Welcome to the Oakland Unified School District
PROGRAM IMPROVEMENT
Board Presentation

December 21, 2016

OUSD is one of **150** districts statewide to be selected as a **Program Improvement District**. A district is labeled PI if:

► students district-wide did not meet a minimum test score in reading and math

or

► not enough students were tested in reading and math

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► The district met the 2004 minimum test score results in both reading and math.

► The district met all the requirements for number of students tested in reading.

► The district met **all but one** requirement for the number of students tested in math.

► The district tested **93%** of its special education students in math, but the state requires that the district test **95%** of its students.
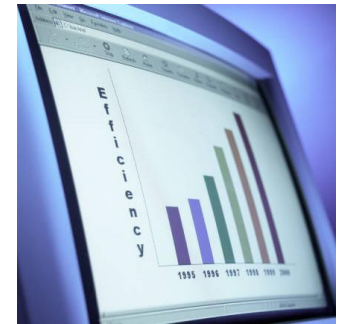
REQUIRED ACTION

As a PI District, the District Must:

► Notify Parents about its PI status

► Work with an outside agency to help revise its district plan

► Meet with school staff, district leaders and parents to revise the plan

► Review of LEA 5 Year Plan

► Review of California Department of Education's Academic Program Survey completed by **34** Sites

► Completion of **116** question District Assistance Survey Questionnaire by Team of Stakeholders

► **Eight** Parent focus groups–representing **125** parents-five focus groups were conducted at **five** different school sites and **three** conducted at a large community meeting held at the district on June 28th

► **Five** Teacher focus groups conducted at five sites

► Review of **38** School Site Plans

► Review of Coordinated Compliance Review of May 2005

► Review of AB466 elementary and secondary records

► Review of Supplemental Educational Service records

► Review of district correspondence regarding retention and progress reports provided to parents

► Review of CAHSEE, graduation rates, STAR test results

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► Review of local assessment data made available

► Review of summary notes of the new Chief Academic Officer's interviews with **34** district stakeholders – representing parents, teachers, district leaders and principals

► Review of School Assistance and Intervention Team reports for Program Improvement Sites

► Review of summer school and professional development offerings

► Completion of the Least Restrictive Environment at **two** sites

► Meeting with **nine** Special Education teachers to review the LRE policies for the district

► Interviews with **five** principals of Program Improvement Sites

► An interview with the State Administrator

► Interviews with **two** Reading First Instructional Facilitators from **two** PI sites

► **Three** meetings of PI Stakeholder Advisory Council including external entity (Gibson & Associates, district leadership, teachers, instructional facilitators and the chair of the District Advisory Council) to review findings and craft narrative

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Need 1: Improved Accountability Structures to Engage Stakeholders and Align Resources

Action 1: Developing a stakeholder body for trust, engagement and accountability

▶ **Convene a Stakeholders Council that will have representation from:**

> ▶ district leadership, including the Board of Education
> ▶ parents, including leadership from DAC and DELAC
> ▶ teachers,
> ▶ principals,
> ▶ representation from Special Education, English Language Development, Adult Education, Early Childhood Education, the City of Oakland, Higher Education and OEA

▶ **Stakeholders Council will review district plans related to:**

> ▶ Program Improvement
> ▶ professional development,
> ▶ budget,
> ▶ redesign
> ▶ school closures

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Need 2: A systematic approach for math intervention and acceleration in elementary schools

► **Nearly half** of the students entering sixth grade do not exhibit proficiency in fourth and fifth grade math standards, yet they are expected to complete Algebra by 8th grade

► There are **no** elementary district math personnel providing support to teachers and principals in identifying appropriate research-based practices for math intervention and acceleration

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Action 2: Employ a systematic approach for math intervention and acceleration

► **Ensure AB466 math training** for all elementary school teachers and principals

► **Hire an elementary math facilitator** who will work with a small team of math lead teachers to **develop a math classroom coaching** structure for math at the elementary school sites

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OUSD LEA PLAN ADDENDUM: NEEDS AND ACTIONS

Need 3: A focus on literacy intervention at elementary, middle and high schools

► **Half** of all OUSD elementary students exit fifth grade with far below and below basic scores on the English Language Arts portion of the California Standards Test (CST)

► **Over 80%** of all secondary English Learners, **60%** of all secondary Hispanic students, and **over 50%** of all African American secondary students received CST scores of below and far below basic

Action 3: Focus on literacy intervention at elementary, middle and high schools

► The one program fits all solution for reading acceleration should be replaced by the implementation of **research-based programs** at every level

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Need 4: A systematic approach for improving achievement for underperforming students applied with rigor and a sense of urgency

► **More than half** of all students are not approaching grade level proficiency in both reading and math…

► … yet the district does not provide **summer school**, a coordinated **after school program**, or **timely implementation** of supplemental services

Action 4: Employ an urgent approach for improving achievement for underperforming students

► The SES system must be in place by **October 1**.

► **Summer school programs** must be developed for students at risk of retention, and available for low performing students at all PI schools.

Need 5: Improved communication and systematic approach regarding Special Education

► Implementation of the LRE mandates varies between schools and classrooms

► The Special Education department described itself in June 2005 as:
  - ► unaware of the district's PI status
  - ► unaware that not enough students had been tested
  - ► unable to identify the specific policies and programs regarding special education at all district schools

Action 5: Improve communication and systems for special education programs

► Special Education needs to be integrated into all district programs and site administrators need to work directly with Special Education personnel

Need 6: A deeper examination of why the dropout rate is increasing

► OUSD had a 4-year derived dropout rate of **35.7%,** as compared to **13.3%** state wide

► OUSD's one-year **9-12** dropout rate has been climbing since 2001, from **just over 700** students dropping out to **over 1200** in 2004

Action 6: Conduct an examination of why the dropout rate is increasing and implement strategies with urgency to encourage graduation

► Conduct an investigation of why the dropout rate is increasing through surveys, focus groups, and interviews

Need 7: Improved capacity to attract and retain highly qualified teachers

► OUSD has a far higher percentage of teachers in their first year (**8.8%**) or second year (**4.4%**) than other districts in the region

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Action 7: Improve capacity to attract and retain highly qualified teachers

► Provide principals with the maximum allowable flexibility to recruit teachers from within and outside the district

► Create a climate more conducive to professional development and engagement through addressing problems of:

> ► frequent teacher absences
> ► lack of substitutes
> ► non-user friendly human resources department

Need 8: Concentration of Resources and Support for Program Improvement (PI) Schools

► According to district interviews and the CCR report, there does not appear to be a concentrated effort to focus resources and attention on PI schools.

Action 8: Concentrate Resources for Program Improvement Schools

► A **needs assessment** should be conducted for all PI schools based on state and district data.

Need 9: Improved Parent Education regarding all aspects of NCLB and District Policies

► Parent communication is not parent-friendly

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Action 9:

► Covered under separate parent engagement section at end of presentation

Need 10: Responsive and accountable professional development policies

► The district has not appropriately analyzed district offerings, nor effectively engaged teachers in their own professional development

Action 10:

► Covered under separate professional development section at end of presentation

Need 11: Schools and district leaders need to improve use of data for decision making

► While many of the district data systems surpass those of districts in neighboring regions, there are areas for improvement

Action 11: Explore Development of K-12 Networks

► Explore the development of communication and accountability structures to promote K-12 networks of schools

**Need 12:** Clearer Fiscal Operations Procedures for Budgeting and Accountability

► Large site balances from inability to expend funds on a timely basis stemming from problems in:

- ► Protracted district hiring processes
- ► Protracted contracting process (e.g. SES)
- ► Protracted procurement processes

Action 12: Budget & Resources Task Force should be convened reporting to Stakeholder Team

► Task Force should have complete access to district budget information
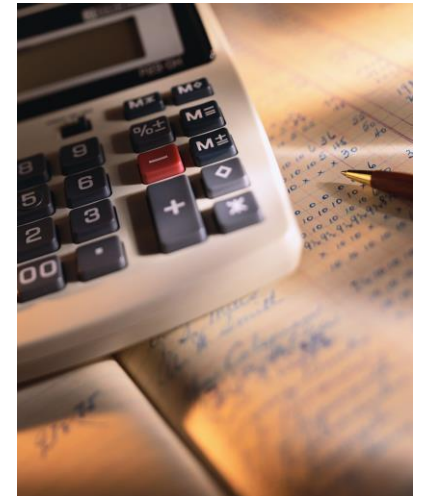
▶ **Strategy # 1:** By August 1, 2005, **identify a single administrator** who will be responsible for overseeing all parent communication, outreach, and engagement activities. This person should work with the DAC or a DAC-designated action team to: review and revise all existing communication to parents and to develop new communiqués in parent-friendly language where none exist.

▶ **Strategy # 2:** All Parent-School compacts should be authentically generated by individual school sites.

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IMPROVE COMMUNICATION AND OUTREACH TO PARENTS

▶ **Strategy #3**: All schools should adopt a **monthly parent newsletter**. A one-page template will be provided as an example along with methods for producing the document (i.e. teacher responsibility with compensation through extended contract).

▶ **Strategy # 4:** All communication should be provided in home languages in accordance with state policies.

▶ **Strategy # 5:** Involve parent representatives as members of the district Stakeholders Council.

IMPROVE COMMUNICATION AND OUTREACH TO PARENTS

► **Strategy # 6:** Create a continuum of ongoing **parent training** that is broadly publicized through the monthly parent letter, fliers and through SSC's and PTA's.

► **Strategy # 7:** Create and administer a **twice annual parent satisfaction survey** and report results disaggregated by site, ethnicity, and home language to SSC's, DAC, DELAC, and on the district Web.

► **Strategy # 8:** Parents should be **involved in the hiring process** for new principals as well as participants in the planning of all restructuring activities at school sites.

► **Strategy # 9:** Parents should be involved in any school site or district adoption of curriculum.

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► **Strategy # 9:** Parents should be involved in any school site or district adoption of curriculum.

► **Strategy # 10:** A **study** should be conducted through which parents who have left the district are interviewed to identify the reasons why they have made that decision and then a plan should be developed to address concerns identified in the study.

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► **Strategy # 11:** The administrator responsible for parent communication working with representatives from DAC and DELAC or their designated action team will **develop a rubric for site parent engagement and involvement** and a self-assessment tool. SSC's from every OUSD site will complete this self-assessment tool annually and recommended actions identified through this process will be incorporated into the Single Site Plan for Student Achievement. This rubric will establish standards for the percent of parents attending Back to School Night, the percent of parents participating in parent-teacher conferences, parent satisfaction with school communication, and satisfaction with the governance structure and process and other measures of genuine parent engagement. Administrators will be evaluated against these standards.

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ADDRESS THE PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTIONAL STAFF

► **Strategy # 1:** By October 1, 2005 fill the Math Elementary Instructional Facilitator position open since June 2004.

► **Strategy # 2:** Use Program Improvement funding to **offer effective in-classroom professional development** and coaching support to elementary Program Improvement sites.

► **Strategy # 3:** Contract with external providers like Alameda County Office of Education to **provide training in *Foro Abierto* for teachers at PI schools** who do not currently receive support in Foro Abierto.

ADDRESS THE PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTIONAL STAFF

► **Strategy # 4:** A Professional Development Task Force comprised of teachers, OEA representatives and district administrators, should implement the CCR recommendation to conduct a **comprehensive needs assessment** of current and past professional development [Responds to CCR P. 19, NCLB # 3] and develop guidelines for effective professional development at the classroom, site and district level.

► **Strategy # 5:** The District should work with the OEA to **produce and publish standards for teacher performance** that include teacher attendance, teacher participation in site collegial planning, and other elements of effective instructional practice and student learning outcomes.

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ADDRESS THE PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTIONAL STAFF

► **Strategy # 6:** The District should work with OEA to employ a **teacher evaluation system** for teachers who are not meeting standards. A plan will be developed so that teachers who do not perform to OEA/District performance standards will receive support through the Peer Assistance and Review System, and if improvements are not made within a reasonable timeframe, will be removed from the district.

► **Strategy # 7:** The district should explore the **implementation of a set of research-based, uniform discipline policies** that are introduced the first day of school at all sites and provide quarterly training for teachers identified by principals or self-identified as having difficulty with classroom management. [Responds to CCR p. 16]. This should be in place by August 15, 2006.