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Board Cover Memorandum

To Board of Education

From Patrice Berry, Board Member

Meeting Date April 9, 2025

Subject Proposed Board Policy - Prioritizing Student Outcomes

Ask of the Board Introduction of Board Policy NTBD - Prioritizing Student Outcomes

Background In recent meetings, the Oakland Board of Education has spent the vast majority of its time considering and discussing fiscal issues. While decisions that result in the wise and equitable use of public resources in the service of our students' education, the balancing of our District budget and the full emergence of the District from state and county receivership are of paramount importance, the Board cannot effectively meet its goals of providing an excellent education for every Oakland student unless it spends significant time in public meetings focused on student outcomes, including the Board's theories of action for improving those outcomes, current and proposed District initiatives to carry out those theories of action, and the concrete measurable quantitative and qualitative results of those initiatives. In recent memory, the time spent discussing these issues in our meetings has been negligible.

On June 5, 2024, the Board adopted Resolution 2324-0206, "Advancing Black and Brown Student Achievement," which included the Board's directive to the Superintendent "to provide a biannual report to the board on progress with A-G, graduation, math and ELA progress."

Traditionally, the annual Superintendent and Board Work Plans include specific metrics. For example, the Work Plans for 2024-25 name the following eight measurable student outcomes:

- the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessments,
- the average Distance From Standard (DFS) on Smarter Balanced/SBAC state assessments in 8th grade Mathematics,

- the A-G completion rate with a grade of C or better for graduates who complete high school in 4 years, and for those who complete high school in 5 or more years,
- the English Learner (EL) reclassification rate,
- the percentage of grade 6-11 students in target groups reading multiple years below grade level on the Spring Reading Inventory,
- the chronic absenteeism rate (missing 10% or more of school days),
- the out-of-school suspension rates and student expulsions for Black students and Students With Disabilities (SWD),
- and the number of schools with at least 70% of students and parents who report feeling connected to their school on the California Healthy Kids Survey (CHKS).

The Work Plans also name the following staff metrics which are leading indicators for student outcomes:

- the one-year teacher retention rate,
- and the number of sites engaged in equity/anti-racist professional learning.

The Council of Great City Schools (CGCS), of which the District is a member, promotes Student Outcome-Focused Governance. According to their website¹:

"Student outcomes don't change until adult behaviors change... The intention of CGCS' Student Outcomes Focused Governance (SOFG) framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes."

School Board Partners, a national non-profit organization that supports school board members across the country to advocate for equity in their districts, provides model policies that school boards can use as a basis for local policies. The attached proposed Board policy was adapted from their District Data-Monitoring Policy. According to their website²:

"The District Data Monitoring policy ensures that the board monitors comprehensive, measurable data across all major areas of district performance on a regular and routine basis. The board will also leverage this routine data monitoring activity to inform and develop between three – five annual goals that identify the board's highest priorities for district accountability and serve as the basis for superintendent evaluation. This policy ensures the board is monitoring a rigorous and comprehensive set of metrics as the primary basis of its board meetings, rather than defer to the administration to determine what data is presented to the board."

¹ <https://www.cgcs.org/domain/405>

² <https://schoolboardpartners.org/governance-model#district-data-monitoring>

Discussion The proposed Board policy recognizes that the metrics the Board chooses to evaluate student outcomes must be specific to the Oakland context and may change from year to year. The Teaching and Learning Committee is the body best placed to recommend specific metrics for the Board to adopt, which will then inform the Superintendent's Work Plan as well as the Board's Work Plan.

We know that the membership of our Board may change from cycle to cycle, and while it is ideal to have an excellent Superintendent with a long tenure, that position is also subject to change over time. It is the Board's responsibility to institute systems and policies that will ensure that, regardless of these transitions and the inevitable emergency moment to moment, the focus on measurable student outcomes in our public meetings becomes a constant. With that goal in mind, this proposed policy is submitted for the Board's consideration.

Fiscal Impact None.

Attachment Proposed Board Policy NTBD, "Prioritizing Student Outcomes"

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

Instruction

BP NTBD

Prioritizing Student Outcomes

Purpose

The purpose of this policy is to ensure that the Board monitors and engages with comprehensive, measurable data across all major areas of district performance on a regular and routine basis. This data monitoring activity shall serve as one of the primary uses of time in every regular Board business meeting.

Monitoring Metrics

The Board shall monitor data on an annual basis, at a minimum, for several key metrics. All data reported for these metrics shall be disaggregated at the school level by race, disability status (including students with IEPs), English Learner status, foster and unhoused youth status, and any other primary subgroups monitored by the state accountability framework, if applicable. Generally, the data should be reported longitudinally for at least the prior 4 quarters. The Board shall leverage this routine data monitoring activity to inform and develop 5-10 annual goals in its Work Plan and identify the Board's highest priorities for district growth and accountability, and serve as one basis for superintendent evaluation.

Annual Determination of Key Metrics

The Board will adopt a list of approximately five to ten Key Student Outcome Metrics by May 31 of each year, upon the recommendation of the Teaching and Learning Committee. These metrics will guide the development of the goals for the Board's Work Plan and the Superintendent's Work Plan for the following academic year.

If the Teaching and Learning Committee fails to make a recommendation to the Board, and/or the Board fails to act upon that recommendation, the following six metrics will be used by default for the purposes of this policy:

- The percentage of students at mid/above grade-level proficiency in reading in each of grades 2 through 5
- The average Distance From Standard for 8th grade students on the state Mathematics assessments
- The cohort graduation rate and the rate of college eligibility under UC/CSU A-G requirements for high school students
- The reclassification rate for English Language Learners
- The rate of chronic absenteeism for all students in grades TK-12, disaggregated by key student groups including students with IEPs.
- The rate of out-of-school suspensions, broken down by students receiving 1 or more, 3 or more,

5 or more, and 10 or more suspensions in a given school year, and disaggregated by race and disability status (including students with IEPs).

Reporting Requirements

The Superintendent and/or designee(s) shall present an annual report in a Board meeting with performance from the prior school year on the key metrics as determined by the Board, no later than September 30th of each year.

The Superintendent and/or designee(s) shall present interim reports in Board meetings throughout each school year with data demonstrating progress towards the annual goals. At least one interim report shall be presented in a Board meeting prior to the end of each school year.

Superintendent Evaluation

The Superintendent's annual evaluation shall be based in part on annual performance goals selected from the metrics developed and approved by the Board per this policy.

[1] <https://www.ncan.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates>