



Coherent Governance Policies
Operational Expectation: OE-11
Instructional Services

February 25, 2009



Operational Expectation 11: Instructional Program

The SUPERINTENDENT shall maintain a rigorous program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.



Interpretation of OE-11

- Schools will implement a course of study aligned with the California academic content standards and which sufficiently prepares students for the next grade level.
- The secondary course of study will prepare students to meet the requirements for admission to California public colleges and universities and/or attain entry-level employment skills upon graduation.
- All students must engage in activities that help them achieve the social responsibility and life and workplace skills defined in the Board's Results policies.
- Staff will regularly monitor and evaluate the instructional program.
- Assistance and intervention will be provided to assist schools in meeting the requirements of this Operational Expectation



Compliance Monitoring Report for OE-11

- The Superintendent shall maintain a rigorous program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the board's Results policies.
- The Superintendent shall:

OE 11 section	Recommendation of Compliance
1. Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	Yes
2. Base instruction on academic standards that meet or exceed state and/or nationally-recognized standards.	Yes
3. Align curriculum with the standards.	Yes
4. Effectively measure each student's progress toward achieving or exceeding the standards.	Yes
5. Appropriately involve parents in the setting of instructional goals for their children.	Yes with exceptions



Compliance Monitoring Report for OE-11

- The Superintendent shall maintain a rigorous program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the board’s Results policies.
- The Superintendent shall:

OE 11 section	Recommendation of Compliance
6. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.	Yes with exceptions
7. Ensure that the instructional program addresses the different learning styles and needs of students	No
8. Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	Yes
9. Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.	Yes
10. Protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or scheduling of activities that can be scheduled during other times.	Yes



Compliance Monitoring Report for OE-11

- The Superintendent shall maintain a rigorous program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the board's Results policies.
- The Superintendent shall:

OE 11 section	Recommendation of Compliance
11. Assure that the district calendar and the time made available during the instructional day assign priority to and best serve the learning needs of students.	Yes
12. Select textbooks and instructional materials that advance the achievement of the board's <i>Results</i> policies and that achieve continuity, integration and articulation of the curriculum by course and program.	Yes
13. Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.	Yes
14. Regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.	Yes
15. Adequately monitor and control student access to and utilization of electronically distributed information.	No



Interpretation of OE-11.5

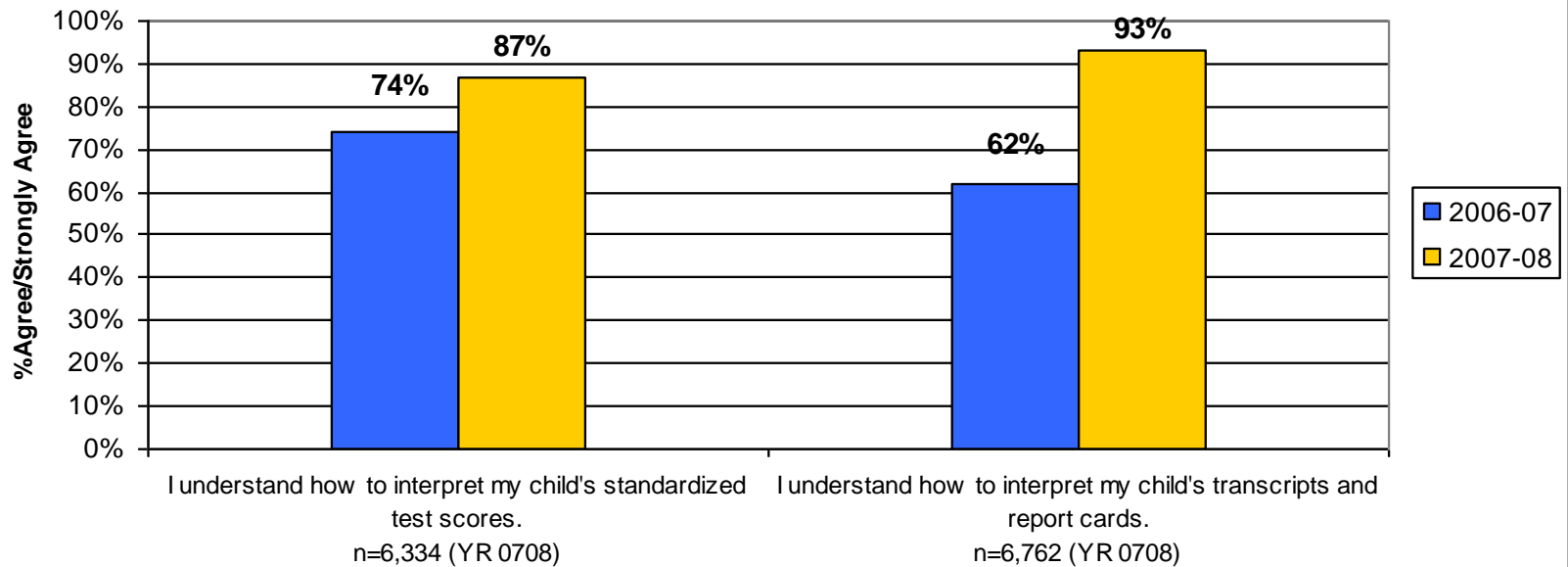
Will appropriately involve parents in the setting of instructional goals for their children.

- Schools provide opportunities to help parents/families understand their child's and their school's education data and the link between classroom work, grades and school data.
- Families have the opportunity to discuss with teachers how to improve their student's progress by setting goals tied to standards, data, and pathways to college including A-G graduation requirements for the UC/CSU system.
- Families engage through School Site Council participation in developing the Single Plan for Student achievement as a relevant and living document that is used for setting goals and benchmarks.
- The district builds capacity of parent leaders on the DAC, DELAC, and SSC's.



OE 11.5 Evidence of "Compliance With Exceptions"

**2007-08 Use Your Voice Parent Responses:
Parents understand transcripts, report cards, and standardized test scores.**



OE 11.5 Evidence of “Compliance With Exceptions”

Will appropriately involve parents in setting instructional goals for their children.

Systematic Implementation

- All schools provide multiple opportunities are provided to parents and families to understand their child’s and school’s educational data.
- The district collects data from all schools on the level and type of family engagement
- Each school is required to include family engagement activities in its Site Plan

Not Systematic Implementation

- Adult Education and the Family and Community Office provide parent education classes related to student learning, but not all parents have access to these classes.
- Support for parents to participate actively on School Site Councils (SSCs), District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC), but attendance and representation is inconsistent.



Interpretation of OE-11.6

Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

- Students have opportunities to participate in courses and activities that extend beyond the academic core program and focus in specialized areas, such as electives, athletics, career and technical education, internships, clubs and after school and summer programs.



OE 11.6 Evidence of “Compliance With Exceptions”

Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

- Measure E assists the district to ensure that music and art education is provided to students in grades K-12.
- OUSD schools offer a wide variety of elective courses.
- The Regional Occupation Program serves 570 students and provides classes in culinary arts, construction technology, graphic arts, photography, legal occupations, radio TV, the Bioscience Academy and the International Trade and Logistics Academy.
- There are 2416 students enrolled in the California Partnership Academies and 650 students enrolled in District Academies.
- There are 14,780 students participating in after school programs during the first half of the 2008-2009 school year.



Interpretation of OE-11.7

Will ensure that the instructional program addresses the different learning styles and needs of students.

- The District provides support and supervision of teachers and schools to ensure that lessons and instructional materials include more than one mode of expression and learning, opportunities for challenge and intervention.
- All special education students will have an Individual Education Plan (IEP) that addresses the needs of students who qualify for special education services.
- Students who are acquiring English language skills will be provided with an instructional program aligned to the English Learner developmental program of their classification.



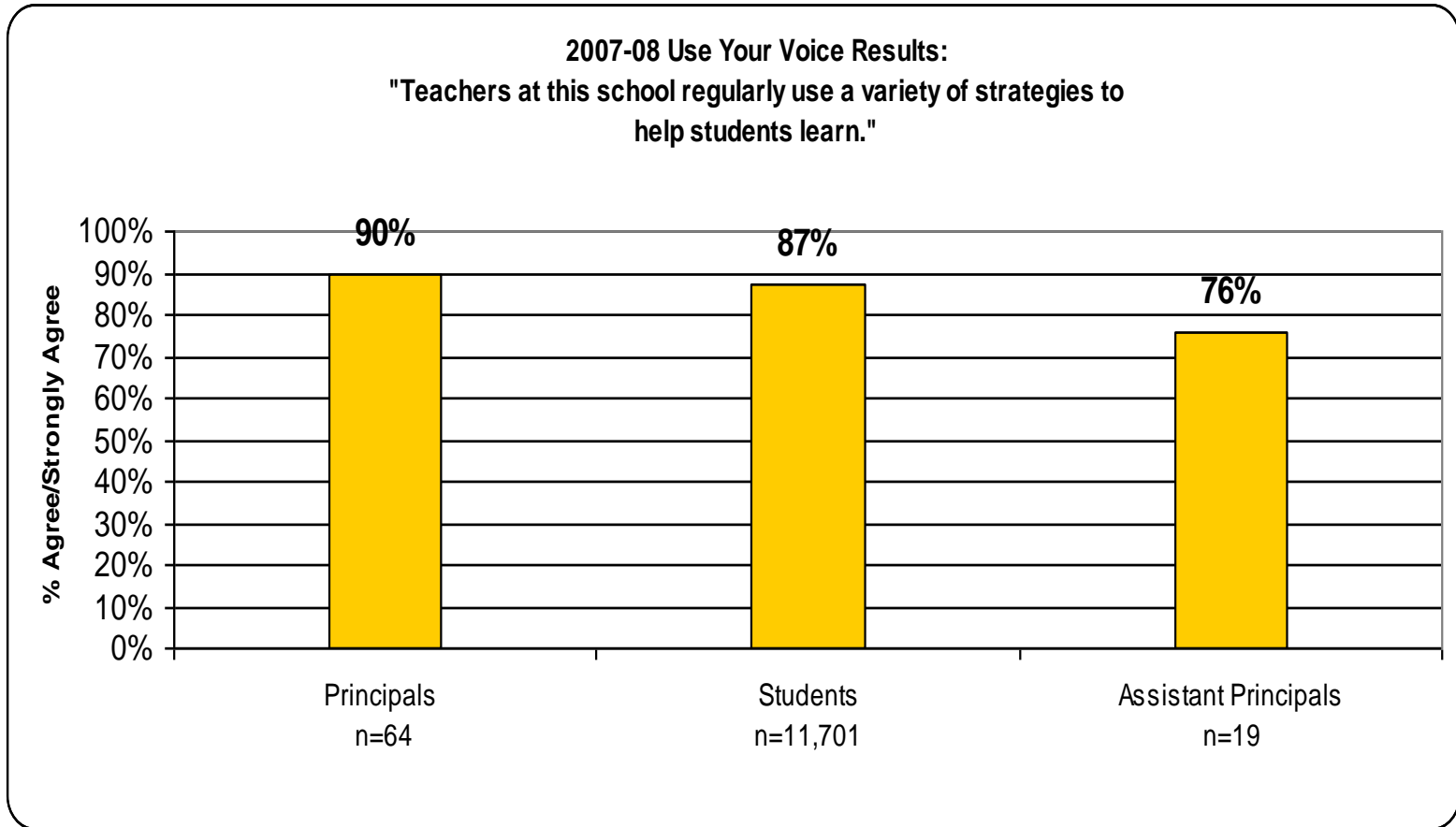
OE 11.7 Evidence of Compliance

Will ensure that the instructional program addresses the different learning styles and needs of students.

- District professional development includes a focus on addressing multiple learning styles and modalities. From July, 2008-January, 2009, over 120 classes have been offered and 2,100 teachers have been trained.
- Completion rates for the IEP's continue to be a focus for improvement. There are 685 overdue annual IEP's and 303 overdue 3 year evaluations.
- The Program for Exceptional Children is implementing the Voyager Passport reading program for non-severely handicapped students in grades 4-8, and is examining how to improve services to its English learner students.
- Cambridge Education has completed School Quality Reviews for red tier schools and high schools. These reviews indicate that the quality of leadership, management, and the quality of instruction and its impact on student learning are key areas in need of development and improvement.



OE 11.7 Evidence of Compliance



Interpretation of OE-11.15

Adequately monitor and control student access to and utilization of electronically distributed information.

The district will fully implement the elements of district Board policy, 6163.4 “Student Use of Technology”, and ensure that sufficient human and financial resources are allocated to support successful implementation. Board Policy includes sections addressing:

- Technology protection that blocks or filters Internet access
- Prohibitions related to use and dissemination of personal identification information
- Supervision of students while they are using on-line services
- Completion of Acceptable Use agreements
- Regular review of the policy and procedures to ensure adaptation to changes in technology
- Regular monitoring of the district’s filtering software to ensure effectiveness



OE 11.15 Evidence of Compliance

Adequately monitor and control student access to and utilization of electronically distributed information.

- The District revised the Acceptable Use of Technology Consent Form and has proposed language for the acceptable use of the OUSD network to address the new information age of blogs, wikis, and the use of social network websites.
- The district needs to develop a tracking system to ensure that all acceptable use agreements are signed and student use of the internet is monitored consistently.
- The filtering software is called BESS from N2H2. BESS is constantly updated so it has the latest proxy information.



Recommendation

Recommendation:

Board approval of OE-11 as “Compliant With Exceptions”.

Staff to report back on progress towards bringing areas not fully compliant (11.5, 11.6, 11.7, 11.15) into full compliance within six months.



PRESENTATION APPENDIX



Interpretation of OE-11.1

Ensure that instructional programs are based on a comprehensive and objective review of best practices research.

- The District will select, develop, continue, discontinue or modify programs guided by the findings of best practice research.
- Best practice research has demonstrated significant effectiveness in improving achievement and learning of students.
- Best practice research is based on the key principals of high quality instruction and curriculum outlined in the Curriculum, Instruction, and Assessment Management (CIAM) Plan:
 - Standards-alignment
 - Academic Rigor
 - Academic English Development
 - Alignment of Assessment and Instruction



OE 11.1 Evidence of Compliance

Ensure that instructional programs are based on a comprehensive and objective review of best practices research.

- The Curriculum, Instruction and Assessment Management Plan (CIAM) plan mandates a four tiered system for curriculum review and management designed to ensure the integrity and effectiveness of the district's curriculum.
- The Curriculum, Instruction, and Assessment Advisory Council (CIAC) has been designing a protocol to evaluate pilots and district initiatives that are being implemented to determine the effectiveness of the program using student achievement data and the adherence to the fidelity of the program design.



Interpretation of OE-11.2

Base instruction on academic standards that meet or exceed state and/or nationally-recognized standards.

- The District's standards are based on the California academic content standards and challenge all students to reach their full potential.
- The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.
- Staff shall ensure that district standards are regularly reviewed and updated as necessary.



OE 11.2 Evidence of Compliance

Base instruction on academic standards that meet or exceed state and/or nationally-recognized standards.

- All pacing guides, course syllabi, instructional guides and district developed assessments are aligned to the California Content Standards.
- K-12 Assessments are provided in the core content areas.
- All results are distributed to site principals.
- Schools have been trained to pull assessment data from Edusoft.
- Pacing guides and instructional guides are continuously reviewed.



Interpretation of OE-11.3

Align curriculum with the standards.

- Standards are the California state standards for each subject and grade level
- Curriculum means the academic program, core instructional materials and associated assessments for each subject area, grade level, and course.
- Align curricula with standards means that all approved curricula will be aligned to and based upon the California standards. In addition, assessment must be aligned to instruction of content standards to measure student progress and mastery of those standards.
- To the degree possible, and regardless of content area, the district strives to ensure that reading, writing and speaking skills and dispositions associated with academic English fluency are in place as a foundation for all curricula.



OE 11.3 Evidence of Compliance

Align curriculum with the standards.

- Instructional guides and pacing guides aligned to state standards are on the OUSD website.
- The Instructional Services content managers and teachers on special assignment continuously monitor the pacing guides and instructional guides for standards alignment and create the necessary revisions to ensure alignment to the California State standards.
- Teacher leaders work with teachers from their schools to assist staff to align teaching to the pacing guides, instructional assignments and district assessments.



Interpretation of OE-11.4

Effectively measure each student's progress toward achieving or exceeding the standards.

- Staff is measuring each student's progress means that staff is monitoring the mastery of standards through the regular administration of common standards-based assessments and analysis of the student-level and standard-level data throughout the year.
- Achieving or exceeding the standards means reaching “proficient” and “advanced” levels of performance as defined by the State of California on the STAR test as well as reaching district established benchmarks on the OUSD assessments.



OE 11.4 Evidence of Compliance

Effectively measure each student's progress toward achieving or exceeding the standards.

- State tests are given once a year for the following programs: Standardized Testing and Reporting (STAR) tests include the California Standards Test (CST), tests designed for special education students including the California Modified Assessment (CMA) and the California Alternate Performance Assessment (CAPA), tests for English Language Learners California English Language Development Test (CELDT) and Standards-based Tests in Spanish (STS).
- District benchmark tests provide summative information regarding students' achievement of standards and happen several times each year to provide continuous feedback to students.
- Placement assessments are used in grades 5 and 8 to support placement in middle and high school.
- Site based assessments such as common assessments provide formative information to inform teachers of student progress.



Interpretation of OE-11.8

Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.

- New and innovative programs mean having a protocol and process in place to identify and pursue those programs that emerge from best practices research as working in similar districts and/or schools for implementation at the district or individual school level.
- Effectiveness means that in terms of results (student data) and process (fidelity of implementation and/or impact on adult practice).
- New programs will follow the same monitoring and evaluation process on an annual basis.



OE 11.8 Evidence of Compliance

Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.

- In order to provide equitable access while allowing for thoughtful innovation, district leadership developed a Curricular Flexibility Policy.
- The curricular flexibility process assesses whether the school's proposed alternatives meet criteria for quality, effectiveness, coherence, and equity.
- 15 out of 16 schools that applied for curricular flexibility were granted curricular flexibility for the 2008-2009 school year. These schools included 1 high school, 2 middle schools, 1 – K-8 school, and 11 elementary schools.
- In addition to the Curricular Flexibility process, the Chief Academic Officer actively seeks innovative programs for district-wide pilots.



Interpretation of OE-11.9

Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.

- All instructional programs include core curriculum, supplementary and intervention programs.
- Regularly evaluated includes the completion of evaluation summaries using a standardized protocol and more comprehensive evaluations as decided by the CIAC.
- Modified as necessary means that improvement actions will be used in response to the evaluation findings.
- Continuing effectiveness means that we examine results (student performance) and process (fidelity of implementation).



OE 11.9 Evidence of Compliance

Ensure that all Instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.

- The District has formally evaluated several programs: Swun math, Read 180, and the After-school programs.
- We plan to complete additional evaluations during this year: Summer Algebra Academies, Process Writing, and Project POSIT – a science program.
- The Research and Assessment department has created the template and provides staff to conduct and manage programmatic evaluations.



Interpretation of OE-11.10

Will protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.

- Schools will minimize interruptions to instructional time by finding alternatives to announcements and activities unrelated to the educational content being taught and learned during the academic day.
- Schools will make it a priority to reduce teacher absenteeism, review teacher attendance and carefully assess the value of professional development activities that require the teacher to be out of the classroom during the day.



OE 11.10 Evidence of Compliance

Will protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.

- The District has internal administrative policies regarding the scheduling of professional development outside of the instructional day. The District offers extensive professional development activities during the summer.
- To monitor teacher attendance, Network Executive Officers and principals receive and review monthly staff attendance and substitute requests.



Interpretation of OE-11.11

Assure that the district calendar and the time made available during the instructional day assign priority to and best serve the needs of students.

- The District's annual calendar is designed to maximize the Annual Daily Attendance (ADA) of students, and to avoid using dates where historical data shows a high level of student absenteeism.
- Each school will analyze, and if necessary, revise its starting and ending time, and its allocation of instructional time within the master schedule, based upon an assessment of what will most effectively address the learning needs of students.



OE 11.11 Evidence of Compliance

Assure that the district calendar and the time made available during the instructional day assign priority to and best serve the needs of students.

- All school instructional schedules are entered online using a district developed tool.
- The District's academic calendar is negotiated annually with the Oakland Education Association.
- Principals build their master schedule annually based upon the following factors: site plan priorities and strategies, student placement data, A-G and graduation requirements (high school), EL and Special Education student needs, and opportunities for teacher collaboration.
- High schools have been working with a consultant, TimeWise, to do a time use, personnel allocation, and review of traditional and alternative scheduling scenarios.



Interpretation of OE-11.12

Select textbooks and instructional materials that advance the achievement of the board's *Results* policies and that achieve continuity, integration and articulation of the curriculum by course and program.

- The District's criteria for the selection and evaluation of instructional materials in OUSD prioritize the potential to achieve the targets and outcomes identified in the Board's Results policies.
- The District's criteria for the selection and evaluation of instructional materials include an emphasis on continuity, integration and articulation that will be achieved by alignment with the California academic content standards.



OE 11.12 Evidence of Compliance

Select textbooks and instructional materials that advance the achievement of the board's *Results* policies and that achieve continuity, integration and articulation of the curriculum by course and program.

- The State of California has a seven-year curriculum review and textbook adoption cycle that forms the basis for the OUSD district process.
- An adoption committee is created for content area adoptions during the seven-year cycles.
- All K-8 materials must be first approved by the California State Board of Education. For high schools, the subject area adoption committee engages school staff to determine which materials align with the state content standards.
- The current textbook adoption taking place is mathematics. Two selections are currently being piloted prior to the final selection.



Interpretation of OE-11.13

Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.

- The District has and consistently uses a process for the selection of instructional materials for each adoption that includes the appropriate participation of students, parents, teachers, administrators and other staff members.
- Appropriate input means opportunities to review candidate materials and to provide oral and/or written input into the process of developing an adoption recommendation to the Board.



OE 11.13 Evidence of Compliance

Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.

- The calendar for Instructional materials adoption identifies the steps necessary to comply with the Administrative Regulation and Board Policy.
- Pre-adoption activities include identifying the process and reviewing the materials and professional development available.
- During the adoption process, teachers from every school site are recruited to examine content standards, the needs of the various grade levels and core classes to identify textbook needs.
- Teachers systematically review textbooks to identify pilot texts that align to content standards and to identified OUSD classroom needs.



Interpretation of OE-11.14

Regularly evaluate materials and textbooks, maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.

The District will consistently follow the process in Administrative Regulation 1312.12 “Complaints Concerning Instructional Materials”.



OE 11.14 Evidence of Compliance

Regularly evaluate materials and textbooks, maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.

- When a complaint is made with regard to instructional materials, the use of challenged materials by class, school or district shall not be restricted until final disposition has been made by the appropriate review committee.
- A review committee is established and within 30 days of being convened, the review committee shall summarize its findings in a written report and submit it to the Superintendent or designee for final action.

