Board of Education Fall Update on School Portfolio Management

10/14/2009

Agenda

- **Overview of School Portfolio Management**

- **Program Improvement and Focus School Timeline**

- **Community Engagement**

- **Program Improvement Schools**

  Year 4 and 5 Program Improvement Schools with Restructuring Plans
  - Review of Restructuring Process

- **Focus Schools**

  Academic, Enrollment and Neighboring School Impacts
  - Review of Focus School Criteria and Proposed Updates and Revisions

- **Appendix**

School Portfolio Management Framework

School Portfolio Management: Managing the Success and Quality of Schools
Every family will have access to at least two quality school options in their neighborhood, and the ability to select from a diverse range of educational options throughout Oakland

Quality

Enrollment / Capacity

Programmatic Diversity

OUSD is continually managing its dynamic portfolio of schools across these three dimensions

SUPPLY

High quality and diverse educational options

DEMAND

What is a Program Improvement School?

- Has not made Adequate Yearly Progress (AYP) for multiple years (Program Improvement Year 4 and 5).

- Developed a Board of Education-approved restructuring plan for the 2009-2010 School Year through multiple community engagement sessions.

- Is prioritized for coaching support, Network Officer support, and other District resources.

What is a Focus School?

- Has not performed well academically (Red, Orange, and Yellow Schools)

- Identified by **first** reviewing academic performance and then enrollment, facilities capacity, financial health and other equity factors.

- Conducts ongoing community engagement and receives prioritized District and Network Officer support.

Program Improvement and Focus School Timeline

October 2008: 2008-2010 Focus School Analysis

- School Portfolio Management initial focus school data analysis presented to Board of Education (October 29, 2008)

Spring 2009: Community Engagement

- Network Officers and Board Members led **regional engagements** to identify and discuss **regional solutions** for program improvement and focus schools. (January – April 2009)

- Network Officers and site leaders led **site-specific engagements** to identify and discuss school restructuring plans and facilities issues (January – April 2009)

June 2009: Spring Update on Focus Schools

- Review of progress for Focus Schools and refined focus school list presented to the Board of Education

- Schools identified as Program Improvement Year 4 and Year 5 schools undergo restructuring process.

- 2009-2010 Restructuring plans for PI Year 4 and 5 schools approved by the Board of Education (June 10, 2009)

Program Improvement and Focus School Timeline

October 2009

- Fall Update on Year 4/5 PI Schools and Focus Schools presented to Teaching and Learning Committee addressing proposed revisions/additions to Focus Schools Criteria, plans for Community Engagement, and 2009-2010 School Tiering. (October 5, 2009)

- Fall community engagement timeline and structure developed.

Program Improvement and Focus School Timeline

Fall 2009: Community Engagement

- District-staff, Network Officers, and site-leaders lead community engagements to focus on presentation of district-wide, regional, and site-specific data, discussion of regional solutions, and opportunities for feedback for Focus schools and PI Year 4 and 5 Schools.

December 2009

- Superintendent's recommendations on Focus Schools will be presented to the Board of Education. (December 9, 2009)

- Board of Education votes on Superintendent's recommendations on Focus schools. (December 16, 2009)

Community Engagement

- Community engagement for **Program Improvement** schools with Restructuring Plans will involve:
    - Principal-led Fall Accountability event sharing academic performance and enrollment data
    - Mid-year progress update open to school community
    - Opportunities for community input and feedback

- Community engagement for **Focus Schools** will involve:
    - Planning meeting with Principals and Network Officers in October to plan community engagement
    - Overview of district-wide, site, and region-specific academic, enrollment, demographic, and financial data
    - Opportunities for community input and feedback
    - Will occur throughout Fall 2009

2009-2010 Restructuring Plans for Program Improvement Schools

- <u>The District's plan for addressing schools in Program Improvement 4 or 5 is Option 5</u> as required by Federal No Child Left Behind legislation and determined by the California Department of Education:
    1. Reopen school as a charter
    2. Replace all or most staff, including principal
    3. Contract with outside entity to manage school
    4. State takeover (not an option in California)
    5. **Any other major restructuring**

- Restructuring Plans for PI Year 4 and 5 schools were adopted by Board of Education on June 10, 2009 for implementation in the 2009-2010 school year.

- Initial assessment of Restructuring Plans in January/February 2010.

Focus Schools: Factors incorporated into recommendations

ACADEMIC FACTORS　　　**COMMUNITY FACTORS**　　　**ENROLLMENT FACTORS**

Quantitative student achievement data analysis: is the school accelerating academic achievement for all students?

Community Engagement: What do community members believe is the best solution for the school?

Programmatic Sustainability: Is the school able to provide the resources families deserve based on its size?

Evaluation of Leadership Capacity: Results of Cambridge school quality review and leadership performance?

Solution for Focus School

Long-Term Enrollment Trends: What is the projected enrollment in the attendance area over the next five years?

Attendance Boundaries: Would a shift of attendance boundaries solve some of the challenges facing the school?

School monitoring and observation: Based on school walkthroughs, is the school demonstrating a capacity to accelerate academic achievement for all students?

Survey data of satisfaction: What does the Use Your Voice data say about stakeholder satisfaction with the school?

MegaBoundary Impact: How would an intervention in this particular school impact other schools in the megaboundary?

Board of Education
Criteria for Identifying Focus Schools (Approved 12/2008)

• The Board of Education approved the following criteria for identifying Focus Schools in December 2008.

• For the 2008-2010 evaluation of the portfolio, the factors below were used in combination to identify Focus schools, with Academics being the primary factor. Therefore, only Red, Orange and Yellow Tier schools were reviewed.

Category	Factor	Description
Academic	**Absolute Performance**	Program Improvement Status and Adequate Yearly Progress targets
	Lack of Student Growth	% of students moving from one performance band to the next, evaluated over one, two and three year periods
	Lack of Closing Achievement Gap	Change in the difference between School and Lowest performing subgroup API
Enrollment	**Enrollment**	School size based on CBEDS count, % loss of students over 1 year, % loss of students over 4 years
	Neighboring School Impact	The sum of the excess facilities capacity within all of the schools in a particular neighborhood megaboundary. Comparing the number of students who live and go to school in their neighborhood with the excess facilities capacity within its megaboundary will determine whether it can be absorbed if closed/phased out.
Financial Viability	**Cost Per Student**	Includes General Purpose (GP) and TIIG only and takes everything into consideration except for utilities, which is an expense that is not under the control of schools
	School Budget Health	Schools with budgets in "the red," or negative balances
Equity	**% of Free/Reduced**	% of Free/Reduced Lunch population at a school
	Nearby Closures	Schools that have had closures within their megaboundary. Focusing on nearby historical closures will determine the impact on a given neighborhood

Proposed Updates for Focus School Criteria

Given the shift from a performance-based (PI-Status) tiering system to a growth-based tiering system (API), the Academic criteria has been updated to reflect this change.

Academic	Absolute Performance	2008-2009 API School-wide and Subgroup Performance
	Lack of Student Growth	% of students moving from one performance band to the next, evaluated over one, two and three year periods
	Lack of Closing Achievement Gap	Change in the difference between School and Lowest performing subgroup API

Possible Implications:

• This does not impact the 2008-2010 evaluation of the portfolio; the schools identified as Focus schools in Spring 2009 remain in the Yellow, Orange, and Red Tiers.

Proposed Additions for Focus School Criteria

Given the renewed focus on available excellent opportunities for students if their current school is considered for closure or merger, the following criteria should be added to the Equity factors:

Equity	**% of Free/Reduced**	% of Free/Reduced Lunch population at a school
	Nearby Closures	Schools that have had closures within their megaboundary. Focusing on nearby historical closures will determine the impact on a given neighborhood
	# of nearby higher performers	# of nearby schools that have a higher level of academic performance as measured by a school's Academic Performance Index (API)

Program Improvement Schools

Year 4 and 5 Program Improvement Schools with Restructuring Plans

- **Elementary Schools**

  Brookfield, Garfield, Horace Mann

- **Middle Schools**

  Claremont, Frick, James Madison, Roosevelt, Urban Promise Academy, and Westlake

- **High Schools**

  Oakland High, Oakland Technical, and Skyline

Focus Schools

Academic, Enrollment and Neighboring School Impacts

- **North Oakland**
  Far West, Sankofa

- **West Oakland**
  MLK and Lafayette

- **East Oakland**
  Burckhalter, Howard, Leadership, East Oakland Arts, Business Information Tech, Explore, and YES

- **State Administrator/Board Previously Approved Phase Out/Closure**
  Tilden

- **State Administrator Previously Approved Phase Out/Closure**
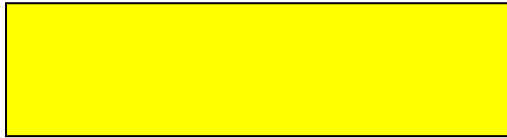 Robeson and BEST

Appendix

- **2009-2010 School Tiering Methodology**
- **Listing of 2009-2010 School Tiers**

09-10 Tiering Criteria: Methodology
Starting Tier: API Score

Step 1: A School is Tiered Based on API score

Step 2: A school receives scores in growth and closing the achievement gap

Step 3: A school can **JUMP UP one tier or DOWN one tier** based on performance in growth or achievement gap

1, 2 and 3 year cohort matched growth

Closing the achievement gap

API Cutoff Levels for Individual Tiers

Cutoff Levels

	Elementary	Middle	High
GREEN	**800+**	**800+**	**700+**
YELLOW	**799 – 700**	**799 – 650**	**699 - 550**
ORANGE	**699 – 600**	**649 – 550**	**549 - 450**
RED	**599 or lower**	**549 or lower**	**449 or lower**

The above tier cutoff levels are recommended for the following reasons:

- Emphasizes reaching and exceeding the State API target of 800
- Adjusts ORANGE and RED cutoff levels for Middle and High Schools to reflect state-wide distribution of API scores.

Implications: API as Starting Tier Emphasizes Growth

Rapidly Accelerating Achievement

Reduction in Achievement Gap over 2 years

Increased 1,2, and 3 year Growth

Starting Tier (High Growth API)
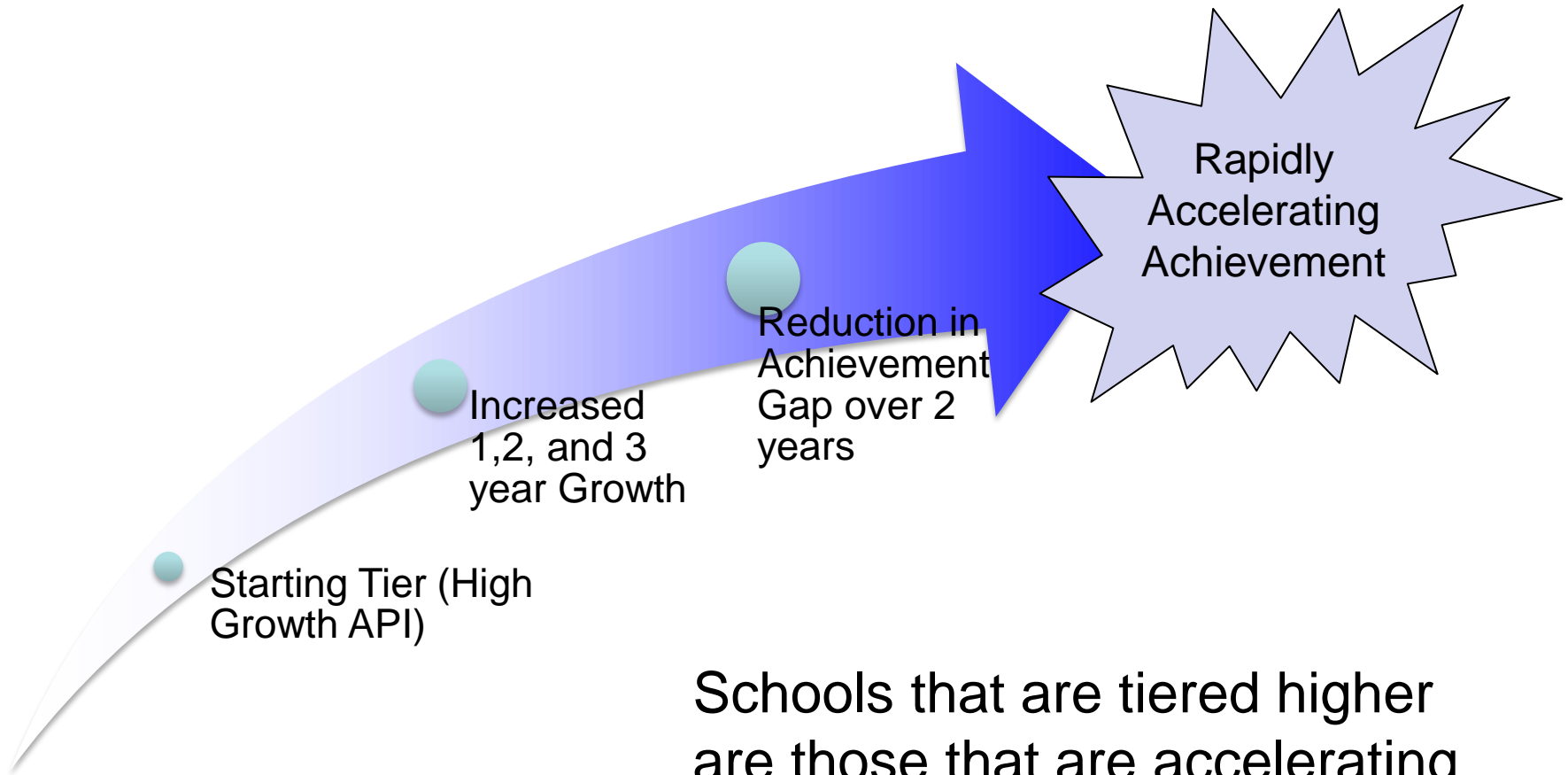
Schools that are tiered higher are those that are accelerating achievement.

Implications: Shift from PI-Status to API

Program Improvement (PI) Status	Academic Performance Index (API)

• Final tier color emphasizes school performance.
    – Ex. **YELLOW** schools describe a specific level of school performance.
 	
• **BLUE** schools are defined as high performing schools.
	• Final tier color emphasizes school growth.
	    – Ex. **YELLOW** schools describe a specific level of school growth.
	
	• **BLUE** schools are defined as both high performing schools and schools accelerating achievement.

Implications: Description of Individual Tiers

	School-wide Achievement	Subgroup Achievement	Shrinking Achievement Gap
BLUE	↑	↑	↑
GREEN	↗	↗	↗
YELLOW	↗	→	→
ORANGE	→	↘	↘
RED	↘	↓	↓

↑ **Rapidly Improving**　↗ **Improving**　→ **Steady**　↘ **Declining**　↓ **Rapidly Declining**

Overall Distribution of Schools: API as Starting Tier

	Elementary Schools	Middle Schools	High Schools	TOTAL
BLUE	13	0	0	13
GREEN	24	6	0	30
YELLOW	14	4	4	22
ORANGE	5	6	7	18
RED	4	2	6	12

Case Study: Howard Elementary School

2008 – 2009 API: 731

SCHOOL-WIDE TIER:

?

Initial Tier: **?**

One-Year Growth	**?**
Two-Year Growth	**?**
Three-Year Growth	**?**
Achievement Gap	**?**

Case Study: Initial Tier

	Elementary
GREEN	**800+**
YELLOW	**799 – 700**
ORANGE	**699 – 600**
RED	**599 or lower**

2008 Base API: 697

2009 Growth API: 731

Initial Tier: **YELLOW**

Note:

If API declined from 2008 to 2009, school's initial tier is moved down one level unless the API for each year is over 800.

Case Study: One-Year Growth

Initial Tier: **YELLOW**

One-Year Growth **GREEN**

GREEN = 3+ Points
YELLOW = 2 Points
RED = 0 or 1 Point

Growth Criteria

- **2 possible points for ELA**
  - **Total of (% of P/A + Growth) > 50%**
  - **% of Growth > % of Decrease**
- **2 possible points for MATH**
  - **Total of (% of P/A + Growth) > 50%**
  - **% of Growth > % of Decrease**

	ELA	MATH
% Stayed in P/A	14%	29%
Grew at least one performance band	35%	27%
Stayed in same performance band	25%	25%
Decreased at least one performance band	26%	19%
Total Points	1 +	2

3

Case Study: Two-Year Growth

Initial Tier: **YELLOW**

Two-Year Growth **GREEN**

> GREEN = 3+ Points
> YELLOW = 2 Points
> RED = 0 or 1 Point

Growth Criteria

- **2 possible points for ELA**
  - **Total of (% of P/A + Growth) > 50%**
  - **% of Growth > % of Decrease**
- **2 possible points for MATH**
  - **Total of (% of P/A + Growth) > 50%**
  - **% of Growth > % of Decrease**

	ELA	MATH
% Stayed in P/A	22%	24%
Grew at least one performance band	25%	35%
Stayed in same performance band	37%	21%
Decreased at least one performance band	16%	21%
Total Points	1 +	2	**3**

Case Study: Three-Year Growth

Initial Tier: **YELLOW**

Three-Year Growth **YELLOW**

> GREEN = 3+ Points
> YELLOW = 2 Points
> RED = 0 or 1 Point

Growth Criteria

- **2 possible points for ELA**
  - Total of (% of P/A + Growth) > 50%
  - % of Growth > % of Decrease
- **2 possible points for MATH**
  - Total of (% of P/A + Growth) > 50%
  - % of Growth > % of Decrease

	ELA	MATH
% Stayed in P/A	23%	55%
Grew at least one performance band	23%	29%
Stayed in same performance band	29%	19%
Decreased at least one performance band	26%	26%
Total Points	0 +	2

2

Case Study: Achievement Gap

Initial Tier: YELLOW

Achievement Gap GREEN

Achievement Gap Criteria

1. Lowest subgroup is below 575 → RED
2. Gap is greater than 75 points → RED
3. Gap is less than 25 points for each year → GREEN
4. Gap is increasing by 10% or more → RED
5. Gap decreasing by 10% or more → GREEN
6. Gap decreases by less than 10% → YELLOW
7. Gap increases by less than 10% → YELLOW

2007 - 2008

School API: 716
Lowest Group: 701 (Af.Am)
Achievement Gap: 15

2008 - 2009

School API: 731
Lowest Group: 714 (Af.Am)
Achievement Gap: 17

Change: 2
% Change: 13%

Case Study: School-wide Tier

2008 – 2009 API: 731

Initial Tier: YELLOW

One-Year Growth	GREEN
Two-Year Growth	GREEN
Three-Year Growth	YELLOW

| Achievement Gap | GREEN |

SCHOOL-WIDE TIER:

GREEN

Criteria for School-Wide Tier

- UP 1
  - Majority GREEN on Growth
  - GREEN on Achievement Gap

- DOWN 1
  - Majority RED on Growth
  - RED on Achievement Gap