

Board Office Use: Legislative File Info.	
File ID Number	25-1657
Introduction Date	May 14, 2025
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Patrice Berry, Board Member
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Meeting Date November 13, 2025

Subject Proposed Board Policy - Prioritizing Student Outcomes

Ask of the Board Introduction of Board Policy NTBD - Prioritizing Student Outcomes

Background In recent meetings, the Oakland Board of Education has spent the vast majority of its time considering and discussing fiscal issues. While decisions that result in the wise and equitable use of public resources in the service of our students' education, the balancing of our District budget and the full emergence of the District from state and county receivership are of paramount importance, the Board cannot effectively meet its goals of providing an excellent education for every Oakland student unless it spends significant time in public meetings focused on student outcomes, including the Board's theories of action for improving those outcomes, current and proposed District initiatives to carry out those theories of action, and the concrete measurable quantitative and qualitative results of those initiatives. In recent memory, the time spent discussing these issues in our meetings has been negligible.

On June 5, 2024, the Board adopted Resolution 2324-0206, "Advancing Black and Brown Student Achievement," which included the Board's directive to the Superintendent "to provide a biannual report to the board on progress with A-G, graduation, math and ELA progress."

Traditionally, the annual Superintendent and Board Work Plans include specific metrics. For example, the Work Plans for 2024-25 name the following eight measurable student outcomes:

- the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessments,

- the average Distance From Standard (DFS) on Smarter Balanced/SBAC state assessments in 8th grade Mathematics,
- the A-G completion rate with a grade of C or better for graduates who complete high school in 4 years, and for those who complete high school in 5 or more years,
- the English Learner (EL) reclassification rate,
- the percentage of grade 6-11 students in target groups reading multiple years below grade level on the Spring Reading Inventory,
- the chronic absenteeism rate (missing 10% or more of school days),
- the out-of-school suspension rates and student expulsions for Black students and Students With Disabilities (SWD),
- and the number of schools with at least 70% of students and parents who report feeling connected to their school on the California Healthy Kids Survey (CHKS).

The Work Plans also name the following staff metrics which are leading indicators for student outcomes:

- the one-year teacher retention rate,
- and the number of sites engaged in equity/anti-racist professional learning.

The Council of Great City Schools (CGCS), of which the District is a member, promotes Student Outcome-Focused Governance. According to their website¹:

"Student outcomes don't change until adult behaviors change... The intention of CGCS' Student Outcomes Focused Governance (SOFG) framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes."

School Board Partners, a national non-profit organization that supports school board members across the country to advocate for equity in their districts, provides model policies that school boards can use as a basis for local policies. The attached proposed Board policy was adapted from their District Data-Monitoring Policy. According to their website²:

"The District Data Monitoring policy ensures that the board monitors comprehensive, measurable data across all major areas of district performance on a regular and routine basis. The board will also leverage this routine data monitoring activity to inform and develop between three – five annual goals that identify the board's highest priorities for district accountability and serve as the basis for superintendent evaluation. This policy ensures the board is monitoring a rigorous and comprehensive set of metrics as the primary basis of its board meetings, rather than defer to the administration to determine what data is presented to the board."

¹ <https://www.cgcs.org/domain/405>

² <https://schoolboardpartners.org/governance-model#district-data-monitoring>

Discussion The proposed Board policy recognizes that the metrics the Board chooses to evaluate student outcomes must be specific to the Oakland context and may change from year to year. The Teaching and Learning Committee is the body best placed to recommend specific metrics for the Board to adopt, which will then inform the Superintendent's Work Plan as well as the Board's Work Plan.

We know that the membership of our Board may change from cycle to cycle, and while it is ideal to have an excellent Superintendent with a long tenure, that position is also subject to change over time. It is the Board's responsibility to institute systems and policies that will ensure that, regardless of these transitions and the inevitable emergency moment to moment, the focus on measurable student outcomes in our public meetings becomes a constant. With that goal in mind, this proposed policy is submitted for the Board's consideration.

Fiscal Impact None.

Attachment Proposed Board Policy NTBD, "Prioritizing Student Outcomes"

Board Policy NTBD

Prioritizing Student Outcomes

Purpose

The purpose of this policy is to ensure that the Board spends our limited meeting time on student outcomes using clear metrics, public goals, and regular monitoring to drive continuous improvement. This policy will establish the system and process the Board will follow to monitor and engage with comprehensive, measurable data across all major areas of district performance on a regular and routine basis. This data monitoring and engagement activity shall be one of the primary uses of time at every regular Board business meeting.

Progress Monitoring Metrics

The Board shall monitor data, at a minimum, on an annual basis for several key metrics. All data reported for these metrics shall be disaggregated at the school level by race, disability status (including students with IEPs), English Learner status, foster and unhoused youth status, and any other primary subgroups monitored by the state accountability framework, if applicable. Generally, the data should be reported longitudinally for at least the prior 4 quarters. The Board shall leverage this routine data monitoring activity to inform the Board's highest priorities for district growth and accountability, identify and develop 5-10 annual goals in its Work Plan, and establish one basis for superintendent evaluation.

For the purposes of this policy, the following definitions apply:

- Metric refers to what we measure;
- Target refers to the expected level of performance; and
- Goal refers to both the Metric and Target adopted by the Board.

Annual Determination of Key Metrics

This section establishes the annual process the Board uses to select 5 to 10 Key Student Outcome Metrics and Targets, together referred to as the District's Annual Goals for the coming academic year.

Upon adoption under this section, the Board's 5 to 10 Goals (metrics and targets) shall be compiled, presented at a regular board meeting, and published for accessible public consumption on the District website.

The Board will adopt a list of approximately five to ten Key Student Outcome Metrics by May 31 of each year, upon the recommendation of the Teaching and Learning Committee. These metrics will guide the development of the priorities for the Board's Work Plan as well as the Superintendent's Work Plan for the following academic year.

Process & Timeline

- I. **Annual Adoption.** By May 31 of each year, the Board shall adopt approximately 5 to 10 metrics and associated annual Targets for the following academic year upon recommendation of the Teaching & Learning Committee, using existing data systems and processes (including the LCAP).

- II. **No Board Adoption.** If the Board does not adopt new metrics and Targets by May 31, the most recently Board-adopted set of metrics shall automatically carry over for the subsequent academic year. In this instance, prior Targets remain until the Board adopts revised Targets by June 30.
- III. **Target-Setting in a Carryover Year**
When metrics carry over under this policy, a proposal of new Targets should be presented to the Board by June 15, and published in a Brief.
- A. The Brief must include the following:
1. A multi-year trend analysis (district, school, subgroup),
 2. Benchmarking against state/county averages and comparable districts,
 3. An equity gap analysis with proposed gap-closing trajectories,
 4. Programmatic & budget alignment (strategies, staffing, materials), and
 5. Risk/feasibility analysis and anticipated data release timelines.
- B. The Brief may compile existing artifacts including materials already prepared for other purposes (i.e., CA Dashboard releases, LCAP analyses), and any new analysis should only be conducted to ensure comparability or equity gap clarity.
- C. Other requirements are as follows:
- **Public Review.** The Board shall hold a study session or other public forum to receive the Brief and public comment.
 - **Board Adoption.** The Board shall adopt Targets by June 30 (or the next regular meeting). Targets must ensure that the Goals are S.M.A.R.T., equity-focused, and aligned to the LCAP and school site plans.
 - **If Targets are not adopted by June 30.** The prior year's Targets remain in force without change until new Targets are adopted. The Superintendent shall return with revised recommendations no later than September 30.
 - **Mid-Year Calibration.** If state assessments, accountability rules, or verified data releases materially affect measurement comparability, the Board may prospectively recalibrate specific Targets with a documented rationale.
 - **Year-to-Year Non-Comparability.** If any carried-over Metric becomes non-comparable due to changes in assessments, data definitions, or availability, the Superintendent may recommend a substitute for Board ratification.

Default Metrics

If (i) no previously adopted set of metrics exists to carry over, or (ii) a majority of the carried-over metrics are non-comparable, the following Default Metrics shall be used for that academic year:

- Percentage of ECE students who are kindergarten-ready upon entry
- The percentage of students at mid/above grade-level proficiency in reading in each grade, kindergarten through 12th
- Percentage of 8th-grade students who meet or exceed the state mathematics standard
- The cohort graduation rate and the rate of college eligibility under UC/CSU A-G requirements for high school students
- The reclassification rate for English Language Learners, including the percentage of ELL students on track to exit ELL status

- The rate of chronic absenteeism for all students in grades TK-12, disaggregated by key student groups, including students with IEPs.
- The rate of out-of-school suspensions, broken down by students receiving 1 or more, 3 or more, 5 or more, and 10 or more suspensions in a given school year, and disaggregated by race and disability status (including students with IEPs).

The Board may amend or replace metrics and targets at any time by majority vote, with changes taking effect prospectively.

Superintendent Evaluation & Reporting

The Superintendent's annual evaluation shall be based in part on annual performance Goals selected from the Goals developed and approved by the Board per this policy.

The Superintendent and/or designee(s) shall present an annual report in a Board meeting with performance from the prior school year on the key metrics as determined by the Board, no later than September 30th of each year.

The Superintendent and/or designee(s) shall present interim reports in Board meetings throughout each school year with data demonstrating progress towards the Annual Goals. At least three interim reports shall be presented in separate Board meetings during each calendar year. This reporting cadence should align with existing district data collection and assessment timelines to minimize administrative burden.

Legislative Calendar Alignment

In addition to the annual legislative calendar, the Board shall adopt a student outcomes progress monitoring calendar that specifies when and how student outcome Goals will be scheduled for presentation, discussion, and monitoring during the year. This calendar shall be developed collaboratively by the Board President and Superintendent, aligned with the Superintendent's Work Plan and recommendations from the Teaching and Learning Committee, and presented to the full Board for approval. The progress-monitoring calendar shall be adopted alongside the legislative calendar and updated only when the legislative calendar is amended.

Meeting Agenda Alignment

To institutionalize a focus on student outcomes, the Board shall ensure that time is allocated in the agenda of each regular Board business meeting for the presentation, discussion, or monitoring of progress toward the Board's 5 to 10 Goals. This student outcomes reporting need not be on the agenda as standalone items, and can be integrated throughout the agenda as thematically appropriate. With that in mind, the Board President and Superintendent shall collaborate to ensure that agenda planning reflects this policy, including integration and alignment with the President's and Superintendent's reports, updates on the Board's and Superintendent's Work Plans, and Teaching and Learning Committee recommendations. Any subsequent resolution or action that establishes or adjusts the structure of Board agendas shall be reviewed and, if necessary, revised to ensure consistency with this policy and its intent.

To maximize transparency and community engagement, items related to student outcomes shall generally be scheduled toward the beginning of each regular Board business meeting agenda. Exceptions may be made by the Board President, in consultation with the Superintendent, to maintain statutory compliance and in cases of urgency or emergency that require reordering of the agenda.

[1] <https://www.ncan.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates>