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

v.3

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

Building Continuous School Improvement Capacity

<< Back to Continuous School Improvement Page

DATA PROTOCOLS

DATA WALLS CLICK HERE

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

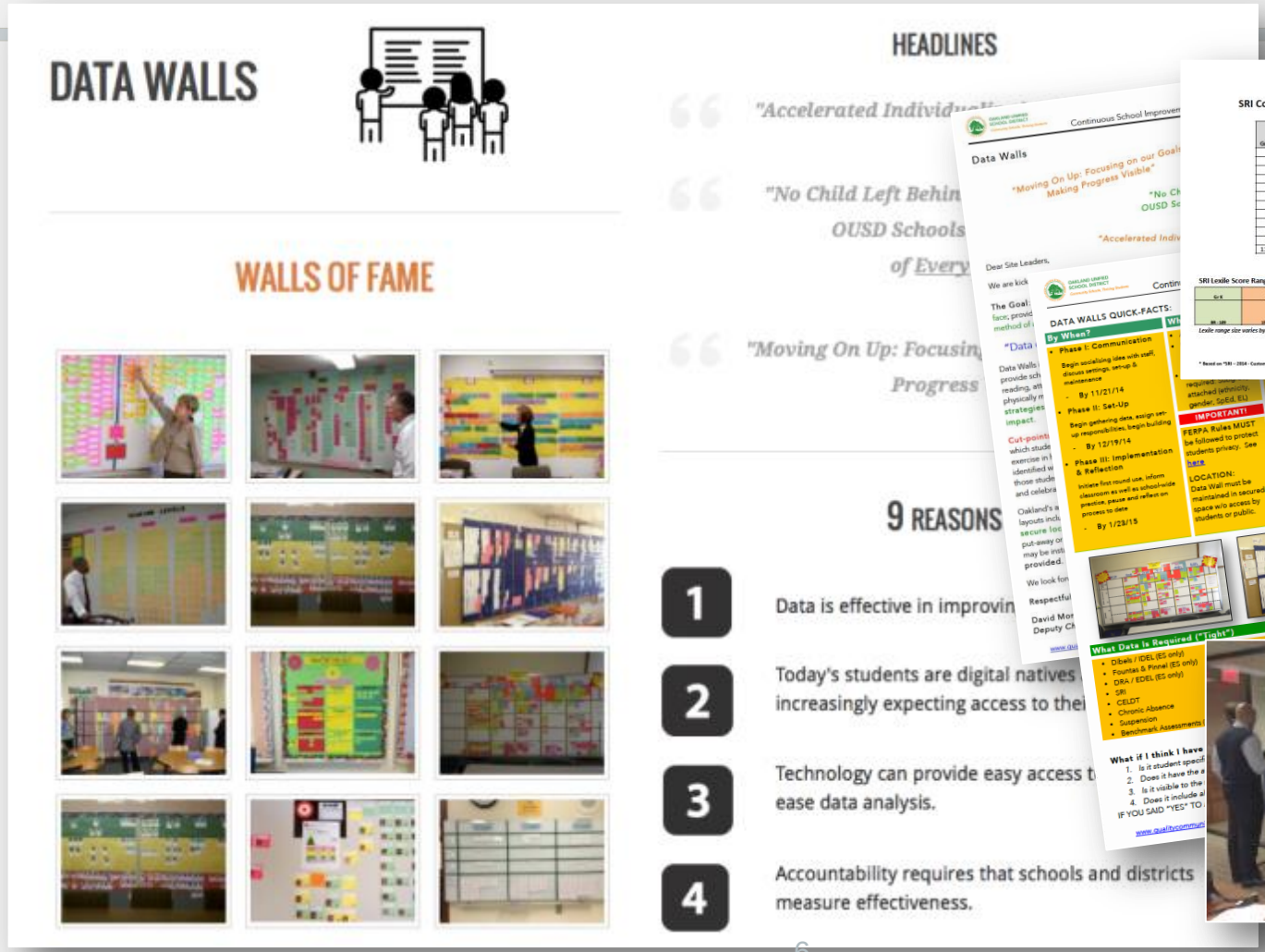
data_principles_safety_regs.pdf
Download File

ROOT CAUSE ANALYSIS PRIMER

csi_root_cause_analysis_v2.0.pdf
Download File

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

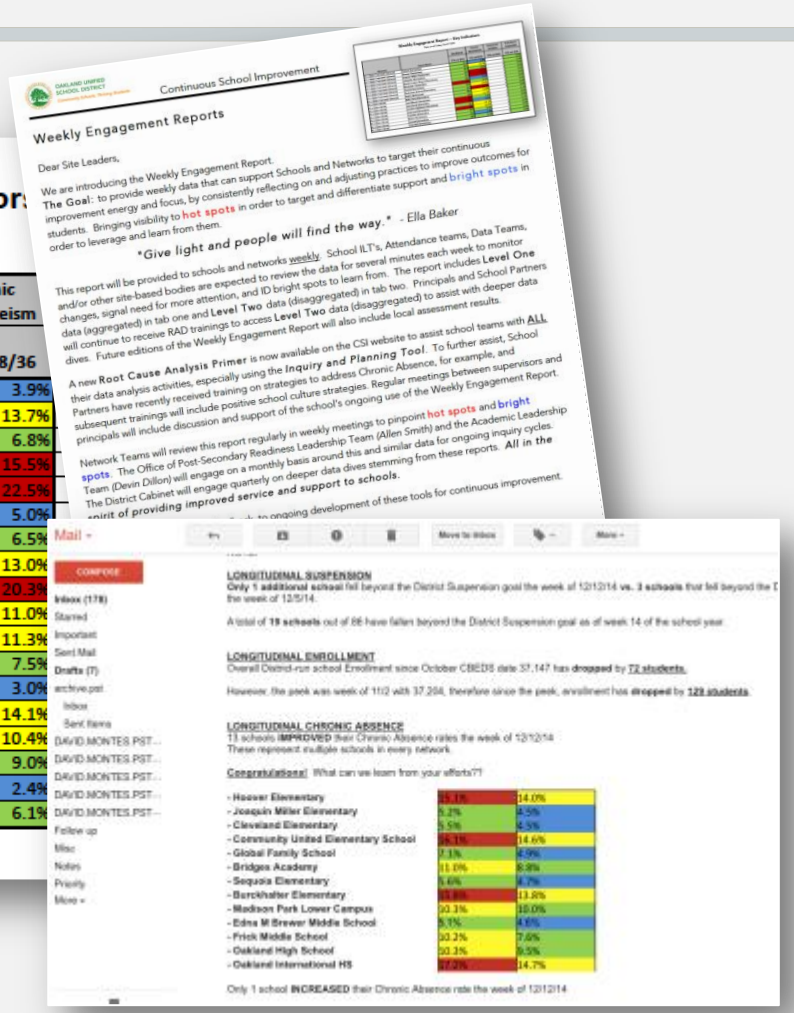


Building Continuous School Improvement Capacity

Weekly Engagment Report -- Key Indicators

Data as of Friday, Oct 17 2014

Network	School Name	Enrollment YTD-wk 8/36	Chronic Absenteeism 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%



Continuous School Improvement

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 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) 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 positive school culture strategies. Regular meetings between supervisors and 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.*

ongoing development of these tools for continuous improvement.

Mail

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 [illegible] 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 peak was week of 11/2 with 37,204, therefore since the peak, enrollment has dropped by 129 students.

LONGITUDINAL CHRONIC ABSENCE

13 schools IMPROVED their Chronic Absence rates the week of 12/12/14

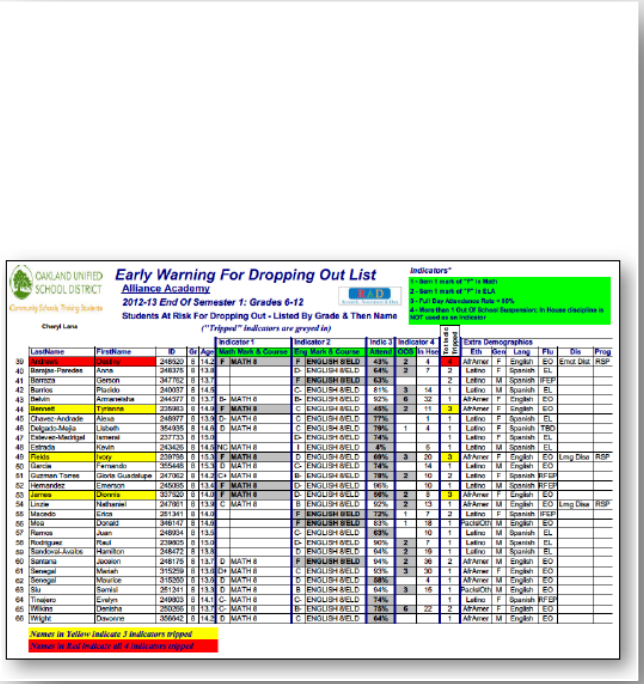
These represent multiple schools in every network.

Congratulations! What can we learn from your efforts??

- Hoover Elementary	13.1%	14.0%
- Joaquin Miller Elementary	6.2%	6.5%
- Cleveland Elementary	5.5%	4.5%
- Community United Elementary School	13.1%	14.6%
- Global Family School	7.1%	4.9%
- Bridges Academy	11.0%	8.9%
- Sequoia Elementary	6.6%	4.3%
- Burckhalter Elementary	13.9%	13.8%
- Madison Park Lower Campus	20.3%	18.0%
- Edna M Brewer Middle School	5.1%	4.6%
- Prick Middle School	20.2%	7.6%
- Oakland High School	20.3%	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



OAKLAND UNIFIED SCHOOL DISTRICT

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

("Tripped" Indicators are greyed in)

Cheryl Lana

Indicators"

1 - Sem 1 mark of "F" in Math

2 - Sem 1 mark of "F" in ELA

3 - Full Day Absences Rate > 10%

4 - More than 1 Out Of School Suspension; In House discipline is NOT used as an indicator

	LastName	FirstName	ID	Gr	Age	Indicator 1 Math Mark & Course	Indicator 2 Eng Mark & Course	Indic 3 Attend	Indicator 4 OSS	In Hse	# Tripped	Extra Demographics Eth	Gen	Lang	Fls	Dis	Prog
39	Bell-Cox	Cedric	248520	8	14.2	F MATH 8	F ENGLISH 8/ELD	43%	2	4	4	Af-Amer	F	English	EO	Emot Dist	RSP
40	Benjes-Prendes	Anna	248376	8	13.8		D- ENGLISH 8/ELD	64%	2	7	2	Latino	F	Spanish	EL		
41	Bermiza	Lenson	347702	8	13.7		F ENGLISH 8/ELD	63%			2	Latino	M	Spanish	IFEP		
42	Burrios	Placido	240037	8	14.5		C- ENGLISH 8/ELD	81%	3	14	1	Latino	M	Spanish	EL		
43	Belvin	Amaeiesha	244377	8	13.7	B- MATH 8	B- ENGLISH 8/ELD	92%	6	32	1	Af-Amer	F	English	EO		
44	Bennett	Tynesna	235983	8	14.8	F MATH 8	C ENGLISH 8/ELD	45%	2	11	3	Af-Amer	F	English	EO		
45	Chavez-Andrade	Alexa	248977	8	13.9	C- MATH 8	C ENGLISH 8/ELD	77%		1	1	Latino	F	Spanish	EL		
46	Delgado-Mejia	Lisbeth	354395	8	14.8	D MATH 8	C ENGLISH 8/ELD	78%	1	4	1	Latino	F	Spanish	TBD		
47	Estevez-Madrigal	Ismenel	237733	8	15.0		D+ ENGLISH 8/ELD	74%			1	Latino	F	Spanish	EL		
48	Estrada	Kevin	243426	8	14.9	NC MATH 8	I ENGLISH 8/ELD	4%		5	1	Latino	M	Spanish	EL		
49	Fields	Ivory	239758	8	15.3	F MATH 8	D ENGLISH 8/ELD	69%	3	20	3	Af-Amer	F	English	EO	Lmg Disa	RSP
50	Garcia	Fernando	355448	8	15.3	D MATH 8	C- ENGLISH 8/ELD	74%		14	1	Latino	M	English	EO		
51	Guzman Torres	Gloria Guadalupe	347062	8	14.2	C+ MATH 8	B- ENGLISH 8/ELD	78%	2	10	2	Latino	F	Spanish	RFEP		
52	Hernandez	Emerson	245935	8	13.4	F MATH 8	D- ENGLISH 8/ELD	66%		10	1	Latino	M	Spanish	RFEP		
53	James	Dionna	327920	8	14.0	F MATH 8	D- ENGLISH 8/ELD	59%	2	8	3	Af-Amer	F	English	EO		
54	Linzie	Nathaniel	247861	8	13.9	C MATH 8	B ENGLISH 8/ELD	92%	2	13	1	Af-Amer	M	English	EO	Lmg Disa	RSP
55	Macedo	Erica	281341	8	14.0		F ENGLISH 8/ELD	72%	1	7	2	Latino	F	Spanish	IFEP		
56	Misa	Donald	348147	8	14.0		F ENGLISH 8/ELD	63%	1	18	1	Pacific/Oth	M	English	EO		
57	Ramos	Juan	248934	8	13.5		C- ENGLISH 8/ELD	63%		10	1	Latino	M	Spanish	EL		
58	Rodriguez	Raul	239805	8	15.0		D- ENGLISH 8/ELD	90%	2	7	1	Latino	M	Spanish	EL		
59	Sandoval-Avalos	Hamilton	348072	8	13.9		D ENGLISH 8/ELD	64%	2	16	1	Latino	M	Spanish	EL		
60	Santana	Jocelon	248175	8	13.7	D MATH 8	F ENGLISH 8/ELD	94%	2	36	2	Af-Amer	M	English	EO		
61	Senegal	Mariah	315259	8	13.8	D+ MATH 8	C ENGLISH 8/ELD	93%	3	30	1	Af-Amer	F	English	EO		
62	Senegal	Maurice	318285	8	13.9	D MATH 8	D ENGLISH 8/ELD	88%		4	1	Af-Amer	M	English	EO		
63	Siu	Samiel	251341	8	13.3	D MATH 8	B ENGLISH 8/ELD	64%	3	16	1	Pacific/Oth	M	English	EO		
64	Tinapero	Evelyn	249803	8	14.1	C- MATH 8	C- ENGLISH 8/ELD	74%			1	Latino	F	Spanish	RFEP		
65	Wilkins	Deniisha	282096	8	13.7	C- MATH 8	B- ENGLISH 8/ELD	78%	6	22	2	Af-Amer	F	English	EO		
66	Wright	Dewonne	356042	8	14.5	D MATH 8	C ENGLISH 8/ELD	64%			1	Af-Amer	M	English	EO		

Names in Yellow indicate 3 indicators tripped

Names in Red indicate all 4 indicators tripped

Early Warning Focus

To be developed within data portals over next two years.

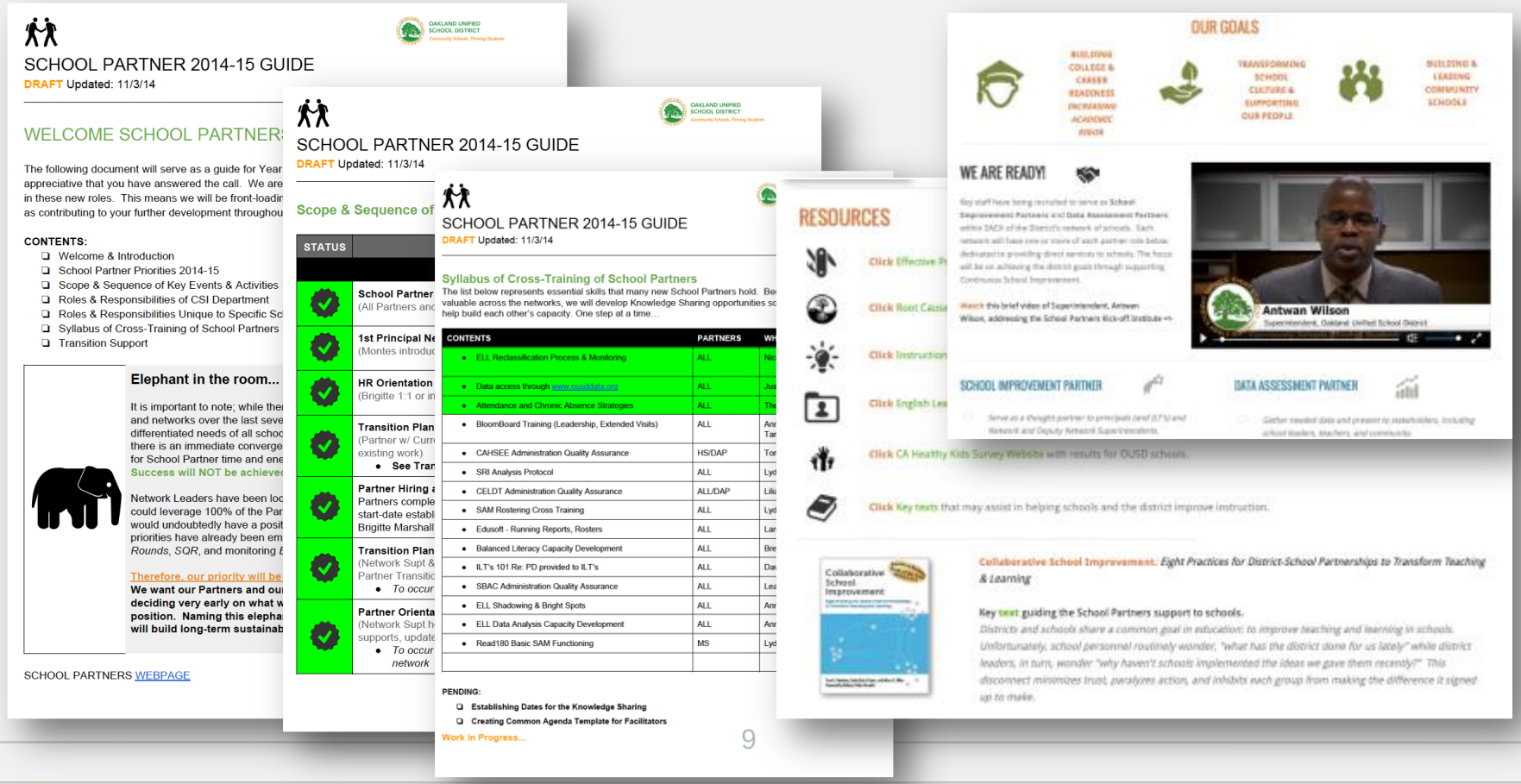
High Schools Leaders & Supervisors focused on students that:

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

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

Building Continuous School Improvement Capacity

SCHOOL PARTNERS



Building Continuous School Improvement Capacity

Improved Site Plan Design

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School:	**Allendale Elementary School**
CDS Code:	
Principal:	Charles Miller
Date of this revision:	2/5/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

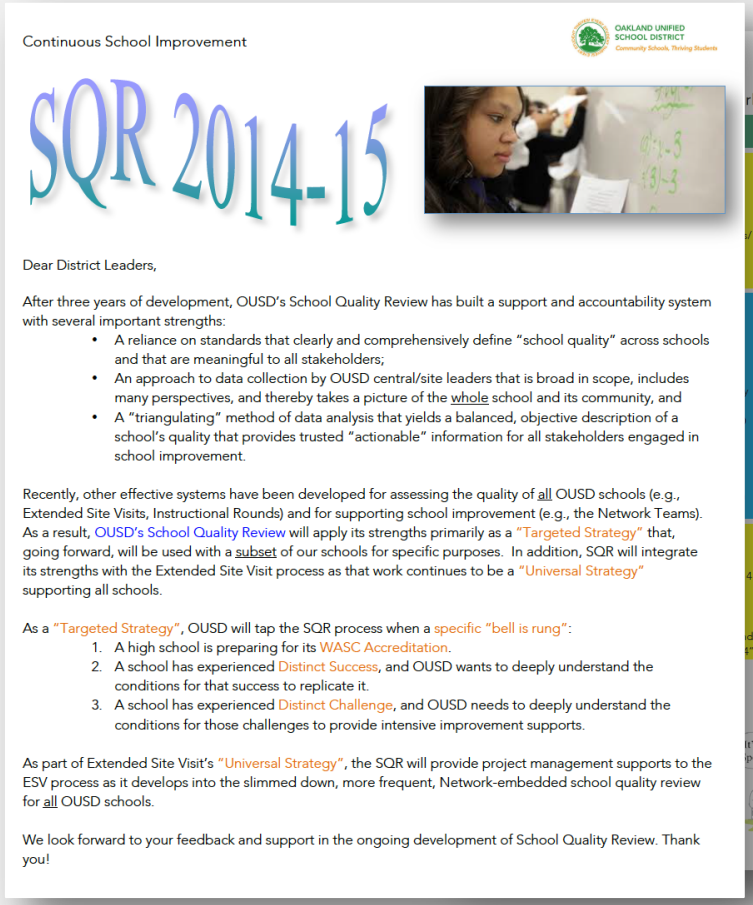
Contact Person:	Charles Miller	**Position:**	Principal
Address:	3670 Penniman Avenue Oakland, CA 94619	**Telephone Number:** **Email Address:**	555-555-5555 Charles.Miller@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: TBD

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

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

School Quality Review



Continuous School Improvement

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

rk Plan

	Deliverable(s)	Who's Involved?
	• SQR reports for Oakland High and Skyline High, by April 2015	• 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
	• 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	• Network Superintendents • Principal Advisory Committee (PAC)
	• Updated tools and protocols for ESV process, by May 2015	• Network Teams • Principal Advisory Committee (PAC) • "The 4" school communities

Universal Approach:

- Extended Site Visits

Targeted Approach:

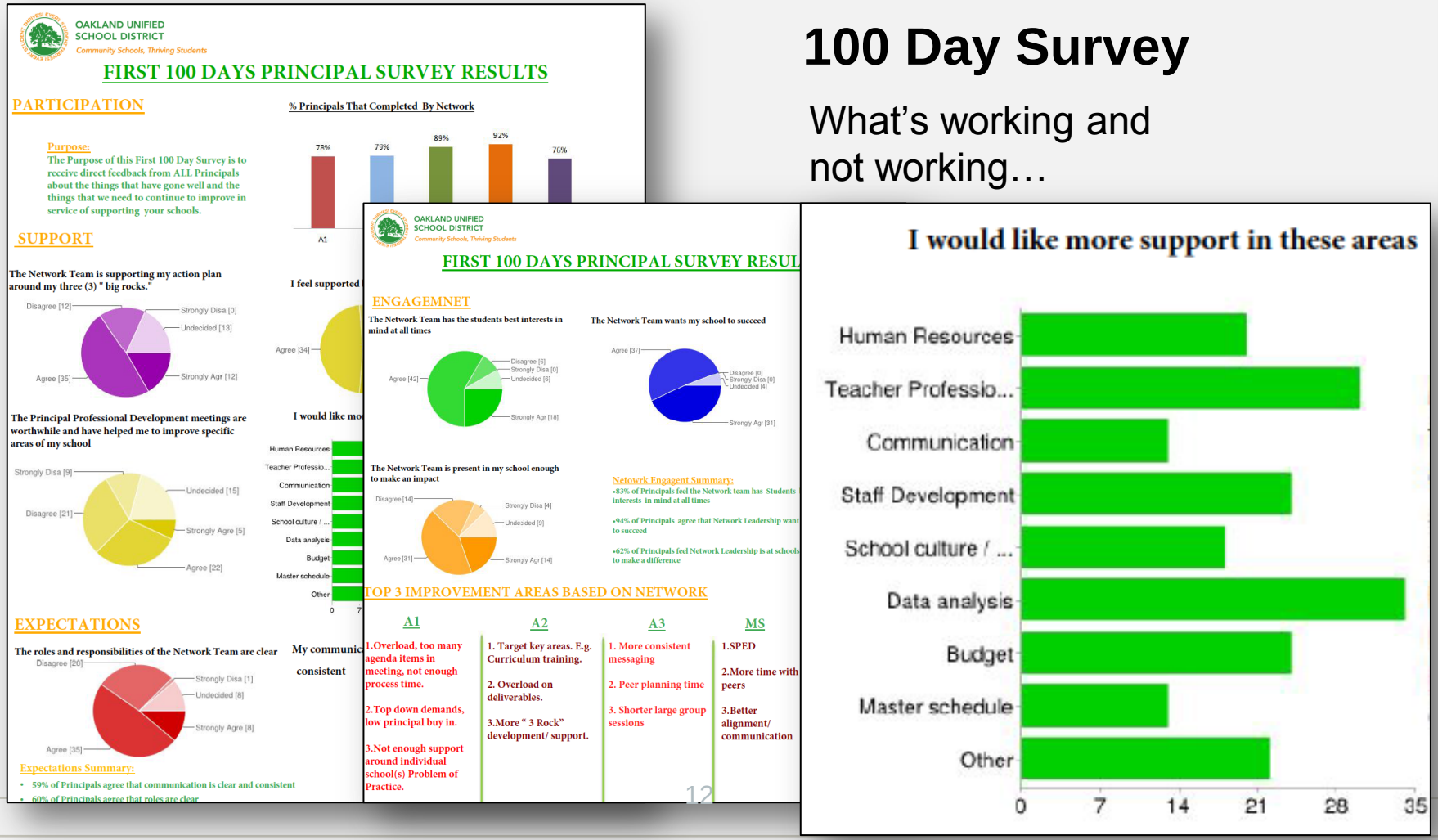
- High School WASC Process
- Intensive Support Schools

WASC = Western Association of Schools & Colleges accreditation process

Network Support

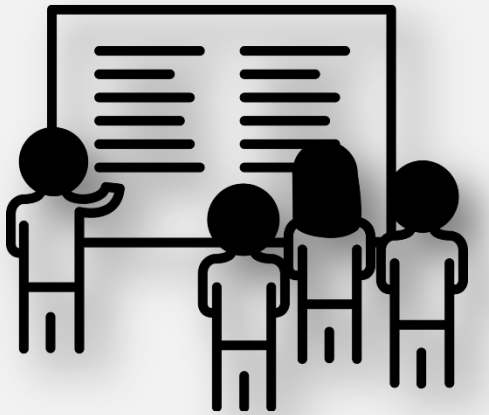
100 Day Survey

What's working and not working…



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

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

Network Support

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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…

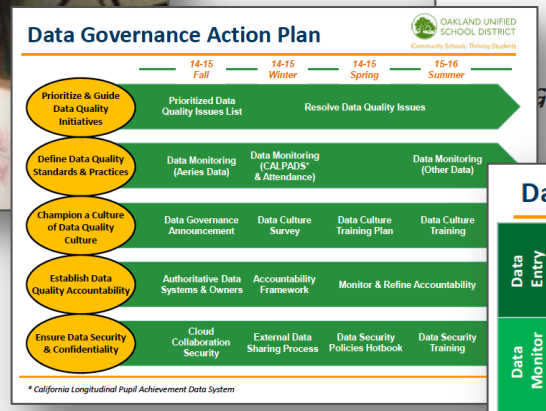
Responses

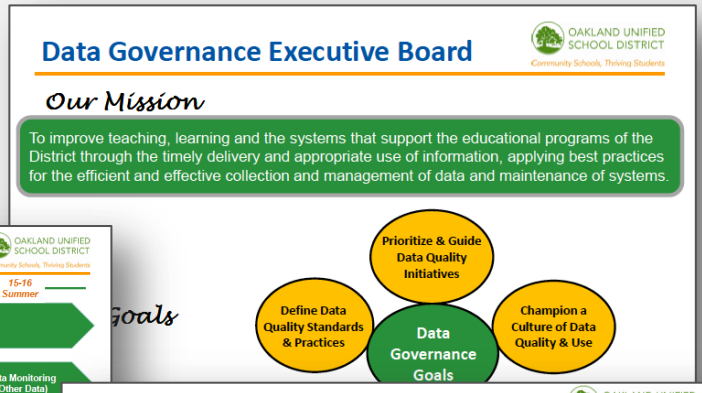
school culture
The tenor of the PI meetings is top-down and forced implementation with little to no explanation or reasoning. We are just told things are not negotiable. Much of the expectations and deliverables are micromanaged to the point of completely undermining school leadership. There has not 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 nettworks- 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

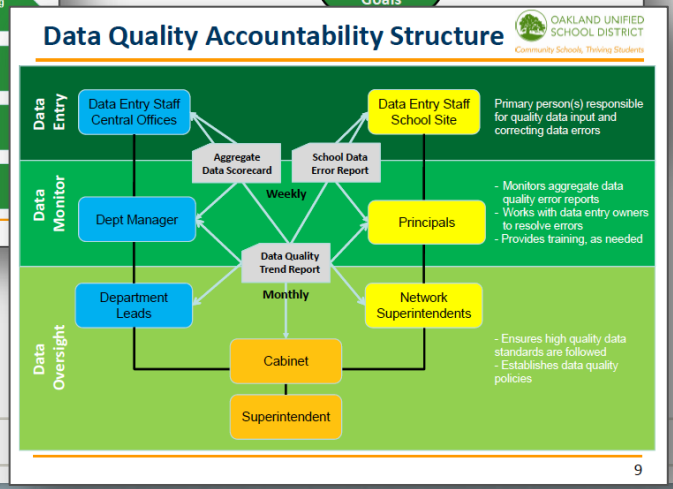
Building Data Quality

Data Quality
Data Governance Executive Board

Name	Title	School/Dept. Name	Email Address
Allan Donnelly	MK Think Strategist	Facilities	donnelly@mkthink.com
Allison Henkel	Principal	School Think College Now, Region 2	allison.henkel@ousd.k12.ca.us
Andrea Bustamante		Family Schools Community Partners	andrea.bustamante@ousd.k12.ca.us
	Human Capital Analyst Fellow	Human Resources Services & Support	anna.soyfoll@ousd.k12.ca.us
Beatrice Martinez	Principal	School Manzanita Seed Elementary, Region 2	beatrice.martinez@ousd.k12.ca.us
Benjamin Brittain	Data Analyst	Office of Charter Schools	benjamin.brittain@ousd.k12.ca.us
Brigitte Marshall	Associate Superintendent of HR	Human Resources Services & Support	brigitte.marshall@ousd.k12.ca.us
Cameron Stephenson	Principal	School Greenleaf Elementary, Region 3	cameron.stephenson@ousd.k12.ca.us
Carmalita Reyes	Co- Principal	Oakland International High School	carmalita.reyes@ousd.k12.ca.us
Chelsea Toller	Principal	Glenview Elementary, Region 2	chelsea.toller@ousd.k12.ca.us
Claire Fisher	Principal	Urban Promise Academy	claire.fisher@ousd.k12.ca.us
Darren Avent	Principal	Kaiser Elementary, Region 1	darren.avent@ousd.k12.ca.us
David Montes	Associate Superintendent of QAA & Data Governance Chair	Office of Quality, Accountability & Analytics	david.montes@ousd.k12.ca.us
Gretchen Livesy	Director of Linked Learning	High School Office, Linked Learning	gretchen.livesey@ousd.k12.ca.us
Jacqueline Minor	General Counsel	Office of General Counsel	jacqueline.minor@ousd.k12.ca.us
James Tharp	Data Analyst	Office of Quality, Accountability & Analytics	james.tharp@ousd.k12.ca.us
Jean Wing	Data Analyst	Office of Quality, Accountability & Analytics	jean.wing@ousd.k12.ca.us
Jerry Johnson	Risk Management Officer	Risk Management	jerry.johnson@ousd.k12.ca.us
Joanna Locke	Director of Health & Wellness	Family Schools Community Partners	joanna.locke@ousd.k12.ca.us
Johanna Turner	Risk Management Officer	Risk Management	johanna.turner@ousd.k12.ca.us
John Krull	Information Technology Officer	Technology Services	john.krull@ousd.k12.ca.us
Juan Du	Director of Analytics Quality, Accountability & Analytics	Office of Quality, Accountability & Analytics	juan.du@ousd.k12.ca.us
Killian Betlach	Principal	Elmhurst Middle School	killian.betlach@ousd.k12.ca.us
Kyla Johnson	Associate Superintendent of Leadership, Curriculum & Instruction	Leadership, Curriculum & Instruction	kyla.johnson@ousd.k12.ca.us
Laura O'Neill	Staff Attorney	Office of General Counsel	laura.o'neill@ousd.k12.ca.us
Manisha Patel	Project Manager	Technology Services	manisha.patel@ousd.k12.ca.us
Maria Santos	Deputy Superintendent of Instruction, Leadership & Equity in Action	Superintendent's Office	maria.santos1@ousd.k12.ca.us
Mark Triplett	Region 1 Director of Instruction	Regional Executive Office 1	mark.triplett@ousd.k12.ca.us
Minh-Tram Nguyen	Principal	Encompass Academy, Region 3	tram.nguyen@ousd.k12.ca.us





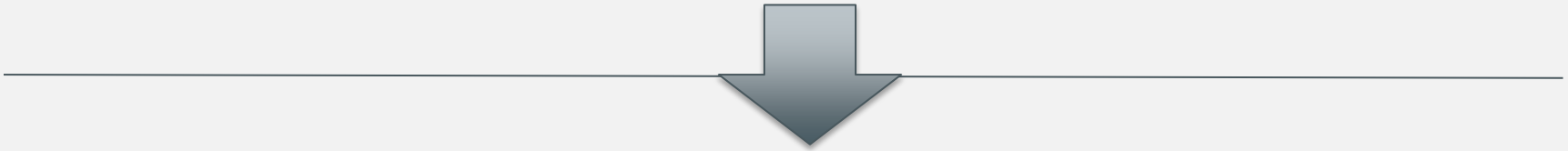


Quality School Development Board Policy 6005:

- ***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

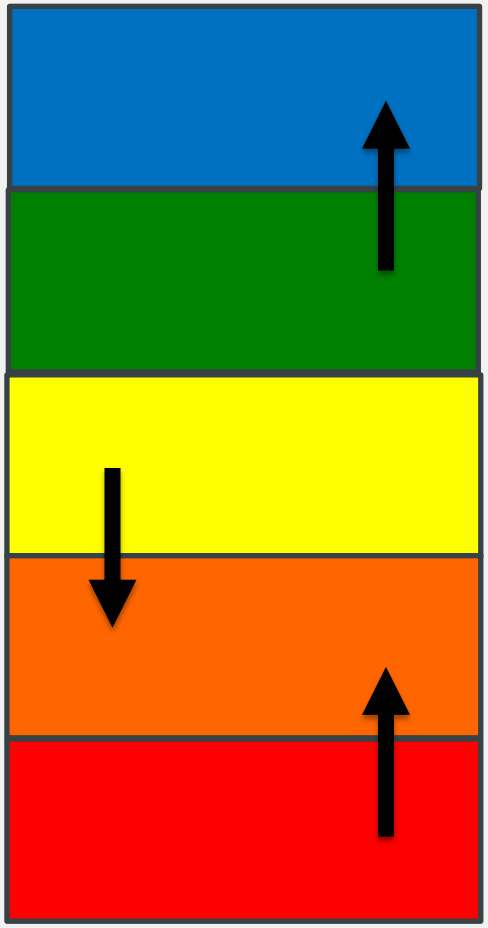
BEFORE: *School Quality was measured with ONE INDICATOR – State Test Scores*

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

Assigning ratings to Outcomes to Differentiate Supports

Exemplary school

Not nearly good enough



Good school

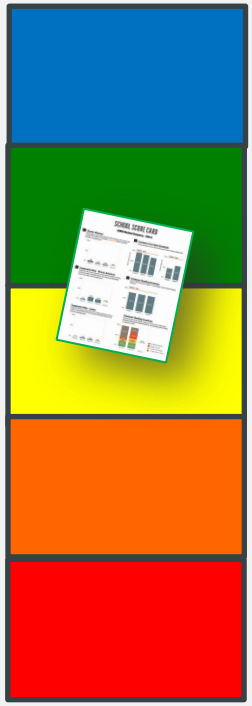
Differentiated Supports

Equitable Outcomes

Using additional information inside & across schools

Within a school

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

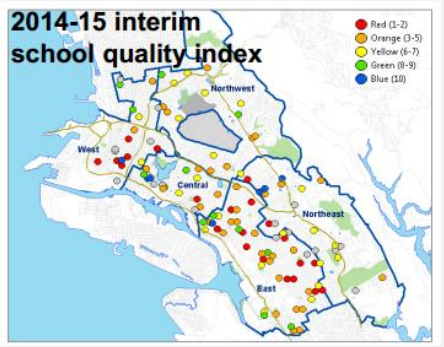


Across schools & the region

Differentiated Supports

Equitable Outcomes

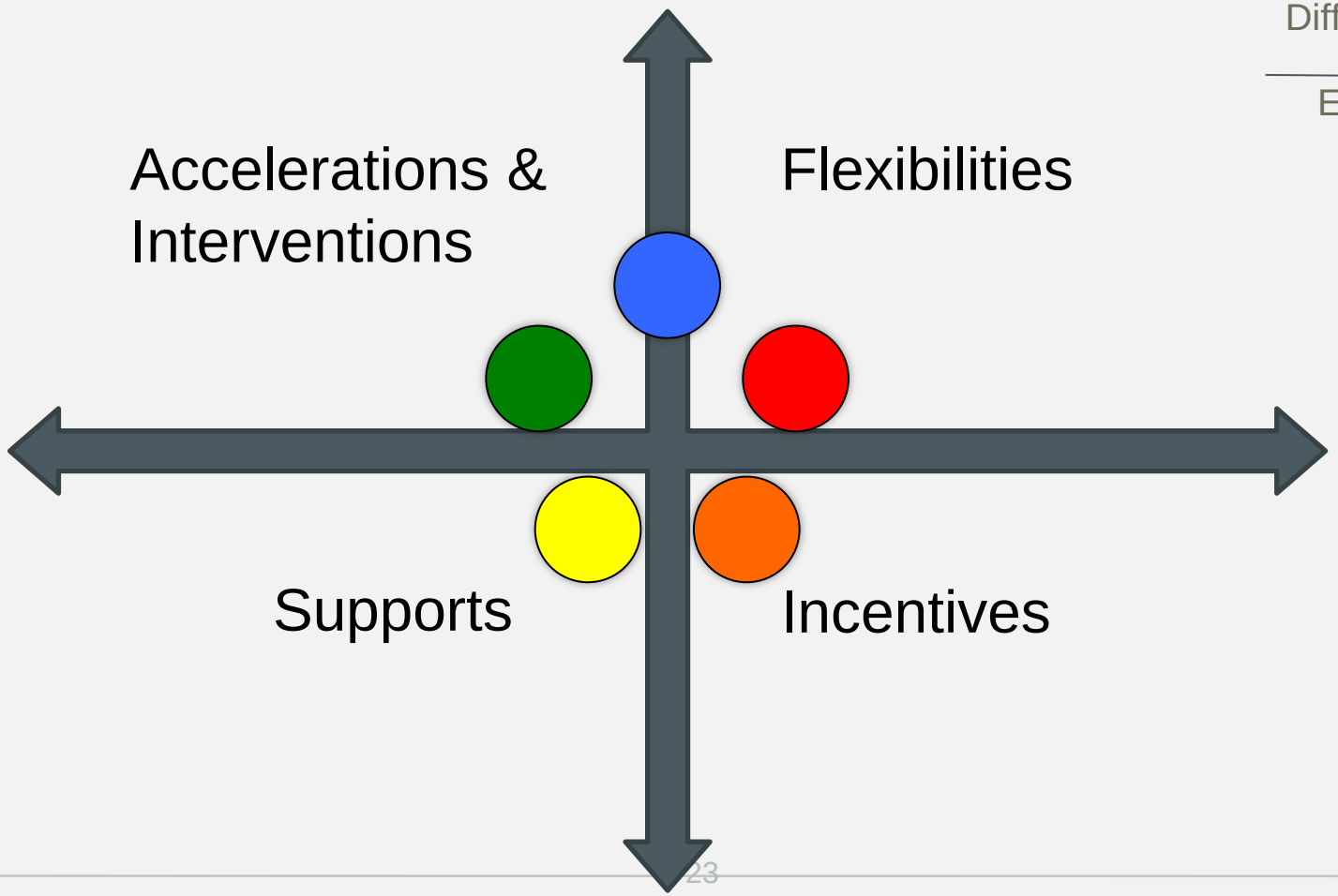
Use the **Strategic Regional Analysis** (SRA) to inform decisions



How the system responds to each Teir…

Differentiated Supports

Equitable Outcomes



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

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

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!!!!