Links/Navigation

Decks, Materials from the Steering Committee Meetings

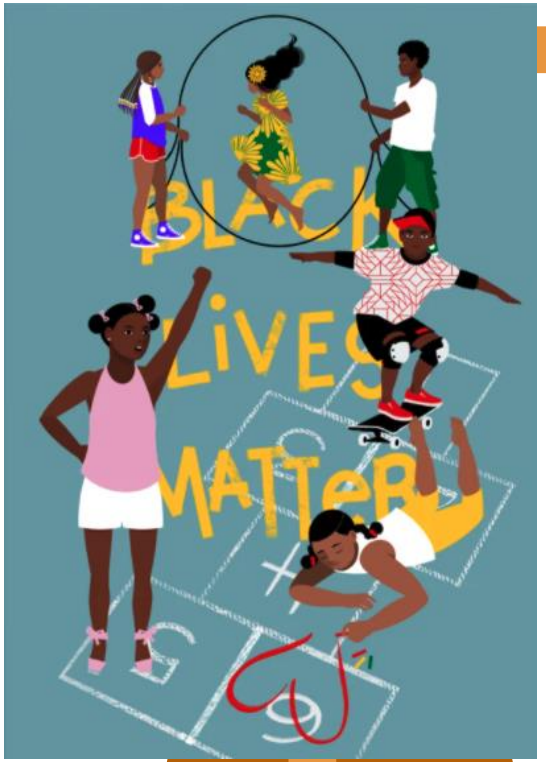
- 9/16 Steering Committee Meeting | Deck, Review the Resolution Handout
- 9/30 Steering Committee Meeting | Deck, Handout
- 10/7 Steering Committee Meeting | Deck, Agenda
- 10/21 Steering Committee Meeting I Deck, Agenda
- 11/4 Steering Committee Meeting | Deck, Agenda

More Resources/Documents

- Resolution 2021-0037 Reparations for Black Students
- Meeting Agenda Email
- Task Force Welcome

Black Students & Families Thriving Task Force

Steering Committee Meeting



Roll Call

11/4 Task Force Agenda

4:00-4:10 | Opening, Roll Call, Acknowledgement, Adoption of Minutes (10 mins)

4:10-4:20 | Public Comment (10 mins)

4:20-4:35 | Work Group Updates (15 mins; 5 min/group)

4:35-4:45 | Data Presentation: Dr. Bri Moore (10 mins)

4:45-5:00 | Discussion & Q&A (15 mins)

5:00-5:40 | Work Group Breakouts (40 mins)

5:40-5:50 | Public Comment (10 mins)

5:50-6:00 | Closing/Next Steps (10 mins)

J4OS Justice 4 Oakland Students

Public Comment on Agenda Items (10 mins)

Raise your hand if you have a comment.

1 min per person.

Working Group Updates

Developing Black Student Thriving Indicators

Working Group Charter

Developing the 5 Year Black Students Thriving Plan

Working Group Charter

Establishing the Black Thriving Fund

Working Group Charter

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Black Students and Families Thriving Task Force Data Presentation

AA Students

ELs

Homeless Youth

OAKLAND UNIFIED SCHOOL DISTRICT

Vision

All 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.

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.

Outcomes: Continuous Improvement Journey

1

SIR Overview
What is the Systemic Instructional Review (SIR) Report

2

Using Data to Tell the Story we want told: Results Based Accountability

3

Designing with other progress monitoring systems in mind.

AA Students

ELs

Homeless Youth

The Story we tell becomes the world we live in…
- OpEd

Dr. Sabrina "Bri" Moore

Program Director of Systemic Instructional Review ACOE

What is the Systemic Instructional Review?

Click here for the:
OUSD SYSTEMIC INSTRUCTIONAL REVIEW

for Black Students Resolution?

Click here for the:

Why a Systemic Instructional Review?

Why a Black students and families taskforce?

Keeping Students at the Center

THE SIR REPORT NAMES 3 PRIORITY STUDENT GROUPS

- ELs: Students learning English
- HY: Students experiencing homelessness
- AA/Black Students

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.

3-SIR Themes & 58-SIR Actions

Coherence Theme 1

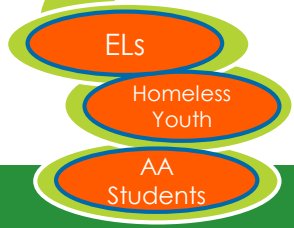
The clarity and "shared depth of understanding about the nature of the work and how it impacts the results desired for student achievement." - Fullan

Accountability Theme 2

Commitment and accountability to district initiatives and student outcomes.

Autonomy Theme 3

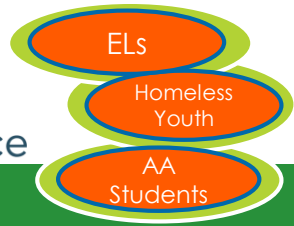
Reach common agreement and shared understanding of how school autonomies in OUSD support better outcomes for students.



CCEE Systemic Instruction Review Focus Areas

- Multi- Tiered Systems of Support;
- High School Graduation Rate, A-G Completion and Pathway Participation;
- Middle School Achievement (Math);
- Early Literacy; and
- Professional Learning.

ccee
California Collaborative
for Educational Excellence



Connecting the SIR & The Reparations For Black Students Resolution

There are a total of **58** actions in the **SYSTEMIC INSTRUCTIONAL REVIEW REPORT 19** of those **58** Actions or **32%** are closely related or explicitly stated goals towards improving instructional programming for Black students.

Ex. Action Named in SIR Report

3D: Expand policies, professional learning, and implementation of culturally relevant practices utilized by AAMA teachers that allow students to feel safe and respected and to engage in learning intended to improve AA students' academic outcomes.

Remember when I said, "19 of those 58 Actions or 32% are closely related or explicitly stated goals towards improving instructional programming for Black students." This is an example.

Ex. of an Action Named in the SIR

9A: Provide differentiated professional learning and support to schools, increasing district involvement with schools whose outcomes continue to decline for AAs,

Remember when I said, "19 of those 58 Actions or 32% are closely related or explicitly stated goals towards improving instructional programming for Black students." This is an example.

Ex. of the 19 Actions Named in SIR Report

1D: In an effort to make OUSD's vast data resources more accessible, build an Equity Dashboard that standardizes a data set from the indicators on the Instructional Plan. This dashboard would make public the network and school actions to address disproportionality, systemic racism, and explicit and implicit bias.

Remember when I said, "19 of those 58 Actions or 32% are closely related or explicitly stated goals towards improving instructional programming for Black students." This is an example.

Performance Measurement & Alignment

~~Collecting~~ Evidence towards **58 Actions** named in the review of instruction and Monitoring SIR Actions to Systemness

BLACK STUDENTS ARE/HAVE:

- ❑ Physically & Emotionally Healthy
- ❑ Feeling Empowered & Engaged
- ❑ Feeling Safe and a Sense of Belonging
- ❑ Academically Prepared
- ❑ Loved and Affirmed
- ❑ Opportunities for Rich and Diverse Experiences

SIR CYCLES of Improvement and Reporting

1 SIR Improvement Monitoring

Purpose: Internal CCEE assessment of progress on SIR recommendations and evidence to support.
Frequency: Three times a year (November, March, June). Discussed with LEA and COE at CCEE SIR Progress Quarterly meetings. This information is included with quarterly updates to CCEE Board, State Superintendent, and State Board of Education (August/September, November, March, June).

Culture, Coherence, and the Planning Process	Curriculum, Learning, and Support	Instructional Practice and Strategies
Social-Emotional and Behavioral Health and Development	Assessment and Accountability	Student and Family Engagement
School-based Instructional Leadership Teams	Administrative Coaching and Leadership	Professional Learning and Coaching
Data Management and Use and Student Information Systems	District and Leadership Capacity	Governance Support with Instruction

Not Started | In Progress | Completed

2 Cycles of Continuous Improvement

Purpose: LEA internal leadership team engages in short cycles of continuous improvement to support implementation of the SIR actions/recommendations and improve student outcome. COE and CCEE can support as needed, including as part of the Differentiated Assistance process.
Frequency: Recommended four times a year (August/September, November, March, June) by LEA and is shared with CCEE and COE at CCEE SIR Progress Quarterly meetings.

LEA = Local Educational Agency = OUSD

SIR CYCLES of Improvement and Reporting

3 Implementation of SIR Recommendations

Purpose: External infographic created by CCEE on the progress the district has made on the implementation of SIR recommendations aligned to the 12 instructional components that can be shared with district stakeholders.

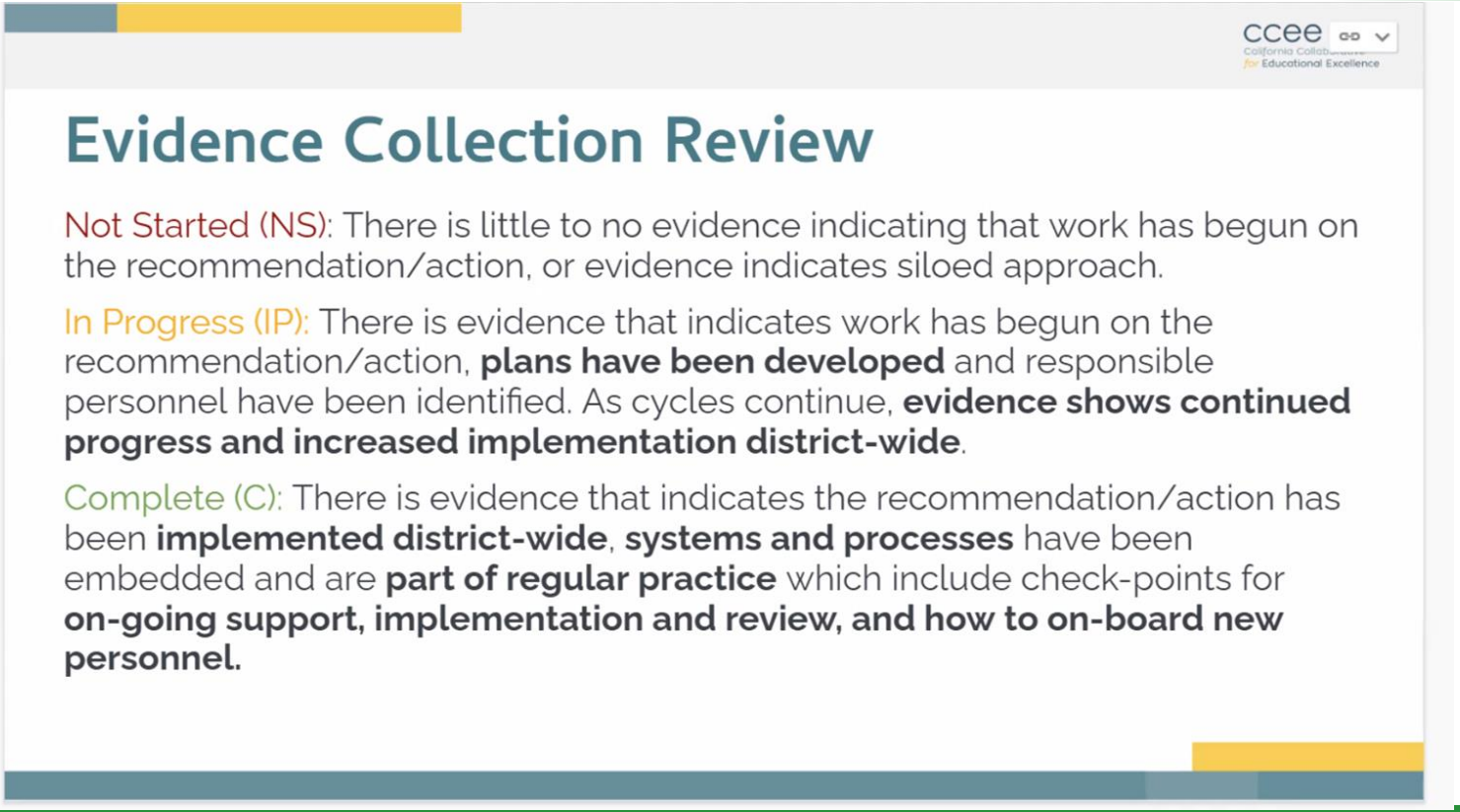
Frequency: Two times a year (December/Fall and June/Spring).

4 CA School Dashboard

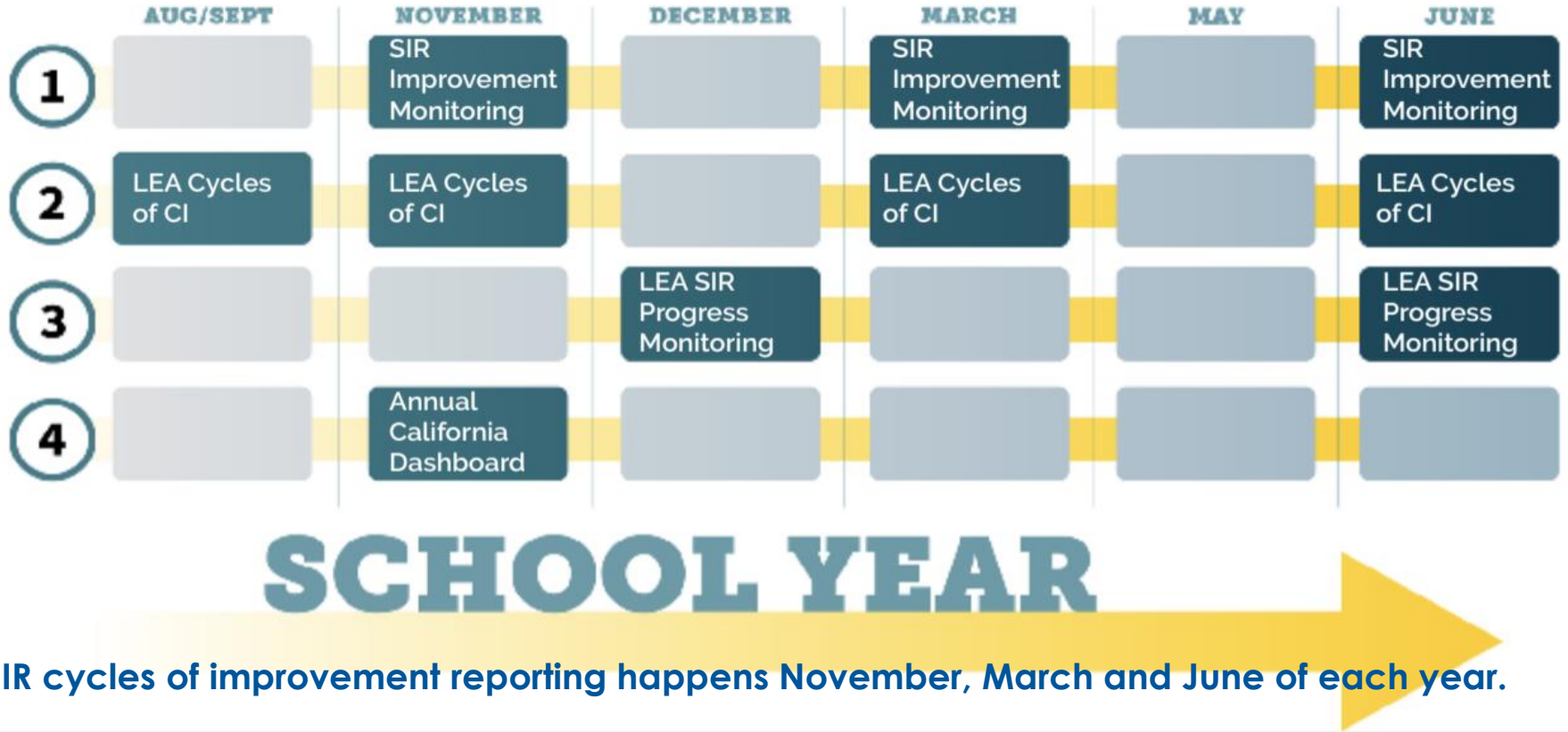
Purpose: The California School Dashboard is an online tool that shows how LEAs and schools are performing on the state and local indicators annually. Serves as a key indicator of pupil achievement progress.

Frequency: CA Dashboard is updated yearly for the prior academic year (December).

SIR CYCLES of Improvement and Reporting



SIR Progress Monitoring Overview



SIR cycles of improvement reporting happens November, March and June of each year.

Common Language in Telling the Story of Continuous Improvement

Results	The conditions of well-being we want for Black students, families and communities as whole.
Indicators	How we measure these conditions.
Baselines	What the measures show about where we've been and where we're headed.
Turning the Curve	What success looks like if we do better than the baseline.
Strategies	What works to improve these conditions
Performance measures	How we know if programs are working. Results based accountability use three common sense performance measures: How much did we do? How well did we do it? and are Black students better off?

"By using common sense measures, we can be honest with ourselves about whether or not we're making progress. If we work hard and the numbers don't change, then something more or different is needed. We rarely have the right data in the beginning so it's better to start small with the best data we have and get better. Keeping in data doesn't have to be gathered by the experts." - M Friedman

Performance Measurement & Alignment

~~Collecting~~ Evidence towards **58 Actions** named in the review of instruction and Monitoring SIR Actions to Systemness

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- ❑ Opportunities for Rich and Diverse Experiences

From Talk to Action

The Step-by-step process starts with a group of partners who wish to improve the quality of conditions academic, socially and emotionally for Black students in OUSD.

Step 1	What are the quality of life conditions we want for our Black students and families?
Step 2	What would these conditions look like if we could see or experience them?
Step 3	How can we measure these conditions?
Step 4	How are we doing on the most important measures?
Step 5	Which programs /departments / partners have a role to play in doing better?
Step 6	What works to do better, including no-cost and low-cost ideas?
Step 7	What do we propose to do?

BLACK STUDENTS ARE/HAVE:

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Results Based Accountability & The SIR

SIR Action	Program/ Team/Dept.	How well did we do it?	Are Black students better off?
3D: Expand policies, professional learning, and implementation of culturally relevant practices utilized by AAMA teachers that allow students to feel safe and respected and to engage in learning intended to improve AA students' academic outcomes	Office of Equity	Percentage of schools with professional development plans explicitly naming antiracism pd; percent of staff attending foundational anti bias / anti racism/restorative justice training.	Percent of school teams who report applying new learning 6 months after training, Percent who report that professional development helped them do better.
	Special Education (SPED)	over representation of Black students in special education classes; percent of special education students in mainstream classrooms and professional development offerings for all teachers	Attendance rate, Graduation rate, Percent of parents who think the school is doing a good job preparing their child for life.
	Human Resources (HR)	Percent of SPED vacancies filled (or offers made) within 30/ 60/ 90 days.	Rate of non-promotional turnovers; Percent of staff who report that HR provides the support they need to do their jobs well in service of Black students and families.
	Academics and Instruction (Ai)	Retention rates for highly qualified teachers, Percent of teachers with degrees in the subject area they are teaching.	High School graduation rate, Percent of students with good attendance, Percent of Black students proficient or better at reading, writing, math and science by grade level.

Examples of Measures

Examples of Measures

Examples of Measures

Examples of Measures

Results Based Accountability & The SIR &

SIR Action	Program/ Team/Dept.	How well did we do it?	Are Black students better off?
3D: Expand policies, professional learning, and implementation of culturally relevant practices utilized by AAMA teachers that allow students to feel safe and respected and to engage in learning intended to improve AA students' academic outcomes	Office of Equity	Percentage of schools with professional development plans explicitly naming antiracism pd; percent of staff attending foundational anti-bias/antiracism/restorative justice training.	Percent of school leaders who report applying new learning [illegible] months after training, Percent who report that professional development helped them do better.
	Special Education (SPED)	Overrepresentation of Black students in special education classes; percent of special education students in mainstream classrooms and professional development offerings for all teachers	Attendance rate, Graduation rate, Percent of parents who think the school is doing a good job preparing their child for life.
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Black Students Thriving Indicator Alignment

Feeling Empowered & Engaged

Questions and Answers

- How can the Systemic Instructional Review process be leveraged in support of data monitoring, collection, and progress monitoring continuous improvement of key indicators of Black student success?
- Where is there alignment of measurement process of the Systemic Instructional Review and Black students thriving indicators?
- How are we doing on the most important measures?
- **What questions are coming up for you?**

Working Group Breakouts

Developing Black Student Thriving Indicators

Working Group Charter

Developing the 5 Year Black Students Thriving Plan

Working Group Charter

Establishing the Black Thriving Fund

Working Group Charter

Public Comment (10 mins)

Raise your hand if you have a comment.

1 min per person.

Closing & Next Steps