



Oakland Unified School District

Quality School Development Policy Update

➤ Response to Intervention

April 23, 2014

v9.2

Preface:

What this is not... a plug and play approach to installing a program model, quick fix, or prefabricated solution. There are no silver bullets, specific school program proposals or mandated strategies to improvement here.

What this is... a proposal to establish the conditions necessary to develop a process of meaningfully engaging school communities in dramatically improving the quality of their schools. This includes support from the Central Office, as well as resources and support directly located within schools. This is strictly a proposal for how to go about entering and engaging school communities in taking up and driving significant school improvement.



Oakland Unified School District: Quality School Development Policy Progress Update

Part A: Summary Narrative

Purpose

Describe the immediate strategies and intermediate strategies to dramatically improve the quality of low performing schools.

Oakland schools perform on a continuum of quality, as defined by a number of sources: API, CST scores, Balanced Scorecard, School Quality Review, firsthand knowledge, opinion, rumor mill, etc.

The **QSD Policy** establishes that our goal is to have all students attending a high quality community school.

Policy defines Quality based on:

School Quality Standards (*as measured through SQR - School Quality Review*) and Balanced Scorecard Goals

Why is this a good thing?

Because without an agreed upon measure of quality, continuous school improvement becomes a moving target; otherwise known as a wild goose chase.

Currently all schools are measured based on our Balanced Scorecard (BSC) and 50 schools will have been measured based on our School Quality Standards.

What is changing?

We are currently aligning our Balanced Scorecard to support our LCAP (Local Control Accountability Plan) goals and we are continuing to complete our SQR's. All schools will have undergone SQR within next two years, and we will have a baseline for our new BSC in one year and show growth against that baseline within two years.

We also have new Common Core standards that will be assessed for the first time in one year and growth against that assessment will be shown within two years. Are the stars aligning? That remains to be seen...

What else is changing?

We are moving increasingly away from scripted curriculum to provide opportunities for a more balanced and student-centered, teacher developed curriculum, which is embedded in data driven cycles of inquiry. And we are moving towards building more and more school and community capacity to use those data driven cycles of inquiry to plan continuous school improvement that works.

Sound good? Perhaps. But this is much easier said than done.

Challenges

Limited resources - time, highly skilled human capital, funding, agreed upon "best" strategies for improvement, increasingly changing world creating increasingly higher demands on our graduates (and our non-graduates)

Strengths

We know how to get it done. We know from research and we know from local examples of excellence. The real question is not how do we get it done for all children, but rather how do we feel about the fact that we have not done it yet.

So back to the original question, ***how can we dramatically improve the quality of low performing schools?***

We propose that we will apply an approach used in schools and classrooms throughout Oakland and the nation to support students with diverse needs, referred to as the **Response to Intervention**. In our case the students with diverse needs are our schools. Simply put, it means implementing increasing levels and different types of support to ensure that not just a few schools, or some schools, but all schools reach our quality standards and achieve our balanced scorecard goals.

Basic Definition: (sometimes referred to as a ***Tiered Approach***)

Tier I: All schools get specific supports to be high quality community schools

Tier II: Some schools that require it, receive additional supports to become high quality community schools

Tier III: A few schools that require it, receive longer term, increased support and more significant changes to remove obstacles and build capacity to become high quality community schools

Again, sounds good, but this is much easier said than done. Or, this is much harder to do than it sounds.

Hard work requires guidance and so we propose the following **Guiding Principles:**

- Place your highest skilled staff on your biggest opportunities** (dramatically improving lowest performing schools is our biggest opportunity)
- Use objective data and information as criteria for intervening** (focus on the goals - remember the Balanced Scorecard)
- Provide focused attention and broad support** (narrow the number of schools, widen the areas receiving attention)

QUALITY, ACCOUNTABILITY & ANALYTICS

- Maintain a commonly held view of what's working and not working** (remember the School Quality Review)
- Provide clearly defined options for intervention when significant change is required** (change is hard enough as it is without adding more ambiguity)
- Build the capacity of those closest to children to lead the improvement effort** (mother ...and father and teacher, knows best - and remember, power is infinite, giving you more does not mean that I have less)
- Acknowledge that the district is necessary but insufficient** (partnership and collaboration will allow the village to raise the child)
- Measure success based on the same standards and goals you started with** (School Quality Standards and Balanced Scorecard goals - this is starting to get predictable, dare we say, easy to follow...?)

In order to move forward our lessons learned have taught us that disciplined action requires a **systemic approach**. In the absence of that, changes in leadership, confusion about who's doing what, and ambiguity about where we are going and how we expect to get there result in failure not success. Mistakes are ok, in fact they are welcome. Failure however, is not an option.

We have addressed the **why**; we have introduced the **what**; and now let's discuss the **how**.

Background

As a district we are already implementing support to address all schools (**Tier I**) in becoming high quality community schools. Here are the **priorities** of that support and what it looks like.

Priorities (See appendix for detailed examples)

- *Common Core Implementation*
- *Linked Learning Pathways*
- *Social & Emotional Learning*
- *Effective Educators*

Support

- > *Through professional development*
- > *Tools, materials and training*
- > *Supervision and site-based assistance*

As a district we have initiated a number of additional supports focused on the same **priorities** for some schools (**Tier II**) namely Priority/Focus schools, as well as schools identified based on an assessment of their supervisors. (See appendix for detailed examples)

Support

- *School improvement lead facilitators*
- *Pairing schools institutes*
- *Common core institutes*
- *School quality improvement grants*
- *Reading reward schools*
- *Web-based library*

Now what remains?

Response to Intervention calls for a **Tier III**.

In order to continue with our proposed **Response to Intervention**, we need to develop what we will do for **Tier III** – when a few schools require more significant changes and increased support over a longer period of time to dramatically improve in quality.

Two possible approaches to this:

A) Convene a team of central office leaders, existing and new, to plan and create a systemic approach and then turn around and implement it, or

B) Collaborate with a team of central office, site based, and community based leaders to plan and create a systemic approach while simultaneously beginning a process of implementing it

QUALITY, ACCOUNTABILITY & ANALYTICS

Each approach has its benefits and trade-offs, but we are proposing the latter, mainly because when we look back at our **Guiding Principles**, it makes more sense. (That's also why we have Guiding Principles, because it helps us to identify what makes sense.)

*Still fuzzy? Let's get into a few more details on the **what**.*

First, we have learned locally and nationally that virtually all cases of successful attempts to dramatically improve low performing schools or provide increasing numbers of high quality seats occurs through one or more of three strategies:

1. **Relocating** an existing high performing school, tied to clear measures of success, in place of a low performing school
2. **Incubating** a new district operated school or new charter school¹, tied to clear measures of success
3. **Transforming** the existing school through managed, incremental changes and significant operational support, tied to clear measures of success

You can see the pattern that emerges - *clear measures of success* - which we have in our School Quality Standards and Balanced Scorecard Goals.

Are any of these strategies guaranteed to produce success? No. In fact examples of failure exist for each of these. Is it possible that any one of these strategies will produce success? Absolutely yes. In fact examples of success exist for each of these.

Is there a fourth option? Typically on a list like the one above, option four is closure. How do we feel about closure? Closure is NOT a school improvement strategy. Closure may be necessary for reasons such as operating a sustainable number of schools to better distribute our resources more effectively to serve all students. But, given that closure is not a school improvement strategy, it is not being proposed as part of this process.

Note: OUSD operates 86 schools serving 37,000 students. In 2000, Oakland operated 84 schools serving 55,000 students. Therefore it is still an outstanding question as to how best to address the fact that we operate too many schools for the number of students we serve. A different process to be dealt with at a different time.

Now back to the how.

¹ Beyond that which is provided for under CA Charter Law The Board of Education will need to determine the extent to which it wishes to endorse a district-sponsored process to facilitate consideration of charter conversion as a school improvement strategy.

Where to Begin?

The Board of Education has provided a few places to start. Based on priorities set forth around high school reform, including identified Board priority high schools (Fremont, Castlemont, and McClymonds) as well as two schools in which intervention is requested based on recent Board-level experiences (Frick and Brookfield) the Board has identified schools that will be the focus of our first round **Response to Intervention - Tier III**.

We now go back to our chosen approach:

Collaborate with a team of central office, site based, and community based leaders to plan and create a systemic approach while simultaneously beginning a process of implementing it.

Big Step One

Over the next six to nine month, develop an ongoing process for identifying schools requiring increasing levels and different types of support using objective data and information. Develop a process for engaging school communities in learning about and providing feedback & input on proposed major intervention strategies. Develop a process for Superintendent Recommendations and Board decision-making. Develop a detailed scope and sequence, as well as a timeline and support structure for implementing the chosen strategy.

Immediate Next Step

Move immediately into **Tier II Intensive** support within each of the school settings already identified.

Why?

Because each school setting that is already identified has begun to receive more intensive **Tier II** level support and we do not want our **Big Step One** to slow us down.

But how can it not slow us down? Remember the challenges: limited resources of time, highly skilled staff, funding, etc...?

Response

We will use a limited, albeit substantial amount of resources (approximately \$1.8 million dollars of restricted funds) to assist in adding site-based and central leadership to join existing site-based and central leadership, to form a powerful collaborative team, who together with community leaders and partners, will take responsibility for **Big Step One** and the **Immediate Next Step**.

Let's keep going.

Big Step One

As of **July 2014**, we reorganize High Schools into appropriate new groupings² overseen by directors that can ensure all high schools are dramatically improving simultaneously, while the Board priority high schools get the most attention. It's an equity thing.

Recruit and hire **transformation leaders** to work full-time alongside the principals at Frick, Brookfield, as well as Fremont and Castlemont. Recruit and hire high quality **family and student engagement specialists** to focus on Castlemont and Fremont. Recruit and hire an **operations coordinator** to facilitate the prioritization of the operational needs of the Tier III schools by working with a lead contact already identified in every department in the district. Identify and place **content specialists** in ELA/ELD and Math to be site-based and part of the transformation teams at Fremont, Castlemont and McClymonds. Identify and assign/hire a role similar to a **school design coach** from the **African American Male Achievement Office** to specifically support work at Castlemont and Fremont.

Together with other site-based parent and teacher leaders, and various community leaders and partner organization representatives, these site-based and central leaders will form a powerful collaborative team that will plan and create the Tier III process within our over-all **Response to Intervention**.

Immediate Next Step

Castlemont: Stabilize campus and Hire Principal to help facilitate Tier III Intervention

Fremont: Galvanize interest and commitment to Tier III Intervention across broad stakeholders

McClymonds: Identify exactly what will be the priority areas for improvement based on SQR and Site Plan (CSSSP and WASC)

Frick: initiate broad engagement this spring to surface what supporting conditions would be required to effectively execute any one of the three types of Tier III strategies to be considered in the fall 2014.

Brookfield: immediately identify a roster of specific key changes needed by August, 2014 as a result of the current Re-Envisioning and SQR process; initiate broad engagement this spring to surface what supporting conditions would be required to effectively execute any one of the three types of Tier III strategies to be considered in the fall 2014.

...we now strategically add the following high school because it is fourth in line based on preliminary performance analysis and we have an opportunity to accelerate the impact of the school's new leadership:

Oakland High: Identify exactly what will be the priority areas for improvement based on Site Plan (CSSSP and WASC) ...additionally, Oakland High is scheduled to undergo SQR in 2014-15; what great timing!

² New high school groupings are still under development, but consideration of school type and size will be a factor in the groupings. All high schools will remain under the over-all supervision of the High School Network Officer.

Bringing It All Together

In **August 2014** the transformation team will present to the Board criteria and process for the ongoing identification of Tier III schools.

From **September through November 2014**, the schools above will undergo official, tightly facilitated engagement to gather feedback and input on the three types of Tier III strategies. The Superintendent will receive this feedback and in **December 2014** will make recommendations to the Board of Education for each school.

Beginning **December 2014**, each school will be launched officially into its Tier III intervention strategy, building off of the **Immediate Next Step** work that starts now.

Pursuant to the QSD Policy, each school will have a three year plan for improvement. Support will be provided for up to four years, with the goal of significant progress having been achieved in the first three years.

Success cannot be promised, but failure will not be an option. As with any continuous improvement strategy, **Response to Intervention** requires continuous refining, revising, and reflection. This will be done to not only continue to make progress in improving our schools, but to make progress in improving how our central office supports our schools.

It can be done.



Quality School Development Policy Progress Update

Part B: Background Information re: Response to Intervention Overview

What is "School Restructuring?"

Generally speaking, the term *school restructuring* denotes a comprehensive reworking or rebuilding of the educational system for the purpose of improving teaching and learning. Many definitions have been coined for school restructuring. Some of these definitions are presented below.

- As defined by Phil Schlechty, restructuring is ***"changing the system of rules, roles and relationships that govern the way time, people, space, knowledge and technology are used"*** (Brandt, 1993).
- Glenn Harvey and David Crandall say the goal of restructuring should be ***"to preserve and build upon what has been successful in educating our children and to rethink and redesign those aspects of the enterprise that have failed (mission and goals; organization; management; instruction; roles, responsibilities and regulations; external involvement; and finances)"*** (1988).
- According to David Conley, ***"Restructuring activities change fundamental assumptions, practices and relationships, both within the organization and between the organization and the outside world, in ways that lead to improved and varied student learning outcomes for essentially all students"*** (1993).

What Does a Reforming District do? (Excerpt from "Reforming Districts..." article)

Evidence that districts matter for school reform progress, and that a district can improve its support of school reform, begs the question of how a district operates as a dynamic, proactive agent of school reform. What does a central office do to engender its schools' commitment to reform, and how does it learn to support reform across diverse district schools? Case studies of reforming districts and a survey of district administrators point to several key conditions that characterize reforming districts:

- *a system approach to reform*
- *learning community at the central office level*
- *coherent focus on teaching and learning*
- *a stance of supporting professional learning and instructional improvement*
- *data-based inquiry and accountability.*

Most fundamental to reforming districts is their focus on the system as unit of change. These districts engender shared norms of reform practice across schools through system-wide communication and strategic planning, and the central office continually improves its support of schools' reform efforts through data-based inquiry and learning. Capacity to improve teaching and learning is developed and sustained through the system, with the district office playing particular, strategic roles to lead and support school reform. [...]

QUALITY, ACCOUNTABILITY & ANALYTICS

Several studies document the key role that districts play in mediating state standards for instruction and their potential to lead district-wide school improvement (Elmore & Burney, 1998, 1999; Massell & Goertz, 1999; Spillane & Thompson, 1997; Togneri & Anderson, 2003). These studies spotlight the district policy system and show the district to be a significant agent in promoting, or inhibiting, the improvement of teaching and learning in American schools. They show that some districts do quite well in supporting their schools' reform and suggest that district reform is essential to successful, sustained school reform. Further, the **equity agenda for school reform** sits squarely on the district's plate. Just about everything a district does could be assumed by another agent or agency—except monitoring and managing equity of student resources and outcomes across schools (House, 2000; Lewis, 1995).

RESOURCES

Brandt, Ron. "On Restructuring Roles and Relationships: A Conversation with Phil Schlechty," *Educational Leadership*. (October 1993) 51, 2, 811.

Conley, David T. *Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling*. (Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1993).

Harvey, Glenn and David P. Crandall. *A Beginning Look at the What and How of Restructuring*. (Andover, Mass.: Regional Laboratory for Educational Improvement of the Northeast and Islands, 1988).

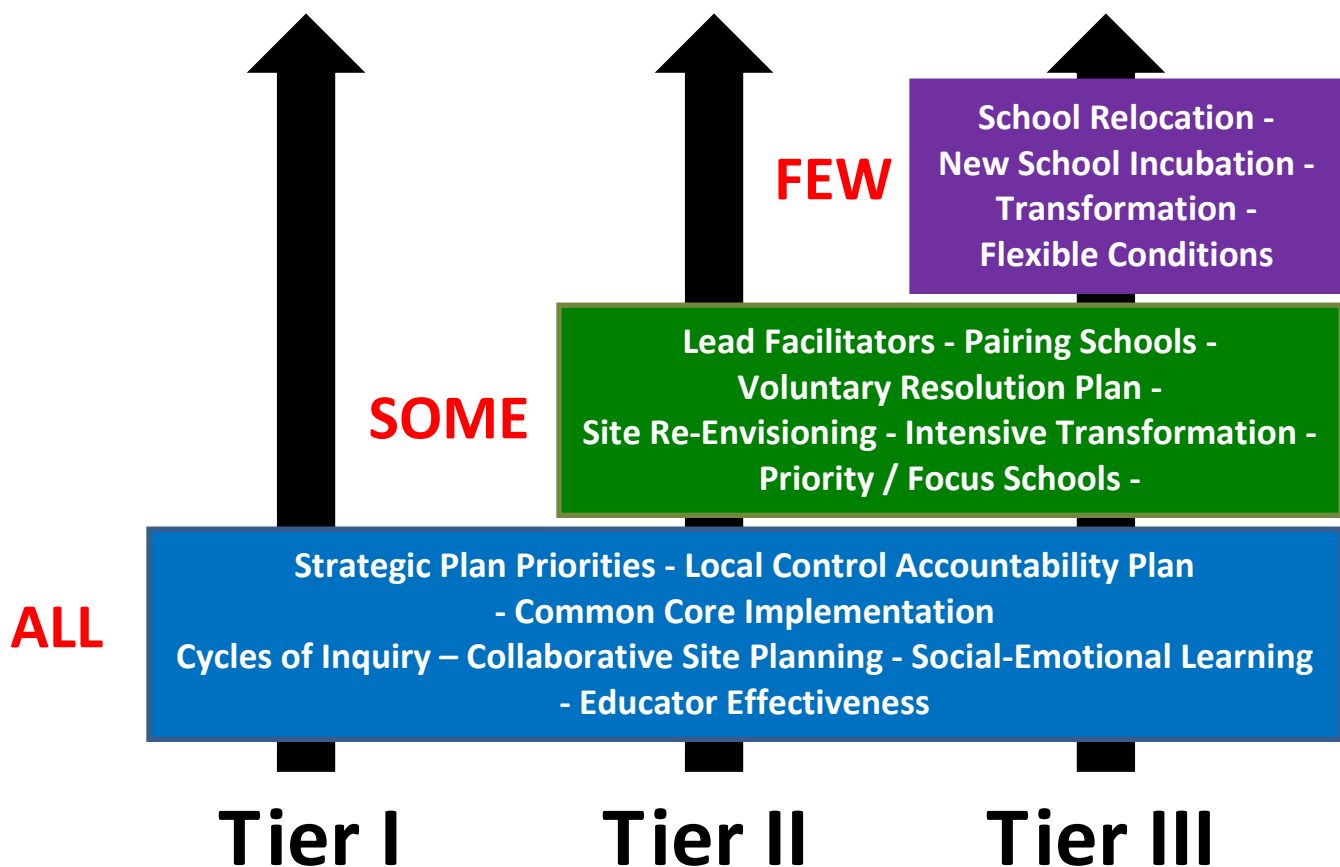
McLaughlin, Milbrey and Talbert, Joan. *Reforming Districts: How Districts Support School Reform*, University of Washington, Center for Study for Teaching and Policy, September 2003

Response to Intervention Model

Strategies for supporting quality school development begin with support for all schools to achieve the goals of the district. Increased support and resources are provided to some schools in order to help strengthen implementation of those strategies. For a smaller set of schools, this is insufficient and interventions that provide more significant changes to roles, responsibilities, and rules are required in order to address persistent challenges in the conditions and the implementation of planned improvements.

High Quality Community Schools

** As defined by balanced scorecard results and school quality standards*



Guiding Principles for School Restructuring

Organizational alignment around these guiding principles is critical to the success of a school restructuring effort. These principles represent lessons learned, research, and practices that have demonstrated results.

- Organizations should place their **best people** on their biggest opportunities – for Oakland – that includes the dramatic improvement of persistently under performing schools.
- Criteria for deciding which schools receive differentiated support and resources for school improvement should utilize **objective data and information** representing the priorities of the district.
- High need schools require **narrow, focused attention** and **consistent, broad support** for multiple years in order to improve.
- Collaborative school improvement requires a **commonly held view** of what is working and not working.
- School improvement strategies that require substantial change must be **transparent, clearly defined, and inclusive of considering all reasonable pathways** to improvement.
- Those **closest to the children** affected by school improvement efforts must be at the center driving the change, including teachers and parents. Change cannot be installed regardless of its urgency.
- Given the breadth of initiatives, the district is **necessary, but insufficient** for successful change in schools that require dramatic improvement, and therefore partnerships and external expertise is an essential ingredient.
- School improvement must be driven by and evaluated based on **clear, measurable goals** tied to the priorities of the district.

Tiered intervention Theory of Action:

For ALL Schools

3 Realities of School Improvement Work:

- We know that cycles of inquiry using a variety of qualitative and quantitative data is complicated.
- We know that moving from the data, evidence and information into an actionable plan with SMART³ goals and measures is difficult.
- We know that implementing that plan effectively is something we struggle to do well in the district as there are myriad obstacles and challenges that arise and frustrate that work.

Given these realities, our theory of action is:

- IF we provide resources to support schools with each of these realities, and
- IF those resources show up, in part, as collaborators (and not only directors), grounded in certain key dispositions, and
- IF those resources have the agency to immediately remove obstacles or ameliorate challenges, and
- IF those resources are part of Central Office communities of practice, through which Central leaders learn more about these 3 realities and how Central services can more effectively support schools,

Then,

We can improve our schools and improve Central supports to schools...

Therefore on behalf of Tier III schools,

...If we

- Establish a Highly Skilled Central Team focused primarily on Tier III Intervention
- Develop an Index based on Balanced Scorecard Goals to Identify Tier III Schools
- Engage the site & Central team in a community of practice to provide continuously learn together
- Maintain a commonly held view of each school through a consistent use of School Quality Review findings & Balanced Scorecard results
- Facilitate and support input and feedback on a set of transparent Strategies to Improvement
- Empower and build the capacity of Site-Based Teams to drive the school improvement effort
- Recruit and foster Strategic Partnerships & Diverse Providers to provide expertise and assistance
- Establish clear measures of success and monitor progress based on the Balanced Scorecard goals

Then,

We will increase the capacity of schools and the Central office to dramatically improve outcomes for students by creating the necessary and relevant conditions, expectations and support.

³ S- Specific, M- Measurable, A- Attainable, R- Relevant, T- Time-bound goals

Stakeholder Involvement in School Restructuring

Board Policy 3625 - School Governance: Enacted 4/25/12

“The Board of Education believes that those closest to students at a school - employees, parents, students, community partners- are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs.”

Role of Stakeholders in School Restructuring – NEA Perspective

“We understand that, in some cases, traditionally low-performing schools need to be transformed in order to get the results we want for all students: academic achievement that is consistently high and sustainable. NEA leaders and members work every day to make sure that students have access to a quality education, and they and other stakeholders—community members, business leaders, and parents should be included in the conversations, decision-making, and planning activities that lead to school restructuring.” —NEA President Dennis Van Roeke

Use of High Quality Staff and Leadership in Restructuring

**Excerpt from study of federal SIG - school improvement grant initiative.*

Few states applied two of the four specific strategies promoted by the Federal Recovery Act:

The Recovery Act promoted four avenues of improving low-performing schools:

- Expansion of the number of charter schools;
- Implementation of one of the school intervention models defined by Ed Department;
- **Use of compensation incentives to improve staffing at low-performing schools; and**
- **Deployment of effective educators in low-performing schools.**

Only nine districts chose to implement either of the last two options, both of which were intended to encourage more effective educators to move to low-performing schools, and twenty-eight SEAs allowed for expansion of the number of charter schools.

Board Policy Implications

The Board of Education over the past two years has established several policies that integrate the priorities of the district, with a clear vision for who the district intends to serve and what the desired outcomes should be.

These policies include:

- > **Quality School Development Policy**
- > **School Governance Policy**
- > **Asset Management Policy**

Quality School Development	School Governance	Asset Management
<p>Priority <i>“The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District.”</i></p>	<p>Priority <i>“The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.”</i></p>	<p>Priority <i>“The physical assets of the Oakland Unified School District shall be managed and maintained as a system to provide safe, secure, healthy, and technologically ready learning environments for students in Oakland’s publicly funded schools in alignment with the District’s Strategic Plan.”</i></p>
<p>Implications Developing criteria for identifying schools requiring significant intervention; Establishing preferred strategies for Intervention; Providing support and resources to implement chosen strategies; Maintaining support and resources for extended periods of time.</p>	<p>Implications Locating school change closest to school communities will have the greatest likelihood of success. Ensuring that capacity building takes place to <i>empower</i> teams is necessary as well as ensuring the responsiveness of priorities, standards, and agreements.</p>	<p>Implications Placements of school programs and the development of quality programs must consider the facility implications, particularly if restructuring calls for relocations, fresh starts, transformation; Flexibility with available funding to respond to school needs not otherwise planned for.</p>

Summary of OUSD School Restructuring

2000 - 2007: New Small Autonomous Schools Policy

** Policy to open new small schools with site-based autonomies*

2000 – 2004: Design Process w/ Bay Area Coalition for Equitable Schools (BayCES) and Oakland Community Organizations (OCO)

2005: Program Improvement RFP (Charter, Reconstitution or New School Incubation)

** State Administrator issues RFP for 13 Program Improvement Year 5 schools, resulting in reconstitution, charter conversion, and/or new school incubation*

2004 – 2007: OUSD New School Development Group (Incubator)

** Establishment of department to facilitate new school design process and New School Network*

2004 – 2011: School Closures (various policies)

** School closures and re-assignment of students based on a variety of formal and informal criteria*

2010: Federal School Improvement Grant (SIG)

** Voluntary federal grant to transform identified schools (formula for identifying schools did not account for prior school performance due to CDS code change, thus identifying newly incubated middle schools.)*

Cohort I: 2010-2013

Cohort II: 2011-2014

2011: Office of School Transformation

** Department established to facilitate high school consolidations reverting from multiple, co-located small schools to a single school located on the Fremont and Castlemont campus, as well as facilitate SIG leadership and support services.*

2011: School Portfolio Management Restructuring

** Superintendent Recommendations for restructuring focused on expanding quality and releasing resources.*

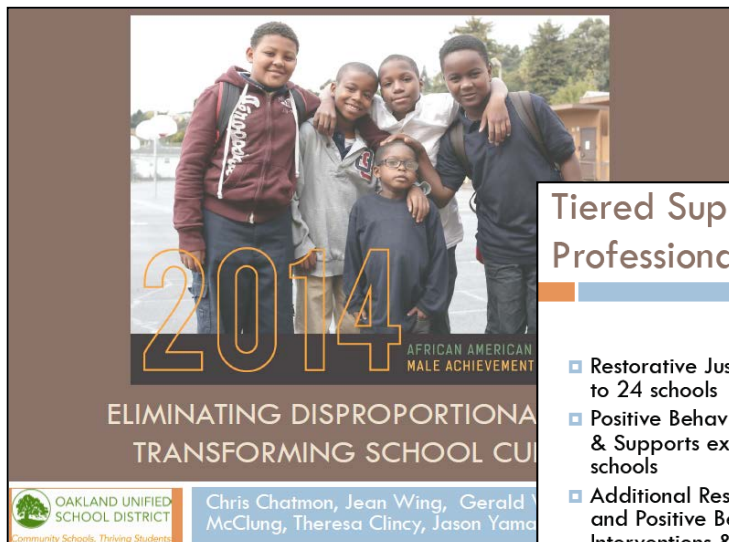
Including; Expanded Grade Configurations, School Closures, Expanded Enrollment, and School Consolidations

Addressing the needs of African American Students

A preliminary review of the data on school performance based on API, Balanced Scorecard indicators, and enrollment trends and demands, as well as a review of the schools historically impacted by School Restructuring efforts demonstrates that; **the district has historically failed to meet the needs or adequately attempt to meet the needs of African American students through its school restructuring efforts.**

Dramatic gains in African American student achievement, as well as improvements to school culture and climate that support African American students exist within pockets of Oakland public schools. The work of the African American Male Achievement focus has represented a strong Tier II intervention for a broad base of schools; however schools serving large percentages of African American students have failed to receive equitable treatment and attention specifically within the district’s School Restructuring efforts over the past fifteen years.

This proposal includes a necessary partnership and integration of the **African American Male Achievement office** within the Tiered intervention for the district to provide investments within both the Central Team, as well as the site-based support to establish key position/s, roles, and responsibilities that bring expertise in the areas most likely to positively impact the outcomes for African American students.



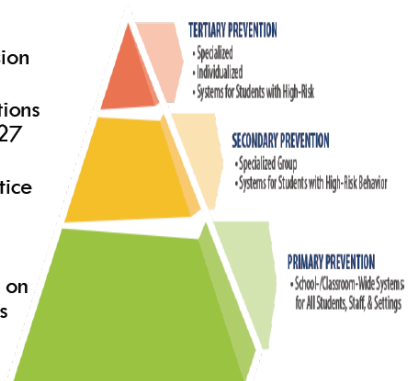
2014 AFRICAN AMERICAN MALE ACHIEVEMENT
ELIMINATING DISPROPORTIONATE
TRANSFORMING SCHOOL CULTURE

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Chris Chatmon, Jean Wing, Gerald McClung, Theresa Clincy, Jason Yamamoto

Tiered Supports Expand with Professional Development & Coaching

- Restorative Justice expansion to 24 schools
- Positive Behavior Interventions & Supports expansion to 27 schools
- Additional Restorative Justice and Positive Behavior Interventions & Supports coaches funded
- Professional Development on Trauma-Informed Practices



TERTIARY PREVENTION
• Specialized
• Individualized
• Systems for Students with High-Risk

SECONDARY PREVENTION
• Specialized Group
• Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
• School-/Classroom-/Wide Systems for All Students, Staff, & Settings

Overview of the Tier III Intervention Theory of Action

High Skilled Central Team

Why: Improving existing persistently under-performing schools requires significant resourcing. *“They are the way they are because they got that way.”* Major changes in beliefs and behaviors will be required throughout the organization. The same meeting often has to occur multiple times to achieve a single action. OUSD currently employs highly skilled site-based and central staff likely to be best positioned to lead and facilitate Tier III school interventions. Staff that have not been fully dedicated to this initiative and who are highly skilled will be the front line for multiple other initiatives, with past practice predicting that the Tiered intervention will be under-supported. Staff fully dedicated to this process will be more likely to succeed.

What: High skilled staff would include individuals with experience in school reform, school improvement, collaborative planning, community engagement, operations support, and analysis. Specifically, this team must include expertise in strategies most likely to positively impact the Achievement of African American students, based on the historical results of school restructuring in Oakland. Any repurposing would require determining which existing priorities would be modified, reduced or eliminated in order to enlist staff for these new roles.

How: Over the course of spring 2014, staff develops a roster of site-based and central positions required to lead / facilitate Tiered interventions. Staff concurrently analyzes potentially high capacity staff to consider pursuing new roles. An interview process is engaged as appropriate. Existing staff will also be assigned to Tier III Intervention duties consistent with current job description. Supervisors, in collaboration with impacted departments and schools will develop plans to address impact of repurposing staff time and attention to this effort.

Balanced Scorecard Index to Identify Tier III Schools

Why: The District Balanced Scorecard contemplates district, state and federal outcomes goals to be achieved by schools. These outcomes should serve as the objective measure for determining which schools warrant Tiered intervention to reduce the subjectivity of an intervention process. Indexing schools based on these outcomes will allow for the district to apply local priorities, such as African American male achievement and enrollment trends, as well as state and federal priorities such as Common Core assessments, chronic absence and suspension.

What: A Balanced Scorecard index uses the School Balanced Scorecard indicators to rank order all schools within a common grade span, based on their performance in each indicator to determine

which schools consistently perform the lowest across all indicators. These include both absolute measures and growth over time.

How: Indexing involves rank ordering each school by grade span (Elementary, Middle, and High schools) in each Scorecard indicator, for each of three prior years. The rank order assigns a number from 1 to the total # of schools in the grade span. This rank order and number assignment occurs for each indicator. Then, each assigned number is totaled for each school. Lower numbers represent more frequency of low performance and higher numbers represent more frequency of higher performance. Ultimately, a decision is required to determine the cut points for Tiered intervention.

Tiered Intervention Central Team in Community of Practice

Why: Similar to the role of a COS (Coordination of Services) Team or the purpose of convening a Student Success Team (SST), providing targeted interventions for high need schools requires focused support and coordinated services. By establishing a Tiered Intervention Central Team, schools have the greatest potential receive the utmost differentiated support. By maintaining the team within the larger Community of Practice, common district goals and priorities can be maintained, while allowing for a pace, scope and sequence that is tailored to the needs of a Tier III school.

What: Schools that are undergoing Tiered intervention strategies would be directly supported by the Intervention Team for up to four years, depending on the strategy undertaken. All activities associated with the Central Team will be guided by a philosophy that the unique needs of Tier III schools will be prioritized.

How: Once a school is identified in the fall of a given year for Tiered intervention, the Tiered Intervention Central Team initiates the process by which the school community is engaged, tiered intervention strategies are analyzed; recommendations from the Superintendent to the Board for decision-making take place; and transition into being directly supported by the Tiered Intervention Central team begins.

Common View – School Quality Review / Balanced Scorecard

Why: It is critical that all key stakeholders involved in school improvement operate from a common view of a school. Once a school is identified for Tiered intervention based on comparative results of district priorities; the SQR and the school balanced scorecard provide vital diagnostic information regarding what is working and not working. This information, if commonly held, can lead to more effective and efficient decision-making, planning, and implementation of Tiered interventions.

What: The results of the review, which incorporates analysis of the school's Balanced Scorecard performance would serve as the primary source document for driving analysis of Tiered intervention pathways, as well as help to drive implementation of the selected Tiered intervention.

How: Once identified for Tiered intervention, each school will be facilitated by Tier III site and central staff through a process of analyzing the SQR findings, identifying relevant information to inform an inventory of what is working and not working, in order to better assess Tier III strategy options and plan for effective implementation.

Transparent Strategies for Improvement

Why: In order to move through a process of improvement, key stakeholders and participants need to know the intended goals, the intended process, the key decisions, and the likely benefits and trade-offs associated with all possible Tiered interventions. Additionally, school communities need to have access to this information so that they can make effective decisions that will most closely impact them.

What: A clear set of Tiered intervention strategies will need to be developed and agreed upon as part of the district's Tier III approach and policy. These strategies must be adequately scoped out and resourced. Each strategy will represent a possible strategy to dramatically improve the quality of the program available to students.

How: Once a school is identified for a Tiered intervention by September, classified and certificated staff, administration, and organizations explicitly partnering with the school will be facilitated by Tier III site and central staff in evaluating the Strengths, Weaknesses, Threats, and Opportunities associated with each Tiered intervention strategy as it relates to their specific school context. This will culminate into a summary recommendation(s) to be presented to the Superintendent by November. The Superintendent will ultimately make a final recommendation to the Board of Education by December. This type of process can become extremely politicized, therefore great care and discipline will be applied throughout in order to achieve the best results possible, up to and including possible third-party facilitation.

Site-Based Improvement Team

Why: Board policy regarding Site Based Governance, Quality School Development, and Family Engagement Standards high lights the district's belief that engaged stakeholders within a school community are best positioned to lead school improvement efforts. This does not exclude external support or central leadership. To the contrary, it necessitates a collaborative effort to ensure success, but it reminds everyone involved that those most impacted by change should be deeply and meaningfully involved in the change process.

What: Each school identified for Tiered Intervention will establish a site-based improvement team. The configuration will depend on the particular strategy to be implemented. This body, representative of key stakeholders including parents, teachers, support staff, leadership, and students will be charged with facilitating and undertaking key steps in the Tiered intervention process. These teams would be

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supported by site based school design coaches, including those with expertise in addressing the needs of African American students, particularly in settings with high percentages of African American students where school restructuring is taking place.

How: The Site-Based Improvement Team will have roles and responsibilities that will intersect with the Instructional Leadership Team, the School Site Council, and possibly other existing bodies within a school. The formation of the team will require a process by which each of these bodies considers how it would like to best be represented, and what the formation of the team may mean for their ongoing functioning. Participation will be voluntary but necessary. Resources will be provided and staff compensation may be available to support activities that require substantial time commitments.

Strategic Partnerships / Providers

Why: The idea of being necessary, but insufficient means that in many cases where Tiered interventions are required, additional skills, expertise and resources beyond the means of the school or district. The leadership and engagement of the school and district central office are necessary, but likely to be insufficient to achieve the goals for a Tiered intervention. This is not unlike the approach taken with students requiring Tiered intervention, where partners and service providers are included.

What: As part of the evaluation of the Tiered interventions, consideration will be given to what Strategic Partners or Diverse Providers may best be aligned to accomplishing the goals of the most appropriate Tiered intervention strategy. These partners or diverse providers will be engaged to determine their interest and capacity to play a critical role in the Tiered intervention.

How: At the time of Identifying schools for Tiered intervention fall, the Tier III site and central staff will outreach to possible partners and diverse providers based on existing relationships to schools or the district. An open invitation will take place as well to nonetheless convene and develop an inventory of possible roles and services that each prospective partner or provider may play in a Tiered intervention strategy. This information will be used to facilitate further engagement and to inform the site-based process of evaluating schools undergoing Tiered intervention strategy consideration.

Goals for Improvement: Balanced Scorecard

Why: Built into the DNA of successful school improvement efforts are Specific, Measurable, Attainable, Relevant, and Time-bound goals. In order to effectively monitor the progress of school improvement in Tier III schools, having clearly established and aligned annual goals, as well as outcome goals at the end of the Tiered intervention strategy process will maintain both internal and external accountability for student success.

What: The School Balanced Scorecard will serve as the template for developing clear outcome goals annually and as of the end of the Tiered intervention strategy. These goals will have systems

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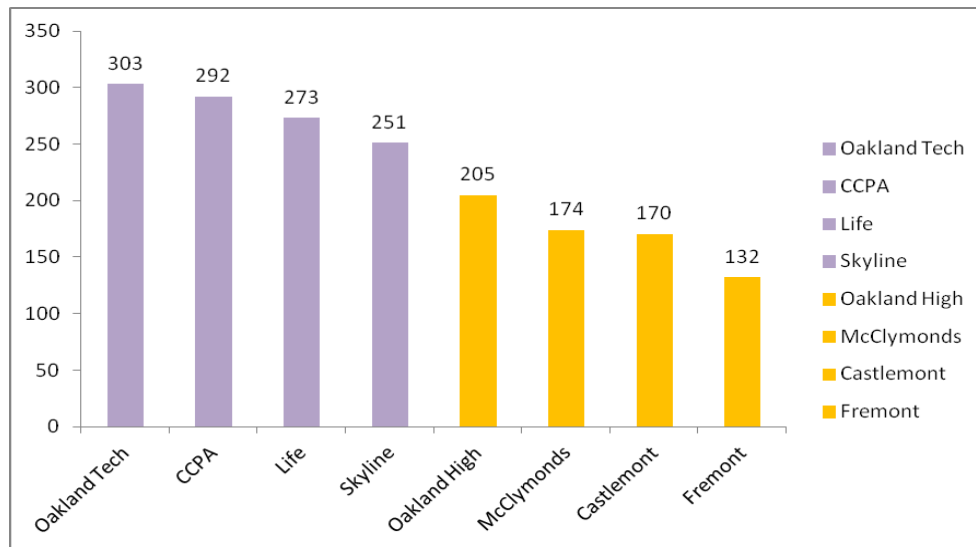
developed for ongoing internal and public monitoring. These goals will drive the cycles of inquiry supported by the school and network on an ongoing basis.

How: Each school will have its results to date based on its School Balanced Scorecard analyzed to determine the trends in performance and comparison analysis with similar schools throughout the district. As a result, a Performance Compact will be developed as part of the Board decision-making with respect to the selected Tiered intervention establishing the expected annual outcomes, as well as the outcomes to be achieved at the end of the Tiered intervention. These indicators will not represent the total data and evidence that supports implementation of the improvement process, but will be the primary indicators for measuring success.

Balanced Scorecard Index

High School SAMPLE based on 2012-13 Balanced Scorecard results. **FOR DISCUSSION ONLY.**

Purpose of the index is to apply locally established indicators for quality school outcomes to determine, among the schools operated by the district, which schools consistently rank higher or lower in their performance over multiple years. An official index would consider 2013-14 results.



Sample index compares absolute performance over three years and growth in the prior year⁴. Additional weighting (x2) is given to Graduation Rate and A-G Completion Rate as these indicators have significant bearing on students being **College and Career ready**.

#	BALANCED SCORECARD INDICATORS	2010-11	2011-12	2012-13	Growth	TOTAL
1	Cohort Graduation (x2)	2	2	2	2	8
2	Met A-G upon Graduation (x2)	2	2	2	2	8
3	SRI (Literacy assessment) Growth		1	1	1	3
4	Cohort Dropout	1	1	1	1	4
5	Suspension African American	1	1	1	1	4
6	Suspension Latino	1	1	1	1	4
7	Passed Both CAHSEE African American	1	1	1	1	4
8	Passed Both CAHSEE Latino	1	1	1	1	4
9	PSAT Participation	1	1	1		3
10	AP Course Completion	1	1	1	1	4
11	AP Score 3 or Better	1	1	1	1	4
TOTAL		12	13	13	12	50

In each indicator when a school's performance is highest, they receive an 8. When the school's performance is lowest, they receive a 1. Schools that rank highest more frequently will have a larger total number. Schools that rank lowest more frequently will have a smaller number. Therefore, a higher total number is preferred.

⁴ NOTE: CCPA's first graduating class was in 2012; thus performance on some indicators is for a single year.

Tier III Intervention Strategies

- **Relocate Existing Quality Program** (*Relocation*)
- **Create New School to Replace** (*Fresh start*)
- **Transforming Existing School** (*Transformation*)

EXAMPLES aligned to strategies

- **Relocations** of quality school programs have occurred in the past. Under this Intervention, a multi-year process would be implemented to effectively relocate an existing high quality school, integrating as appropriate, program elements of the underperforming school that would be phased out. While not utilized in Oakland as a school improvement strategy, quality schools have successfully relocated including Life Academy, Urban Promise Academy, Melrose Leadership Academy, and Lighthouse Charter School.
- **Creating** a new school through incubation of newly designed district program over a multi-year period or authorization of a new charter school to replace underperforming school program. This approach would include addressing bargaining agreement implication of newly designed school program, schedule, calendar, curriculum and staffing in the case of a district-operated school. These include examples such as Esperanza Elementary and Korematsu Academy (Stonehurst), Greenleaf Elementary (Whittier), Coliseum College Prep Academy (Havenscourt), and Aspire ERES Academy (Dolores Huerta Charter).
- **Transforming** the existing underperforming school through a managed, incremental change process in which ongoing data-driven cycles of inquiry guide targeted improvements across the school over a multi-year period. This approach would include addressing bargaining agreement implication of transformed school program design, schedule, calendar, curriculum and staffing. Examples may include Madison Middle School and Burckhalter Elementary.

Key Supporting Conditions Overview

FLEXIBILITY

In design and implementation

SHARED DECISION-MAKING

Among site and central stakeholders

QUALITY PROGRAM DESIGN

Clear scope and sequence of design

INCLUSIVE DESIGN PROCESS

Process includes parents, students, and staff

FEEDER PATTERNS

Focused attention on prospective family contribution and enrollment

HIGH CAPACITY SUPPORTS & SERVICES

Prioritize immediate supports, replace as needed to nonetheless move the work forward

LESSONS LEARNED

Articulate what has worked in the past and what has not

LOGICAL TIMELINES

Consider what is necessary and realistic to find a balance of the two

MINDING THE IMPLEMENTATION GAP

Name the gaps in previously implemented strategies with plans to avoid

PROGRESS MONITORING – EXIT STRATEGY

Identify ongoing goals & alternate plans if progress is not being made

Key Supporting Conditions Detail

FLEXIBILITY

1. Establishing flexibilities in instructional program, facility use, staffing and evaluation, site budgeting, governance and decision-making, calendar and schedule is a pre-requisite to ensuring dramatic improvement in the quality of persistently underperforming schools. Each of these areas have been outlined in research on school redesign (Honig, 2011), as well as detailed in the OUSD New Small Autonomous Schools Policy, and the recent OUSD study on Pilot Schools, which included outreach and engagement of local educator stakeholders and analysis of national models. The flexibility required here should be equivalent to that found within pilot schools models, innovation schools models and charter law and assessed based on criteria consistent with sound educational practices.

SHARED DECISION-MAKING

2. Establishing shared decision-making by established School Improvement Team, in collaboration with School Site Council, Instructional Leadership Team, Central Office Network, any diverse providers or strategic partners and other bodies; that would include governing body and shared decision-making structures, clear roles and responsibilities. Shared decision-making is a pre-requisite to off-set the historical shortcomings of previously attempted District sponsored redesigns or reform efforts; and CBO charter start-ups. The intent is to share in the responsibility, oversight, and capacity development inherent in a partnership committed to serving a common goal – implementing a high quality school in North, West, or East Oakland. Consideration of the Board’s Site-Based Governance Policy would provide guidance to this element.

QUALITY PROGRAM DESIGN

3. High quality program design aligned to Strategic Plan in advance of approving an MOU, contract, charter other instrument for alternative governance. Standards have been established for a quality school (district or charter) and standards have been established for quality school plans. These standards include rigorous attention to the details of the proposed program, staffing, governance, policies and procedures. Correlation has been found to be true between quality plans, and quality outcomes – *Acorn Woodland, Life Academy, Greenleaf Elementary, Oakland International High School, Lighthouse Community Charters, North Oakland Community Charter, Oakland Military Institute, KIPP Bridge Academy.*

INCLUSIVE DESIGN PROCESS

4. Program design process that is inclusive and supportive of the participation of current site staff, Diverse Provider staff, district personnel, parents and community through the establishment of a design team w/ expert facilitation/coaching. Evidence demonstrates that school redesign efforts that have proven successful are linked to inclusive, community based design processes that involve varying forms of design teams that include parents and community members. An inclusive design process will require frequent and regular meetings, planning, research, as well as broader outreach, seeking of advisement and feedback, as well as achieving benchmarks for completing aspects of the school plan.

FEEDER PATTERNS

5. Meaningful engagement of feeder school families is a pre-requisite, specifically families likely to benefit from the opportunity to attend the re-designed school. This strategy is to ensure relevant program design and a long-term live-go feeder pattern. The engagement of families would include those attending district and charter operated schools. Engagement would include design team participation; feedback on program design elements, policies and procedures;

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and roles and responsibilities in the implementation of the school program. Engagement should reflect the target population and include parents meaningfully interested in enrolling their child in the school.

HIGH CAPACITY SERVICES

6. Tier III schools will require special handling. Operational needs of these schools must be a priority for extended periods of time. All aspects of service provision that would be provided to the school by the District and, as appropriate, Diverse Provider would be evaluated for capacity and cost. Specific documentation should detail the scope of work in advance. The scopes of work should be vetted with relevant managers to ensure assessment of capacity and cost has been validated. These evaluations will provide the ability to: a) determine what roles and responsibilities each organization will have in contributing to the operation and success of the school program, b) determine if services beyond the scope of Diverse Provider or the District should be pursued, c) determine the associated costs that will impact the school budget, d) ensure that all relevant aspects of the program and operations have been considered.

LESSONS LEARNED

7. Design process that includes documented engagement with parties who have experience successfully transforming persistently low performing secondary schools, such as Fresno Unified, Envision Schools, Green Dot, (among others including the President's 2013 High School Redesign campaign exemplars - Pathways in Technology Early College High School in Brooklyn, New York; Reynoldsburg High School in Reynoldsburg, Ohio; and Loving High School in Loving, New Mexico) regarding lessons learned related to school turn-around successes and pitfalls. Ultimately landing on a redesign model has the greatest likelihood of success. Cherry-picking program components from various school models is unlikely to accelerate quality, however aligning to proven school models with fidelity increases the likelihood of success (Lake, 2007).

LOGICAL TIMELINES

8. Establish timelines that detail ALL key events including program design and approval process; staffing of leadership, teachers, and support staff; student recruitment; support services program implementation; initiation of third party service agreements; facility use agreements, MOU development and approval process as needed, etc. Timelines for planning, implementing and refining plans to improve implementation must be realistic. Additionally, improvements in student outcomes must be evident early on in the process, but long-term goals, must be given adequate time to materialize for all students. This has typically occurred through quality examples over a 3-5 year period.

MINDING THE IMPLEMENTATION GAP

9. Systematic approach must be developed to address historical shortcomings experienced through District-led turn-arounds and/or CBO-led charter start-ups. Based on over two dozen examples since 2001, there is evidence that both District-led school redesign and CBO-Led charter school start-ups present major risks and lack evidence of consistent success rates such that either can be relied upon to produce the desired and necessary results in school restructuring unless the historical implementation gaps are addressed.

These shortcomings include instances of: (*not exhaustive*)

- > poor principal hiring, turn-over
- > poor teacher hiring, turn-over
- > lack of quality professional development for staff,
- > low student recruitment turnout, loss of enrollment over time
- > poorly managed finances, insufficient funding
- > lack of systems (grading, intervention, discipline, evaluation, etc),
- > lack of data-driven (and assessment driven) instruction,

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- > lack of support services for highest need students including mental health, special education, and ELL's
- > poor governance and lack of oversight

PROGRESS MONITORING – EXIT STRATEGY

10. Established benchmarks for progress in the development and implementation of the approved program, timely operationalizing of systems and structures to support program implementation, and established measurements of student progress that are incremental and monitored on an ongoing basis. This is essential to ensuring high quality implementation and public accountability. Because a history of failed partnerships exists, there must be safeguards to protect against the potential for changes in leadership, changes in priorities, or changes in capacity that could result in one organization or the other no longer fulfilling their roles and responsibilities. **It is highly recommended that a third party evaluation of the school restructuring be conducted within the first 12-18 months to assess the extent to which the goals are being met.**

BIBLIOGRAPHY

- Honig, M., & Rainey, L. 2011 (Journal Article) *Autonomy and school improvement: What do we know and where do we go from here?*
- Lake, R., 2007 (CRPE) *Lessons on Replicating the "DNA" of Successful Charter Schools*

Draft Timelines:

April 2014 – June 2014

- Identify Funding
- Recruit and Build Central Office Team
- Recruit additional transformative site leadership for schools already identified
- Identify and recruit site based specialists
- Continue site-based engagements

July 2014 – August 2014

- Develop and refine criteria for Tiered Intervention
- Build capacity of Central Office Team
- Expand and Detail School Engagement Process
- Begin building out scope and sequence of school quality intervention curriculum

August 2014

- Present criteria to Board of Education for approval
- Review results of criteria analysis

August 2014 – November 2014

- Facilitate engagement to receive feedback and input on school improvement strategies
- Develop feedback and recommendation to Superintendent
- Apply improvements pursuant to 2013-14 planning

December 2014

- Superintendent recommends school improvement intervention strategies for identified schools.
- Establish official site based teams and initiate strategies

January 2015 – June 2015

- Conduct strategic staffing as needed
- Further develop and norm site based improvement teams
- Recruit central office partners for improvement team participation
- Relocation strategy – initiate transition planning
- Fresh Start – district – initiate first three strands of new school incubation
- Fresh Start – charter – initiate transition planning (as appropriate)
- Transformation – increase focus on core priorities stemming from SQR and CSSSP

July 2015 – June 2016 – Ongoing

- Engage in continuous data-driven cycles of inquiry to further refine plan and implementation of plan for improvement.

Essential Questions:

The effectiveness of the development and implementation of a Tier III Interventions and any school restructuring strategy will be a measure of the degree to which there is agreement from the Board of Education and District executive leadership regarding the following **Essential Questions**:

1. **Highly Skilled Staff:** Does the district have the collective will to prioritize funding and highly skilled staff to exclusively support a Tiered intervention approach over multiple years?
2. **Site-based Reform:** Is the district prepared to support a site-based, collaborative improvement strategy that requires more substantial parent and staff engagement and a process-orientation to change?
3. **African American Students and Families:** Is the district committed to further addressing the disproportionate achievement gaps and opportunity gaps that exists for African American students in Oakland by investing expertise and resources within its Tiered Intervention to specifically meet the unique needs of African American students and families?
4. **Charter Schools:** Does the district intend to include charter school conversion as one of the facilitated strategies incorporated into its Tiered intervention process for duration by impacted schools – acknowledging that CA Education Code provides for this method at this time and that some community organizing around this option will likely occur regardless?
5. **Logical Timelines:** Understanding the need for urgency to dramatically improve the quality of some schools, in what ways is the district prepared to provide for the time and support necessary to establish logical timelines for planning, implementation, reflection, and improvements?
6. **School Identification:** Does the district agree with the approach to apply a Tiered Intervention to the selected schools outlined here, identified by the Board of Education, while establishing objective criteria for the ongoing identification of schools requiring a Tiered Approach to support in order to achieve the standards and goals of the district?



APPENDIX I: Restructuring Roadmap

Tool: Restructuring Roadmap

From: *The Learning Points Series: School Restructuring: What Works When; 2010*

	STEP 1. Taking Charge of Change-Big Change	Step 2. Choosing the Right Changes	Step 3. Implementing the Plan	Step 4. Evaluating, Improving, and Acting on Results
What it Includes	<ul style="list-style-type: none"> Organizing the district team Assessing the team and district capacity Deciding whether to invite state takeover Making a plan to include stakeholders Preparing for future action 	<ul style="list-style-type: none"> Planning the analysis and decision process Analyzing school failure Considering turnaround, transformation, restart, and school closure Making final restructuring decisions across a district (and reconsidering state takeover) 	<ul style="list-style-type: none"> After approval by your school board: Setting goals for implementation: How much improvement is expected, and how fast, in each school? Removing implementation roadblocks Using resources for implementation Implementing your restructuring plan(s) 	<ul style="list-style-type: none"> Evaluating success-improved enough? Improving schools ready for incremental change; replicating successes in future decisions Acting on results: Back to Step 1 for schools not improved enough to be ready for incremental change
Who is Involved	<ul style="list-style-type: none"> District team (Possibly state team) 	<ul style="list-style-type: none"> District team School team Other stakeholders 	<ul style="list-style-type: none"> District team District lead partners* District supporting partners** School teams School leaders Charters or contractors Stakeholders 	<ul style="list-style-type: none"> District team School teams
When (ideally)	15-18 months before restructured school begins	12-15 months before restructured school begins	9-12 months before restructured school begins and throughout implementation	9 months after restructured school begins

*Lead partners are school turnaround organizations or external providers that lead and oversee the implementation of the intervention model in selected schools.

**Supporting partners are school turnaround organizations or external providers that help to implement the district wide strategies and support the work of lead partners in participating schools.

Tool: Organizer's Checklist

From: The Learning Points Series: School Restructuring: What Works When; 2010

Note: This checklist is primarily for the lead organizer of the district restructuring process. In a smaller district, this might be the superintendent. In a larger district, this might be a deputy or assistant superintendent or other senior person who is ready and able to organize a major change process. In some cases, the organizer may be a credible outsider.

STEP 1: Taking Charge of Change-Big Change

Get started

- Decide who will be on the initial district restructuring team.
- Assess your district's capacity to restructure low-performing schools directly.
- Invite your state to take over the restructuring process if needed.

Plan Stakeholder Roles

- Make a plan to include stakeholders in choosing school restructuring strategies.
- Invite/notify stakeholders to participate as decided; make additions to district restructuring team first, as decided.

Prepare for Further Action

- Determine leadership and roles of the district restructuring team.
- Determine whether and which external experts and facilitators are needed.
- Determine process for district restructuring team.
- Create a standing agenda for the district restructuring team meetings.

STEP2: Choosing the Right Changes

Plan the Process

- Decide when and how the district team will determine what restructuring options are feasible within the district.
- Decide who will analyze each individual school and recommend a restructuring strategy to the superintendent.
- Decide when and how the district team will review restructuring recommendations across the district before presenting to the school board.

Analyze Failure and Determine When Focused Changes May Work

- Determine whether the whole school needs restructuring.
- Determine which, if any, subgroups need major focused changes.

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Choose Among Turnaround, Transformation, Restart and School Closure

- Review the restructuring checklists on turnaround, transformation, restart and school closure.
- Determine whether turnaround or transformation leaders are available for each school.
- Assess your district's capacity to support restructuring.
- Assess your pool of qualified and effective external school providers. Assess your district's capacity to charter and contract.
- Determine whether your state has a supportive and comprehensive charter law.
- Determine whether contracting is appropriate.

Make Final Restructuring Decisions Across the District (District Team)

- Review detailed requirements for success for each recommended strategy.
- Assess your district's capacity to support the recommended restructuring strategies across the district.
- Reconsider state takeover for schools that do not have the capacity to restructure.
- Articulate recommendations for each school, major reasons for choosing, and strategies for presenting recommendations to the school board.

STEP 3: Implementing the Plan

- Engage outside expertise for restructuring implementation if needed.
- Set implementation goals, including improvement targets and timelines.
- Address implementation roadblocks as needed.

STEP 4: Evaluating, Improving, and Acting on Results

- Engage outside evaluation expertise if needed.
- Use the goals, including improvement targets and timelines that you established during implementation.
- Clarify who is accountable for collecting, analyzing and reporting data.
- Consider restructuring again in schools that have not shown substantial improvement.
- Use evaluation findings to make better restructuring decisions in the future.

Understanding Restructuring

From: The Learning Points Series: School Restructuring: What Works When; 2010

School restructuring means different things to different people. To some, it means making any important change, big or small. However, in a school where many students are not learning enough, successful restructuring must result in significantly better learning-fast.

In this guide, *restructuring* is defined as changes in the very structure of an organization. This includes changes in who makes decisions and *how* they make these decisions. In failing organizations- ones that need to make big improvements fast-changing who provides authoritative direction and control is nearly always a critical first step.

In failing schools that make dramatic improvements, changes in governance and leadership are intended to produce changes in how teachers teach and how children learn. But the starting point is always a major change in *who* has authority and control in the school and *how* that authority and control of a school can enable capable teachers to achieve better results in student learning.

This type of structural change differs from changes made solely to a school's curriculum, instruction, or professional environment-or even to a combination of changes in these areas. Such changes work very well in a school that is already satisfactory, where the goal is to improve service to students who are already well served. In fact, most schools that are attempting to restructure have opted for smaller changes, such as professional development for existing leaders and staff, new reading or mathematics curricula, instructional method changes, reduced class or school size, team teaching, or a collection of these changes. These reforms generally do not change governance-or who has authority for direction and control of a school. Failing schools more often than not find it difficult to achieve desired results with these smaller changes, even when they try very hard. This result is consistent with the experiences of failing organizations across industries, even when funding is abundant.

There are other ways to make big changes. But this casting of governance as essential to successful restructuring is well supported by research.

Characteristics That Affect Restructuring Success

There are many lessons from the prior experiences of schools and analogous organizations that have made-or failed to make- dramatic, speedy improvements. Lessons are organized into four broad categories that describe characteristics of people, organizations, and policies that affect success. Changing or influencing each of these can be crucial for making dramatic improvements in a school. They are:

- **Governance.** The selection and management of each school's leaders (or the boards or groups that manage them) and policies affecting multiple schools, both during and after the change process.
- **Leadership.** The leadership of each individual school.

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- **Environment.** Factors that are at least partially outside the control of the school and district. Knowing them in advance allows the district to exert more of the right influence on external factors.
- **Organization.** The practices and characteristics of each school as an organization.

These categories are core to each of the restructuring options presented in this guide. Analysis of these characteristics will help you ensure success in your restructuring efforts. The various restructuring options are described in the following chapters. Each discussion highlights considerations in these four categories. You are encouraged to read through these descriptions to help your team learn the process more effectively.

Big Lessons About Restructuring

Big Lesson 1: Big, fast improvements are different from incremental changes over time.

Strategies that work to create big change are more similar to each other than expected—and quite a bit different from strategies typically used to improve organizations that are already working well. Most notably, successful, large improvements are preceded by a change in the direction and control—and how that direction and control is used. This approach means getting the right leader in each school and the right oversight by the district or outsider chosen by the district. The right leader can affect enormous improvements no matter how low the odds of success. However, replicating and sustaining large improvements appears unlikely without major, district wide governance changes.

Big Lesson 2: Eliminating low-performing schools is not a one-time project; it is a commitment that is a core part of district work.

Even the most effective, dramatic restructuring strategies—the ones that work when nothing else has—sometimes fail. Thus, the same organizations must sometimes undergo repeated restructuring to achieve desired success. For example, roughly 70 percent of turnaround efforts—those aimed at turning bad organizations to great one from within—fail across industries (Beer & Nohria, 2000; Kotter, 1995). In the private sector, where success and failure rates are relatively simple to measure, investors expect roughly 20 percent of start-up organizations to fail and another 60 percent to bump along with mediocre performance; only 20 percent are very successful (Christensen & Raynor, 2003). Yet these two strategies—turnarounds and fresh starts—are the only two that cross-organizations research and school experience have shown to work for replacing very low performance with very high performance.

Cross-industry surveys of top managers indicate that regular, major restructuring is an expectation in highly competitive, achievement-oriented industries (Kanter, 1991). Districts that want to eliminate low-performing schools and replace them with significantly higher performing ones might want to adopt the same expectation. Major restructuring will be a regular event, not a one-time activity, for districts that serve large numbers of disadvantaged children and succeed in having no chronically bad schools.

With each round of restructuring, some schools will improve dramatically, others will improve a great deal but not quite enough, and others will continue to fail. Many districts have become adept at helping relatively strong

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schools make continued, incremental improvements over time—a good strategy for schools that improve a great deal after restructuring.

But what about chronically struggling schools? District leaders must set clear performance goals and commit to identifying and promptly addressing continued failure. Additional restructuring attempts in these schools will be essential (e.g., introducing a new turnaround leader, changing charter or contract providers, or choosing another restructuring option entirely). Creating a pipeline of compromising turnaround leaders and contract or charter providers may be a necessary companion activity for long-term elimination of very low performing schools.

Knowing what has made other similar efforts a success or failure will help you choose and initiate major change more successfully. Nonetheless, districts embarking on restructuring should prepare to support schools that succeed and reintroduce restructuring in those that do not.

Big Lesson 3: District leaders who possess a steely will and a compass set firmly on student learning will have a better chance of eliminating low-performing schools.

This lesson is essential to leading a sustained restructuring process that includes the necessary changes in school governance and leadership. All such changes have the potential to create firestorms among stakeholders—from community members, to parents, to traditional interest groups—without regard for the potential benefit to children. It is crucial to include stakeholders in the process without letting them divert it from success.

How Dramatic Improvement Happens: Common How-to Lessons

Strategies that produce large, fast improvements are similar in many ways. Following are some common lessons about how to create restructuring success:

- **Providing governance** of the restructuring process and restructured schools is an essential ingredient at the district (or state) level. Good governance ensures that all of the elements are addressed effectively and efficiently.
- **Managing stakeholders**—from teachers, to parents, to school boards, to grassroots organizations—is a key differentiator of successful efforts to make radical learning improvements in schools. Stakeholders can undermine a change effort without regard to the potential benefit for children in a school, and they can enable change when they support it.
- **Creating the right environment** for leaders of restructured schools will increase the number of successful leaders and schools significantly. The most critical environmental factors include:
 1. **Freedom to act differently with students who have not been successful learners.** Schools that achieve learning with previously unsuccessful learners often make big changes that work for

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learning, even when such changes are inconvenient or uncomfortable. They do not let efficiency, consistency, prior relationships, staff preferences, parents, community wish lists, and/or political concerns take precedence over what is best for student learning.

2. **Accountability that is clear, tracked frequently, and reported publicly.** If measurement systems are lacking, improving them rather than failing to monitor them is the solution for success.
 3. **Time frames that allow plenty of time for planning changes but very short timetables to demonstrate success in targeted grades and subjects.** Successful big changes get results fast. Results should be clear after one school year, with large leaps in the percentage of students making grade level and progress made by those furthest behind. Speedy support of successful strategies and the quick elimination of failed strategies happen only when time frames are short. Even when work remains to improve learning in additional subjects and grades, there is little waiting and wondering whether the chosen change strategy will work.
 4. **Support that helps without hijacking a school's freedom to do things differently with previously failing students.** Financial, human resource, technical data, and other service support from the district is critical, as is coordination among these functions when needed to allow deviations by a school that is restructuring. Help should be provided, with great care not to compromise changes that school leaders need to make (e.g., in the schedule, curriculum, teaching approach, monitoring of student progress).
- **Choosing the right school leaders and managing them the right way** is a critical step without which large improvements cannot happen. School leaders who are effective in restructured schools are different from leaders who are successfully maintaining and improving already high-performing schools. Successful start-up school leaders resemble entrepreneurs, and turnaround or transformation leaders combine the characteristics of entrepreneurs and traditional principals. Identifying and nurturing leaders capable of leading successfully in the varied restructuring environments is clearly a need for the future. These leaders do not do everything themselves, however. They motivate teachers, other staff, students, and parents to higher levels of performance. They utilize the talents of staff, external consultants, and others to balance their own strengths and get the job done.
 - **Ensuring organizational practices**, including:
 1. **Effective school practices.** Schools where students learn more than similar students in other schools follow these practices consistently, and this approach has been well documented in research.
 2. **Staffing.** Teachers and other staff members who support change and implement effective school practices are essential. Whether culled from existing staff or hired from outside the existing school, staff members willing to do what works are critical.



APPENDIX II: **Financial Implications**

Draft Fiscal Implications

Assumptions are under development.

Costs outlined here are additional investments and do not include repurposed central and site-based staffing and central and site-based resources aligned to Tier III Intervention.

Costs here include some costs associated with Parker Elementary Expansion.

Leadership	
High School Directors	\$210,000
Site-based Design Team Leader (Fremont / Castlemont)	\$120,000
Tier II Intensive / Tier III Site Support (Brookfield / Frick)	\$200,000
	\$530,000
Instruction	
Math / ELA Coach (Tier II Intensive - McClymonds)	\$200,000
Math / ELA Coach (Tier III Pilot: Design Team - Fremont)	\$200,000
Math / ELA Coach (Tier II Intensive - Castlemont)	\$200,000
Pathway Leads (Fremont / Castlemont)	\$200,000
AAMA Design Team Coach (McClymonds / Fremont / Castlemont)	\$100,000
Expansion Planning Time: Staff (Parker)	\$18,000
Expansion TSA (Parker)	\$78,000
	\$1,026,000
Coordination	
Operations Coordinator (Fremont / Castlemont)	\$100,000
Expansion Coordination (Parker)	\$40,000
	\$140,000
Engagement	
Parent / Community Engagement Coordinators (2)	\$160,000.00
Expansion Planning: Family Engagement (Parker)	\$20,000.00
Food – Refreshments: \$10k per site (Fremont, Castlemont, Frick, Brookfield, McClymonds)	\$50,000.00
	\$230,000.00
TOTAL TIER III INTERVENTION ADDITIONAL INVESTMENT	\$1,896,000.00



APPENDIX III: **School Restructuring Lists**

Restructuring: New Schools 2001-2012

52 New Schools (14 freestanding new schools / 38 restructured new schools)

- 14 Free standing new
- 38 Restructured existing
- 35 operating
- 17 closed

YEAR	SCHOOL	TYPE	RESTRUCTURE	COMMENT
2000	Acorn Woodland	E	Restructuring	Woodland Elem
2001	International Community School	E		
	Life Academy of Health and Bioscience	H		
	Melrose Leadership Academy	M		
	Urban Promise Academy	M		
	ASCEND School	E		CHARTER 2012
	School for Social Justice	H		CLOSED 2004
2002	MetWest High School	H		
	KIPP Bridge	M		CHARTER 2007
2003	Think College Now	E		
2004	Encompass Academy	E		
	East Oakland Community High School	H		CLOSED 2007
	Explore Middle School	M		CLOSED 2010
	Mandela	H	Restructuring	CLOSED 2012
	Media College Prep	H	Restructuring	CLOSED 2012
	College Prep + Architect Academy	H	Restructuring	CLOSED 2012
	Robeson School of the Arts	H	Restructuring	CLOSED 2010
	Youth Empowerment School	H	Restructuring	CLOSED 2011
	EOSA	H	Restructuring	CLOSED 2012
	Leadership Prep	H	Restructuring	CLOSED 2012
	CBITS	H	Restructuring	CLOSED 2012
2005	McClymonds (temporarily EXCEL)	M	Restructuring	McClymonds HS
	Manzanita SEED	E	Restructuring	Manzanita Elem
	Reach Academy	E	Restructuring	Cox Elem
	RISE Community School	E	Restructuring	Highland Elem
	Sankofa Academy	E	Restructuring	Washington Elem
	Kizmet MS	M	Restructuring	CLOSED 2007
2006	Alliance Academy	M	Restructuring	Elmhurst MS
	Bridges at Melrose	E	Restructuring	Melrose Elem
	Coliseum College Prep	H	Restructuring	Havenscourt MS
	Elmhurst Community Prep	M	Restructuring	Elmhurst MS
	Esperanza	E	Restructuring	Stonehurst Elem
	Fred Korematsu	E	Restructuring	Stonehurst Elem
	Manzanita Community School	E	Restructuring	Manzanita Elem
	New Highland Academy	E	Restructuring	Highland Elem

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	PLACE @ Prescott	E	Restructuring	Prescott Elem
	Roots International	M	Restructuring	Havenscourt MS
	United for Success	M	Restructuring	Calvin Simmons MS
	Learning Without Limits	E	Restructuring	CHARTER 2012
	Peralta Creek Middle School	M	Restructuring	CLOSED 2009
2007	Community United	E	Restructuring	Lockwood Elem
	East Oakland Pride	E	Restructuring	Webster Elem
	Futures	E	Restructuring	Lockwood Elem
	Global Family	E	Restructuring	Jefferson Elem
	Greenleaf	E	Restructuring	Whittier Elem
	Oakland International High School	H		
	West Oakland Middle School	M	Restructuring	Cole MS
	Barack Obama Academy	M	Restructuring	CONSOLIDATED
2009	Gateway To College at Laney College	H		
2011	Castlemont High School (previous small schools)	H	Restructuring	Castlemont
2012	Fremont High School (previous small schools)	H	Restructuring	Fremont
2013	Madison Park Lower	E	Restructuring	Sobrante Park

Restructuring: Expanding Quality & Program Mergers

7 Expanding Quality Schools (5 grade configuration changes / 2 program merger)

- 2 K-5 to PK-8
- 1 6-8 to 6-12
- 1 9-12 to 6-12
- 1 6-8 to K-8
- 2 Program Merger

YEAR	SCHOOL	TYPE	RESTRUCTURE	COMMENT
2007	Melrose Leadership Academy	E	Expanding Quality	6-8 to K-8 Dual Language
2012	Madison Middle School	M	Expanding Quality	6-8 to 6-12
	Life Academy	H	Expanding Quality	9-12 to 6-8
	Sankofa Academy	E	Expanding Quality	K-5 – PK-8
	Burkhalter / Lakeview	E	Expanding Quality	Program Merger
	Oakland Tech / Far West	H	Expanding Quality	Program Merger
2013	La Escuelita	E	Expanding Quality	K-5 – K-8

Restructuring: School Closures 2004-2012

48 Closures (20 freestanding school closures / 28 restructured schools)

- 11 Existing Free-standing
- 9 New Free-standing
- 21 Existing under Restructuring
- 7 New under Restructuring

YEAR	SCHOOL	GRADE	TYPE	RESTRUCTURE	CURRENT USE
2004	Burbank	E	Existing		Pre-K PEC – Special Ed
	John Swett	E	Existing		Admin: LCI / QAA
	Longfellow	E	Existing		Charter Facility
	Marcus Foster	E	Existing		PEC – Special Ed Admin
	School of Social Justice	H	NEW		N/A
	Toler Heights	E	Existing		Community Day: BOA Program
2005	Castlemont in Transition	H	Existing	Restructuring	
	Fremont in Transition	H	Existing	Restructuring	
	Golden Gate	E	Existing		Charter Facility
	King Estates	M	Existing		Rudsdale/Charter Facility
	Washington	E	Existing	Restructuring	
	Cox	E	Existing	Restructuring	Reach/ Charter Facility
2006	Carter	M	Existing		Oakland International HS
	Lowell	M	Existing		West Oak Mid/Charter Facility
	McClymonds	H	Existing	Restructuring	
	Hawthorne	E	Existing	Restructuring	
2007	Merritt Middle	A	Existing		N/A
	Sherman	E	Existing		Charter Facility
	Elmhurst	M	Existing	Restructuring	
	Havenscourt	M	Existing	Restructuring	
	Simmons	M	Existing	Restructuring	
	Kizmet	M	NEW		SEE McClymonds
	East Oakland Community High	H	NEW		SEE King Estates
	KIPP Bridge	M	NEW		SEE Lowell
2009	Cole	E	Existing	Restructuring	Admin: Tech Services / Police
	Peralta Creek	M	NEW		SEE Calvin Simmons
	Jefferson	E	Existing	Restructuring	
	Lockwood	E	Existing	Restructuring	
	Webster	E	Existing	Restructuring	
	Whittier	E	Existing	Restructuring	
2010	Explore MS	M	NEW		SEE Burbank
	BEST HS	H	NEW		SEE McClymonds
	Robeson School of Arts	H	NEW		SEE Fremont
	Tilden ES	E	Existing		SEE John Swett
2011	Youth Empowerment School	H	NEW		SEE King Estates
2012	Far West	H	Existing	Restructuring	Oakland Tech HS: Academy

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	Lakeview	E	Existing	Restructuring	Admin: FSCP
	Lazear Elementary	E	Existing		Conversion / Charter Facility
	Marshall	E	Existing	Restructuring	Charter Facility
	Maxwell Park Academy	E	Existing	Restructuring	Melrose Leadership Academy
	Santa Fe	E	Existing	Restructuring	Leased Facility
	ASCEND	E	NEW		Conversion / Charter Facility
	Barack Obama Academy	M	NEW	Restructuring	
	CBITS	H	NEW	Restructuring	
	College Prep + Architect Academy	H	NEW	Restructuring	
	EOSA	H	NEW	Restructuring	
	Leadership Prep	H	NEW	Restructuring	
	Learning without Limits	E	NEW		Conversion / Charter Facility
	Mandela	H	NEW	Restructuring	
	Media College Prep	H	NEW	Restructuring	
2013	Sobrante Park	E	Existing	Restructuring	

No Major Restructuring

49 Existing Schools

- 32 Elementary
- 7 Middle Schools
- 3 High Schools
- 7 Alt Ed

SCHOOL	TYPE	COMMENTS
Allendale	Elem	
Bella Vista	Elem	
Brookfield	Elem	Re-envisioning: 2014
Burckhalter	Elem	Partial merger w/ Lakeview: 2012
Carl Munck	Elem	
Chabot	Elem	
Cleveland	Elem	
Crocker Highlands	Elem	
Emerson	Elem	
Franklin	Elem	
Fruitvale	Elem	
Garfield	Elem	
Glenview	Elem	
Grass Valley	Elem	
Henry J. Kaiser	Elem	
Hillcrest	Elem	
Hoover	Elem	
Horace Mann	Elem	
Howard	Elem	
Joaquin Miller	Elem	
Lafayette	Elem	
Laurel	Elem	
Lincoln	Elem	
Markham	Elem	
Martin Luther King Jr	Elem	
Montclair	Elem	
Parker	Elem	
Peralta	Elem	
Piedmont Avenue	Elem	
Redwood Heights	Elem	
Sequoia	Elem	
Thornhill	Elem	



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Bret Harte	Middle	
Claremont	Middle	
Edna Brewer Middle School	Middle	
Frick	Middle	
Montera	Middle	
Roosevelt	Middle	
Westlake	Middle	
Oakland HS	High	
Oakland Technical High School	High	
Skyline	High	
Community Day Middle	Alt Ed	
Community Day High	Alt Ed	
Dewey Academy	Alt Ed	
Ralph J. Bunche High	Alt Ed	
Rudsdale Continuation	Alt Ed	
Sojourner Truth Independent Study	Alt Ed	
Street Academy	Alt Ed	

Outlier examples

New School underperforming – Subsequent turnaround

Sankofa Academy [as measured by enrollment trends and demand & API]
2005 – 2009 (New School Incubation = Persistent Challenge)
2010 – Present (Transformational Leadership & Staff = Significant Improvement)

New Schools performing – Subsequent charter conversions

ASCEND

2001 – 2011 (District school opened and operated)
2012 – Present (Charter conversion)

KIPP

2003 – 2006 (District school opened and operated)
2007 – Present (Charter conversion)

New Schools based on national (district and charter) models * Opened independent of school restructuring

Metwest High School (internship-based – Big Picture charter model)
2002 – Present

Oakland International High School (newcomer school – New York district model)
2007 – Present



APPENDIX IV

SCHOOL REDESIGN: Innovation Schools Model

Innovation Schools: Areas of Flexibility *(edited national model – Massachusetts)*

The following are the areas of autonomy and flexibility included in the Innovation School model, and examples of strategies that applicants establishing Innovation Schools can consider when designing their initial prospectuses and innovation plans.

- 1. Curriculum and Assessment:** The freedom to structure curriculum and assessment practices to best meet students' learning needs. While acknowledging that Innovation schools are expected to administer any state- and district-required assessments, these schools have the flexibility to best determine which school-based curricula and assessment practices will prepare students for state and district assessments. This could include:
 - Freedom from local district curriculum requirements;
 - Graduation requirements set by the school, aligned to a minimum district standard, with an emphasis on using competency-based, performance-based assessments; and
 - Freedom from required district professional development offerings.
- 2. Staffing:** The freedom to manage staff members as needed in order to create a unified school community, subject to terms set forth in a dependent charter or negotiation of waivers/modifications to the collective bargaining agreement in a redesigned district school. This could include:
 - Establishing staffing patterns and creating job descriptions which best meet the academic, social, and emotional needs of students; and
 - Hiring staff that best fit the needs of the school, regardless of their current status (member of the district or not).
- 3. Budget:** A lump sum per pupil budget in which the school has complete discretion to spend funding in the manner that provides the best programs and services to students and their families. This could include:
 - A lump sum per pupil budget, the sum of which is equal to other schools within the grade span; and
 - District / Partner Organization itemization of all administrative costs, and freedom on the part of Innovation schools to choose to purchase identified discretionary district services or to not purchase them and include them in the school's lump sum per pupil budget.
- 4. District Policies:** The freedom to create a school's programs and policies, while being mindful of state and federal requirements. This could include:
 - Increased governing responsibilities for the school's leadership team and/or governing body, including the following: principal selection and supervision; budget approval; and setting of work conditions for faculty; and
 - Freedom from all district policies and the authority to set policies that the school community feels will best promote student success (including, among others, promotion, attendance, and discipline policies).

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5. **School Calendar:** The freedom to set longer school days and calendar years for both students and faculty. For example, research supports a correlation between faculty planning time spent on teaching and learning and increased student achievement. Scheduling which allows for summer and school year faculty planning time could contribute to a more unified school community. This could include:
 - Increasing planning and professional development time for faculty;
 - Increasing learning time for students; and
 - Organizing the school schedule in ways that maximize learning time for students and planning time for faculty (e.g., longer days Monday through Thursday in order to have half-days for students on Fridays, enabling faculty a professional development block every Friday afternoon).

6. **Professional Development:** The freedom to structure the professional development activities according to the needs of the students, staff, and faculty of the school. This could include:
 - Modifying or transforming the structure and/or content of professional development activities to meet the specific needs of the school's student population, regardless of the district's professional development activities; and
 - Restructuring the daily schedule in order to fully integrate professional development into the daily collaboration of teachers within the school.

The innovation plan must articulate the desired flexibility in 1 or more of these areas. However, if an applicant chooses to include multiple areas of flexibility in the initial prospectus and innovation plan, we encourage the applicant to connect proposed strategies in different areas to maximize the benefit to the school. For example, the implementation of innovative strategies with regard to curriculum should be connected to a robust staffing plan, and the implementation of innovative strategies with regard to staffing should be connected to a strategic budget plan.

<http://www.doe.mass.edu/redesign/innovation/AutonomyFlexibility.html>



APPENDIX V: **Tier I and Tier II Interventions**

Includes narrative, text, documents and artifacts compiled at the start of the 2013-14 Academic Year.

College and Career Readiness for All Students

Introduction

The mission of Oakland Unified School District (OUSD) is to ensure that *all* students learn how to read, write, speak, think critically, and reason mathematically so they are prepared to succeed in college and career, and become productive citizens in a democratic society⁵.

Access to quality teaching and learning, aligned to the Common Core State Standards (CCSS), is critical to the academic success of all students. To develop a strong instructional core in every classroom, OUSD has designed a multi year CCSS implementation plan. At the high school level, CCSS implementation is explicitly interwoven with our continued development of Linked Learning pathways in secondary schools. Linked Learning provides broadly defined career-themed pathways, designed as multi-year, comprehensive programs that engage students in problem-based learning in the classroom, paired with career exposure and practical applications in a real-world setting. All Linked Learning pathways include a rigorous academic core, a technical component, work-based learning experiences like internships, and personalized support and advising, which together result in coherent, relevant college, career, and community preparatory experiences.

The following set of beliefs guide OUSD’s strategic approach:

- All students deserve a coherent learning experience designed according to the shifts in content and practices of CCSS
- All students develop content knowledge and skills in tandem with discipline-based language and literacy
- All students must develop academic language and literacy in order to be successful in all content areas
- All students face challenges when tackling complex academic texts—and we must provide additional support to student groups that have historically been underserved, in particular English Learners, African-Americans, and students with disabilities
- All students must have opportunities to learn and perform in ways consistent with SBAC and district assessments

⁵ See OUSD’s Graduate Profile for a description of College, Career and Community Ready student attributes

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Table I below highlights key district CCSS and SBAC assessment implementation strategies for college and career readiness for all students:

Table I: English Language Arts and Mathematics CCSS Implementation Strategy

Year	Phase	Central Working with Teacher Leaders and Principals
2011-2012	Awareness	<ul style="list-style-type: none"> • Develop SBAC-aligned assessments • Design and deliver professional learning on new standards • Develop CCSS-aligned core curriculum guide and units • Develop strategic secondary reading classes for English Language Learners (ELLs) and Low- and High-Achieving students to access CCSS core curriculum
2012-2013	Partial Implementation	<ul style="list-style-type: none"> • Complete development of ELA and mathematics SBAC-aligned assessments • Design and deliver professional learning on SBAC-aligned assessments and CCSS-aligned core curriculum units for teachers and administrators • Full implementation of ELA and mathematics CCSS-aligned core curriculum and assessment in targeted inquiry cohort schools⁶ • Provide strategic secondary reading classes for ELLs and Low- and High-Achieving students to access CCSS core curriculum • Develop CCSS Full Implementation Guide for administrators
2013-2014	Full Implementation	<ul style="list-style-type: none"> • Create additional tools and resources and provide professional learning to support full implementation of CCSS and SBAC-aligned assessments for: ELLs, Students with Disabilities (SwD), and Low- and High-Achieving students • Instructional Rounds for all PreK-12 principals to monitor implementation of CCSS • Full 2-12 administration of ELA and mathematics SBAC-aligned assessments • Adopt initial set of instructional materials aligned to CCSS aligned core curriculum • Full 2-12 administration of SBAC practice assessments
2014-2015	Full Implementation	<ul style="list-style-type: none"> • Create additional supports and provide professional development on implementing core curriculum and new materials • Conduct Instructional Rounds in all PreK-12 sites to monitor implementation of CCSS • Full 2-12 administration of SBAC-aligned assessments modules and summative assessments • Adopt second set of instructional materials aligned to CCSS aligned core curriculum • Use stakeholder feedback and progress monitoring systems to improve CCSS and SBAC implementation process

⁶ See Inquiry Cohort Matrix for list of schools in Appendix C

Use three CCSS- aligned instructional shifts across all content areas to build the capacity of all professionals to implement CCSS

This school year, Pre-K-12 sites will focus on three CCSS-aligned instructional shifts, across all content areas, as a way to build student vital learning behaviors:

- *Speaking and listening in academic discussions*
- *Reading, with comprehension, increasingly complex non-fiction texts*
- *Writing arguments with evidence*⁷

2013-2014 OUSD CCSS Full Implementation Guide

The OUSD CCSS Full Implementation Guide for Principals outlines professional learning opportunities that will support the development of knowledge, skills and leadership dispositions needed for teachers, teacher leaders and administrators to support student academic growth in these three instructional areas. In addition, this guide provides clear site-based expectations for full CCSS and SBAC-aligned assessment implementation. This section will provide an overview of 2013-2014 professional learning for the above-mentioned stakeholders:

Principal Professional Learning⁸:

Frequency of sessions: Bimonthly network sessions and quarterly all administrator meetings

- Build capacity around observing and providing high-quality feedback to teachers on instructional shifts
- Develop and facilitate Instructional Leadership Teams (ILT) to support CCSS and SBAC-aligned assessment implementation and site-based progress monitoring of implementation
- Build capacity of K-12 ELA and mathematics teacher leaders in leading site-based professional learning focused on instructional shifts, use of core curriculum guide and units
- Instructional Rounds as a process for school sites and district staff to examine change in student practices as a result of CCSS-aligned instructional shifts
- Build capacity around use of SBAC-aligned assessments within a data-driven cycle of inquiry
- Integration of Social-Emotional Learning (SEL) competencies within professional learning sessions to support continuous leadership growth

Teacher Leader Professional Learning

Frequency of sessions: monthly elementary and secondary district-wide teacher leadership networks

⁷ See Venn Diagram for specifics about CCSS-aligned instructional shifts

⁸ See elementary and secondary principal checklist in 2013-2014 CCSS Full Implementation Guide

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- ❑ Build capacity around ILT participation to support CCSS and SBAC-aligned assessment implementation and site-based progress monitoring of implementation
- ❑ Build capacity of ELA and mathematics Teacher Leaders in leading site-based professional learning focused on instructional shifts
- ❑ Build knowledge and skills to use CCSS-aligned resources: core curriculum guide, core curriculum units, 5x8 cards, and CCSS-aligned instructional toolkits
- ❑ Build capacity of teacher leadership skills with focus on integrating SEL competencies

Teacher Professional Learning

Frequency of sessions: monthly ELA and mathematics sessions for all secondary teachers, three district professional learning days for all elementary and secondary teachers on ELA and mathematics CCSS, summer institute professional learning sessions for Pre-K-12 teachers and monthly professional learning communities for Pre-K, Transitional Kindergarten (TK) and 1st grade teachers

- ❑ Monthly ELA and mathematics secondary professional sessions focused on the three instructional shifts, CCSS-aligned curriculum, and SBAC-aligned assessments
- ❑ District-wide Pre-K-12 professional learning focused on instructional shifts in CCSS and use of SBAC-aligned assessments to inform instructional decision-making. Sessions will include targeted support for academic needs of: English Learners, Students with Disabilities, and Low- and High-Achieving Students.
- ❑ 2014 summer professional learning institutes⁹ will continue to focus on CCSS-aligned curriculum, instructional practices and SBAC-aligned assessments, with specific attention to ELLs, SwD, and Low- and High-Achieving Students
- ❑ The P-1 Professional Learning Community provides the space and opportunity for Pre-K through 1st grade teachers to come together monthly in a professional learning environment to collaborate and explore best practices through cycles of inquiry. The purpose of this work is to build teacher capacity to ensure that all children, specifically African American (AA) boys and English Learners, receive high quality, developmentally responsive instruction in a nurturing environment and as a result flourish cognitively, socially and emotionally. The P-1 PLC begins in September of 2013 and continues through June of 2014. Professional learning evaluations and the P-1 PLC Participant Survey will be used to monitor the P-1 PLC process. Data taken from the evaluations and surveys will provide information on the quality of the professional development. P-1 PLC impact on student achievement will be measured by student growth on classroom assessments including the Desired Results Developmental Profile-PreSchool (DRDP-PS), Desired Results Developmental Profile-School Readiness (DRDP-SR), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). For more information, please see the attached P-1 PLC flyer and the P-TK-1 calendar.

⁹ See 2013 Summer Institute catalog for sample of professional learning opportunities for teachers and leaders

Develop and use a set of targeted strategies to improve the quality of teaching and learning for English Language Learners, Students with Disabilities and Low- and High Achieving students.

Targeted Support for Subgroups

Despite growth on CST and API measures, student achievement over the past 10 years is not on track to meet 21st Century and district Graduate Profile goals, particularly for English Language Learner and African American students, and Students with Disabilities. Within the OUSD CCSS-aligned Core Curriculum Guide, the tasks, activities, and differentiation strategies that support ELLs, SwD, and African American students to develop the skills necessary to successfully meet the expected outcomes and perform the summative task need to be specifically outlined in each core curriculum unit. The value-add of this guide is to connect and adapt these instructional materials to the specific needs of Oakland students.

The foundation to address the needs of Low- and High Achieving students, students with disabilities, and ELLs will be the further development of tools and resources to accompany the OUSD CCSS-aligned Core Curriculum Guide. These core curriculum documents already include specific differentiation guidance and supports for special populations in each model unit. Further development and revisions will be completed throughout the 2013-2014 school year.

The principle professional learning activity for all teachers to help meet the needs of ELLs is to collect artifacts of exemplary teacher instruction and develop curriculum that exemplify high-challenge, high-support for ELLs, including video cases. An online professional library of high impact practices for ELLs and instructional tools will be available for all administrators, teachers, and staff. Professional learning will be based on academic discussion and a digital toolkit centered on this video library.

OUSD observes a system-wide focus on Quality Academic Discussions. Professional learning, provided centrally to augment the work at sites, will focus on academic discussion, as will the monthly continuous improvement inquiry work to understand CCSS implementation. System-wide coherence will be built by engaging principals, teacher-leaders, and teachers -- and then a full cadre of central office leaders in dialogue making sense of implementation data -- guided together by a common frame and focus on academic discourse. Academic Discussions are purposeful, sustained conversations about content. They are productive by requiring students to work together to co-construct knowledge and negotiate meaning in order to attain high levels of thinking and deep understanding about a topic, and are characterized by high student engagement and participation, as students discuss relevant topics that allow for multiple and diverse perspectives.

Monthly sessions with district curriculum/instruction/assessment leaders and executive officers (principal supervisors), facilitated with support from SERP partners -- will focus evidence and data analysis on the impact of the instructional shifts (i.e., academic discussion) on specific populations. Quality academic discussions are essential for all students to develop content understanding and academic language. In order to ensure that all

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students have equitable opportunities to engage in and benefit from academic discussions, teachers must be aware of and attentive to the needs of their diverse language learners.

English learners, in particular, need instruction that actively engages them in discussion. Typically they have had limited opportunities to practice the academic language necessary to be successful in college and careers. One study found that *English learners spent only 4 percent of the school day engaged in school talk and 2 percent of the school day discussing focal content of the lesson* (Zwiers, 2011). Further, students on the margins of classroom discourse have a greater need of a teacher skilled in creating a safe learning environment that fosters opportunities for academic risk-taking. The demands of sound, day-to-day formative assessment practice requires that students are able to express their ideas and thinking out loud and in writing.

For these reasons, we must ensure our English Language Learners and African American students have frequent opportunities to engage in discussion of content, while also providing explicit instruction of the skills, language and behaviors they need to be successful participants. A focus on academic discussion points our system in this direction, and will uncover the needs for deeper SEL (Social Emotional Learning) integration. Also in the 2013 – 2014 school year, OUSD will transition ELLs to English Language Development Standards. The district plans to bundle the ELD Standards in centrally supported curriculum development / model lessons and units. It will hold awareness engagements of ELD Standards for Leadership, Curriculum and Instruction staff and practitioners. Focus will be on the collaborative strand of ELD standards in the academic discussion work.

To support secondary students who are reading below grade level by two or more years, OUSD created the Secondary Literacy Collaborative, which provides intensive literacy support to students in middle and high schools. The mission of this collaborative is to accelerate reading proficiency in order to access grade level Common Core standards and to address the needs of below grade level readers in secondary schools in order to provide acceleration for College and Career Readiness. Fourteen full-time centrally funded Secondary Literacy Specialists are placed at the high priority school sites. Each Site-Based Literacy Specialist teaches four-periods of reading intervention and develops the site capacity of content area teachers via classroom observations, coaching, and leading professional development. In addition, all schools focus on improving the reading skills of all students including high performers. All schools administer the Scholastic Reading Inventory (SRI) to students in grades 2-12. Analysis of SRI data evidenced that many students were not gaining a year in their reading level for a year of instruction. This impacted high performers as well. Schools must focus on improving literacy levels and include a multiple strategies to improve competencies and gains in reading.

To address the needs of SwD, a partnership was formed between Programs for Exceptional Children (PEC) and Leadership, Curriculum and Instruction (LCI) to revise current OUSD Core Curriculum units to include specific differentiation strategies for Students with Learning Disabilities. This partnership convenes monthly and will run in the 2013-2014 and 2014-2015 school years. A teacher leader cadre from PEC will be established to work with the teacher leader cadre of LCI to revise current instructional units. Common Core units of instruction need to specifically address the needs of SwD. The expertise of PEC specialists is required to outline the specific modifications needed for SwD. The goal of this partnership is for PEC teachers to fully implement the

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CCSS with differentiation to meet the needs of SwD and for general education teachers to understand how to modify Common Core curriculum to meet the needs of Special Education students.

OUSD values students with disabilities and their ability to participate in the Common Core curriculum, SBAC assessments, and general education activities. In order to address these needs, OUSD has designed, beginning November of 2013 and continuing on an ongoing basis, the Special Education Teacher Leader Initiative. This initiative is a plan to effectively transition administrators, teachers/staff, students, and parents of students with disabilities to Common Core Standards and the SBAC.

Special education teacher leaders (SETL) will be identified via principal nomination. These SETL will attend Professional Learning the third Tuesday of every month. During these professional development sessions, SETL will learn models to then facilitate, via the teacher leader model, site-based professional development focused on:

- Education for site administrators concerning students with disabilities, CCSS, and SBAC through membership on the school site instructional leadership team
- How to prepare and deliver CCSS instructional programs/units for students with disabilities for general education and special education teachers
- How to create and provide at least three practice test opportunities for students with disabilities to take SBAC aligned assessment modules before the official SBAC is administered
- How to develop CCSS aligned IEPs
- How to create and implement school based forums to educate students and parents around transition to SBAC implementation

The goal of the Special Education Teacher Leader Initiative is to build capacity and shared accountability of all teachers on implementation of CCSS and SBAC for students with disabilities. The ultimate objective is that each special educator is able to fully implement CCSS in their classrooms with students being successful on SBAC assessments; and that each general educator is able to understand how to modify CCSS curriculum to meet the needs of special education students.

During the Spring Instructional Rounds, led by Cross Department Central Office Team facilitators, leaders will pick at least one special education classroom to observe the use of CCSS alignment instruction. This monitoring is designed to promote accountability among teachers and administrators. When school sites are scoring their SBAC-aligned assessment modules, all special education teachers will be involved in the scoring and analysis process. Finally, teacher leaders will be accountable to present their curriculum and instructional successes with regard to implementation of CCSS with SwD during teacher leader professional development sessions.

Observational data collected by principals, central office staff, and Programs for Exceptional Children staff from instructional rounds and professional development sessions will be collected to monitor that implementation is completed to quality standards. Impact will be measured via SBAC aligned assessment scores from students with disabilities and will be analyzed to inform instruction.

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The transition to the CCSS and the SBAC assessment is providing a unique opportunity in OUSD to explore redesign thinking of teaching and learning in the form of 'Blended Learning' as a means to differentiate instruction and provide an exemplary 21st century learning experience that is equitable to all students. A cross-content, cross-departmental and foundation collaboration, the Connected Learning Team, is supporting formal educational pilots in which students learn through online delivery of content and instruction with some element of student control over time, place, path and/or pace. Face-to-face classroom methods are combined with computer-mediated activities. These pilots present three major benefits: the opportunity for data collection, customization of instruction and assessment and optimizing the personalized learning experience for all students.

Utilize multiple process and strategies to increase parent and community understanding and engagement with CCSS***Stakeholder Engagement***

District staff will present at a variety of Town Hall meetings at school sites and community events on a quarterly basis. Parent Guides for grade-level CCSS and presentations about district strategy for full implementation of CCSS will be distributed using a CCSS parent toolkit. Each school will host two sessions yearly on the CCSS for parent and community members. The District will develop a team of College and Career Parent Ambassadors to not only engage site based parents in understanding the CCSS but in ways in which to support their children achievement to standards. District staff will use professional learning venues for teachers, teacher leaders and principals to continue to build awareness about CCSS and gather feedback about successes and challenges with implementation.

The African American (AA), Latino, and Asian/Pacific Islander Family Summits engage students, parents, classified staff, teachers, site security officers (SSO's), and administration around identifying needs of a school in service of students and families. The AA CST STAR Perfect Score Celebration in October provides an opportunity to celebrate the beauty, brilliance and accomplishments of AA students. This event will evolve to recognize the SRI Lexile Scores, other results of CCSS aligned assessment for AA students, and overall awareness of CCSS. The yearly Latino Honor Roll celebrates the academic achievements of Latino/Hispanic students. All of these district-wide venues will bring CCSS strategies closer to families and communities. The Early Childhood Education (ECE) department will partner with schools and district staff to build awareness of CCSS-aligned curriculum, instructional practices and SBAC-aligned assessment to families of EL and African American parents and families. Primary emphasis will be given to promotion of literacy in the home and strategies to successfully navigating through the OUSD K-12 system including Pre-K to Transitional K/K transition. All ECE parents and families will have the opportunity to complete the Desired Results Parent

Survey by November 29, 2013 to provide feedback on ECE program quality. Data from the Desired Results Parent Survey will be used to make program improvements for the 2013-2014 school year and beyond. ECE recognizes parents as key partners in raising student achievement and seeks to actively engage them in the

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process during the early years to lay the foundation for their child' academic success through college and career. The cycle of this work begins August 26, 2013 and is completed on June 30, 2014.

Build capacity to implement SBAC throughout the system by both increasing the readiness of the technology infrastructure as well as the students, educators and parents

SBAC-Alignment Readiness

OUSD has started to implement a plan to prepare our students, teachers and staff for the SBAC Summative Assessment in the spring of 2014-2015 school year. Beginning with the SBAC Practice test in December 2013, we are providing all students and staff the experience of a CCSS aligned online assessment. Workshops are scheduled this fall, 2013, to provide sites the opportunity to come and plan the administration and learn best practices for all students. Sites will learn from this and be able to make adjustments to process before the actual SBAC in the following year. In the spring of 2014, some OUSD schools may participate in the SBAC Field Test, which is a more robust version than the SBAC Practice Exam taken in the fall, 2013. The Field Test will use a secure browser and follow other testing procedures from the Summative SBAC Assessment.

A first activity in 2013-2014 is to develop a comprehensive plan for the one-time Common Core state funds approved and disbursed for CCSS implementation. The plan includes finishing a needs assessment and harness district leadership and board approval for allocating the funds among curriculum materials, professional learning, and technology. In addition to the Common Core state funds, Oakland residents passed a bond that will contribute to building a stronger technology infrastructure in schools. After a board hearing with community input and final approval, the district plans to move to immediate implementation in late Fall, 2013.

A first step is to procure the hardware and bandwidth necessary to allow students taking the SBAC assessments and related online assessments to successfully complete tasks within the timeframe and necessary environments. While this is in process, the training for the trainers (Train the Trainers) who will help all teachers implement will be in process. Once the testing environments are in place in late Winter 2014, the district will train all administrators, teachers and staff on implementing SBAC-aligned assessment modules and the SBAC assessments at each site. Special care will be taken to show all staff how to implement testing with all students, including ELLs, Students with Disabilities, and Low- and High-Achieving students.

Guiding the district’s Tier II Intervention Strategies are the following principles:

- **Being Proactive¹⁰**
- **Accelerating Improvement¹¹**
- **Systemness of Approach¹²**

These guiding principles help to establish the mindset and disposition of leadership at all levels of the organization in its efforts to collaborate in service of improving the outcomes of the district’s lowest performing schools.

OUSD has implemented the School Improvement Grant (SIG) Federal Intervention for the past three years. Beginning with two schools that underwent the application and award process in 2010-11 ending in 2012-13, and two schools that were added in 2011-12 and continue through 2013-14, the district has managed a comprehensive strategy for achieving the goals set forth in the SIG initiative. Key elements of the District’s approach to managing and supporting the SIG School Improvement Process have been factored into the district’s implementation plan for Differentiated Recognition, Accountability and Support.

These SIG schools¹³ established a Community of Practice over the past three years, under leadership first within a specific Office of School Transformation – designed to incubate the school redesign process with greater flexibility and targeted support, and then subsequently through the School Improvement Grant office located with the Leadership Curriculum and Instruction department, so that the lessons learned impact of the Teacher and Leadership Effectiveness Evaluation pilots could be integrated into the District’s over-all strategies for improving school quality in persistently low performing schools, as well as to inform the district’s strategies for reframing effective teaching and effective leadership.

The SIG plan aims to transform student outcomes and experience, and to create communities of resilient educators who will remain at our sites for many years. The grant focuses on a few key levers:

¹⁰ **Being Proactive**; anticipating the needs of schools targeted for intervention through structures that bring central office leadership and services closest to the school throughout the intervention process.

¹¹ **Accelerating Improvements**; focusing the intervention strategies on prioritizing the needs of schools targeted for intervention through investment of resources and attention to obstacles that impede the improvement process.

¹² **Systemness Approach**; building shared mindsets and coherence across the intervention strategy vs. a fragmented approach (reference to Michael Fullan’s work on the *Right Drivers for Whole System Reform*)

¹³ **OUSD SIG Schools** – identified also as Priority Schools under CORE Waiver for 2013-14

SIG SCHOOL	YEARS OF SIG GRANT
Elmhurst Community Prep	2010-11 thru 2012-13
United for Success Academy	2010-11 thru 2012-13
Roots International Academy	2011-12 thru 2013-14
Alliance Academy	2011-12 thru 2013-14

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1. Building knowledge, skill, capacity and emotional resilience in all teachers, administrators and coaches who work at and with our sites
2. Building effective teams--teams that are characterized by high levels of relational trust and that engage in data driven inquiry cycles
3. Establishing and employing monitoring and accountability systems

Community Schools Strategic Site planning

All schools will receive training and support to utilize the Community School Strategic Site Planning tool. This tool is a web-based tool designed to provide schools with clear descriptions of the School Quality Standards established by OUSD; provide relevant data associated with each domain of standards; and provide space for uploading school improvement narratives and associated action plans and budgets. The CSSSP tool then becomes live with access to the public.

Differentiated support, facilitated by our Director of Continuous School Improvement operating within the Quality, Accountability and Analytics department, will be provided to all schools. The District established the Executive Board of the CSSSP that will manage the policy and alignment needs of the CSSSP. The Director of Continuous School Improvement will facilitate the CSSSP Implementation Team comprised of representative staff from all major departments both operational and instructional. This configuration began in 2011-12 and has been refined and more formally articulated for 2013-14.

Specific to Priority schools, and Focus schools and schools not meeting AMOs, these schools will be targeted for the following activities that will support their use of the CSSSP tool;

Mini-Retreats

One to two mini-retreats to occur in the fall semester that will provide a space where Reward and other performing schools will be matched with Priority Schools, Focus Schools, and schools not meeting AMO's to engage in facilitated protocols where they will develop skills in establishing high functioning teams, root cause analysis and data-driven decision-making, and school improvement action planning.

Consultation & Coaching

Consultation on a 1:1 basis with all Priority Schools, Focus Schools, and schools not meeting AMO's during the fall semester to assist in completing the required components of the CSSSP. Consultations will be provided by either assigned Directors of Instruction, SQR Lead Evaluators, member of the CSSSP Implementation Team and/or the Executive Officer supervising the school.

Web-Based Library

Maintenance of web-based library of effective practices as identified through the annual School Quality Review process with associated school contact information and other relevant information. Library will be used to support schools in their action planning process. Lead Facilitators will access library to identify practices occurring within the district that may be appropriate to address their respective focus areas for improvement.

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Tool Alignment

Ensuring the alignment between the metrics and data of the CSSSP tool to the SQII in collaboration with the district's Analytics Team operating within the QAA department and the Information Technology department that maintains the CSSSP web-based tool. To the extent that the specific metrics and relevant data evolve throughout the development of the SQII, the Director of Continuous School Improvement will ensure constant alignment and coherence with the CSSSP tool.

Collective Impact Intervention

Key participation in the coordinated effort across departments to provide the targeted interventions to Priority Schools through a process called Collective Impact which entails ensuring that the CSSSP is refined to match the School Improvement Planning processes so that schools undergoing Collective Impact can effectively utilize their CSSSP tool in their ongoing continuous improvement planning and implementation.

School Quality Review

Directing the School Quality Review process for district schools, including supervising the SQR Lead Evaluators and working in collaboration with the Director of Quality Diverse Providers to ensure alignment and sharing of quality review methodologies, tools, trainings, and reporting structures utilized within the Charter School Quality Reviews.

Within the current content and format of the CSSSP, identify (practically, through some distinct annotation) which of the school's "strategies" and "strategic actions" function as "interventions".

Drive continuous improve through data-driven cycles of inquiry

A core feature to the development of social capital among teacher, leaders, and central office support staff will be through the systematic use of systems and structures to guide and support cycles of inquiry. Paramount to this will be the provision of continuous school improvement facilitation support to Priority Schools, select Focus schools and select schools not meeting there AMO's. In advance of the facilitated support in the form of staffing, an assessment of site capacity and leadership within All schools will first exhaust realistic capacity with the existing site staff and then determine and assign central office leadership to conduct the school's initial analysis of its performance results to determine what the focus areas/s will be for the year.

Lead Facilitator

Each Priority School will receive a Lead Facilitator for one to two years. The Lead Facilitator will either be one of the Directors of Instruction, School Quality Review Lead Evaluator that facilitated the school's SQR, or another identified central office leader with the requisite skills and capacity to be the school's Lead Facilitator. The primary role of the Lead Facilitator is to build the capacity of the school to undergo a rigorous school improvement planning process and implementation using a Cycles of Inquiry Approach. The established team

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will develop communication that will be widely disseminated within the school community describing its engagement plan for SAC and other relevant stakeholders on an ongoing basis.



Support collaborative learning within and across schools by supporting Communities of Practice

The district will implement its adopted approach to Cycles of Inquiry through the Lead Facilitators assigned to each Priority school, and through the Executive Officer and the Directors of Instruction for Focus Schools and schools not meeting AMO's. The Cycle of Inquiry will be reinforced through various **Communities of Practice** within which Priority schools, Focus schools, and schools not meeting AMO's engage. These include:

Inquiry Cohorts

Two year cohorts of 4 to 10 schools participating in collaborative professional learning based on specific topics such as Balanced Literacy, Dual Language, Springboard (College Board curriculum), STEM, and Math. Priority Schools, Focus Schools, and schools not meeting AMO's that participate in Inquiry Cohorts will utilize this structure to reinforce their understanding and build capacity in their use of the Cycle of Inquiry process for school improvement.

Principal Mentorship Program

Experienced principals are assigned to new or novice principals to provide consistent ongoing coaching and mentorship. Mentors receive training and together with their mentees, participate in regularly engagements to facilitate knowledge sharing and support, that will include reinforcing the Cycles of Inquiry process for mentee principals – particularly those leading Priority Schools, Focus Schools, and schools not meeting AMO's.

School Quality Review Improvement Planning

Subsequent to the School Quality Review conducted at a school site, the SQR Lead Evaluator facilitates a dissemination and meaning-making process that guides schools through the use of Cycles of Inquiry to establish focus areas, conduct root cause analysis, develop actions plans, and monitor implementation and refinement of action plans.

Monthly Network Meetings

Specific to the Priority schools, Focus schools and schools not meeting their AMO's, training will be provided through the regional network meetings host once a month by Executive Officers, with support from the Directors of Instruction and leadership with the QAA department, to develop the necessary skills to effectively implement a data-driven Cycle of Inquiry. An annual calendar of professional development will be shared with designated schools that will outline the ongoing training and support for schools within the Regional Network structure that focuses on the effective use of Cycles of Inquiry in the school improvement planning and implementation process.

Instructional Rounds

Specific to the Priority schools, Focus schools and schools not meeting their AMO's, Instructional Rounds will be scheduled in both the Fall and the Spring of 2013-14 where in schools that are engaged in the School Pairing process will participate in the gathering of evidence associated with key Problems of Practice identified in each school's improvement plan. The process will serve as a key capacity building opportunity for Reward school participants to model in the Priority and Focus School context the type of objective data gathering necessary to lead effective cycles of inquiry geared towards continuous school improvement.

Establish ways in which to recognize Reward Schools

Annual All Administrator's Institute

Reward schools will be recognized at the annual All Administrators Institute with the presentation of a Certificate and acknowledgement for the academic performance and/or gains that resulted in the designation.

Promising Practices Symposium

Reward schools will participate in a Promising Practices Symposium during one of the end of the year All Administrator bi-monthly meetings where they will facilitate workshop style presentations around a specific topic or program component for which the school attributes some of its success and expertise.

Multi-Media Recognition

Reward schools will receive distinction within communication materials, such as website and brochures identifying and acknowledging the school's status as a Reward school.

Establish ways to pair school within the district and participate in CORE pairing activities

The district will utilize the School Quality Review as the basis for assessing the need of all of the Priority schools and each of the Focus schools selected for Pairing. A review of the 2013-14 schools has determined that all Priority schools have either undergone an SQR within the previous twenty-four months or will undergo an SQR during the 2013-14 school year. In the case of the Focus schools, the same is true except for two schools. In the case of the two pending SQR, the instruments of school quality review and additional training will be provided to the assigned Lead Facilitator to guide them in a self-study by November 1.

Using the SQR report as the basis for the needs assessment for each school, the Lead Facilitator assigned will guide the School Quality Improvement team through a process of identifying the one to three focus areas for the year. This will be used to guide the matching process with the leadership of the Pairing Coordinator through CORE.

Matching Schools

The district will establish each Lead Facilitator assigned to the Priority and Focus schools as the Primary Contact for the Pairing Coordinator provided through CORE.

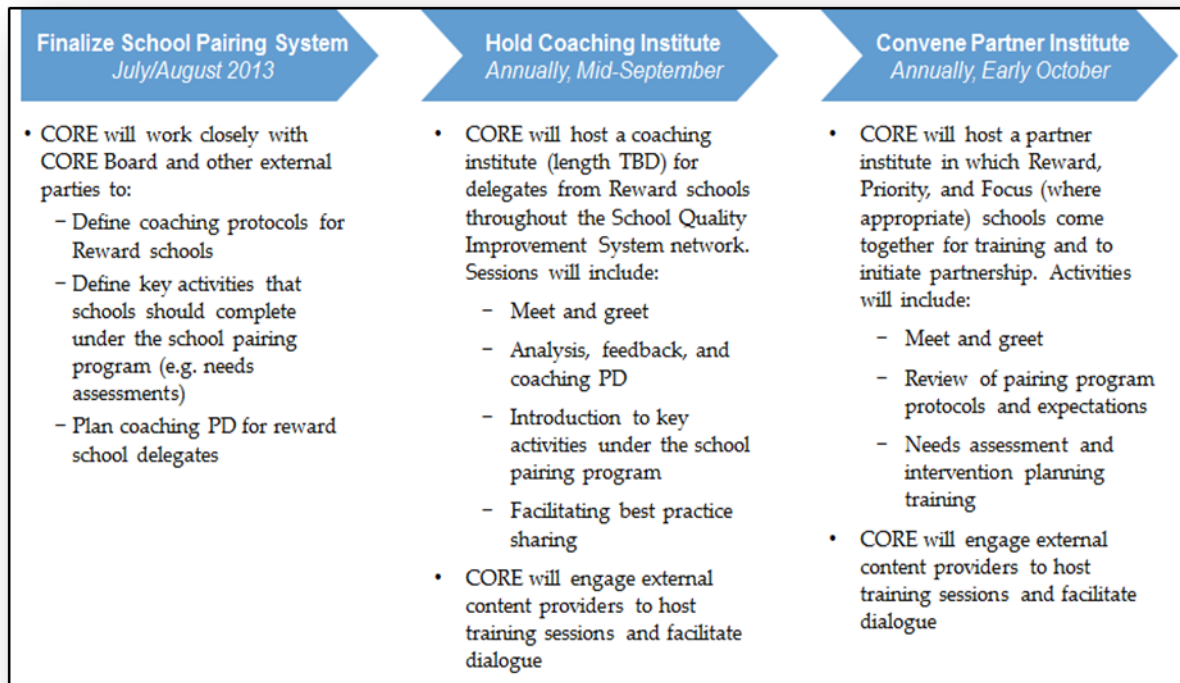
Oversee Partnering Process

The Lead Facilitators will engage the CORE Pairing Coordinator through their Community of Practice monthly meetings to discuss what is working and where additional support is needed through the course of the year.

Participate in CORE coaching and pairing institutes¹⁴

As part of the support structures to ensure that the School Pairing process is successful, the district will ensure the participation of all schools in the Coaching and Pairing Institutes that will be offered by CORE. As of September 25, all affected schools and the proper representatives involved in the School Pairing process will be scheduled to attend the Institutes. A kick-off meeting will be held within two weeks of the first Institute to provide information, establish a common understanding by participants and develop a plan for how the information and learning from the institute will be brought back into the Communities of Practice within which the School Pairing component of support will take place.

¹⁴ Section 6c) Ensure participation by schools in Coaching Institute and School Pairing Institute offered by CORE



Supporting Effective Instruction and Leadership

One of the central tenets of the OUSD strategic plan is effective instruction and leadership, and it identifies two major long term goals:

- an effective teacher in every classroom every day, and
- an effective principal in every school.

These goals align directly with the expectations “every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher and principal is effective”. We understand the effectiveness of our teachers and leaders to be the most crucial influence on the quality of our schools and their level of student achievement. In working toward this goal, we share a set of common beliefs about the need to develop individual human capital effectiveness, but also to develop effective social capital by creating the context for collaboration and professional learning. Our plan for 2013-2014 builds on our work of the past four years and positions us to implement revised educator effectiveness systems that are directly aligned with the CORE waiver agreements.

Implement and evaluate teacher and principal pilots

In 2010-2011, the Effective Teaching Task Force and Effective Leadership Task Force were both launched. The purpose of these bodies was to identify criteria for effective teaching and leadership, determine meaningful supports to help teachers and principals grow, and establish reliable and valid measures to assess teacher and principal performance. Our labor unions and various stakeholders, including teachers, parents, school leaders

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and community members, have been partners with the task forces throughout this time. Three years of hard work by these task forces has resulted in the establishment of Memoranda Of Understanding (MOUs) with both our teachers' union and administrators' union to implement performance evaluation pilots that include: draft frameworks for effective teaching and leadership; pilot systems of measures to assess teacher and leader performance; and structures of aligned supports to enable teacher and leader growth.

In this coming school year, we will continue to collaborate with our teachers' and administrators' union and various internal and external stakeholders to align and revise our educator effectiveness systems. Throughout 2013-2014, the District will partner with Oakland Education Association (OEA), our teachers union, through a Joint Study Committee that will review each of the pilots and provide recommendations to further inform the creation of an improved, teacher evaluation and support system.

Similarly, OUSD will continue to partner with principals and the administrators' union, the United Administrators of Oakland (UAOS) through the Leadership Task Force. This task force will monitor the implementation of the pilots and provide recommendations to further inform the creation of an improved evaluation and support system for principals. Both bodies will meet at least once per month to review findings and discuss elements of the pilot systems. A specific focus area for these groups will be to determine the scope, frequency, and structures for engagement in their classroom observations to maximize their utility to improve teacher and leader practice.

For the teacher performance evaluation pilots, in addition to the Joint Study Committee, the district also intends to co-host with OEA informational sessions with for all teachers regarding goals and methods for supporting teacher effectiveness, which will include improved systems and practice around evaluation and support. For the principal performance evaluation pilot, in addition to the Leadership Task Force, there will be monthly engagements with all principals through their regular principal meetings.

Convene cross-departmental team to inform the development of the educator effectiveness systems

Internally, the district will convene a cross departmental team to monitor development of the educator effectiveness systems to identify opportunities and gaps to establish greater coherence in our approach to increasing educator effectiveness across the district. The overall cross-departmental team will have two sub-groups.

- One group will focus on the development of the frameworks to ensure coherence with the CORE guidelines and our internal instructional expectations related to implementation of the Common Core State Standards and the social and emotional learning standards.
- The second sub-group will be focused on aligning student growth measures for the educator effectiveness systems and establishing the capacity to manage the professional capital data generated from the revised educator effectiveness systems. This second sub-group will be responsible for analyzing our local assessments to determine alignment with the educator evaluation framework and ensuring the data sharing and data sharing agreements with the Gardner center are executed.

Increase leaders' capacities to provide high quality feedback on effective teaching

In addition to the implementation of performance evaluation pilots, OUSD is currently implementing a number of professional learning activities for leaders to increase their capacity to provide high quality feedback to teachers. We believe that if we build the capacity of leaders and peers to provide feedback based on shared understanding of effective teaching practices, we will improve teaching and learning system wide. There is currently a wide variance in assessing and evaluating effective teaching practice. Our system is committed to increasing the impact of teacher evaluations through building an evidence-based, calibrated set of evaluator and support practices.

For the past several years, we have utilized Instructional Rounds as a collaborative learning process that provides opportunities for peer participants to calibrate observations of classroom practices using student evidence. This year, we will expand this structure district wide and intentionally build capacity around observing and providing feedback, based on evidence. We are deepening our use of tools built for observing both academic learning in the Common Core and Next Generation Science Standards and for Social and Emotional Skills.

We have intensified our efforts to increase the effectiveness of leaders in the current evaluation process. This year, across the regional networks, observation and feedback will be a strand of principal learning throughout the year. For the past year, principals have been engaged with Paul Bambrick-Santoyo's work on informal observation and feedback using the Leverage Leadership framework to increase the quantity and quality of feedback provided to teachers. Principals will also receive whole group and individualized professional learning sessions from School Partners in our Human Resources Department. Lastly, principals will be able to provide peer-to-peer in observation through our critical friends' structure. This multi-tiered approach to building the capacity of leaders to provide quality, calibrated evaluations is foundational to increasing leadership and teaching effectiveness.

Create processes and structures to increase the quality of professional capital management system

OUSD is committed to using multiple measures, such as observations, survey results, and a consideration of student performance to inform the rating of teacher and principal practice. The data generated through this system will allow us to provide more directed feedback and support to accelerate professional learning. It will also allow us to ground our personnel actions in a more objective and concrete set of data-based performance indicators. To be a system organized around effectiveness requires the integration of all human capital management processes. In building toward the development of a clear and shared definition of what high quality effective instruction and leadership looks like, we are planning for the following:

- Recruitment practices will be informed by analysis of teaching and leadership effectiveness data. We will pursue inquiry designed to identify the profile of teachers and leaders who most consistently deliver high quality effective instruction and high functioning and successful schools so that we can intentionally recruit for that profile.

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- Demonstrated effectiveness will be a prerequisite for promotional opportunities.
- Our Tenure Affirmation Process, which is designed to proactively identify the probationary teachers (and leaders) who will be recommended for tenure, will use as its criteria the effectiveness frameworks that will be the outcome of our current collaborative work with OEA and UAOS.
- Documentation of teaching effectiveness will inform voluntary transfer requests, and involuntary transfer decisions.
- Dismissal for unsatisfactory performance will be driven by determinations that are documented against the effectiveness frameworks.

The pilots and the work of these related bodies will allow us to align our systems, and it will inform our negotiations with our labor unions throughout the year with the goal of establishing agreements for this work to continue to move forward in 2014-2015. We will partner with our unions to establish agreements in sufficient time to communicate to school communities plans for 2014-2015.

Social & Emotional Learning – Tier I and II Support

OUSD is a partner district with the Collaborative for Academic, Social and Emotional Learning (CASEL), and we believe that students who are strong in what we have defined as the OUSD Pre-K-12 Social and Emotional Learning Anchor Standards (See Appendix F) -- Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making – will tend to do better in school and in life than those who are not strong in these areas. These competencies need to be taught and developed in our students and modeled by adults in classrooms and schools and throughout our system. Social and emotional learning is not separate from academic learning, but in fact is critical to the effectiveness of instructional practices needed to teach the Common Core State Standards.

The SEL anchor standards and the associated learning standards can be observed and measured, including through our College and Career plan that all 9th graders (See Artifact 1) will create in Fall 2013, and that all 6th and 3rd graders will develop in future years, and the Individual Student Learning Plan that will support success in middle school. To create the plan itself requires social and emotional competencies. To give just a few examples: Self-Awareness shows up in a student's articulation of personal aspirations, talents, and interests, choice of Linked Learning Pathway matched to interests; Social Awareness can be seen in the student's work-based learning experiences, participation in organizations or teams; Responsible Decision-Making can be evidenced by GPAs, course-taking plans, A-G completion; Self Management can be seen in personal statements for college, work-based learning blog entries; Relationship Skills can be seen in internships, relationships with mentors. All of these are reflected in the College and Career Plan, and help to raise awareness about the link between Social and Emotional Standards and student success in achieving the OUSD graduate profile.

We also plan to collect data from Instructional Rounds (See Artifact 2) that will take place at every OUSD school in OUSD this year, focusing on academic discussion. We recognize that Social and Emotional Learning standards must be taught in order for students to productively engage in academic discussions that build on and challenge each other's ideas, take risks, solve problems together, and work with students who are not like them. We will document and quantify student engagement (and who is engaged) in academic discussions, identify the social and emotional learning that is necessary for quality academic discussions in the classroom, and will codify the data at the school level. We will seek research support from our Strategic Educational Research Partnership (SERP) partners.

We have built in the five OUSD Anchor SEL Standards into our Advisory curriculum as part of our College and Career Readiness Student Support Guidelines (See Artifact 3) to be taken up this year in our middle schools and high schools.

We are building adult capacity through a variety of processes:

- Awareness and understanding of adults
- Integration into instructional units and Instructional Rounds
- Professional development for teachers, leaders, and central staff

ARTIFACT 1
PreK-Adult Social and Emotional Learning Standards

**PreK-Adult Social and Emotional Learning
Standards**

Anchor Standard	Learning Standard	
Self-Awareness <i>Develop and demonstrate self awareness skills to:</i> <ul style="list-style-type: none"> Identify personal, cultural, and linguistic assets Identify prejudices and biases towards people different than oneself Understand the connections between one's emotions, social contexts and identity Demonstrate an accurate self-concept based on one's strengths and challenges Identify when help is needed and who can provide it 	1A	Individual demonstrates an understanding of one's emotions.
	1B	Individual demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.
	1C	Individual demonstrates awareness of personal rights and responsibilities.
	1D	Individual demonstrates an awareness of when help is needed and who can provide it.
Self-Management <i>Develop and demonstrate self-management skills to:</i> <ul style="list-style-type: none"> Regulate one's emotions and behaviors in contexts with people different than oneself Motivate oneself to set and achieve goals 	2A	Individual demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.
	2B	Individual demonstrates the skills to set, monitor, adapt, achieve, and evaluate goals.
Social Awareness <i>Develop and demonstrate social awareness skills to:</i> <ul style="list-style-type: none"> Establish and maintain healthy interactions and relationships across diverse communities Embrace diversity and take the perspectives of people different from oneself Demonstrate empathy for people similar to and different from oneself 	3A	Individual demonstrates empathy for other people's emotions, perspectives, cultures, languages, and histories.
	3B	Individual contributes productively to one's school, workplace, and community.
	3C	Individual demonstrates an awareness and respect for one's similarities and differences with others.
	3D	Individual recognizes leadership capacity in themselves and others.
Relationship Skills <i>Develop and demonstrate relationship skills to:</i> <ul style="list-style-type: none"> Relate to people similar to and different than oneself Communicate clearly and effectively Build, establish and maintain healthy relationships 	4A	Individual uses a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4B	Individual cultivates constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4C	Individual demonstrates the skills to engage in and resolve interpersonal conflicts in various contexts.
Responsible Decision Making <i>Develop and demonstrate responsible decision making skills to:</i> <ul style="list-style-type: none"> Problem solve effectively while being respectful of people similar to and different from oneself Behave responsibly in personal, professional, and community contexts Make constructive and respectful choices that consider the well-being of self and others 	5A	Individual considers the well-being of self and others when making decisions.
	5B	Individual uses a systematic approach to decision making in a variety of situations.
	5C	Individual applies problem-solving skills to engage responsibly in a variety of situations.



OUSD SEL ANCHOR STANDARD 1 – SELF-AWARENESS		
EARLY ELEM K-2	Develop and demonstrate self-awareness skills to: <ul style="list-style-type: none"> Identify personal, cultural, and linguistic assets Identify prejudices and biases towards people different than oneself Understand the connections between one's emotions, social contexts and identity Demonstrate an accurate self-concept based on one's strengths and challenges Identify when help is needed and who can provide it 	
LEARNING STANDARD	Grade K-2 INDICATORS (Sample)	INSTRUCTIONAL ACTIVITIES (Sample)
1A. Individual demonstrates an understanding of one's emotions.	<ul style="list-style-type: none"> Recognizes and accurately names personal feelings. Identifies and effectively communicates emotions. Identifies emotions related to situations/events (triggers) 	<ul style="list-style-type: none"> Students explore how verbal and nonverbal cues express specific emotions. Introduce, display, and provide practice time for students to use a variety of sentence stems (e.g., I feel [emotion]...when [action/behavior]; [Action/behavior] makes me feel [emotion] because [reason]) Students create a word bank of feeling words during shared reading experiences.
1B. Individual demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.	<ul style="list-style-type: none"> Identifies likes and dislikes, needs and wants. Names activities, tasks or behaviors one may need help to improve. Names activities, tasks or behaviors related to one's home culture. 	<ul style="list-style-type: none"> Students design an <i>All About Me</i> book. Use cooperative-based learning strategies throughout the day. Students reflect after an activity or task, identifying what they did well, what the class did well, as well as areas for improvement.
1C. Individual demonstrates awareness of personal rights and responsibilities.	<ul style="list-style-type: none"> Explains and demonstrates how following school-wide expectations creates a safe and productive environment. Explains positive and negative outcomes for one's choices and actions. Demonstrates responsible use and care of the belongings of oneself and others. 	<ul style="list-style-type: none"> Students work with their cross-age buddies to create skits Students role-play playground situations and explore the positive and negative outcomes for the different choices one might make. Students role-play the responsible use and care of personal and classroom belongings/materials.
1D. Individual demonstrates an awareness of when help is needed and who can provide it.	<ul style="list-style-type: none"> Identifies adults they trust. Explains situations in which they need adult help or if it is a problem they can solve on their own. Applies knowledge about when it is or isn't necessary to seek adult help. 	<ul style="list-style-type: none"> Read picture books with the theme of trust and have students list the qualities of a person they would trust. Students role-play "What if?" situations. Keep a list of behaviors/tasks/skills the class can do independently.

ARTIFACT2

9th Grade College and Career Readiness Plan

Student:	Grade:	Year of Graduation:	
Last	First		
Email:	Advisor/Counselor:	Date:	



9th Grade College & Career Readiness Plan

Subject Area	Semester Course & Grade	Semester Course & Grade	
a) Social Studies			
b) English			
c) Math			
d) Lab Science			
e) World Language			
f) Visual & Performing Arts			
g) Elective			
h) P.E.			
Semester Calculations			
	Total GPA	Total GPA	
	Total Credits Earned	Total Credits Earned	

Check your college & career readiness!

- Minimum GPA of 2.0
- A, B, & C grades for all courses
- Select Pathway/Academy
- Extracurricular Activity(s)
- Leadership/Community Service Activity(s)
- College Tour(s)
- Employment or Internship(s)
- Set-up Kuder Career Navigator account
 - o Username: _____
 - o Password: _____
- Resume or Brag Sheet
- Lexile score from SRI _____

Post-Secondary Goals (check/list all that apply)

- Four-year College _____
- Community College _____
- Job or Career _____
- Apprenticeship _____
- Military _____

OUSD Graduation Requirements—2015 and beyond
(includes "a-g" requirements for UC/CSU admission)

- a. History/Social Science: 30 credits (3 years) including 1 year US History, 1 year World Cultures, ½ year American Government, ½ year Economics.
- b. English: 40 credits (4 years) of college-prep English (English 1, 2, 3, & 4). May include ELD 5 for 10 credits.
- c. Mathematics: 30 credits (3 years) including Algebra, Geometry, and Advanced Algebra, or a higher course.
- d. Laboratory Science: 30 credits (3 years), including 10 credits of a biological science, 10 credits of Physics OR Chemistry, plus 10 credits of an additional science course.
- e. Language Other Than English: 20 credits (2 years) of the same language.
- f. Visual and Performing Arts (VPA): 10 credits (1 year) of a year-long course.
- g. Electives: 50 credits, including 10 credits of a "g" college-prep elective.
- h. Physical Education: 20 credits (2 years) PE or JROTC except where nonparticipation is authorized by the Education Code or Board of Education.

OUSD Graduates must also pass the California High School Exit Exam (CAHSEE), earn a 2.0 Grade Point Average (GPA), and complete a Senior Project.



Student: _____ Grade: _____ Year of Graduation: _____
 Email: _____ Last _____ First _____ Advisor/Counselor: _____ Date: _____



OAKLAND UNIFIED SCHOOL DISTRICT | Community Schools, Thriving Students

9th Grade College & Career Readiness Plan

Please allow the student to describe the following:

My Hobbies or Passions—*think about what makes you feel like your best self!:*

Extracurricular Interests or Activities—*i.e. church choir, Boys and Girls Club, volleyball, school clubs, etc.):*

Leadership or Community Service—*i.e. caretaking for family member, volunteer at school or community, etc.):*

My Favorite Subject & Why—*think about what makes you excited about learning!:*

Career Interests & Aspirations—*i.e. nurse, graphic designer, computer engineer, professor, sales manager, etc.):*

One Thing I'm Proud Of—*think about the big and small things!:*

Honors and Awards—*i.e. Most Improved Writer, Most Valuable Player, Honor Roll, etc.):*

Strengths—*if you're stuck, ask someone who knows you well!:*

Challenges—*think about aspects about yourself that could use improvement!:*

A Teacher/Mentor/Counselor Who Knows Me Well—*this is important for future letters of recommendation for college and scholarships!:*

An adult in my community who inspires me & why—*this can be someone you think inspires the best version of you!:*

Academic and Personal Goals	Timeline	Resources Students will Use	Student's Follow Up Steps
Sample Goal: I will improve my C- in English and increase it to at least a B+!	March—meet with teacher; April—complete midterm essay; May—study for final	English teacher, tutoring on M, W 3:30-5, my advisor/counselor.	Talk to my English teacher this Friday, 3/15 to get help on midterm essay; go to tutoring MW starting this week.
Goal #1:			
Goal #2:			
Goal #3:			



ARTIFACT 3
OUSD Instructional Rounds: 2013-14 Problem of Practice
Principal Guide Integrating Social and Emotional Learning


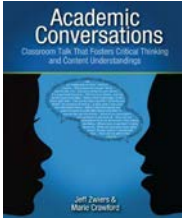

OUSD Instructional Rounds 2013-2014 POP Principal Guide

OUSD ESSENTIAL QUESTION
How does a focus on Academic Discussions help us to further our work to prepare students for the transition to Common Core State Standards/NGSS?

Your Problem of Practice (POP) will guide the focus of your Instructional Rounds. The POP must be:

- Directly observable across classrooms in a 10 minute observation
- Focus on student actions not the teacher
- Centered on the instructional core (content based)
- Is actionable (within the school’s control and can be impacted in real time)
- Connected to a broader school/district strategy of improvement

SOURCE INSPIRED BY	SAMPLES OF A PROBLEM OF PRACTICE
	<p>How are students sharing, expanding, and clarifying their own thinking? (Utilizing Think Time, Asking Others to Say More, Paraphrasing)</p> <p>How are students using academic discussion to deepen their reasoning? (Asking for and providing evidence? Respectfully challenging or giving a counterexample?)</p> <p>How are students using academic discussion to think with others? (Agree/Disagree, Add On, Explaining What Someone Else Means)</p>
 -Cathy O’Conner	<p>How are students talking with each other about content and text?</p> <ul style="list-style-type: none"> ● Asking questions ● Building on each others’ ideas ● Respectfully challenging others’ thinking <p>What does is look like when students talk about each other’s thinking (not just their own)?</p> <p>How are students collaborating to build their understanding and revise their thinking when presented with new evidence?</p>

	<p>How are students using general and discipline specific academic language in their written work and peer discussions?</p> <ul style="list-style-type: none"> ● Spontaneously or prompted by teacher or other students <p>How are English Learners producing language that communicates ideas and develops understanding of the content, even when the language is imperfect?</p> <p>What do we observe about students' equitable or inequitable participation in academic discussion?</p> <ul style="list-style-type: none"> ● Role of AA boys ● Boys more than girls ● The same student who always has the answer ● Full and meaningful inclusion of EL and Special Ed students ● Specific students off task or isolated from the class/small group
<p>OUSD Social Emotional Learning (SEL)</p> 	<p>How are the classroom conditions impacting the evidence we see of student's taking risks to share their divergent thinking in academic discussions?</p> <p>How are students engaging in the social behaviors of academic discussion? (Zwiers)</p> <ul style="list-style-type: none"> ● Appropriate eye contact ● Facing one another ● Attentive posture ● Nodding head to show understanding ● Appropriate gesturing ● Using "keep talking" tactics ● Silence to allow for think time ● Interrupting (to agree, ask for clarification)
<p>Jeff Zwiers & Marie Crawford</p> 	<p>How do students engage in academic conversations?</p> <ul style="list-style-type: none"> ● Elaborate and Clarify ● Support ideas with examples ● Build on and/or challenge a partners' idea ● Paraphrase ● Synthesize conversation points
	<p>How are students using evidence to support their claims? Are students using multiple sources of data?</p> <p>How are students collaborating to build their understanding and revise their thinking when presented with new evidence?</p>



QUALITY, ACCOUNTABILITY & ANALYTICS

Claims, Evidence, and Reasoning	<p>How are students using reasoning to explain the link between their claims and their evidence?</p> <p>How are students using academic language to include scientific principles that support the reasoning?</p> <p>How are students moving away from using teacher provided scaffolds?</p>
OUSD Quality Academic Discussion google site	<p>https://sites.google.com/a/ousd.k12.ca.us/quality-academic-discussions/</p>