



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Together, We Are Building

a full-service community school district that serves the whole child,
eliminates inequity and provides each child with an excellent teacher, every day.

OUSD Board Presentation LITERACY December 5, 2011



Community Schools, Thriving Students



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*Community Schools,
Thriving Students*

LITERACY

How are OUSD schools
increasing student outcomes
in Literacy?



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LITERACY

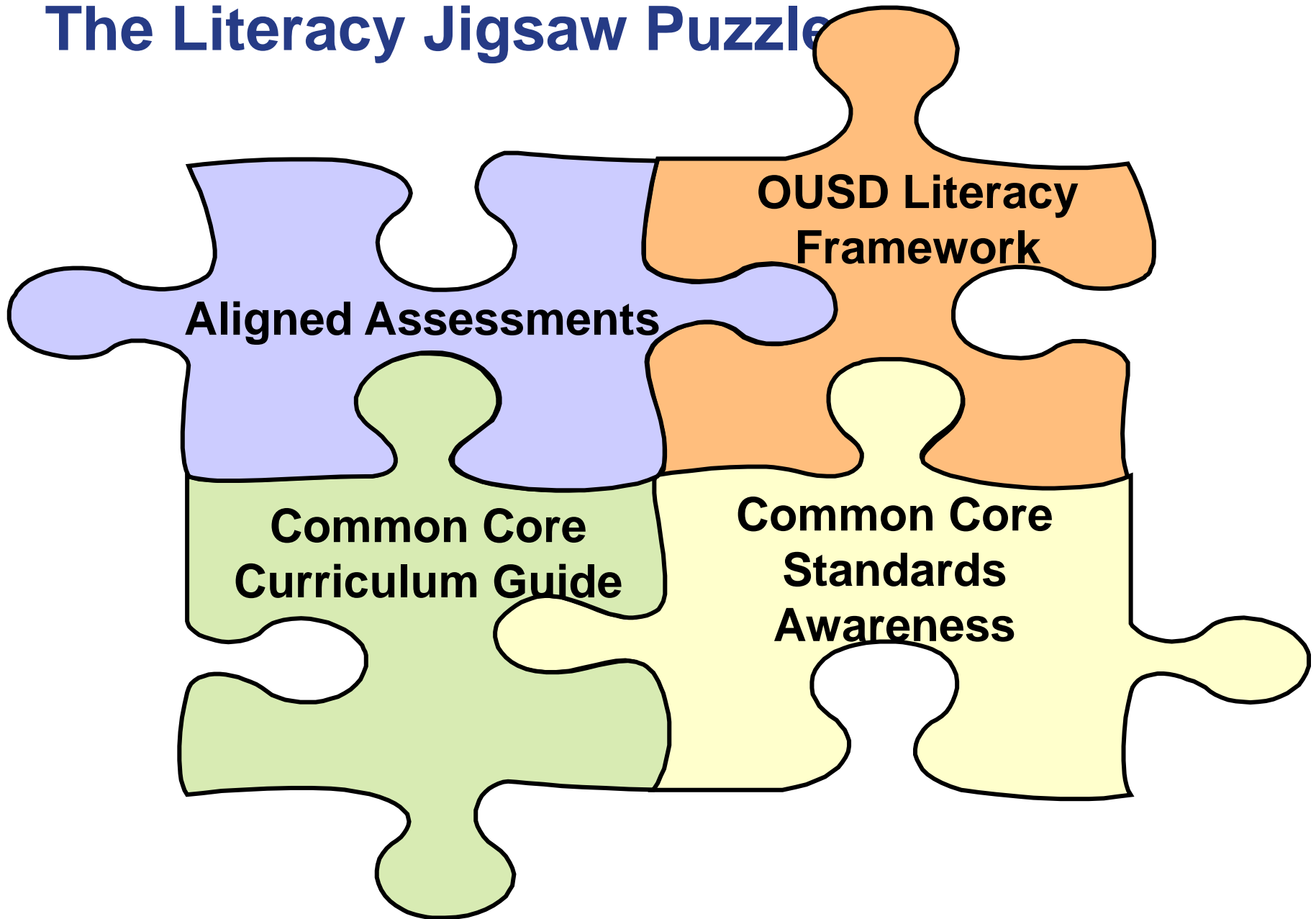
Sarah Breed, Manager of Literacy

Elizabeth Macias, Manager of Bilingual
and English Learner Programs

Literacy in Oakland

1. Improve instruction in these key areas:
 - Academic Language and Literacy
 - Secondary Reading
2. Increase opportunities for student learning, motivation, and engagement
3. Prepare students for college and career
4. Increase teacher knowledge of effective literacy instruction aligned to the Common Core State Standards

The Literacy Jigsaw Puzzle





Building on the work of the Literacy Task Force

OUSD has created a Literacy Framework to guide instruction in English Language Arts (grades PreK-12). The Framework provides guiding principles to increase the literacy levels of our multi-lingual student population and will guide teachers as they develop rich literacy instruction in reading, writing, speaking, and listening in all ELA classes.

Challenges

Overall

- New Common Core State Standards – new performance demands aligned to college and career readiness
- 29% of the students score below Basic on the CST
- Only 13% of OUSD's 11th grade students are prepared for college as measured by the CSU's Early Assessment Program
- Preliminary results show 18.4% of students are below grade level in reading skills as measure by SRI
- Preparing current teaching staff/developing capacity of teachers to understand the demands of the Common Core Standards in ELA

OUSD Literacy Initiatives 2011-2012

Improving Classroom Instruction

- Balanced Literacy Networked Sites
- Core Curriculum Networked Sites
- Dual Language Networked Sites
- Springboard Pre- AP Curriculum Sites
- Secondary Reading Classes

OUSD Literacy Initiatives 2011-2012

Professional Development

- Academic Language and Literacy for 400 teachers
- ELA Common Core State Standards for all teachers and principals
- Systematic ELD, Constructing Meaning and Results focused on Common Core State Standards
- Assessments aligned to the Common Core State Standards
- Technology supported literacy interventions to accelerate

OUSD Literacy Initiatives 2011-2012

OUSD Literacy Framework and Common Core Curriculum Guide

- Development of OUSD Literacy Framework to guide instruction in Language Arts
- Development of OUSD Core Curriculum Guide for Language Arts

OUSD Literacy Initiatives 2011-2012

OUSD Libraries

Martin Luther King Oratorical Festival

Bay Area Urban Debate League

Spelling Bee

Improving Classroom Instruction- SECONDARY

Secondary Literacy Specialists Supporting Intensive Reading Classes

McClymonds, Skyline, Oakland High, Oakland Tech,
Dewey, Castlemont, Fremont, Life Academy, International,
Bret Hart, Frick, West Oakland Middle School, Roots

Springboard- College Board Pre-AP Curriculum

Madison, Frick, ECP, Alliance, Castlemont Freshman Prep
Academy

Improving Classroom Instruction- ELEMENTARY

- Balanced Literacy Focus Sites
Redwood Heights, Fruitvale
- Aspire Partnership around Balanced
Literacy- PALS
Allendale, Learning Without Limits, Greenleaf

Improving Classroom Instruction- English Learners

Dual Language Focus Sites

- Esperanza
- Melrose Leadership Academy
- Manzanita SEED
- Community United
- Global Family

OUSD Literacy Framework- Background

The Purpose of the OUSD Literacy Framework

- Frames the core curriculum
- Informs the “How” of teaching ELA curriculum
- Based on current research on how children learn to read and write
- Consideration and awareness of our students’ achievement gains and continuing challenges
- Mindful of students who acquire skills easily and those who struggle to do so



Components of the OUSD Literacy Framework

Chapter 1: Our Guiding Principles

Chapter 2: Instructional Practices: Ensuring Academic Excellence for All Students

Section 1: Instructional Practices to
Support Diverse Learners

- A. English Learners
- B. Standard English Learners
- C. Advanced Students
- D. Students with Special Needs

Section 2: The Role of Culturally
Responsive Pedagogy

Section 3: A Balanced Approach to
Literacy

Section 4: The Role of Technology
and Libraries

Section 5: Considerations for
Spanish Bilingual and Dual
Immersion Programs

Section 6: Assessments

Chapter 3: Weaving It All Together: Developing the Infrastructure to Support Literacy Achievement

Section 1: Professional Learning
Community

Section 2: Response to Intervention

Section 3: Professional Development

What is a “Core Curriculum”?

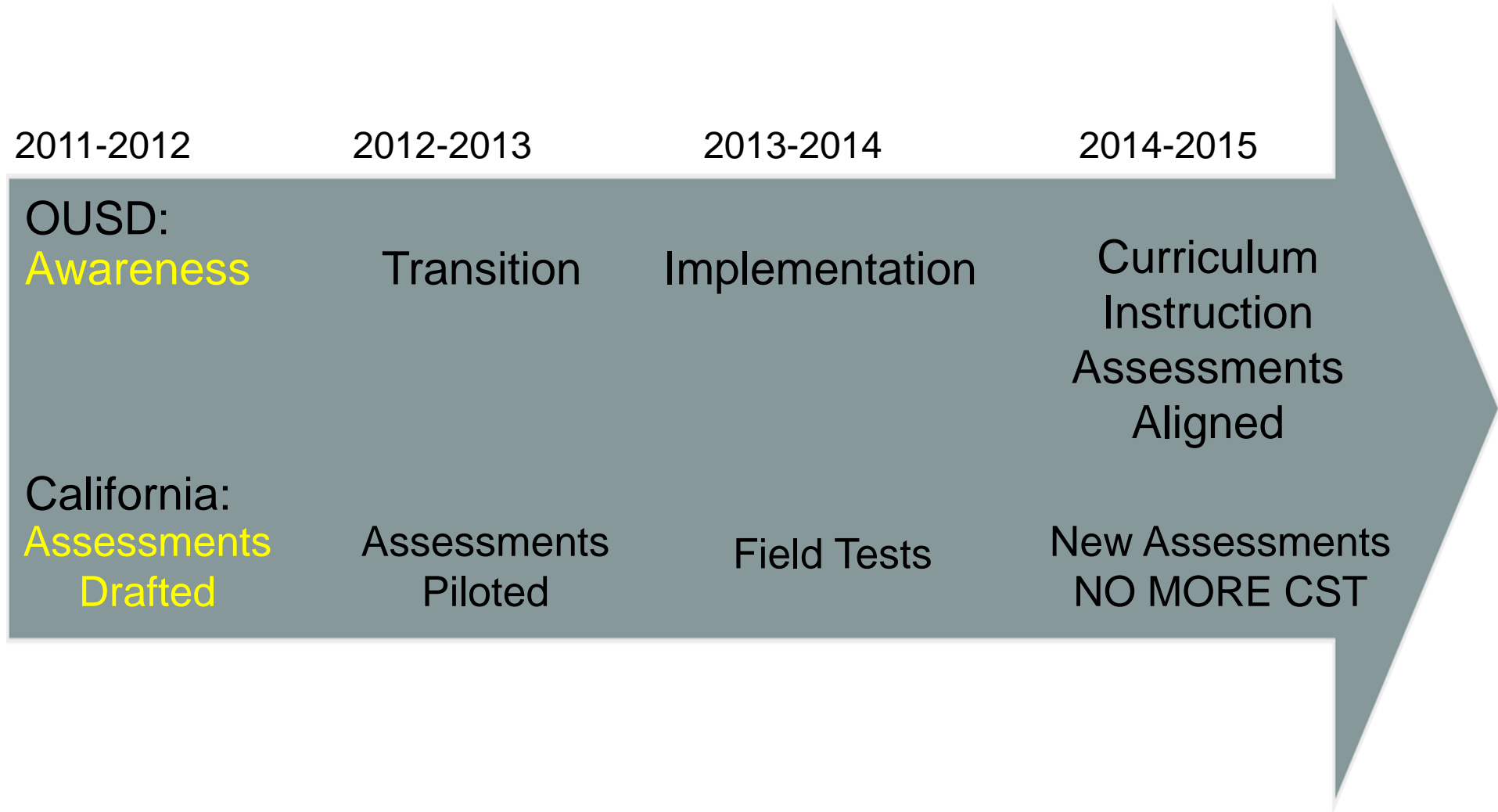
A core curriculum is ...

- A coherent **set of learning experiences** that develops in students particular knowledge, skills, dispositions and capacities;
- The **course of study** (aligned to standards, and dependent on instructional practice) that guides teachers as they design, teach, and assess instruction for students.

Common Core State Standards: Background

- National set of expectations for student knowledge and skills that students need to master to succeed in college and career.
- Designed by Council of Chief State School Officers and the National Governors Association for Best Practices
- Adopted by CA SBE August 2, 2010
- Will replace the ELA and Math California State Standards in 2014 (not History/Social Studies or Science)

Rollout for OUSD and California



Core Curriculum Guide Components

- **1st section: Course Overview**

 - Guiding Principals for Curriculum

 - Syllabus with prerequisites, “exits”, and shared assignments

 - Scope and Sequence of the learning, including standards

- **2nd section: Curricular and Instructional Tools**

 - Instructional Strategies Guide

 - Assessment Guide

 - Unit Design and Lesson Plan Templates

- **3rd section: Samples**

 - Grade-level Units with implementation support for diverse student populations (e.g. EL’s, GATE, African-American Males, SpEd students)

 - Lessons and Assessments (with accommodations and scaffolding, breakdowns of instructional day, recommended texts and materials)

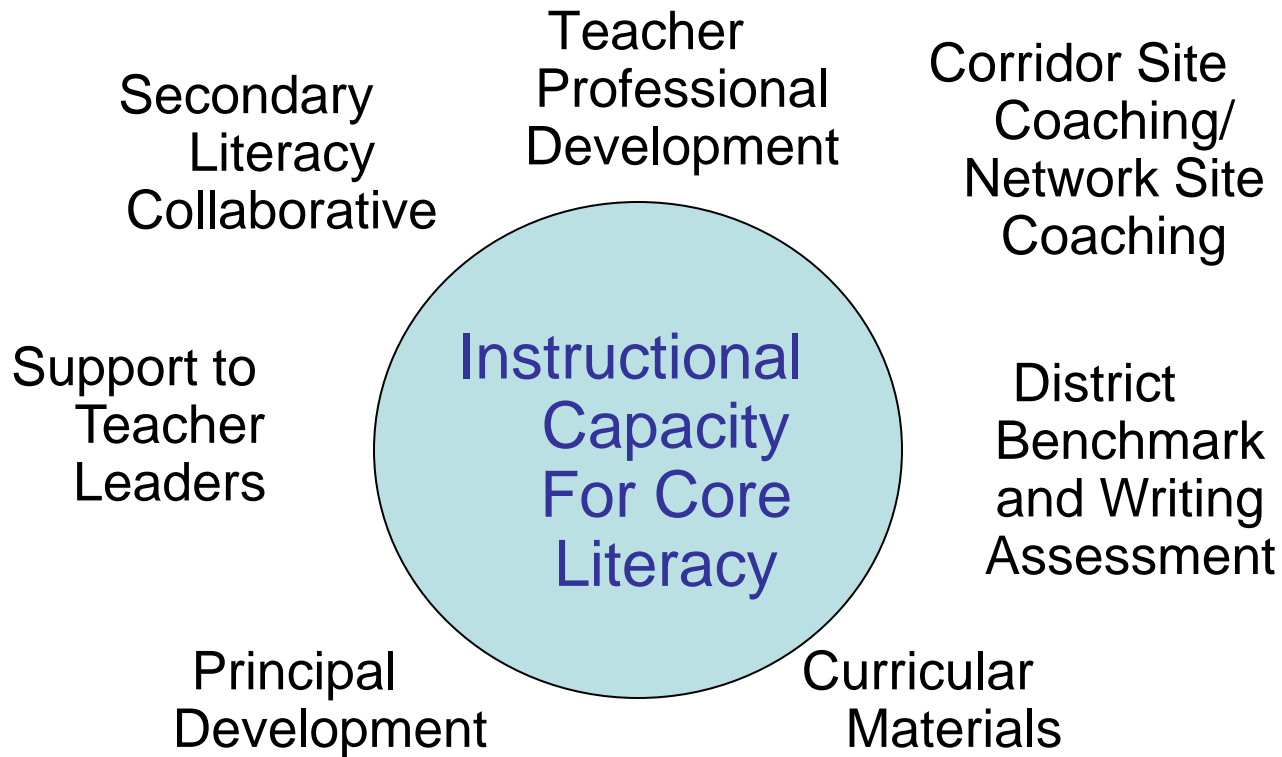
Why a call for change in standards?

A primary reason is a disconnect between K-12 education and college/career readiness.

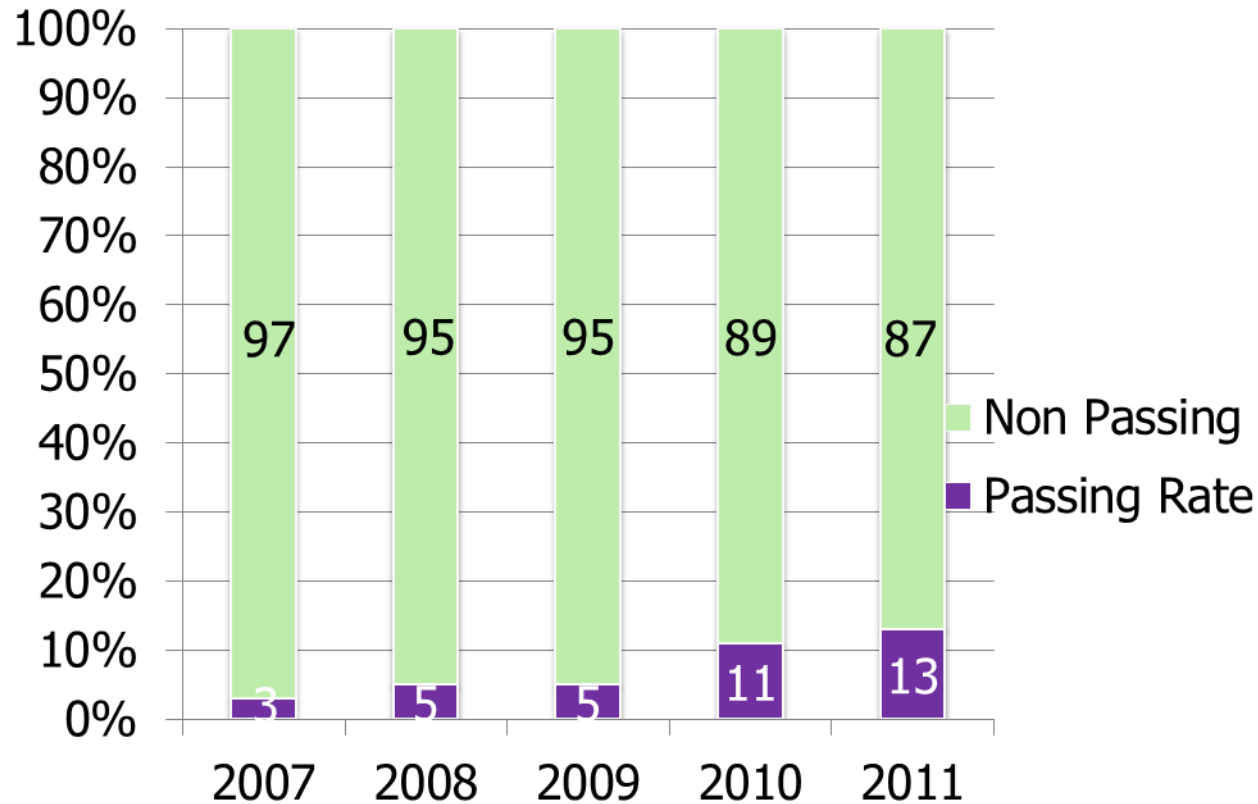
This can be traced to:

- A significant gap between the Lexile levels of high school textbooks and college-level texts
- Insufficient volume of informational text in K-12
- Focus on narrative and creative writing rather than argumentation
- Unclear common tasks to demonstrate mastery of standards

Leverage Points Across the System

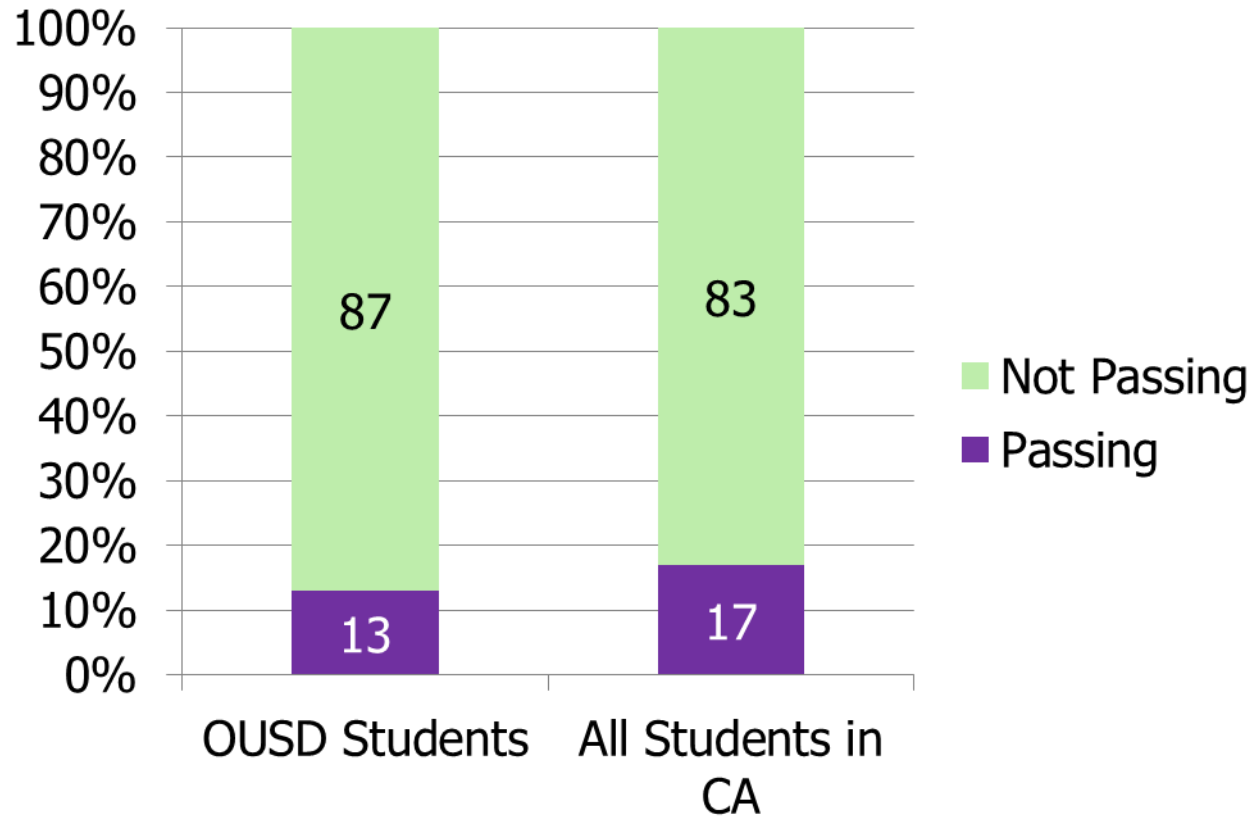


How prepared for college are our 11th grade students?



As measured by CSU's Early Assessment Program

It's not just an Oakland problem.



As measured by CSU's Early Assessment Program

The Common Core State Standards in ELA and literacy across the disciplines lay out a vision of what it means to be a literate person in the 21st century.

1) They demonstrate independence.	2) They build strong content knowledge.
3) They respond to the varying demands of audience, task, purpose and discipline.	4) They comprehend as well as critique.
5) They value evidence.	6) They use technology and digital media strategically and capably.
7) They come to understand other perspectives and cultures.	

Big Shifts of the CCSS:

1. Increased focus on informational text.
2. Focus on explanatory and argumentative writing
3. Leveraging content to develop literacy skills / Shared responsibility for literacy development across content (secondary)
4. Writing tasks are explicit and focus more on research and media skills
5. Expectation that students read increasingly complex text proficiently and independently

Expected Outcomes

- Increased Teacher Quality
- Increased CST Scores in English Language Arts
- Increased Writing Performance measure by Common Core State Standards performance tasks
- Improve the quality of classroom instruction in English Language Arts
- Stronger Literacy instruction across the curriculum
- Accelerate the number of secondary students reading at grade level

In Summary:

What will be Different for our Students?

- Increased support systems at secondary schools for students who read below grade level
- Increased central resources for extended time for Literacy
- New and innovative course descriptions and curricular resources for English Language Arts and Reading courses
- Network of schools with a targeted literacy focus