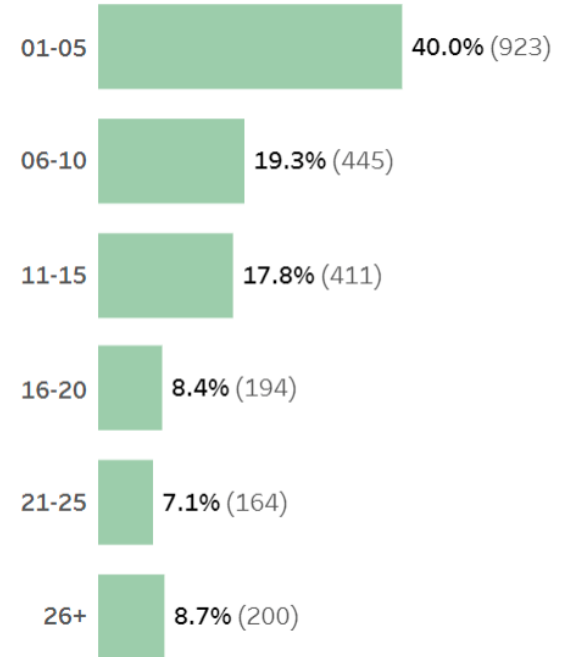
## Contract Status & Due for Eval (All)

A Contract Status of "Pending" denotes that Contract Status needs to be updated in our database.



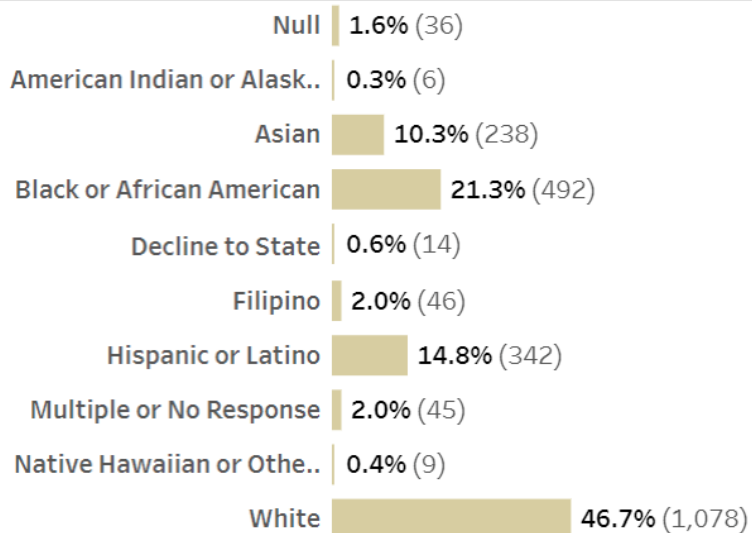
## Salary Step (All)

Proxy for Years of Experience

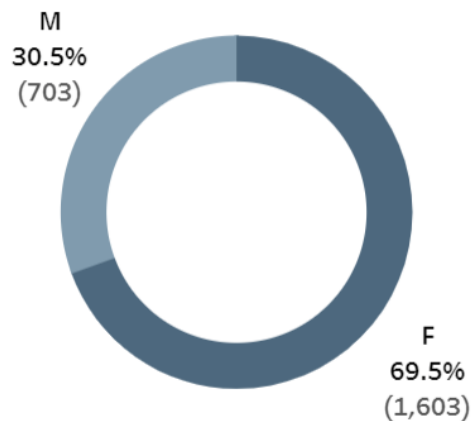


# Teacher Population

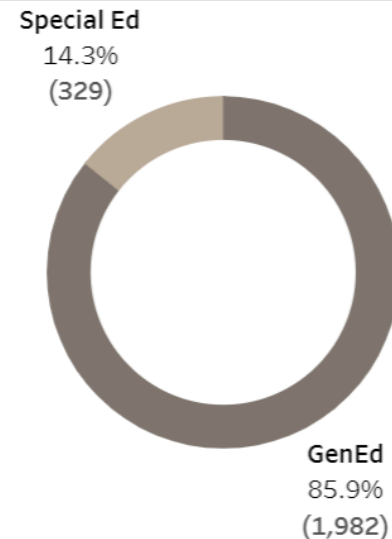
## Ethnicity (All)



## Gender (All)



## General/Special Ed (All)



# District Chronic Absence Data

## District Goal:

5.1 Increase the number of schools with 96% or higher average daily attendance.

5.2 Reduce the rate of students missing 10% or more of school days by 0.5 percentage points.

## 2017-2018 Results:

5.1 - 67% had satisfactory attendance (95% or more) - 1pp less than 2016-2017

5.2 in 2017-2018 % severely chronic absent students increased by 1pp

## Percent Of Students - By Attendance Group

As Of June 7, 2018

Data Last Refreshed On: June 27, 2018

Select Academic Year(s)  
Multiple values

Individual Grade(s) Included  
All

Individual School(s) Included  
Multiple values

View by Network School Pathway  
District

View By Grade Group  
All Grades

View By Student Group  
All Students

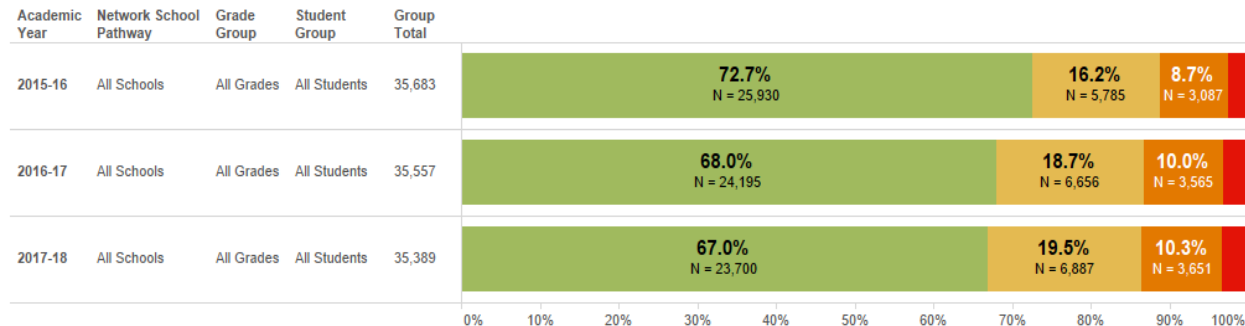
Select Network School Pathway  
All

Select Grade Group(s)  
All

Select Student Group(s)  
All

Attendance Rate Group

- Satisfactory
- At Risk
- Moderate Chronic Absent
- Severe Chronic Absent



# District-wide Suspension Data

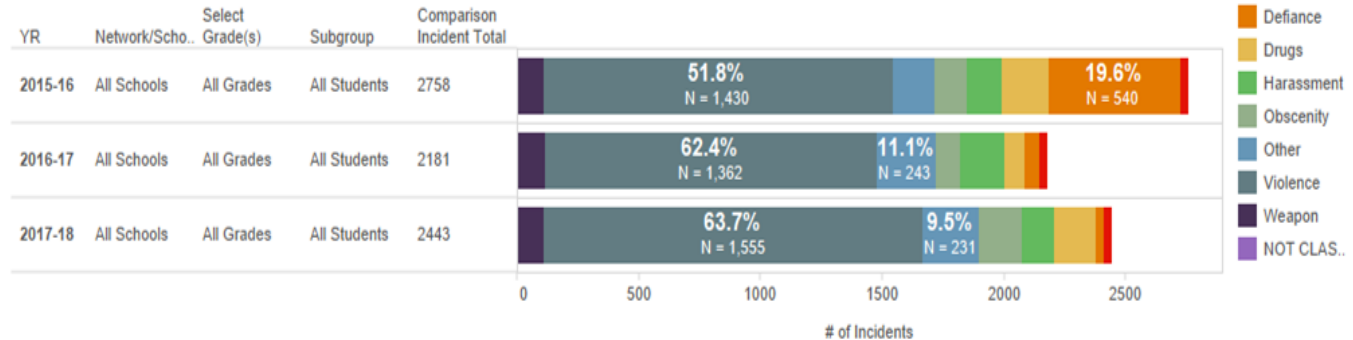
In 2017-2018 OUSD suspended 1,535 (3.9%) students, resulting in 6,305 days of lost learning

**GOAL:** Reduce the out-of-school suspension rate by 1 percentage point.

## OSS Suspension Incidents by Year

Select Year(s) All View by Network/School District Select Net/School(s) All View by Grade All Grades Select Grade(s) All View by Group All Students Select Group(s) All View End of Year or Year to Date? run on to EOY

### Percent and Number of Suspension Incidents





# California Healthy Kids Survey Data

---

## Connectedness:

75.5% Elementary

57.8% Middle School

49.1% High School

Do you feel close to people at school?

Are you happy to be at this school?

Do you feel like you are a part of this school?

Do teachers treat students fairly at school?

Do you feel safe at school?

## Safety:

Do you feel safe at school? Yes, all of the time.

45.1% Elementary

I feel safe in my school. Strongly Agree/Agree

56.6% Middle School

48.6% High School

# SRI Over 3 Years: Spring 2016-2018

| Academic Year | Admin  | Network School Pathway | Grade Group | Student Group | Total  | Stacked Bar Chart  |                    |  |  |                    |
|---------------|--------|------------------------|-------------|---------------|--------|--------------------|--------------------|--|--|--------------------|
| 2015-16       | Spring | All Schools            | All Grades  | All Students  | 22,924 | 17.0%<br>N = 3,899 | 37.6%<br>N = 8,615 |  |  | 24.1%<br>N = 5,536 |
| 2016-17       | Spring | All Schools            | All Grades  | All Students  | 22,557 |                    | 40.8%<br>N = 9,192 |  |  | 25.5%<br>N = 5,754 |
| 2017-18       | Spring | All Schools            | All Grades  | All Students  | 22,778 |                    | 40.4%<br>N = 9,203 |  |  | 28.7%<br>N = 6,535 |

Over 3 years:

Increase “At/Above” by 5pp

Increase “Below” by 2.3pp- not the correct direction we should be going

Decrease “Did Not Take” by 7.3pp

# SRI

| Academic Year | Admin  | Network School Pathway | Grade Group | Student Group | Total  |  |
|---------------|--------|------------------------|-------------|---------------|--------|--|
| 2017-18       | Fall   | All Schools            | All Grades  | All Students  | 22,378 |  |
|               | Spring | All Schools            | All Grades  | All Students  | 22,778 |  |

**FALL 2017: 33.4% At/Above  
Growth: +6.6pp**

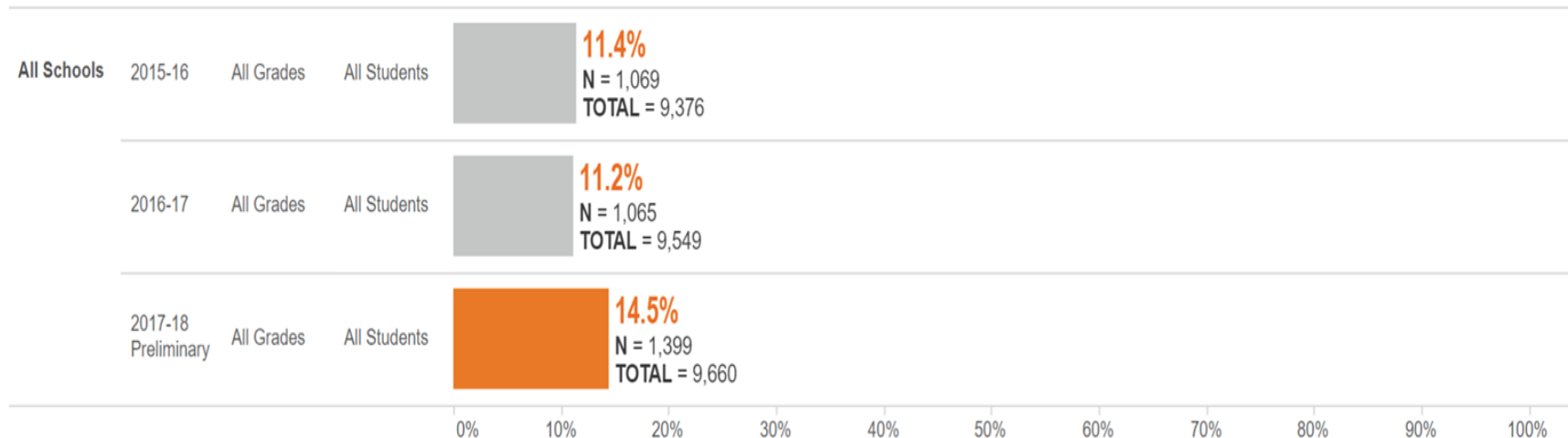
**Spring 2018: 40% Below SRI**

**SRI Spring 2017 to Spring 2018: 3.9pp increase**

# English Language Learner Reclassification

## PRELIMINARY RECLASSIFICATION RATES

Select ELL or LTEL: English Language...  
Select Academic Year: (Multiple values)  
View by Network/School: District  
Select Network/School: All Schools  
View by Grade: All Grades  
Select Grade: All Grades  
View by Subgroup: All  
Select Subgroup: All Students



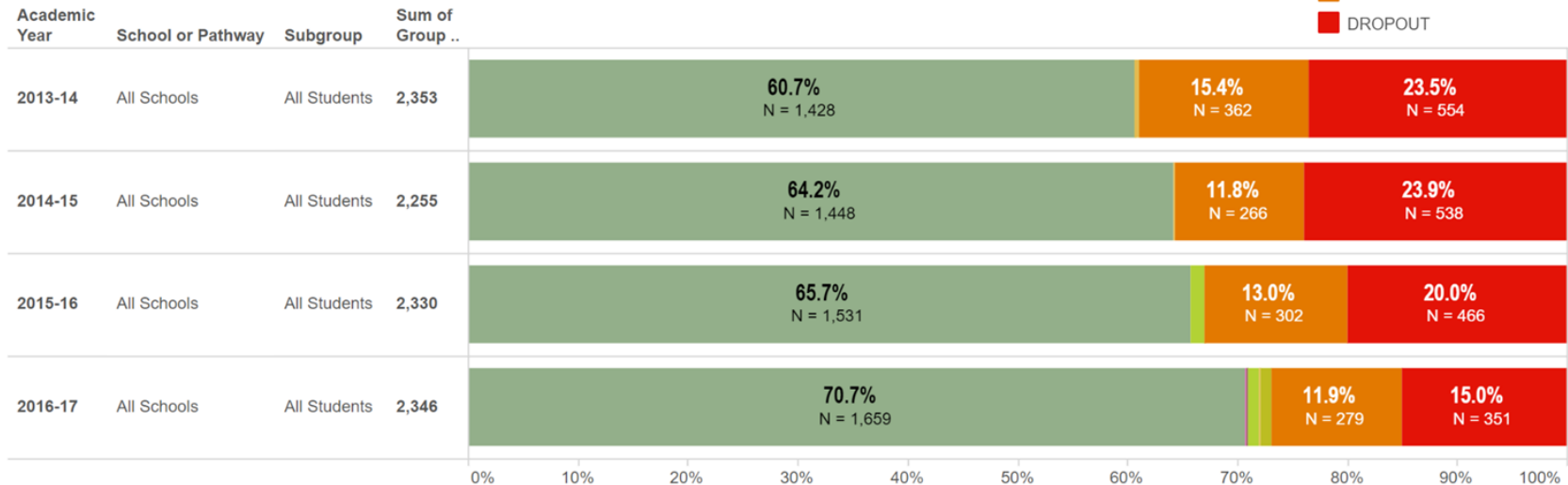
# High School Graduation Rate 2014-2017



## Cohort Graduation & Dropout

Select Year: (Multiple values) | View by School/Pathway: District | Select School/Pathway(s): All Schools | View by Group: All Students | Select Group(s): All Students

- GRAD
- CHSPE COMPLETER
- ADULT GRAD
- SPEC ED CERT
- GED COMPLETER
- TRANSFER
- STILL ENROLL
- DROPOUT

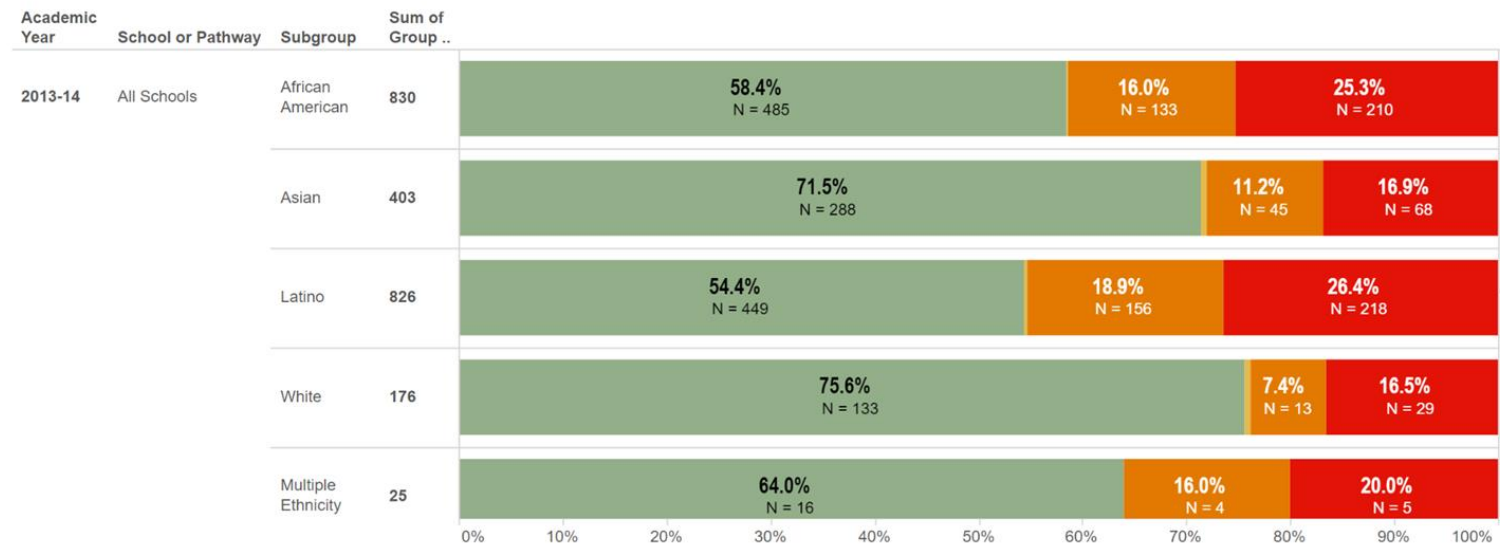


# 2013-2014 Graduation Rate by Race



## Cohort Graduation & Dropout

Select Year: 
 View by School/Pathway: 
 Select School/Pathway(s): 
 View by Group: 
 Select Group(s):



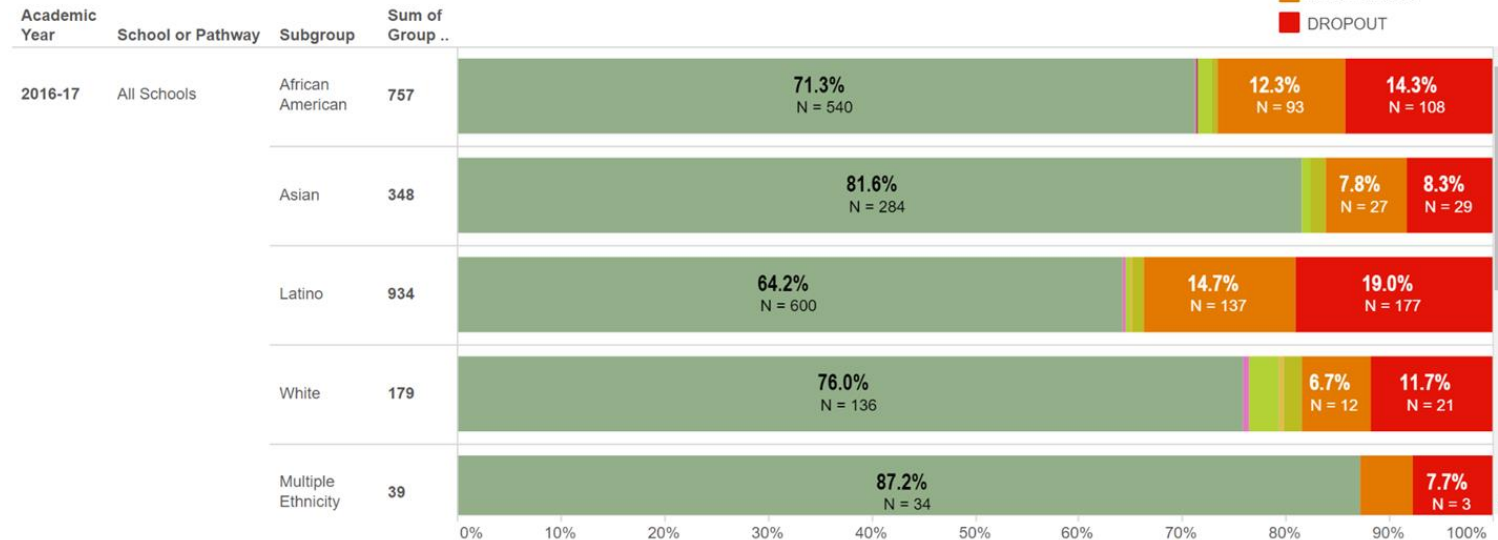
# 2016-2017 Graduation Rate by Race



## Cohort Graduation & Dropout

Select Year: 2016-17 | View by School/Pathway: District | Select School/Pathway(s): All Schools | View by Group: Ethnicity | Select Group(s): (All)

- GRAD
- CHSPE COMPLETER
- ADULT GRAD
- SPEC ED CERT
- GED COMPLETER
- TRANSFER
- STILL ENROLL
- DROPOUT



# What Data Points are Important in SBAC?

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## Viewpoints

- Overall Performance in Percentages
- Percentage Point Growth
- **Distance from Level 3 (Standard Met): Scale Scores**
- Equity Perspective: Focal student groups (Percent and DF3): Does every student at my school improve? Importance of SCALE SCORES
- Consistency: How does a particular grade-level consistently perform?

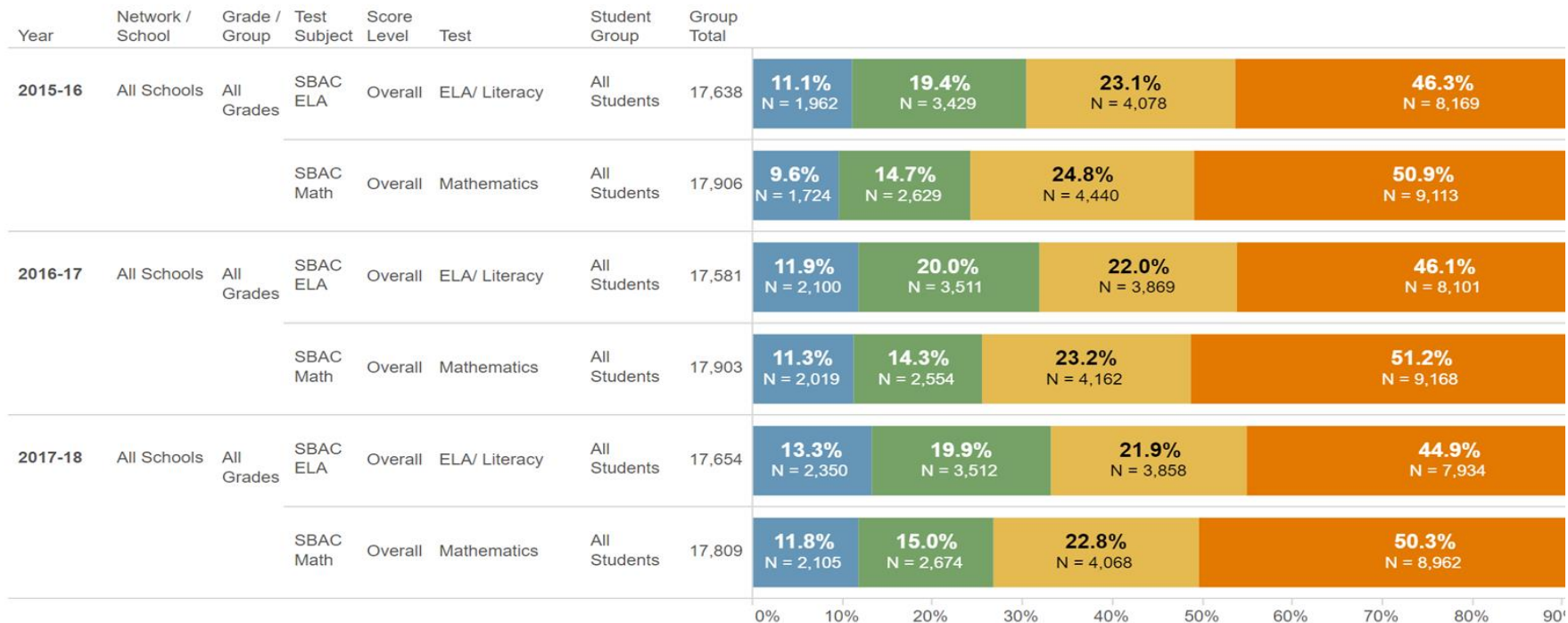


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# **OVERALL PERFORMANCE in PERCENT & PERCENT GROWTH**

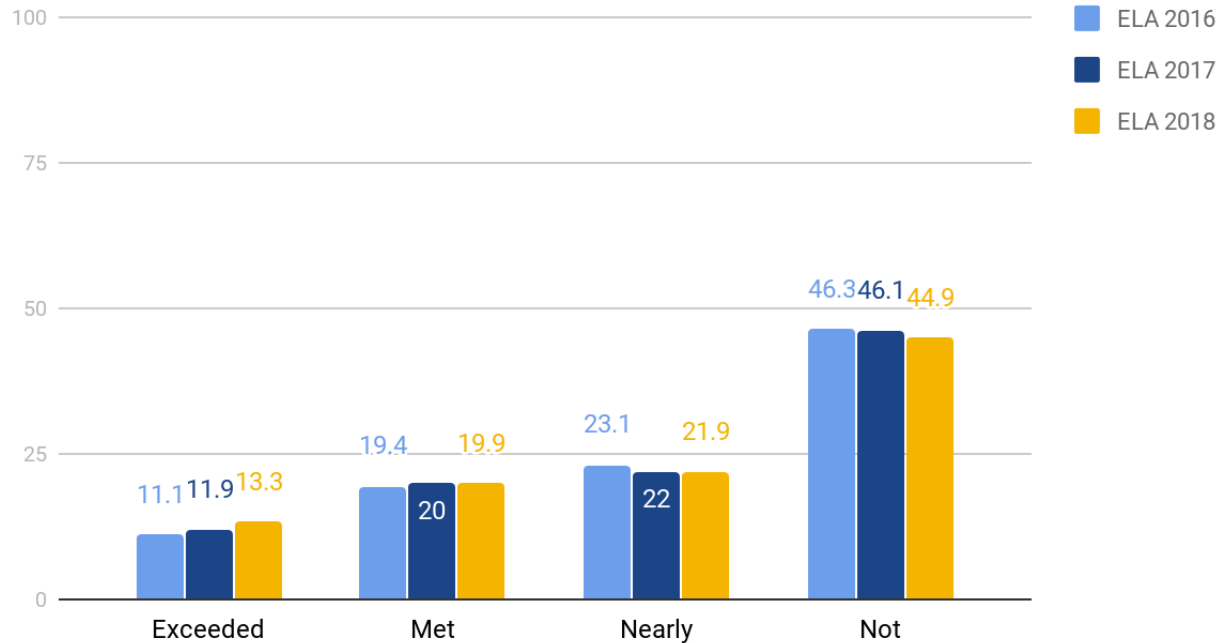
# 2015-2018 SBAC ELA and Math

## SBAC Score Comparisons



# What does our SBAC Data tell us?

2016-2018 ELA Percent



ELA 2018

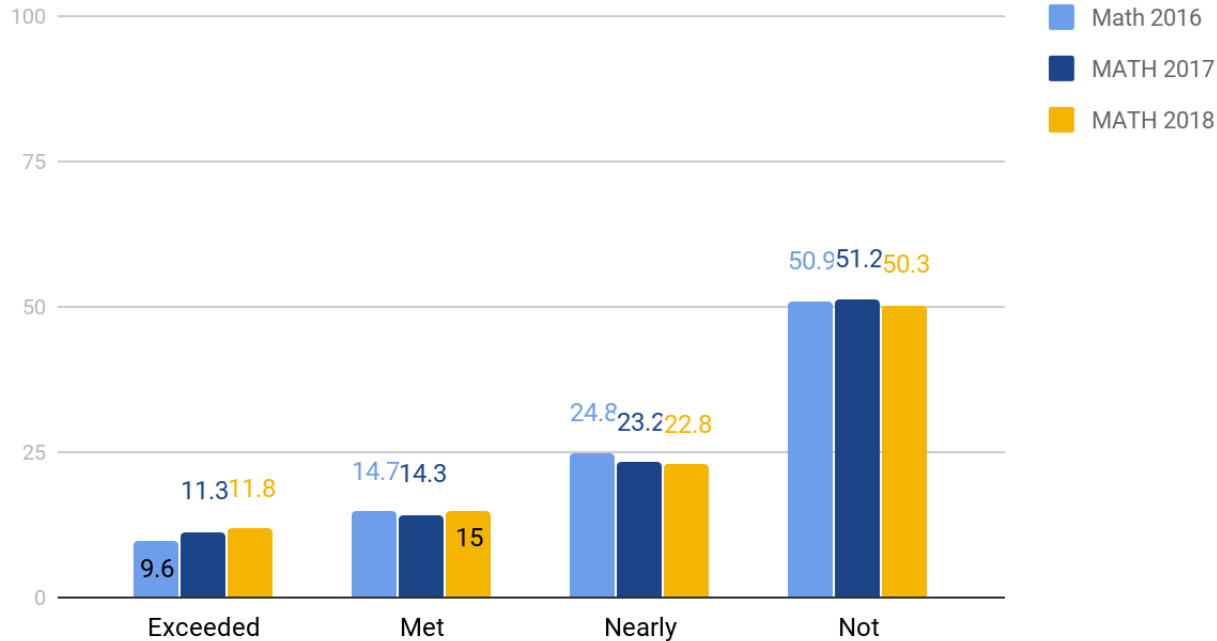
AT/Above: 33.2%

Below: 66.8%

Growth: 1.3%

# What does our SBAC Data tell us?

2016-2018 MATH Percent



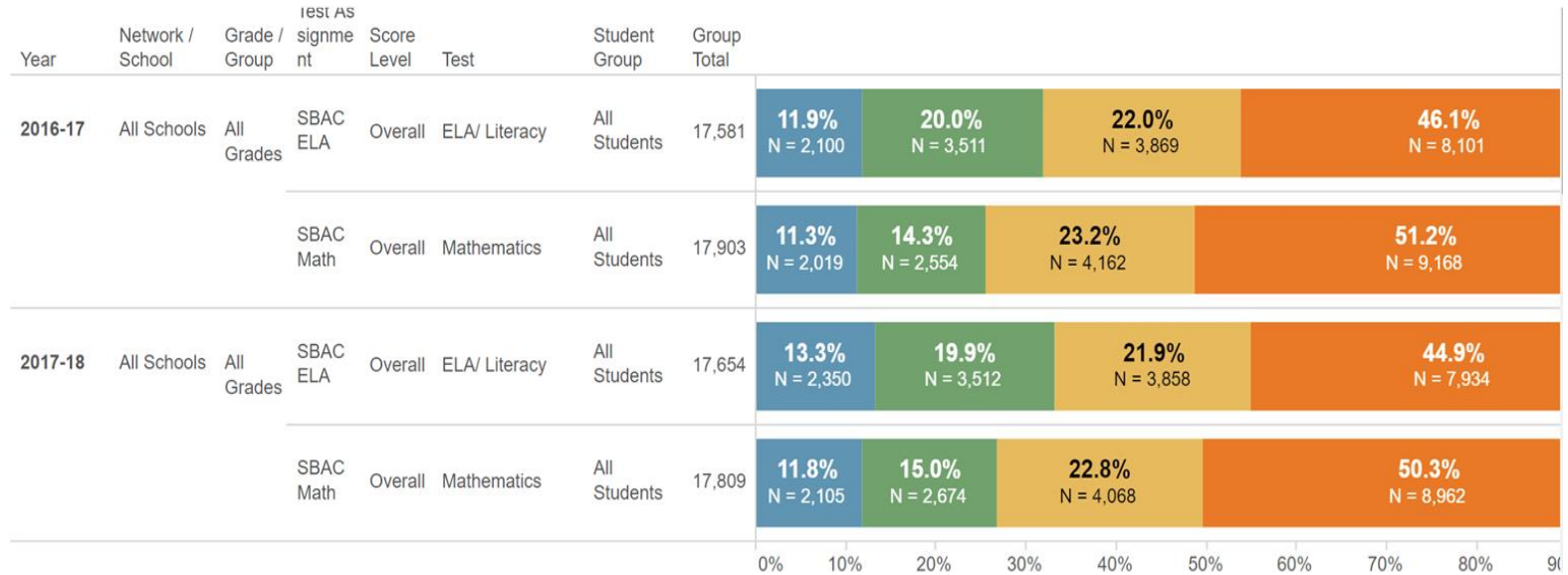
Math 2018

AT/Above: 26.8%

Below: 73.1%

Growth: 1.2%

# What does our SBAC Data tell us?



## MATH

At/Above: 33.2%

At/Above: 26.8%

Below: 66.8%

Below:

# How much did we Grow in 1 Year?

| <b>ELA</b> | Exceeded | Met   | Nearly Met | Not Met |
|------------|----------|-------|------------|---------|
| 2017       | 11.9%    | 20%   | 22%        | 46.1%   |
| 2018       | 13.3%    | 19.9% | 21.9%      | 44.9%   |

## **ELA**

AT/Above: 33.2%

Below: 66.8%

**ELA Growth: 1.3pp**

| <b>MATH</b> | Exceeded | Met   | Nearly Met | Not Met |
|-------------|----------|-------|------------|---------|
| 2017        | 11.3%    | 14.3% | 23.2%      | 51.2%   |
| 2018        | 11.8%    | 15%   | 22.8%      | 50.3%   |

## **Math**

AT/Above: 26.8%

Below: 73.1%

**MATH Growth: 1.2pp**

# Schools Displaying Overall ELA Proficiency

| SBAC ELA %     | 100%-80%  | 79%-59%   | 58%-50%   |
|----------------|---|---|---|
| <b>Schools</b> | Hillcrest: 82.7%<br>Peralta: 82.2%<br>Chabot: 81.3%<br>Thornhill: 80.0% | Crocker: 77.8%<br>Montclair: 77.1%<br>Sequoia: 62.0%<br>Joaquin Miller: 61.1%<br>Glenview: 60.5%<br>Cleveland: 59.1 | Redwood Heights: 56.8%<br>Claremont: 55.3%<br>Kaiser: 55.1 %<br>Lincoln: 53.5%<br>Edna Brewer: 52.5%<br>Oakland Tech: 54.2%<br><b>Greenleaf, 6-8: 50%</b> |

# Which Schools Displayed the Most Growth in ELA Met/Exceeded Over 3yrs?

| SBAC ELA %     | +15pp or more   | 14pp-10pp  | 9pp  |
|----------------|---|--|--|
| <b>Schools</b> | Burckhalter: 15.8pp<br>Redwood Heights: 15.2pp<br>Sequoia: 15.6pp<br>Kaiser: 16.5pp<br>Claremont: 19.9pp<br>Melrose Leadership:<br>18.4pp<br>Met West: 46.1pp | PRIDE: 13.0pp<br>Greenleaf: 14.6pp<br>Glenview: 13.6pp<br>Bella Vista: 10.8pp<br>Crocker: 10.6pp<br>Madison Park Lower:<br>10.8pp<br>SEED: 11.2pp<br>Esperanza: 10.9pp<br>Coliseum College Prep:<br>13.6pp<br>Life Academy: 12.2pp | Martin Luther King: 9.6pp<br>McClymonds: 9.2pp |



# Which Schools Displayed the greatest Reduction in % Not Met Over 3 Years?

| SBAC<br>ELA %  | -15%+   | 14%-10%   | 9%                                      |
|----------------|---|---|---|
| <b>Schools</b> | PRIDE: -23.7pp<br>Madison Park Lower: -15.6pp<br>Prescott: -17.3pp<br>RISE: -21.1pp<br>Claremont: -20.2pp<br>Melrose Leadership: -17.3pp<br>Coliseum College Prep: -17.8pp<br>Dewey: -23.7pp<br>Met West: -21.5pp<br>Redwood Heights: -15.0pp | Allendale: -12.4pp<br>Burckhalter: -14.0pp<br>Greenleaf: -13.2pp<br>Emerson: -12.8pp<br>SEED: -13.8pp<br>Martin Luther King: -12.1pp<br>Reach: -12.8pp<br>United for Success: -12.1pp | Grass Valley: -9.8pp<br>Sequoia: -9.2pp |

# Schools Displaying Overall Math Proficiency

| SBAC Math % | 100%-80% | 79%-59%  | 58%-50%   |
|-------------|----------|--|---|
| Schools     |          | Hillcrest: 77.1%<br>Peralta: 76.6%<br>Chabot: 76.7%<br>Thornhill: 73.7<br>Crocker Highlands: 73.3%<br>Montclair: 68.9%<br>Cleveland: 64.2%<br>Lincoln: 68.7% | Glenview: 54.8%<br>Kaiser: 56.9%<br>Joaquin Miller: 56.7% |

# Which Schools Displayed the Most Growth in MATH Met/Exceeded Over 3yrs?

| SBAC MATH %    | 15pp+  | 14pp-10pp   | 9pp  |
|----------------|--|---|--|
| <b>Schools</b> | Howard: 15.3pp<br>Martin Luther King: 18.9pp<br>Claremont: 18.1pp<br>Burckhalter: 15.8pp | Bella Vista: 12.9pp<br>PRIDE: 13.6pp<br>Crocker: 11.9pp<br>Glenview: 11.6pp<br>SEED: 14.9pp<br>Esperanza: 11.1pp<br>Melrose Leadership: 11.1pp<br>Skyline: 12.1pp | Allendale: 9.2pp<br>Coliseum College Prep: 9.2pp |

# Which Schools displayed the best reduction in Math % Not Met over 3 years?

| SBAC<br>MATH % | +20pp-15pp   | 14pp-10pp   | 9pp   |
|----------------|--|---|---|
| <b>Schools</b> | PRIDE: -20.5pp<br>Met West: -36.6pp<br>Howard: -17.5pp<br>MLK/Lafayette: -18.6pp<br>Claremont: -19.7pp | Allendale: -14.4pp<br>Redwood Heights: -12.8pp<br>SEED: -14.0pp<br>Coliseum College Prep: -10.0pp<br>Melrose Leadership: -12.0pp<br>Sojourner Truth: -10.8pp<br>Life Academy: -14.5pp | Esperanza: -9.7pp<br>United for Success: -9.2pp<br>Street Academy: -9.4pp |

# Summary of Percent Viewpoint

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## We demonstrated

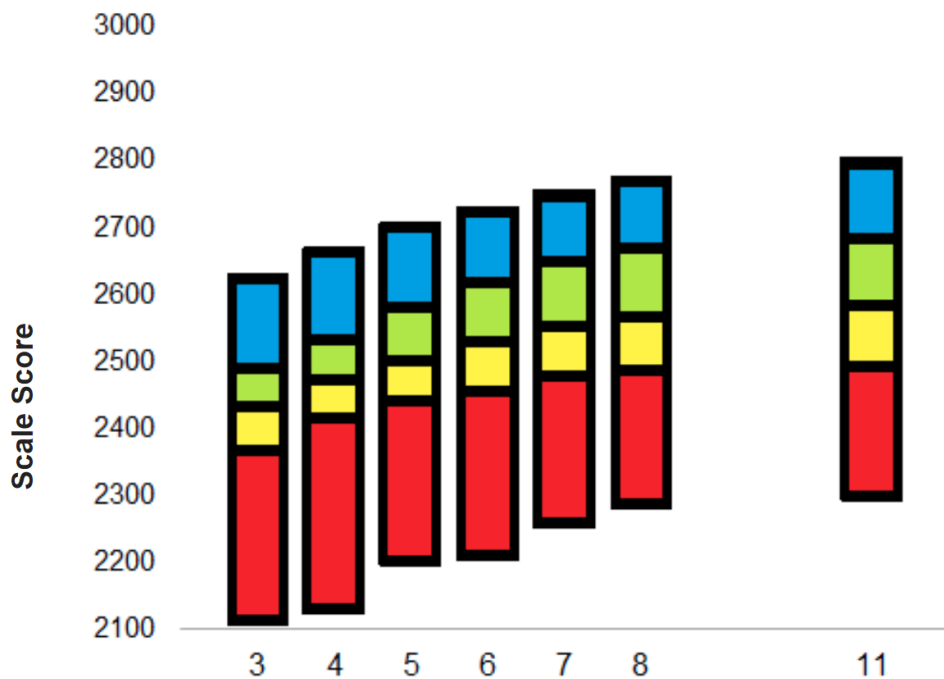
- 6.6pp growth in SRI students reading at or above grade level, from Fall 2017 to Spring 2018, modest growth
- 3.9pp growth in SRI from Spring 2017 to Spring 2018, very modest growth
- 1.3pp growth in SBAC ELA Standard Met/Exceeded from 2017 to 2018
- 1.2pp growth in SBAC Math Standard Met/Exceeded from 2017 to 2018
  
- **More than half** of our students are not meeting standards in ELA: 66.8 %
- **More than half** of our students are not meeting standards in Math: 73.1%

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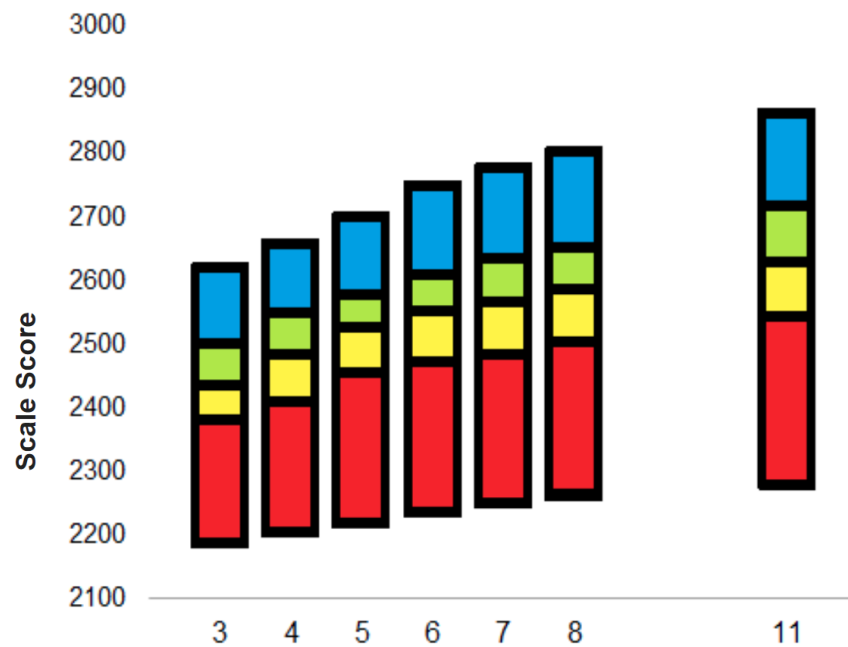
# DISTANCE FROM LEVEL 3

# Distance from 3 = Distance from Standard

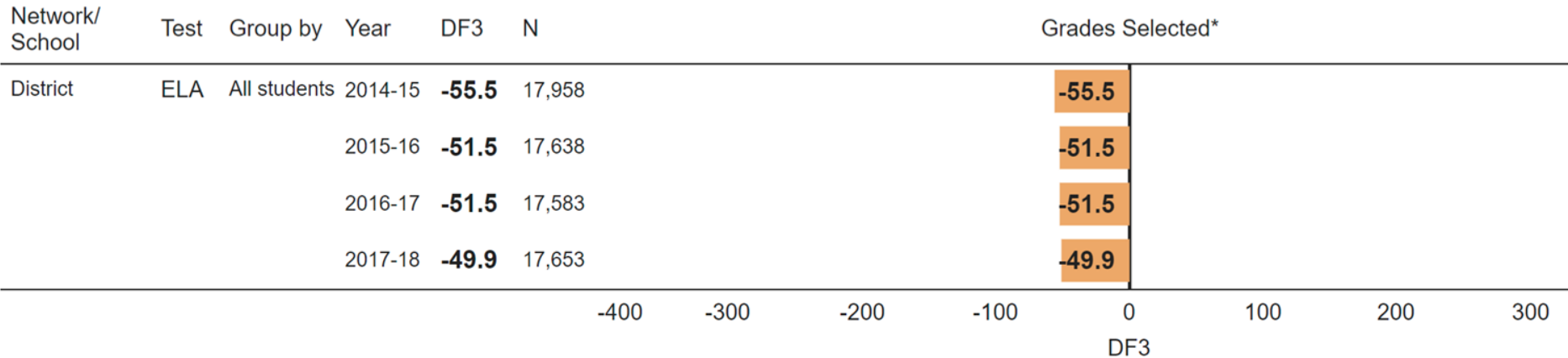
SBAC ELA Scale Score Ranges by Grade Level



SBAC Math Scale Score Ranges by Grade Level



# What does our ELA SBAC Data tell us?



**2017-2018**

DF3 is -49.9  
average points  
in ELA

Distance from 3 ELA

DF3

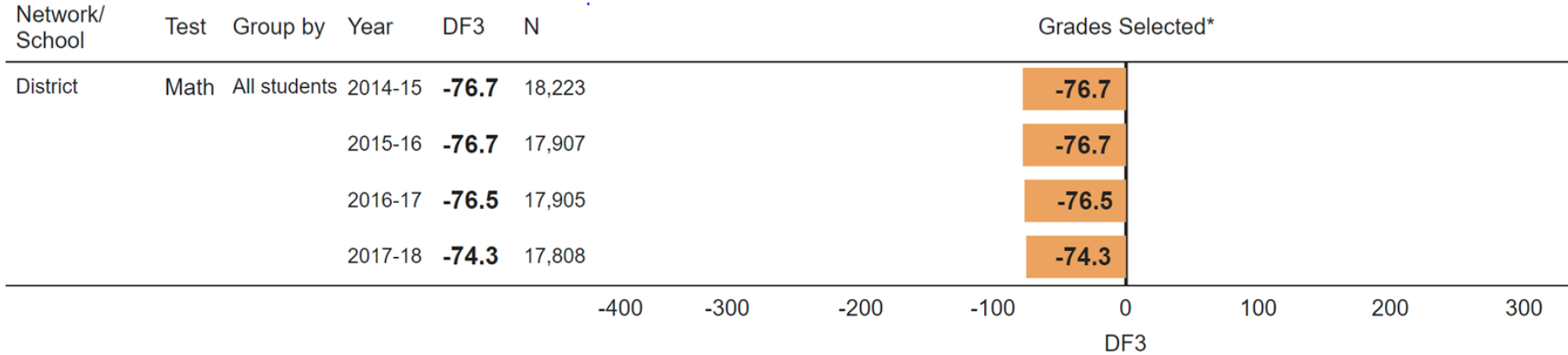
**2014-2018**

DF3 growth of +5.6 average  
points

Significant growth in ELA is  
15 average points.



# What does our MATH SBAC Data tell us?



2017-2018

**DF3 is -74.3  
average points  
in Math**

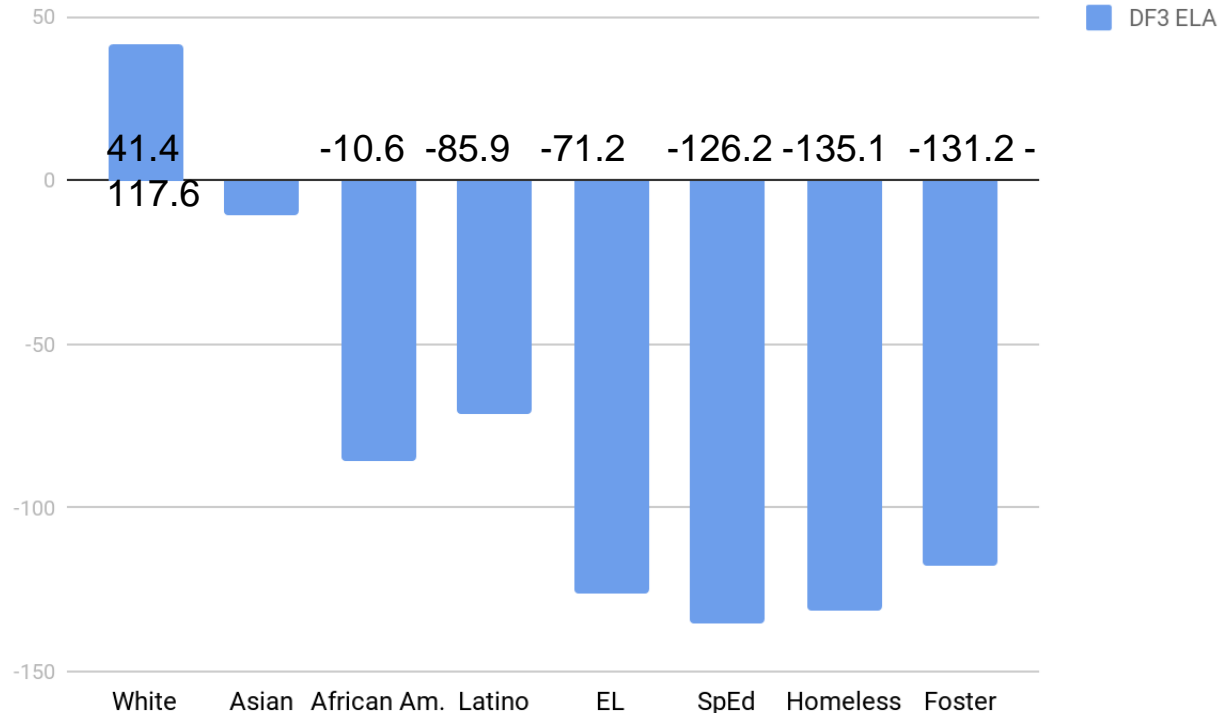
Distance from 3 MATH

2014-2018

DF3 is growth of +2.4  
average points

Significant growth in Math is  
20 average points

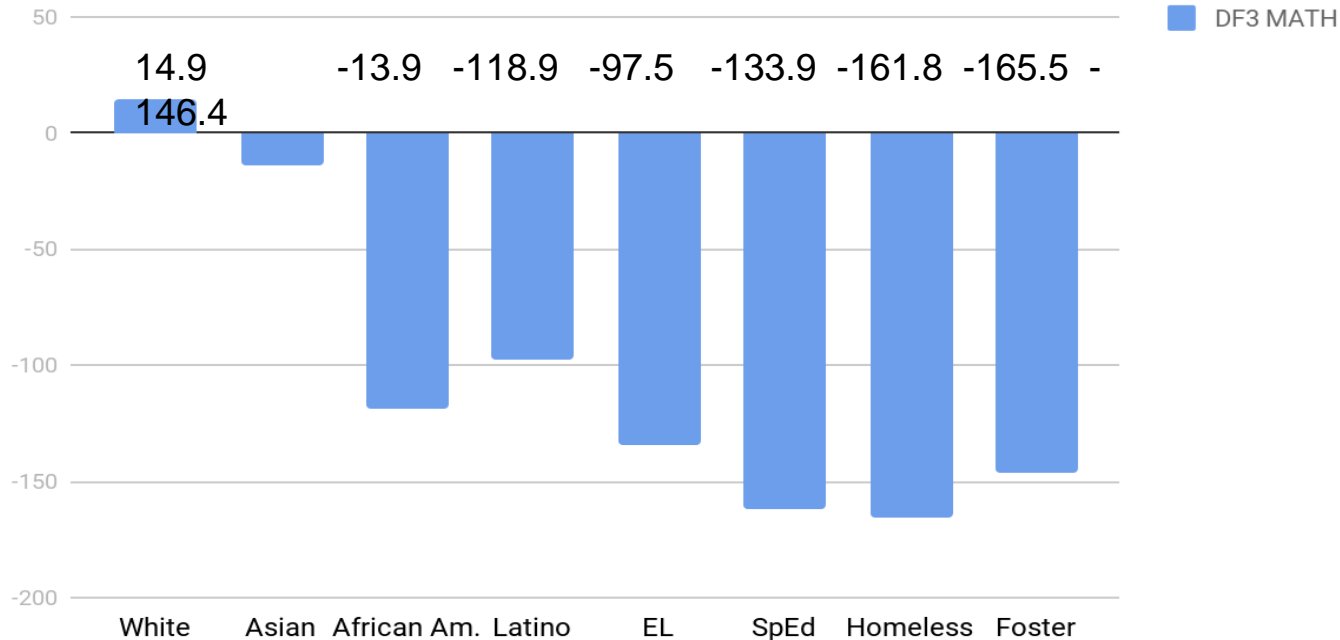
# How did our Subgroups of Students do?



SBAC  
ELA  
  
DF3

# How did our Subgroups of Students do?

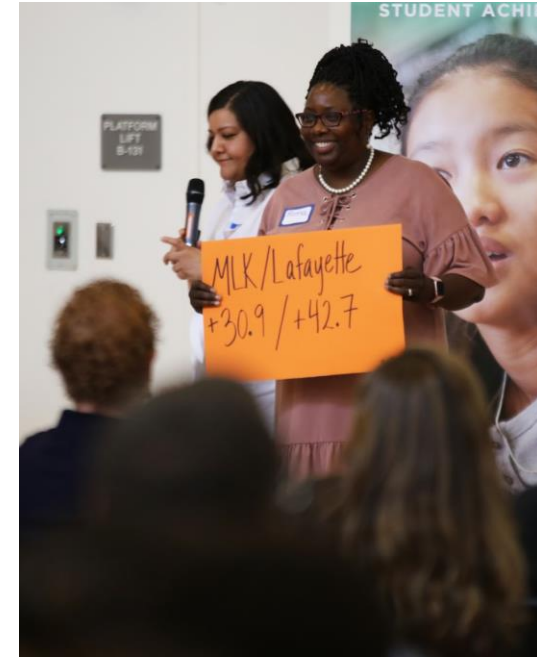
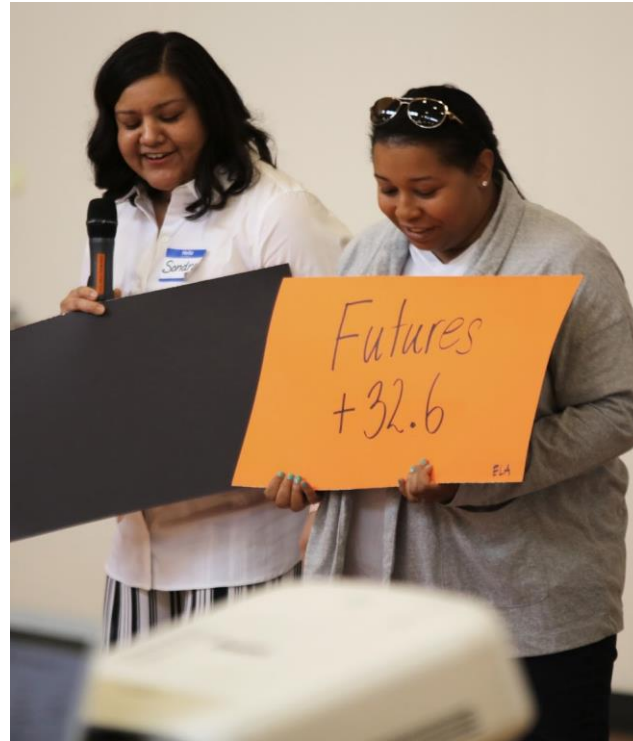
Points scored



SBAC  
MATH

DF3

# Leadership Institute Dive Into Data



# Distance From 3: ELA Growth in 1 YR

| Points  | 15+ points   | 10-14 points  | 9 points                                  |
|---------|--|---|---|
| Schools | Bella Vista: 18.5<br>Emerson: 19.9<br>Franklin: 20.2<br><b>Futures: 32.6</b><br>Lafayette: 32.2<br>Piedmont: 22.6<br>Sequoia: 16<br>Madison Primary: 16.1<br>Kaiser: 22.9<br>Korematsu: 25.8<br>Think College Now: 16.7<br>Sankofa: 21.9<br>RISE: 25<br>Melrose Leadership: 20.4 | PRIDE: 10.8<br>Crocker Highlands: 11.3<br>Lincoln: 10.9<br>Redwood Heights: 12.6<br>Bridges: 13.1<br>Reach: 11.2<br>United for Success: 13.5<br>Urban Promise: 13 | Greenleaf: 9.9<br>ACORN: 9.2<br>Howard: 9 |

# Distance From 3: Math Growth in 1 YR

| Points  | 15+ points   | 10-14 points  | 9 points |
|---------|--|---|----------|
| Schools | <b>MLK/Lafayette: 30.9/42.7</b><br>Sankofa: 29.8<br>Melrose Leadership: 22.1<br>Urban Promise: 31.1<br>Life Academy: 15.2<br>Emerson: 16.2<br>Bridges: 19.8<br>Reach: 19.2<br>Claremont: 19.5<br>Bunche: 17.3<br>PRIDE: 22.6 | Bella Vista: 13.8<br>Global Family: 10.2<br>Futures: 14.6<br>Peralta: 13.5<br>ACORN: 14.5<br>Rise: 10.7<br>Frick: 11.4<br>Roosevelt: 13.8<br>United for Success: 13.2<br>CCPA: 13.5<br>Oakland Tech: 10.3 |          |

# Distance from 3: ELA Growth; Subgroups

---

| African American ELA most points growth | Latino ELA most points growth |
|---|-------------------------------|
| RISE: 53.7                              | Joaquin Miller: 47.4          |
| Urban Promise: 15.9                     | Futures: 43.8                 |
| United for Success: 15.5                | Urban Promise: 17.4           |
| Street Academy: 28.1                    | Dewey: 31                     |
|   | Skyline: 21.3                 |

# Distance from 3: Math Growth; Subgroups

---

| African American MATH most points growth | Latino MATH most points growth |
|--|--------------------------------|
| PRIDE: 38.1                              | Joaquin Miller: 37.7           |
| Urban Promise: 50.2                      | Urban Promise: 31.4            |
| Skyline: 36.7                            | Skyline: 96.6<br>Dewey: 40.3   |



# Summary of DF3 Viewpoint

---

## We demonstrated:

- -49.9 Points away from standard in ELA
- +5.6 Points in ELA growth in DF3 in 4 years
- -74.3 Points away from standard in Math
- + 2.4 Points in Math growth in DF3 in 4 years
- All Subgroups are performing significantly below white students
- Special Education students are -135.1 points from standard in ELA, the group furthest from standard, and -161.8 points from standard in Math, second to last
- We are performing better in ELA (-49.9 Points) than in Math (-74.3 Points).

# Academic Theory of Action

If We...



Conditions for Student  
& Adult Learning

Provide the conditions for learning



Standards-Based  
Instruction

Teach, assess, and plan aligned to  
grade-level standards



Language & Literacy

Integrate reading complex text,  
academic discussion, and evidence-  
based writing throughout the  
curriculum

Then..

We will see improved  
engagement, academic  
outcomes, and graduation  
rates for all students and for  
our targeted groups:

- Students with Disabilities
- African-American Students
- Homeless
- English Language Learners
- Latino Students

# Why our Instructional Focus?

---

## 1) Building **Conditions for Student and Adult Learning**

Culturally Responsive practices

Multi-Tiered Systems of Support

Quality Professional Learning

## 1) Providing Equitable Access to **Standards-Based Instruction**

Backwards planned, Standards-aligned Tasks; Assess, Adjust, and Differentiate based on Assessments

## 1) Developing **Language and Literacy** Across the Curriculum

Interaction between reading culturally responsive complex text, academic discussions and evidence based writing

# Why our Five Student Goals?

- CA Dashboard
- Differentiated Assistance
- Our Students can meet these goals and Standards!

## OUSD Instructional Focus

2018 - 2021

### A. Our Goals for Students

| District Student Learning Goals ( <a href="http://bit.ly/LCAP-Goals">LCAP Goals</a> <a href="http://bit.ly/LCAP-Goals">http://bit.ly/LCAP-Goals</a> )  | Baseline   | 2018-19 Targets  | 2019-20 Targets  | 2020-21 Targets  |
|--|--|--|--|--|
| <p><b>Our Primary Goal:</b> All students <b>graduate</b> college, career and community ready. (LCAP Goal 1)<br/>(Graduate Profile: <a href="http://bit.ly/OUSD-Graduate-Profile">http://bit.ly/OUSD-Graduate-Profile</a>)</p>                      | <p>2016 OUSD Grad: 65.7%<br/>Dropout Rate: 20.0%<br/>2017 A-G Rate: 44.0%<br/>FAFSA completion: 84%<br/>Grade 10 Pathway: 85.2%</p>  | <p>OUSD Grad Rate: +2pp<br/>+3pp: Latino, ELs, SPED, Foster, Homeless<br/>Dropout: -3pp<br/>A-G Rate: +3pp<br/>FAFSA: 87%<br/>Gr 10 Pathway: 90.2%</p> | <p>OUSD Grad Rate: +2pp<br/>+3pp: Latino, ELs, SPED, Foster, Homeless<br/>Dropout: -3pp<br/>A-G Rate: +3pp<br/>FAFSA: 90%<br/>Gr 10 Pathway: 95.2%</p> | <p>OUSD Grad Rate: +2pp<br/>+3pp: Latino, ELs, SPED, Foster, Homeless<br/>Dropout: -3pp<br/>A-G Rate: +3pp<br/>FAFSA: 90%<br/>Gr 10 Pathway: 95.2%</p> |
| <p>1) All students build <b>relationships</b> to feel connected and engaged in learning. (LCAP Goal 5)<br/><i>Focus on African American and Pacific Islander students, and students with disabilities.</i></p>                                     | <p>Connectedness: 57.2%<br/>AA Suspension: 9.0%<br/>SPED Suspension: 8.6%<br/>AA Chronic Abs: 22.2%</p>  | <p>Connectedness: 62.2%<br/>AA Suspension: 7.0%<br/>SPED Suspension: 6.6%<br/>AA Chronic Abs: 20.2%</p>  | <p>Connectedness: 67.2%<br/>AA Suspension: 5.0%<br/>SPED Suspension: 4.6%<br/>AA Chronic Abs: 18.2%</p>  | <p>Connectedness: 72.2%<br/>AA Suspension: 4.0%<br/>SPED Suspension: 4.0%<br/>AA Chronic Abs: 16.2%</p>  |
| <p>2) All students continuously grow towards meeting or exceeding standards in <b>English Language Arts</b> (LCAP Goal 2)<br/><i>Focus on African American, Latino, Special Education, English Learners, Low Income, and Homeless students</i></p> | <p>OUSD: -51.5 points<br/>AA: -86.0 points<br/>Latino: -71.9 points<br/>SPED: -135.0 points<br/>EL: -68.4 points***<br/>Low Income: -72.2 points<br/>Homeless: -135.2 points</p> | <p>+15 points DF3** for All Students<br/>+20 points for all focal student groups</p>   | <p>+15 points DF3 for All Students<br/>+20 points for all focal student groups</p>   | <p>+15 points DF3 for All Students<br/>+20 points for all focal student groups</p>   |
| <p>3) All students continuously grow towards meeting or exceeding standards in <b>Math</b> (LCAP Goal 2)<br/><i>Focus on African American, Latino, Special Education, and Low Income students</i></p>  | <p>OUSD: -74.8 points below<br/>AA: -119.1 points<br/>Latino: -98.4 points<br/>SPED: -161.6 points<br/>Low Income: -95.7 points</p>  | <p>OUSD: +15 points DF3<br/>+20 for focal student groups</p>   | <p>OUSD: +15 points DF3<br/>+20 for focal student groups</p>   | <p>OUSD: +15 points DF3<br/>+20 for focal student groups</p>   |
| <p>4) English Learner students continuously develop their language, reaching <b>English Fluency</b> in 6 years or less (LCAP Goal 4)****<br/><i>Focus on At-Risk English Learners and Long-term English Learners.</i></p>                          | <p>EL Progress in 2017: 67%<br/>No EL Progress in 2018****<br/>ELL Reclass: 15%<br/>LTEL Reclass: 14%</p>  | <p>70%<br/>EL Reclass: 16%<br/>LTEL Reclass: 20%</p>   | <p>75%<br/>EL Reclass: 16%<br/>LTEL Reclass: 25%</p>   | <p>80%<br/>EL Reclass: 16%<br/>LTEL Reclass: 30%</p>   |
| <p>5) All students grow a year or more in <b>Reading</b> each year (LCAP Goal 3)<br/><i>Elementary focus on early literacy - Kinder reach F&amp;P Level D and 1st graders reach J, (grade-level benchmarks) by end of year</i></p>                 | <p>SRI Growth: 34.7%<br/>K at benchmark: 52.7%<br/>1st Gr. at benchmark: 51.0%</p>   | <p>SRI Growth: 39.7%<br/>K at benchmark: 57.7%<br/>1st Gr. at benchmark: 56.0%</p>   | <p>SRI Growth: 44.7%<br/>K at benchmark: 62.7%<br/>1st Gr. at benchmark: 61.0%</p>   | <p>SRI Growth: 49.7%<br/>K at benchmark: 67.7%<br/>1st Gr. at benchmark: 66.0%</p>   |

\* School Connectedness is measured by 5 questions on the California Healthy Kids Survey (grades 5-12)

\*\*DF3= Average Scale Score Distance from Level 3 (Standard Met) on SBAC

\*\*\*English Learners includes redesignated English Proficient for this measure \*\*\*\* New English Language Proficiency test in 2017-18 (ELPAC) creates baseline for measuring English Learner Progress

Students First

Equity

Excellence

Integrity

Cultural Responsiveness

Joy

3

# How will we Monitor Progress?

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- SBAC Interim Assessment Blocks (IABs) and Formative Assessments;
- Consistently track progress across our District through IABs and SRI;
- Yes, schools should implement Formative Assessments in addition to what we examine at a District Level;
- Role of District is to support schools to have a healthy balance of assessments;
- Inquiry and Planning Tool: 2 Goals each Cycle- Academic and Conditions for Student Learning.

# Academic Guidance Resource

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- DRAFT Document providing Guidance in Content Areas
- Next Steps: Finish; Post on Website; Defined Autonomies



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