

Superintendent Work Plan #2 UPDATE

February 25, 2015

Allen Smith - Chief of Schools Office of Post Secondary Readiness

Bernard McCune – Deputy Chief Office of Post Secondary Readiness

David Montes de Oca – Deputy Chief Continuous School Improvement

Davina Katz Goldwasser – Senior Leadership Director

David Chambliss – Director Continuous School Improvement

Goals

- To show clear alignment of Quality School Development to the Pathway to Excellence, key policies and initiatives; **Quality Community Schools #2**
- To provide a roadmap of how we will ensure quality schools throughout the district
- To clearly articulate decision points to accelerate the work

Office of Post-Secondary Readiness

Leadership

Allen Smith, Chief of Schools

Bernard McCune,
Deputy Chief, Office of Post-Secondary Readiness

David Montes de Oca
Deputy Chief, Continuous School Improvement

Davina Goldwasser
Senior Director, School Leadership Development

David Chambliss
Director, Continuous School Improvement

Area 1

Kyla Johnson-Trammell - Network Superintendent

Sara Stone - Deputy Network Superintendent

Area 2

Sondra Aguilera - Network Superintendent

LaResha Martin - Deputy Network

Superintendent

Area 3

Monica Thomas - Network
Superintendent

Wesley Jacques - Deputy Network
Superintendent

Middle Schools

Ron Smith - Network Superintendent

Charles Wilson - Deputy Network
Superintendent

High Schools

Kevin Taylor - Network Superintendent

Mark Triplett - Deputy Network
Superintendent

Lucia Moritz - Director Alternative
Education

Building Continuous School Improvement Capacity

CONTINUOUS IMPROVEMENT GUIDE & TOOLS



CONTINUOUS IMPROVEMENT GUIDE

To **download** the latest version of the OUSD Continuous Improvement Guide, designed in partnership with site leaders, [click HERE](#)



INQUIRY & PLANNING TOOL

To locate your school's Inquiry & Planning Tool to support your data analysis and cycles of inquiry, [click HERE](#)

Root Cause Analysis Primer
[Click HERE](#)



EFFECTIVE PRACTICES WEBSITE

To locate effective practices happening throughout Oakland schools that are getting RESULTS, [click HERE](#) [...based on 3 years of Quality Reviews...]



OUSD DATA WEBSITE

To locate your school's latest data reports and to compare performance with other schools in the district, [click HERE](#)



SQR REPORTS

Are you looking for a School Quality Review report?



COMMUNITIES OF PRACTICE

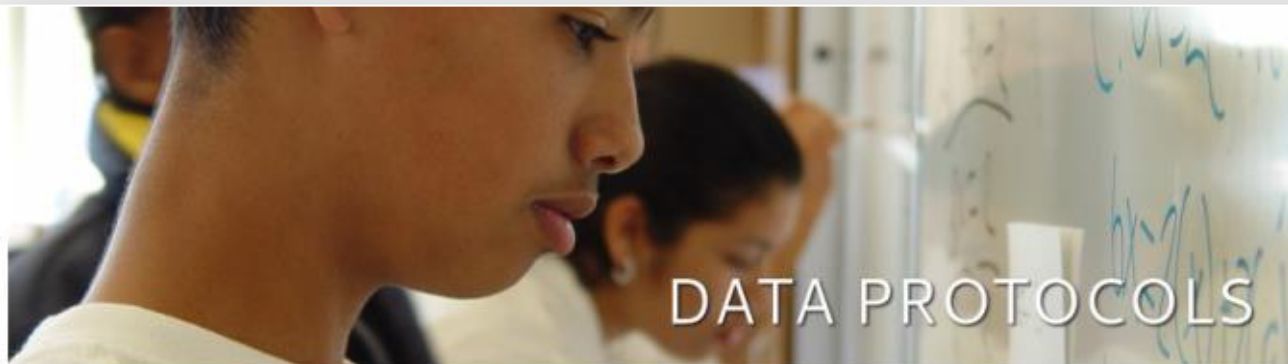
Are you looking for resources for our Communities of Practice work?



ASSESSMENT INFO

Are you looking for Assessment Calendar or other info?

Building Continuous School Improvement Capacity



[<< Back to Continuous School Improvement Page](#)

DATA PROTOCOLS



Protocols are methods of pulling data from various sources in order to make sense of it. Below you will find sample Data Protocols that we've developed or that have been shared with us within our district.

PRINCIPLES OF DATA USE AND SAFETY REGS



[data_principles_safety_regs.pdf](#)
Download File

ROOT CAUSE ANALYSIS PRIMER



[csi_root_cause_analysis_v2.0.pdf](#)
Download File

DATA WALLS [CLICK HERE](#)



MUST SEE VIDEO from Dr. Elizabeth City of the Harvard Graduate School of Education, as she talks about the **use of data protocols** to analyze data.

Building Continuous School Improvement Capacity

DATA WALLS



HEADLINES

“Accelerated Individual”

“No Child Left Behind”

“Moving On Up: Focusing on Progress”

WALLS OF FAME



9 REASONS

- 1 Data is effective in improving student outcomes.
- 2 Today's students are digital natives increasingly expecting access to their data.
- 3 Technology can provide easy access to data and ease data analysis.
- 4 Accountability requires that schools and districts measure effectiveness.

Data Walls

“Moving On Up: Focusing on our Goals Making Progress Visible”

“No Child Left Behind”

“Accelerated Individual”

Dear Site Leaders,

We are kicking off our year with a goal of providing you with a method of...

DATA WALLS QUICK-FACTS:

- When?**
 - Phase I: Communication - Begin socializing ideas with staff, discuss settings, set-up & maintenance. By 11/21/14
 - Phase II: Set-Up - Begin gathering data, assign new responsibilities, begin building. By 12/18/14
 - Phase III: Implementation & Reflection - where first round use, inform classroom as well as schoolwide practice, praise and reflect on progress to date. By 1/23/15
- Location:** Data Wall must be maintained in secured space w/o access by students or public.
- What Data is Required (“Must”):**
 - DBELs / DEL (ES only)
 - Foundas & Primer (ES only)
 - DRA / EDEL (ES only)
 - SRI
 - CELDT
 - Chronic Absence
 - Suspension
 - Benchmark Assessments
- What Data is Optional (“Loose”):**
 - Office Staff
 - CQI Teams
 - SQR Teams
 - CIP’s / QIP’s
 - RSP Team
 - School Psychologist
 - Academic Mentors
 - Clinic Staff
 - Mental Health Staff
 - T & L Specialists

Scholastic Reading Inventory

SRI College & Career Readiness Performance Band Lexile Ranges*

Grade	Number of Students	3 Year Below Grade Level	At Grade Level	Above Grade Level	College & Career Ready
K	84	88 to 180	190 to 198	199 to 198	197 and above
1	88	28 to 280	280 to 419	420 to 298	197 and above
2	100 to 189	190 to 419	420 to 119	520 to 1386	1387 and above
3	101 to 173	420 to 119	520 to 789	790 to 1386	1387 and above
4	101 to 173	520 to 779	780 to 929	930 to 1386	1387 and above
5	101 to 173	780 to 879	880 to 924	925 to 1386	1387 and above
6	101 to 173	820 to 924	925 to 1069	1070 to 1386	1387 and above
7	101 to 173	925 to 1069	1070 to 1099	1100 to 1386	1387 and above
8	101 to 173	970 to 1099	1100 to 1049	1050 to 1386	1387 and above
9	101 to 173	1100 to 1049	1050 to 1079	1080 to 1386	1387 and above
10	101 to 173	1050 to 1079	1080 to 1184	1185 to 1386	1387 and above
11/12	101 to 173	1080 to 1184	1185 to 1386	1387 to 1386	1387 and above

Beginning Reader (BR) - 0 to 99

SRI Lexile Score Ranges – Reading Grade Levels

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10/12	College & Career Ready
88-189	190-419	420-779	780-929	930-1069	1070-1099	1100-1049	1050-1079	1080-1184	1185-1386	1387 and above	1387 and above

Lexile range size varies by reading grade level

* Based on “SRI - 2014 - Customer Fact Sheet”, Scholastic Inc., 2014

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November 2014



Building Continuous School Improvement Capacity

Weekly Engagement Report -- Key Indicators

Data as of Friday, Oct 17 2014

Network	School Name	Enrollment	Chronic Absenteeism
		YTD-wk 8/36	YTD-wk 8/36
A1.1 (Kyla Trammell-Johnson)	Chabot Elementary	573	3.9%
A1.1 (Kyla Trammell-Johnson)	Hoover Elementary	314	13.7%
A1.1 (Kyla Trammell-Johnson)	Joaquin Miller Elementary	429	6.8%
A1.1 (Kyla Trammell-Johnson)	Lafayette Elementary	239	15.5%
A1.1 (Kyla Trammell-Johnson)	Martin Luther King Jr Elementary	320	22.5%
A1.1 (Kyla Trammell-Johnson)	Montclair Elementary	582	5.0%
A1.1 (Kyla Trammell-Johnson)	Peralta Elementary	328	6.5%
A1.1 (Kyla Trammell-Johnson)	Piedmont Avenue Elementary	378	13.0%
A1.1 (Kyla Trammell-Johnson)	PLACE @ Prescott	229	20.3%
A1.2 (Sara Stone)	Bella Vista Elementary	482	11.0%
A1.2 (Sara Stone)	Carl Munck Elementary	286	11.3%
A1.2 (Sara Stone)	Cleveland Elementary	397	7.5%
A1.2 (Sara Stone)	Crocker Highlands Elementary	433	3.0%
A1.2 (Sara Stone)	Emerson Elementary	310	14.1%
A1.2 (Sara Stone)	Franklin Elementary	740	10.4%
A1.2 (Sara Stone)	Kaiser Elementary	279	9.0%
A1.2 (Sara Stone)	Lincoln Elementary	738	2.4%
A1.2 (Sara Stone)	Thornhill Elementary	395	6.1%

Weekly Engagement Reports

Dear Site Leaders,

We are introducing the Weekly Engagement Report.

The Goal: to provide weekly data that can support Schools and Networks to target their continuous improvement energy and focus, by consistently reflecting on and adjusting practices to improve outcomes for students. Bringing visibility to **hot spots** in order to target and differentiate support and **bright spots** in order to leverage and learn from them.

"Give light and people will find the way." - Ella Baker

This report will be provided to schools and networks **weekly**. School ILT's, Attendance teams, Data Teams, and/or other site-based bodies are expected to review the data for several minutes each week to monitor and/or other site-based bodies are expected to review the data for several minutes each week to monitor changes, signal need for more attention, and ID bright spots to learn from. The report includes **Level One** data (aggregated) in tab one and **Level Two** data (disaggregated) in tab two. Principals and Deeper data will continue to receive RAD trainings to access **Level Two** data (disaggregated) to assist with deeper data dives. Future editions of the Weekly Engagement Report will also include local assessment results.

A new **Root Cause Analysis Primer** is now available on the CSI website to assist school teams with **ALL** their data analysis activities, especially using the **Inquiry and Planning Tool**. To further assist, School Partners have recently received training on strategies to address Chronic Absence, for example, and subsequent trainings will include discussion and support of the school's ongoing use of the Weekly Engagement Report. Principals will include discussion and support of the school's ongoing use of the Weekly Engagement Report.

Network Teams will review this report regularly in weekly meetings to pinpoint **hot spots** and **bright spots**. The Office of Post-Secondary Readiness Leadership Team (Allen Smith) and the Academic Leadership Team (Devin Dillon) will engage on a monthly basis around this and similar data for ongoing inquiry cycles. The District Cabinet will engage quarterly on deeper data dives stemming from these reports. **All** in the spirit of providing **improved service and support to schools**.

LONGITUDINAL SUSPENSION
Only 1 additional school fell beyond the District Suspension goal the week of 12/12/14 vs. 3 schools that fell beyond the goal the week of 12/5/14.
A total of 19 schools out of 86 have fallen beyond the District Suspension goal as of week 14 of the school year.

LONGITUDINAL ENROLLMENT
Overall District-run school Enrollment since October CBEDS date 37,147 has dropped by 72 students. However, the week was week of 11/2 with 37,264, therefore since the peak, enrollment has dropped by 123 students.

LONGITUDINAL CHRONIC ABSENCE
13 schools IMPROVED their Chronic Absence rates the week of 12/12/14. These represent multiple schools in every network.

Geography@Scale What can we learn from your efforts?!

- Hoover Elementary	11.7%	14.0%
- Joaquin Miller Elementary	8.2%	8.5%
- Cleveland Elementary	9.5%	6.5%
- Community United Elementary School	16.1%	14.6%
- Global Family School	7.1%	4.9%
- Bridges Academy	11.0%	8.8%
- Sequoia Elementary	6.6%	6.7%
- Barkhoffer Elementary	11.8%	11.8%
- Madison Park Lower Campus	10.3%	10.0%
- Edna M Brewer Middle School	8.5%	4.8%
- Frick Middle School	10.2%	7.6%
- Oakland High School	10.3%	9.5%
- Oakland International HS	17.2%	14.7%

Only 1 school INCREASED their Chronic Absence rate the week of 12/12/14

Building Continuous School Improvement Capacity

Early Warning Focus

To be developed within data portals over next two years.

High Schools Leaders & Supervisors focused on students that:

- need to obtain credits
- are consistently missing assignments
- missing school days

Strategies being developed at individual schools to address individual student recovery plans.

Early Warning For Dropping Out List
Alliance Academy
 2012-13 End Of Semester 1, Grades 6-12
 Students At Risk For Dropping Out - Listed By Grade & Then Name
 (**Delayed** indicators are greyed out)


Indicators*
 * - Item 1 out of 10
 * - Item 1 out of 10
 * - Item 1 out of 10
 * - Item 1 out of 10

Last Name	First Name	Age	Grade	Indicator 1 Math Skills & Content	Indicator 2 Eng Math Skills & Content	Indicator 3 Attendance	Indicator 4 School Days	Indicator 5 Credits	Extra Demographics	DOB	Sex	Race	Lang	PLU	Dis	Prng
30	Walters	Adrian	14.2	F	ENGLISH BELD	65%	2	1	AB/Kore	F	English	EO				
40	Sampe	Patricia	13.9	F	ENGLISH BELD	64%	2	7	Latino	F	Spanish	EL				
41	Herrera	Isabel	13.7	F	ENGLISH BELD	63%	2	2	Latino	M	Spanish	PEP				
42	Burton	Phyllis	14.6	F	ENGLISH BELD	61%	3	14	Latino	M	Spanish	EL				
43	Dalton	Aracelis	14.3	F	MATH 8	60%	6	32	AB/Kore	F	English	EO				
44	Herrera	Yvonne	14.8	F	MATH 8	60%	2	1	AB/Kore	F	English	EO				
45	Chavez	Aracelis	14.3	F	MATH 8	59%	1	1	Latino	F	Spanish	EL				
46	Calquhoun	Lizbeth	14.6	F	MATH 8	59%	1	1	Latino	F	Spanish	PEP				
47	Calderon	Mariangel	14.3	F	MATH 8	59%	1	1	Latino	F	Spanish	EL				
48	Estroff	Kevin	14.4	M	MATH 8	59%	1	1	Latino	M	Spanish	EL				
49	Reyes	Arno	14.3	F	MATH 8	59%	3	20	AB/Kore	F	English	EO				Long Dis
50	Garza	Fernando	14.3	M	MATH 8	59%	14	1	Latino	M	English	EL				ESP
51	Castro	Fernando	14.2	M	MATH 8	59%	3	2	Latino	F	Spanish	PEP				
52	Herrera	Emerson	14.4	F	MATH 8	59%	10	1	Latino	M	Spanish	PEP				
53	James	Sharon	14.0	F	MATH 8	59%	2	1	AB/Kore	F	English	EO				
54	Leiva	Richard	14.3	M	MATH 8	59%	2	1	AB/Kore	M	English	EO				Long Dis
55	Macias	Leticia	14.6	F	MATH 8	59%	1	7	Latino	F	Spanish	PEP				
56	Mora	Isabel	14.5	F	MATH 8	59%	1	1	AB/Kore	M	English	EO				
57	Ramos	Alexis	14.5	F	MATH 8	59%	10	1	Latino	M	Spanish	EL				
58	Prohman	Heidi	14.3	F	MATH 8	59%	2	1	Latino	M	Spanish	EL				
59	Sandoval	Aracelis	14.3	F	MATH 8	59%	2	1	Latino	M	Spanish	EL				
60	Barbara	Jason	14.7	M	MATH 8	59%	2	36	AB/Kore	M	English	EO				
61	Serrano	Miriam	14.8	F	MATH 8	59%	3	1	AB/Kore	F	English	EO				
62	Serrano	Maurice	14.3	M	MATH 8	59%	1	1	AB/Kore	M	English	EO				
63	Sie	Barry	14.3	M	MATH 8	59%	1	1	Latino	M	English	EO				
64	Trapani	Erwin	14.0	M	MATH 8	59%	3	1	Latino	F	Spanish	PEP				
65	Wright	Demaris	14.3	F	MATH 8	59%	6	22	AB/Kore	F	English	EO				
66	Wright	Demaris	14.3	F	MATH 8	59%	1	1	AB/Kore	F	English	EO				

Notes on Indicators:
 * - Item 1 out of 10
 * - Item 1 out of 10
 * - Item 1 out of 10

Building Continuous School Improvement Capacity

SCHOOL PARTNERS



SCHOOL PARTNER 2014-15 GUIDE

DRAFT Updated: 11/3/14

WELCOME SCHOOL PARTNER:

The following document will serve as a guide for Year appreciative that you have answered the call. We are in these new roles. This means we will be front-loading as contributing to your further development throughout

CONTENTS:

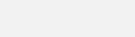
- ☐ Welcome & Introduction
- ☐ School Partner Priorities 2014-15
- ☐ Scope & Sequence of Key Events & Activities
- ☐ Roles & Responsibilities of CSI Department
- ☐ Roles & Responsibilities Unique to Specific Schools
- ☐ Syllabus of Cross-Training of School Partners
- ☐ Transition Support

Elephant in the room...

It is important to note, while the networks over the last several years have been differentiated needs of all schools, there is an immediate convergence for School Partner time and energy. **Success will NOT be achieved if we do not address this elephant in the room.**

Network Leaders have been local and could leverage 100% of the Partner time and energy. **Therefore, our priority will be to name this elephant and decide very early on what we want our Partners and our decision. Naming this elephant will build long-term sustainable success.**

SCHOOL PARTNERS [WEBPAGE](#)



SCHOOL PARTNER 2014-15 GUIDE

DRAFT Updated: 11/3/14

Scope & Sequence of

SCHOOL PARTNER 2014-15 GUIDE

DRAFT Updated: 11/3/14

Syllabus of Cross-Training of School Partners

The list below represents essential skills that many new School Partners hold. Be valuable across the networks, we will develop Knowledge Sharing opportunities so help build each other's capacity. One step at a time...

STATUS	CONTENTS	PARTNERS	WHEN
✓	• ELL Reclassification Process & Monitoring	ALL	Nov
✓	• Data access through PowerSchool	ALL	Jan
✓	• Attendance and Chronic Absence Strategies	ALL	Th
✓	• BloomBoard Training (Leadership, Extended Visits)	ALL	Ann Tar
✓	• CAHSEE Administration Quality Assurance	HS/DAP	Tor
✓	• SRI Analysis Protocol	ALL	Lyd
✓	• CELDT Administration Quality Assurance	ALL/DAP	Lik
✓	• SAM Rostering Cross Training	ALL	Lyd
✓	• Edusoft - Running Reports, Rosters	ALL	Lar
✓	• Balanced Literacy Capacity Development	ALL	Bre
✓	• ILT's 101 Re: PD provided to ILT's	ALL	Da
✓	• SBAC Administration Quality Assurance	ALL	Lea
✓	• ELL Shadowing & Bright Spots	ALL	Ann
✓	• ELL Data Analysis Capacity Development	ALL	Ann
✓	• Read180 Basic SAM Functioning	MS	Lyd

PENDING:

- ☐ Establishing Dates for the Knowledge Sharing
- ☐ Creating Common Agenda Template for Facilitators

Work in Progress...


OUR GOALS

- BUILDING COLLEGE & CAREER READINESS (INCREASING ACADEMIC PROFICIENCY)
- TRANSFORMING SCHOOL CULTURE & SUPPORTING OUR PEOPLE
- BUILDING & LEARNING COMMUNITY SCHOOLS

WE ARE READY!

Key staff have been recruited to serve as School Improvement Partners and Data Assessment Partners within OUSD's network of schools. Each network will have one or more of each partner role below dedicated to providing direct services to schools. The focus will be on achieving the goals through supporting Continuous School Improvement.

Watch this brief video of Superintendent, Antwan Wilson, addressing the School Partners Kick-off Institute.



Antwan Wilson
Superintendent, Oakland Unified School District

SCHOOL IMPROVEMENT PARTNER

- Serve as a thought partner to principals and ILT's and Network and Deputy Network Superintendents.

DATA ASSESSMENT PARTNER


- Gather needed data and present to stakeholders, including school leaders, teachers, and community.

Click CA Healthy Kids Survey Website with results for OUSD schools.

Click Key texts that may assist in helping schools and the district improve instruction.

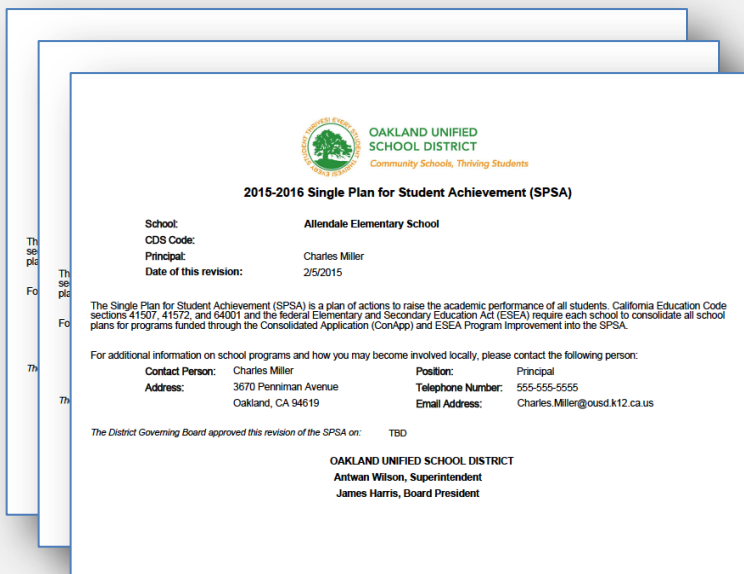
Collaborative School Improvement: Eight Practices for District-School Partnerships to Transform Teaching & Learning

Key text guiding the School Partners support to schools. Districts and schools share a common goal in education: to improve teaching and learning in schools. Unfortunately, school personnel routinely wonder, "what has the district done for us lately?" while district leaders, in turn, wonder "why haven't schools implemented the ideas we gave them recently?" This disconnect minimizes trust, paralyzes action, and inhibits each group from making the difference it signed up to make.



Building Continuous School Improvement Capacity

Improved Site Plan Design



- **Current Community School Strategic Site Plan (CSSSP) – simplified to “Strategic Site Plan”**
- **New Site Plan structure embeds priorities and Continuous School Improvement to be used for 2015-16**
- **Includes Academic Return On Investment structures for tracking and evaluating impact of resources.**
- **“Easier to follow”**

School Quality Review


Universal Approach:

- Extended Site Visits


Targeted Approach:

- High School WASC Process
- Intensive Support Schools

Continuous School Improvement



SQR 2014-15



Dear District Leaders,

After three years of development, OUSD's School Quality Review has built a support and accountability system with several important strengths:

- A reliance on standards that clearly and comprehensively define "school quality" across schools and that are meaningful to all stakeholders;
- An approach to data collection by OUSD central/site leaders that is broad in scope, includes many perspectives, and thereby takes a picture of the whole school and its community, and
- A "triangulating" method of data analysis that yields a balanced, objective description of a school's quality that provides trusted "actionable" information for all stakeholders engaged in school improvement.


Recently, other effective systems have been developed for assessing the quality of all OUSD schools (e.g., Extended Site Visits, Instructional Rounds) and for supporting school improvement (e.g., the Network Teams). As a result, OUSD's School Quality Review will apply its strengths primarily as a "Targeted Strategy" that, going forward, will be used with a subset of our schools for specific purposes. In addition, SQR will integrate its strengths with the Extended Site Visit process as that work continues to be a "Universal Strategy" supporting all schools.

As a "Targeted Strategy", OUSD will tap the SQR process when a specific "bell is rung":

1. A high school is preparing for its WASC Accreditation.
2. A school has experienced Distinct Success, and OUSD wants to deeply understand the conditions for that success to replicate it.
3. A school has experienced Distinct Challenge, and OUSD needs to deeply understand the conditions for those challenges to provide intensive improvement supports.


As part of Extended Site Visit's "Universal Strategy", the SQR will provide project management supports to the ESV process as it develops into the slimmed down, more frequent, Network-embedded school quality review for all OUSD schools.

We look forward to your feedback and support in the ongoing development of School Quality Review. Thank you!



Work Plan

Deliverable(s)	Who's Involved?
<ul style="list-style-type: none"> • SQR reports for Oakland High and Skyline High, by April 2015 	<ul style="list-style-type: none"> • SQR Team: Network Partners, Central Leaders, 2 HS Principals • WASC Self Study stakeholders: Each school's WASC committees, HS Network Team • 15-16: potentially external provider
<ul style="list-style-type: none"> • OUSD Intensive Support policy (component), by June 2015 • 2015-16 SQR funding/staffing plan, by March 2015 • Schedule of CHALLENGE & SUCCESS schools for 2015-16 SQR, by June 2015 	<ul style="list-style-type: none"> • Network Superintendents • Principal Advisory Committee (PAC)
<ul style="list-style-type: none"> • Updated tools and protocols for ESV process, by May 2015 	<ul style="list-style-type: none"> • Network Teams • Principal Advisory Committee (PAC) • "The 4" school communities



WASC = Western Association of Schools & Colleges accreditation process

Network Support

100 Day Survey

What's working and not working...

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

FIRST 100 DAYS PRINCIPAL SURVEY RESULTS

PARTICIPATION

Purpose:
The Purpose of this First 100 Day Survey is to receive direct feedback from ALL Principals about the things that have gone well and the things that we need to continue to improve in service of supporting your schools.

% Principals That Completed By Network

Network	Completion Rate
A1	78%
A2	75%
A3	89%
MS	92%
Other	76%

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

FIRST 100 DAYS PRINCIPAL SURVEY RESULTS

SUPPORT

The Network Team is supporting my action plan around my three (3) "big rocks."

The Principal Professional Development meetings are worthwhile and have helped me to improve specific areas of my school

The roles and responsibilities of the Network Team are clear

Expectations Summary:

- 59% of Principals agree that communication is clear and consistent
- 60% of Principals agree that roles are clear

I feel supported

The Network Team has the students best interests in mind at all times

The Network Team wants my school to succeed

I would like more support in these areas

The Network Team is present in my school enough to make an impact

Network Engagemnet Summary:

- 83% of Principals feel the Network team has Students Interests in mind at all times
- 94% of Principals agree that Network Leadership want to succeed
- 62% of Principals feel Network Leadership is at schools to make a difference

TOP 3 IMPROVEMENT AREAS BASED ON NETWORK

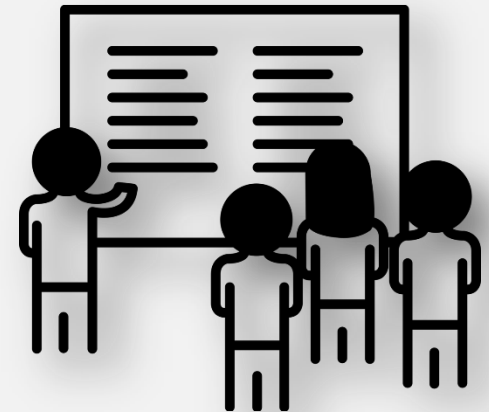
Area	Improvement Areas
A1	<ol style="list-style-type: none"> Overload, too many agenda items in meeting, not enough process time. Top down demands, low principal buy in. Not enough support around individual school(s) Problem of Practice.
A2	<ol style="list-style-type: none"> Target key areas. E.g. Curriculum training. Overload on deliverables. More "3 Rock" development/ support.
A3	<ol style="list-style-type: none"> More consistent messaging Peer planning time Shorter large group sessions
MS	<ol style="list-style-type: none"> SPED More time with peers Better alignment/ communication

I would like more support in these areas

Area	Count
Human Resources	21
Teacher Professional Development	28
Communication	14
Staff Development	25
School culture / ...	18
Data analysis	35
Budget	25
Master schedule	14
Other	21

Professional Learning for School Leaders

- ⦿ Build leaders' capacity in growing their practice in OUSD's Leadership Dimensions
- ⦿ Observation and Feedback Using The Oakland Effective Teaching Framework
- ⦿ Common Core Communities of Practice
- ⦿ Instructional Rounds
- ⦿ Organizational Management/Operations



Leadership Professional Learning Portal



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD PRINCIPAL / AP PROFESSIONAL LEARNING & LEADERSHIP

Search this site

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RESILIENCE

PARTNERSHIP

MANAGEMENT

INSTRUCTION

ACCOUNTABILITY

Principal Professional Learning Institutes are held bi-monthly on Thursdays and are designed to build the capacity of school Principals to grow in our [OUSD Leadership Dimensions](#) (see above). For January through June 2015, here is the outline for [principal professional learning](#).

Assistant Principal Professional Learning sessions are a condensed version mirrored after the Principal Institutes to support APs in their growth and development.



Principals Conduct Informal/Formal Observations That Produce Teacher Growth & Development
Oakland Effective Teaching Framework (OETF)

Principals Will Lead In A Focus Area

Communities of Practice (COP)
Common Core Literacy
School Culture
Instructional Rounds
Data Analysis & Planning

Professional Learning for Leaders
Focal Areas of Institutes

Principals Participate in the Leadership Growth & Development System (LGDS) & Principal Evaluation Pilot

Principals Receive Necessary Input for Successful Organizational Management
Operational Trainings & Planning



<https://sites.google.com/a/ousd.k12.ca.us/ousdleadership/home>

Network Support



Principals Survey: First 100 Days. Responses by Network

Network A1:

Percentage of Network Principal Responses

- 78%

The roles and responsibilities of the Network Team are clear

- 71% Agree or Strongly agree
- 29% Disagree

I feel supported by the Network Team

- 100% Strongly Agree or Disagree

The Network Team has the students best interests in mind at all times

- 71% Agree or Strongly Agree

The Network Team wants my school to succeed

- 100% Agree or Strongly Agree

The Network Team is present in my school enough to make an impact

- 79% Agree or Strongly Agree

My communication from the Network Team is clear and consistent

- 64% Agree or Strongly Agree
- 29% Disagree or Strongly Disagree

The Principal Professional Development meetings are worthwhile and have helped me to improve specific areas of my school

- 36% Agree or Strongly Agree
- 29% Disagree or Strongly Disagree

Please identify the specific areas of improvement based on Network Team professional development

Themes:

1. **Overload, too many agenda items in meeting, not enough process time.**
2. **Top down demands, low principal buy in.**
3. **Not enough support around individual school(s) Problem of Practice.**

100 Day Survey

What's working and not working...

Responses

school culture

The tenor of the PI meetings is top-down and forced implementation with little to no explanation or reasoning. We are just told things are not negotiable. Much of the expectations and deliverables are micromanaged to the point of completely undermining school leadership. There has not been a collaborative culture or a trusting relationship established. The extent to which things are micromanaged only serves to communicate that there is no trust in our ability/capacity/professionalism/history. If this is the intention, then the goal is being accomplished. If this is not the intention, then it is the reality of how people feel and should probably be addressed in a trust-building and community building manner. Best practice and research show that top-down change is not systemic and institutionalized change. It is temporary and compliance related change only. PAC recommendations are disregarded. The result is going to be complete lack of buy-in from school leaders. Oakland has a history of advocacy and community building as well as shared leadership. The style of leadership being displayed is the complete opposite of shared.

There is too much crammed into the meeting and not enough time to process/talk to colleagues about it.

too much talking by new bosses we don't know and too much talk about vision in october/november. Too much whining from principals.

The work around Big Rocks and personal goal setting has been helpful.

It seems like busy work. Little of it is pertinent to my specific school. Too much lecturing about things that do not support my school. For instance, the lecture about the measure the district was supporting.

???????

-reduce amount of activities - agenda items for Principal PDs - too many things to do - not always clearly articulated, not enough time to complete items - frustrating experiences in trying to find time outside the meetings to complete tasks introduced or started at meetings;

more time in networks- The large group meetings are time consuming and not differentiated. PLEASE Differentiate we have a range of experiences and successes.

N/A

My observation and supervision of teachers with suggestions for me to help guide teacher improvement.

I am very satisfied with the Network concept! I have no specific areas of improvement to share shorten the day

Building Data Quality

Data Quality Data Governance Executive Board



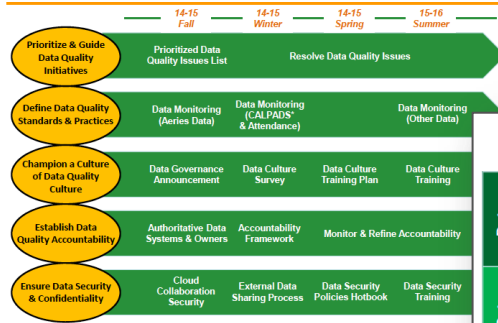
Data Governance Executive Board



Our Mission

To improve teaching, learning and the systems that support the educational programs of the District through the timely delivery and appropriate use of information, applying best practices for the efficient and effective collection and management of data and maintenance of systems.

Data Governance Action Plan

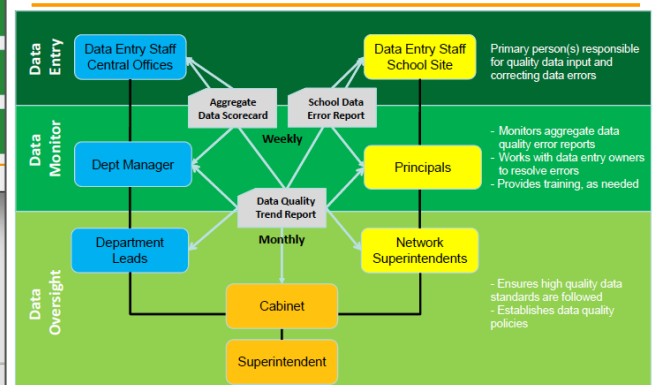


* California Longitudinal Pupil Achievement Data System

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Data Quality Accountability Structure



Quality School Development Board Policy 6005:

- ***Establish Performance Quality Standards***
- Establish School Quality Review process
- Assessing the state of the school
- Identify key priorities for school improvement
- Establish School Improvement Plan
- Provide intensive support
- Approve and authorize School Improvement Plans
- Develop Quality School Development Innovation Fund

PURPOSE OF SCHOOL PERFORMANCE FRAMEWORK

Differentiated Supports



Equitable Outcomes

HOW DO WE DEFINE A QUALITY SCHOOL?

School Performance Framework Purpose

Tool to:

- Inform **differentiated response** to all schools (district-run and charter-operated)
- Supports site-based **continuous improvement**
- Provides a **common assessment** of school quality for stakeholders
- Incorporates the **values and multi-dimensional view** of quality - contemplates local, state and federal definitions
- Illustrates both over-all **performance AND growth** trajectory
- **Annual**
- **Adaptable** based on available data
- Frameworks applicable to **different school types**
- Paired with **training, supports, and communication** that build stakeholder engagement and trust of its meaning within the system

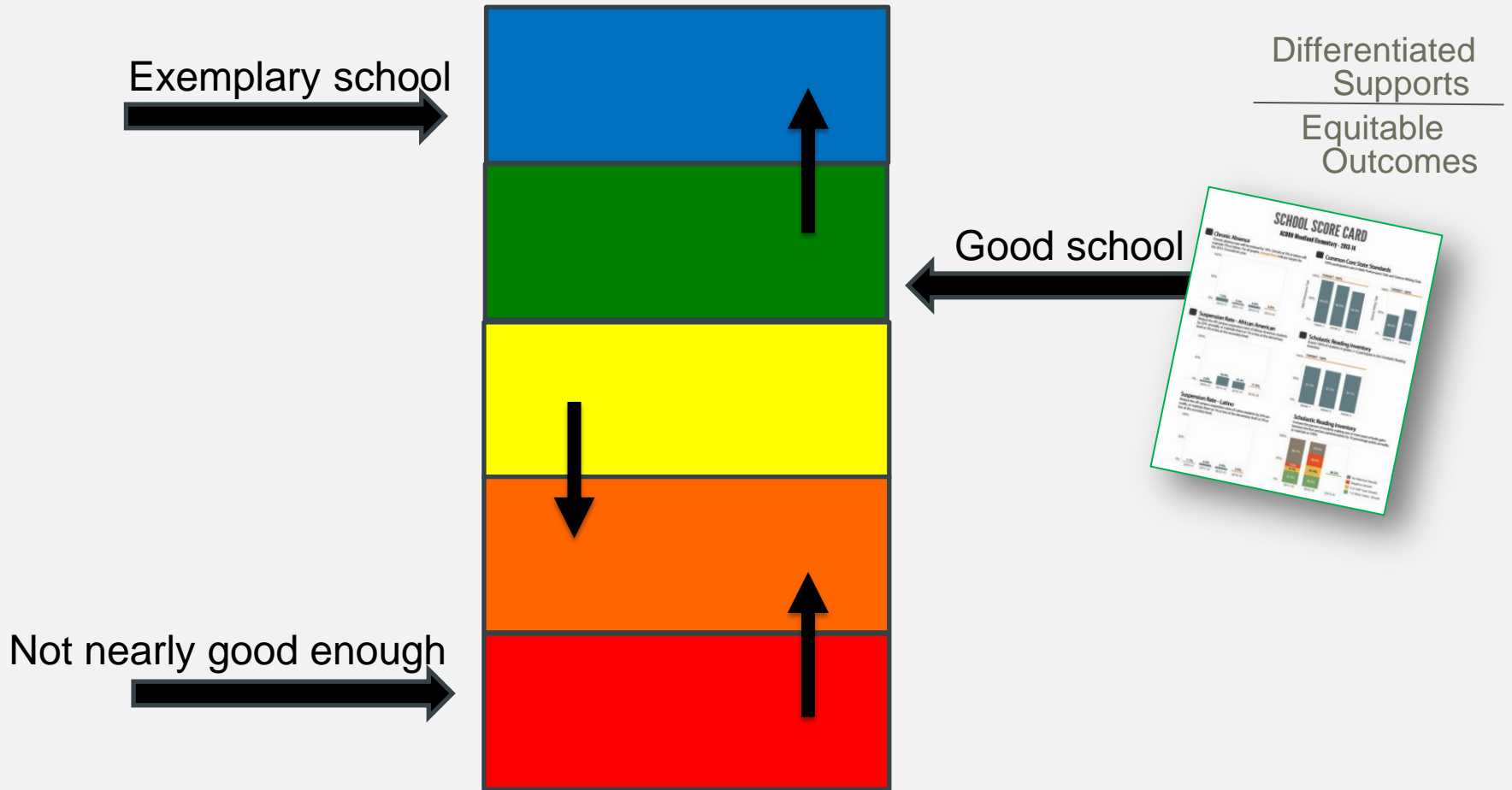
MEASURING QUALITY

BEFORE: School Quality was measured with **ONE INDICATOR** – State Test Scores

NOW: Quality is measured with multiple indicators about the whole child and whole community school



Assigning ratings to Outcomes to Differentiate Supports



Using additional information inside & across schools

Within a school

Conduct
**School
Quality
Reviews
(SQR)** to
inform
decisions

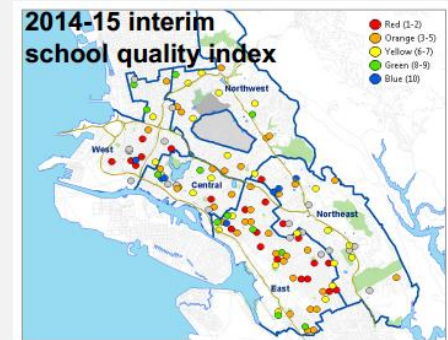


Across schools & the region

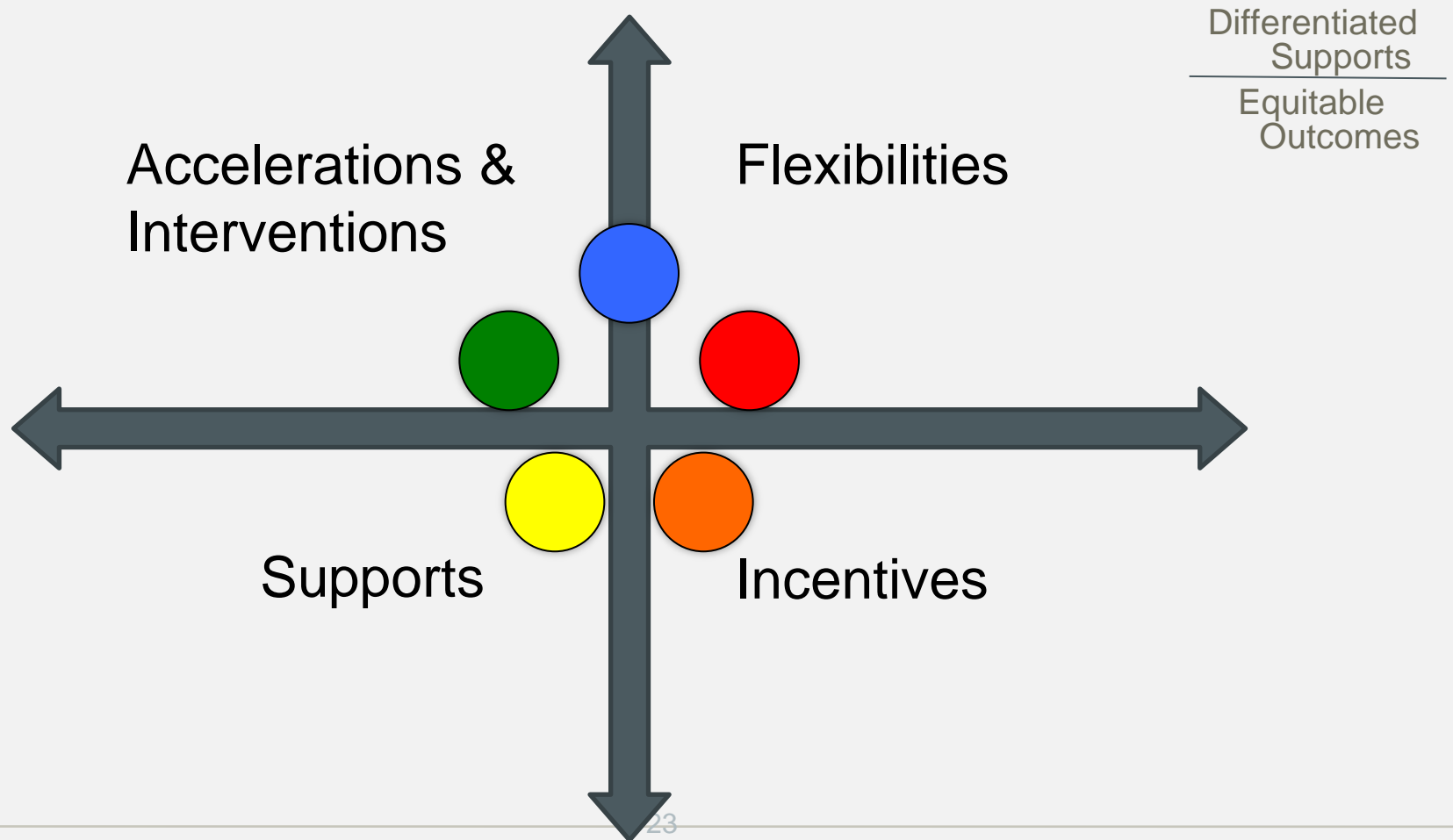
Use the
**Strategic
Regional
Analysis
(SRA)** to
inform
decisions

Differentiated
Supports

Equitable
Outcomes



How the system responds to each Tier...



MEASURE N PURPOSE

The Oakland College & Career Readiness For All Fund:
established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences.



PERMISSIBLE USES OF MEASURE N FUNDS

To increase support for students in college preparatory courses

To provide work-based learning in every high school

To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services

To provide programs to students transitioning from 8th to 9th grade



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SOME EXAMPLES OF COLLEGE AND CAREER SUPPORTS

College and Career Readiness Centers

Increase of Rigorous Courses (Advanced Placement and Dual Enrollment)

Decrease Student/Counselor Ratios

High School and Post Secondary Transition Programs





Every Student Thrives!

The Pathway to Excellence!!!!