



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Superintendent's Report



Presented by Antwan Wilson, Superintendent

Presented to Board of Directors, OUSD

April 13, 2016

www.ousd.org



@OUSDnews

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

- Quality School Development Update



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Quality School Development Update



Presented by Allen Smith, David Montes de Oca

Presented to Board of Education

April 13, 2016

www.ousd.org



@OUSDnews

Quality School Development Policy

CONTINUOUS SCHOOL IMPROVEMENT PROCESS OUTLINED IN THE POLICY

1.

Establish Standards and Goals

- School Quality Standards
- School Performance Framework

2a.

Assess Standards and Goals

- SPF & Progress Monitoring
- Site Visits, Observations, Walkthroughs

2b.

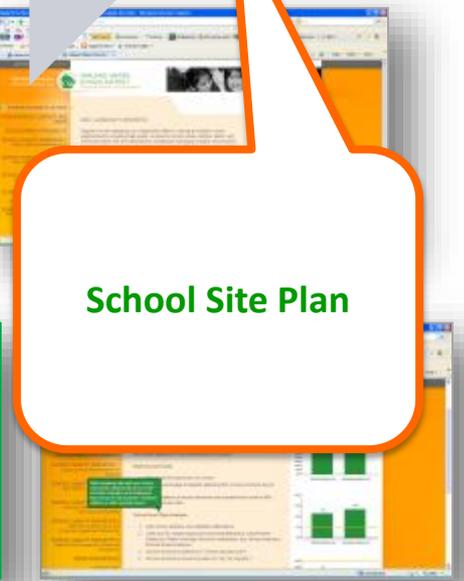
Identify Priorities

Site Planning Process

2c.

Develop School Improvement Plan

School Site Plan



Quality School Development Policy

CONTINUOUS SCHOOL IMPROVEMENT PROCESS OUTLINED IN THE POLICY

3.

Acceleration and Intervention in highest need schools



- Intensive Support Schools
- West Oakland Innovation and Feeder Renewal



4.

Plan approval



- 2016-17 SPSA Planning and Approval Process



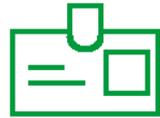
5.

Quality School Development Innovation Fund



Call for Quality Schools 2016-17 Funding Allocation \$3.5 Million

Assessing and Monitoring Progress



ousdata.org



OUSD EMPLOYEES

COMMUNITY MEMBERS

OUSD PUBLIC DASHBOARDS

(AGGREGATE LEVEL DATA FOR PUBLIC USE)

Dashboards are visual displays that organize and present information in a way that is easy to view, web-based and interactive, and provide visibility into key measures through simple graphics. Dashboards allow you to explore data and answer questions on your own through filtering, sorting, and zooming. Read our [Quick Start Guide](#) for a brief summary of basic features, then click on any of the dashboard categories to get more information and access to the dashboards.

- FAQ
- FEEDBACK
- DASHBOARD LIST

ASSESSMENTS

State and district assessment dashboards, including math benchmarks, the Scholastic Reading Inventory (SRI), and the California Assessment of Student Performance and Achievement (CASPA).

ATTENDANCE AND DISCIPLINE

Overall absence rates and information about chronic absenteeism (students who miss 10% or more of school). Suspension includes information about suspended students and suspension types.

Chronic Absence
Suspended Students

ENGLISH LANGUAGE LEARNERS

Reclassification data for English Language Learners and Long Term English Language Learners.



CONTINUOUS IMPROVEMENT GUIDE

2015-16 Edition

Every Student Thrives!



Now includes guidance on Cycles of Inquiry, Progress Monitoring, School Performance Framework, Leadership Growth & Development System, Teacher Growth & Development System, and Communities of Practice.

v. 9/9/15



Annual tabular and visual data for Oakland students live and where

ASSESSMENT

(FOR OUSD STAFF ONLY. USER PERMISSIONS REQUIRED)

F&P, DRA, DIBELS & IDEL

MATH PERFORMANCE TASK

SBAC & SCIENCE

SCHOLASTIC MATH INVENTORY

School Improvement Planning

MAJOR IMPROVEMENT PRIORITIES

The school has at least two to four Improvement Priorities, with priorities that can address academic, culture and climate, and social-emotional challenges.

STRENGTHS & CHALLENGES

There is analysis of, at a minimum, all indicators identified in the Goals section for each Improvement Priority. Both Strengths and Challenges are identified.

ROOT CAUSE ANALYSIS

Analysis draws on multiple kinds of data, including the School Performance Framework, Extended Site Visits, Instructional Rounds, Observation and Feedback, and School Team(s) Reflections. Analysis includes reflection on organizational, leadership, and teacher practices.

SCHOOL GOALS/TARGETS

One Main Goal is identified for each Improvement Priority, with progress measured by an School Performance Framework indicator. A focal student group is identified for each Main Goal and Sub-Goal.

MAJOR IMPROVEMENT STRATEGIES

Each Improvement Priority has one Major Improvement Strategy. The Major Improvement Strategy addresses the root causes identified.

KEY PRACTICES

Key Practices address specific root causes in teaching, leadership, and organizational effectiveness.

BUDGET ACTIONS

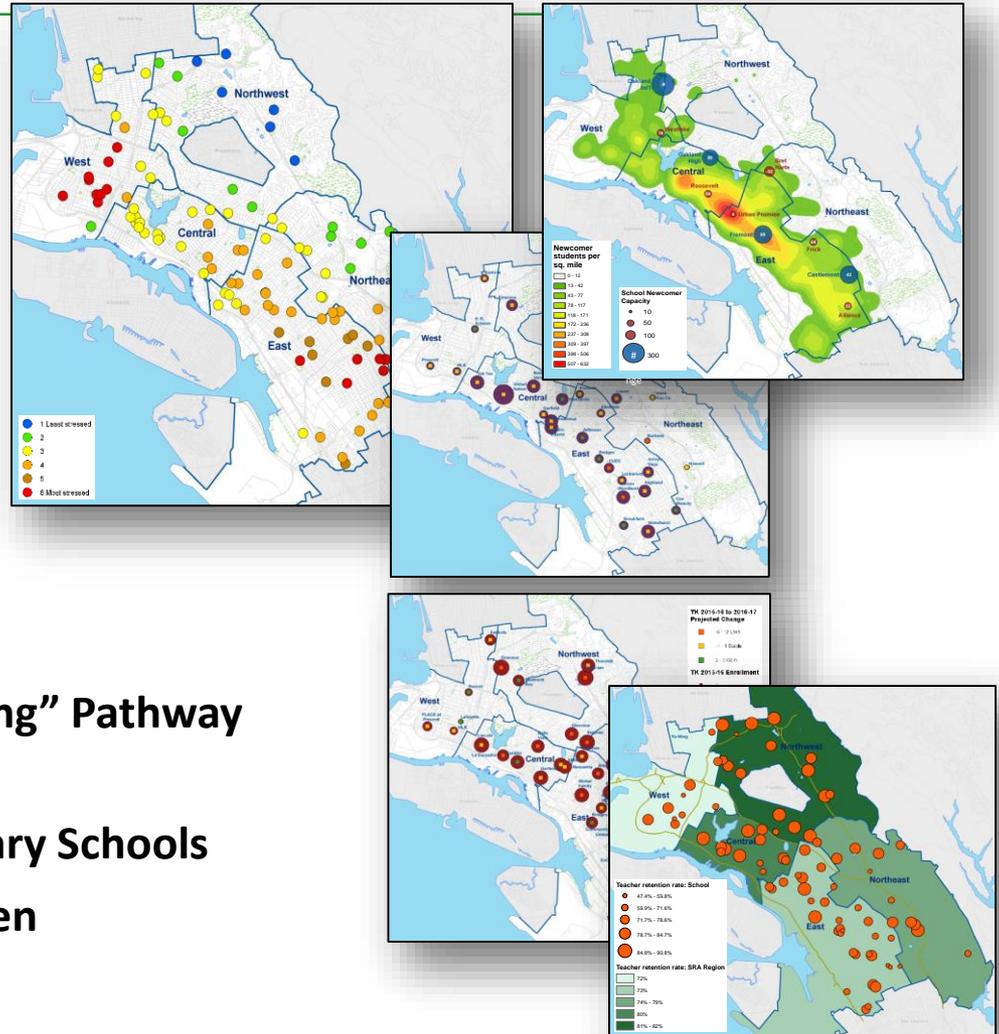
Budget Actions are narrative descriptions of specific funding actions needed to implement the practice.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1					
Major Improvement Strategy for this priority:					
Teachers use and understand data and provide differentiated instruction targeted to student needs					
KEY PRACTICES FOR PRIORITY #1					
Reviewed key practices to implement the major improvement strategy. Be sure you have included practices that address the Title I Schoolwide Program requirements, including: 1) Targeted Support/Intervention for Accelerating Low-Performing Students, English Language Learners, Newcomers of students, and GATE Students (at least one practice that supports each group) 2) Extended Learning Time 3) Family Engagement					
2) Teacher Professional Development					
Teaching Practices	Does this meet a Title I/ELL requirement? If so, which?	Leadership Practices	Does this meet a Title I/ELL requirement? If so, which?	Organizational Practices	Does this meet a Title I/ELL requirement? If so, which?
100% of teachers will provide a daily teacher's workshop block that includes the sequence of 30-minute, Writing and Closure.		Structured weekly PLC supported through enrichment coverage of students	Teacher PD	Weekly PLC time	
Ensure the 100% accuracy reading at their "just right level" daily.	Observation for Low-Performing Students	Conduct analysis of the beginning, middle and end of each unit	Teacher PD	Principal walk throughs	
Teachers will use data to inform instruction of each student across content areas.	Observation for Low-Performing Students	Provide six weeks cycles of Reading/Writing/Math/Science	Teacher PD	TSA modeling lessons and coaching teachers	
Teachers will not guided reading groups and/or time capacity that include a scope and sequence of teaching points for each group.		Lead ELA teacher and TSA to provide PD and coaching individually in small group and 1:1	Teacher PD	Weekly observations by principal and TSA	Teacher PD
Teachers will set up structures in their classroom to ensure that students and a guided reading group are engaged in meaningful literacy activities to support shared/learning goal reading.		Provide sub. for teachers to observe each other's best practices	Teacher PD	ELA and Math Lead Teacher modeling lessons	Teacher PD
Teachers will use data to identify students in need of intervention and other those necessary to the intervention team?	Observation for Low-Performing Students	Admin. and TSA walkthroughs for specific reqs monthly		EL to analyze reading data and advise leadership on next steps for PD and implementation	
Teachers will share data with parents and students to increase community understanding of progress and next steps.	Family Engagement	Outside Consultant will provide targeted coaching to Second and Third Grade teams six times a year		Guided Reading Library will open daily for teachers to access with clear check out protocol	
Teachers will facilitate reading interventions using strategies that extend student thinking, teacher evidence, and ensure equal participation of all students		Observation & feedback will be tracked in PLCs		ETPL staff to provide coverage of teachers to facilitate peer observations or observe or to visit other schools	Teacher PD

- Improved K-8 Site Plan Tool
- Measure N Aligned High School Site Plan Tool

Strategic Regional Analysis

- Regions & Schools
- School Environment/Place
- Demographics & Enrollment
- Capture gap
- Transition gap
- Performance gap
- School choice
- School Programs:
 - Early Childhood Education
 - College & Career “Linked Learning” Pathway Programs
 - Newcomer Programs in Secondary Schools
 - Programs for Exceptional Children
 - Teacher Retention



Call for Quality Schools



FALL CALL
Webpage providing information regarding the 2015-16 Fall Call for Quality Schools Process.

SCHOOL DESIGN WEBPAGE

 **FALL CALL - FOR QUALITY SCHOOLS 2015-16**
Building Quality School Feeder Patterns
In East and West Oakland
UPDATE: 9/15/15

FALL CALL PRIORITIES: BUILDING FEEDER PATTERN OF QUALITY SCHOOLS IN EAST AND WEST OAKLAND

Investing in District-Run School Innovations

- Middle School Models
- Dual Language / Dual Immersion
- Newcomer Programs

West Oakland Innovation and Feeder Renewal

- Dialog and study sessions supporting community-based visioning of West Oakland public school programs and school configurations supporting strong feeder patterns towards McClymonds High School. Process will lead to multi-year investments in school design.

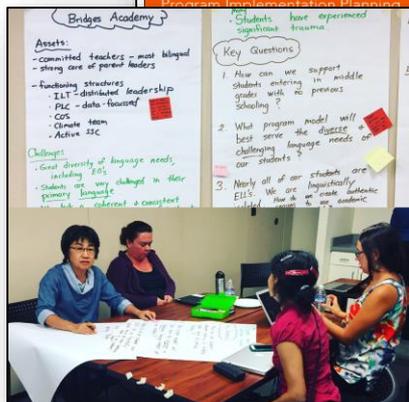
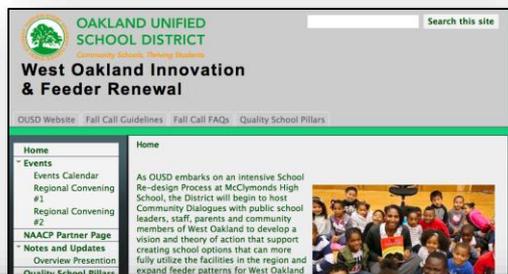
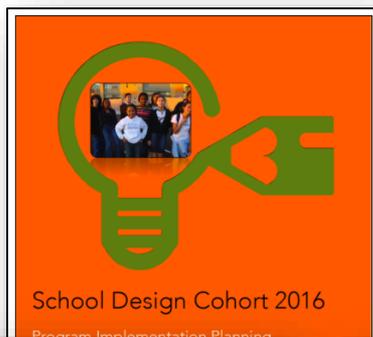
Informed by the **School Performance Framework** and the **Strategic Regional Analysis**

Supports the identification of priorities for Quality School Development

- School Model Replication and Expansion
- Feeder Pattern Renewal
- Addressing Program Gaps

Call Reinforces Engaged Communities

School Visioning Teams and Design Teams form the basis for the school planning process. Eg. Regional Committee established when focusing on feeder pattern renewal. School visits, school design sessions, research, and planning are the focus.



Call for Quality Schools March, 2016 Updates P1

Intensive Support Schools

- School Design Deliverables underway – Midterm presentations complete
- Planning Emphasis: Advisory, 9th / 6th Grade Academies, Parent Involvement, New teacher support, Professional Learning Communities, Pathway development (H.S.'s), and Strong School Cultures
- Recruiting long-term Design leaders @ Fremont & McClymonds – extended design support 2016-17
- Brookfield planning w/in Fall Call Timeline

** Comprehensive update to occur in May/ June 2016*

Call for Quality Schools March, 2016 Updates P2

West Oakland Innovation & Feeder Renewal

- Site-based visioning teams involved in engagements & school visits
- Engagement Leads established at each site facilitate outreach
- Regional Committee meeting bi-weekly developing criteria and Quality School Pillars workshops
- Pre-Planning Proposals being developed across elementary schools & middle school
- Program configuration planning among sites underway

** Comprehensive update to occur in May/ June 2016*

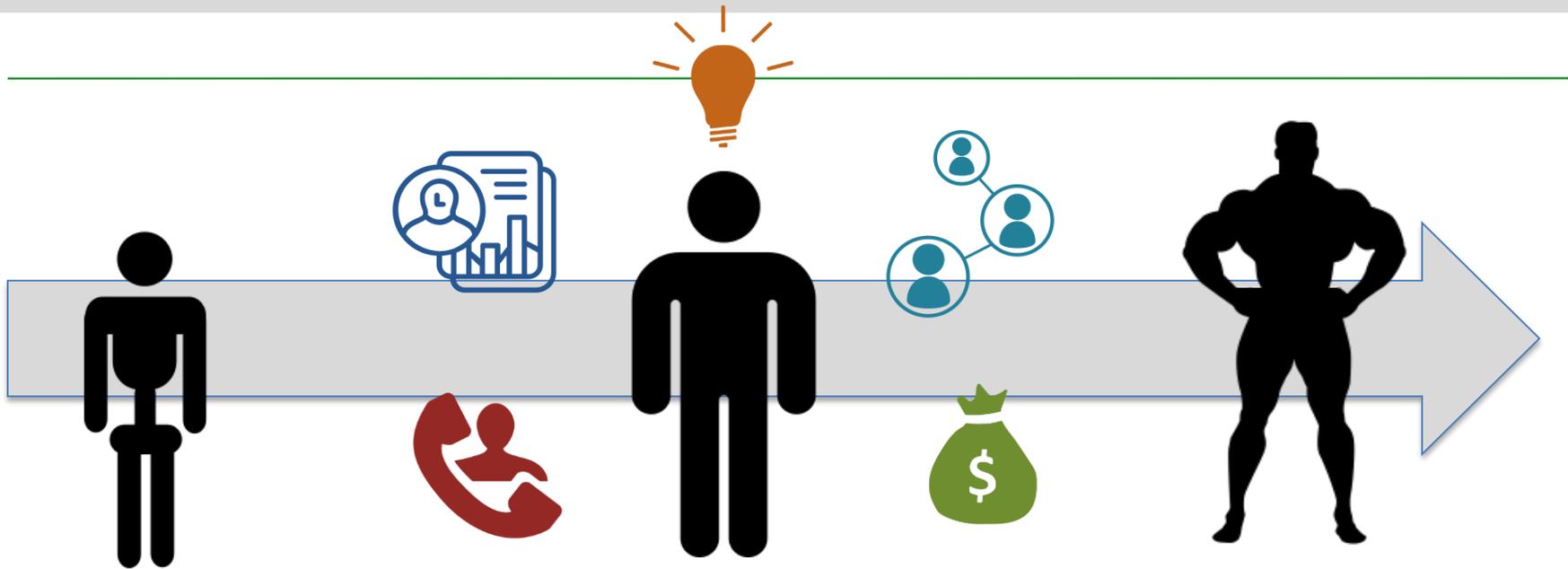
Call for Quality Schools March, 2016 Updates P3

Dual Language, Newcomer & Middle School

- 10 schools participated in Fall exploration phase
- Design Teams established across schools engaged in Pre-Planning Proposals or Design process
- Montera proceeding with International Baccalaureate application
- Melrose Leadership Academy engaged with 1st Design Year process
- Multiple schools receiving targeted supports, including visits, conferences, workshops, and coaching

** Comprehensive update to occur in May/ June 2016*

Quality School Development Innovation Fund



Investing in School and Community capacity building through **planning, piloting, professional learning, and programs** that lead to improved student outcomes.

Design Year

Year Two

Ongoing

Year One

Year Three





Quality School Development Update

Questions & Discussion



EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews