



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Superintendent's Report



Presented by Antwan Wilson, Superintendent

Presented to Board of Directors, OUSD

January 11, 2017

v3

www.ousd.org



@OUSDnews

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Our Vision

OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

I Am Oakland Unified

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success.



Superintendent's Report

- Early Childhood – Annual Update
- Schools – Elementary Networks Update
- Technology – Annual Update



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

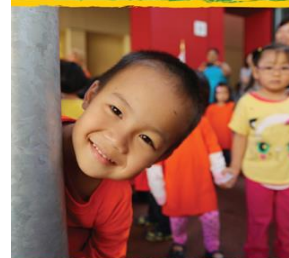
2016-2017 Early Childhood Update

Presented by Early Childhood Education

Presented to OUSD Board of Education

January 11, 2017

Early Childhood Education



123



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



ABC



www.ousd.org



@OUSDnews

Early Childhood Video



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

- OUSD Early Childhood Video



Accomplishments for 2015-16 to Present

- Creation of Early Childhood Roadmap
- Successful negotiations with Labor Partners OEA and SEIU
- All PreK classrooms and CDC sites received a QRIS rating
- Successful implementation of District wide Early Childhood Curriculum
- Improved Enrollment in 2016-2017 School Year
- Increased Professional Development Opportunities for Professional Development
- Partnership with City of Oakland Head Start
- Creation of OUSD Data Dash Boards for Attendance, Enrollment, and Assessment
- Early Childhood Inclusion Classrooms
- Launched of the Hellman Initiative
- Expanded TK at 4 Sites - Place at Prescott, Reach, Munck, La Escuelita
- Early Common Core Teacher Leaders at 10 Schools
- Leadership Professional Development

Early Childhood Roadmap



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



THRIVING CHILDREN START WITH US! 2015 - 2020 Strategic Roadmap for Early Childhood Education

The Oakland Unified School District Early Childhood Education program strives to build a solid foundation of success for all children and their families. We believe early childhood education is a catalyst to high student achievement. We are committed to providing each child in our program access to a high-quality educational experience. Our promise to provide kindergarten readiness will be accomplished through instruction, assessment and curriculum that is developmentally, culturally, and linguistically appropriate. The curriculum includes instruction in early literacy, math, science, art, physical development, and social/emotional development and is rooted in the California Preschool Learning Foundations.

Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our ECE program strives to build relationships between families, schools and the broader Oakland community and partners.

This Strategic Roadmap, developed in collaboration with staff and partners, articulates five goals for student success and four pillars, or foundations, which will frame our work. It showcases our commitment to having a world class early childhood program that aligns with Oakland Unified School District's **Pathways to Success Strategic Plan** – a strategy to develop a full service community school district serving children from cradle to career. Our ECE program focuses on high academic achievement, serving the whole child, eliminating inequity and providing each child with excellent teachers everyday. We will ensure that every child thrives as they find joy in the academic experience, while becoming prepared for college, career and community. This starts with a quality early childhood education and this Roadmap.

We are committed to making a positive difference in the lives of Oakland's children and families through high-quality early childhood education by promising contributions to the overall landscape of Oakland's early education program.

- Antwan Wilson
Superintendent of Schools

- Dr. Devin C. Dillon
Chief Academic Officer

- Ray A. Mondragon
Deputy Chief of Early Learning





Early Childhood Road Map

- Introduction
- Data
- Goals and Vital Signs of Student Success
 - Measures of Progress
 - Academic Curiosity & Love of Learning
 - Elimination of Disproportionalities
 - Strong Executive Functioning & Social Emotional Skills
 - Strong Early Cognitive / Academic Skills
 - Health and Wellness

Goals and Vital Signs of Student Success

These Goals and Measures represent our promise to our students, their parents, and our community.



MEASURES OF PROGRESS

<ul style="list-style-type: none">Increased % of students with at least 95% attendance during the school year.Increased % of time students engage in purposeful play, while being creative and/or generating their own ideas and products.Increased % of students using higher-order thinking skills.	<ul style="list-style-type: none">Increased % of African American, Latino and English Learners scoring proficient and above on Kindergarten readiness tools.Increased % of children afforded inclusion opportunities in preschool.Decreased % of referrals for special education services	<ul style="list-style-type: none">Increased % of students who demonstrate persistence and confidence in problem solving with the ability to take risks in learning.Increased % of students demonstrating empathy and understanding of own emotions and emotions of others.Increased % of students who demonstrate impulse control, cooperation and positive relationships.	<ul style="list-style-type: none">Increased % of students proficient in phonological awareness, letter knowledge, and concepts of book and print (Literary Concepts)Increased % of students demonstrating acquisition of vocabulary and meaning, oral language, and conversation skills (Language Development)Increased % of students proficient in number sense and operations, measurements, and spatial reasoning (Mathematical Development)	<ul style="list-style-type: none">Increased % of students demonstrating knowledge about nutrition, healthy food choices, and exercise.Increased % of students who demonstrate personal care routines that support hygiene.Increased % of students who demonstrate knowledge of safety skills when participating in daily activities.
---	---	--	---	--



Early Childhood Road Map

- Professional Practices
 - Pillar 1 - Teaching and Learning - Standards-Aligned Early Childhood Teaching and Learning
 - Pillar 2 - School Can't Do it Alone - Strong Partnerships with Families and Community
 - Pillar 3 - Investing in People - Caring and Effective Educators.
 - Pillar 4 - Managing the Whole - Data - Informed Continuous Improvement.
- Signature Strategies - The “Four Pillars” and Signature Strategies define our Theory of Action and Logic Model for Adult Practices.
- [Link](#) to Roadmap

Professional Practices

Successful accomplishment of our Goals for student learning rests on a strong foundation of Teaching Practices, Leadership Practices, and Organizational Practices. Our Four Pillars are the building blocks of those professional practices; they define what all of us - the practitioners and the stakeholders - must do well and consistently every day... in every classroom, in every school, and system-wide.

Pillar #1 Teaching & Learning Standards-Aligned Early Childhood Teaching & Learning	Pillar #2 Schools Can't Do it Alone Strong Partnerships with Families and Community	Pillar #3 Investing in People Caring and Effective Educators	Pillar #4 Managing the Whole Data-Informed Continuous Improvement
All students have access to curriculum, assessment and teaching that are directly aligned with state standards in all content areas.	Home, school and community is nurtured through shared responsibility and contribution for student success.	Professional learning is defined by our instructional priorities, standards and goals to meet the needs of all staff. Staffing assignments ensure equitable distribution of teachers and leaders to meet the needs of students and schools.	School staff uses formative assessments to monitor and adjust teaching practices, leadership practices and organizational practices for continuous improvement of teaching, learning, and operations.
Teaching Practices			
T1: Teachers use observation, documentation and other assessment tools including technology to engage in continuous collaborative learning to inform practice.	T3: Teachers seek and encourage parental participation in parent/teacher conferences, school events, and volunteer opportunities to ensure their child's success.	T5: Teachers assess own growth over time by analyzing effectiveness of their professional practices relative to student learning and outcomes.	T7: Teachers use ongoing formative assessments to evaluate students learning, adjust instruction to meet student needs, and communicate results with parents.
T2: Teachers use developmentally appropriate standards and other resources to design, implement and evaluate meaningful and challenging instruction for each child.	T4: Teachers communicate information about students' learning and wellbeing in timely, caring and culturally respectful ways.	T6: Teachers reflect and revise teaching practices to improve student outcomes by implementing feedback from colleagues, mentors and supervisors.	T8: Teachers use data-informed cycles of inquiry to implement continuous improvement plans.
Leadership Practices			
L1: ECE Leadership ensures that teachers have equitable access to materials that support implementation of early childhood and developmentally appropriate instruction strategies for all students.	L3: ECE Leadership initiates education, students, parents and caregivers and the community to create schools, which are safe, caring and high quality.	L5: ECE Leadership observes classrooms and give educators direct feedback regarding their selected practices on a regular basis.	L7: ECE Leadership provides professional development including coaching that supports teachers in building, implementing, and interpreting the results of assessments.
L2: ECE Leadership leads ongoing class level and school-wide dialogue around expectations and demonstrations of students work samples that meet rigorous early childhood standards.	L4: ECE Leadership provides opportunities for educators to learn and share successful approaches to engage parents in their child's education.	L6: ECE Leadership engages all staff in dialogue about continuous improvement of student learning and professional practices.	L8: ECE Leadership meet with individual teams of teachers to review how data is being used to drive continuous improvement of classroom instruction.
Organizational Practices			
O1: District Leadership and Community Partners continuously assess and disseminate proven early childhood education instructional practices for all children.	O3: District Leadership and Community Partners develop a continuum of integrated intervention systems that promote developmentally appropriate learning and healthy development for all members of the school community.	O6: District Leadership and Community Partners develop and implement ongoing professional development plans focused on guiding every educator toward meeting the district standards of professional practice.	O7: District Leadership and Community Partners ensure that schools have access to valid and reliable assessments as well as the data decision support systems to inform teaching and learning.
O2: District Leadership and Community Partners communicate a consistent message of high expectations and high support for all students, without exception.	O4: District Leadership and Community Partners provide educators, families and schools equitable access to district and community resources that strengthen families and community.	O5: District Leadership and Community Partners identify priorities and provides resources to facilitate district and school-level professional learning.	O8: District Leadership and Community Partners provide resources and PD to ensure continuous improvement of high quality Early Childhood classrooms.

© Performance Fact, Inc. (2016)

5

Negotiations With Labor Partners

- **OEA**

- ECE Teacher Work Year Aligned with Programmatic Needs
- Teacher-in-Charge Role Expanded / Stipend Increased

- **SEIU**

- Convert All ECE IAs to 10 Month, 1.0 FTE from 12 month , .8 FTE
- Align ECE IA vacation schedule to other 10 Month SEIU employees

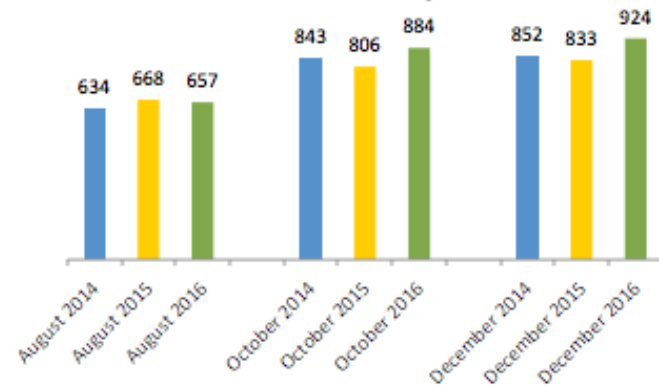


Enrollment - Marketing and Outreach

State Pre-K

	14-15	15-16	16-17
Aug	634	558	657
Oct	843	806	884
Dec	852	833	924

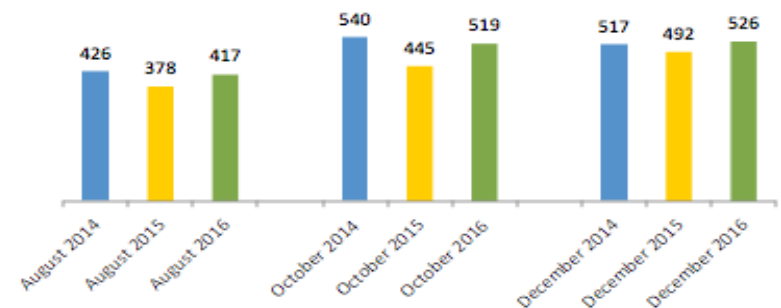
State Prek Enrollment, 2014-2016



Full Day Preschool

	14-15	15-16	16-17
Aug	426	378	417
Oct	540	445	519
Dec	517	492	526

Full Day Prek Enrollment, 2014-2016





Enrollment - Marketing and Outreach

Enrollment Days

- Harriet Tubman 12/8/15 8-6pm , United Nations 12/9/15 8-6pm, Stonehurst 12/10/15 8-6pm, Place at Prescott Gym 3/9/16 8-5pm and Lockwood CDC 3/16/16, 8-5pm

Info sessions and enrollment days in the Spring

- Campbell Village Housing Complex Recreation Room 3/7/16, 5pm
- Lockwood Village Housing Community Center 3/14/16, 5pm

Creation of Posters and Brochures

Enrollment Brochure and Poster Distribution

- Oakland Housing Authority Public Housing
- School Age programs at: Laurel, Sequoia, Hoover, Global Family and Emerson
Libraries at: West Oakland Branch, Fruitvale and MLK

ECE Professional Development

Professional Development

- **Number of Offerings in 15-16 (21 hours required, 154 hours optional)**
- **Number of Offerings in 16-17 (21 hours required, 70 hours optional)**
- **Topics:** Teacher/Child Interactions, instructional support, emotional support, classroom organization, *Big Day for PreK*, *Literacy Beginnings*, Teaching Pyramid, building relationships with families, reading/writing workshop, teacher leadership, DRDP, CPR/First Aid
- **Other Improvement Areas for Quality**
 - Data-driven materials purchases to improve quality
 - Developmental Screening Implementation ASQ (Ages and Stages Questionnaire)
 - Instructional Assistants now attend PD with teachers during workday

Quality Rating and Improvement System (QRIS)

QRIS Tier Level (n=28)

Tier Level	n	%
1	0	0%
2	1	4%
3	9	32%
4	18	64%
5	0	0%

Elements in Rating:

- 1- Child Observation
- 2- Developmental & Health Screenings
- 3- Lead Teacher Qualifications
- 4- CLASS (Teacher/Child Interactions)
- 5- Ratios and Group Size
- 6- ECERS (Classroom Environment)
- 7- Director Qualifications

Key Findings: ECERS

Average ECERS scores

Domain	Average of participating classrooms (n=53)
Interaction	5.55
Parents/Staff	5.20
Program Support	5.19
Space and Furnishings	5.09
Activities	4.74
Language	4.68
Personal Care Routines	3.15

Key Findings: CLASS

Average CLASS scores compared to Oakland Unified School District (OUSD) and United States (US)

Domain	Average of participating classrooms (n=52) OUSD		US average
Emotional Support		5.96	6.1
Classroom		5.55	5.83
Instructional		2.44	2.9



Update on Starting Smart and Strong Initiative

Oakland's Starting Smart and Strong Initiative

Project Year 1

December 6, 2016

harder  co | community
research

Overview of Year 1 Activities

- Strong focus on systems development
- Establishment of the Starting Smart and Strong Lead Planning Team and Task Force
- Adoption and implementation of Big Day for Pre-K curriculum
- Built a strong partnership with New Teacher Center (NTC) and implemented coaching in 44 classrooms
- District-wide implementation of QRIS



Learning Questions

- What have been the **successes and challenges** of Oakland's formal sector work to date?
- How is Oakland **defining quality**, and which **strategies** do they see as having the **greatest potential to improve the quality of early learning**?
- How has the overall **quality of early learning settings** within OUSD improved?
- Are **data** being collected and used that are responsive to learning and **quality improvement**?
- Where are there **opportunities for further improvement** or alignment?



Year 1 Implementation: Successes

Partners are aligned in their beliefs that coaching provided by the New Teacher Center has enhanced classroom quality.

There is general consensus that NTC coaching has been a positive experience and has helped support teachers in providing quality education. Teachers, site administrators, coaches, and district administrators agree that it would be beneficial for all early learning classrooms to have access to NTC coaches.

"I think [coaching] helps organize your classroom experience...you need someone to help you organize [the] different components – behavior, paperwork, Big Day curriculum – there's so many things." – Teacher

"[Coaching offered a]protected space between NTC coaches and teachers. [We] might go in and do a casual observation, but we're still the administrators. So having [a coach], especially for the new teachers, it's been a valuable reflective space for their practice..." – Site Administrator

"I think another success of the coaching is the relationship with the administration. While there's a lot to be developed, the fact they are even willing to engage in this and support us publicly has been really helpful." – Coach

Year 1 Implementation: Challenges

Providing dedicated time for collaboration among teachers and instructional assistants would enhance professional development and classroom quality.

Teachers, coaches, site and district administrators all noted that dedicated time for teachers to meet with one another and reflect on professional development and teaching practices would be beneficial. Similarly, teachers and instructional assistants (IAs) need support on how to best collaborate in the classroom. Teachers explained that IAs should also attend professional development sessions.

"There is no established time for collaboration between the adults in the classroom...and that can be really challenging because our idea is to work with the whole [teaching] team. Teaching teams aren't asked to reflect...on their teaching or given support to do that..."

- Coach

"I really wanted to collaborate with the teachers on our site because we're all doing Big Day, but we just don't have the time. A teacher will come in and look at some of the projects I'm doing and take pictures...but it would be great if we could have [more time to talk and share] because I love hearing what other [teachers] are doing." - Teacher



Perspectives on Quality

How is Oakland defining quality, and which strategies do they see as having the greatest potential to improve the quality of early learning?

Defining and Assessing Quality

Teachers, coaches, and administrators are aligned in their definitions of quality.

When reflecting on indicators of high-quality adult-child interactions, respondents identified several key factors that reflect quality. These include teachers demonstrating a strong understanding of child development and developmentally-appropriate tasks; active listening; modeling desired behavior; providing play-based learning activities; providing positive feedback to children.

"You're guiding them, because these are 3 and 4 and 5 year olds. Some of them are limited in their language skills. Taking the time to really get down on their level and modeling for them is really important." - Teacher

"The teacher understands child development. He/she is interacting with the child and knows the proper scaffold for that child; what questions to ask, what other materials to bring, and the interaction is positive." - NTC coach

"[A quality classroom is a] buzzing classroom. Bees zoom from one flower to the next...I see [teachers] as little bees. They're buzzing from one table to another. They spot social-emotional [concerns] [and] encourage interactions. Along the way they're collecting pollen - capturing notes of children doing specific things so it doesn't get lost." - Site Administrator



Opportunities for Alignment

Where are there opportunities for further improvement or alignment?

Opportunities for alignment & improving PD

Participants offered ideas for improving professional development and the system of early learning within OUSD.

Opportunities include: 1) developing a clear, shared understanding of kindergarten readiness across pre-K, TK, kindergarten teachers, site administrators, and district leaders; 2) consider how the role of site administrators may be elevated to the same level as principals; and 3) explore how inequities in resources can be addressed in order to effectively scale PD and enhancements to classrooms.

"I think we need to do a better job of having the groups talk to each other so that they understand expectations...What is a TK-ready student? What is a kindergarten ready student? How, myself, as a pre-K teacher, can I help support that?" – Administrator

"[There are] inequities across the ECE Department. Some sites have been historically abandoned and are under-resourced...It's important to acknowledge that it's not just education. If all sites had an equitable distribution of resources as well as similar levels of support, coaching would look different." - Coach



Areas of Focus for 2016-2017

- Tuition Based Preschool Option -
- Kindergarten Readiness Indicators
- Creating a PreK - 3rd Grade Alignment -
- Improving Enrollment Systems in alignment with OUSD TK-12 Enrollment -
- Continuing to Enhancing Marketing / Outreach and Enrollment -
- Continued Professional Development





Partners Recognition

-
- Packard Foundation
 - Kenneth Rainin Foundation
 - City of Oakland Head Start
 - San Francisco Foundation
 - Oakland Ed Fund
 - Literacy Lab
 - Oakland Fund for Children and Youth
 - First Five Alameda County
 - Rotary Club
 - Jewish Family & Community Services
 - Tandem
 - Early Care and Education Program, Alameda County
 - New Teacher Center
 - West Ed
 - City of Oakland- Office of the Mayor
 - Early Edge California
 - Harder & Company
 - Lotus Bloom
 - Mills College School of Education
 - Unity Council
 - Lincoln Child Center
 - Oakland Reads 2020
 - Parent Voices
 - ProArts
 - Attendance Works

EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

Contact us Early Childhood Education for additional information
Phone: 510.273-8277 | Email: info@ousd.org