



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Superintendent's Report



Presented by Devin Dillon, Interim Superintendent

Presented to Board of Directors, OUSD

May 10, 2017

v2

www.ousd.org



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Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Our Vision

OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

I Am Oakland Unified

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success.



Superintendent's Report

- Goal 2c: Equity Update
- Academic Update: Math



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Goal 2c Update

Support all schools in implementation of the District's Equity Policy, specifically as it relates to outcomes for African American, Latino, English Language Learner, and Special Education students.



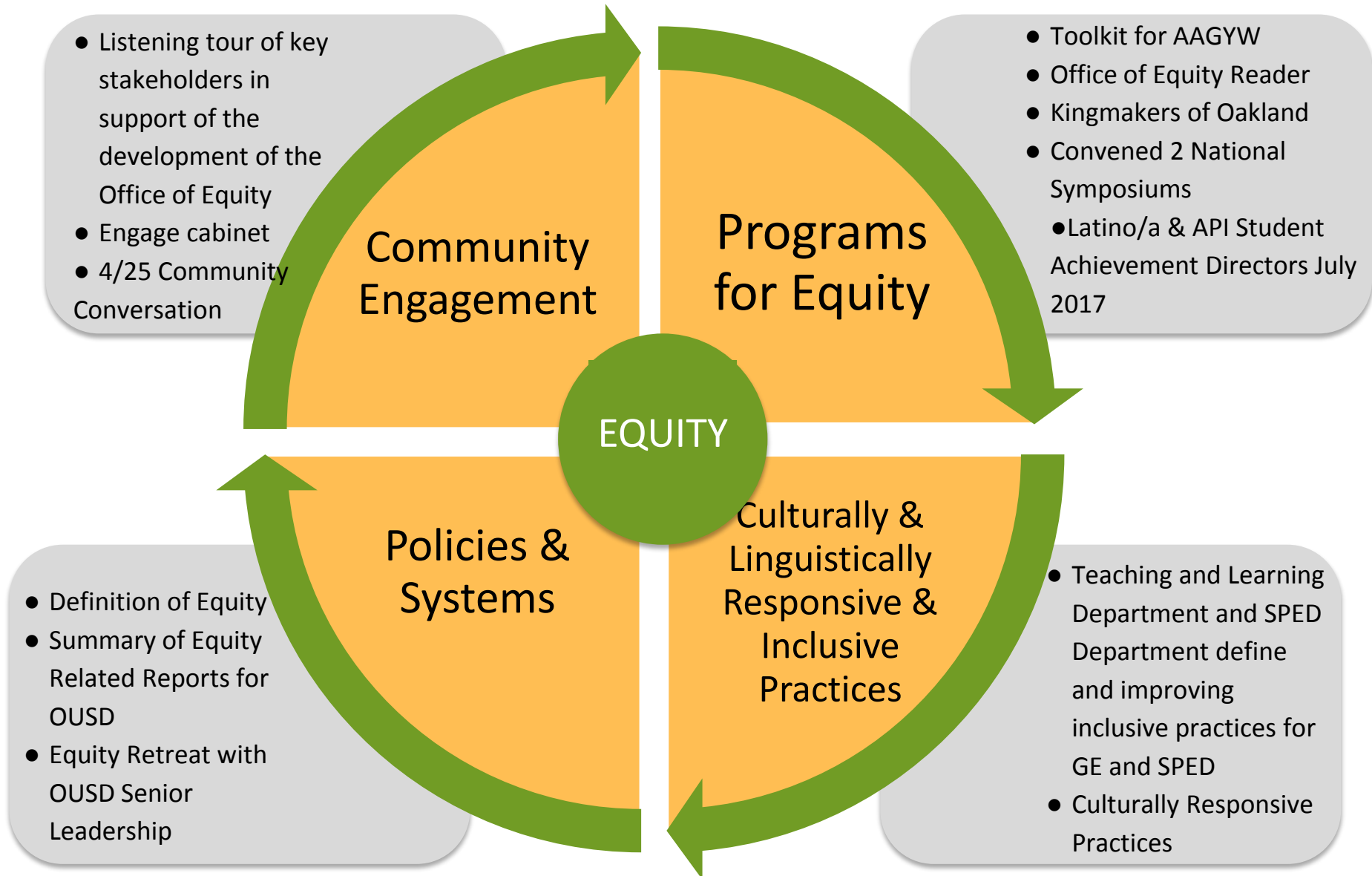
Presented to Interim Superintendent Devin Dillon
Presented by Chris Chatmon, Deputy Chief, Equity Division


May 10, 2017

2016-2017 GOALS

- ❑ Approved Equity and ELL Policies with clear administrative regulations and implementation plans to guide the work
- ❑ Quality programs for equity implemented at sites including: AAMA, AAGYW, LMB, API programs; newcomer, dual language & LTEL course, inclusion programs
- ❑ Culturally, Linguistically Responsive & Inclusive Practices are defined and included in professional learning for all teachers
- ❑ Community engagement and support for the equity office and key initiatives for AAMA, English Language Learners & students with special needs

Work to Date





EQUITY: Provide everyone access to what they need to be successful.

How We Demonstrate EQUITY at OUSD:

- We eliminate the predictability of success and failure that correlates with any social and cultural factors
- We interrupt inequitable practices, examine biases and create inclusive and just conditions
- We discover and cultivate our unique gifts, talents and interests
- We demonstrate the difference between equity and equality



The Road to a District Equity Policy in OUSD

Why An Equity Policy?

What We Heard from Our Community

Actions to Date

3 Years | 10 Studies & Ongoing Engagements on Equity in OUSD!

- *OUSD Report to the Office for Civil Rights* 9/30/16 (VRP)
- *Engaging Community Around Equity*, NIAM Group May 2016 (NIAM)
- *The Lived Experiences of Girls of Color in Oakland Unified School District*, Bright Research Group/Alliance for Girls Spring 2016 (BRG)
- *System-Wide Equity Framework and Assessment Tool (SEFAT) Results* December 2015 (SEFAT)
- *Behavioral Support and Special Education Root Cause Analysis Workbook: OUSD*; NYU Steinhardt (Eddie Fergus) 8/12/16 (Fergus)
- *Structuralized Racialization Assessment Targeted Universalism Strategies (STRATUS Report)* john a. powell (STRATUS)
- *Improving Special Education Services in OUSD*, Council of Great City Schools, Fall 2016 (SpEd)
- *The Review of Services for English-Language Learners in the Oakland Unified School District*, Conducted by Stanford University Graduate School of Education 2/19/2015 (ELL)
- *Great Place to Work Survey* (quantitative findings) May 2016 (GPWS quant)

Key Themes From 10 Studies

- Implicit Bias
- Cultural Responsiveness
- Trauma-Informed Classroom Management

Teacher Training



- Restorative Justice
- Positive Behavior Supports
- Leveraging AAMA
- Gender-Responsive Programming
- Improving Communication with Families
- Translation Services

School-Wide Approaches

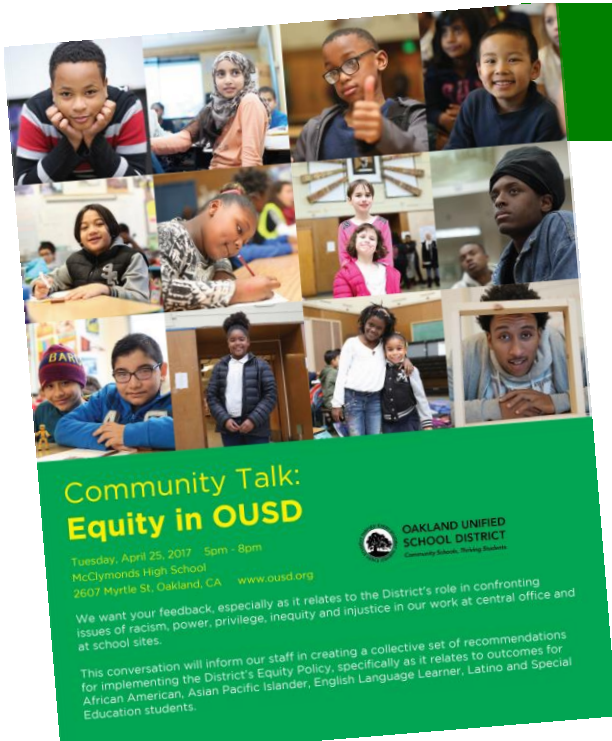


- Resource Re-Allocation
- Teacher Quality and Retention
- School Enrollment/Assignment
- District Priorities
- PTA Fundraising Gap

District-Level Policy Changes



Community Reflections



Equity Policy

- Resonated around race and the desire to eliminate individual/intuitional racism
- Policy is necessary yet insufficient
- Desire for deeper and more community engagement on the topic of Racial Equity and Healing
- Increase the opportunities to have conversations around Racial equity & Healing w/in OUSD.



Root Problems Root Solutions

Society is relational and so is systems change.



Community Recommendations

Strengthening Culture within Schools

- Acknowledge AA|LA|API leaders/history throughout school
- Celebrate achievements and accomplishments of AA|LA|API students
- Build Community – Cultivate relationships
- Change the narrative – learn and build curriculum that takes on AA|LA|API perspective

Teacher Training

- Develop a pipeline for hiring community members to be teachers/admin
- All Teachers receive ongoing Cultural humility training (In particular around the experiences of AA|LA|API students)
- Make sure all new and current teachers and Principals review all the info in the equity portal and have trainings about what they read and saw (videos), All teachers and Principals should be mandated to attend two trainings on culturally responsive classrooms.
- All teachers required to receive training on Trauma-Informed Practices

School-wide Approaches to Improve Equity

- Establish a Student/Parent/Teacher/Principal Racial Equity and Healing Committee
- Create opportunities for parent involvement, engagement, empowerment, education, career advancement and employment
- Mandatory equity focused long term/continuous professional development for faculty at each school
- Develop inter-cultural activities at schools (All different type of students).
- Behavior support plans for students so they aren't labeled Sped Ed.
- School leaders and teacher leaders to model and speak from a place of strength. School leaders need to be clear and active participants in equity in particular around race.
- Interrupt inequitable conversations across the board in: PLC's, PTA, Board, Community meetings, SSC, ILT, Staff meetings...
- Culturally Responsive Positive Behavior Intervention Supports & Restorative justice school-wide



OUR MOMENT

- This is an opportunity to deeply and authentically engage our community on creating a structure that truly supports Equity, develops a common language of Equity and begins to provide an opportunity for all of us to heal and rebuild trust.
- As leaders we are called on to organize in a different way to effect change.
- If we truly believe in the success and sustainability of the work we must invest and create a structure that allows for this work to permeate throughout the systems, structures and culture.



“Those who practice leadership for equity must confront, disappoint and dismantle and at the same time energize, inspire and empower.”



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1000 Broadway, Suite 680, Oakland, CA 94607

-Sharon Daloz Parks
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Mathematics in OUSD - SY2017



Presented by Deputy Chief for Teaching & Learning, David Chambliss &
Mathematics Director, Phil Tucher

Presented to OUSD Board of Education on May 10, 2017

www.ousd.org

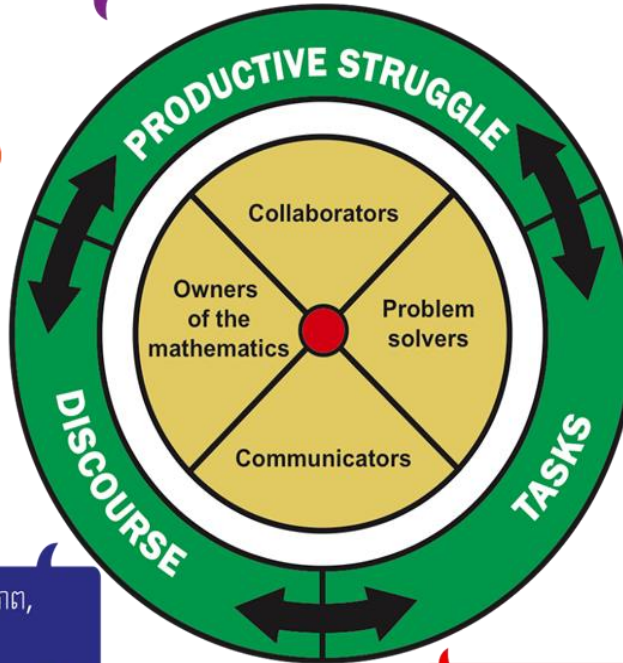


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OUSD Vision for Mathematics

Through productive struggle, academic discourse, and performance tasks, OUSD students become problem solvers, collaborators, communicators, and owners of mathematics, to ensure college and career readiness.

透過有成果的奮鬥、學術討論、和實際操作，屋崙聯合校區學生成為問題解決者、協作者、溝通者、和數學家確保有大學和職業準備。



Mediante la lucha productiva, discurso académico y actividades de desempeño, estudiantes de OUSD llegan a ser mediadores de problemas, colaboradores, comunicadores y versados en matemáticas, asegurando una preparación para los estudios universitarios, un oficio, una profesión y/o participación comunitaria.

តាមរយៈការឆ្លងកាត់ការខិតខំពុះពារដែលមានផលិតភាព, ការប្រើភាសាតាមការសិក្សាមុខវិជ្ជាសិក្សា និងកិច្ចការសិក្សានោះ សិស្សានុសិស្សនៃសង្កាត់សាលារៀនអ្នកទ្វីនដី ក្លាយជាអ្នកចេះដោះស្រាយបញ្ហា ជាអ្នកចេះសហការរួមគ្នា ជាអ្នកចេះធ្វើការប្រាស្រ័យទាក់ទងគ្នា និងជាម្ចាស់គណិតវិទ្យា ដើម្បីធានាបាននូវការត្រៀមខ្លួនជាស្រេចសម្រាប់មហាវិទ្យាល័យ និងអាជីព។

Qua cố gắng có hiệu quả, suy nghĩ bằng kiến thức học đường và các hoạt động đánh giá khả năng học hành, học sinh OUSD trở thành người giải quyết vấn đề, người cộng tác, người diễn đạt ý kiến mạch lạc và là người làm chủ môn toán học, bảo đảm sẵn sàng cho con đường đại học và nghề nghiệp.

Unique Opportunities & Challenges

CCSS-M **Vertical
Articulation**

PLCs

Singletons

Planning

Turnover

**Shared
Vision**

Teachers Learning Non-stop!

- new curriculum
- math content & Standards
- new pedagogy
- new assessments
- more impactful acceleration/supports
- skills for PLCs



Where are we now?

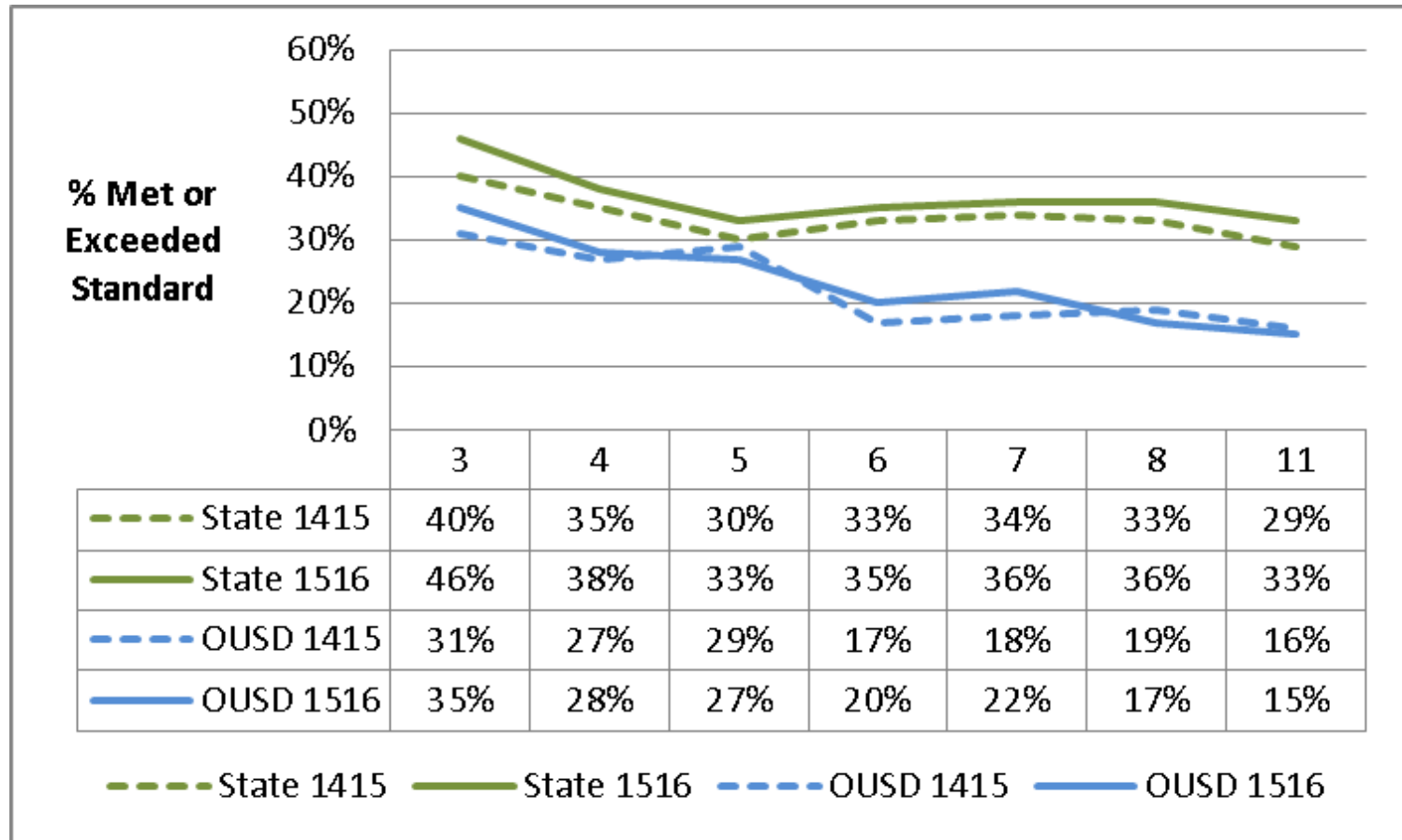
Approximately 51% of students who graduated in 2015-16 completed A-G course requirements.

For 38% of Seniors in 2015-16, the math “C” requirement was a contributing factor to not being on track to graduate.

In Spring 2016, many students earned Ds, Fs or Incomplete grades in math classes:

Algebra 1: 41% Geometry: 33% Algebra 2: 29%

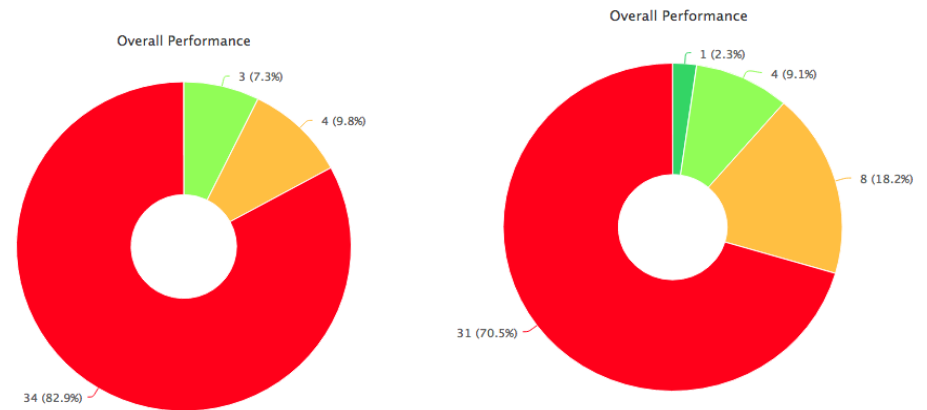
Math Results by Grade Level: OUSD vs State



Innovation at Allendale

- Focus on the CLAIM area: **Concepts and Procedures.**
- **Planning and instruction** with alignment to CCSS standards.
- Aligned **professional development** and support
- New **Common Core Teacher Leaders** for MATH
- Continued collaboration with **Math in Common** districts
- Continued implementation of **ST Math.**

Fall to Winter Testing Results?
Students realize double-digit
improvements in grade-levels with
regular coaching support



Partnering for the Common Core



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- Network-embedded PD and support to principals and teacher leaders
- Common Core Teacher Leaders at sites
- Multi-district partnership: Math in Common®, CORE, Urban Mathematics Leadership Network
- PD & Research: TRU-Math, Lesson Study, Oakland Urban Teacher Residency
- Standards-aligned programs: Core Curriculum; ST Math; Blueprint Fellows



HELLMAN FOUNDATION



MILLS



Berkeley
UNIVERSITY OF CALIFORNIA



HYUNDAI

BILL & MELINDA
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Seizing the 12th Grade Year



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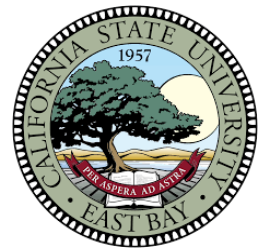
- Promote four years of HS math
- Partnership, course development, and dual enrollment to address college math remediation crisis
- Math support for Senior Capstone project in a linked learning pathway
- AP options: Comp Sci, Calculus, Stats

**The
“Bridging
the Gap”
Initiative**



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The James Irvine
Foundation

Expanding Opportunity for the People of California

Implementation Plans for 2017-18

1. Strengthened **Teacher Professional Learning Community (PLC)** for CCSS-aligned planning and improvement
2. Aligned **professional development** and support
3. Expanded **Instructional Teacher Leaders (ITLs)** for MATH
4. New MS math **instructional materials**
5. Continued external **collaboration and partners** (e.g. Math in Common districts, CORE districts, TRU-Math & Lesson Study)
6. Continued implementation of **ST Math** and **Blueprint Fellows**

EVERY STUDENT THRIVES!



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Contact us for additional information
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